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2024-2025



THE WEST NOTTINGHAMSHIRE COLLEGE **COMMUNITY PLEDGE**
Serving as The West Nottinghamshire College Accountability Statement





PURPOSE

We are determined to be the college that our communities need us to be.

OUR MISSION IS:

To provide skills to enable all students, employer partners and our community to thrive.

OUR VISION IS TO BECOME:

A force for raising aspirations across our communities, where high-performing staff encourage students to stretch the boundaries of their potential and, in partnership with employers, develop the workforce of the future.

OUR VALUES:

Respect

Integrity

Collaboration

High **E**xpectations

Responsibility

We revisit our mission, vision and values every year and, from them, develop a three-year strategic plan. This sets out objectives for each of the three years. Our strategic plan for 2023-26 is available at www.wnc.ac.uk/About-Us/Vision-Mission-and-Values.aspx and will be refreshed in October 2024 with the 2024-27 strategic plan. We expect this next iteration of our strategic plan to reflect the progress made locally with devolution as well as the outcome of the Local Skills Improvement Plan.

Essential to the strategic plan, and crucial in supporting its delivery, are our curriculum strategy, our employer engagement strategy, our community engagement strategy, and our people strategy. These are also available at www.wnc.ac.uk/About-Us/Vision-Mission-and-Values.aspx

In creating this community pledge, we believe that we have satisfied our statutory duty to review our provision in the light of the Local Skills Improvement Plan in order to best meet local need.





CONTEXT AND PLACE

We define our community as all those living, working or operating a business in:

- Ashfield district
- Mansfield district
- The south-western and south-eastern parts of Bassetlaw district, including Cuckney and Tuxford
- The western part of Newark and Sherwood district, including Ollerton and Southwell
- The northern part of Gedling borough, including Calverton and Arnold
- The northern part of Broxtowe borough, including Brinsley and Eastwood
- The eastern part of Amber Valley borough, including Alfretton, Heanor and Somercotes
- The eastern and southern parts of Bolsover district, including Bolsover, Pinxton, Shirebrook, South Normanton and Tibshelf

Most of these towns and villages see Mansfield and/or Ashfield as their natural centre of gravity although, on the fringes, this could turn towards Nottingham, Chesterfield, Worksop or Newark.

All of this area sits within the Derby, Derbyshire, Nottingham and Nottinghamshire (D2N2) Local Enterprise Partnership (LEP) area and is included within the East Midlands Mayoral County Combined Authority, which came into effect from May 2024.

Mansfield, Ashfield and Bassetlaw have faced significant socio-economic challenges since the early 1990s, particularly in relation to health, educational attainment, employment, and income. However, these districts are currently benefitting from significant capital investment through the government's levelling-up agenda, which presents

an opportunity to address the underlying causes of these issues in the medium term.

Whilst Newark and Sherwood is not a particularly deprived district as a whole (as determined by the indices of multiple deprivation¹), those towns and villages that sit closest to our college are largely above the national average for deprivation.

Gedling and Broxtowe are not particularly deprived boroughs as a whole, but there are parts of both boroughs within our community which suffer more deprivation than the national average. Gedling also has some poor indicators around health and wellbeing and educational achievement.

Whilst Amber Valley is not a particularly deprived borough as a whole, those towns and villages that sit within our community are almost universally above the national average for deprivation.

Bolsover faces significant challenges, with poor data in relation to educational achievement at age 19 and access to employment, and almost all the towns and villages within our community are above the national average for deprivation.

Our mission and vision drive us to work with partners throughout this community to meet immediate skills needs, not only in order to enable businesses of all types to function effectively but also to encourage and support those businesses to seek to offer better opportunities for local people to develop a prosperous career within the local area. Too many of our most talented people are unable to achieve their ambitions without leaving our area, and we need to find ways to enable some of them to stay.

We also need to find ways to re-engage into education and training those who long ago lost belief that they can learn effectively and develop useful

¹<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>



The college has a significant strength in our response to inclusion and works collaboratively with Nottinghamshire County Council, in particular, on employability programmes for individuals with special educational needs and disabilities (SEND). The college has a well-established supported internship programme, which includes Sherwood Forest Hospitals NHS Foundation Trust, Capita and National Grid amongst our employer partners, and has worked with local employers to review and develop their inclusive employment practices. The college's high needs provision was recognised in our most recent Ofsted report as outstanding, and the college has embarked on a three-year programme to develop programmes further so that local employers can benefit from a more diverse workforce. Similarly, the college has adopted the seven principles of corporate parenting²; over the next three years, the college will work with others to address achievement gaps for young people/those with experience of the care system and will aim to ensure that positive destinations are at least in line with peers. Key to this has been the employment of peer mentoring apprentices, who have experience in care or have special educational needs to support younger students to thrive and progress.

The college has strong links with key public sector employers within Mansfield and Ashfield, including both district councils and the local hospital. All partners share a commitment as anchor institutions to work collaboratively to address the key economic and social challenges of the communities served by the college. Over the next two years, the college, along with partners, will develop a formal collaboration agreement as well as the development of specific training programmes to address the skills and recruitment challenges within the public sector.

skills. We need to work with partners to support those who are economically inactive to enter, or re-enter, the workforce in a sustainable way. We need to support the most disadvantaged in our communities, particularly those with learning difficulties or disabilities and those with experience of care, to fulfil their potential and find rewarding careers.

The college operates across nine centres: we have specialist engineering and building services centres in Ashfield, both very close to the Sutton Parkway railway station, and a construction skills training centre in Sutton-in-Ashfield; a commercial building services training centre at Pleasley Mill in Bolsover; Mansfield is home to our sixth-form college, an adult learning centre within the Four Seasons shopping centre, a new construction skills training centre on the edge of the town centre, the Mansfield Education Hub in Mansfield town centre, which caters for young learners who are not quite ready to attend a large college setting, and the main college site. Work has begun on the college's Future Tech Skills and Knowledge Exchange on the same site as its sixth-form college, which will open in 2025. Our engineering training centre has been named the UK's first Gene Haas Centre for Advanced Manufacturing, in partnership with the Gene Haas Foundation (Haas Automation manufactures computer numerically-controlled manufacturing equipment, some of which the college owns and uses in the delivery of this training). The building is currently being re-modelled to focus more on automated machining skills.



² <https://www.gov.uk/government/publications/applying-corporate-parenting-principles-to-looked-after-children-and-care-leavers>



APPROACH TO DEVELOPING THIS COMMUNITY PLEDGE

We have worked very hard to develop strong relationships with local partners in the private sector, the public sector and the voluntary sector. Our principal is chair of the Making Mansfield Place Board, and one of our vice-principals is vice-chair of the Discover Ashfield Place Board. We are represented on the Newark and Sherwood District Place Board and are also engaged at a strategic level with Bolsover District Council. Our principal sits on the Chief Officers' Forum, convened by Nottinghamshire County Council, and the Universities for Nottingham partnership. He is also a member of the Nottinghamshire Violence Reduction Partnership Strategic Board. One of our vice-principals is a board member of the Mansfield and Ashfield Business Network and chairs the Education and Skills Partnership. We are in the fourth year of a 25-year formal collaboration with Nottingham Trent University, which has created numerous opportunities for new discussions with a wider range of partners. We have a partnership agreement with the Sherwood Forest Hospitals NHS Foundation Trust, which has helped us to understand better their skills needs and the opportunities they might present to local people if we can work together. The East Midlands Chamber of Commerce is represented on our board, along with Ashfield District Council, Sherwood Forest Hospitals NHS Foundation Trust and Mansfield Building Society. Our board also includes senior leaders from important national bodies, including the Chartered Institute for the Management of Sport and Physical Activity, Eriks, the Army and Lightcast, who provide labour market information to many further education colleges and government agencies.

We are a patron of the Mansfield and Ashfield Business Network and regularly engage proactively in their events. We host their monthly Women in Business events in our college restaurant. We use this position to inform local businesses about

changes and opportunities within educational opportunities, to seek their views and/or assistance in developing new offers, and to listen hard to their views on the skills offer and how it might be improved.

We have listened hard to what our partners say to us and have sought to be innovative and creative in our response and to seek always to deepen our partnerships in order to meet emerging needs or to respond to opportunities that present.

We engaged positively, proactively and fulsomely with the Federation of Small Businesses in the development of the D2N2 Local Skills Improvement Plan (LSIP). We have considered the "actionable priorities" that feature at the heart of the LSIP, both as an individual college but also in partnership with the other colleges within D2N2, with the other major providers serving our community and with Nottingham Trent University. The outcomes of this analysis, our progress and our future plans, are set out in the next section of this pledge.

We hold an annual Skills Conference, where employers and other partners of all types come together to learn about emerging opportunities and projects, and then to consider how these might best be addressed in order to deliver optimal benefit to local people and local businesses. The 2024 conference focused specifically on the LSIP priority of transferable skills. In previous years, the topics have included the LEP skills priorities, the employer-led sport curriculum, the college's partnership with Nottingham Trent University, devolution, and college accountability. Future skills conferences will be hosted in partnership with Nottingham Trent University's Mansfield Hub as part of our formal collaboration. Later in 2024, the college will participate in the Nottingham Trent University Stakeholders' Conference, which seeks to bring all interested parties together to explore



how Mansfield and Ashfield might benefit from the fulsome investment of a world-class university.

The college works with over 2,000 employer partners from businesses in every sector, from the very small to very large, and across private and public sectors. In 2021, we changed the nature of much of this engagement from the selling of 'products' (mostly apprenticeships) to in-depth engagement and understanding, which then feeds back into the development and delivery of our curriculum offer. This evolution continues to work its way through our processes, but it is having widespread impact upon our curriculum planning. Our partnership with the Chartered Institute for the Management of Sports and Physical Activity (CIMSPA) is the most advanced example of this. A series of training needs analyses undertaken by a secondee to the college from CIMSPA has led to the complete redesign of our sports offer at both Levels 2 and 3 and created unique courses for local people aimed specifically at the jobs on offer within the CIMSPA network of members.

The college has established employer advisory panels to cover most of our vocational curriculum. Subjects which were introducing T Levels were prioritised, but this model has rapidly expanded beyond this.

Actions agreed as part of our 2023 community pledge led to a one-day 'systems thinking' workshop, engaging senior leaders and practitioners in considering how we might work better together to address economic inactivity. This has informed and supported the college's work in this respect and created an innovative partnership with other public sector employers. The systems thinking workshop will now be an annual event.

The college's Corporation Board sets aside two whole days annually to consider all of the

intelligence gathered through these partnerships and mechanisms and seek to convert them into the strategic plan for the next three years. Governors are given information from a range of sources. In 2024, the first strategy day specifically addressed the question of how well the college meets local skills needs. This included a presentation from the new development manager for Federation of Small Businesses (FSB), an analysis of labour market information, and then a roundtable discussion including the chairs of a number of the college's employer advisory panels. The second heard from the new East Midlands Combined County Authority and considered how we make our curriculum ever more responsive to employer need.

The college's curriculum planning process draws upon all of this and integrates it with labour market intelligence, destination data, and both routine and ad hoc feedback from employers to inform the design and delivery of courses. For 16-18-year-olds, this follows an annual cycle but, for adults and apprenticeships, the college has challenged itself, and will continue to do so, to improve the speed and effectiveness of our response to such information.

Whilst working across the whole of D2N2 to develop a transferable skills framework has, so far, proven unachievable, the college has led work across the Mansfield and Ashfield conurbation with other key providers - Inspire, ATTFE and Futures – to adopt a single framework called 'Skills Builder'. This is being mapped to curriculum by all providers, and employers are being encouraged to use it in work placements, apprenticeship selections and job adverts. This work will be a key priority in 2024/25. The college has also worked with these partners to develop an integrated curriculum offer for health and social care. The related prospectus has been developed and recently published. This work is underpinned by a memorandum of understanding and is now being rolled out to other curriculum areas.

CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

The National Skills Priority Sectors are listed in the table below, along with descriptions of the college's offer in 2023/24 and any changes planned for 2024/25. These priorities align very closely with the priorities for employers within our community.

SECTOR	CURRENT (2023/24) PROVISION	ADDITIONS FOR 2024/25
<p>CONSTRUCTION AND BUILDING SERVICES</p>	<p>The T Level in Engineering Design, Surveying and Planning launched in September 2023 and recruited 19 learners.</p> <p>Wide range of full-time and part-time courses and apprenticeships at Levels 1, 2 and 3; largely in traditional trades, benefitting from extensive industry sponsorship, which provides site visits, work experience and work placement opportunities and supports understanding of low-carbon essentials and green skills.</p> <p>We offer a suite of online green skills training, including:</p> <ul style="list-style-type: none"> • Understanding Heat Pumps • Understanding Solar PV Installations • Smart Home Heating Systems <p>(16-18s: 482; adults: 206; apprentices: 310)</p>	<p>We will launch the Building Services and On-Site Construction T Levels in September 2024.</p> <p>We will offer the following new programmes:</p> <ul style="list-style-type: none"> • AEB Fire Door Engineering • CSCS Training • Adult AEB NVQ Offer upskilling industry. • General Furniture Maker <p>Learners will acquire knowledge, skills and behaviours on live projects, working alongside industry to benefit their curriculum offer and give them much needed experience for industry:</p> <ul style="list-style-type: none"> • School community projects • Private landlord requests • Bespoke requests from externals • College refurbishment <p>We will work closely with local councils and employers in the development of upskilling for the retrofit provision.</p>





SECTOR	CURRENT (2023/24) PROVISION	ADDITIONS FOR 2024/25
<h2 data-bbox="108 748 384 860">ENGINEERING AND MANUFACTURING</h2>	<p data-bbox="410 723 834 808">T Level in Engineering and Manufacturing launched in September 2023 and recruited 15 learners.</p> <p data-bbox="410 824 817 943">Full-time courses at Levels 2 and 3 covering a range of topics, including electronics, robotics, computer-aided drawing, and machining.</p> <p data-bbox="410 958 783 1043">A wide range of apprenticeships covering machining, maintenance, fitters, and technical support.</p> <p data-bbox="410 1059 815 1178">Our six rail engineering bootcamps and related courses have given more than 120 people an opportunity to secure employment in that sector.</p> <p data-bbox="410 1193 831 1249">We have launched our first Gene Haas Machining Academy.</p> <p data-bbox="410 1265 812 1321">We offer a suite of online green skills training, including:</p> <ul data-bbox="448 1337 812 1608" style="list-style-type: none"> <li data-bbox="448 1337 812 1393">• Understanding Electric Vehicle (EV) Charge Points <li data-bbox="448 1408 812 1464">• Understanding Solar Thermal Technology <li data-bbox="448 1480 812 1536">• Battery Energy Storage Systems for Renewables <li data-bbox="448 1552 812 1608">• Introduction to Hydrogen and Fuel Cells <p data-bbox="410 1624 826 1680">(16-18s: 293; adults: 170; apprentices: 359)</p>	<p data-bbox="857 723 1458 786">We will launch the Maintenance, Installation and Repair T Level in September 2024.</p> <p data-bbox="857 801 1497 943">The existing manufacturing T Level, and the full-time Level 2 and 3 courses, will incorporate machining activities in response to employer demand. The Government has identified the machining sector as a growth area within the United Kingdom.</p> <p data-bbox="857 958 1481 1043">Subject to securing funding, we will continue our rail skills bootcamp, and also add fabrication and welding, civil engineering, and CNC machining to the bootcamp offer.</p>
<h2 data-bbox="132 1787 360 1865">DIGITAL AND TECHNOLOGY</h2>	<p data-bbox="410 1762 815 1879">A wide range of full-time courses and apprenticeships at Levels 1, 2 and 3 in computer science, digital arts, and esports.</p> <p data-bbox="410 1895 815 1951">(16-18s: 334; adults: 22; apprentices: 37)</p>	<p data-bbox="857 1762 1469 1818">We will launch the T Level Digital Production, Design and Development in September 2024.</p> <p data-bbox="857 1834 1493 1951">We will develop our learning company concept to integrate digital technology students with creative and business students to offer a range of services to Mansfield businesses.</p> <p data-bbox="857 1966 1501 2080">We will provide business administration and customer service apprentices with a masterclass programme focusing on the essential skills to utilise AI systems ethically and optimally within business contexts.</p>



SECTOR	CURRENT (2023/24) PROVISION	ADDITIONS FOR 2024/25
<h2>HEALTH AND SOCIAL CARE</h2>	<p>We have integrated our curriculum with other local partners. As a result, the college's offer for young people is entirely at Levels 2 and 3, with Level 1 being delivered elsewhere.</p> <p>Full-time, part-time and flexible online Access to HE courses in nursing and healthcare professions and science, allowing learners to study to change careers and continue to work.</p> <p>The adult offer includes Level 2 preparing to work in adult social care, dementia care, end of life care, and autism, as well as a range of online qualifications.</p> <p>The successful 'Step into the NHS' sector-based work academy programme in partnership with Sherwood Forest Hospitals NHS Foundation Trust.</p> <p>(16-18s: 149; adults: 367; apprentices: 7)</p>	<p>We will launch the T Level in Health, with pathways in adult nursing and therapies, and the T Level Foundation Programme, which will provide a stepping stone into the full T Level for learners who still need to achieve the required attainments levels in maths, English and science.</p> <p>New, short, face-to-face community courses to feed into qualifications in main college or online.</p>
<h2>HAULAGE AND LOGISTICS</h2>	<p>Haulage and 'warehouse to wheels' programmes, delivered in partnership with JCP and Peter Smythe Transport Training Ltd, re-engage local people into employment and seek to address the increased demand for drivers for the haulage industry.</p> <p>A suite of online courses for adults includes:</p> <ul style="list-style-type: none"> • Distribution Operations • Operating Within a Supply Chain • Importing and Exporting • Environmental Impact of Transport and Logistics Operations 	<p>The 'warehouse to wheels' programme has been linked as progression to the LGV driver apprenticeship, enabling learners to progress from unemployment to a Class C driving licence and then on to C+E articulated vehicles. The partnership has also developed further to be able to offer a transport route for warehouse and transport supervisor apprenticeships.</p> <p>A new warehousing and lean management skills sector-based work academy programme is being piloted from March 2024, with the intention of a full roll-out in 2024/25.</p>
<h2>SCIENCE AND MATHEMATICS</h2>	<p>A Levels in further maths, mathematics, chemistry, biology, physics, and environmental science. Full-time applied science with forensics.</p> <p>GCSE Biology for adults to enable progress to universities.</p> <p>(16-18s: 229; adults: 14)</p>	<p>We will work with Sherwood Forest Hospitals NHS Foundation Trust and Nottingham Trent University to develop and design a curriculum to provide pathways into science careers in the NHS.</p> <p>We will extend our GCSE Biology offer to support those on T Level Foundation Programmes where science is an important element of the T Level.</p>



SECTOR	CURRENT (2023/24) PROVISION	ADDITIONS FOR 2024/25
<h3 data-bbox="129 748 363 909">ENGLISH AND MATHEMATICS AT LEVEL 2 AND BELOW</h3>	<p data-bbox="411 721 785 810">Flexible and varied functional skills offer to any learner who does not currently hold Level 2, including:</p> <ul data-bbox="448 824 775 1128" style="list-style-type: none"> <li data-bbox="448 824 616 853">• Young people <li data-bbox="448 869 596 898">• Apprentices <li data-bbox="448 913 746 943">• Apprenticeship applicants <li data-bbox="448 958 775 1016">• Aspiring nurses, teachers, or teaching assistants <li data-bbox="448 1032 683 1090">• NHS staff wishing to progress <li data-bbox="448 1106 600 1135">• College staff <p data-bbox="411 1144 823 1285">Level 1 Pearson Award in Number and Measure where learners are not yet ready for Level 1 Maths Functional Skills because they need to consolidate number skills.</p> <p data-bbox="411 1301 799 1359">Multiply offer for those not ready to tackle a formal qualification.</p> <p data-bbox="411 1375 703 1433">(16-18s: 1,333; adults: 997; apprentices: 332)</p>	<p data-bbox="858 721 1485 810">We will grow our flexible functional skills offer in English and/or mathematics in the Four Seasons shopping centre in Mansfield to meet demand.</p> <p data-bbox="858 824 1461 911">We will expand our online functional skills offer in both English and maths through our English and maths skills academy.</p>
<h3 data-bbox="129 1514 363 1594">DIGITAL SKILLS AT LEVEL 1</h3>	<p data-bbox="411 1491 810 1550">Essential Digital Skills at both Entry 3 and Level 1 through flexible learning.</p> <p data-bbox="411 1565 823 1738">Mansfield District Council digital skills assessments to identify digital skill gaps. Using this information to address the skill gaps, improve their workforce's productivity and progress to higher-paid roles.</p> <p data-bbox="411 1753 802 1955">Our partnership with Mansfield and Ashfield District Councils helped determine the level of digital inequality across the districts and address these inequalities through skills and provision of hardware and connectivity.</p> <p data-bbox="411 1971 692 2000">(16-18s: 1,287; adults: 70)</p>	<p data-bbox="858 1491 1453 1523">New suite of graduated digital skills courses including:</p> <ul data-bbox="890 1538 1289 1785" style="list-style-type: none"> <li data-bbox="890 1538 1126 1568">• First Steps in Digital <li data-bbox="890 1583 1107 1612">• IT for the Terrified <li data-bbox="890 1628 1209 1657">• Introduction to Digital Skills <li data-bbox="890 1673 1289 1702">• Essential Digital Skills Entry Level 3 <li data-bbox="890 1718 1222 1747">• Essential Digital Skills Level 1 <li data-bbox="890 1762 1267 1792">• Demystifying Digital Applications



RESPONDING TO THE LOCAL SKILLS IMPROVEMENT PLAN

The table below sets out our response to the actionable priorities in the LSIP.

KEY THEME	ACTIONABLE PRIORITY	COLLEGE RESPONSE
DIGITAL SKILLS	<p>There is a need for essential digital skills training for both young people and adults, as well as the confidence to familiarise employees with sector/ organisation-specific software packages.</p> <hr/> <p>Colleges should respond to the 10 identified specialist skills shortage occupations within digital industries, such as programmer and IT management.</p>	<p>The essential digital skills offering has been revised for 2023/24 and is now embedded into all study programme learning at a level and scope relevant for the curriculum; this will be further enhanced in 2024/25. Several adult programmes have been developed as part of the offering – this includes the inclusion of digital skills within our wider offer to employers.</p> <hr/> <p>The college's digital employer panel has worked closely with us in the development of two T-Level offerings for 2024/25. Recruitment does remain a challenge for this T Level. The college is reviewing its current digital apprenticeship offering with a view that this could act as a feeder for local employers in the recruitment of staff into skills shortage roles. The college will progress this work with employers to map career pathways for young people and adults entering digital industries. This will provide opportunities for entry into employment at lower levels and a planned skills pathway to upskill existing employees to meet need. The college will use its partnership with Nottingham Trent University to map digital skills pathways from Level 3 to Level 7.</p>
NET ZERO	<p>Develop a range of introductory programmes that enable employers to embrace net zero objectives whilst at the same time delivering specialist skills for low carbon careers.</p>	<p>The college has been involved in a number of projects with employers and local district councils in the development of these programmes. Plans for the Automated Distribution and Manufacturing Centre (ADMC) are well advanced and will add significant value to the area's automation offering. The college has provided support to Bolsover District Council for retrofit offering, and capital plans for the expansion of our construction offering in 2024/25 are well advanced. Space constraints have stalled slightly the development of electric vehicles and engineering provision, but plans to move motor vehicle provision in 2024/25 will see these developments</p>



KEY THEME	ACTIONABLE PRIORITY	COLLEGE RESPONSE
<h3>ESSENTIAL AND TRANSFERABLE</h3>	<p>Create a common framework for transferable skills that applies to young people, adults entering the workplace, and existing employees.</p> <hr/> <p>Employers have fed back their desire to offer real work experience opportunities for young people.</p>	<p>The college has purchased licences for the Skills Builder product and will develop a cross-college approach to their implementation. The college has worked with Inspire Learning and Culture and Futures to ensure a common approach and a common language across Mansfield and Ashfield. The college has started work with local employers on the articulation of job roles within this common language, and plans in two curriculum areas are well advanced to embed and accredit such skills for students.</p> <hr/> <p>Employer panels have significantly enhanced the connection with work placement opportunities. Work placement officers are now embedded within each curriculum area which, again, has enhanced opportunities for students to access meaningful work placement. The college has integrated its strategic employer engagement with the Mansfield and Ashfield Business Network.</p>
<h3>LOCAL SOCIO-ECONOMIC CONDITIONS</h3>	<p>Employers report challenges in terms of recruitment. Working with employers on inclusive recruitment practices may well help address such challenges.</p>	<p>A series of seminars that dispel some of the myths around the employment of individuals furthest from the jobs market is well developed and has led to the attraction of five new employers willing to offer supported internship opportunities. The college has been successful in securing a second DFN Project SEARCH programme with National Grid.</p>
<h3>LOCAL SKILLS SYSTEM</h3>	<p>Better promote what colleges and other providers can offer to employers.</p> <hr/> <p>Develop collaborative initiatives with employers to address colleges' staffing challenges.</p>	<p>The college has committed to creating a local skills support opportunity for local businesses.</p> <hr/> <p>We have worked with the employer panels to explore how we can work in partnership with them, and have appointed a number of tech demonstrators within the year. The partnership with Haas Automation has helped the college recruit a CNC machining specialist teacher.</p>



LOCAL NEEDS DUTY

The governing body has concluded that the college meets local skills needs very effectively for young learners, particularly given the plans we are progressing to create additional capacity in engineering and construction and our focus on ambitious progression pathways, underpinned by a strong ethos of inclusion. For apprentices, again, the conclusion is that the college meets local skills needs well. Governors asked the executive team to keep its decision to cease care apprenticeship delivery under review and to continue to work closely with partners to explore how the college can contribute to resolve the employment crisis in that sector. For adults, the governing body recognises that the college has improved its adult offer markedly over recent years but asked college leaders to improve the college's direct offer to employers and its ability to respond with agility to employer requests for specific courses.

Between 1st September 2024 and 31st August 2025, we will:

Complete the construction of the Future Tech Skills and Knowledge Exchange in Mansfield to provide local businesses with the opportunity to explore and embrace new technologies into their businesses and to enable local people to develop the skills those employers need.

Open new construction training centres in both Sutton-in-Ashfield and Mansfield town centres in order to provide greater capacity and greater opportunity for local people.

Launch the re-modelled Gene Haas Centre for Advanced Manufacturing to provide an enhanced machining training offer for students, apprentices and local employers.

Develop our work with key public sector partners to launch a programme aimed at supporting involuntarily economically inactive local people into sustainable work.

Build our lower-level courses upon the Skills Builder transferable skills framework and integrate assessments of essential skills into apprenticeships, work placements and college activities.

Launch further new T Levels in construction and engineering, as well as in computer science, health, and animal care in September 2024 and prepare to launch more, in business administration, creative and design, and beauty, in September 2025.

Continue to develop an inclusive curriculum and college support offering that enables our most vulnerable – but particularly those who are young people/those with experience of the care system, have a SEND need, or have not studied in a mainstream setting – to access education and move into positive meaningful destinations.





CORPORATION STATEMENT

The Corporation Board of West Nottinghamshire College has actively engaged in the construction of this community pledge and is fully committed to supporting the college's leadership team in delivering upon it alongside our strategic plan. We will monitor progress towards all the targets set out in this pledge and ensure that action is taken should any appear to be at risk.

Furthermore, we will support the college's leadership team to develop an even more ambitious pledge for 2025.

Kate Truscott

Kate Truscott

Chair: West Nottinghamshire College Corporation Board







