

**GATESHEAD  
COLLEGE**



# **ACCOUNTABILITY STATEMENT 2024-2025**

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# 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 social mobility.

The Board of Governors approved a new Strategic Plan in July 2022 which you can find [here](#). 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 not just what we do, but 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.

## **Purpose:**

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

## **Vision:**

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

## **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.

<b>Strategic priorities</b>
<p><b>LEARNERS</b> 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.</p>
<p><b>PEOPLE</b> To be the place where people want to work, feel valued and share a passion to help our learners succeed.</p>
<p><b>PARTNERSHIP</b> To work in partnership with organisations, businesses and communities to create the best opportunities for our learners.</p>
<p><b>SUSTAINABILITY</b> 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.</p>

The college reviews its Strategic Plan annually, updating partners and stakeholders on progress and providing the opportunity to take account of changing needs and developments including the introduction of Local Skills Improvement Plans, Duty to Review and changes in the regional context.



## 2. Context & place

Gateshead College is at the heart of its community and offers high quality provision developed to meet its unique and diverse needs.

Gateshead covers 55 square miles, two thirds of which is rural, and is the largest of the five Tyne and Wear authorities. The college's sites are situated alongside industry and employment hubs and enable effective engagement with industry. The Skills Academies for Construction and Automotive Engineering are located on Team Valley Trading Estate and the Baltic Campus, is in Gateshead's urban centre, the focus for regeneration and growth in the digital economy and cultural-led regeneration. Venues such as the Glasshouse Gateshead, BALTIC Centre for Contemporary Art have been complemented by further investment to support the digital tech industry and the £260m Gateshead Quays development for which the college is perfectly placed to provide the talent pipeline needed to fill new jobs. The college's Academy for Sport is based at Gateshead International Stadium.

### **Business and Economic Profile**

Gateshead College operates within the North East Local Enterprise Partnership (NELEP) area, with most 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. On that basis two Local Skills Improvement Plans (LSIPs) are being developed.

The college is heavily integrated into the NELEP and the NoT skills system and is working proactively with the LSIPs with the North East Automotive Alliance (NEAA) and the North East of England Chamber of Commerce (NEECC).

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.

### **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 years olds are projected to grow year on year to 2029. Based on demographic growth alone, in the next five years to 2027/28 the college could increase 16–18-year-olds 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.

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.

### **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.

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.

### **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.

### **Travel to Learn**

The geographical nature of Gateshead College and its sites alongside the excellent transport links including the Tyne and Wear Metro, mean that the demographic of people attending the college are much wider than Gateshead.

# 3. Approach to developing the statement

The Statement has taken account of the national priorities as identified by the Department for Education, the college's own Duty to Review and the Local Skills Improvement Plans.

## **National Priority Sectors**

These are:

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

## **Duty to Review**

The college has undertaken its review of provision alongside the development of the Accountability Statement in line with its duty under the Further and Higher Education Act. The review identified opportunities to further develop:

- The level 3 offer in priority areas with a focus on adults.
- T Level engagement and participation.
- Higher level technical qualifications.

## LSIPS

College leaders continue to work closely with those leading the LSIPs – the North East Automotive Alliance who are leading the North East LSIP and the North East Chamber of Commerce (NEECC) who are leading the North of Tyne and Tees Valley LSIPs.

NE LSIP	North of Tyne LSIP	Tees Valley LSIP
Advanced Manufacturing	Green Transport/Net Zero manufacturing	Green Energy
Digital	Construction – new technology	Green Transport/Net Zero manufacturing
Health & Life Science	Health & Social Care	Construction – new technology
Construction	Culture, Creative & Tourism	Health & Social Care
Transport & Logistics	Transferable skills – digital, professional, project management & finance	Transferable skills – digital, professional, project management & finance
Work readiness/reskilling/upskilling	Work readiness/reskilling/upskilling	Work readiness/Reskilling/upskilling
Sustainability	Sustainability	Sustainability

## OFSTED

Between the 7 and 10 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 has 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.

# 3. Approach to developing the statement

## COMMUNITY CONVERSATIONS

First held in 2022 to inform the development of the Strategic Plan, these are repeated annually so the college can report on progress and demonstrate accountability for achieving its goals and, importantly, listen and respond to any changes in the needs and priorities of its community. Bringing together colleagues, partners and learners, the views of more than 100 people were gathered and the results considered as part of this year's Accountability Statement.

Overall, those attending expressed confidence, collaboration, ambition, and excitement for the future. Progress on mental health and wellbeing, sustainability and learner voice were highlighted as key achievements over the past 12 months. Priorities for the future included the importance of attracting and retaining staff, continuing to ensure an industry driven curriculum with opportunities for collaboration, and sustainability in its broadest terms.

## WIDER ENGAGEMENT

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 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); 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.

Involvement in these groups and the broader partnerships which exist with a wide and diverse range of organisations, including the third sector, across all levels of the organisation has enabled the college to have a clear understanding of regional and national priorities and local need.



## 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.

The college's robust curriculum planning cycle is informed by labour market intelligence (LMI), employer voice and local and regional priorities. It is focused on intent and ensuring the 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. Employers engage with learners and apprentices in various 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.

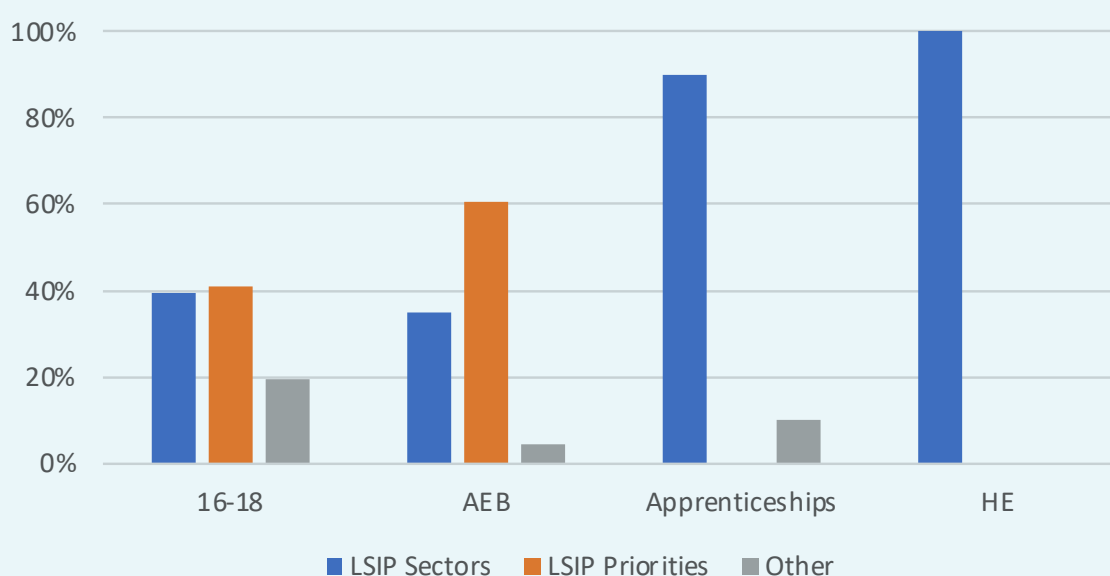
The college understands its role as a local and regional anchor institution is to support the development of skills and raise aspirations and we are fully embedded into the heart of the community.

## 4. Contribution to national, regional & local priorities

### Curriculum Alignment to LSIP priorities

Gateshead College serves North of Tyne (NoT) and North East 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 the workforce north and south of the Tyne will be transient and a pragmatic approach to considering both LSIPs’ priorities will be needed. From 2024/25 academic year the college will be working with the new North East Combined Authority.

College Alignment to LSIP Themes



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, 40% of core aims align to LSIP sectors and 40% to LSIP priorities. 20% of the provision, a reduction of 7% compared to 2021/22, 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. 28% of young people are working to improve their formal mathematics qualifications and 21% are improving their English qualifications.

35% of adult learners are studying provision aligned to the LSIP sectors, and 61% to LSIP priorities with the majority being Mathematics, English and ESOL qualifications. 4% are not aligned to LSIP priorities however this is down from 7% in 2021/22.

The significant proportion of apprenticeships – 90%, an increase of 9% from 2021/22 – are aligned to LSIP sectors. The balancing 10% includes Hair and Beauty, Safety, Health & Environmental Technical apprentices and Early Years Educator.

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

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

### **Strengths**

In summary Gateshead College:

- has a clear curriculum strategy to develop progression routes aligning curriculum with local and regional needs.
- contributes to local needs through its primary focus on the core catchment area of Gateshead, as well as providing courses in response to demand across the wider region. contributes to local skills needs through the provision of high-quality courses, leading to progression to higher education and local employment opportunities.
- has strengths in tackling social and economic inequality, recruiting a higher proportion of learners from a deprived background than the Gateshead average.
- has an adult, higher education and apprenticeship offer which responds directly to identified priorities and is highly responsive to employer demand.

### **Areas for development**

The annual Accountability Statement 2024/25 and the Local Needs Duty process has identified the following considerations to inform the accountability statement:

- Further develop Level 3 offer in priority areas with a focus on adults.
- Further develop T Level engagement.
- Further develop Higher Technical Qualifications (HTQs).

# 5. Local needs duty

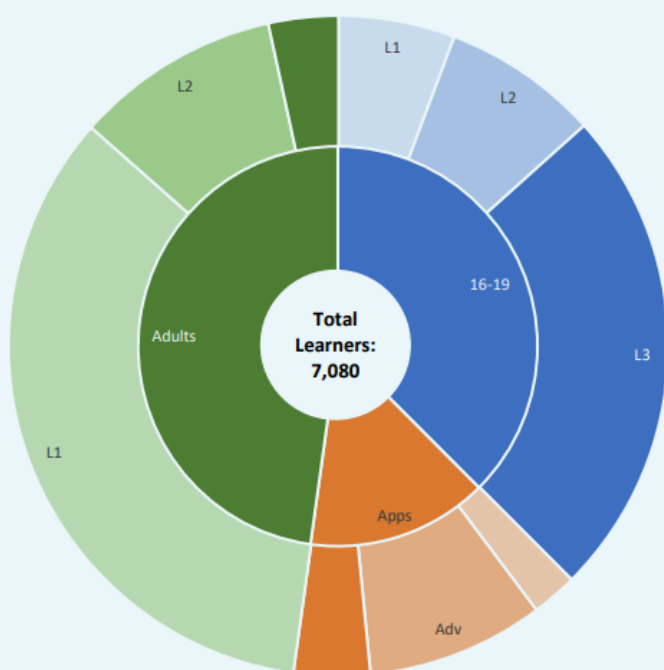
Section 52B of the Further and Higher Education Act 1992 outlines the statutory requirement of governing bodies to review provision in relation to local needs, as introduced in the Skills and Post-16 Education Act 2022.

In light of the review they should consider what actions might be taken (including actions in conjunction with other governing bodies) to better meet local needs. These could include, for example, decisions to expand the curriculum offer to respond to emerging needs relating to securing local employment, or to collaborate with other providers to strengthen the quality and resilience of local provision.

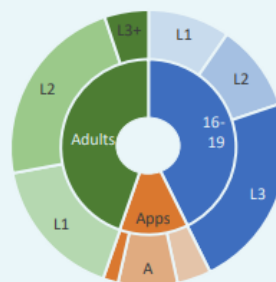
## Evaluation of Supply and Demand

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. We have 4 campuses, Baltic Campus, The Academy for Sport, Skills Academy Construction and Skills Academy Automotive and Engineering.

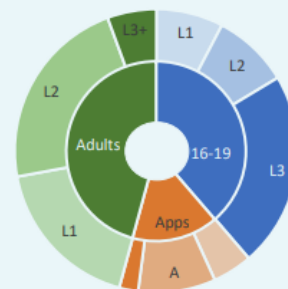
Profile of Learners



GFE/Specialist Colleges



NE GFE/Specialist Colleges



The college has approximately 7000 learners and apprentices and a larger proportion of adult learners and apprentices than national colleges. 37% of learners are 16–18 and Gateshead College also has 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 1 or below, a significantly larger proportion than national and regional colleges and there is a small higher education provision.

## **Provision for 16-18-year-olds**

The College provides technical, academic and vocational education to 2650 young people and the significant majority 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 pioneered the T level initiative as a 2020 pilot provider, one of only 2 pilot colleges in the region.

The main catchment area 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.

The College had 33% of the 16-19-year-old market share in Gateshead in 2021/22 with other General Further Education (GFE) colleges having 27%, of which the vast majority attend NCG (860). 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 (310 enrolments), Emmanuel College (270 enrolments), St Thomas More Catholic School (280 enrolments), Cardinal Hume Catholic School (240 enrolments), Lord Lawson of Beamish Academy (190 enrolments), Thorp Academy (150 enrolments), Grace College (80 enrolments) and Kingsmeadow Community Comprehensive School (30 enrolments). Gateshead Council deliver to 120 learners and private training providers account for 5% of the provision for young people.

The college's A-Level provision competes in a busy market and 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.

Over the three years between 2020/21 and 2022/23, the college experienced a reduction in learner numbers (80) from the Gateshead district, whilst other GFE colleges have made steady gains of around 110 learners.

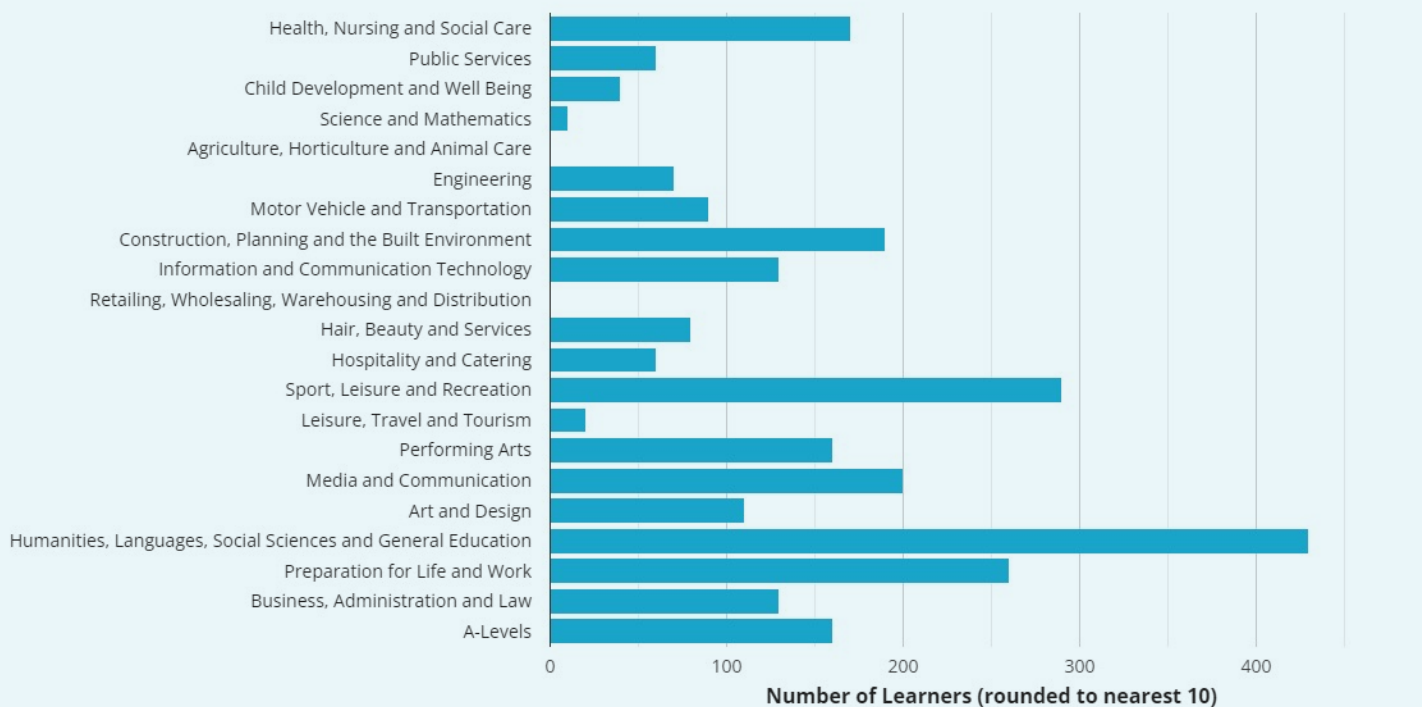
The largest number of learners studying at Level 3 include Humanities, Sport, Leisure and Recreation, Media and Communication, A-Levels and Health, Nursing and Social Care. The learners in 'Humanities' were primarily following Torah Studies, as part of a partnership serving the needs of the local orthodox Jewish community in Gateshead. The small volumes of Level 3 provision for Science and Mathematics may be worth considering further in curriculum planning.

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.

## 5. Local needs duty

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.

### 16–18-Year-Old Learners by Subject



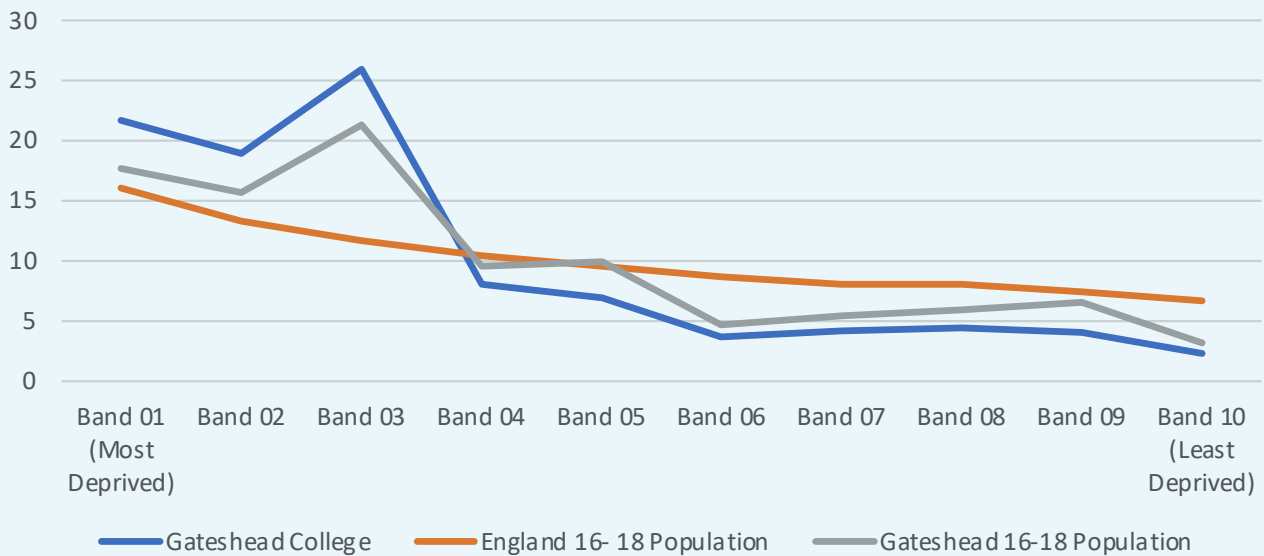
### Mathematics and English

The college is committed to improving the vital skills of maths and English for young people. This goes beyond the condition of funding but is a fundamental part of our employment edge ethos. In 2022/23, 760 learners undertook a fundamental mathematics qualification and 590 improved their English; this is an increase of 11%.

### 16–18-Year-Old Learners - Deprivation Profile

Evidence indicates that Gateshead College has strengths in meeting needs, particularly in tackling social and economic inequality, typically recruiting a higher proportion of learners from deprived backgrounds. The percentage of learners from deprived backgrounds is greater than the resident population in Gateshead (21.7% of learners in Deprivation Band 1 compared to 17.7% of the resident population; and 19.0% in Band 2 compared to 15.7%). The Bands are classified by indices of multiple deprivation where band 1 is the most deprived.

Percentage of 16-18 Learners in Deprived Bands



### 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. In 2022/23, the college engaged over 3300 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 Education Health Care Plans (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 200 improve their maths and English on a part-time basis. The rest of the adult provision follows the bootcamp Sector Based Work Academy methodology.

### Market Share

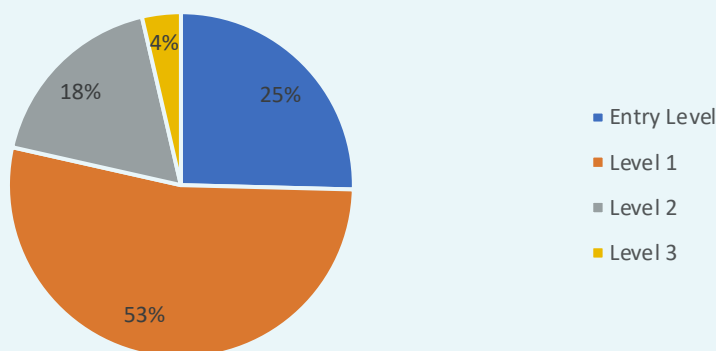
The college had 20% of the adult market share in Gateshead in 2022/23 with other GFE colleges taking 38%, Local Authorities 26% and Private Training Providers 15%. In addition, Gateshead College has healthy market share for adult learners wider afield. We have increased overall numbers of adult learners in the last three years increasing market share in the region from 6% to 8%. The area of Gateshead represents around 27% of the college's entire adult market.

# 5. Local needs duty

## Adult offer by Level

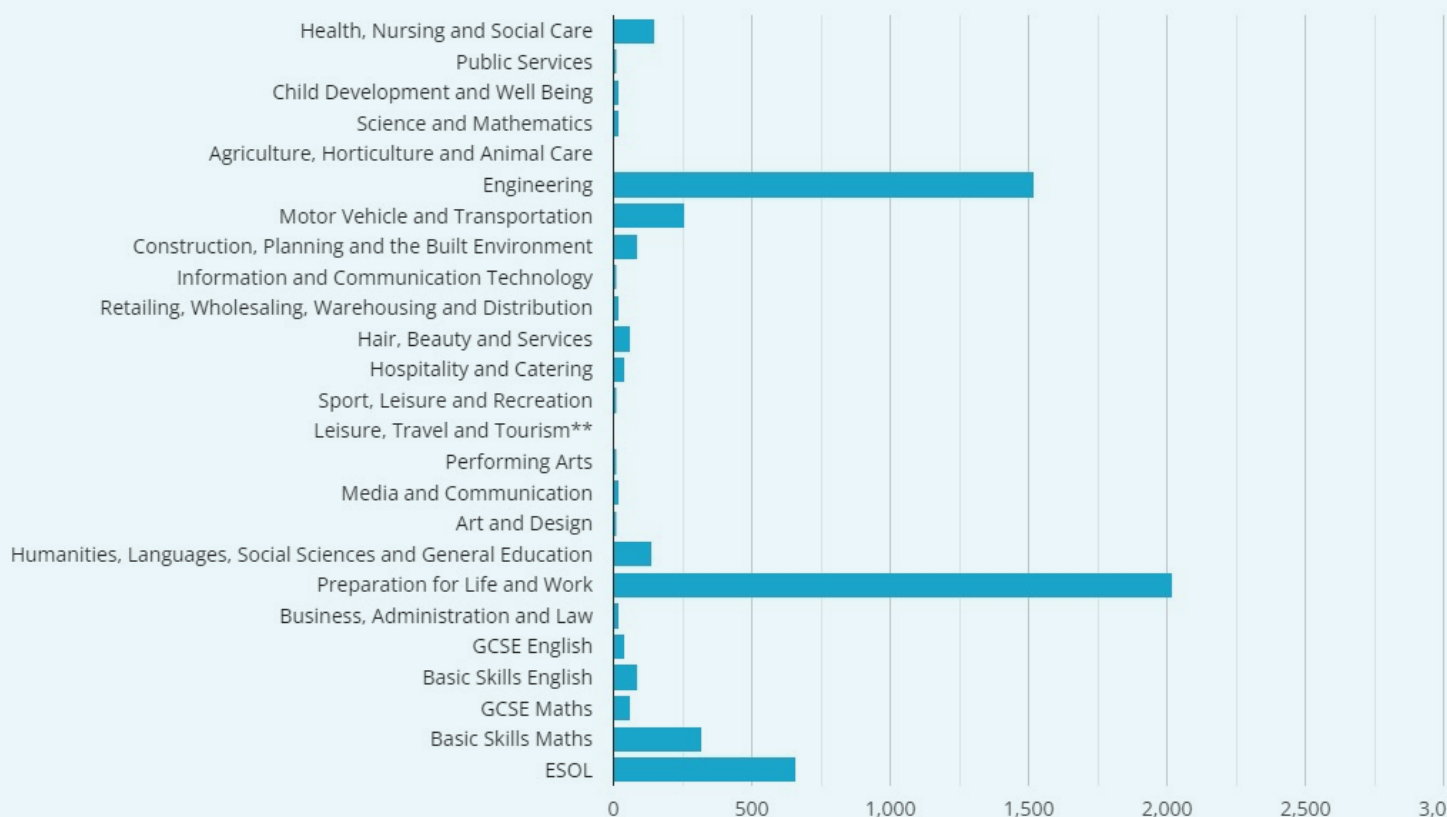
In 2022/23, Gateshead College's adult learners in the core catchment area were mainly studying at Entry Level, Level 1, and Level 2. The predominance of provision at Entry Level relates to the large ESOL programme. Other colleges have a higher proportion of Level 3 adult learners where there is demand identified by the LSIP (8% regionally compared to 4% at Gateshead College). Whilst our adult provision at Level 2 or below is progressing many adults into work, it is not meeting the target market of the NE LSIP.

Gateshead College Adult Enrolments by Level  
2022/23



## 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.





## **Bootcamps**

Gateshead College contributed to the development of the North East skills pipeline by collaborating with other colleges and training providers to deliver skills bootcamps, short sharp interventions designed to equip learners with skills required to fill regional skills gaps and interview and work readiness training to enhance employability. Over 1000 people have engaged with Bootcamps in 2023/24. The courses removed barriers to learning and raised the profile of careers in digital, construction and green skills. This has led to a talent pool of high-quality skilled applicants to facilitate growth in the region. Following this success Gateshead College has been awarded a further contract to deliver bootcamps by the DfE and the North East Combined Authority.

## **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. Ever since then we have continued to deliver high quality apprenticeships aligned to local industries and now have specialist provision on Team Valley servicing the construction, automotive and engineering sector. The college also 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.

## **Apprentice Market Share**

In 2022/23, the college had 1,060 apprentices in learning with 400 new starts. In the last three years the college has seen reducing overall numbers of apprentices. It is likely that this was impacted 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 New College Durham. In 2022/23, 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 an 8% market share and ITPs had a 55% market share. Further analysis suggests that ITPs hold market share at all levels and in most technical routes except for engineering.

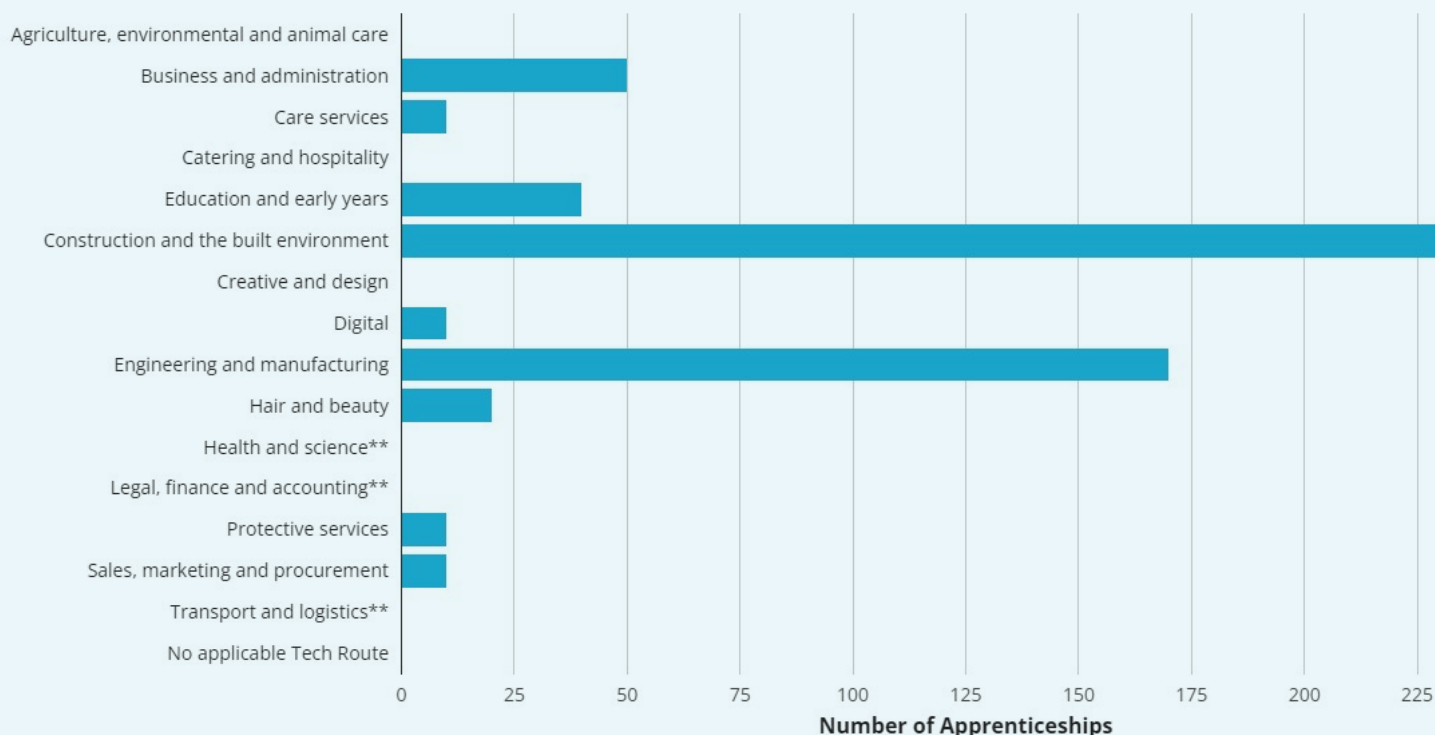
## **Apprenticeship by Level**

Gateshead College delivers a higher proportion of Advanced-Level apprenticeships than the regional average 66% compared to 48%, and a lower proportion of Higher-Level standards 16% compared to 30%. This may be an opportunity to develop Higher-Level routes for progression.

# 5. Local needs duty

## Apprenticeship by Subject

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



## Higher Education

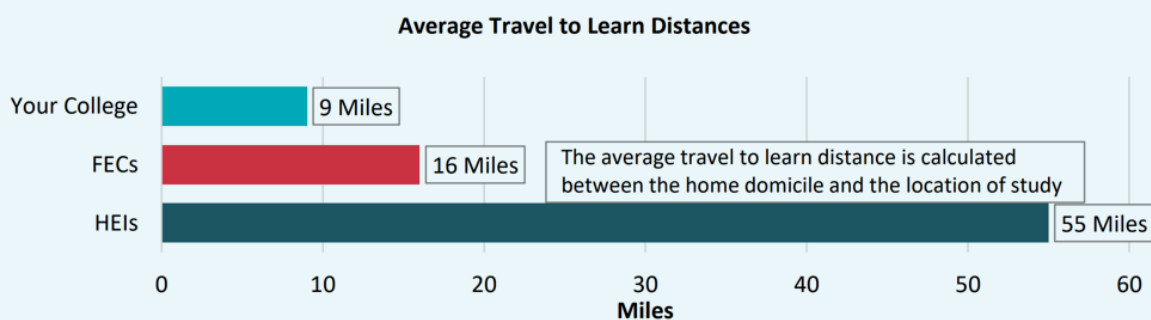
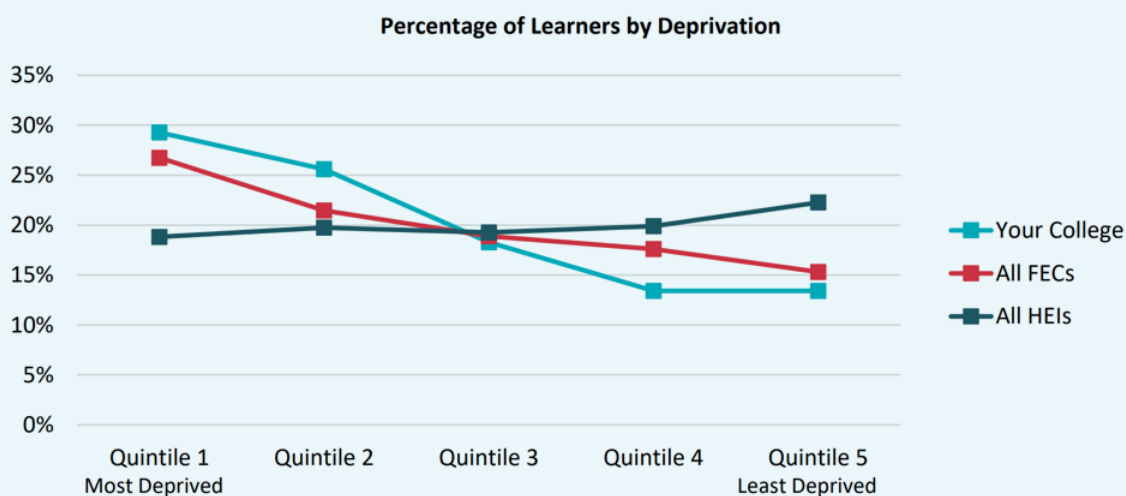
Gateshead College has adopted the approach of offering a small, focused Higher Education offer based upon the needs of the region and focusing upon gaps in the local HE market. There has been a deliberate approach of avoiding duplication or competition with local universities, instead focusing upon designing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

In the key catchment area of Gateshead, 40 learners enrolled, an 11% market share. HE programmes include Higher National Qualifications (Certificates and Diplomas) and Higher-Level apprenticeships. The move towards Higher Level apprenticeships 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 Teacher Education. In both apprenticeships and other HE provision, learning programmes are shaped by the input of local employers and HE students study a curriculum that is highly relevant to their future career and linked to their current or future employment needs.

The profile of Gateshead College Higher Education (non-apprenticeship) provision in 2022/23 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. Like other provision types the levels of deprivation for this cohort is higher than other FE institutions and significantly higher than Higher Education institutions. Learners are much more local to the college than other institutions.

## HTQs

Higher Technical Qualifications (HTQs) are a significant addition to the technical training landscape, complementing traditional routes such as apprenticeships and degrees. These programmes aim to bridge the gap between practical skills and academic knowledge, providing a valuable option for those pursuing higher-level technical education. Our 'Education with Employment Edge' ethos has ensured we have developed strong and productive employer relationships and the HTQ framework perfectly matches our demand for curriculum with industry currency and credibility.



## 6. Strategic aims & objectives

GATESHEAD COLLEGE STRATEGIC PRIORITY	ACCOUNTABILITY STATEMENT AIM	CONTRIBUTION TO MEETING REGIONAL/ NATIONAL PRIORITIES	PRIORITIES OUTCOME/IMPACT Target date 2024/25 unless otherwise stated.
Learners Partnership	Stimulate demand in high quality level 3 technical routes in priority sectors to increase participation in these areas.	Identified as a national skills priority and in the North East LSIP. Promoting routes into priority sectors and supporting learners to succeed will help meet regional and national skills needs.	<ul style="list-style-type: none"> <li>● Increase the number of learners on level 3 courses in priority sectors by 5% by 2025/26.</li> <li>● Deliver a programme of targeted engagement events with school leavers focused on T levels to all Gateshead secondary schools.</li> <li>● Develop awareness initiatives in conjunction with key partners targeting adults to raise participation in 2025/26 by 10%.</li> </ul>
Learners Partnership Sustainability	Further develop the CoLab initiative to enhance collaborative experiences for learners and apprentices to enhance work and life skills.	Identified in Gateshead College Community Conversations as a key priority for learners to ensure that they are prepared for work.	<ul style="list-style-type: none"> <li>● Develop a sustainable infrastructure for CoLab.</li> <li>● Design and deliver 3 projects that benefit learners, the community and employers using the CoLab model.</li> <li>● Generate opportunities to deliver CoLab projects to meet regional and national skills needs.</li> </ul>
People Learners	Continue to embed dedicated mental health and wellbeing resources and support for students.	Continuing priority from the 2022/23 accountability statement and a key priority for learners and staff which is critical to ensure that they attend and achieve.	<ul style="list-style-type: none"> <li>● Train all student facing support staff in Mental Health First Aid.</li> <li>● Improve use of data to better understand the challenges faced by learners and apprentices.</li> <li>● Improve student attendance by 1% and retention rates by 1%.</li> <li>● Invest in additional support for ESOL learners who are presenting with increasing wellbeing challenges.</li> </ul>

<b>GATESHEAD COLLEGE STRATEGIC PRIORITY</b>	<b>ACCOUNTABILITY STATEMENT AIM</b>	<b>CONTRIBUTION TO MEETING REGIONAL/ NATIONAL PRIORITIES</b>	<b>PRIORITIES OUTCOME/IMPACT Target date 2024/25 unless otherwise stated.</b>
Learners Sustainability People	Take positive action to attract, retain and develop staff to deliver the highest quality industry driven curriculum.	Identified in Gateshead College Community Conversations as a key priority for learners and critical to ensure that they achieve.	<ul style="list-style-type: none"> <li>● Develop a programme of targeted and appropriate training, mentoring and support.</li> <li>● Promote industry placements and insight days to increase currency of staff.</li> <li>● Develop recruitment strategy and a talent pool increasing the number of quality applications for posts.</li> </ul>
Learners Partnership Sustainability	Develop Higher Technical Qualifications in Early Years, Leadership and Management and Mechanical Engineering for delivery in September 2025.	Identified as a national skills priority, in the LSIP, and in the College's Duty to Review. A responsive curriculum that meets identified needs will enable employers to fill skills gaps and prepare learners for roles in priority sectors at higher levels and retain talent in the region.	<ul style="list-style-type: none"> <li>● Develop the curriculum with employers to include an outline learning scheme endorsed by at least one employer.</li> <li>● Gain approval to deliver HTQs internally and from the appropriate awarding organisation.</li> <li>● Identify capital requirements and produce a capital bid to ensure technical resources are available to deliver HTQs.</li> <li>● Market and recruit a minimum of 12 learners in each pathway by 2025/26.</li> </ul>
Learners Partnerships	Increase participation in work related activity including work experience, industry placement and apprenticeships for learners with special education needs (SEN).	Continuing priority from the 2022/23 accountability statement. The College want to address this and ensure in doing so are contributing to meeting regional skills needs and creating opportunities for learners in key sectors.	<ul style="list-style-type: none"> <li>● Engage with an additional 30 employers to support learners with SEN.</li> <li>● Increase the number of learners with SEN securing supported internships.</li> <li>● Increase the number of learners with work experience of greater than 30 hours by 10%.</li> </ul>

## 7. Corporation statement

On behalf of Gateshead College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 3rd of July 2024. The plan 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:

Chair of Governors Principal/Chief Executive and Accounting Officer

Dated: 3rd July 2024

## 8. Links to related documents

[Gateshead College Strategic Plan](#)

[Ofsted Report](#)

[North East LSIP](#)

[Tees Valley LSIP](#)