

East Coast College

Statutory

Curriculum

Review

2023/24



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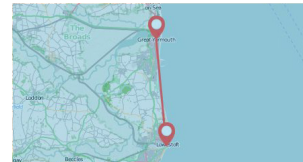
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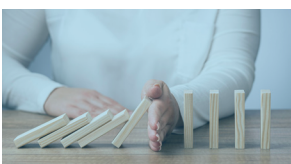
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East Coast College - Statutory Curriculum Review

This report demonstrates how East Coast College's Governing Body has carefully reviewed the alignment of our education and training with local needs. Our curriculum is designed from the outset to be responsive and well-aligned with the skills learners need to secure good jobs and careers, contributing to regional economic growth.

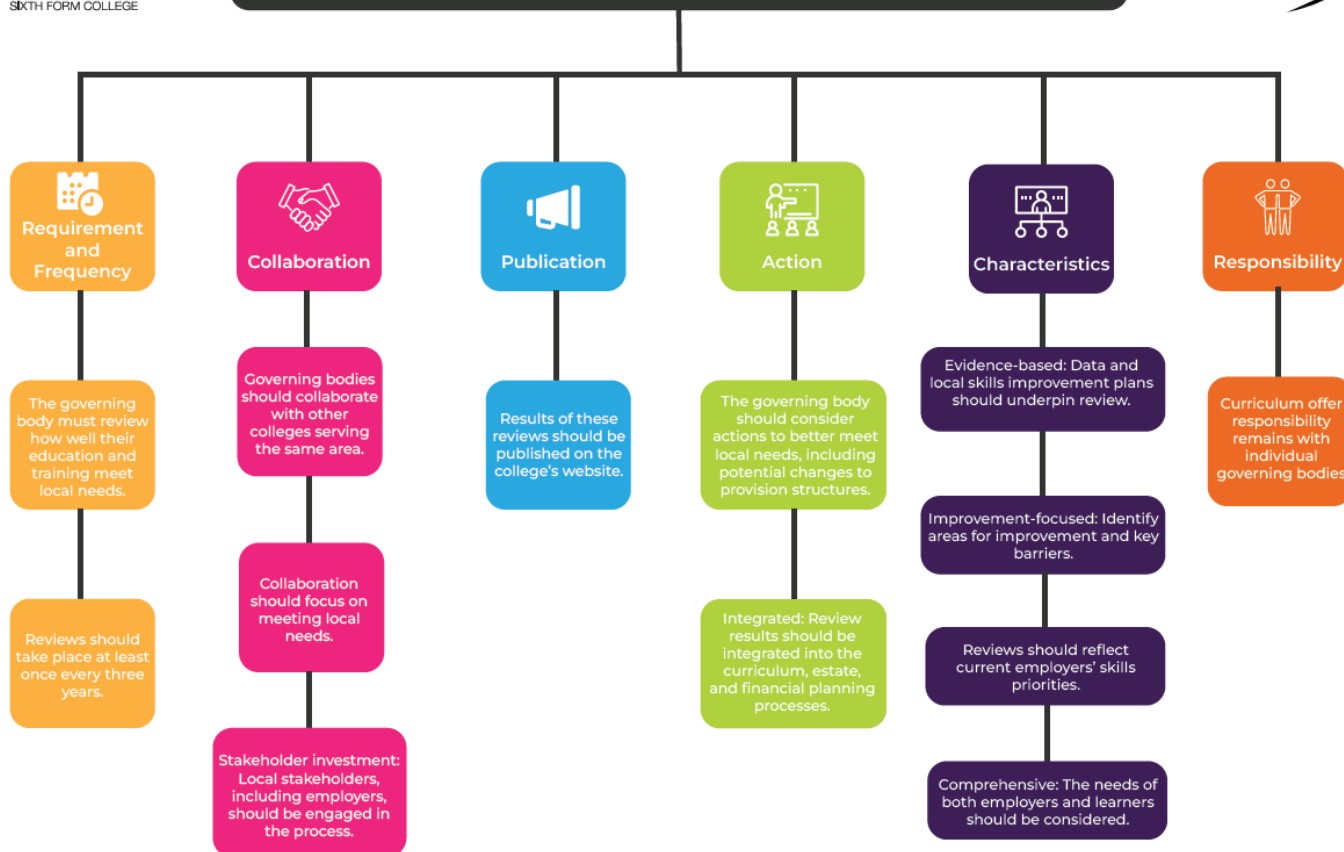
Our values – Aspirational, Respectful, Professional, and Successful – drive our commitment to delivering high-quality learning programmes that transform individuals and build strong communities through education.

The report confirms our commitment to meeting local needs effectively, identifying opportunities for improvement and our plans to:

- Increase adult participation through flexible learning programmes, including higher level technical skills courses.
- Develop green skills for emerging environmental careers, supporting the transition to net zero.
- Incorporate industry-relevant digital skills, to meet future technological advancements.
- Expand supported internships and employment programmes for students with diverse learning needs.
- Enhance lower-level entry points, to support learners with a range of needs, including those with low attainment and social, emotional, and mental health challenges.



STATUTORY CURRICULUM REVIEW



Supporting principles for the review:

Our approach to curriculum review is comprehensive, evidence-driven, and collaborative. It enables us to deliver high-quality relevant curriculum and provision that is accessible to all learners and effectively meets the evolving demands of employers.

Evidence is gained from reliable and up-to-date data, including local market intelligence, local authority data, and insights from research institutes. We highly value feedback from employers and students through internal and external surveys. The review also incorporates findings from the Norfolk and Suffolk Chambers of Commerce for the Local Skills Improvement Plan (LSIP). By analysing both past performance data and future predictions, our curriculum remains responsive, flexible, and addresses current and upcoming skills needs.

The curriculum review process is aimed at improving and expanding our education and skills training to better meet students and local skills need. The Governor's three-year curriculum review is a vital part of this curriculum planning process.

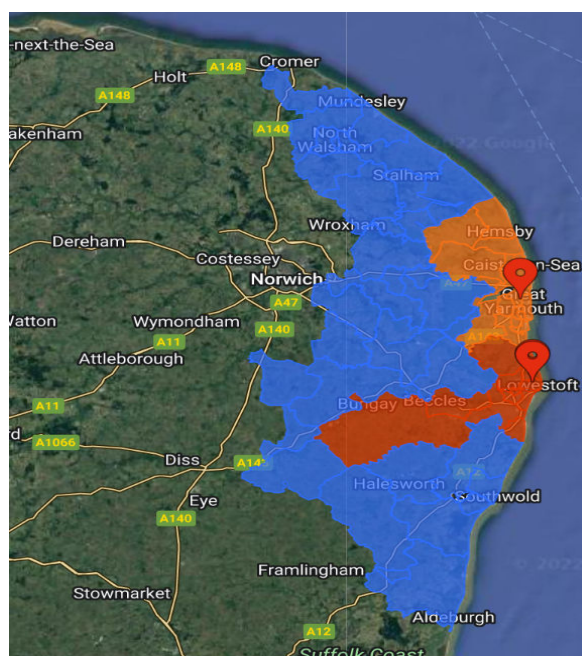
The process goes beyond identifying areas for improvement and growth. It also examines structural barriers that may hinder progress, allowing us to allocate resources strategically and capitalise on our established specialisms and strengths.

Collaboration has played a pivotal role in our review process. We have worked together with other Further Education (FE) providers in scope, sharing the objective of meeting local needs and promoting an aligned curriculum offer that is relevant to the regional further education landscape.

Interpreting need

Local area

East Coast College spans two counties, Norfolk, and Suffolk, strategically positioned in an area renowned for its access to some of the world's largest offshore wind farms. With campuses in Lowestoft and Great Yarmouth, the college serves coastal communities with a combined population of approximately 170,000 people, traditionally connected to fishing and port industries. It plays a vital role in providing education and training to a rural and remote catchment area, extending from North Walsham in the north to Southwold and Halesworth in the south.



Drawing on a rich maritime heritage, the college provides accredited competency courses endorsed by the UK Maritime and Coastguard Agency, attracting international students. Strong partnerships with key clean energy employers and stakeholders, including Scottish Power, EDF, Equinor, and others, create excellent local job prospects for students. These opportunities are set to grow, as we transition to a net-zero future.

People in Great Yarmouth, Lowestoft, and Waveney face more significant challenges compared to the national average. The limited road infrastructure and public transport routes result in longer travel distances for learning or work. There are no motorways in the area and the public transport networks and geography makes travel challenging, despite short distances.

Our role is further underscored by the significant deprivation within the communities we serve. Great Yarmouth ranks in the UK's top 10% most deprived areas, highlighting the college's responsibility in addressing socio-economic challenges such as low educational attainment, limited job opportunities, and mental health issues. These factors lead to limited career opportunities and a cycle of low-level jobs, hindering economic growth and community cohesion in the area.

Learner need

Many of our students and apprentices come from families with incomes below the national average. In Lowestoft, 25.5% of families have incomes below the national average, compared to the Suffolk average of 13.6%. In Great Yarmouth, 21.2% of families have incomes lower than the national average, with the Norfolk average being 10.9%. We are committed to providing skills and education to individuals from low-income families and adults, empowering them to overcome financial constraints, prioritising necessary support to help people thrive and succeed whilst learning.

Our College has distinguished itself regionally in the further education sector by leading partnership-based projects in collaboration with Voluntary, Community, and Social Enterprise organisations in Norfolk and Suffolk for the past 6-7 years.

The projects provide vital skills, training, and employment support, offering valuable career guidance and helping individuals overcome work and employment barriers. The impact is significant, benefiting individuals and families, particularly those farthest away from work.

Projects impact

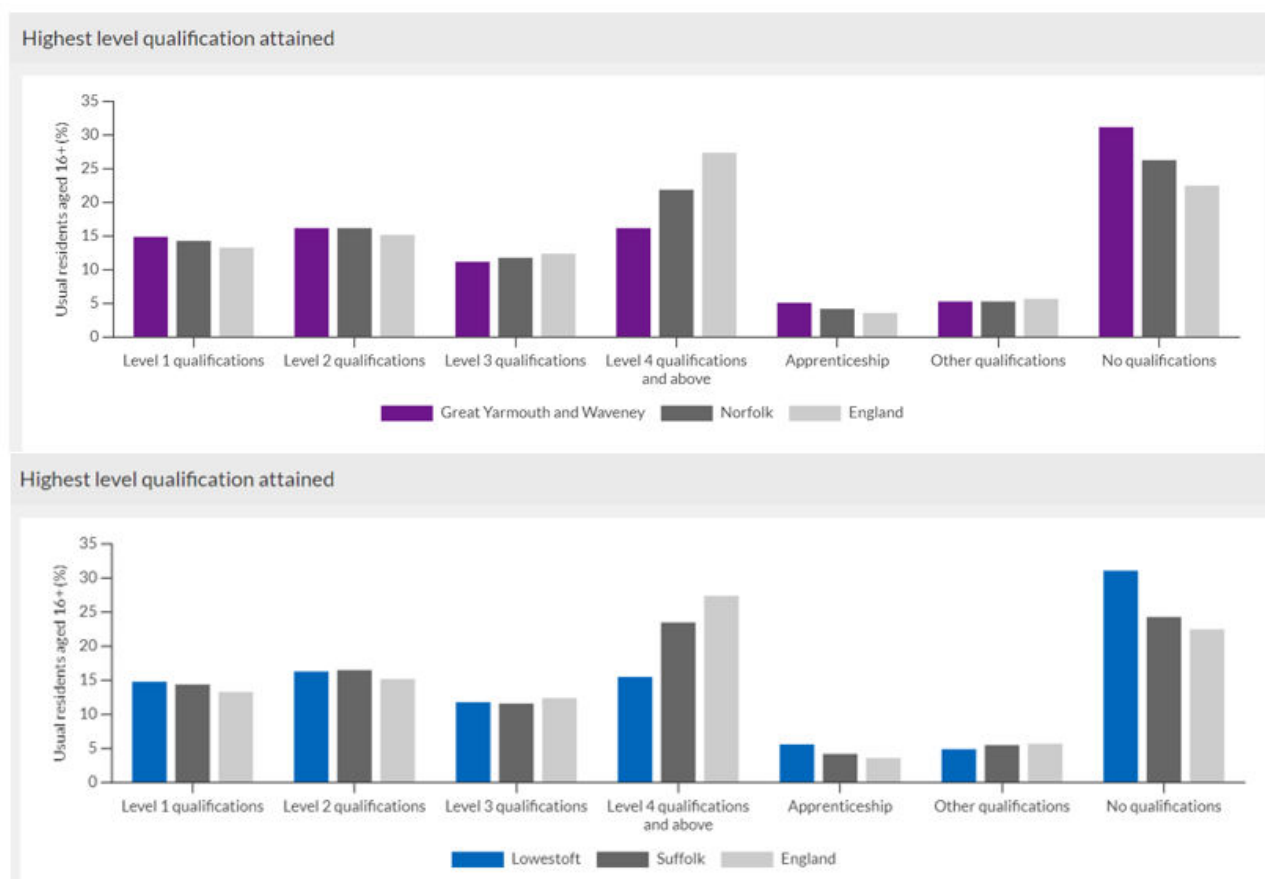


In East Norfolk and Suffolk, there are regional disparities that have an impact on economic growth and shared prosperity, which is reflected in below-average 'Gross Value Added' (GVA) productivity rates. GVA is considered a useful metric for understanding regional economic productivity and growth.

East Suffolk has experienced a recent decline despite its historical productivity performance, while Great Yarmouth faces significant challenges, with one of the lowest GVA outputs in the region. Our aim is to contribute to narrowing the GVA gap, leading to better-paid jobs and greater opportunities for the people in our region.

The sectors we serve demand higher-level technical skills (Level 4 and above) due to rapid technological advancements. However, educational attainment in our region lags behind national achievement levels. The workforce has a lower proportion of individuals educated to Level 4 and above, with Great Yarmouth having the lowest rate in the region at only 14%, which is 12.2% below the national average. This presents a significant challenge for us.

Highest qualification level attained Great Yarmouth and Lowestoft



Undertaking the review

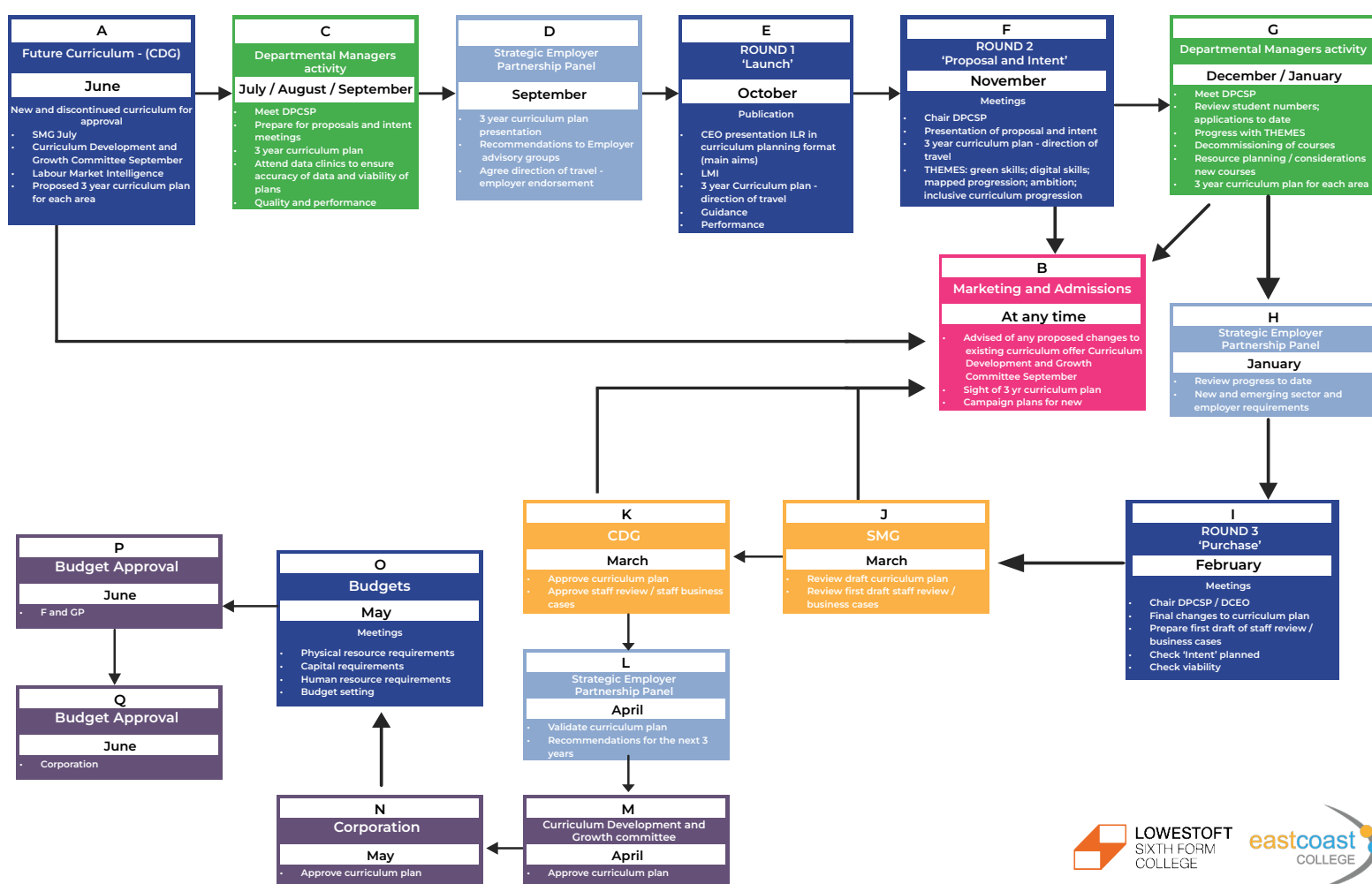
Our Governors play an integral part in our annual curriculum review cycle, aligning well with the statutory curriculum review requirement. Through all reviews, provision is specifically designed to support our students to secure local employment or progress to further, higher study. The curriculum is tailored to meet the needs of local industries, ensuring that all that learn with us acquire the relevant skills and qualifications sought by employers.

Curriculum development cycle

Our curriculum development cycle places a priority on aligning with local and regional skills needs. It emphasises sector-specific skills, high-quality outcomes, and learner requirements. This systematic approach incorporates employer engagement, evidence-based priorities, and efficient planning. The process is informed by market intelligence, feedback, and performance data, which address future skills needs. Governors actively contribute through internal workshops, committee meetings, and regional collaboration with other governing bodies.

Annual curriculum development flowchart

CURRICULUM PLANNING

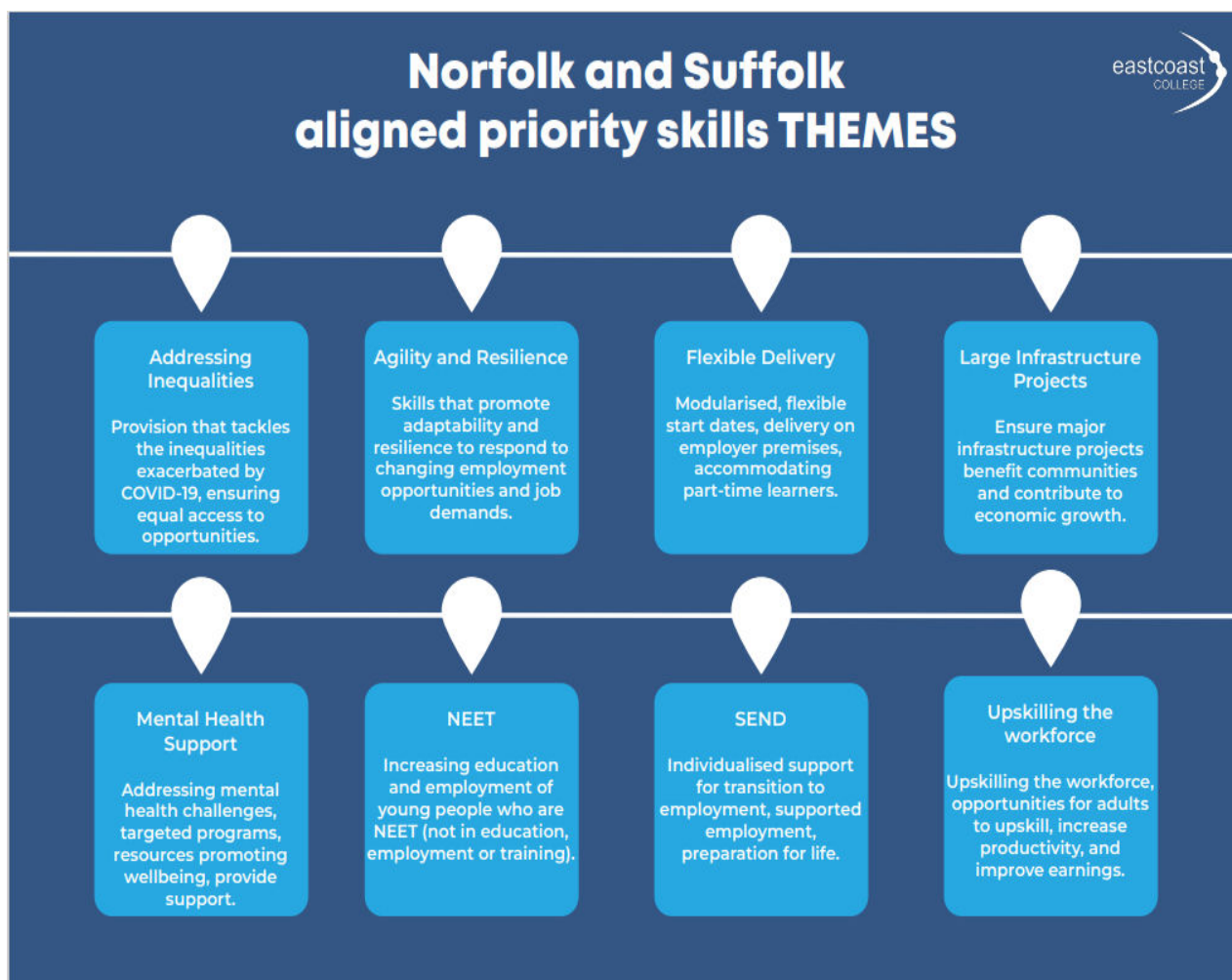


To conduct a comprehensive curriculum review, we utilised a range of trusted sources for evidence. These included Norfolk County Council's 'Norfolk Insight' data portal, which provided neighbourhood-specific data for Norfolk and Waveney, and the 'Suffolk Observatory,' for Suffolk and East Suffolk. We also accessed data from RCU – further education sector specific datasets, and the Office for National Statistics and other relevant sources, as necessary. The review also used data from the New Anglia Local Enterprise Partnership (NALEP) and the skills and economic plans for the Great Yarmouth, Lowestoft, and Waveney areas. (Detailed references in appendices).

Norfolk and Suffolk skills themes & priorities

Norfolk County Council and Suffolk County Council share common priorities in addressing regional economic and skills needs. Both prioritise skills 'themes' and these include tackling COVID-19-induced inequalities, promoting mental health support, and ensuring that infrastructure projects benefit local communities and the economy. They also both emphasise youth unemployment, addressing the rise in young people not in education employment or training (NEET) and facilitating upskilling for those already employed.

Norfolk and Suffolk aligned priority skills THEMES



Whilst the local authorities have shared skills priorities, they also have differences, reflecting their unique characteristics. Norfolk County Council highlights the changing jobs market and places greater emphasis on agility, resilience, IT and digital skills, STEM skills, entrepreneurial and marketing skills, management and leadership skills, and excellent customer service skills across sectors. Suffolk County Council distinctively recognises the significance of renewable energies, agri-food tech, construction training, green skills, upskilling the workforce, digital and STEM skills, and community-based learning.

Norfolk and Suffolk aligned priority skills

Summary of Aligned Skills Priorities Norfolk and Suffolk	
Agriculture	Advancing skills for agri-food sector, supporting world-leading research focused on global food, health research
Clean Energy	Equipping people with skills which support the renewable energy sector, wind, nuclear, hydrogen
Construction	Expanding access to training in the construction sector meet demand from people and employers
Business & enterprise Skills	Skills to be entrepreneurs, self-employment, customer service skills, business support skills.
Digital Skills	Greater proficiency and application of IT and digital skills across various sectors and occupations.
Engineering & Advanced Manufacturing	Skills, encompassing robotics and AI expertise to meet the evolving technological needs in the industry.
ESOL	Community-based learning, for individuals with English as a foreign language or facing rural challenges.
Green Skills	Green skills and apprenticeship opportunities supporting a sustainable future, road to net zero.
Leadership & Management	Skills enabling businesses to respond to future economic opportunities, be innovative, raising productivity.
Marine & Maritime	Maritime heritage in East Suffolk necessitates skills aligning to its preservation and promotion.
Ports and Logistics	Free port in the region demands skills in ports and logistics facilitating import and export of goods.
STEM Skills	Science, technology, engineering, and mathematics (STEM) for digital, life sciences, and engineering sectors.
Tourism Visitor Economy	Skills to support the rich visitor economy and local cultural heritage, including those already in work.

* Information from Norfolk County Council; Suffolk County Council; East Suffolk County Council; Great Yarmouth Borough Council; New Anglia LEP

Local Skills Improvement plan Priorities

The Norfolk and Suffolk Chambers of Commerce have developed the Local Skills Improvement Plan (LSIP) for the region. The plan addresses identified skills gaps and is expected to support local economic growth. By collaborating with employers, training providers, and stakeholders, the chambers have analysed the skills landscape and identified sector priorities. The LSIP serves as a roadmap for collaborative action, aligning training provision, funding opportunities, and business engagement to maximize the impact of skills development in Norfolk and Suffolk. East Coast College has paid due regard to this plan during the statutory review, ensuring its relevance and effective implementation.

LSIP identified priorities:

- **Accredited and Non-Accredited Training:** The analysis indicates a clear demand for both accredited and non-accredited training programmes. The priority of the Chambers of Commerce is to collaborate with training providers to ensure a wide range of courses and explore flexible training options that meet the needs of businesses and individuals.
- **Soft Skills Development:** The importance of integrating soft skills (or 'Impact skills') training is identified, including teamwork, communication, problem-solving, leadership, and critical thinking.
- **Digital Skills Enhancement:** Development of digital skills is highlighted as a gap. This includes social media marketing, Microsoft applications, web-based reporting, coding, and software development. The need for more self-learning through online platforms and peer-to-peer knowledge sharing is identified.
- **Net Zero Skills:** To promote a low-carbon economy, the LSIP prioritises knowledge sharing between local authorities, green industries, and training providers. Collaboration is encouraged to avoid duplication of effort, facilitate business-led training, developing courses and funding opportunities to Net Zero and retrofit skills.
- **Agri-Tech/Food Processing Skills:** The analysis highlights challenges in workforce supply, gaps in training provision, and emerging areas of need including data analysis, health and safety, engineering, land management, water management, waste management, and compliance. The priority is to enhance training opportunities in these areas, foster collaboration between businesses and training providers, and ensure timely delivery of relevant skills.
- **Business Connection (sub-priority):** To improve skills accessibility and foster collaboration between providers and businesses, focus on providing comprehensive information, advice, and guidance should be provided to businesses. This will enable them to align their workforce development strategies with the skills landscape.

Great Yarmouth, Lowestoft, and Waveney priorities

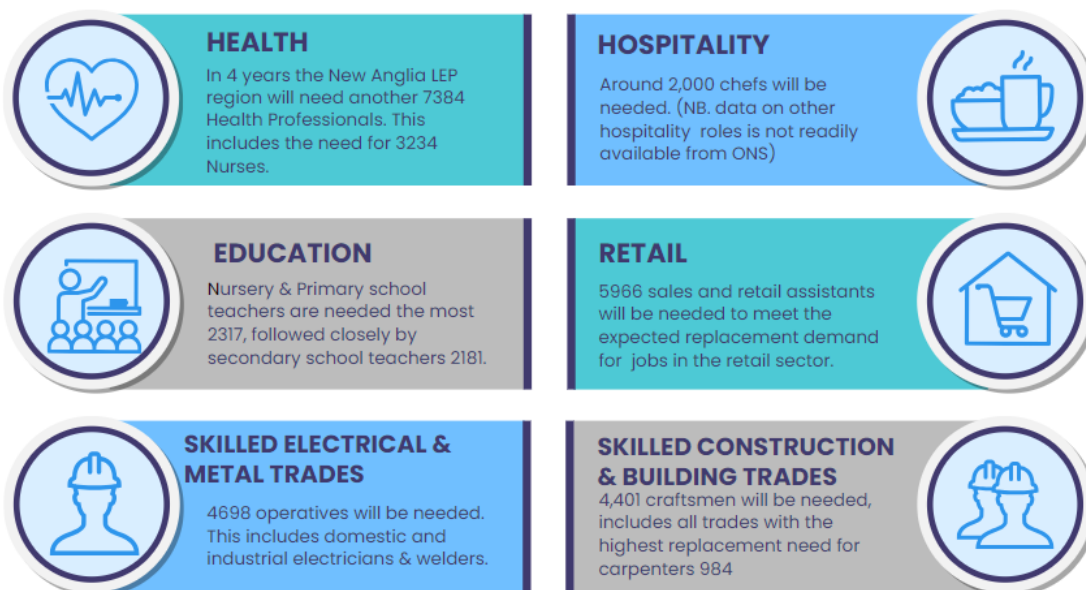
The fastest-growing job sectors in the region encompass clean energy, construction, health, hospitality, visitor economy, retail, and metal fabrication.

The college serves as a clean energy centre, providing skills and training to support the clean energy sector in the region. This sector currently employs over 7,800 workers and comprises 600 businesses, offering high value-added jobs with a gross value of £119,200 per job. The region is expected to attract additional capital investment of £59.4 billion in energy projects by 2040, including the development of the world's largest windfarm offshore and the proposed Sizewell C nuclear power station, which is anticipated to create 25,000 new jobs.

The UK government's commitment to reducing carbon emissions ensures the long-term viability of this sector, making it a crucial component in meeting the country's future energy needs. The region is well-positioned to benefit from these developments, providing opportunities for local residents. East Coast College has also agreed a 'Memorandum of Understanding' with the Sizewell C consortium, outlining collaboration to harness employment and skills opportunities presented by the project.

Local employment projections 2027

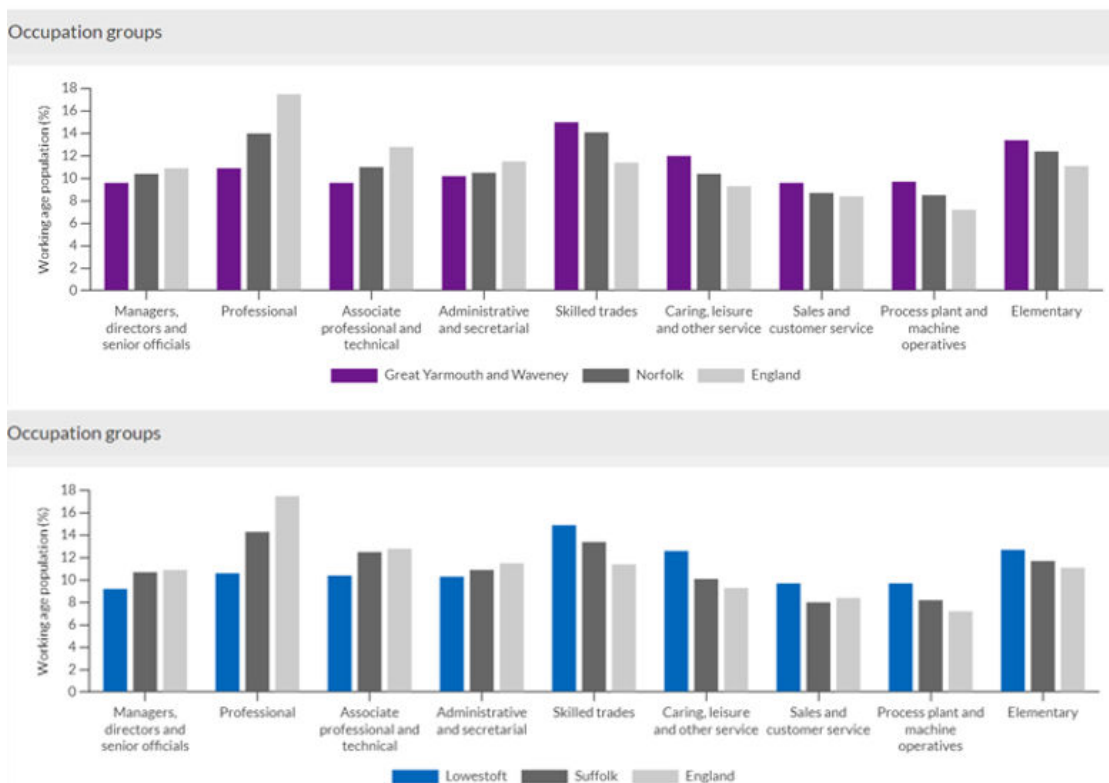
Employment Projections 2027



(Insight, rcu.co.uk: New Anglia LEP – ONS)

In response to the region's critical need for additional healthcare professionals, including mental health care professionals, we deliver health and social care programmes. Through our partnership with James Paget University Hospital, we aim to develop a sustainable local workforce solution to their recruitment crisis, offering good jobs and opportunities for our students. The visitor economy and tourism are also key areas of focus for the college. While this sector often offers short-term, low-skilled jobs that meet people's income needs for a limited period each year, it does not always provide long-term job security.

Occupation groups Great Yarmouth, Lowestoft & Waveney



Our Civil Engineering campus in Lound serves as a valuable facility for delivering skills training in the civil engineering and construction sectors in the region. Additionally, there are plans for a 'Welding Centre of Excellence' and additional welding facilities at the Lowestoft campus to meet the urgent demand for welders in the area. We have actively built relationships with tier-1 contractors for the Sizewell C project and developed school liaison activities to connect young people with long term career opportunities arising from the project.



Our involvement in clean energy initiatives underscores our commitment to promoting sustainable economic growth and addressing environmental concerns. By adopting a more inclusive and environmentally focused approach to economic prosperity, we aim to ensure a balanced and resilient future for East Norfolk and East Suffolk.

East Coast College Priority sectors

We principally focus on evidence-based priority sectors, working closely with all stakeholders, including employers, to better understand their individual needs.

Skills for Jobs & Careers



Priority sectors:



Clean energy

Focus driven by local opportunities and strong relationships with employers and Industry stakeholders in the wind & nuclear sectors, and future clean hydrogen enabling students to progress to skilled sustainable employment, or to progress in their careers.



Construction & Civil Engineering

The region is home to nationally important infrastructure projects, including a nuclear power station, and Felixstowe free port. Our LOUND civil engineering campus focuses on meeting industry needs and training and education and 'upskilling' the workforce.



Health care

Strong relationships with the health and social care sector including James Paget University Hospital and Norfolk and Waveney integrated care system, providing opportunities for SEND students, T level students, career of choice for Access students.



Engineering & Advanced Manufacturing

Supporting a diverse range of employers and industry stakeholders, large food manufacturers to small micro employers, providing career opportunities for welding, T-level students and ECITB scholarships, progressing to sustained local careers.



Specialist Education (for those with SEND)

Working with employers, prioritising skills development and workforce integration for learners with special educational needs, expanding supported internships and supported employment programmes. Enabling learners to develop valuable work skills and thrive at work.



Visitor Economy & Tourism

Collaborating with employers, co-creating sustainable, long-term jobs and careers upskilling the existing workforce. More diverse career aspirations e.g. cultural and heritage, marketing and public relations supporting growth and opportunities in these sectors.

Priority sectors: evidence driven for the local area of Great Yarmouth, Waveney, Lowestoft, New Anglia LEP area, and national priorities where appropriate e.g. Health, Nuclear.

Working with others

Our College embraces collaboration and partnerships, working closely with industry stakeholders and the local community to ensure learners acquire the necessary skills for the evolving job market. By addressing local employment and skills gaps, we empower learners to achieve their career aspirations whilst contributing to community needs, driving regional economic growth.

Employer Engagement

Building strong partnerships with local employers and stakeholders, is prioritised. Additionally, we collaborate with national and international employers, universities, and priority sector stakeholders, particularly in areas such as our Maritime provision or National College for Nuclear. This effective engagement with employers and stakeholders leads to the development and delivery of a responsive, diverse curriculum.

Employer engagement groups



East Coast College Employer Engagement Groups



We work closely with employers, making them central to our curriculum planning. The Strategic Employer Partnership Panel (SEPP) oversees the work of all employer groups and validates our curriculum. The SEPP includes relevant employers, community representatives, and industry stakeholders such as James Paget University Hospital, Equinor (Offshore Wind), the National College for Nuclear, ECITB (Engineering Construction Industry Training Board), CITB (Construction Training Board), as well as smaller local employers in construction and hospitality. It also includes the Economic Development Officer of Great Yarmouth Borough Council, members of the senior leadership group, and the chair of the curriculum development committee, who represent the Governors.

Employers play a crucial role in our curriculum. They support and challenge us to keep our courses up to date. The Employer Advisory Groups (EAGs) provide valuable input for curriculum design, co-delivering sessions through employer-led master classes, mock interviews, and student mentoring opportunities.

Our long-term partnerships with employers, such as Doosan (engineering & construction), strategically align with the region's future skills needs. Successful students from Doosan's apprenticeship assessment days receive training at their Tiptree headquarters and work at Hinckley Point nuclear power station, then transition to the Sizewell C nuclear power station. Adapting the curriculum with long-term projects in mind, like the 15-year build time for Sizewell C, ensures a pipeline of skills education and training that supports economic growth in our communities. It connects individuals with careers that will develop throughout the projects' lifetime.

The Energy Skills Centre houses our East Coast Energy Training Academy, focused on developing higher-level technical skills in energy, maritime, and the engineering sectors. This excellent industry standard facility allows us to collaborate with employers and offer commercial courses in partnership with industry leaders like Maersk and Hexis, broadening our course offer.

We have strong partnerships in the health and social care sector, including with James Paget University Hospital (JPUH). These partnerships offer various opportunities at all levels, including T Level industry placements. JPUH's 'Project Search' course, provides foundation learning students with a supported internship, which often leads to sustained employment.

The 'Apollo' project has resulted from collaboration with the health and social care sectors in partnership with Health Education England and the University of Suffolk. The project aims to improve lower-level entry points and a clear pathway to the industry, addressing the critical need for health care professionals in the region. Courses include 'Care Start' and 'Response' courses, delivered in collaboration with other regional colleges, giving a breadth of coverage across Norfolk and Suffolk, maximising opportunities, and impact.

Our skills training also supports the most vulnerable in society, including those furthest from work, through project delivery with ESF (European Social Fund)/SPF and Voluntary Community and Social Enterprise (VCSE) partners like Voluntary Norfolk, Access Community Trust (ACT), DIAL Great Yarmouth, and Action Community Enterprise (ACE). These partnerships connect clients with employers, facilitating their transition into sustained employment.



'APOLLO' collaborative project with Health Education England and the University of Suffolk



Schools outreach

We have established stronger links with our feeder schools to ensure alignment with their priorities as well as our own. Together, we are actively addressing the needs of a rising number of young people who are NEET and students with social, emotional, and mental health challenges (SEMH).

In the 22/23 academic year, we have focused on providing personalised support for schools, including targeted outreach sessions, instead of relying solely on open and taster days. Our school support interventions are centred around STEM (Science, Technology, Engineering, and Mathematics) activities and clear career mapping to priority sectors. Responding to schools' feedback, we have introduced "Connect" courses specifically designed for young males with persistently low attainment at Key Stage 4. These courses aim to provide support interventions and courses in construction and automotive, empowering these learners to aspire to careers in these key sectors.

Collaboration with other education providers

We actively collaborate with a range of education providers to meet the local needs of our community, including the New Anglia Colleges Group, specialist local schools and all feeder schools. These collaborations allow us to align our curriculum and share best practice.

East Coast College governors and senior leaders have been actively working with a range of stakeholders, industry partners and employers, to understand how well we are currently meeting local skills and training needs and how we can further improve our curriculum and provision.

As part of the New Anglia College Group, East Coast College Governors, and senior leaders led a curriculum workshop which facilitated collaboration with their counterparts from other colleges. All colleges came together to discuss the breadth of provision across the region, identifying gaps in provision and shared challenges. The Colleges made commitments to collaborate on areas of focus (illustrated below).

In scope providers who shared information prior to the workshop were, Abbeygate Sixth Form College, City College Norwich, College of West Anglia, East Coast College, Norfolk County Council, Suffolk County Council, Suffolk New College, Suffolk One Sixth Form and West Suffolk College.

Agreed areas of future collaboration with regional colleges



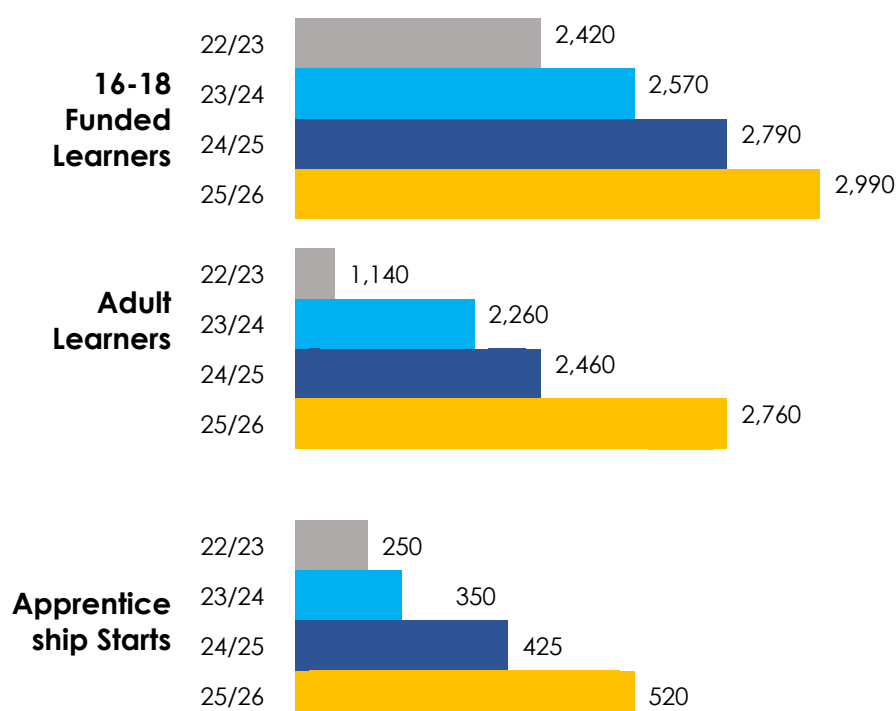
We also work regularly with all local authorities, Norfolk Chambers of Commerce, Suffolk Chambers of Commerce, and the Department for Work and Pensions (DWP). Our partnership working with community organisations, Norfolk, and Suffolk police, Voluntary, Community and Social Enterprise organisations, and local community groups, enable us to deliver targeted interventions and support to our learners in areas such as mental health, LGBTQ+ support, domestic violence, and disability/vulnerability. These partnerships address specific needs and priorities, ensuring our students thrive and succeed in their learning environment.

Review outcomes

The review assessed our college's effectiveness in meeting local needs, focusing on sustained employment and careers in key sectors for our students. We collaborated with employers and gathered feedback from all stakeholders. Our strong partnerships with employers and responsive curriculum are strengths, especially in priority sectors, evidenced by high enrolments.

To improve further, our three-year curriculum plans offer additional relevant courses and opportunities for more people in our local communities. We aim to increase adult participation, introduce new courses and apprenticeships, develop further curriculum integration of green skills, digital skills and broaden inclusive and diverse provision for students with specific needs.

Expected additional learners



Review outcomes

- **Revised strategic objectives**
- **Enhancing 16-18 provision**
- **Increasing adult courses**
- **Structural barriers**

Revised Strategic Curriculum Development Objectives

We have revised our strategic objectives to ensure we deliver a dynamic, inclusive, and responsive curriculum that meets local skills needs and the aspirations of our students. Our skills training and education must support career progression and personal growth, guided by evidence-based demand. Our goal is to prepare learners for future opportunities while nurturing their personal and professional development.

Strategic Objectives

Increase Adult Participation

Increase adult participation by 15% within the next 12 months. To achieve this, we will expand our range of flexible learning programs, implement a refreshed adult strategy, and introduce 'Step into' programs that provide accessible and diverse options for adult learners.

Introduction of New Courses and Apprenticeships

Introduce a minimum of 10 new courses and apprenticeship standards in 2024. Including courses at levels 4/5 in priority sectors ; Higher Technical Qualifications (HTQs), courses to meet the diverse needs of students. Through these additions, we aim to achieve a 5% increase in enrolments.

Increase Green Qualifications

Supporting the transition to a zero-carbon future and the development of skills for green jobs and careers, we will increase the inclusion of green unit qualifications by 20%. This will ensure that learners acquire the knowledge and skills necessary for future jobs that address climate change.

Broader Development of Industry-Relevant Digital Skills

We will collaborate with employers to integrate the most industry-relevant digital skills into our curriculum. This will enable our learners to develop the digital competencies needed in today's job market.

Mitigate the Impact of Qualification Reform

In light of the qualification reform for 16-18-year-olds and the defunding of present qualifications, we will take proactive measures to mitigate the impact on our provision through robust curriculum planning. We will review and adapt our provision to ensure continuity and provide alternative pathways for learners affected by these changes in a timely manner.

Broader Diverse Provision To Meet Individual Need

Broadening provision for more young people who are not in Employment, Education, or Training (NEET) and learners with Social, Emotional, and Mental Health (SEMH) needs. Collaborating with schools and local authorities, engaging in subcontracted arrangements where necessary, to establish appropriate provision. This includes delivering progression opportunities and mapped pathways for Unaccompanied Asylum Seekers, ensuring inclusive opportunities for all.

Grow Supported Internships & Supported Employment Programmes

Expanding Supported Internships for learners with Special Educational Needs, expanding from 8 to 16 in the next academic year. Additionally, increasing Supported Employment Programmes from 1 to 3, providing targeted support and pathways to employment for learners facing barriers.

Enhancing provision for 16-18-year-olds

To connect a broader range of 16-18-year-olds with local opportunities, we will further embed, essential work skills (soft skills), green skills and digital skills into courses. This will prepare our students for careers in emerging green sectors like eco-tourism, retrofit construction, and green tech. Over the next three years, we will introduce new courses and apprenticeships aligned with priority sectors, offering more options at various levels. To mitigate the impact of qualification reform, we will remain flexible to ensure continuity, providing alternative pathways for those affected.

For young people who experience SEMH challenges, and young people who are NEET, the introduction of 'Accelerate' courses will offer 12-week courses that combine employability skills with their preferred career choices, providing a pathway into apprenticeships, or employment with training, or further study. From our work with schools, we recognise the urgent need to support learners with social, emotional, and mental health (SEMH) needs, and will further integrate SEMH strategies into all our work and our curriculum, creating a supportive network of interventions and appropriately trained staff to ensure equal opportunities, and full integration for all learners.

We are also developing L1 and L2 pathways to align with higher-level qualifications, providing clear progression routes for learners with special educational needs and disability (SEND) and 'English for Speakers of other Languages' (ESOL), developing their language proficiency alongside development of technical vocational skills.

We are creating more opportunities for young people with diverse learning needs, by collaborating better with employers, promoting the benefits of a diverse workforce. By bringing employers into the heart of the College, we are able to advocate strongly for the value of diversity in the workplace and the valuable asset learners with special educational needs bring to an organisation.

Collaborative neurodiverse employment roadshow



NEURODIVERSE EMPLOYMENT ROADSHOW

Come and find out how your organisation can harness the 'super-skills' of employing neurodiverse staff

Guest speakers include:

- Ben Pearson**
Founder and Director of Big Clothing 4 U, as seen on BBC's Dragons Den
- Jamie Queen**
Neurodiversity Champion, Managing Partner at The Digital Type
- Mona Shah**
Founder and Head Chocolatier at Merry Spencers, a business specifically employing those with autism
- Caroline Bixby**
HR Director, Scullion Brand
Being neurodiverse does not stop you from leading in commercial business
- Kim Walker**
KW Solutions, Psychotherapist specialising in trauma and neurodiversity Champion

FREE EVENT:
Great Yarmouth Town Hall
Monday 20th March 2023
10.30am to 3.00pm

RECEPTION, LUNCH & REFRESHMENTS PROVIDED

An essential event for anyone facing recruitment and retention difficulties. If your interested in supporting inclusivity, join us to gain an insight to what could be...

More info:
07775 220 545
greatyarmouthemployeradvisers@dwp.gov.uk

Partners with:
ACE
Department for Work & Pensions
GREAT YARMOUTH COLLEGE

Increasing adult provision

We will offer targeted courses through our revised adult skills strategy, addressing local skills needs, aligning with regional job opportunities. Our commitment is to empower adults in a rapidly changing workforce, enhancing their employability and life chances.

Revised adult strategy

ASPIRE
Essential skills courses to develop skills which are important for further study or employment but not driven by employer demand.
STEP INTO
Preparation for employment courses. Short, accredited or non-accredited modules, designed for those already employed. Courses enhance employability skills and promote career advancement.
DEVELOP
Courses designed for those in work who want to retrain, upskill or change career.
SUCCEED
Courses designed for the employed or those seeking employment to develop higher-level skills.
GROW
Short and very short full cost courses, that lead other courses and pathways. A destination map plots further learning options to other courses, including HE

Structural barriers

As our College progresses, we recognise the importance of equipping our campuses for high-quality skills training and education. Our Great Yarmouth campus will benefit from a new state-of-the-art building. However, we must also prioritise urgent work and investment at our Lowestoft campus, which plays a vital role in meeting the local skills needs.

Additionally, the Lound civil engineering site holds significant potential for delivering adult skills training. We plan to strategically harness its capabilities to offer comprehensive opportunities for construction and civil engineering skills, in collaboration with employers. By investing in its development, we can transform the Lound site into an adult and commercial centre of excellence in the region, meeting industry demands.

By addressing the needs of the Lowestoft campus and capitalising on the potential of all our sites, we are taking concrete steps to ensure that our college delivers the highest quality skills training and education across all locations, meeting local needs, supporting the prosperity of our region and the career ambitions of students.

Conclusion

The statutory curriculum review confirms that East Coast College makes a significant contribution locally, providing education and training that meets need. The high enrolments in engineering, construction, and health sectors, demonstrate the college's successful alignment with local skills demands. This evidence highlights the effectiveness of our curriculum in addressing the specific skills needs of our communities.

However, evidence and data indicate the need for further development in digital skills, clean energy, business, and the visitor economy for all 16-18-year-olds. It is essential to integrate green skills and embrace new technological advancements, including artificial intelligence and robotics, in our courses, preparing students for emerging jobs and careers. Additionally, the review emphasises the importance of developing "soft skills" or essential skills for work, as these are crucial for all learners across all sectors. Enhancing these skills will better equip young people to succeed in their chosen field.

There is also a significant rise in young people who experience SEMH challenges, and an increase in young people who are NEET. We must work harder to provide the right courses for these young people.

To better serve adults, including those already in work, we must provide significantly more flexible options. There is an urgent need for adults already in work to upskill or gain new skills to meet the demands of the rapidly changing job market and job opportunities.

In conclusion, while the College has demonstrated that it meets local skills need, the review has identified areas for improvement. By addressing these gaps and embracing new opportunities, we can further enhance our role in transforming individuals and building communities through education.

Appendices

East Suffolk Council Strategic Plan: <https://www.eastsuffolk.gov.uk/yourcouncil/how-your-council-works/east-suffolk-strategic-plan/>

ECITB Skills for Net Zero: <https://www.ecitb.org.uk/skills-for-net-zero/>

GY Borough Council Economic Plan: <https://www.great-yarmouth.gov.uk/article/2169/Policies-and-strategies>

Green Jobs - UK Government Taskforce: <https://www.gov.uk/government/news/uk-government-launches-taskforce-to-support-drive-for-2-million-green-jobs-by-2030>

NALEP (New Anglia Enterprise Partnership) Skills Report Jan 2022: <https://newanglia.co.uk/wp-content/uploads/2022/01/New-Anglia-Local-skills-Report-Update-Jan-22-1.pdf>

New Anglia Colleges Group, Regional Curriculum Review Report, March 2023: RCU

Norfolk Insight: <https://www.norfolkinsight.org.uk/> provides data and analysis for neighbourhoods in Norfolk and Waveney.

RCU Midlands Data Exchange (MIDES): <https://www.rcu.co.uk/mides/> Participating colleges upload their learner data providing a sector-owned shared dataset, providing in-year benchmarking information.

Skills for Jobs Paper:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version_.pdf

Suffolk Growth Technical Skills Legacy: <https://www.suffolkgrowth.co.uk/technical-skills-legacy/> opportunities for construction and engineering roles across Suffolk & Norfolk

Suffolk Observatory: <https://www.suffolkobservatory.info/> contains all Suffolk's statistics and data

Vector (Insight, RCU): <https://insight.rcu.co.uk/> Picture of all post-16 further education, including apprenticeships and higher education, alongside local community demographics, skills requirements, and progression opportunities in an area.

16-18 Three-year curriculum plan

ACCELERATE		
NEET courses, 12 weeks re-engagement, employability into apprenticeships, employment with training or further study.		
23/24	24/25	25/26
<ul style="list-style-type: none"> Employability 	<ul style="list-style-type: none"> E Sports Eco Tourism Accelerator Sustainable construction multi skills 	<ul style="list-style-type: none"> Digital Marketing Accelerator Creative Marketing Intro to Clean energy
CONNECT		
L1 courses which prepare students for Apprenticeships, further vocational study, or employment with training.		
23/24	24/25	25/26
<ul style="list-style-type: none"> Motor Vehicle Construction 	<ul style="list-style-type: none"> E Sports Sustainable Construction Health Green Tech 	<ul style="list-style-type: none"> Clean Energy Sector Creative and Design Travel & Tourism Future digital skills AI (Artificial Intelligence) and robotics
NAVIGATE		
L2 courses supporting progression to L3 Apprenticeships, T levels and A levels, employability, and work readiness		
23/24	24/25	25/26
<ul style="list-style-type: none"> A level Navigator 	<ul style="list-style-type: none"> Adult care Sustainable Construction navigator Green Skills Navigator Clean energy navigator Health and social care navigator 	<ul style="list-style-type: none"> Green digital applications navigator
T LEVELS/A LEVELS		
L3 Technical occupational entry qualifications, technical additional specialist qualifications		
23/24	24/25	25/26
	<p>T LEVELS</p> <ul style="list-style-type: none"> Animal Care and Management Beauty Therapy Business Support Electrotechnical Engineering Plumbing and Heating Engineering Surveying and Design for Construction and the Built Environment Textiles and Fashion Maker Content Creation and Production Digital Production, Design and Develop Assisting Teaching Early Years Educator Maintenance Engineering, Mechatronics <p>OTHER L3's</p> <ul style="list-style-type: none"> E sports 	<p>T LEVELS</p> <ul style="list-style-type: none"> Energy efficiency and retrofit? Green Business and Innovation? Sustainable Construction and Retrofit Dental Nursing Digital Business services
APPRENTICESHIPS		
23/24	24/25	25/26
	<ul style="list-style-type: none"> Sustainability business specialist Domestic electrician - heat pumps, solar panels, and EV charging points. Low carbon heating technician 	<ul style="list-style-type: none"> Battery manufacturing technician Maintenance: of Hydrogen Network Renewables Principles and Maintenance

ADULTS – Three-year curriculum plan

ASPIRE

Essential skills courses which are important for further study or employment but not driven by employer demand.

23/24	24/25	25/26
<ul style="list-style-type: none"> Carbon Literacy 	<p>Essential sustainability skills:</p> <ul style="list-style-type: none"> Environmental Awareness Sustainable Events Responsible Consumption <p>Essential digital skills:</p> <ul style="list-style-type: none"> Digital Literacy Data Literacy Cybersecurity Awareness Privacy and Data Protection Digital Communication <p>Life Skills L1</p> <ul style="list-style-type: none"> Car passenger behavioural award Budget management Healthy eating Parent programme child education 	<p>Essential sustainability skills:</p> <ul style="list-style-type: none"> Waste Management Sustainable Purchasing <p>Essential digital skills:</p> <ul style="list-style-type: none"> Digital Citizenship and Ethics Emerging Technologies - AI and IoT (Internet of Things). Digital Resilience

STEP INTO

Preparation for employment courses - Pre employment courses, short, very short unit/module accredited or non-accredited. L1/L2 Professional development & skills enhancement. Sector Work academy's, Work Ready courses, Skills Bootcamps.

23/24	24/25	25/26
<ul style="list-style-type: none"> BOOTCAMPS plant, civil, engineering, wind, care Community award Digital skills (progression) Mentoring award Neurodiversity in the workplace Pre bootcamp Self-employment award Sustainability award Youth Work Clean Energy certificate Certificate for Co Eds Offshore Wind Customer service Mental Health Lean Organisation Management Principles of Team Leading Business Improvement Techniques Providing security services Engineering PEO Train the trainer award Pre-access course cert 	<ul style="list-style-type: none"> Digital Marketing Fundamentals Enterprise IAG (Information & Guidance) certificate Project Management Essentials Workplace Diversity and Inclusion Green Building Practices Social Media Management Leadership and Management Skills Financial Literacy and Budgeting Conflict Resolution and Mediation Creative Problem-Solving Health and Safety in the Workplace Event Planning and Management volunteering award 	<ul style="list-style-type: none"> Intercultural Communication Effective Presentation Skills Data Analysis and Visualization Web Development Basics Mobile App Development Environmental Impact Assessment Quality Assurance and Quality Control Risk Management and Compliance Occupational Health and Safety Retail Operations and Merchandising Food Safety and Hygiene Project-Based Learning Digital Entrepreneurship Graphic Design Principles

DEVELOP

Courses designed for those in work who want to retrain, upskill, or change career. L2/L3 Technical occupational entry qualifications or technical employer proposed qualifications. Individual units building to cert or diploma.

23/24	24/25	25/26
	<ul style="list-style-type: none"> Business Administration CAD (Computer Aided Design) design Office Management Accounting and Finance Human Resource Management Marketing Management Project Management Customer Service Management Leadership and Management <p>Short flexible Units/modules</p> <ul style="list-style-type: none"> Financial Accounting Administrative Support Skills Office Operations and Procedures Records Management Business Ethics and Professionalism Event Management 	<ul style="list-style-type: none"> Accounting and Finance Human Resource Management Marketing Management <p>Short flexible Units/modules</p> <ul style="list-style-type: none"> Business Writing and Correspondence Financial Analysis Auditing Principles Business Law and Ethics Employee Relations Performance Management

SUCCEED

Courses designed for those individuals either employed or seeking employment with the experience and skills to develop higher level skills. Higher Level Apprenticeships, Diploma's, HTQ's

23/24	24/25	25/26
	L4 HTQ <ul style="list-style-type: none"> Construction Management Practice Data Analyst Advanced Manufacturing Engineering L5 HTQ <ul style="list-style-type: none"> Diploma in Coaching for Professionals Mechanical Engineering Engineering (Advanced Manufacturing) Health and Social Care (Nursing Associate) L7 Apprenticeship <ul style="list-style-type: none"> Sustainability Business Specialist 	L4 HTQ <ul style="list-style-type: none"> Mechatronics Electrical Systems Engineering for England L5 HTQ <ul style="list-style-type: none"> Business, Enterprise & Management

GROW

Short courses, that lead to all other courses and pathways, a destination map plots to all other courses, including HE (Higher Education)

23/24	24/25	25/26
CARING <ul style="list-style-type: none"> Prepare to care Introduction to Adult care 	CARING <ul style="list-style-type: none"> Intro to caring for the sick Introduction to managing behaviour Baby-sitting course CHILDREN & FAMILY <ul style="list-style-type: none"> Autism/Dyslexia - for parents Digital parenting MENTAL HEALTH & WELLBEING <ul style="list-style-type: none"> Mental Health awareness Positive mental health Healthy social media use Wellbeing for life Mini mindfulness HOME MAINTAINANCE <ul style="list-style-type: none"> Using Power tools safely Brick garden structures Painting & decorating for beginners Introduction to carpentry Basic plumbing ANIMAL <ul style="list-style-type: none"> Introduction to Dog training Animal Communication Introduction to Dog grooming Pet Sitting Certificate of Technical Competence Ethical dog breeding 	CHILDREN & FAMILY <ul style="list-style-type: none"> Introduction to children's play Basic sign language MENTAL HEALTH & WELLBEING <ul style="list-style-type: none"> Healthy social media use Wellbeing for life Mini mindfulness ARTS & MEDIA <ul style="list-style-type: none"> Pottery & Ceramics Metal clay Jewellery Making and designing clothes Improving digital photography HOBBY BUSINESS <ul style="list-style-type: none"> Getting started on selling platforms e.g., EBAY, ETSY Communication for business Basic customer service Using social media for selling

