



Duty To Review and Accountability Statement 2023/24

FOREWORD.

**On behalf of the Board of Governors,
I'm pleased to share the College's
Duty to Review.**

In undertaking this thorough and detailed piece of work we have been able to consider if the training and education provided by Gateshead College is meeting the needs of our local communities and identify if there are any opportunities to improve what we do.

This fulfils our duty under the Further and Higher Education Act 1992, but also meets our commitment to continuous improvement, transparency, and the development of our college for the benefit of all of our learners and the individuals and organisations in our wider community.

Our contribution to developing a stronger, fairer and greener North East is significant and a responsibility we take seriously. In embracing this review, we are not only asserting our commitment to the highest standards of education and training, but also demonstrating our ability to adapt and respond to the changing needs of those we serve and our willingness to work together for the benefit of the region.



Michael Wood Williams
Chair of Governors



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EXECUTIVE SUMMARY.

Gateshead College operates in a complex political environment. Further Education colleges have recently been reclassified by the Office for National Statistics to the central government sector.

Funding, accountability and regulation are increasingly focused on job outcomes and the contribution to local skills. Levelling up and regionalisation play a part in how the college's priorities are shaped. The college operates in an area that will soon see a devolved mayoral authority control the adult skills budget in the North East rather than the fragmented system in which the college currently operates. The Board approved a new strategic plan in July 2022 which was cognisant of this environment whilst also keenly listening to its learners, staff, employer partners and wider stakeholders.

The Further and Higher Education Act 1992 places a duty on the Board to review how well the education or training provided by the college meets local needs, and consider what action might be taken in order to meet those needs better. This duty has been undertaken parallel to a number of aligned workstreams that the Board has been developing in meetings, committees and the biannual conferences including developing the strategic plan, considering the new Ofsted skills judgement (and successfully securing a Strong judgement at our inspection in March 2023), helping to shape and develop the two regional Local Skills Improvement Plans (LSIPs) and developing the Annual Accountability Statement. These activities, along with an externally commissioned evaluation of supply and demand and the college's community conversation collecting the views of stakeholders including local colleges, schools, independent training providers and the council's education arm, has provided a strong basis for review and a strong understanding and assurance in producing this analysis.

The college offers education and training to young people, adults, apprentices and has a small higher education offer. The vast majority of learners reside in the North East Local Enterprise Partnership (LEP) geography including Gateshead, Northumberland, North and South Tyneside, Newcastle, Sunderland and County Durham. The local population are predominantly white; however the college has a large English for Speakers of Other Languages (ESOL) offer and a unique partnership with the local Jewish community which means the college is more diverse than the local population.

The college is heavily integrated into the local business community as the skills partner of the North East of England Chamber of Commerce (NEECC), a strategic board member of the Newcastle Gateshead Initiative (NGI) and college executive team members hold non-executive positions in businesses and anchor institutions across the region. The two local LSIPs have recently published their reports and the key sectors are very closely aligned to the NELEP priority sectors which have been a significant driver in the college's curriculum planning process since they were developed. The key sectors include Digital, Advanced Manufacturing, Construction, Health and Social Care, Transport and Logistics, Green / Net Zero, Business and Professional, and Culture, Creative and Tourism – all sectors in which the college is very active. Crucially, both LSIPs outlined the need for a solid basis of employability skills including digital skills, literacy, numeracy, communication and confidence – all of which are at the heart of our ethos of providing 'employment edge'.

The analysis of supply and demand recognises that the college operates collaboratively within a local and regional education ecosystem which consists of 19 local secondary schools, 7 regional colleges, 5 regional universities and many other private and public sector bodies. Our stakeholders were clear when developing our strategic plan that increasing market share was not a priority, but strong careers advice and guidance was.

The analysis outlines that the demographic of the college come from some of the most deprived backgrounds with the majority in the top 3 bands of 10.

The college's provision for young people is sensitive to those at risk of marginalisation from employment and inclusion, and provides positive routes to employment and further study. The college is also a pilot centre and advocate of T levels. Adults are supported with employability skills including large numbers studying courses providing skills and industry accreditation to break down barriers to employment. A large number of adults improve their maths, English and language skills to help them thrive in work and life. The college is increasing its offer to adults at higher technical levels through trailblazing the DfE bootcamp programme. Apprentices benefit from technical routes aligned to high quality teaching and resources at the college, and is enhanced by additional input from employers, including the award winning PlanBEE programme. The higher education offer is responsive to local needs and also sits in the higher technical space which is an excellent springboard for the college to develop and enhance its higher technical qualifications (HTQs) alongside its employer partners.

The college's curriculum is significantly aligned to LSIP priorities. It is well understood that these priorities represent a significant proportion of the regional economy, but not all, and 100% alignment would not meet current employment needs. However, with 68% of provision for young people, 93% of adult education, 81% of apprentices and 100% of higher education programmes directly aligned to LSIP sectors and priorities, we believe there is a strong basis for our alumni contribution to current and future skills requirements.

The Board has received strong assurance that the college meets local skills needs, formally from Ofsted, from our scrutiny of the integrated curriculum and business planning cycle at committee meetings and from our internal audit regime, and the strong alignment of curriculum provision to the LSIP priorities. Our duty to review has identified six considerations which will further enhance and strengthen what we do for learners and our economy locally, regionally and nationally:

- Further develop Level 3 offer in priority areas.
- Further develop T Level offer and engagement.
- Continue to embed industry relevant digital skills across the curriculum.
- Further develop the curriculum to take account of digitisation in priority sectors.
- Develop apprenticeship offer to enable progression to higher levels and higher technical routes (including Higher Technical Qualifications ((HTQs)).
- Further develop Bootcamps to increase the supply of adults at Level 3 and above.

1. COLLEGE MISSION & PURPOSE.

Gateshead College is a provider of high-quality education with a strong focus on vocational and technical education which prepares people for work and meets local, regional and national skills needs.

The college serves Gateshead and the wider region with provision for young people, adults and employers which gives individuals the knowledge, skills and behaviours they need for their next steps in education, training or employment whilst addressing social barriers and mobility.

The Board of Governors approved a new Strategic Plan in July 2022. This followed a robust programme of consultation which resulted in a mandate from our community to focus on four key strategic priorities: Learners, People; Partnership and Sustainability and a collective ambition to make sure everyone can thrive and benefit from the opportunities available at Gateshead College.

This is underpinned by a strong set of values which shape what we do and how we do it. Our longstanding ethos of Employment Edge is embraced by everyone across Gateshead College, it is the constant that will ensure our learners have the best chance of getting a job, starting a business and progressing their career.

Our contribution to developing a stronger, fairer and greener North East is significant and whilst our environment is constantly changing and challenging we continue to adapt, working with partners to ensure our learners, colleagues and communities can flourish now and in the future.

We want our culture to reflect the joy of learning and being in Gateshead College; providing an environment where everyone feels valued for being themselves and can enjoy studying and working with dedicated colleagues is fundamental to our ambitions.

OUR PURPOSE.

To develop skilled, confident learners who succeed in work and life.

OUR VISION.

To be at the heart of a thriving community, helping people to achieve their full potential and gain the employment edge.

OUR ETHOS.

Employment edge – industry inspired education that combines high quality learning with real world skills helping all learners, whatever their age, background or starting point, develop the confidence, personal and professional skills to be successful. Gateshead College learners will have the best chance of getting a job, starting a business and progressing in their career; an employment edge that will set them apart.



OUR STRATEGIC PRIORITIES.

Learners

To support and inspire every learner to make the most of their talents, skills and opportunities. We will encourage them to work hard and enjoy their time with us.

People

To be the place where people want to work, feel valued and share a passion to help our learners succeed.

Partnership

To work in partnership with organisations, businesses and communities to create the best opportunities for our learners.

Sustainability

To be a resilient organisation which takes positive action to address climate change, creating a better environment for our learners, our people and future generations.

The college reviews its Strategic Plan annually, updating partners and communities on progress and identifying any new developments or changing needs that need to be taken into account. This includes outcomes from Local Skills Improvement Plans, Duty to Review and our Community Conversations.

COMMUNITY CONVERSATIONS & CONSULTATIONS.

DUTY TO REVIEW.

STRATEGIC PLAN.

LSIPS.

ACCOUNTABILITY STATEMENT.

2. CONTEXT & PLACE.



2.1. Location

Gateshead is located on the southern bank of the River Tyne, opposite Newcastle upon Tyne to the north, and bordering County Durham to the south, Northumberland to the west and South Tyneside/ Sunderland to the east. The Borough stretches almost 13 miles along the south bank of the River Tyne and covers 55 square miles, making it the largest of the five Tyne and Wear authorities.

Gateshead is a Borough of contrasts. It has a large urban hub centred around the main town centre area in Bridges ward and has a number of smaller urban centres and busy employment areas such as Blaydon, Whickham, Felling and Birtley. However, around two thirds of the borough are rural with numerous small settlements.

Built on traditional industries of mining and heavy engineering, the 1930s saw diversification through the development of the Team Valley Trading Estate (TVTE), the first trading estate of its type in the UK. Centrally located for the region it is prominent for transport and distribution activities.

The urban centre, shared with Newcastle, is the focus of regeneration, promoting growth through the digital economy, knowledge-based businesses and cultural-led regeneration. Major initiatives such as the Glasshouse International Centre for Music, BALTIC Centre for Contemporary Art, PROTO and the Gateshead Millennium Bridge have all been developed over recent years and there are ambitious developments along the river including an international conference centre and arena.

Gateshead College is at the heart of its community and offers high quality provision developed to meet its unique and diverse needs. The college's sites are situated alongside industry and employment hubs and enable effective engagement with industry.

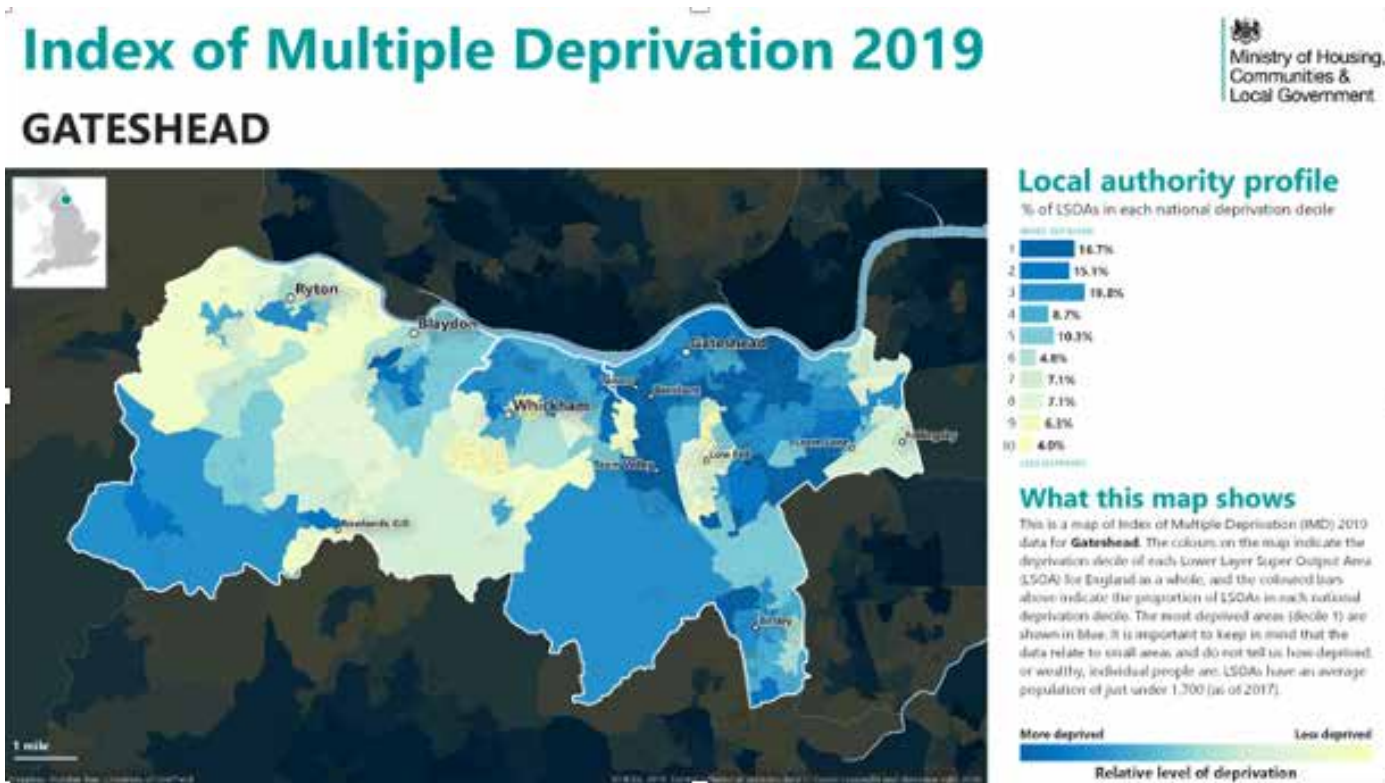
2.2. Demographics

Gateshead has a population of around 196,100 and current estimates suggest it is ageing, with an increase between 2011 and 2021 in those aged 65-74 of 14.8% (2,800 people) and those aged 75+ of 10.7% (1,800 people). The number of 16-18-year-olds are projected to grow year on year to 2027. Based on demographic growth alone, in the next five years to 2027/28 the college could increase 16-18-year-old learners by 11%.

It is estimated that around 6.5% (12,660) of the population are from a non-White group. The non-White population has increased from around 1.6% in 2001 to 3.7% in 2011 and then to 6.5% in 2021. 21.9%

of the college's education and training enrolments in 2021/22 were from non-white groups, reflecting a diversity that is not representative of the borough. However only 4.1% of the colleges apprentices were from non-white backgrounds in the same period.

Gateshead is ranked 47th most deprived out of 317 local authorities in England. Within Gateshead there are twenty-one areas which fall within the 10% most deprived areas in England, equating to almost 32,700 people or 16% of the population. Much of this deprivation is based within the central and eastern urban areas of the borough. 45% of the college's full-time learners live in the most deprived quintile.



2.3. Employment

Around 95,500 or 71.7% of working age (16-64) Gateshead residents are in employment which compares with an average of 75.5% for England as a whole and around 5,410 or 4.3% are unemployed, claiming Jobseekers Allowance or Universal Credit compared to an average of 3.8% for England. The average household income is just over £37,600 per year, compared with an England average of just under £45,800.

The Gateshead Council Economic Development Strategy identifies tackling economic and social inequality as a priority and considers that Covid-19 has amplified these challenges, profoundly affecting the most disadvantaged, whilst also bringing into sharp focus the underlying fragility of some parts of the local economy, and the importance of local businesses generating wealth and employment.

The following indicators evidence this inequality:

- 23% was the productivity gap between Gateshead's Gross Value Added per hour and the UK average in 2019. This gap has widened in recent years.
- £13.14 was the median hourly pay of jobs in the Borough in 2021, compared to £14.01 in the North East and £15.64 in GB, reflecting the higher proportion of lower value jobs.
- 51.3% was the proportion of residents who are qualified to NVQ Level 3 or above in 2020 (equivalent to 2 or more A-Levels). This is ten percentage points lower than the national average.

According to the Unit for Future Skills, employment in the North East LSIP area has decreased, whilst nationally it has increased in the last five years. Employment in the NE LSIP is ranked 38th of the 38 LSIPs. Employment is highest in County Durham and lowest in South Tyneside (Jan-Dec 2022 data). According to Skills Imperative 2035, the projected employment growth is lower than the national average, again it is ranked 38th of the 38 LSIPs. By broad sector, growth is forecast in Business and Other Services, Trade, Accommodation & Transport, Non-Marketed Services and Utilities. In Construction and Manufacturing, a decline in employment volume is predicted. In all cases, the NE projection is worse than national averages.

By contrast in the North of Tyne LSIP area, projected employment growth is higher than the national average. It is ranked 7th of the 38 LSIPs. However, similarly to the NE LSIP area, employment growth is projected to increase at a slower rate than the national average. There is also a similar pattern in projected growth by broad sector. In both areas, Construction is projected to shrink in direct contrast to national growth.

In both areas, the Skills Imperative 2035 projections show increasing demand for Level 3-7 skills, and a declining demand for occupations requiring Level 2 or below qualifications. This is a national trend, and the North of Tyne area is in line with this national picture, but the data shows a more marked trend in the NE LSIP area than national averages.

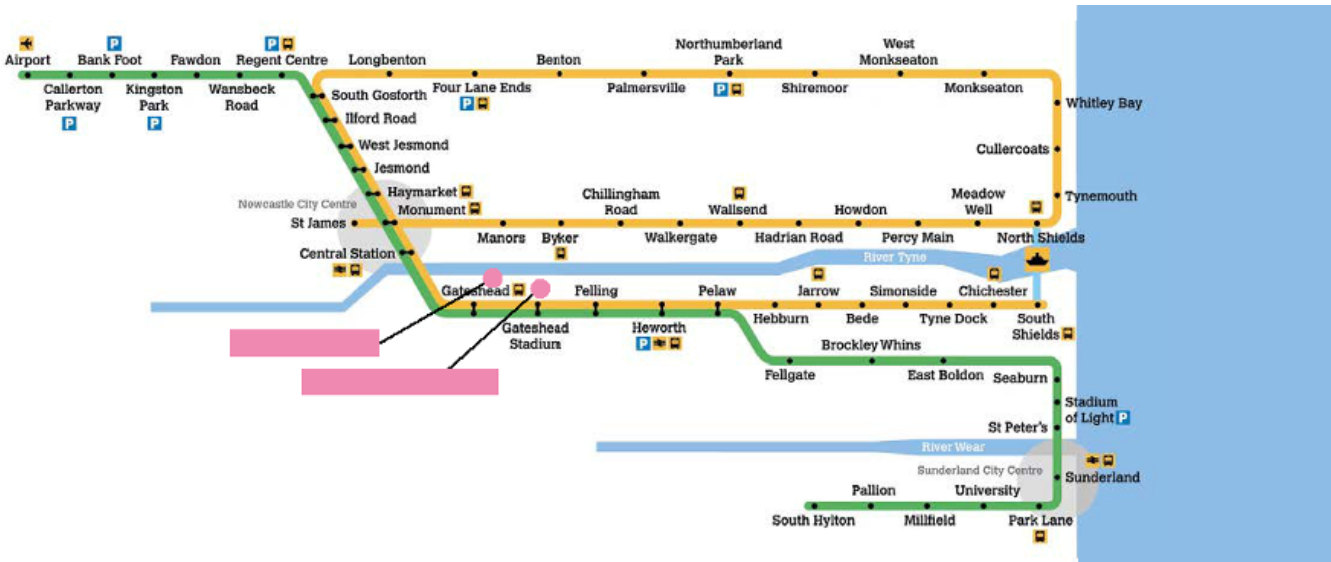
According to the latest employment growth projections from the Unit for Future Skills, the North East LSIP area has 5% projected employment growth from 2023 to 2035, a slower increase than the national average. By industry, the biggest growth industries are accommodation and food, real estate, information technology, arts and entertainment and health and social work.

2.4. Refugee Resettlement Area

The college has learners from 58 countries across the world. Gateshead actively supports the resettlement of refugees and has accommodated amongst the highest number of families in the country. The college plays a central role, in partnership with the Local Authority and JobCentre Plus, supporting young people and adults to develop the language skills they need to function socially and live independently.

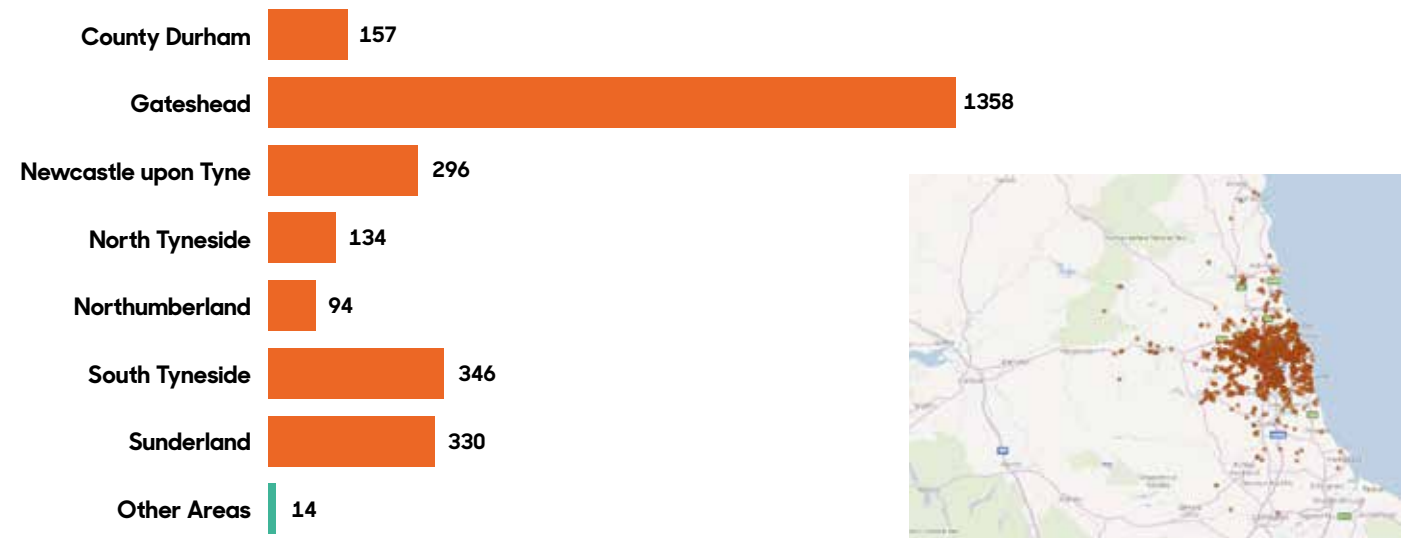
2.5. Travel to Learn

The geographical nature of Gateshead College and its sites alongside the excellent transport links including the Tyne and Wear Metro, means that the demographic of people attending the college is much wider than Gateshead. However, the ability to travel from the west of the Borough is hampered by poorer connectivity than to other colleges.

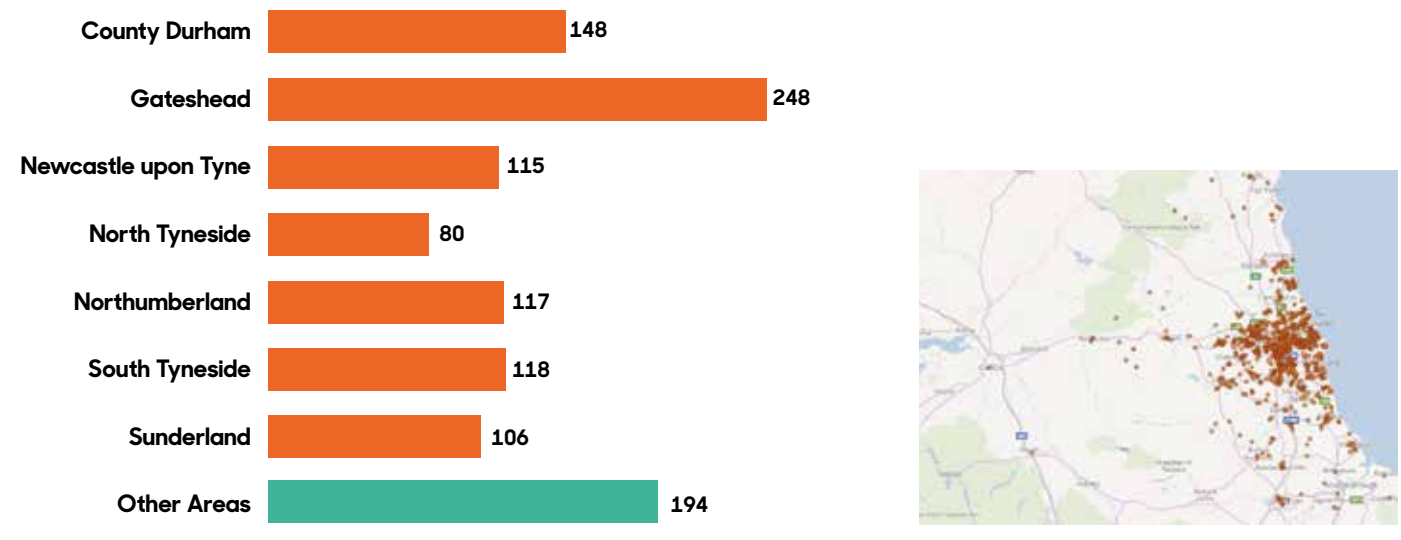


WHERE OUR LEARNERS COME FROM.

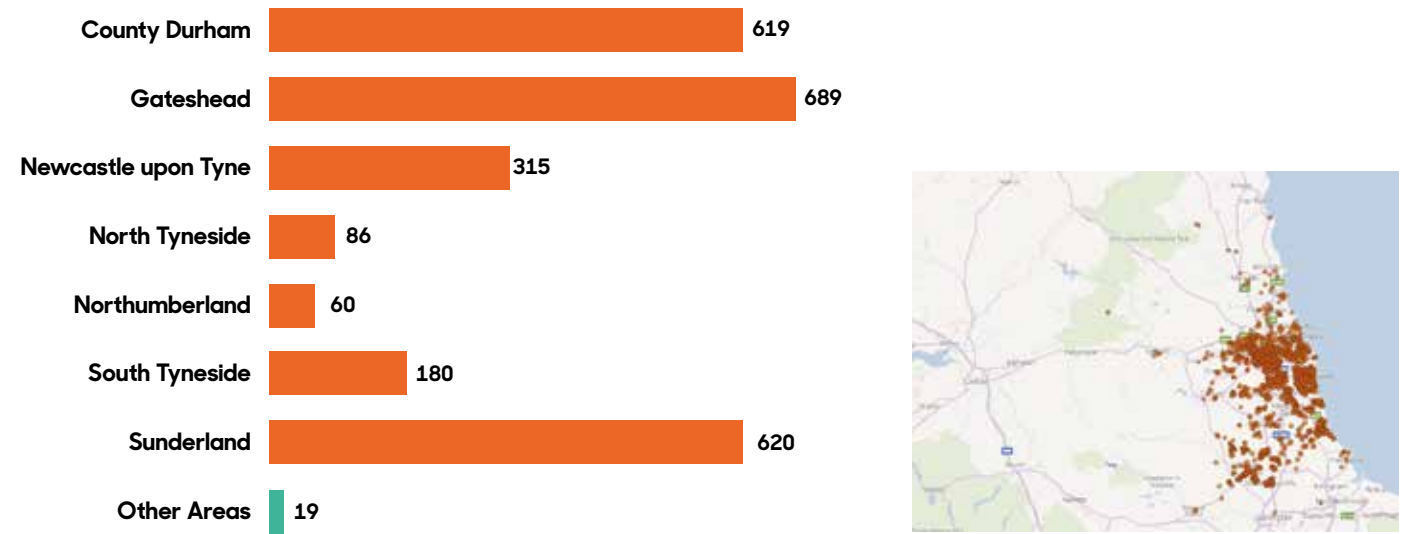
Full Time (both 16–18 and Adult)



Apprentices



Adults (part time)



2.6. Education

Gateshead College forms part of an education ecosystem that supports the Borough and is actively involved in the school's forum.

There are 19 secondary schools including 8 academies, 1 maintained school, 5 special schools and 5 independent schools. 13 schools have sixth forms. A new school, XP Gateshead opened in 2021. In 2019 one school was closed and one school joined a Multi Academy Trust (MAT).

Gateshead is surrounded by Sunderland, South Tyneside, North Tyneside, Newcastle Upon Tyne, Northumberland and Durham. Each area is served by a range of further education providers which comprise of the Education Partnership North East (EPNE) (Sunderland College and Northumberland College locally), Tyne Coast College (South Tyneside College and Tyne Metropolitan College), NCG (Newcastle College and Newcastle College Sixth Form locally), New College Durham, East Durham College, Bishop Auckland College, Derwentside College and Gateshead College.

There are 7 college campuses that are within 20 miles of the Baltic Campus which include Newcastle College, Newcastle College Sixth Form and Tyne Metropolitan College north of the river and South Tyneside College, Sunderland College, Derwentside College and New College Durham south of the river.

The colleges in the region provide a broad offer of academic and technical education for young people, adults and apprenticeship training. Specialisms of note in the region include the Aviation School at Newcastle College and Tyne Coast Marine School, part of the Tyne Coast College. Northumberland College and East Durham College have substantial provision in Agriculture, Horticulture and Animal Care. Two 6th Form Colleges provide academic programmes. New College Durham hosts the regional Institute of Technology (IoT).

2.7. Business and Economic Profile

Gateshead College operates within the North East Local Enterprise Partnership (NELEP) area, with the vast majority of learners and apprentices being from Gateshead, North Tyneside, South Tyneside, Newcastle, Sunderland, County Durham and Northumberland. The area is split between a devolved authority North of the Tyne (NoT) encompassing Newcastle, North Tyneside and Northumberland, who manage the local skills budget, and the remaining four local authorities south of the region.

In August 2022, the DfE implemented Statutory Guidance for the Development of a Local Skills Improvement Plan.

A local skills improvement plan (LSIP) is a plan which is developed by an employer representative body (ERB) for a specified area; draws on the views of employers operating within the specified area, and any other evidence, to summarise the skills, capabilities or expertise that are, or may in the future be, required in the specified area; and identifies actions that relevant providers can take regarding any English-funded post-16 technical education or training that they provide so as to address the requirements mentioned.

Designated employer representative body (ERB) means an eligible body that has been designated by the Secretary of State to lead the development of a local skills improvement plan for a specified area.

The ERBs in our region are:

LSIP specified area	Designated employer representative body	Locations covered
North East	North East Automotive Alliance (NEAA) Limited	Durham, Gateshead, South Tyneside, Sunderland
North of Tyne	North East England Chamber of Commerce	Newcastle upon Tyne, Northumberland, North Tyneside

LSIPs are different to previous skills plans in that they give employers, through local ERBs, a clear and strengthened role in shaping local skills provision. Through the Act, LSIPs will have real traction with the key stakeholders as well as supporting and incentivising outcomes that meet employers needs through reforms to FE funding and accountability, including giving colleges greater freedom to flex and develop their offers.

The college is heavily integrated into the NELEP and the NoT skills system and worked proactively in developing the LSIPs with the North East Automotive Alliance (NEAA) and the North East of England Chamber of Commerce (NEECC). The college is now part of the group of providers developing the Local Skills Improvement Fund (LSIF) leading on digital for the NELSIP.

2.7.1. North East Local Enterprise Partnership (NELEP)

The NELEP's Strategic Economic Plan (SEP) identifies four key sectors of strategic importance:

- Advanced Manufacturing
- Digital
- Energy
- Health and Life Sciences

Four service sectors are identified that support the wider economy and offer significant opportunity for more and better jobs in the North East:

- Construction
- Education
- Financial Professional and Business Services
- Transport and Logistics.

1.7.2. North East Local Skills Improvement Plan (NELSIP)

The NELSIP is focused on five high impact sectors:

- Digital
- Advanced Manufacturing
- Construction
- Health and Health Science
- Transport & Logistics

Six high level LSIP priorities have been identified as part of the NELSIP development process:

1. Provide essential digital skills required by all learners at the appropriate level, including upskilling & reskilling support for employers and adult learners and ensuring a work-ready supply of specialist digital skills.
2. Align 16+ technical education and training provision to ensure the key technical skills required by the five LSIP sectors are prioritised.
3. Increase the supply of Level 3+ technical skills to meet current and future regional requirements.
4. Collaborate to deliver key technical skills for regional growth.
5. Employer focused – enable all employers, including SMEs, to identify their technical skill requirements, and access high quality technical skills development for their current and future workforce.
6. Prioritise social inclusion – aligned approach to enable those from underrepresented and disadvantaged groups to develop the skills needed and provide the support required to remove barriers to access good jobs and careers.

2.7.3. North of Tyne Local Skills Improvement Plan (NoT LSIP)

The NoT LSIP is focused on five sectors that will experience significant growth over the next three years; sectors with immediate skills shortages; and sectors where significant planned investment in the economy is likely to cause skills displacement:

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

The NoT LSIP will focus on eight priorities:

1. Provision of advanced technical skills building on the solid base of Level 2 and 3 qualifications.
2. Employer engagement in the provision of tutors/ mentors for technical skills delivery.
3. Flexible apprenticeships delivered in partnership with employers.
4. Inclusion of sector specific digital skills provision in existing courses.
5. Renewed, strong emphasis on developing general, business focused, and sector specific communication skills.
6. Improvement and development of digital skills provision for both new employees and to re-skill the existing workforce.
7. Provision of on-site experience to develop practical skills relevant to the cultural sector.
8. Greater local training provision for business and professional services.



2.7.4. North East and North of Tyne Local Skills Improvement Plans

Both LSIPs identify cross cutting themes that will enable economic prosperity including:

- Digital skills from basic to advanced
- Basic skills such as literacy, numeracy
- Transferable employability skills communication and confidence
- Partnership between industry and education sector and employer's role in developing skills
- Sustainability

Gateshead College have significant expertise and experience in the vast majority of the subject sectors identified by the regional LSIPs and prioritise the cross-cutting themes either through direct delivery or embedded into technical and vocational education.

2.7.5. National Priority Sectors

National Priorities have been agreed by the DfE as part of the Accountability Agreement. These National Skills Priorities have been agreed across Government and are areas with high volumes of vacancies which are expected to increase; long-term structural barriers to recruitment, retention, and progression issues; and are important in providing opportunities for employment in key growth areas such green jobs, creative industries and science and technology (including AI and quantum computing).

These are:

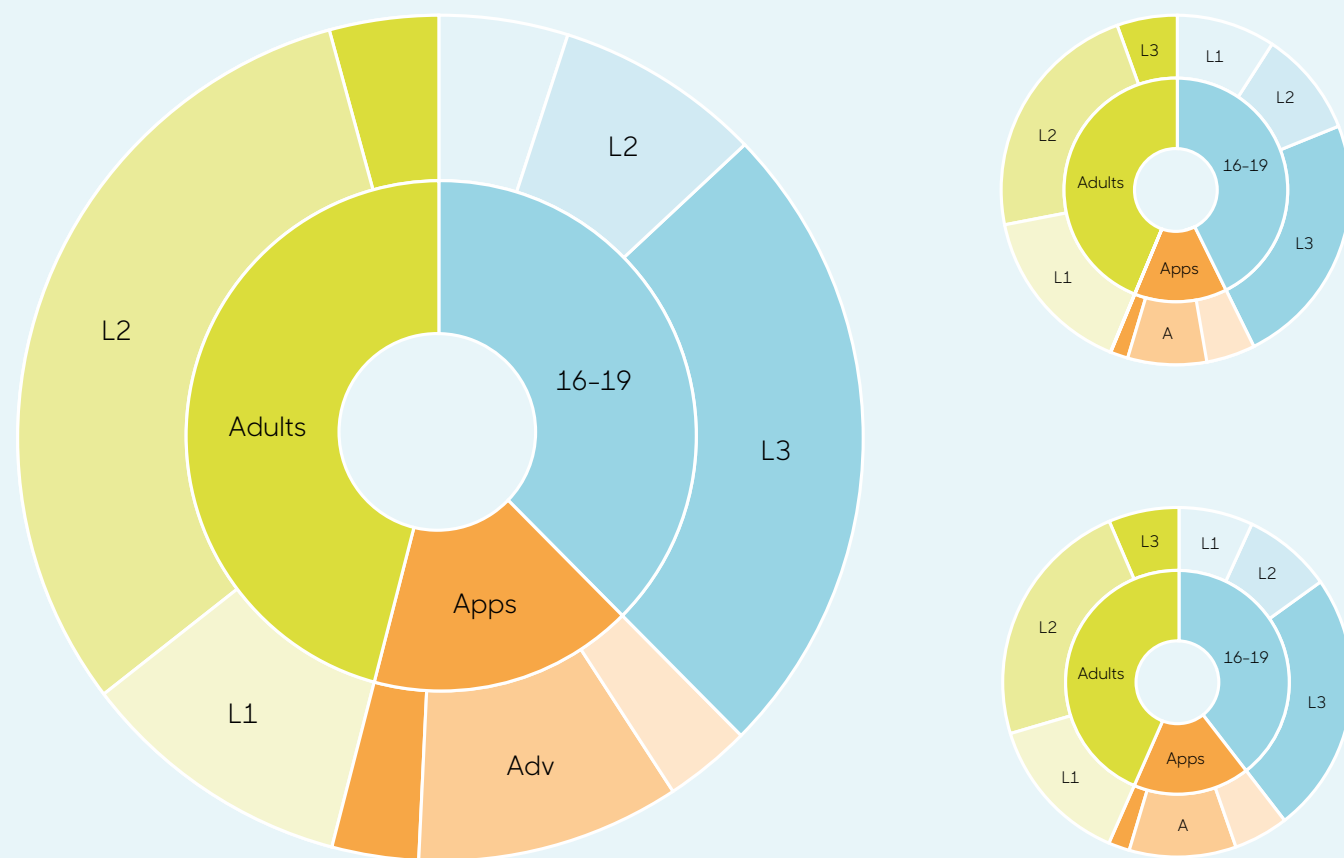
- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

The DfE have asked for delivery to be prioritised, where practical, through a small number of high-quality programmes that have been co-designed with employers and have a strong track record of delivering good outcomes for learners. These programmes are T levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, and Higher Technical Qualifications (HTQs).



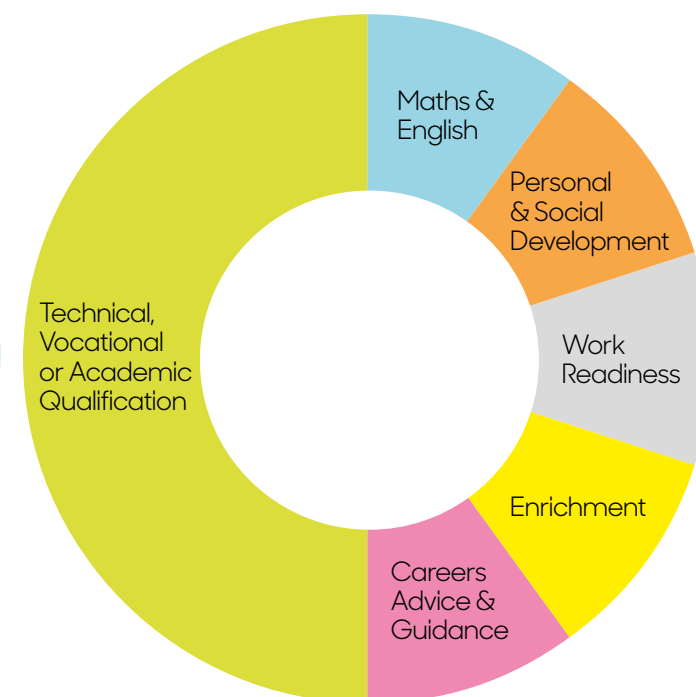
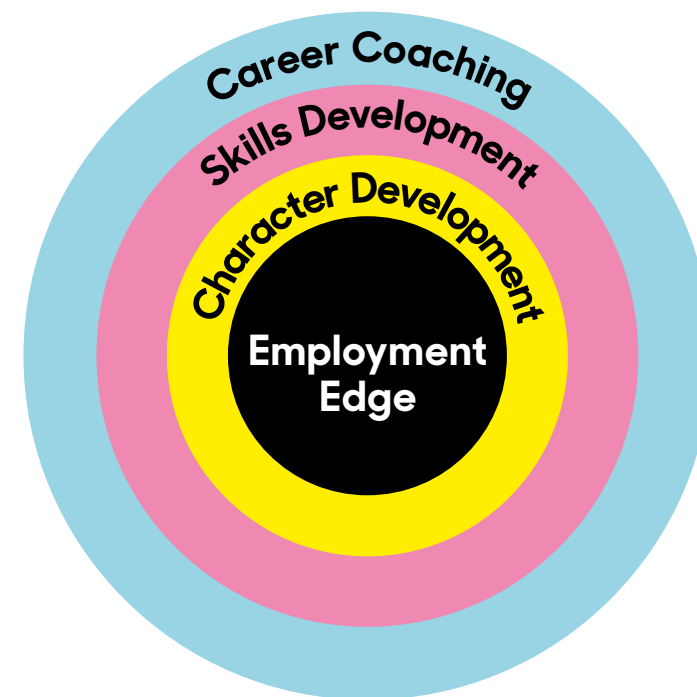
3. EVALUATION OF SUPPLY AND DEMAND

Gateshead College is a general further education college that provides a range of academic, vocational, apprenticeship and workforce development training from entry level to Level 5. The college consists 4 campuses, Baltic Campus, The Academy for Sport, Skills Academy Construction and Skills Academy Automotive and Engineering.



The college’s population is made up of around 7000 learners and apprentices. The college has a larger proportion of adult learners and apprentices than national colleges. One third of the college’s learners are 16–18 with a larger proportion of Level 3 learners than other colleges. More apprentices study advanced and higher apprentices than national and regional colleges. The majority of adult learners study at Level 2, a significantly larger proportion than national and regional colleges. The college has a small higher education provision (2%).

3.1. Provision for 16–18-year-olds
The college provides technical, academic and vocational education to 2700 young people. The significant majority of young people at the college (97%) undertake study programmes that develop sector-based knowledge, skills and behaviours but also focus on wider character and careers education that we call education with employment edge. The college has pioneered the T level initiative as a 2020 pilot provider, one of only 2 pilot colleges in the region.



Study Programme Composition

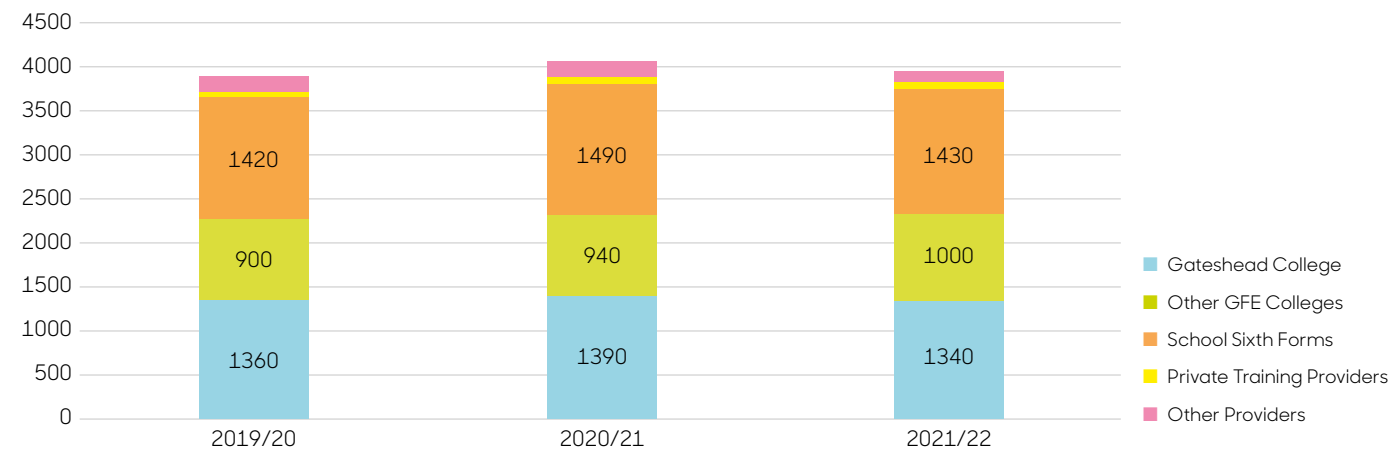
The main catchment area for the college is Gateshead however the transport infrastructure, educational characteristics and popularity of the college’s sports enrichment programme means that half of its learners come from outside of the borough.

District	College Learners	Proportion	Market Share
Gateshead	1,340	50%	34%
South Tyneside	350	13%	11%
Sunderland	330	12%	6%
Newcastle Upon Tyne	290	11%	6%
County Durham	160	6%	2%
North Tyneside	140	5%	3%
Northumberland	90	3%	2%
Total	2,700	100%	7%

The college had 34% of the 16–19-year-old market share in Gateshead in 2021/22 with other GFE colleges having 25% of which the vast majority attend NCG (780). For learners living in the west of the borough, Newcastle College is far more accessible. Schools account for 36% of the market including Whickham School, Emmanuel College, St Thomas More Catholic School, Cardinal Hume Catholic School, Lord Lawson of Beamish Academy, Thorp Academy, Grace College and Kingsmeadow Community Comprehensive School. Some of the schools have very low numbers of learners with only Cardinal Hume (230), Lord Lawson (170) and Thorpe Academy (150) having more than 150 learners. Gateshead Council deliver to 130 learners and private training providers account for 1% of the provision for young people.

The college’s A-Level provision competes in a busy market, and it does not have the largest market share in the key catchment area of Gateshead. However, it is the largest A-Level provider in the Borough, with good outcomes.

16-18 Learners in Gateshead District



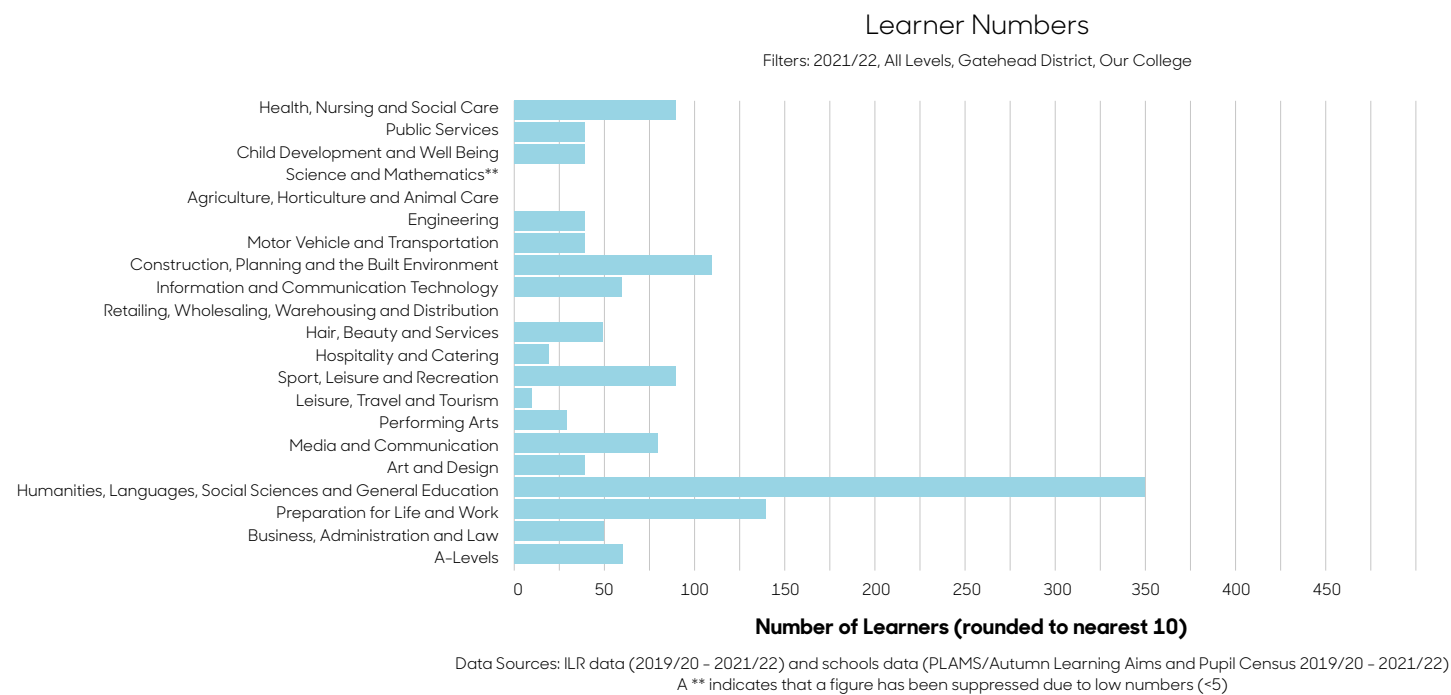
Over the three years between 2019 and 2022, the college has experienced minor changes in learner numbers from Gateshead district, but it is notable that other GFE have made steady gains of around 100 learners.

In 2021/22, the college delivered over five hundred English qualifications and over 600 maths qualifications at Level 2 or below to 16-18-year-olds.

The college has increased volumes of learners studying at Level 3 by 10.8% over recent years from 1,560 in 2019/20 to 1,730 in 2021/22. However, the college has also seen a reduction in volumes at Level 1 and the volumes of Level 2 have been maintained.

The largest number of learners studying at Level 3 include Humanities, Media, Performing Arts, Business, Art & Design and Engineering. The learners represented in 'Humanities' were primarily following Torah Studies, as part of a partnership serving the needs of the local orthodox Jewish community in Gateshead. The natural 'step off' for Construction, Hospitality and Motor Vehicle may be Level 2. However, the relatively small volumes of Level 3 provision for Science and Mathematics, Child Development and Motor Vehicle may be worth further consideration in curriculum planning.

3.1.1. 16-18-Year-Old Learners by Subject



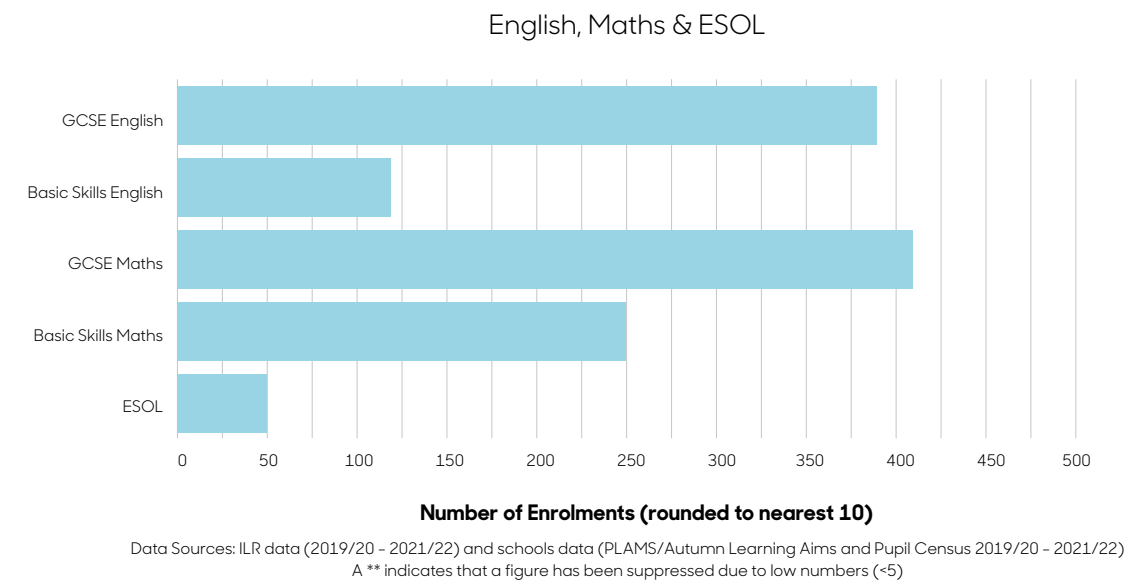
By subject, the largest volumes of learners are studying Torah Studies. The next largest is Sport, Leisure, and Recreation, which represents healthy enrolments in Sports Coaching and Development at all levels. Courses in preparation for Life and Work serve a range of learners, including High Needs learners. In summary, the analysis by subject area demonstrates a broad offer for 16-18-year-old learners with a large proportion directly studying sectors identified by either the LEP or LSIPs, many at the target Level 3.

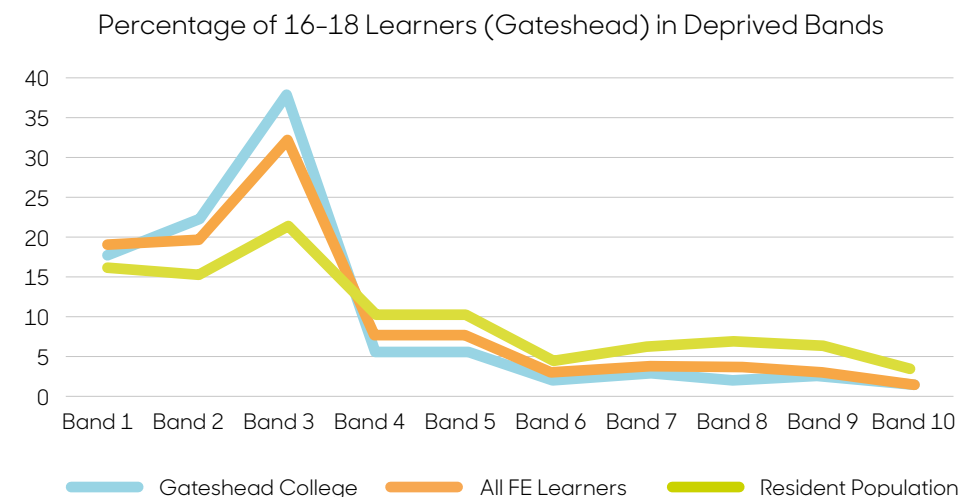
3.1.2. Mathematics and English

The college is committed to improving the vital skills of maths and English for the cohort of young people. This goes beyond the condition of funding but is a fundamental part of our employment edge ethos. In 2021/22, 660 learners undertook a fundamental mathematics qualification and 560 improved their English.

English, Maths & ESOL

Year: 2021/22, Area: North East LEP, Provider Type: Our College





3.1.3. 16-18-Year-Old Learners - Deprivation Profile

The evidence indicates that Gateshead College has strengths in meeting needs, particularly in tackling social and economic inequality, as the college typically recruits a higher proportion of learners from deprived backgrounds.

The college recruits a greater percentage of learners from deprived backgrounds than the resident population in Gateshead (17.6% of learners in Deprivation Band 1 compared to 16.1% of the resident population; and 22.2% in Band 2 compared to 15.3%). The Bands are classified by indices of multiple deprivation (IMD 2019) based on resident location. Band 1 is the most deprived.

3.2. Not in Education, Employment or Training (NEET)

The Government publish annual NEET statistics in 2022, nationally, 12.3% of the 16-24-year-olds in England were NEET, a 41.5% increase from 2021. The North East had the highest NEET rate of all the regions at 17.2% and has had the highest rate of all regions since 2014.

3.3. Special Educational Needs and/or Disabilities (SEND)

Gateshead Council's Special Educational Needs and/or Disabilities (SEND) analysis in 2022 shows that there has been a 70.9% increase in the number of children with an Education, Health and Care Plan (EHCP). Over the previous 8 years the number of new Education, Health and Care Plans being issued to children and young people in a one-year period in Gateshead increased by 117%. The number of statutory school-age pupils with an EHCP has increased from 843 in 2015 to 1241 in 2022 which equates to 4.1% of all school places in Gateshead. Gateshead has a high proportion of school age pupils with an EHCP compared with regional and national

figures. Gateshead is the highest within the region and is above the national average.

The number of school age pupils being taught in special schools in Gateshead has risen from 492 in 2015 to 711 in 2022. This equates to 2.23% of all school age pupils in Gateshead being taught in special schools. Gateshead currently has a higher proportion of school age pupils being taught in special schools as a percentage of the whole school population, compared with regional and national figures. As of January 2022, there were 248 young adults aged 16-19 years old and 20 young adults aged 20-25 years old in Gateshead with an EHCP: 268 aged 16-25 years in total. The college currently has 165 learners with EHCPs enrolled.

3.4. Progression Relating to 2021/22 Learners

Work with partners has ensured that learners have bright and productive futures. The college is proud that the vast majority of learners progress into positive destinations. From the collection of actual destination data for Full Time completers, 96% continued in education or moved into jobs or apprenticeships. High levels of learners progress from Full Time courses into apprenticeships particularly in Automotive, Construction and Engineering.

3.5. Provision for Adults

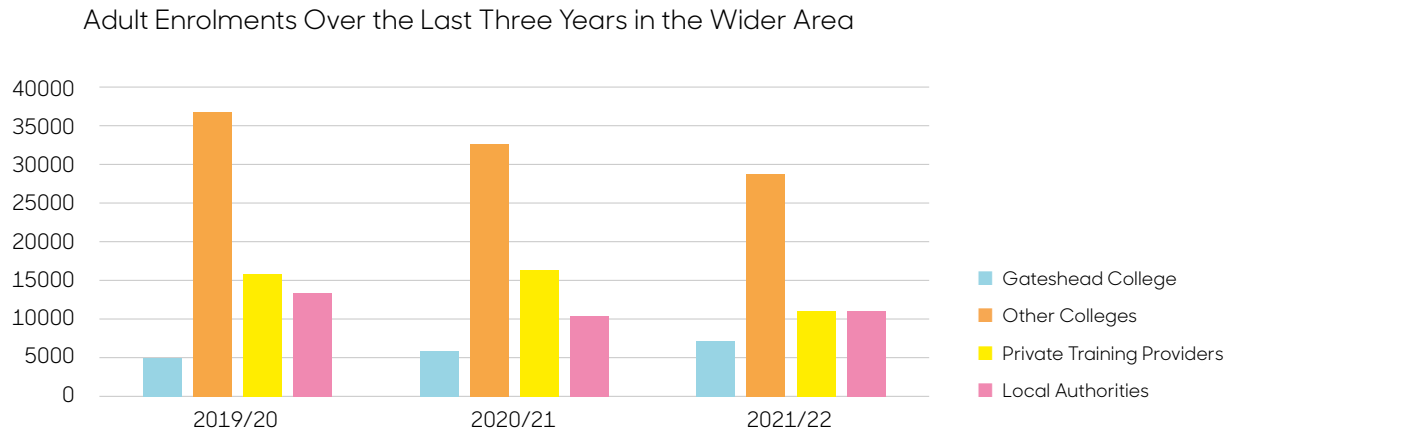
The college deploys its adult skills budget to progress adults into work. Annually, thousands of adults benefit from training which is directly linked to jobs. Many are on short programmes, from two to eight weeks in the form of Bootcamps (which the college has been delivering for 5 years prior to the introduction of the DfE bootcamp model) and Sector Based Work Academies (SWABs). We design courses so that learners are work ready. For example, the Rail Academy sees hundreds of adult learners every year

graduate with personal track safety (PTS) and track induction course (TIC) accreditation, work experience and PPE which ensures that 82% progress into well paid work.

In 2021/22, the college engaged with over 4000 adults with around 200 studying full-time. Half of the full-time learners' study led to successful access to higher education programmes in either Science or Health, a quarter have EHCPs and the balance are younger adults studying alongside 16-18-year-olds. Around 500 adults study English for Speakers of Other Languages (ESOL) courses and 150 improve their maths and English on a part-time basis. The rest of our adult provision follows the bootcamp SWAB methodology.

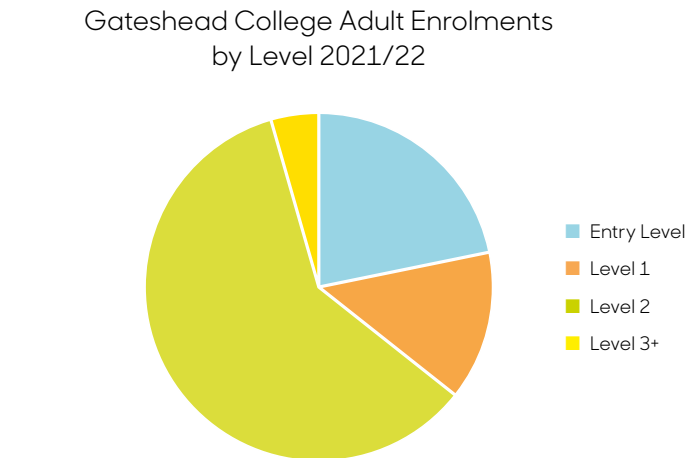
3.5.1. Market Share
The college had 22% of the adult market share in Gateshead in 2021/22 with other GFE colleges taking 38%, Local Authorities taking 25% and Private Training Providers taking 15%. In addition, Gateshead College has healthy market share for adult learners wider afield in areas to the east towards Sunderland, and areas to the west such as Crawcrook and Greenside and areas north of the river such as Primrose.

Gateshead College has increased overall numbers of adult learners in the last three years, although it is likely that this trend was affected by the pandemic depressing numbers in 2019 and 2020. However, it is notable that Gateshead College has increased enrolments over this time, whilst GFE Colleges experienced a reduction in enrolments of 22%. The area of Gateshead represents around 29% of the College's entire adult market.

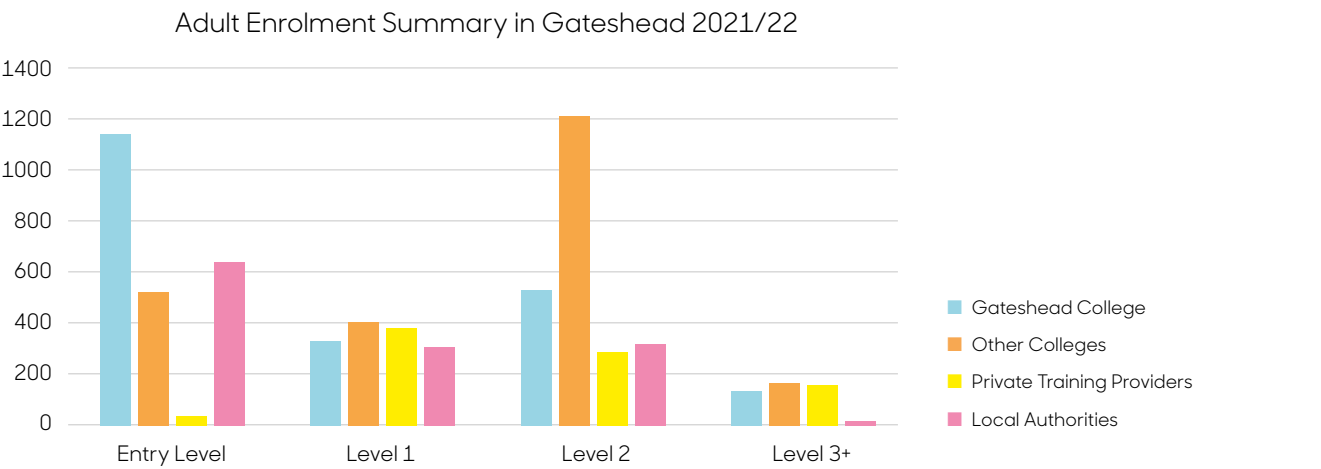


3.5.2. Adult offer by Level

Across the wider community, Gateshead College's adult provision was primarily at Level 2 or below.

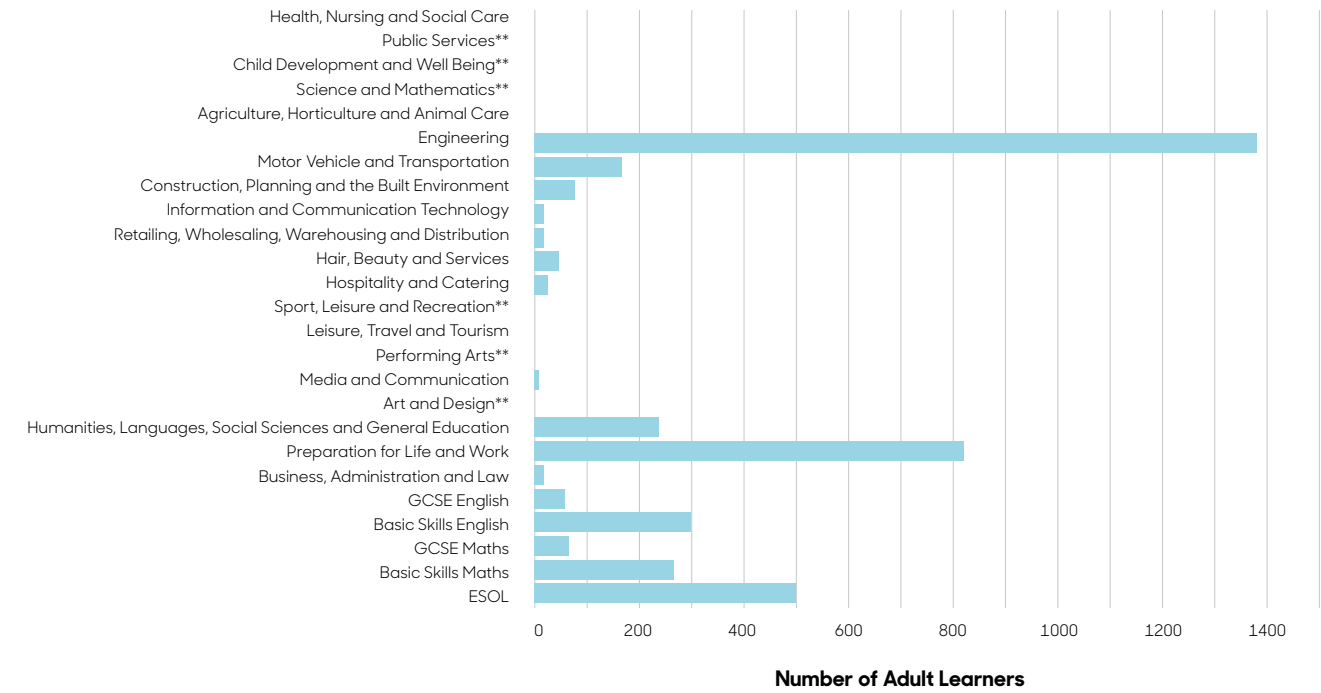


In 2021/22, Gateshead College’s adult learners in the core catchment area of Gateshead were mainly studying at Entry Level, Level 1, and Level 2. Of note, is the predominance of the college at Entry Level. Other colleges are taking more enrolments at Level 1 and 2. Other colleges are also taking slightly more learners at Level 3+, although the overall market at this level is much more limited at present.



3.5.3. Adult Offer by Subject

The largest areas of provision are Engineering, Preparation for Life & Work, ESOL, English & Maths, Health & Care, Motor Vehicle and Construction, all identified as priority areas by the local LSIPs.



3.5.4. Bootcamps

Gateshead College contributed to the development of the North East skills pipeline by leading a collaborative project which brought together a cohort of training providers, for the benefit of both learners and employers. Gateshead College proposed an innovative initiative, which united the North East as one region, with one voice, providing one accessible solution to learners and employers.

The Partnership involved 8 FE Colleges and a specialist private training provider, giving full geographical coverage. The proposal was endorsed by NELEP, NTCA, TVCA/LEP.

With extensive experience in the development of employer responsive curriculums, Gateshead College mentored delivery partners to ensure the Bootcamps provided consistent, high quality training, adapting to the needs of learners and employers, ensuring the best possible outcome for all concerned. As well as equipping learners with tech skills, interview and work readiness training to enhance employability was provided. Over 400 people engaged with the Bootcamps in the first 7 months.

The courses removed barriers to learning, raised the profile of careers in digital and brought new talent to the region. This has led to a talent pool of high quality skilled digital applicants to facilitate growth of the tech sector and roles in the region. It has already benefitted many of our region’s businesses, including Sage and Accenture, to recruit to key roles.

Following the success of this, Gateshead College has been awarded a further contract to deliver bootcamps by the DfE, which will train a further 2,000 people by 2024.

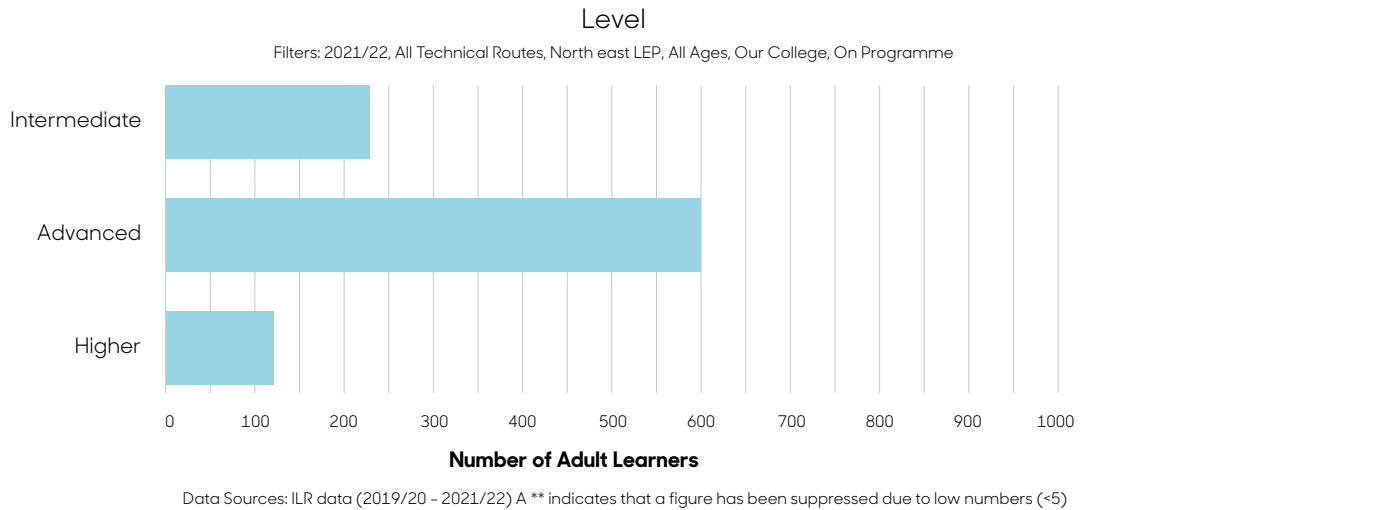
3.6. Apprentices

The college’s very first apprentices learned their trades as fitters, turners or toolmakers through a scheme set up by Sigmund Pumps factory in Team Valley and attended Gateshead College on evening and day release in the 1950s. The college has continued to deliver high quality apprenticeships aligned to local industries and now has specialist provision on the Team Valley servicing the construction, automotive and engineering sector. The college designed and delivered the first electric vehicle apprenticeships in partnership with Smith Electric Vehicles and have developed the innovative PlanBEE programme, disrupting the higher technical education space in construction.

In 2021/22, the college had 1,190 apprentices in learning with 410 new starts. Gateshead College has seen reducing overall numbers of apprentices in the last three years, although it is likely that this trend was affected by the pandemic depressing numbers as the market share in the North East LEP area has remained steady at around 3-4%. The largest other providers of apprenticeships in the LEP area are Derwentside College and University of Northumbria. In 2021/22, Independent Training Providers (ITPs) held the largest market share in all of the areas that the college operates in. For example, in Gateshead, the college had a 9% market share and ITPs had a 53% market share. Further analysis suggests that ITPs hold market share at all levels and in most technical routes except for engineering.

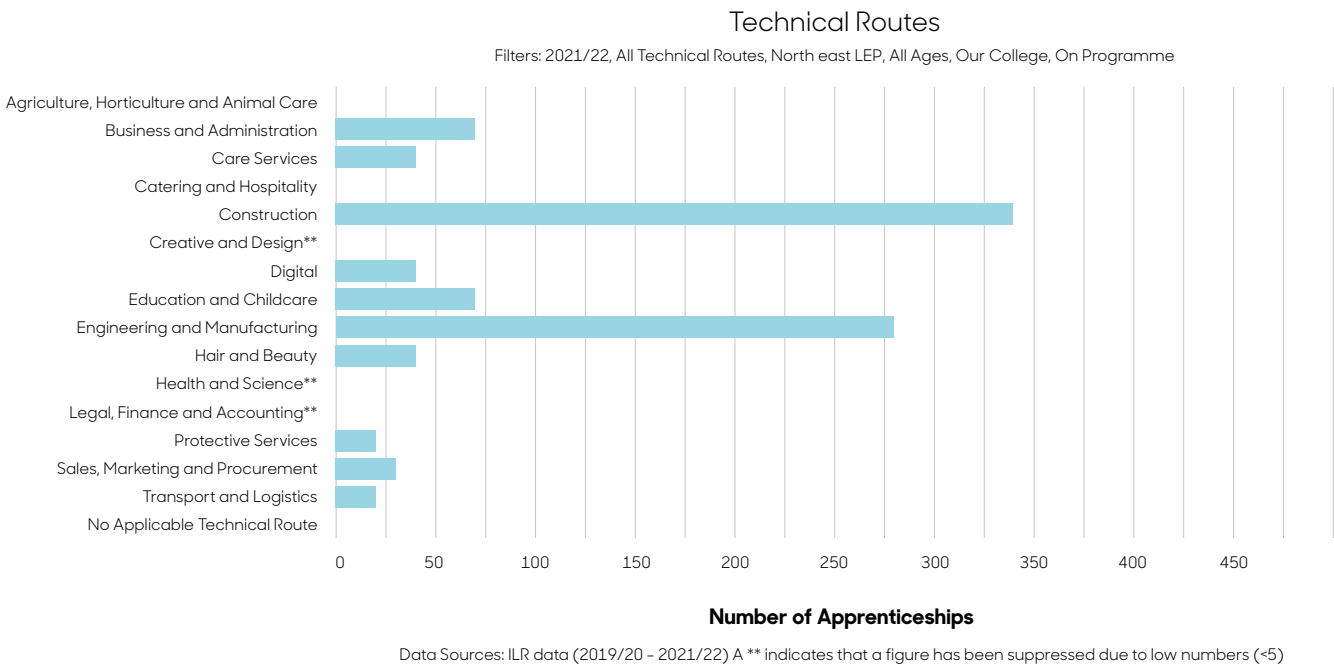
3.6.1. Apprenticeship by Level

Gateshead College delivers a higher proportion of Advanced-Level apprenticeships than the regional average and a lower proportion of Higher-Level standards. This may be an opportunity to develop Higher-Level routes for progression.



3.6.2. Apprenticeship by Subject

The largest proportion of delivery is construction and engineering including automotive.



3.6.3. Apprenticeship Impact

From our collection of actual destination data, 99% of apprenticeship completions are still in employment after their apprenticeship. Feedback as to whether completing the apprenticeship has led to increased responsibilities in their job role, showed that 58% strongly agreed and 39% agreed. Feedback as to whether completing the apprenticeship has led to an increase in salary, a promotion or a new job role, showed that 50% strongly agreed and 38% agreed. These strong outputs could not be achieved in isolation.

3.7. Higher Education

Gateshead College has adopted the approach of offering a small, focused Higher Education offer based upon the needs of the region and focusing upon gaps in the local HE market. There has been a deliberate approach of avoiding duplication or competition with local universities, instead focusing upon designing provision suited to the students for whom university provision does not meet their needs.

In the key catchment area of Gateshead, the college enrolled sixty learners, a 12% market share.

HE provision at Gateshead College includes Higher National Qualifications (Certificates and Diplomas), a Foundation Degree in Health and Social Care and Higher-Level apprenticeships. Provision has moved towards Higher Level apprenticeships which is in keeping with the college’s aim of developing the vocationally relevant higher level skills of students.

Higher-Level Apprenticeship provision has grown in recent years with numbers largest in Construction and the Teacher Education. In both apprenticeships and other HE provision, learning programmes are shaped by the input of local employers and therefore HE students study a curriculum that is highly relevant to their future career and is linked to their current or future employment needs.

The profile of Gateshead College Higher Education (non-apprenticeship) provision in 2021/22 in comparison to data available for other Further Education Colleges and HE Institutions shows our focus is on offering progression opportunities for students and avoids duplicating degree level provision in a saturated local market.

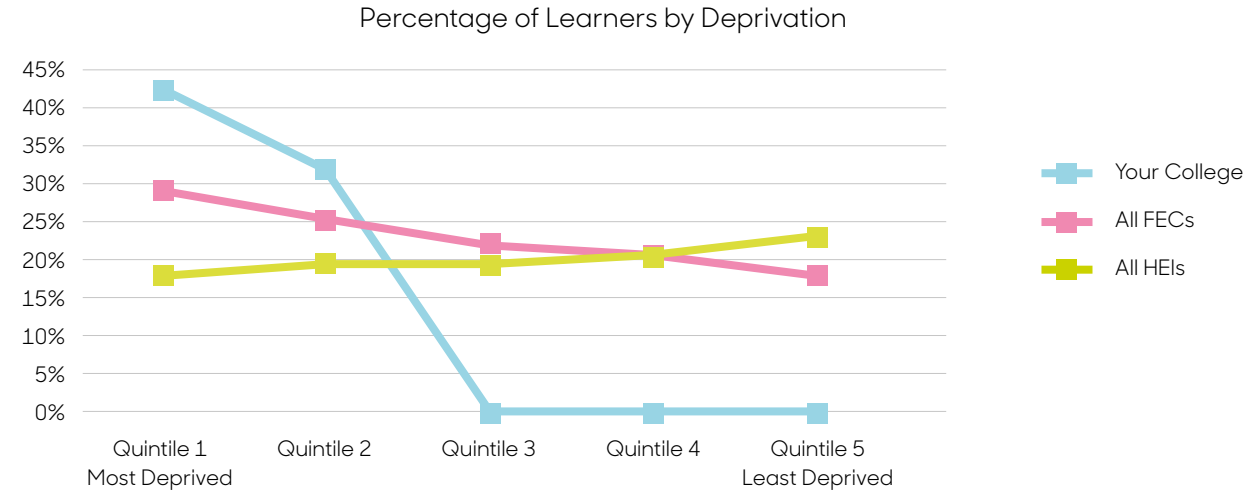
	Gateshead College		Benchmarks	
	Learners	%	FECs %	HEIs %
Qualification Type				
PGCE	*		2% <div></div>	1% <div></div>
Masters	0	0%	1% <div></div>	15% <div></div>
Degree	0	0%	22% <div></div>	72% <div></div>
Foundation Degree	50	21% <div></div>	26% <div></div>	1% <div></div>
HND	80	30% <div></div>	11% <div></div>	0%
HNC	90	33% <div></div>	14% <div></div>	0%
Diploma	0	0%	1% <div></div>	1% <div></div>
Other	40	13% <div></div>	26% <div></div>	9% <div></div>

HTQs (Higher Technical Qualifications) are a new alternative to apprenticeships or degrees being championed by the UK Government. They are intended to be a more practical, employer-led study programme which suits more vocational learners looking for training in current industry skills and practices. They are:

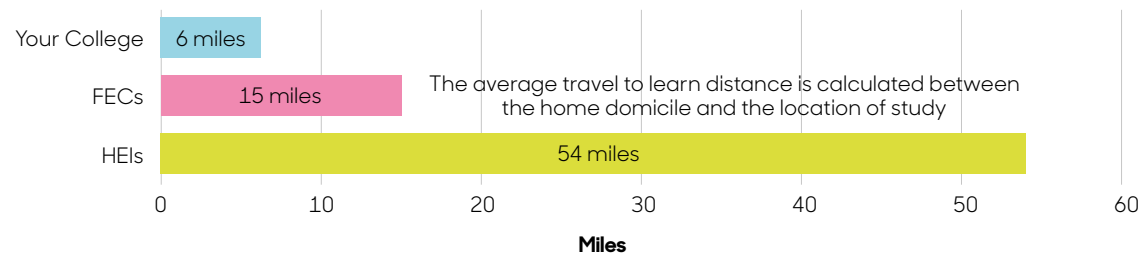
- New and existing Level 4 and 5 qualifications (such as Higher National Diplomas, Foundation Degrees, Diploma Higher Education)
- Approved by the Institute for Apprenticeships and Technical Education, against employer-led occupational standards.

3.7.1. Profile of HE learners

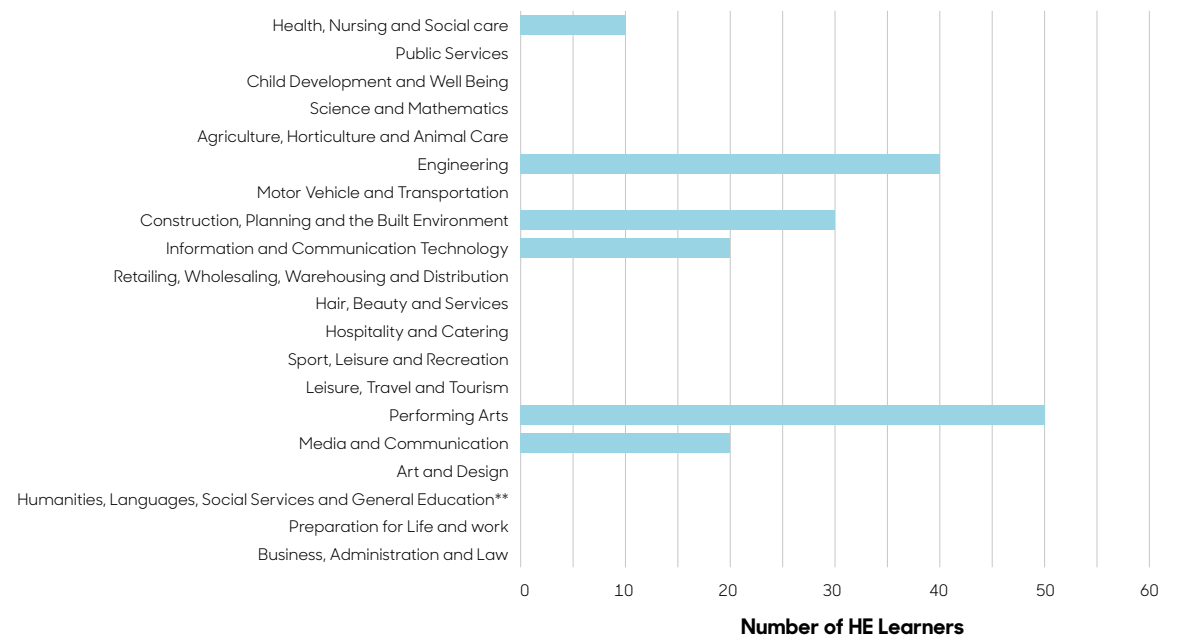
Gateshead College’s focus is particularly upon offering HE opportunities to learners who would not typically access HE. This is reflected in the learner profile in comparison to similar providers. Gateshead College supports a high proportion of students from the most deprived quintiles and services a much more focused geographical area than other providers.



Average Travel to Learn Distances

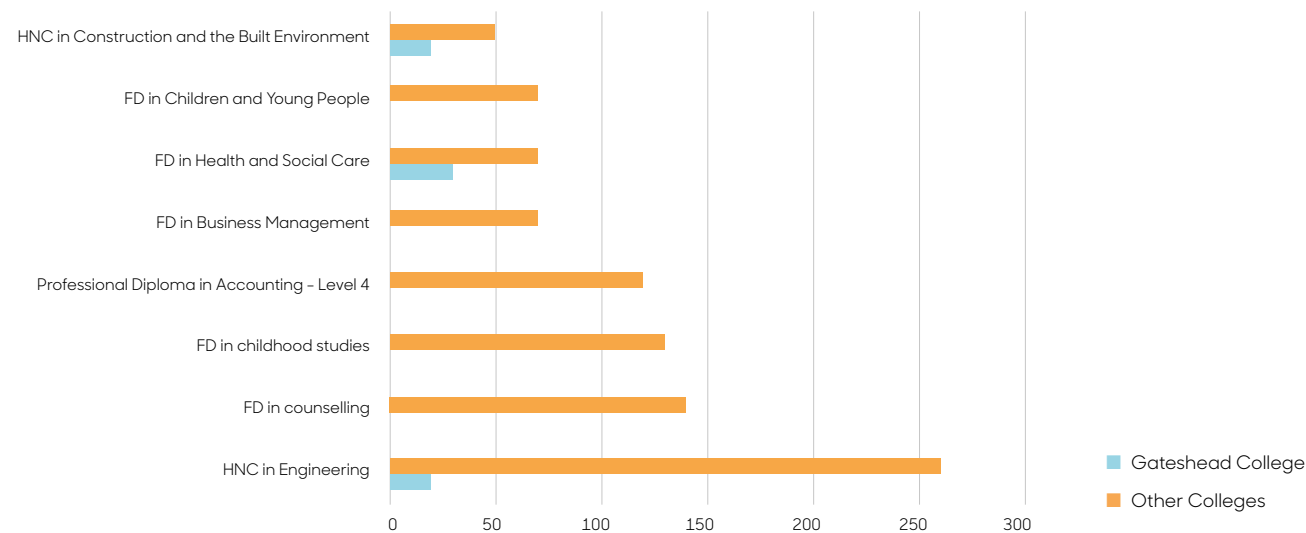


The college offers HE routes in Health & Social Care, Engineering and Construction and Computing, with an additional specialism in creative industries – Music, Creative Media and Performing Arts, all LSIP priority areas.



Of the most popular HE Courses in the NE LEP area, the college only offered HNC Engineering and HNC Construction and the FD in Health & Social Care in 2021/22.

Most Popular HE Courses in NE LEP Area 2021/22



The most popular courses for Gateshead residents include Engineering (including Manufacturing and Rail), Health & Social Care, Accounting, Computer Science.

4.

CONTRIBUTION TO NATIONAL, REGIONAL & LOCAL PRIORITIES

Gateshead College is recognised by employers as the college which gives learners the employment edge. We have a proven track record of being responsive by creating bespoke curriculum and training solutions, with many of our 500+ employers using the college as an extension of their learning and development function. This service is particularly important to the significant number of SME and micro businesses in the region.

Relationships are nurtured throughout the organisation, through the college's leadership team and within each curriculum area to ensure awareness and collaboration at all levels of the organisation. The college is fully embedded into the region and its businesses. It is well represented by members of the senior team across key organisations and employer representative bodies. This includes representation on the CBI Regional Council and National CBI Employment and Skills Board; Chair of the NEECC Education and Skills Forum; NEECC Further Education Strategic Partner and member of NEECC Tyne & Wear Council; member of the strategic advisory board of the NewcastleGateshead Initiative (NGI) (Newcastle Gateshead destination / inward investment agency); member of NELEP Digital Growth steering group; member of the Entrepreneurs' Forum; member of the Northern Screen Skills regional group, member of North East Automotive Alliance, advisory board member of Dynamo and the NELEP's Careers Hub. Senior staff are regularly asked to sit on panels at regional events and conferences to provide expert thought leadership on skills.

Gateshead College has a robust curriculum planning cycle which is informed by labour market intelligence, employer voice and local and regional priorities. It is focused on intent and ensuring our offer is fit for purpose, viable and responsive to the local, regional and national economy and the changing workforce. Software such as Vector and

Insights provide labour market intelligence and reveal the skills DNA of the region across sectors.

Each curriculum area has a skills advisory board which works with staff to regularly review their offer so they can then skilfully craft and sequence the curriculum in response to feedback. Last year this resulted in a complete redesign of the business curriculum.

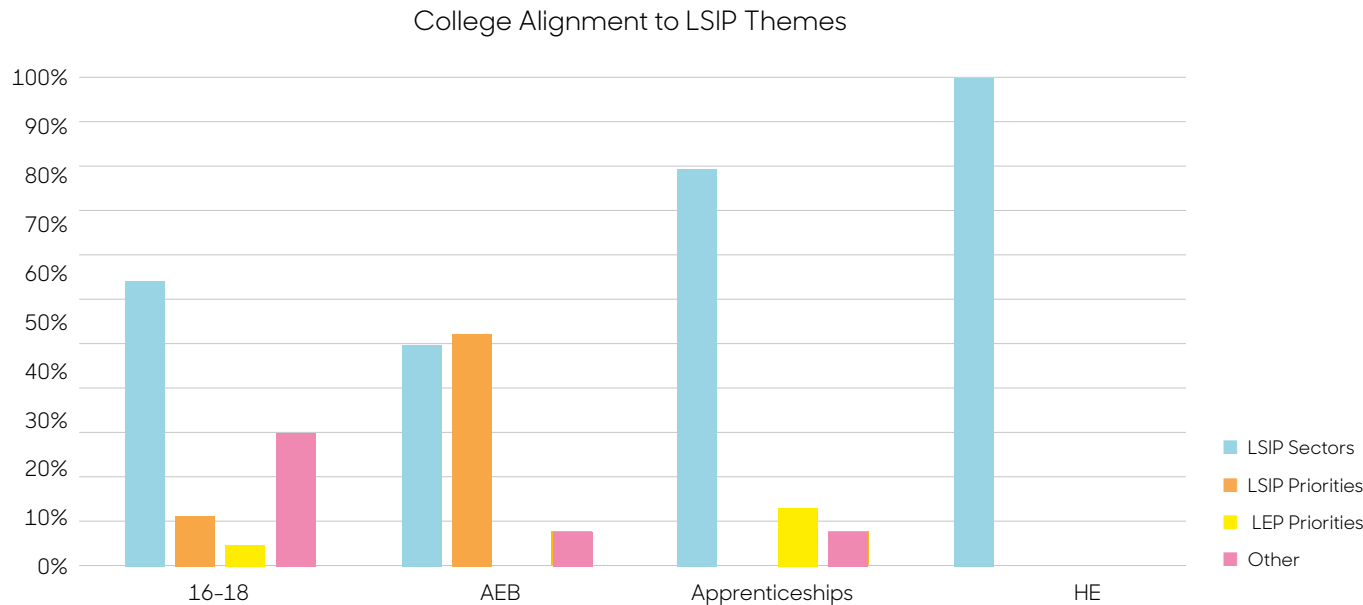
Employers engage with learners and apprentices in a variety of ways including guest lectures, workplace visits, setting and providing feedback on employer-led projects, work experience, hackathons, trade shows, industry placements and employer mentoring. These engagements are vital for learners but also provide opportunities for employers to identify future talent and secure learners as apprentices.

The college understands its role as a local and regional anchor institution is to support the development of skills and raise aspirations and we are fully embedded into the heart of the community. We are proud to work closely with local primary schools under the Gateshead Children's College initiative.

4.1. Curriculum Alignment to LSIP priorities

Gateshead College services both NoT and NE LSIP learners – 25% of the college’s AEB budget is directly procured from the NoT. This, combined with the effective transport infrastructure and new ways of working in many industries will

mean that the workforce both north and south of the Tyne will be transient. This, coupled with imminent devolution to a wider North East Mayoral Combined Authority, suggests a pragmatic approach to consider both LSIPs’ priorities.



Combined NoT & NE LSIP Sectors	LSIP Priorities
Green Energy/Industrial Decarbonisation and Net Zero	Literacy and Numeracy
Health and Social Care and Health Science	Employability Skills
Business and Professional Services	
Culture, Creative, Tourism and Hospitality	LEP Priorities
Digital	Education
Advanced Manufacturing	
Construction	
Transport & Logistics	

The college’s provision is significantly aligned to the identified LSIP priorities. This is not by accident; the college has long considered regional priorities and LMI as part of its effective integrated curriculum and business planning process.

For young people, 58% of core aims align to LSIP sectors, 10% to LSIP priorities and 4% to education, a LEP priority and a sector with high demand for staffing. 27% of the provision is in other sectors including Hair & Beauty, Uniformed Public Services and Sport, Torah Studies and A Levels with high levels of positive destinations. All study programmes are influenced by industry panels which dictate the essential employability, basic and digital skills required for their sector which are integrated into

the programmes. 30% of young people are working to improve their formal mathematics qualifications and 25% are improving their English qualifications.

46% of adult learners are studying provision aligned to the LSIP sectors, 48% to LSIP priorities with the majority being Mathematics, English and ESOL qualifications. 7% other learning includes Hair & Beauty, where there is still demand and 240 short programmes in Equality and Diversity that have been delivered in response to requests from partners.

The significant proportion of apprenticeships – 81% – are aligned to LSIP sectors with 12% in Education. The balancing 7% include Hair and Beauty and Safety, Health & Environmental Technical apprentices.

100% of the college’s higher education provision is aligned to the LSIP sectors.

The college is also well placed to contribute to the LSIP priorities to address social inclusion, particularly given the profile of learners the college serves. The college has been increasing supply at Level 3 over the past 3 years, and has a track record of leading consortia and partnering with industry to upskill and reskill, particularly in the adult unemployed and work force development market.

4.2. Partnership at the Heart of the College

The needs of the region are central in designing the curriculum. For example, in Music and Performing Arts, the department has planned and developed the curriculum to ensure our courses are current and credible, which has created a strong synergy with our industry partners including the Glasshouse International Centre for Music (previously known as the Sage), Generator Union, The Cluny, The Princes Trust, Signpost Productions, The Riverside, Northern Stage, PROTO emerging technology Centre and Tyneside Cinema. These partnerships allow learners to not only develop these industry relevant skills, using cutting edge technology, but also apply them through employer-led, live commissions and experiences; as a result, many of our alumni are able to secure jobs in the region and, in turn, grow the local creative sector.

In response to feedback from employers in the creative sector, the college developed CoLab as a vehicle to promote collaborative learning and working and to replicate how the industry operates. By working together with employers and learners from different vocational courses, they gain vital experience of working within multi-disciplined teams to realise live commissions. This has revolutionised the way learners develop their skills – internally they take part in projects from multi-cam film making projects to live-filmed theatre and music shows, incorporating learners from Acting, Dance, Digital Journalism, TV and Media, Production Arts and Music and Music Technology and also work with their peers to fulfil external live commissions such as for the BBC’s The One Show with Signpost Productions. Working with The Princes’ Trust to deliver Ant and Dec’s Making it in Media programme is a prime example of how CoLab brought together a diverse group of learners to deliver an unforgettable multi skilled programme whilst affording them unique access to sector professionals and organisations, including ITV and the BBC.

The college has an exclusive partnership with Proto, the first digital production facility of its kind in Europe, and Riga, a council facility targeting high growth tech companies, to provide access to cutting edge technologies and industries that have emerged from the games design community. This provides students with an aspirational environment in which to learn and develop their skills and unique opportunities to engage with employers. The techniques and equipment are so cutting edge that learners are not only developing the necessary skills and knowledge to work in this sector, but are also actively involved in the research and development of the methods for content creation where live elements interact with digital media production.

4.3. Strengths

- Gateshead College has a clear curriculum strategy to develop progression routes capitalising on 16-18-year-old demographic growth and aligning curriculum with local and regional needs.
- The college currently contributes to local needs through its primary focus on the core catchment area of Gateshead, as well as providing needed courses in response to demand across the wider region.
- A significant way that Gateshead College contributes to local skills needs is through the provision of high-quality 16-18-year-old courses, leading to progression to higher education and local employment opportunities. This is particularly the case in Gateshead, where the market share is 41% or above.
- Gateshead College has strengths in tackling social and economic inequality, as the college typically recruits a higher proportion of 16-18-year-old learners from a deprived background than the Gateshead average.
- Gateshead College’s adult and apprenticeship provision currently specialises in Engineering, Construction and Preparation for Life and Work (including basic skills and ESOL). These respond directly to identified priorities. This strength is evidenced by good volumes and good market share of apprentices in trades – electrical, carpentry and plumbing, brickwork. This is also the case in Engineering and Motor Vehicle.

4.4. Priorities for Change & Consideration

4.4.1. 16-18

- The college has increased volumes of 16-18 learners studying at Level 3+ in recent years. In light of the emerging LSIP recommendation to increase opportunities at Level 3+, this trend should continue. Opportunities for progression to Level 3+ could be investigated in subject areas such as Science and Mathematics, Child Development and Motor Vehicle as the college currently provides fewer courses at Level 3+ for 16-18-year-olds, compared to other areas.
- The development of digital skills is particularly important for Gateshead College because of its geographical location. The LEP's Skills Report 2022 states that Covid has accelerated the requirement for digital skills, including baseline digital skills as all businesses adapt and an increasing demand for sales, analysts, project managers and support engineers. The emerging feedback from the NELSIP (March 2023) states that Digital Skills should be considered in curriculum design and provision at all levels, suggesting they are no longer optional.
- The college could consider an increase of 16-18 learner numbers and progression in Digital at Level 3+ through the growth in the new T Level routes.
- Evidence suggests that Digital is a significant skills gap. There is demand from employers, yet a lack of provision across the area (from all providers). If this is due to poor learner supply, further work to create a pipeline of learners will be required. Gateshead College is already tackling this issue through a partnership for Digital Bootcamps.
- The college is a significant local contributor to meeting identified priority sectors and areas of high demand, including Construction and Engineering apprenticeships. This is evidenced by good market shares. However, these sectors are subject to change through digitisation and automation. The college may need to consider a Digitisation strand of the curriculum to meet this challenge.
- In the immediate local area, key agencies report that productivity is hampered by lower value jobs as well as a population with a lower level of skills than national averages. This impacts upon increasing economic and social inequality for the most vulnerable. All of these factors suggest that workforce development and upskilling the existing workforce will be important. This may mean that the college needs to consider how to make the curriculum more accessible to working learners.

- Gateshead College may have opportunities to meet further demand in the areas of Business Administration, Leadership, Health & Care and Digital for adults and apprentices.
- Gateshead College delivers a higher proportion of Advanced Level apprenticeships than the regional average. There may be an opportunity to develop Higher Level routes for progression.
- There is some evidence of an emerging need for higher qualifications, including Higher Technical Qualifications to provide progression and reskilling opportunities in key sectors for the workforce. The projected employment growth in the local area (Skills Imperative 2035) is driven by occupations with L3-L7 qualification requirements. Higher Technical Qualifications (particularly considering the Lifelong Learning Entitlement coming in 2025) may be an opportunity for the college to meet growing need. Opportunities for Managers and Higher Technical Skills in Construction and Engineering (due to automation and digitisation); new technologies in areas such as net zero.
- The economy is predominantly led by small and micro businesses. This means that employer demand for skills may be fragmented and difficult to meet in a cost-effective way. The college may consider collaborative strategies, prompted by the Duty to Review; partnership work with the Employer Representative Body (ERB) and funded by the Local Skills Improvement Fund (LSIF) to invest in employer focused provision in a cost-effective way.

4.5. Outcomes

The duty to review has identified the following considerations to inform the accountability statement and operational planning:

- Further develop Level 3 offer in priority areas.
- Further develop T Level offer and engagement.
- Continue to embed industry relevant digital skills across the curriculum.
- Further develop the curriculum to take account of digitization in priority sectors.
- Develop apprenticeship offer to enable progression to higher levels and higher technical routes (including Higher Technical Qualifications ((HTQs)).
- Further develop Bootcamps to increase the supply of adults at Level 3 and above.

4.6. Assurance

Alongside the activity undertaken in completing this review, the Board receive a range of other assurances that the college is fulfilling its strategic intent which aligned to the skills agenda.

4.6.1. Curriculum Planning Updates to Committee

A summary of the emerging curriculum plan is presented to the Curriculum & Quality Standards Committee for review on an annual basis. The committee interrogates the plan considering new and terminating provision which includes understanding alignment to local needs and rationale for developing and delivering the proposed curriculum.

4.6.2. Ofsted

Between the 7th and 10th March 2023, the college was subject to an enhanced inspection from Ofsted. The inspection validated the high quality of education, including recognising the outstanding provision for adults, personal development and behaviours and attitudes of students and apprentices. The overall grading of the inspection was Good.

Ofsted also have been charged with forming a judgement on the contribution that the college makes to meeting skills needs and concluded that the college makes a strong contribution to meeting skills needs.

They found that:

"Leaders work very successfully with partners to understand and influence local and regional strategic skills policy. They use their expertise to lead a range of steering groups and project boards that provide a significant contribution to the identification of emerging skills needs and that tackle recruitment challenges in growing sectors such as digital, construction, engineering, manufacturing and healthcare sectors. Leaders and managers use their strong partnerships with employers and sector specialists to plan and deliver an up-to-date curriculum in emerging technologies, such as film and television screen skills, electric vehicles, green energy and retrofit construction. Consequently, learners and apprentices gain relevant technical skills that give them a competitive edge when applying for work."

"Governors, leaders, managers and staff have a clear and comprehensive understanding of how they contribute to meeting skills needs. They deliver highly effective programmes to address regional priorities, including developing English skills for the growing number of refugees and asylum seekers in the area and for the high numbers of unemployed adults. A significant proportion of adult learners enter employment in growth sectors such as creative media, digital industries and the rail sector when they complete their training."

"Teachers involve employers and industry experts in teaching and learning very well. Most teachers organise significant input from industry, through live commissions, employer projects and workplace visits. In art and design, students create murals for the hospital dementia ward, catering students work in the kitchens and in front of house for prestigious dinners and digital students benefit from teaching sessions in a regional creative hub which offers hands-on experience of the latest equipment and industry practice in digital and immersive technology."

4.6.3. Internal Audit

Curriculum planning was subject to an internal audit in November 2022, which reviewed the suitability of the curriculum planning arrangements in place within the College. As part of the audit, the following was reviewed; the process from determining which courses to be run, the delivery methods, through to the approval of the plan. The internal audit overall conclusion was strong assurance, the highest rating possible with no recommendations and 25 good practice points.

These include:
"We have gained assurance that the Curriculum Plan for Gateshead College is aligned with financial plans and regional plans. The planning process includes checking of Funding Levels and also Course Viability. Work has been put in over recent years to successfully shape the curriculum to align with the North-East LEP and other local organisations. The College are working to ensure that the curriculum continually evolves within this context."

"We have discussed the FE White Paper and its impact on Curriculum Planning. The College are aware of this, and it is being discussed at Governance Committee Level and also within the Senior Leadership Team. Ongoing curriculum planning processes will take into account the FE White Paper and its effect on the College."

"The last full Ofsted Inspection at Gateshead College was carried out in January 2020 [correct at the time of writing]. It highlighted that learners and apprentices benefit from a curriculum that focuses well on the skills that they need for employment. It also noted that managers and teachers have extensive links with employers and use these links successfully to provide work placements, realistic assignment briefs and workplace projects for learners and apprentices."

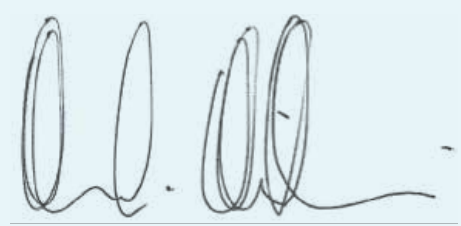
"For each area of the Curriculum, bespoke planning days are held at the start of each Planning Cycle. Activities take place to review planning metrics, intent, SWOT analysis, and the qualification framework planning. Future developments and partnerships are also considered."



5. CORPORATION STATEMENT.

Upon concluding this review, the corporation are satisfied that the college is meeting local skills needs and are satisfied that the actions to further align to local, regional and national skills priorities will be prioritised in the annual accountability agreement and statement.

On behalf of Gateshead College, it is hereby confirmed that the duty to review outlined in Section 52B Further and Higher Education Act 1992, as amended by the Skills and Post16 Education Act 2022 has been completed approved by the corporation at their meeting on 25 October 2023.



Michael Wood Williams
Chair of Governors



6. LINKS TO RELATED DOCUMENTS.

[Gateshead College Strategic Plan](#)

[Ofsted Report](#)

[North East Strategic Economic Plan](#)

[Gateshead College Accountability Statement](#)

[North East Skills Advisory Panel Skills Report 2022](#)

[Skills Imperative 2035](#)

[Gateshead Council Economic Development Strategy](#)

[North East Local Skills Improvement Plan](#)

[North of Tyne Local Skills Improvement Plan](#)

[annual NEET statistics 2022](#)

[Gateshead Council's Special Educational Needs and/or Disabilities analysis 2022](#)





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