

New City College
Accountability Agreement
May 2023



Purpose:

This annual Accountability Agreement is a new requirement from the Department for Education. It has a prescribed format and content, **designed to be a public statement of our key aims, targets and outcomes for the year ahead (September 2023 to August 2024)**. You will find further detail on our priorities and planning in our Strategic Plan. (LINK).

NCC hereby sets out what and how we intend to deliver education and training, to support local, regional and national needs. As an OfSTED 'Good' provider, we are committed to supporting young people and adults to secure the qualifications and develop the skills they need to secure good jobs.

In this document, we are required to set out a small number of outcome targets for areas of our curriculum that we are planning to change for the coming year (23/24). This does not include all of our curriculum development activity, which is designed to ensure currency to industry standards and awarding body requirements.

If you have feedback for NCC or have training or recruitment needs, please contact [here](#)

Our curriculum development activity reflects how we are contributing to current priorities outlined in Local Skills Improvement Plans (LSIPs), being led by Employer Representative Bodies (ERBs) working with employers, education providers and local stakeholders. **As the LSIPs are yet to be completed for our regions, this Accountability Statement is a draft and will be updated by the end of July 2023, to reflect the LSIPs, when this is available.**

Purpose

New City College's purpose is to give learners a better future and change lives through learning. We will achieve this by creating opportunities through inspiring teaching & learning, that is linked to industry, with embedded transferable skills for the workplace. Our provision is employer led and ensures knowledge, skills and behaviours are incorporated in all aspects of our curriculum.

The college's delivery matrix and campuses has been developed to respond effectively to our local communities, residents, businesses, stakeholders and civic partners. We are proud to be the conduit to bridge the skills gaps and needs of employers, whilst embedding a lifelong learning ethos throughout all curriculum activity. Our core values encapsulate the ambitions of New City College. We are committed to working closely and productively with all our partners so that together we can deliver a workforce that is skilled for success in London, south Essex and beyond.

We prioritise the local boroughs and districts we serve, but recognise we have a role in supporting all Londoners and those in the home counties that are close to our campuses, allowing the college to be an integral part of each of its local communities. We engage proactively with our local community to ensure that we are meeting their needs and reflecting their aspirations for their local college. We will continue to develop our partnerships with a wide range of local groups and agencies, in order to inform our provision. The college works closely with employers to ensure that our curriculum is relevant and fit for purpose. Our aim is to provide young people and adults with the professional and technical skills they require to meet the skills need of local and regional employers, so that they can gain quality employment, economic prosperity and in turn improve our local and regional economy.

Context and Place

The colleges that now make up New City College were independent providers, serving single boroughs. Tower Hamlets College merged with Hackney Community College (August 2016), changed its name to New City College (February 2017), merged with Redbridge College (April 2017) and with Epping Forest College, Essex (August 2018). In August 2019, both Havering College of Further & Higher Education and Havering Sixth Form College joined the group.

The college delivers curriculum in all sector subject areas with the exception of SSA 1 landbased. Most of the provision delivered as 16-18 study programmes is vocational, with the exception of the two A level Centres (Havering Sixth form and the Atlee Academy). The large majority of adult provision is made up of ESOL, English & Maths, along with vocational curriculum at levels 2 and 3 for those looking to up-skill or re-skill to enable them to increase their earning potential. Apprenticeships are also delivered to circa 700 individuals a year, with the large majority working towards standards in construction, engineering and business services.

The college delivers provision from entry level to level 7. The college is the second largest provider of SEND provision (circa 700 learners), with the large majority of these learners having moderate learning difficulties. We also support those with more complex needs. The learners tend to follow programmes in life skills, preparing for work & study with a minority undertaking supported internships. The provision is good, but further work is required to progress these learners into sustained employment and supported apprenticeships.

New City College serves a wide catchment area, from central London to outer London Boroughs and Epping Forest district. The large majority of learners we support tend to be from within the boroughs we serve, or neighbouring boroughs, this is often driven by travel links. Within our boroughs there is wealth and affluence, but there are also high levels of deprivation, with households with low attainment who can secure opportunities through participation at college. Across London, unemployment has decreased to circa 4-9% and those being referred to us from Job Centre Plus and partners tend to be those furthest from the labour market. Over 60% of young learners need to re-sit English or maths. Following the pandemic, we have seen an increase in the volume of learners who require support with their mental health and anxiety issues.

Our catchment area is made up of 90% micro and SME organisations. The large majority of business are reporting that they are receiving a lower number of applications with 36% don't have the skills required, 16% do not have the work experience, 14.7% do not have the required qualification and 12.3% lack the required attitude, motivation and work readiness.

Funding Stream	Volume of Learners
14-16	170
16-18	9,000
19+	11,000
Apprentices	710
Higher Education	240
Total	20,120

National Labour Market Intelligence

As of 1 January 2022, there were 5.5 million private sector businesses in the UK, 1.5% fewer than in 2021. This was smaller than the 6.5% drop between 2020 and 2021, which was the largest fall in the business population since 2000. The fall was largely driven by very small businesses with no employees, the largest category of UK businesses. Over 99% of businesses are small or medium-sized businesses (SMEs), employing 0-249 people. SMEs accounted for 61% of UK employment and 7% of business turnover. There were around 8,000 large businesses in January 2022 (with 250 or more employees). While representing just 0.1% of the business population, these businesses support 39% of jobs and nearly half of all business turnover for the UK.

Regional Local Market Intelligence

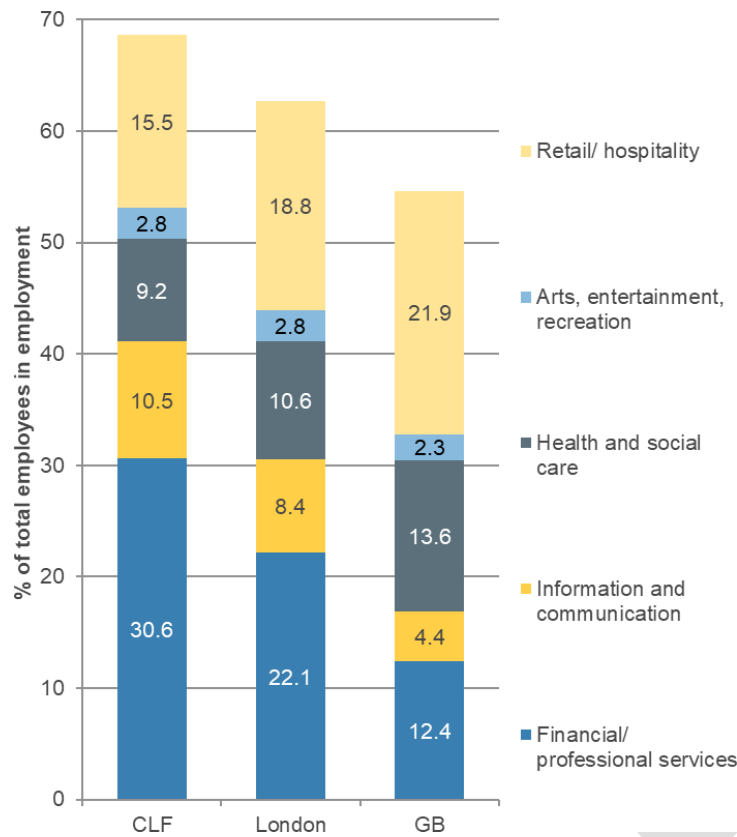
Recent years have brought many challenges, not least the impact of the pandemic on the labour market, which was already struggling to match skills to available vacancies. London's labour market struggles with a set of complex issues. On the one hand, more Londoners hold higher qualifications than any other UK region or major world city, with 59% of the city's working age population educated to graduate level or higher in 2021. London also has a higher share of its workforce in higher-paying industries, such as Finance, IT and professional services.

Yet at the same time London also struggles with a series of deep structural challenges. Unemployment remains consistently above the national average, with Black and minority ethnic groups, the young, and the disabled being disproportionately affected. In-work poverty rates, already among the highest in the country, are being exacerbated by the cost-of-living crisis. As of December 2022, 21.4% of working age Londoners are economically inactive. Meanwhile, stubborn skills and labour shortages persist in sectors as diverse as construction, hospitality, and social care.

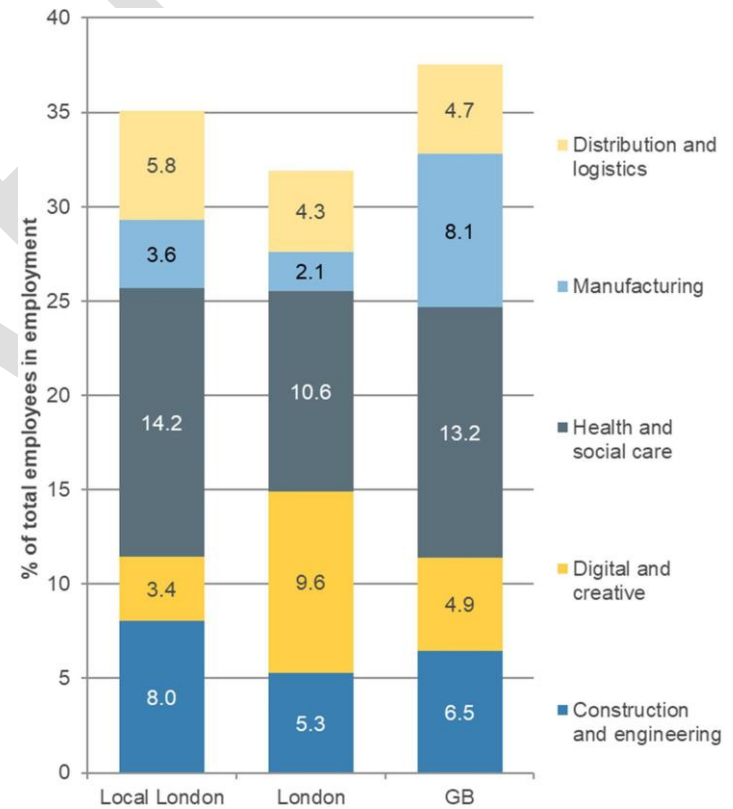
A survey* found that three-quarters of firms (77%) are reporting open vacancies and of those two-thirds (65%) are struggling to fill them. Reported vacancies span all types of roles, with specialist, skilled and managerial jobs the toughest to recruit. Skills most in demand in the survey are sector-specific technical skills, transferable skills, such as negotiation and basic digital skills, with the latter expected to be most prized in the future. Firms are reporting they are finding it hard to recruit at all skills levels: almost half report challenges finding highly skilled specialists (49%), followed by technical and skilled support roles (43%), managers (35%), skilled trades (30%) and sales and customer service roles (26%). The most reported challenge to recruitment is a low number of suitable applicants with the required skills, cited as a problem by 57% of firms. While two-thirds of firms (66%) say their existing workforce has the right skills and capabilities to meet their business's needs, the remainder report gaps. In the next two to five years, digital skills are expected to be most in demand, with more than half of respondents (56%) reporting a need for advanced and a third for basic digital skills (33%). Sector-specific technical skills (49%), cross-cutting transferable skills, such as negotiation and resilience (31%), basic maths (29%) English (23%) and green skills (23%) are also identified as needed skillsets.

**Supplied from Business LDN Local Skill Improvement Plan for London*

Priority Sectors for Central London



Priority Sectors for Local London



*Supplied by Central London Forward and Local London Draft Local Skills Plans Annexes for London.

Approach to developing the annual accountability statement

New City College has a consultative approach to engagement and actively works with its communities, employers, stakeholders and civic partners. The college delivers a curriculum that is innovative, responsive and linked to employers' skills needs. The large majority of local authorities have teams responsible for economic development, education, skills and job brokerages. The college is an active member of these partnership boards, sharing labour market intelligence, current and emerging skills needs, along with job and apprenticeship opportunities. When developing this accountability statement, New City College adopted a qualitative consultative approach with the stakeholders we work with along with employers who are actively engaged with the college. Employers have identified skills gaps in key sectors such as Construction, Engineering, Creative & Digital, Education and Health & Life Sciences, which the college has been prioritising for the past 12 months.

New City College was the lead provider for Central London Forward (CLF) Strategic Development Fund (SDF) project and was a project partner of the Local London (LL) SDF project. The applications were required to be submitted by a lead FE partner on behalf of all the Further Education Colleges and grant funded Adult Education providers. The applications had to be endorsed by an Employer Representative Body (ERB), the Central London Forward application was submitted on behalf of 14 providers of which 7 were general FE colleges. The project required significant engagement with recognised trade bodies and engagement with local and regional employers to collaborate and design curriculum and facilities that are high quality to ensure Retrofit and Low Carbon Installers have not only the knowledge but the key skills and behaviours to support the nation in its transition to Net Zero by 2050 (2030 for London). This gave a good foundation on how the college can successfully engage with partner organisations to shape our accountability statement.

New City College participated in LSIP workshops hosted and facilitated by Business LDN, Central London Forward and Local London, also with feeding back on the draft LSIP plans. The college hosted a market engagement workshop on behalf of Essex Chamber of Commerce, who are the ERB for the Essex LSIP.

The college works closely and effectively with the Greater London Authority, Local Authorities, Job Centre Plus/DWP, Essex Chamber of Commerce, Employers, schools, Members of Parliament, civic stakeholders, third & voluntary sector organisations and our local communities.

Contribution to national, regional and local priorities

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim 1 – To create and embed employer endorsed curriculum</u></p> <p>The large majority of New City College delivery is for 16-18 study programme learners, as we make the transition to T levels and Technical Qualifications, we need to effectively implement the new qualifications and ensure all our curriculum is employer led to enable successful progression to positive destinations.</p> <p>Objective 1: To increase the volume of learners undertaking our latest T levels in Business Legal and Digital Support.</p> <p>Objective 2: Ensure industry placements are linked and relevant for all T level programmes whilst supporting progression into jobs, apprenticeships and HE.</p> <p>Objective 3: Embed employer boards for all vocational directorates with a focus on co-designing delivery, agreeing assignments and assessment plans, along with employer lead master classes and interventions.</p> <p>Objective 4: For curriculum to be co-delivered with employers, through our “four plus one” programme, using industry experts to deliver specialised training on industry-based modules, which will enhance the student’s experience and potential success.</p> <p>Objective 5: For employers to become Industrial Partners that are at the leading edge of their sector to support us in staying at the forefront of industry developments. The effect of this is up to date and progressive delivery.</p>	<p>BusinessLDN: London</p> <p>Galvanise more employer/educator co-design of provision, especially in areas with fast changing cutting-edge technology.</p> <p>Scale-up employer-provider collaboration through more co-design of courses and workforce exchange programmes to ensure training keeps up to speed with changing industry training needs.</p> <p>Relevant national/regional/local priority</p> <p>Skills & Post-16 Education Act (2022)</p> <p>National, Regional and Local priority of Digital & Technology</p> <p>Impact</p> <p>Increased number of learners will have undertaken a programme that is employer led and gained the skills, not just the behaviours to enable them to progress into employment “work ready”. Successfully enrol 24 TLevel learners to business and digital.</p>

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><u>Aim 2 – To ensure the curriculum offer gives learners better life chances</u> New City College has been reviewing the curriculum strategy for the previous 12-18 months, which needs to continue to ensure full alignment with LSIPS recommendations and priority sectors (Digital, Arts & Creative, Engineering, Construction, Health & Life Sciences)</p> <p>Objective 1: Review application, enrolment and attrition patterns following September recruitment.</p> <p>Objective 2: Host Sector Boards for each vocational directorate to review data and feedback to shape the future curriculum and delivery.</p> <p>Objective 3: Directorates to draft a curriculum plan, utilising LMI alongside the SAR process to be presented to a panel by December 2023, consisting of Employers (or ERBs/LSIP representatives), SMT and governors.</p> <p>Objective 4: Curriculum plans agreed and published by February 2024.</p> <p>Objective 5: Review the Free Courses for Jobs (FCFJ) curriculum offer to ensure it is aligned with the LSIP priority sectors.</p>	<p>Construction (Business LDN and Local London Priorities) The sector faces demographic challenges with an aging workforce (25% are over the age of 55) (CITB). Training pipeline is not big enough to replace the skills lost (share of 16-24s in the workforce has shrunk to 10%) (CITB).</p> <p>Electricians and electrical fitter - Data supplied by the Electrical Contractors' Association (ECA) suggests London is the LSIP area with one of the lowest number of electricians and electrical apprentice starts. Construction project managers and related professionals. Broader skilled trades roles related to heritage retrofit including Plumbers, Heating & Ventilating Installers, Carpenters and Joiners, is also in decline.</p> <p>Engineering (Local London) The manufacturing sector in Local London is predominantly food and drink, and vehicle manufacturing, with the following occupations being the largest: production managers and directors in manufacturing (1121); packers, bottlers, canners and fillers (9132); metal working production and maintenance fitters (5223) (LFS and BRES data).</p> <p>Health & Social Care While much focus has been on the shortages of nurses at all levels (and these are acute), there are widespread recruitment challenges across both the health and care sectors. These include: across the breadth of the nursing profession, care workers, including at senior level. A wide range of back-office roles including those across IT technicians and data analysts.</p> <p>Digital Programmers for games development needed as a major growth sector, and a useful route into the industry from a broad range of backgrounds.</p>

	<p>Arts/creative Significant opportunity for backstage roles in the sector, e.g. live event technicians, photographers, audio-visual and broadcasting equipment operators.</p> <p>Holistic creative skill sets noted as key were at level 3 and below, rather than early specialisation (e.g., art and design or media production BTECs), building up to sector specialisation at graduate level.</p> <p>Relevant national/regional/local priority Skills & Post-16 Education Act (2022) Levelling Up White Paper (2022)</p> <p>Impact Improved attrition, retention and achievement, progression to higher levels of study, apprenticeships and employment. Driving employment opportunities in identified growth sectors. The skills gaps narrowing, with NCC as the provider of choice.</p>
<p>Strategic Aims and Objectives</p>	<p>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</p>
<p><u>Aim 3 – ESOL, English, Maths (Multiply) & Digital literacy</u> New City College is one of the largest providers in London for ESOL, English & Maths and Digital Skills. Further work is required to ensure the programmes are vocationally contextualised to enable further progression into vocational curriculum and jobs.</p> <p>Objective 1: Develop vocational ESOL at level 1 in Health & Social Care, Early Years & Childcare and Construction.</p> <p>Objective 2: Offer Multiply as a pre-requisite for all employer responsive programmes.</p> <p>Objective 3: Offer Essential Digital Skills as a pre-requisite for all employer responsive programmes.</p> <p>Objective 4: Explore an Essential Digital Skills programme that can be delivered as part of the Employability, Enrichment and Pastoral for all study programme learners.</p>	<p>Business LDN Embed Essential Digital Skills (EDS) as a more practical form of training, including in the school curriculum and more modular post-16 provision, supported by organisations including Future Dot Now and the Good Things Foundation.</p> <p>Amplify the London Office of Technology & Innovation’s (LOTI) ‘Get London Online’ campaign to help disadvantaged Londoners gain access to devices, connectivity, and learn digital skills.</p> <p>Local London Providers should work with employers to identify new and additional ways of expanding the digital skills provision.</p>

Providers and boroughs need to consider how additional and alternative provision of ESOL can be made in order to meet need for both beginners and those entering the jobs market, along with expansion of ESOL provision

Essex Skills Priority 3 – Digital Skills & “Digitech”

Baseline digital skills have become a near-universal requirement for employment and are insufficiently developed across the workforce. Generic digital skills such as Microsoft Office and other productivity software tools are commonly required in jobs across all skills levels and are often fundamental to entering the labour market. The curriculum does not often cover these skills in detail, instead focussing on equally valuable, but more specialist digital skills like coding and cyber security. There needs to be a provision for generic digital skills also. Furthermore, with the advancement of Artificial Intelligence (AI) workplace digital skills are likely to become much more advanced. There is a difference between the everyday digital skills needed to order food etc, compared to more advanced workplace skills like the use of apps, technical support etc.

Business LDN

Basic digital skills are most-reported as lacking in applicants, at 50% of respondents – significantly higher than cross-sector. Stakeholders needed Broader Essential Digital Skills (EDS) for new recruits across a range of sectors and 48% of London’s workforce could complete all 20 essential digital work tasks listed under the Essential Digital Skills Framework.

[UK Essential Digital Skills for Work](#)

Relevant national/regional/local priority

Skills & Post-16 Education Act (2022)

National & local priority of Digital & Technology

	<p>Impact Learners develop a range of essential digital competencies via engagement with digital platforms and a digital curriculum. Preparing learners of all ages to operate in modern Britain, whilst staying safe online.</p>
<p>Strategic Aims and Objectives</p>	<p>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</p>
<p><u>Aim 4 – Responding to NetZero – 2030 (Green Skills, Sustainability & Climate Change)</u> To develop new curricula which provides opportunities for learners, including adult learners to upskill/re-skill for the emerging green skills jobs.</p> <p>Objective 1: To fully embed the low carbon installer curriculum offer for employers and apprentices that have/are due to complete. Objective 2: Pilot low carbon technology curriculum as a module for mainstream study programmes for Construction and Built Environment learners. Objective 3: Pilot fusion skills module with a discreet cohort from each campus. Objective 4: Recruit and deliver the new Low Carbon Heating Installer Apprenticeship. Objective 5: Work with employers to develop a carbon assessor/sustainability manager curriculum programme for existing staff. Objective 6: Develop a retrofit curriculum to support progression from level 2 through to level 5.</p>	<p>Business LDN: Across sectors, companies are increasingly looking to recruit Carbon and Sustainability Managers who bring core carbon literacy skills. (e.g. Sustainability business specialist integrated degree).</p> <p>Specific skills needed for developing green technology including: Electric vehicle charging point installer, heat pump engineers and installers. Whereas electrical engineers are needed more broadly as a green skillset for a whole range of applications. Additionally, there are broader skilled trades roles related to heritage retrofit including carpenters and joiners.</p> <p>The bolting on of green skills to existing courses will need to do significant heavy lifting to fill skills gaps in the short term. As an example, existing training for plumbing and electricians can be adapted to include training for heat pump engineering and EV installation respectively.</p> <p>Key green sectors such as retrofit, lack government policy to encourage retrofit, which dampens ultimate employer demand and acts as a barrier to developing the skills supply side. In many cases, carrying out green jobs means the application of existing skillsets to green tasks, e.g. financial analysts into green financial analysts.</p> <p>Include a form of ‘carbon literacy’ or green skills training into the curriculum as standard, similar to British Values. Make the inclusion of green modules compulsory in all new relevant qualifications.</p>

	<p>Relevant national/regional/local priority Skills & Post-16 Education Act (2022) Levelling Up White Paper (2022) Green Jobs & Skills in Central London report (2022)</p> <p>Impact Creating more registered MCS installers to support our transition to NetZero and decarbonising our domestic and commercial stock. Enabling all learners to have an understanding of carbon footprint and how to reduce their impact.</p>
<p>Strategic Aims and Objectives</p>	<p>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</p>
<p><u>Aim 5 – Transferable skills, Leadership & Management</u> Throughout all our delivery we include behaviours and work ready skills, we need to ensure these align to the transferable skills needs identified by employers.</p> <p>Objective 1: Review transferable skills identified by employers and implement these as part of tutorial process and “London Passport”.</p> <p>Objective 2: Design a core set of skills and abilities which can be applied to wide range of industries, such as: Communication, Problem-solving, Teamwork, Adaptability, Critical Thinking and Analytical Reasoning.</p> <p>Objective 3: Create a L&M dragon’s den style programme to develop enterprise, entrepreneurial and leadership & management skills for our 16-19 learners.</p> <p>Objective 4: Develop a suite of bite size, modular and micro credential management programmes for adults and employers.</p>	<p>Business LDN: Embed transferable skills as a core part of the National Curriculum at age 16 and as funded, accredited qualifications in post-16 FE. Make transferable skills a golden thread throughout joined up DfE and DWP skills and employment strategies, including by ensuring the Skills Builder Framework is built into statutory careers guidance and apprenticeships standards.</p> <p>The business community and educators should work together to develop a fresh model for ‘training the trainer’.</p> <p>Relevant national/regional/local priority Skills & Post-16 Education Act (2022) Levelling Up White Paper (2022)</p> <p>Impact Increased employment opportunities for all learners, supporting local and regional businesses by improving efficiency and productivity through the development of management skills and transferable skills.</p>

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim 6 – Improve progression for SEND learners into Jobs & Apprenticeships New City College is one of the largest providers of SEND provision in the country, we want to increase the number of Supported Internships and progression into Supported Apprenticeships & Jobs.</p> <p>Objective 1: Develop a plan of which sectors we are going to target to create placements for Supported Internships. Objective 2: Identify current learners on progression into work programmes who can progress into a Supported Internships. Objective 3: Review the volume of job coaches to ensure we have capacity. Objective 4: Marketing campaign to employers to see who is willing to offer a work placement. Objective 5: Deliver employer focused workshops on removing the myths and perceptions of supporting an individual in the workplace with neurodiversity, learning need, or disability.</p>	<p>National Priority Evidence shows that learners with EHC plans are less likely than their peers to be in sustained employment 15 years after key stage 4.</p> <p>Local London There was felt to be a need for more pastoral support for learners, not just young learners who may have been particularly affected by the pandemic. But also, adult learners who may have additional support needs due to health problems or a disability, being from a disadvantaged background or needing ESOL provision.</p> <p>Relevant national/regional/local priority Skills & Post-16 Education Act (2022) Levelling Up White Paper (2022)</p> <p>Impact To enable all learners to reach their full potential and the right support as they progress. Enabling employers to diversify their workforce. Reduce the dependence of those with disabilities or difficulties in receipt of government support. Enrol 50 learners into Supported Internships.</p>

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim 7 – Strategic development of New City College’s workforce</p> <p>At present the biggest barrier for New City College and the wider FE sector supporting the skills agenda, is an ageing workforce and the lack of new entrants into the FE teaching profession.</p> <p>Objective 1: Fully utilise and embed our Teaching & Learning lab to identify strategies and delivery pedagogy to develop new teaching resources for the college and wider sector in partnership with ETF.</p> <p>Objective 2: To work with employers and our alumni to identify individuals from industry to undertake a teaching taster.</p> <p>Objective 3: Develop our “Learn First, Teach Next” programme to enable those already employed to study and potentially undertake part time teaching activities.</p> <p>Objective 4: Further rollout our Higher Apprenticeship in Learning & Skills Teacher to trainee teachers for both in-house and external providers.</p> <p>Objective 5: Develop our “4 plus 1” teach too model with key employers that can be piloted in 2 industries.</p> <p>Objective 6: Pilot immersive classrooms in two campuses across a curriculum area, in partnership with USP VR campus project which is being delivered with 40 plus colleges.</p> <p>Objective 7: Develop further blended delivery models for adult and employer responsive provision, along with additional staff CPD & training.</p>	<p>Local London Priority</p> <p>Colleges suffering from a lack of skilled tutors</p> <p>Essex Skills System Priority 3 - Tutor shortages and capacity of providers to respond</p> <p>Colleges and Training Providers all feedback that they struggle to employ and retain high quality staff. This issue is more pronounced in skills shortage areas / emerging sectors where there are extreme Tutor and Assessor shortages. Additionally, with the fast pace of change in industry, it is becoming increasingly difficult for providers to ensure that tutors and assessors are up to date with existing practices and emerging technologies.</p> <p>When dealing with new and emerging skills priorities, many providers cite a lack of capacity to respond as a fundamental barrier. Such issues are varied, but most providers describe a lack of staff capacity to develop and teach new provision, general space constraints, a lack of capital investment in new technology and the ability to support very small group sizes in new subject areas. There are also issues with take-up, as Learners are less likely to take up evening and weekend training due to childcare and other commitments, which limits the courses providers can put on.</p> <p>Impact</p> <p>The college is able to provide a consistent high-quality student experience regardless of tutor shortages or geographical location. Delivery staff are able to effectively impart all relevant and current industry focused skills and knowledge to learners. New City College being the employer of choice.</p>

Corporation Statement

On behalf of New City College Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purposes, aims and objectives as approved by the Corporation.

The statement will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link; [Corporate Information and Policies | New City College \(ncclondon.ac.uk\)](https://www.ncclondon.ac.uk/corporate-information-and-policies)



Rob Hull
Chair of the Corporation



Gerry McDonald
Group Principal & Chief Executive

Supporting documentation

<https://www.ncclondon.ac.uk/wp-content/uploads/2021/04/NCC-Strategic-Intent.pdf>

<https://files.ofsted.gov.uk/v1/file/50176707>

<https://www.ncclondon.ac.uk/working-with-businesses/central-london-forward-green-skills-partnership>

<https://epnwpx8n9.exactdn.com/wp-content/uploads/2023/01/NCC-Financial-Statement-2021-22.pdf>

LSIP Draft Plans

Business LDN - [London Local Skills Improvement Plan | BusinessLDN \(previously London First\)](#)

Local London - [Local Skills Improvement Plan \(LSIP\) | Local London](#)

Central London Forward - [Home - Central London Forward : Central London Forward](#)

Essex - [Plans and strategies: Essex Skills Plan - Essex County Council](#)

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