New City College

Accountability Statement 2024/25

June 2024

Contents

Our strategic priorities

New City College exists to give our students a better future

1. Use the scale and strength of our group to drive educational excellence and innovation	**2.** Continue improving student outcomes and achievement. We will inspire and support every student, whatever their background, to maximise their potential within an environment of challenging targets	**3.** Support our staff to develop their skills and talents and look after their wellbeing	**4.** Make a positive impact on our local communities and the local economy by meeting the unique needs of all the areas in which we work, within a group structure	**5.** Have an influential position locally and nationally

Education must enhance the progression, employment & life chances of those who study with us

This is our overarching purpose and intent

Purpose - meeting local and regional skills needs

New City College makes a strong contribution to meeting skills needs. The group has developed productive employer relationships across a number of sectors particularly in construction and green technologies. The College leads a fourteen-partner Central London LSIP and Fund which focuses on green technologies and digital. The College is now engaging with a wide range of organisations in developing a range of training solutions especially in areas such as EV charging, air source heat pump technologies, cyber-security and artificial intelligence.

The College has retained a broad curriculum offer across each of its main campuses which it reviews annually to ensure that the group is able to respond proactively to local and regional skills needs. The group continues to support a significant volume of foundation level programmes for adults including; English, maths and ESOL qualifications, which reflects the needs of the communities we serve. The curriculum review completed in Autumn 2023 saw the development of an 'ESOL plus employability' programme to aid progression to work and a clearer articulation of progression pathways in vocational areas. We have also rationalised curriculum that no longer serves student or labour market needs. New courses in areas such as esports support new enrolment demand from our local areas.

New City College has developed its employer-facing provision following a period of consolidation post-merger. In 2022/23 there were 730 apprentices in training in areas including health and early years, hospitality, construction trades and business administration. The group is an approved levy and non-levy provider and is currently working with a range of employers and partners to develop and deliver high quality apprenticeships across the capital and surrounding regions. All provision is now-in-house, allowing close monitoring of progress.

Qualification achievement for both classroom-based learners and Apprentices is high and above national rates. Students leave New City College with the skills they need for their chosen career route.

Context & place

New City College was formed following the merger of Tower Hamlets College with Hackney Community College in August 2016, Redbridge College in April 2017, Epping Forest College in August 2018 and Havering College of Further & Higher Education, and Havering Sixth Form College in August 2019. Tower Hamlets College has been the surviving corporation throughout and formally changed its name to New City College in February 2017.

The College is now one of the largest further education providers in the UK, with a total income of c£109 million. In 2022/23, the College supported nearly 23,500 students, comprising approximately 9,000 16-19s completing study programmes, 13,750 adults and 730 apprentices.

The College serves a diverse but geographically coherent urban area, from the edge of central London to the outer boroughs of north east London, and south Essex. The group's catchment areas include areas of high deprivation as well as some of the most affluent areas in the country. The majority of the student body live in significantly deprived wards; approximately a third of the group's adult cohort access benefits or income related support. A similar percentage of 16-19s completing study programmes are entitled to free meals. The majority of learners we support are from the boroughs we serve, or neighbouring boroughs, often driven by travel links.

As a result of the mergers, there have been significant changes across the campuses which form the group. However, the College remains clearly anchored in its shared commitment and ethos of providing its students with opportunities through inspiring teaching, learning and assessment.

The College delivers curriculum in all sector subject areas with the exception of SSA 1 Land-based. 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 for employment. The large majority of apprentices are working towards standards in construction, engineering and business services.

Provision ranges from entry to level 7, and the college is the second largest provider of SEND provision in the region (c700 learners), with the large majority having moderate learning difficulties. We also support a minority with more complex needs. The learners 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.

Across London, unemployment has decreased to circa 4-9% and those 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 mental health and anxiety.

Our stakeholder catchment area is made up of 90% micro and SME organisations. The majority of business report that they receive a lower number of applications overall for vacancies, and of applicants 36% are without the required skills, 16% without work experience, 14.7% without the required qualification and 12.3% are lacking the required attitude, motivation and work readiness.

Regional Local Market Intelligence

- 4 'crosscutting' themes – Digital, Green, Labour Market Inclusion, Transferrable Skills
- 4 sector-based themes – Creative, Heath & Social Care, Built Environment, Hospitality

*LSIP data by priority sector (Local London Skills Improvement Plan)

Crosscutting themes

Digital	Green skills	Labour market inclusion	Transferrable skills
56% of respondents felt that their business would need more advanced digital skills over the next two to five years while a third felt that more basic digital skills would be required. Compared to other parts of the UK, businesses in London report more challenges in meeting their digital skills needs.	An estimated 234,000 jobs in green priority sectors in London in 2020, with the number of jobs in these sectors expected to grow to 505,000 by 2030. Job growth is expected in green finance, homes and buildings, power, and low-carbon transport. To meet expansion in the coming decade, there is a need to increase education provision as well as to support those already in the labour market in retraining and upskilling.	11.5% gap in the 2020 employment rate between white Londoners and Londoners from Black, Asian and minority ethnic backgrounds. Economic inactivity most prevalent in those from a Bangladeshi background, 36% of the working age population was economically inactive. The GLA found disabled Londoners have below-average employment rates, at 56% compared to the average of 75%. The unemployment rate was also double the London average of 4.5% at 9%. Training options present a variety of challenges for some with disabilities. For young people leaving care, 41% aged 19-21 were not in education training or employment (NEET), three times higher than other young people at the same age. Recent market data shows an increase in both inactivity and young people who are NEET due to ill health. DfE data shows that overall participation in FE and skills in the 2021/22 academic year was still below 2018/19 levels. Those from disadvantaged backgrounds often face multiple and interrelated barriers to learning.	A high proportion of adult Londoners have lower 'basic skills' (numeracy, literacy, and English language) compared to national average. BusinessLDN survey findings show 23% of job candidates are lacking basic maths skills and 21% English skills. Essential transferable skills were even more likely to need developing in the existing workforce, specifically complex problem-solving skills (42%), adapting to new equipment or materials (40%) and knowledge of how your organisation works (34%). This applies to all ages, but the adult education budget only supports their delivery at a rudimentary level, and there is no integration into the national curriculum. Providers report having to improvise often without sustainable funding. • A lack of engagement, understanding and interest in literacy and numeracy skills was reported by provider stakeholders from learners who see no connection between skills and the job they are training for. • Training using functional skill in a sector context could be made more practical, applicable and transferable to maintain learner interest.

Sector- based

Creative	Health & social care	Built Environment	Hospitality
With many SMEs and few larger employers to invest in sector-wide skills discussion forums, sector coordination on recruitment and outreach is challenging. Unpaid work placements and internships can make the sector less accessible to those from low-income backgrounds, which affects labour market inclusion. Issues reported during the stakeholder engagement sessions centred around the challenges the sector structure poses. Many of these challenges would only be addressed by wider sectoral and policy interventions, beyond the scope of the LSIP. Those captured do fall in scope.	The skills and labour shortages in the sectors are well publicised. While there are differences - with health largely publicly funded and care largely private - there are commonalities in many of the skills issues faced. Often there is a lack of awareness of available roles and the sector suffers from significant shortages in back-office roles as well as in nursing and life sciences. Uncompetitive pay offers compared to similar private sector roles shape this picture. Most stakeholder issues - which included NHS Trusts, care provider associations and sectoral skills bodies such as Skills for Care - centred around the challenges of both operating and providing ongoing training within a severely understaffed system. There were record vacancies during the third quarter of last year (43,619). Average turnover for care workers with less than one year's experience in the sector is 43.7%.	New technologies, materials and the circular economy are leading to a radical shift in how the industry develops and builds, and this is shifting the demand for skills. The workforce is ageing, with 29% over 50 years old in 2022, compared to 23% in 2010. This compounds existing skills shortages, as the fragmented nature of a sector dominated by microbusinesses and the self-employed. London buildings contribute 76% of the capital's emissions, so the sector will be significantly affected by efforts to reach net zero over the coming decade. By 2050, 10% of all jobs in London are forecasted to be 'green' in construction for both homes and buildings. One of the biggest barriers is the lack of skilled workers needed to address the transition to sustainability. Despite this, only a third of respondents to a survey for the Skills for a Sustainable Skyline Taskforce responded positively to having invested in green skills training (34.8%) in the prior two years.	GLA Analysis suggests hospitality has yet to fully recover from the pandemic, with a 7% fall in the number of hospitality jobs from December 2019 to December 2022. The sector has continued to face additional post-pandemic pressures of worker shortages and high inflation driven by energy costs, and is more likely to employ young people and those with lower-level qualifications. There is a risk of widening employment disparities in London without a wider recovery. The BusinessLDN survey showed 91% of hospitality companies struggling to fill vacancies, higher than across other sectors, and carrying a bigger skills gap than that identified by any of the other priority sectors.

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 disabled 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.

77% of firms report open vacancies and of those 65% are struggling to fill them. Firms 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.

Approach to developing the Accountability Statement

New City College has a consultative approach to engagement and actively works with stakeholders including communities, employers, education and civic partners. The college delivers a curriculum that is innovative, responsive and linked to stakeholders' skills needs.

New City College has successfully engaged with partner organisations to shape our accountability statement. Specifically, the College is the lead provider for the Central London Forward (CLF) Strategic Development Fund (SDF) project and was a project partner of the Local London (LL) SDF project. The CLF 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 with local and regional employers, to design high quality curriculum and facilities, enabling Retrofit and Low Carbon Installers to have the knowledge, skills and behaviours to support the transition to Net Zero by 2050 (2030 for London).

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 also 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, Universities, schools and our local communities.

Contribution to national, regional and local priorities

Strategic objectives in response to Local Skills Improvement Plans (BusinessLDN LSIP)

- **4 'crosscutting' themes –** Digital, Green Skills, Labour Market Inclusion, Transferrable Skills
- **4 sector-based themes –** Creative, H&SC, Built Environment, Hospitality

1. Digital

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan Broad demands obscure differences at skill level: • There are **entry-level skills**, such as Essential Digital Skills (EDS), required for most desk-based jobs; • There are **basic skills needed for specific job roles** such as web design, digital marketing, basic cloud, and • Finally, **advanced digital skills**, such as AI, robotics, data analytics, advanced cloud, advanced coding. These include sector-specific skills, e.g. AutoCAD / BIM in construction **Central London Forward** High demand for programmers and developers, data analysis, and web designers. Technical skills including programming and coding, cyber security, and soft skills most in demand. Skills system challenges include provider/employer engagement and keeping pace with technological change **South London Partnership** In addition to skills needs for professional and technical roles such as programmers, software developers, and business analysts the development of AI will create new roles. AI is also likely to create a need to reskill staff displaced by automation or develop them into new roles.	**To develop digital progression routes from entry to Higher level specialist, to meet local and regional needs** **Objective 1:** Where suitable, offer Essential Digital Skills or a similar lower-level programme as part of adult and employer responsive programmes, and as part of community outreach provision. **Objective 2:** Develop provision at L3 and Higher level to meet the needs of the local market in web, cyber security, coding, and artificial intelligence **Objective 3:** Develop specialist Adult Digital centres at two or more campuses to meet local needs, and develop higher / specialist provision	Learners develop a range of essential digital competencies. Learners of all ages are prepared to operate in modern Britain, whilst staying safe online. Learners acquire basic digital skills for the workplace. Learners have access to a range of specialist L3 programmes to prepare them for further specialist study or to provide basic specialist skills for employment (currently based on FCFJ L3s) A range of Higher level vocational and occupational routes are developed, some with University endorsement to meet specific local needs identified by employers, e.g. Coding, Artificial Intelligence. Different types of programme design and programme lengths support different kinds of study for different markets, such as generative AI modelling, prompt engineering, machine learning skills, along with data visualization, data extraction, and data engineering. Specialist higher level provision exists at the two inner-London campuses, with a significant EDS provision to support ESOL at the Ilford satellite campus.

2. Green skills

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan There are likely to be increased requirements for general construction workers and electricians (including higher level technical skills) – areas with already significant skills shortages. At the same time, science, technology, engineering, and mathematics (STEM) related skills, and project management or marketing skills will also be needed for a range of 'white collar' or head office roles in green companies and sectors. Digital technology is also seen by employers as a vital tool for reducing carbon emissions **Local London** There are growing skill needs for green skills in construction – both for retrofitting older properties and for installing and maintaining new technologies such as heat pumps. Challenges exist whereby the older existing workforce did not want to upskill for new technologies **South London Partnership** Growing demand for green skills (such as heat pumps, EV installation and retrofit) will require existing workers to gain new competencies and for entry level courses to encompass green technologies.	**To respond effectively to the NetZero – 2050 agenda (Green Skills, Sustainability & Climate Change)** To develop new curricula which provide opportunities for learners, including adults to upskill/re-skill for the emerging green skills jobs. **Objective 1**: To fully embed the low carbon installer curriculum offer for employers and apprentices, including Low Carbon Heating Installer Apprenticeship, Electric Vehicle Charging installer qualification **Objective 2**: Pilot low carbon technology curriculum as part of mainstream study programmes for Construction and Built Environment learners, including a fusion skills module with a discreet cohort from each campus. **Objective 3**: Work with employers to develop a carbon assessor/sustainability manager curriculum programme for existing staff. **Objective 4**: Develop a retrofit curriculum to support progression from level 2 through to level 5.	All learners have access to an up-to-date curriculum that includes reference to contemporary technology and practice, including sustainability and retrofit technology, in preparation for the Net Zero deadline. NCC helps create more specialist 'green' roles, to meet local needs, specifically registered MCS and EV charging installers, to support decarbonising of domestic and commercial infrastructure. Development of specialist centres and provision in Construction and Built Environment (see below) All learners and staff to have an understanding of carbon footprint and how to reduce their impact.

3. Labour market inclusion

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan • Labour market inequalities for Londoners from Black, Asian and minority ethnic backgrounds • Disabled Londoners have below-average employment rates • Young people leaving care, 41% aged 19-21 were not in education, employment or training (NEET), more than three times higher than all young people at the same age. • Rigid funding models and inaccessibility of provision (esp. digital) • Engaging with schools is critical to breaking down perceptions and generating interest for a future talent pipeline • Employees often need greater support from employers past the end of the probation • Targeted community outreach is vital, especially given London's breadth of diversity. An initial step of improved outreach to break down barriers and stigma to entering education for the first time. • ESOL should not be seen as a one size fits all course, as people from different backgrounds and levels of experience require different approaches **South London Partnership** Providers reported that they struggled to find tutors for new and emerging technologies including high level digital skills, AI, automation, and green skills	**To ensure the curriculum offer gives our learners better life chances, specifically groups traditionally excluded from the labour market** **Objective 1:** Develop basic skills for inclusion in ESOL, English & Maths (Multiply) **Objective 2:** Improve progression for SEND learners into Jobs & Apprenticeships **Objective 3:** Develop an inclusive curriculum strategy for 16-18 and Adult markets, under-represented females, including Outreach **Objective 4:** Strategic development of New City College's workforce to deliver an inclusive and agile curriculum	Improved offer to ESOL students, specifically vocational ESOL at level 1 in Heath & Social Care, Early Years & Childcare and Construction, and access to other qualifications in an agreed cross-college slot (e.g. EDS) Improved volumes of learners progressing to Supported Internships, from a targeted marketing campaign to employers. This will address negative impressions around neurodiversity and any misconceptions as to the employability of SEND learners. Use of Job Coaches as a key transformational role to identify individuals and support their progression. Use stakeholder input to improve the quality of curriculum delivery through the implementation of a Skills Framework, embedded in the quality process. This involves the creation of formal Stakeholder Consultations, LMI and Boards where appropriate, and feedback into curriculum through the self-assessment and planning processes, especially in the development of a more agile curriculum. As well as LSIP priority sectors (Digital, Arts & Creative, Engineering, Construction, Health & Life Sciences), a review of the four overarching stakeholder sectors is important to ensure that schools, University and outreach partners are included in scope. Through the Teaching and Learning Lab and linked teacher training and development initiatives/projects (e.g. immersive classrooms) 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.

4. Transferable skills

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan There is a high proportion of adult Londoners with lower proficiency in 'basic skills' (numeracy, literacy, and English language skills) compared to the national average. Essential transferable skills were even more likely to be reported to need developing in the existing workforce, such as complex problem-solving skills (42%), adapting to new equipment or materials (40%) and knowledge of how your organisation works (34%) There is a need for improved dialogue between employers and schools, including on requirements of English and Maths skills required for a wide range of careers. Meaningful work experience can support the development of transferable skills. As a result, more opportunities need to be opened up to younger people in particular, to utilise and develop transferable skills in a workplace environment.	**To develop the kinds of transferable skills required by stakeholders for progression in our learners** **Objective 1:** For all provision ensure that our delivery includes behaviours and skills for work, and that these align with the transferable skills needs identified by employers. Identify a core set of skills, abilities and attributes for progression including communication, problem-solving, teamwork, resilience, critical thinking. **Objective 2**: For Study Programme learners, review transferable skills identified by employers and other key progression stakeholders, especially Universities and employers and implement these as part of tutorial process. Ensure improved access to work placement (or equivalent activity) so that learners can apply these skills. **Objective 3:** for Adults to improve the range, level and type of offer to create and embed employer-endorsed curriculum that is fit for purpose and actually allows progression to employment.	For Study Programme learners, better preparation for and improved access to placement or equivalent activity (such as client projects, insight days, careers events), through tutorial, enrichment (non-qualification) and on-programme activity, leading to improved understanding of the requirements for employability and progression. For T-Level students, sourcing and successful completion of a relevant 45-day placement. A raised profile through stakeholder endorsement for English & Maths programmes in terms of vocationally transferrable skills (e.g. problem solving – the approach in Maths GCSE is directly transferable in a vocational context). Further improvements to maths & English 9-4 achievement especially for Study Programme learners Employers or other stakeholders (such as Universities) are used to develop and endorse some programmes to ensure skills delivery is current, and programmes of a suitable size and level are developed to meet market need (including Higher Level programmes, license to practice & occupational qualifications, micro-credentials as well as lower-level progression programmes). These programmes, especially higher level/occupational should include transferrable skills for work.

5. Creative

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan Skills needs listed: • Events technicians • Photographers • Allied trades (set carpenter, electrician) • Programmers for games/ allied IT professionals • Managers of the creative process (arts officers, producers, directors) • Publishing, incl. journalism **Central London Forward** Demand occupations include games designers, production staff, technicians and backstage skilled trades. Skills most in demand include creativity, communication skills, and digital skills. Several skills system issues were highlighted, including supporting training in a primarily SME and self-employed sector. **Local London** While there is a large demand for creative technical roles, there are also vacancies across a wide range of roles that are not immediately associated with film and TV industries, such as hair and make-up, set carpentry and production accountants. These skills could be easily transferred with extra knowledge or training **West London Alliance** Creative vacancies were concentrated in: officers, producers and directors, programmers and software development professionals, journalists, newspaper and periodical editors, and photographers, audio-visual and broadcasting equipment operators and marketing associate professionals. Employers in the creative sector were more likely than other sectors to report difficulties recruiting professional and highly skilled specialist roles.	**To provide a coherent Creative programme that allows consistent development of the creative process and the individual, whilst allowing for varied progression routes** **Objective 1:** Delivery of a holistic overarching creative process (idea generation, development, final outcome and evaluation) to develop a key set of transferrable creative skills valued by employers and universities **Objective 2:** using LMI, sector & employers to develop core vocational skills activity, allowing for the development of specialist pathways at different campuses where volumes allow **Objective 2:** use of external stakeholders to develop and deliver skills plans to improve employability and skills for progression, including transferrable skills	Improving diversity of progression opportunities. The framework-based curriculum allows consistent development of individual creativity and of core skills, but at the same time application of these skills to produce varied final outcomes. This allows for varied progression options, tailored to meet the specific needs of the individual learner, often to a specified degree programme. Progression to University is still the main destination for Creative learners. Core sets of skills are combined to make pathways for progression (e.g. Moving Image, Games, Graphics & Photography, Digital Publishing). Core skills are validated by specialist organisations or employers, leading to consistent skills delivery. For example, media students learn moving image production, motion graphics and VFX, assets for on-demand broadcast, 3-D character design and games programming. Art students learn traditional mark-making, 3-D making, printing and digital skills, which can include photography and graphics. Viable alternatives to placement are sourced. Placements are traditionally challenging in SME-based Creative sector, so a range of activity with external stakeholders has been developed to improve understanding of industry and to promote work-realistic activity. These include client projects, insight days, employer/ University events and co-delivery with a local employer. In Performing Arts, the curriculum is co-delivered with a local theatre, and enrichment activity is focussed on 'allied trade' priorities, such as back-stage roles, technical and set-based roles, and design and make-up. This significantly diversifies and strengthens progression chances of learners.

6. Health & social care

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan Skills needs listed: • Whole-sector nursing profession • Paramedics • Medical radiographers • Care workers, child & adult, health & social, incl. managers • Support/ back-office roles, esp. IT and data **Central London Forward** There are significant shortages of care workers, nurses and doctors. Alongside health skills, employers are looking for empathy, and communication skills. There are skills gaps in digital and ESOL, and increasing demand from life sciences, a growth sector for central London. **Local London** Vacancy rates are running at 10-12% at NHS trusts. Growing the qualified nursing workforce is difficult as health care assistants and support workers often lack the basic maths and English needed to progress. **South London Partnership** There were skills shortages in all roles including administration, management and healthcare roles. In social care, the issues were around entry level recruitment. There were skills gaps in the existing workforce, primarily related to basic digital skills lacking amongst older workers, in addition to business management skills in social care particularly **West London Alliance** High level of vacancies include: care workers, home carers, nurses, nannies, au pairs and fitness/wellbeing instructors. There are significant financial and accessibility barriers regarding the upskilling and retention of staff.	**To supply well-trained health & care professionals to meet the needs of local NHS trusts and private providers** **Objective 1:** To target provision to meet the specific needs of larger local employers, including local NHS trusts and private care providers **Objective 2:** To prepare students effectively for mandatory placement to maximise progression opportunities **Objective 3:** To ensure that progressing learners have sufficient basic and transferrable skills to meet the demands of the workplace and local markets **Objective 4:** To develop programmes to meet specific community needs, including mental health	Health curriculum is responsive to local NHS needs, particularly around delivery of Care Certificate training (both Certificate delivery and allied skills training) NHS and private providers participate in Insight Events for college-based learners so that learners better understand the needs of placement and the different types of industry roles available to them. These may also include careers events and speed interview sessions. Private employers and NHS trusts are involved with planning and delivery of skills curriculum, and are part of employer consultation and boards to ensure that progressing learners have relevant skills for the local market. Pilot with the Epping Wellness Centre to develop community courses to meet local mental health needs

7. Built environment

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan Skills needs listed: • Electricians incl. maintenance • Plumbing/heating/ventilation • Carpenters & joiners • Scaffolders • Plasterers, • Construction project management • Civil engineering • Mechanical & electrical engineers **Local London** Employers in construction were more likely than those in other sectors to report difficulty filling vacancies for skilled trades roles and managerial roles. Vacancies at entry level were most acute, such as groundworkers. **South London Partnership** There were notable gaps in scaffolding, ground working and labouring to meet local demand. There was also a need for training for entry level roles to prioritise core employability skills – good work ethic, good communication skills – with employers often favoured more than technical skills for elementary roles	**To supply well-trained specialist construction professionals to meet the needs of the local construction market** **Objective 1:** to deliver a core consistent offer of plumbing and electrical across multiple campuses to meet identified local needs **Objective 2:** to develop and maintain a diverse offer, including engineering, specialist building trade and green skills to meet specific local demands or skills **Objective 3:** to develop appropriate transferrable skills, especially for entry roles/ programmes	Two 'full spectrum' skills centres at Hackney and Rainham to allow diverse specialist skills delivery to meet local and regional needs. This varies from higher-level engineering qualifications to specialist tiling and artisan mastic asphalt skills (sole remaining UK centre at Hackney) At the Rainham Centre, development of commercial work including specialist construction skills and sustainable infrastructure, including heat pump installation and EV charging A core plumbing and electrical offer consistently replicated across all campuses offering construction and built environment programmes to meet basic local skills needs in these top two LSIP skills areas Development of green and sustainable construction and building skills delivery as per the above cross-cutting theme, including dedicated provision at our Hackney Campus Development of entry-level programmes and maintenance-related programmes (e.g. Performing Engineering Operations) to meet local needs

8. Hospitality

LSIP priority skills needs	Our objectives	Impact
London Local Skills Improvement Plan Skills needs listed: • Chefs (de partie & sous) • Bar & catering supervisors • Bar staff, esp. skilled (e.g. mixologist) • Baristas • Sommeliers **Central London Forward** A wide range of roles required, including chefs and managers. Skills required include chef skills, customer service, leadership, and foreign language skills. **South London Partnership** A labour shortage issue with competition from other sectors for entry level roles. Widespread gaps in roles such as sales and retail assistants, kitchen and catering assistants, managers in retail and catering, chefs, customer service supervisors, delivery drivers and couriers, bar and waiting staff and business, research and administrative professionals. The key skills gaps in transferable skills, especially functional skills and work readiness. Employers struggle to find workers with the English language, numeracy and basic digital skills needed for roles **West London Alliance** 90%+ hospitality businesses in West London struggle to fill vacancies, including: chefs, kitchen and catering assistants, cleaners, waiters and waitresses, and business, research and administrative professionals. Food skills were the most commonly requested skill in hospitality vacancies in WLA.	**To supply well-trained specialist hospitality & catering professionals to meet the needs of local hospitality market** **Objective 1:** to develop and deliver in work-realistic environments, allowing a range of hospitality to roles to be offered and to allow professional interaction between students on different programmes and at different levels **Objective 2:** to specialise the focus of curriculum at the two different campuses to meet specific local and regional needs **Objective 3:** to add enrichment activity to develop additional market-related skills to improve employability prosects of our progressing learners	Work realistic environments developed at Hackney and Redbridge colleges to support a restaurant or hospitality 'ecosystem' of roles to replicate the workplace Focus on preparation for roles in Central London restaurants with additional enrichment in bar-related roles at our Hackney campus (OKN1 restaurant), whilst the focus at Redbridge campus is for contract catering trade (Rouge Restaurant), including internal contract catering contracts for student events. These specialisms relate to local and regional recruitment needs. Additional short bar-related and barista related learning opportunities to meet local needs and improve employability

Local Needs Duty

In response to The Skills Act (2022), the Board of Governors have oversight of our approach, determining how well our curriculum meets local skills needs and prepares for those that will emerge in the future, through oversight, challenge, and discussion with leaders of the college. The Board has also taken into account the relevant findings and recommendations from our previous Ofsted report and has approved the capital investment required to deliver the college's new masterplan. Over the past four years, the College has significantly invested in capital projects that have enhanced the student experience and updated technology. Accumulated investment total since 2016 is more than £45m. A new property strategy sets out a masterplan for developing each campus in line with the College's strategic ambition. In 2021, a £15m Construction and Engineering facility was completed at the College's Rainham campus providing industry standard facilities for local and regional employers.

The College will continue to lead on the green technology and digital-focussed Central London LSIP/LSIF activity, and with other key local education partners who have a presence across our defined local area, to review and refine our collective offer. This work will include engaging these partners to identify geographic areas of economic clustering to carry out analysis of the skills offer across the various institutions and how we can collectively meet the needs of our region, especially in the LSIP areas of focus. We will continue to act as a key contributor to educational partnerships and initiatives across the region, sharing best practice, resources and skills. Our collaborative approach will build on our historic work across the East of the capital to date, strengthening our relationships to develop collaborative models and agree solutions to meet local need. As a pivotal strategic partner, we will act with integrity, in the true spirit of collaboration, for the good of our region and our communities.

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)

Rob Hull   Gerry McDonald

Chair of the Corporation   Group Principal & Chief Executive