

**East Coast College**

**Annual Accountability Statement  
2023/2024**



<https://www.eastcoast.ac.uk/college-literature/>

## 1. College Purpose & Values

The Board set out its Purpose and Values in its Strategic Plan 2020 – 2030 <http://www.eastcoast.ac.uk/wp-content/uploads/2020/07/Strategic-Plan-2020-2030-Final.pdf>

### Our Purpose

To transform individuals and build communities through education.

### Our Values

**Aspirational** – Being supportive, exploring potential and challenging ourselves daily.

**Respectful** – Acting with compassion, being inclusive, and welcoming others in our learning community and to our environment.

**Professional** – Putting team first, acting with integrity, developing our expertise and having a focused work ethic.

**Successful** – Determining our ambition, achieving excellence and continually raising standards.

## 2. The Communities We Serve

East Coast College is located on the East Anglian Coast at two campuses based in Lowestoft and Great Yarmouth. The College serves the East Anglian Coast as far north as North Walsham, to Southwold and Halesworth in the south and as far as Norwich and Harleston to the West.

The majority of students who study full time come from within 5 miles of the campuses in Lowestoft and Great Yarmouth. Apprentices, adult learning, commercial training and college project work are more widely geographically dispersed.

The typography of the region is complex and as such some data used to inform planning is reported by a variety of geography. Great Yarmouth and Waveney being the key areas. Great Yarmouth Borough Council under Norfolk County Council and East Suffolk Council under Suffolk County Council. East Suffolk is a geographically spread along the Suffolk coast. Suffolk and Norfolk County together form New Anglia Local Enterprise partnership region.

Access to both campuses via public transport and road networks greatly influences the main catchment area particularly for college-based learning. The College also spans two Counties – Suffolk and Norfolk. The community the College serves is listed amongst one of the most deprived in the country (Great Yarmouth number 29) the UK (<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019> ).

Of the 14 main feeder schools with performance data available as of 2019:

- 10 of the 14 are below national rates for Progress 8 scores.
- 10 of the 14 are below national rates for Maths and English GCSE at Grade at 4 or above
- 10 of the 14 are above national rates for persistent absence

The New Anglia Local Enterprise Partnership (NALEP) has a Norfolk and Suffolk Skills Economic Strategy (<https://newanglia.co.uk/economic-strategy/> ) which identifies 3 main areas of:

- Clean energy
- Digital tech
- Agri-Food Tech

This is supported by underpinning sectors including:

- Construction
- Creative industries
- Health and Social Care
- Advanced manufacturing and engineering
- Visitor economy
- The Local Skills Improvement Plan is being led by Norfolk and Suffolk Chambers of Commerce. It is exploring four themes of AgriTech, Digital skills, Net Zero and 'Soft' skills and is due to be published in June 2023.

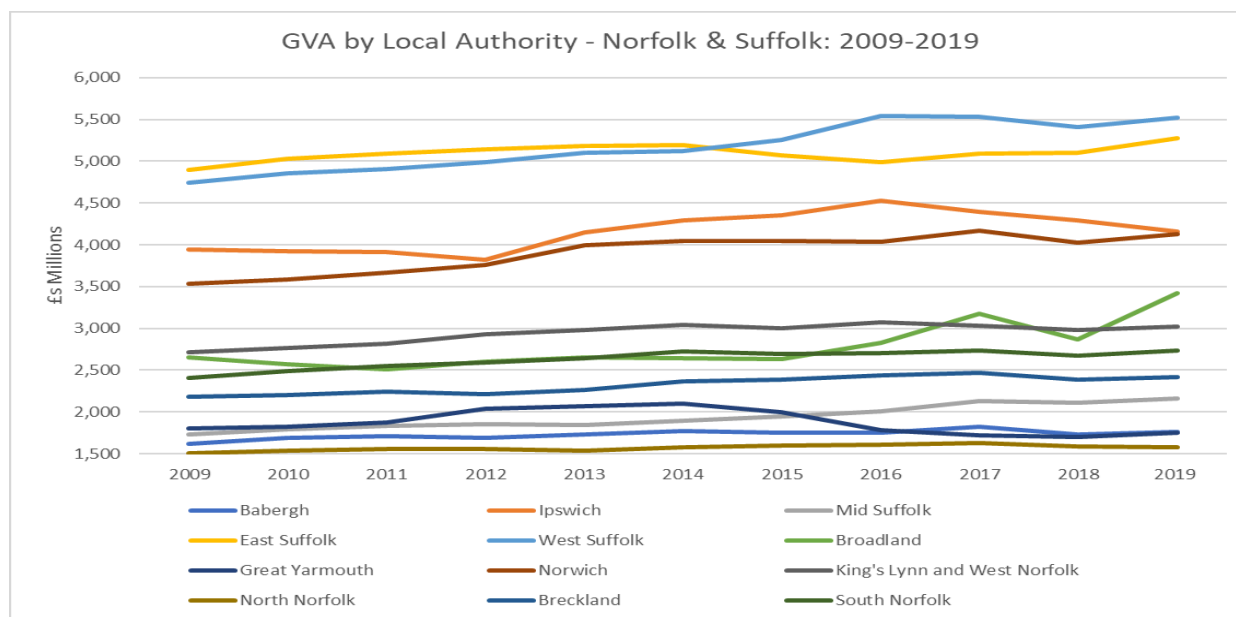
### Business and economic profile:

The towns of Great Yarmouth and Lowestoft whom the college serves, are very similar both demographically and geographically. Former fishing or port towns based on the far East of the English coast, they are home to approximately 170,000 people. Both towns are surrounded by rural towns and villages extending to the city of Norwich in the West and Ipswich to the South.

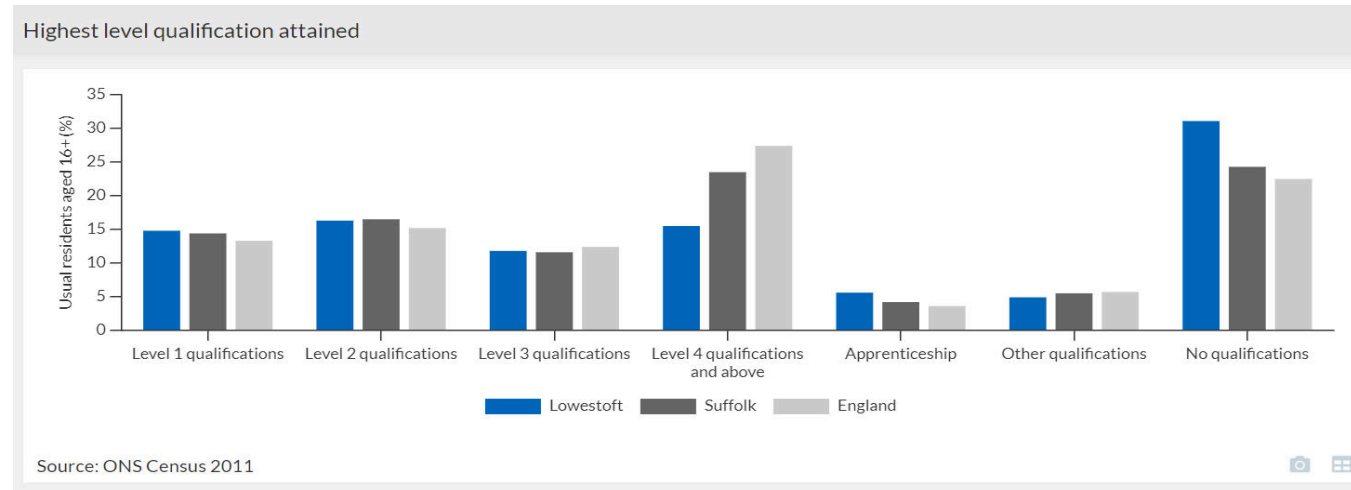
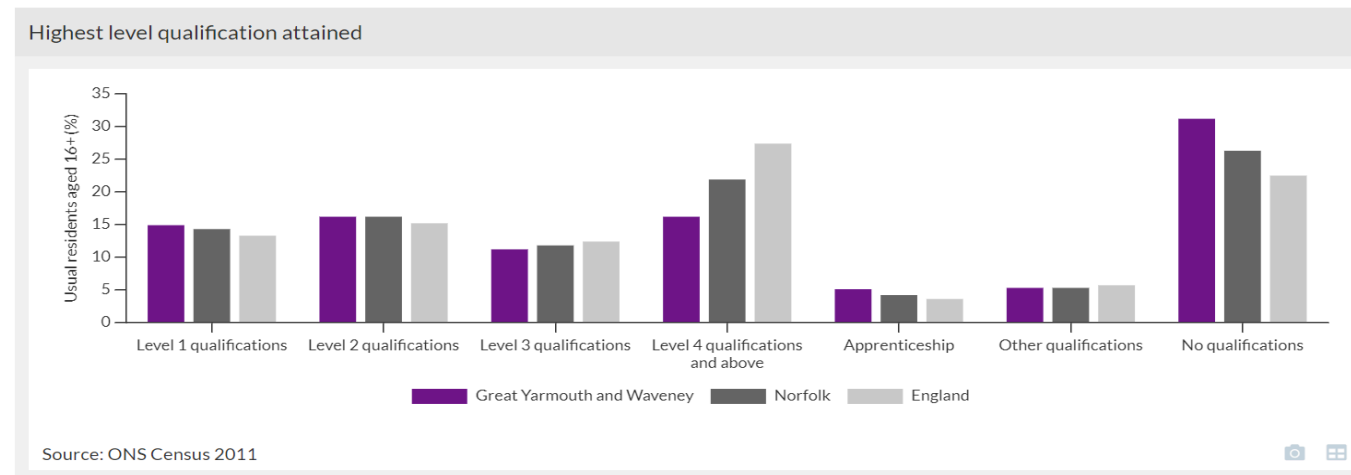
There are no motorways in the area and the public travel networks and geography makes movement within the region challenging in places, despite some relatively short distances. With this in mind both campuses have an approximate radial reach of 15 miles and often result in longer distance to learn journeys.

The U.K. is considered to have a productivity problem nationally which is a key indicator to understanding the state of our economy (GVA). There are also regional disparities, and East Norfolk and Suffolk are below national average rates for (GVA) which threatens future economic growth in the region and the potential for shared prosperity.

East Suffolk continue to be the highest performing local authority in terms of productivity (GVA) output (but has declined in recent years) and Great Yarmouth has one of the lowest GVA outputs in the region.



## Great Yarmouth, Waveney and Lowestoft qualification levels



## Place

The College's 'place' is important, and demography and geography need to be considered in context when planning curriculum which will deliver the skills the local workforce will need now and in the future. As of 2021 the region's population increased by 2.9% since 2016, growing by 9,962. Population is expected to increase by 2.6% between 2021 and 2026, adding 9,245.

From 2016 to 2021, jobs increased by 1.3% in 3 East of England Local Authorities from 127,364 to 128,994. This change outpaced the national growth rate of 1.1% by 0.2%.

Although it is predicted that there will be year on year growth in the population up to 2030 in Norfolk and Suffolk, it is not predicted that this will be in the 0-25 age range (except in Norwich and Ipswich), Any increase in 16-18 would be modest, estimated at 80-100 additional students yearly. There would however with the right provision, be an opportunity to increase market share by attracting students to provision which had clear pathways to jobs of the future, and learning programmes which were of a very high quality.

The region has an ageing population which is above the national average for those who are not economically active, 54% of Norfolk and Suffolk workforce is over 50 years old.

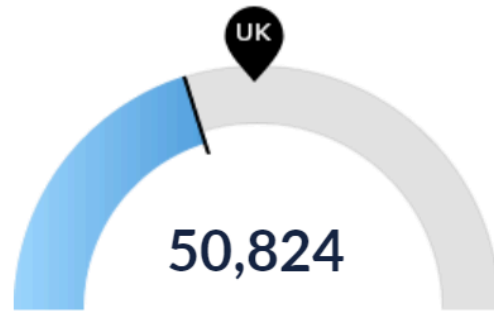
As of 2021 the region's population increased by 2.9% since 2016, growing by 9,962. Population is expected to increase by 2.6% between 2021 and 2026, adding 9,245.

From 2016 to 2021, jobs increased by 1.3% in 3 East of England Local Authorities from 127,364 to 128,994. This change outpaced the national growth rate of 1.1% by 0.2%.

While the ageing population may present challenges in attracting younger students to courses, as the number of young learners in Great Yarmouth and Lowestoft is expected to plateau, there are opportunities to better meet the needs of adults in the region, including those currently employed (and unemployed). Those already in work can be supported with developing skills which continue to contribute to their job growth and meet the changing, higher level technical skills need in the workplace. A revised adult strategy that caters to Gt Yarmouth and Lowestoft's demography will provide targeted adult education and skills training opportunities, aligned with community education, endorsed by employers that will contribute to economic development.

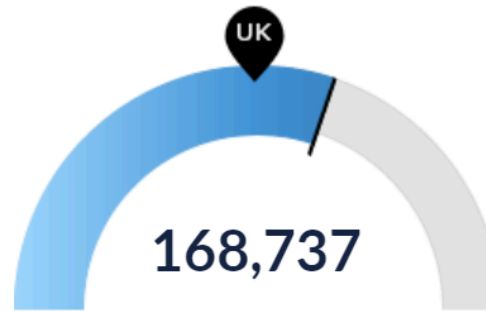
# Population Characteristics

...



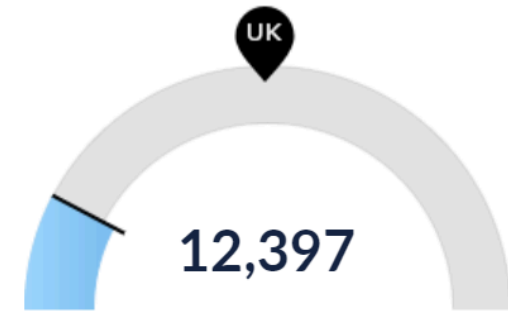
**Millennials**

Your area has 50,824 millennials (ages 25-39). The national average for an area this size is 68,176.



**Retiring Soon**

Retirement risk is high in your area. The national average for an area this size is 126,175 people 55 or older, while there are 168,737 here.



**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 51,264 racially diverse people, while there are 12,397 here.

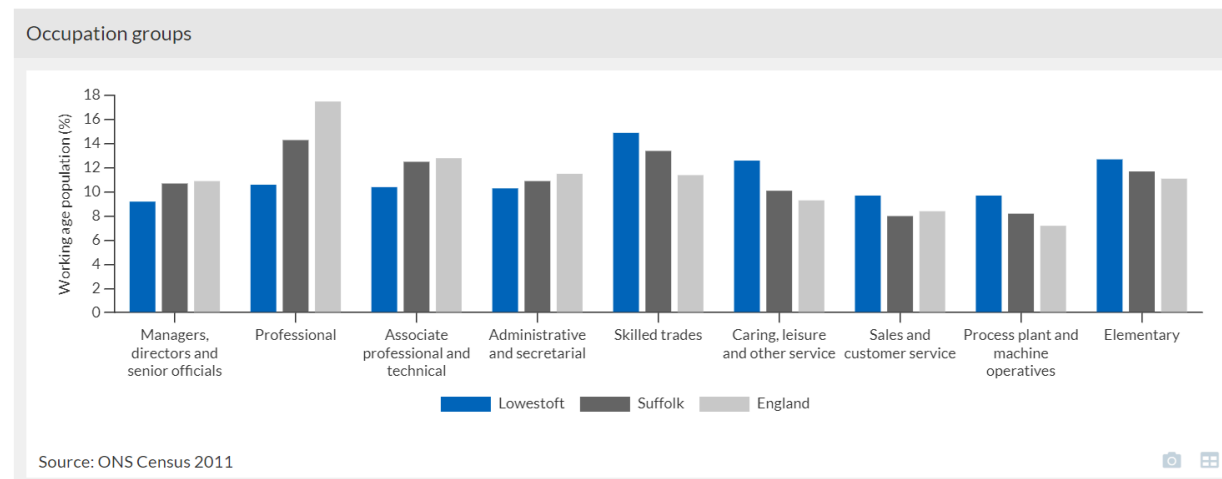
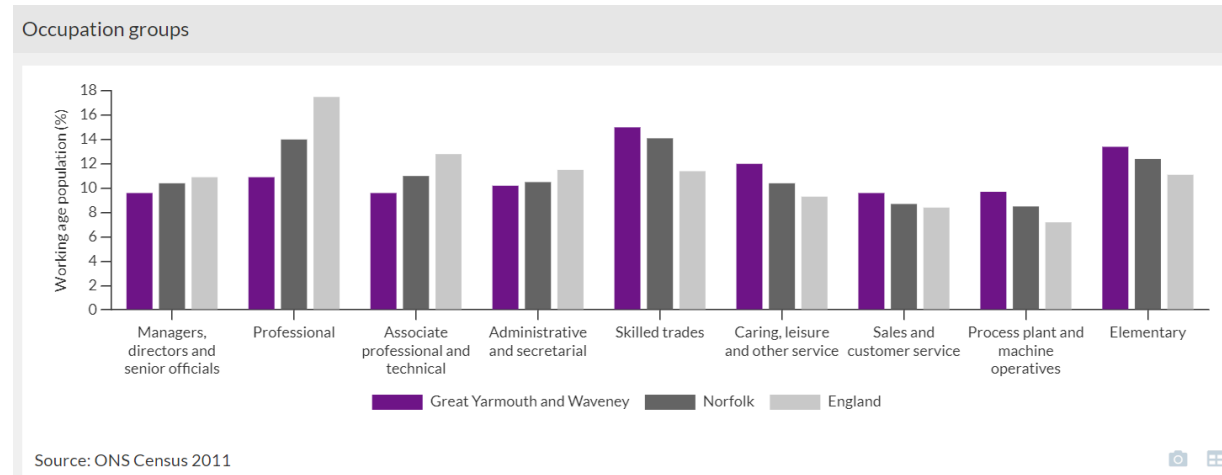
## Industry

Top industries locally in 2021 were Retail, hospitality, skilled trades, health care and education. The Health and social care programmes we deliver respond to the regions critical need for additional health care professionals including mental health care, and adult social care. Our partnership work with James Paget University hospital allows us to work directly with them, developing a sustainable local work force solution to the recruitment crisis, providing good jobs and opportunities for our students.

The visitor economy and tourism is a key area of work for the college as this sector often offers short term low skilled jobs which only meet people's income needs for a relatively short period each year, offering no long-term job security.

The Covid-19 pandemic has led to significant disruption in the labour market with retail, hospitality and the creative sector most adversely affected. However, there is low (and decreasing) unemployment rates in the eastern region compared with the same period last year, for the three months ending July 2022, the East of England had the lowest economic inactivity rate (18.9%) (ONS July 2022). Available job opportunities and vacancy rates are also at record highs – with 74% of employers saying they intend to take on new staff in the next 3 months (CIPD 2022).

### Great Yarmouth & Waveney, Suffolk occupation groups





**Social needs:**

A significant proportion of our students and apprentices live within families who have lower than NA incomes (25.5% Lowestoft - Suffolk average 13.6%) (21.2% Gt Yarmouth – Norfolk average 10.9%)

Around 25% of students in FE have a special educational need and many young people in Norfolk and Suffolk have long travel to learn distances, often travelling on poor transport routes. We have a growing and ageing population in the region, with the challenges for care and support that this brings, but opportunities for the skills sector also in 'economic returners'.

**Young People:**

Post-16 SEND demand in Norfolk and Suffolk has risen between 2018 and 2022 which makes it vital to continue to contribute to providing skills education, improving the life chances of all those in our region who have SEND or an EHCP.

Norfolk has a higher percentage of children and young people with SEN with a population of 16.2% where nationally this is 15.5% and 14.8% regionally. The picture in Suffolk is similar with 4,327 but there is unfortunately not the % data information available.

Suffolk has seen an unprecedented rise in 2022 for demand for specialist education. Suffolk County Council carried out an analysis of the first part of its multi-million-pound plan to improve SEND and has reported that there are still not enough places to keep up with the current needs.

**Those with SEND in Norfolk**

There are currently 745 young people not in education, employment or training in Norfolk. Although young people go in and out of NEET the total number remains similar throughout the year. There is a pool of young people who are the hardest to move into EET – often those who have been NEET for 6 months or more - and a number with fewer barriers who are less difficult to engage if the post 16 offer can meet their needs.

19% of the NEET cohort have an EHCP. The largest percentage of these young people have a SEND primary need of SEMH followed by ASD and Speech, Language and Communications.

Needs of SEND cohort

- o Extended transition support
- o Taster sessions, longer induction period
- o Local hubs offering smaller, safe environment
- o Opportunities to build social and independent living skills
- o Bespoke individualised programmes (e.g., Lapwing model)
- o Remote learning leading to onboarding
- o Multiple entry dates

- o Supported to enter employment
- o Job coaches

#### Skills priorities

- Same as the wider cohort but with individualised support to enable them to progress at an appropriate rate for their needs
- Transferable skills to enter wide range of opportunities
- Resilience
- Confidence building

#### **Those with SEND in Suffolk**

Overall, Suffolk County Council expects a 23% growth in the number of young people with SEND aged 16-25 in Suffolk over the next three years (4633 by Sept 2025).

Tracking the current destinations of young people who were recorded with SEND in secondary school, we know that:

- the majority now access Further Education at Post-16 (56%)
- a significant group of young people also access school sixth form and sixth form college (27%)
- and a small group of young people access learning through a training provider (5%) with a further small group in employment (6%).

Whilst there will be real growth across all areas of primary need, areas with the most growth are;

- Autistic Spectrum Disorders
- Moderate Learning Difficulty
- Social, Emotional and Mental Health

### **3. Meeting National, Regional and Local Needs**

East Coast College works with a broad range of employers, Industry sector groups, and other relevant stakeholders and community partners across Great Yarmouth, Waveney, Lowestoft, and New Anglia LEP area. We also work with national and international employers, Higher Education Institutions, and stakeholder groups where appropriate. Highly effective employer engagement ensures that a broad, diverse curriculum is planned and delivered. Employer engagement activity prioritises the needs of the key sectors for our region, Healthcare, Construction, Civil Engineering, Clean Energy, Advanced Manufacturing Engineering, the Visitor Economy, and Hospitality. The breadth and depth of our collaborative working with employers, stakeholders, community partners and other educational providers ensures we meet local, regional, and national skills needs, whilst also meeting the individual needs of all those that learn with us.

### **4. Key Stakeholders**

The college is placed at the heart of the clean energy coast, with the world's largest market for offshore wind on our doorstep and a number of nationally important large infrastructure projects underway locally. Lowestoft also has a strong maritime heritage and the college's maritime provision attracts international students studying competency programmes accredited by the UK Maritime and Coastguard Agency. This context has given us the opportunity to work with large clean energy employers and industry stakeholders. These include Scottish Power; EDF; Equinor; Hydrogen East; National Grid; Proeon; Opergy; AB Ports; Vattenfall; Eastwind; EECR; Borough and county councils; All energy council; ECITB (Engineering Construction Industry Training Board) NCFN (National College for Nuclear). Our role is to link students and people in the region to the opportunities these employers bring to the area by providing high quality skills education which is valued and endorsed by employers.

There are strong partnerships in the health and social care sector, including working with the James Paget University Hospital (JPUH) and University of Suffolk. Collaboration with Health Education England and University of Suffolk resulted in project 'Apollo' responding to the critical need for strengthening provision and access to Health and Social care services in the community.

### **Schools**

The College's key feeder schools are:

- Acle Academy
- Beccles Free School
- Benjamin Britten
- Caister Academy
- Cliff Park
- East Point Academy
- Great Yarmouth Charter
- Lynn Grove

- Ormiston Denes
- Ormiston Venture
- Pakefield Academy
- Sir John Leman

### **Universities**

The College's higher education offer is in partnership with the University of Suffolk and the College is currently with them and other partners developing a University Centre in Great Yarmouth due to open in September 2024

The College's students progress to many universities with a bias towards 'local' universities such as UEA, Lincoln, Anglia Ruskin and University of Suffolk.

### **Subcontractors**

Sub-contracted activity is an important but a materially small part of the College's provision. The quality of the provision is monitored and managed through the existing College Quality Assurance processes and procedures, as amended in order to fully encompass all sub-contracted activity.

Our subcontractors are:

- DPA (Dance Academy) - enhances the opportunities available for learners and fills gaps in niche or expert provision or provides better access to training facilities
- Inspire Suffolk (Prince's Trust) - enhances the opportunities available for learners and fills gaps in niche or expert provision or provides better access to training facilities
- ACE - enhances the opportunities available for learners and fills gaps in niche or expert provision or provides better access to training facilities

### **Colleges**

Colleges across Norfolk and Suffolk work well together as New Anglia Colleges Group (NACG), ECC (East Coast College) play a significant role in the relationship, with the Principal/CEO providing group leadership for Principal group and Deputy Principal for the deputies group. The college works in partnership as a leader of the Higher Education England 'Apollo' project with all other colleges as delivery partners including Suffolk New College, West Suffolk College, City College Norwich, College of West Anglia.

Within governance the College work together within the AOC Regional Groups. The College's Director of Governance Chairs the Governance Professional's Group and the Chair the Chairs Group.

## 5. Strategic Aims and Objectives 2023/2024

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<ul style="list-style-type: none"> <li>• <b>Curriculum Development &amp; Participation</b></li> </ul> <p><b>Aim:</b></p> <p>Curriculum must respond to the needs and ambitions of all those who learn with us. It should have breadth and depth, be ambitious and offer flexible access to skills training and education locally. It must be driven by evidence-based demand, helping all progress with their career ambitions and/or personal aspirations.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Increase adult participation by 15% within the next 12 months from 830 enrolments to 950 enrolments, by offering a broader range of shorter flexible learning programmes.</li> <li>• Introduce at least 10 new courses and apprenticeship standards in the next 12 months, including L4/5 HTQs, business at all levels, welding L1 &amp; L2, construction/civil engineering including L1/L2, health &amp; social care, and commercial professional courses, achieving a 5% increase in enrolments.</li> <li>• Increase green unit qualifications by 20% to embed climate change awareness and green skills for future jobs in the curriculum.</li> <li>• Integrate the most industry relevant digital skills into the curriculum through collaboration with employer groups.</li> <li>• Mitigate the impact of national curriculum reform at level 2 and level 3 for 16-18 year old and the defunding of qualifications for adults.</li> <li>• Use partnership working models with other smaller providers, subcontracted arrangements and local authorities to agree and deliver</li> </ul>	<ul style="list-style-type: none"> <li>• New courses will provide students with skills and qualifications which are industry relevant and current, address industry skills shortages in priority sectors.</li> <li>• Increasing green unit qualifications will embed key climate change awareness and green skills in the curriculum, preparing students for future jobs, developing knowledge skills and attitudes to help them become committed to living in a sustainable and resource-efficient society.</li> <li>• Integrating essential digital skills into the curriculum through collaboration with employers and industry experts will result in better prepared and employable students.</li> <li>• Enhance employment outcomes for learners with SEND by improving outcomes related to employment pathways, including building additional partnerships with local businesses and employers, providing ongoing support to learners throughout their employment pathways. Contributes to inclusivity by supporting SEND learners into careers linked to preparing for adulthood and meeting skills needs</li> </ul>

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>appropriate provision which reduced numbers of those Not in Employment or Education or Training (NEET) provides education to Unaccompanied Asylum Seekers.</p> <ul style="list-style-type: none"> <li>Supported internships grow from 8 to 16 for 2023/24</li> <li>Supported employment programmes to increase for 1 group to 3 2023/24</li> </ul>	
<p><b>1. Quality</b></p> <p><b>Aim:</b></p> <p>Ensure that the focus for learners is to secure positive progression and destinations.</p> <p><b>Objectives:</b></p> <p>90% of learners achieve positive progression or destinations.</p>	<ul style="list-style-type: none"> <li>Courses and programmes delivered at the College must have clear links to local, regional and national skills priorities.</li> <li>Enables learners at East Coast College to develop the knowledge, skills and behaviours to access and gain progression into sectors which meet skills priorities</li> </ul>
<p><b>2. People &amp; Staff Wellbeing</b></p> <p><b>Aim:</b></p> <p>All staff have the equal opportunity to develop to reach their full potential.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Harness staff voice, via staff listening groups, engagement ambassadors and surveys to consider staff views, experiences and build diversity of thought and perspective.</li> <li>Improve the balance between the sexes across the college structure and reduce the gender pay gap.</li> </ul> <p>Vacancy rates target 2% - 4.8%</p> <p>Stability index target &gt;70% - 86.47%</p>	<ul style="list-style-type: none"> <li>The College is viewed as an employer of choice in region, where staff are trained and developed to achieve their fullest potential.</li> </ul>

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Best com outcomes target top 100 large employer in UK – 2022 achieved</p> <p>Investment in Professional Learning – 5 days per annum per employee are allocated to Professional Learning (£250k) and has a budget of £65k per annum for professional learning to be delivered by external experts.</p> <p>Real Living Wage employer – The College has been a RLW employer since 2021.</p>	
<p><b>3. Finance and Capital investment</b></p> <p><b>Aim:</b> East Coast College's aim is to increase the College financial viability of the College through growth, efficiency and strategically aligned merger(s) or acquisition(s).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Adopted innovative technology that supports 10% cost saving.</li> <li>• Maintained an ESFA financial health rating of "Good".</li> <li>• Achieved a minimum annual surplus of £250k after capital investment and debt service.</li> <li>• Achieved a minimum annual capital investment of £750,000.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring financial viability for the College ensures funding can be directed towards learner experience and maintaining the broadest curriculum offer possible.</li> </ul>
<p><b>4. Adult provision aligned to Local Skills Improvement Plans</b></p> <p><b>Aim:</b></p> <p>To provide learning programmes for adults (including returnerships and those already in work) to develop knowledge and skills that align with priority sectors for the New Anglia LEP region, Norfolk and Suffolk County Councils and ambitions of LSIP. Opportunities should address skills gaps, support career progression, driving personal and economic success for individuals and communities.</p>	<ul style="list-style-type: none"> <li>• Additional adult learning programs will provide opportunities for adults, including those already in the work, to develop skills that will help them advance their careers and contribute to a more skilled and productive workforce. This will have a lasting impact on the local economy.</li> <li>• Flexible, accessible adult learning programs that are designed with input from adult students will break down barriers to</li> </ul>

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop and deliver additional adult learning programs, including skills bootcamps, apprenticeships, additional L4 and L5, full cost courses, whilst also, maintaining lower-level entry points providing skills training for at least 170 more adults in 2023/24.</li> </ul>	<p>education, supporting their diverse learning needs, promoting access and inclusivity.</p>
<p><b>Apprenticeships</b></p> <p><b>Aim:</b></p> <p>To provide the highest quality apprenticeships, that exceed industry standards equipping our apprentices with the skills and knowledge they need to succeed in their chosen careers and which meet the skills needs of our employers. We will continue to strive for excellence in all aspects of our apprenticeship provision, including curriculum design, of the job training, mentorship, and support for career development.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Regular review of Apprenticeship provision with employers and apprentices, to ensure it is relevant to their workforces needs and individuals career progression and is financially viable and not cross subsidised by other provision</li> <li>• Increase apprenticeships in 23/24 by additional 30 new starts from 22/23 through the development of targeted sales strategies, strong partnerships with employers, and continuous analysis and improvement of the sales development function.</li> <li>• Focus on growth in apprenticeships for clean energy, construction and civil construction, healthcare, and business support, aligning with local</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review of our apprenticeship provision in context of economic plans through LSIP with employers and apprentices supports the continuous improvement of quality, providing better skills training which meets employers and apprentices needs.</li> <li>• Growth and continued quality improvement of apprenticeship provision will lead to successful apprenticeship provision that better meets local employer's skills needs.</li> </ul>



Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>need, providing an additional 70 apprenticeships by the end of July 2024.</p>	
<p><b>5. Higher Education</b></p> <p><b>Aim:</b></p> <p>Grow the access to technical and academic education at level 4 or over</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Work with the University of Suffolk to validate two new HE provision courses as detailed by the College's Higher Education Strategy including Higher Technical Qualifications in construction management and digital</li> <li>• Plan and deliver new higher education centre in Great Yarmouth for 2024. This will provide a high street centre that includes the library and other educational providers (university of Suffolk, University of East Anglia and Norfolk County Council)</li> </ul>	<ul style="list-style-type: none"> <li>• Training at level 4 and above will provide learners with the academic and technical training to access opportunities of work linked to skills priorities for the region and nationally leading to higher paid work and filling gaps for employers.</li> </ul>
<p><b>Sustainability</b></p> <p><b>Aim:</b></p> <p>Our sustainability goals include adhering to recognized best practices, setting, and reviewing targets, raising awareness, collaborating with local partners, promoting sustainable travel and resource use, implementing waste management, monitoring energy consumption, and incorporating sustainable construction principles.</p> <p>We aim to also provide learning experiences and curriculum that prepares students and apprentices for a green economy and a sustainable future through exposure to information and learning opportunities that consider future jobs, green skills, and education for sustainable development.</p>	<ul style="list-style-type: none"> <li>• Our sustainability goals align with national, regional, and local priorities for learning and skills by developing a skilled workforce capable of addressing sustainability challenges, such as the government's goal of achieving net zero emissions.</li> <li>• The college's efforts to reduce energy consumption, construct sustainable buildings, and provide training to teachers supports initiatives for sustainability and sustainable development in our community.</li> </ul>

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• By the end of the academic year, 80% of students and apprentices will have acquired basic understanding and practical skills in green technologies and sustainable living through additional qualifications, experiences and or workshops.</li> <li>• Reduce overall energy consumption across all sites by 10% by the end of the 2023-2024 academic year through the implementation of energy-efficient measures.</li> <li>•</li> <li>• Ensure that the new GY campus is built to LEED (Leadership in Energy and Environmental Design) Silver standard or equivalent.</li> <li>• By 2025, at least 50% of teachers will have acquired advanced technical skills and knowledge in green technologies and sustainable practices through professional development programs, workshops, and hands-on training.</li> </ul>	
<p><b>6. Community &amp; Civil Engagement</b></p> <p><b>Aim:</b></p> <p>To ensure the College is embedded in strategic community projects</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• working with Norfolk County Council, GYBC and University of Suffolk to deliver a new University Centre and Library in Great Yarmouth open Sept 2024</li> <li>• Working alongside GYBC and East Suffolk Council on developing projects for Shared Prosperity Fund to address local social and employment needs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase participation in adult and higher education achievement rates in Great Yarmouth</li> <li>• Be a regional strategic partner for skills under UK Shared Prosperity Fund People and Place</li> <li>• Delivery of outcomes to reduce local unemployment rates</li> <li>• The Consortium will aim to increase the impact and effectiveness of VCSE's by facilitating joint projects, sharing expertise and leveraging resources.</li> <li>• Ensure involvement in future adult skills delivery under the</li> </ul>

Aims and Objectives	Contribution towards National, Regional and Local Priorities for Learning and Skills
<ul style="list-style-type: none"> <li>• To successfully close final projects for Building Bigger Opportunity and European Social Fund programmes by Dec 2023</li> <li>• Establish a VCSE Consortium to promote collaboration and resource-sharing with voluntary, community, and social enterprise (VCSE) organisations in the region by May 2023.</li> <li>• By December 2023, develop and implement a funding sustainability plan for the continuation of our project work with Great Yarmouth and Lowestoft's most vulnerable population, and those furthest away from work, exploring and securing at least three alternative funding sources.</li> </ul>	
<p><b>15. Student Wellbeing &amp; Support</b></p> <p><b>Aim:</b></p> <p>To continuously develop the resilience and confidence of our learners to ensure that they are ready to learn and to progress to further study or employment</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• In 2023/24 learners will take part in a number of initiatives to support their personal and social development and wellbeing including:</li> <li>• Fundraising and volunteering through "Good for Me Good for FE"</li> <li>• ECC goes ECO scheme to ensure all programmes begin to explore green issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Building resilience and confidence of learner will support them to overcome barriers and better prepare them for their next steps into employment or further studies outside of East Coast College. These schemes aim to enhance personal and social development and deepen connectivity to local third sector organisations</li> </ul>

## 6. Corporation Statement:

On behalf of the ECC Corporation, 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 25th of April 2023.

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: <https://www.eastcoast.ac.uk/college-literature/>



**David Blake**

**Chair of Governors**



**Stuart Rimmer**

**Principal/Chief Executive and Accounting Officer**

## 7. Relevant Supporting Documentation

- Norfolk and Suffolk Sector Skills Plan (NALEP)
- Norfolk and Suffolk LSIP
- RCU data
- College QAR
- College OFSTED Report 2020
- College Strategic Development Plan 2020-2023