



Middlesbrough College



Curriculum Intent 2024/25

(Version 11 – Updated December 2023)

**NORTHERN
SKILLS**


Middlesbrough
College Group

TTE

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EXECUTIVE SUMMARY

Middlesbrough College is situated in the heart of the Tees Valley, an ex-industrial area characterised by some consistent and common economic themes:

- The second most deprived LEP (Local Enterprise Partnership) area in England
- Lower than average job density and high proportion of low skilled / low paid jobs
- Unemployment and particularly youth unemployment being higher than national rates
- Higher proportion of the population with no qualifications and fewer people qualified at level 4+
- Higher participation in Higher Education than nationally but a net graduate exporter with a proportion of those that remain here, being under employed
- High proportion of young people take up apprenticeships, but this has dropped at a faster rate than nationally due to policy reforms at level 2.
- A low and declining level of skills shortages are reported by employers

District Summary	Aged 16-64	Economic Activity Rate	% with no qualifications	% with NVQ4+
Stockton-on-Tees	90,600	76.4%	4.7%	35.8%
Redcar and Cleveland	57,300	71.5%	8.2%	33.4%
Middlesbrough	61,900	70.7%	8.0%	28.6%
Hartlepool	41,900	72.7%	7.6%	30.2%
Darlington	50,400	79.1%	5.3%	38.5%

**Data from RCU Vector*

The Tees Valley Mayoral Combined Authority (TVCA) have launched an ambitious local industrial strategy, underpinned by the levelling up agenda, Teesside freeport status, Darlington Economic Campus (DEC), Teesworks regeneration site and with ambitious targets for growth in jobs and in particular, highly skilled jobs across the green energy sector.

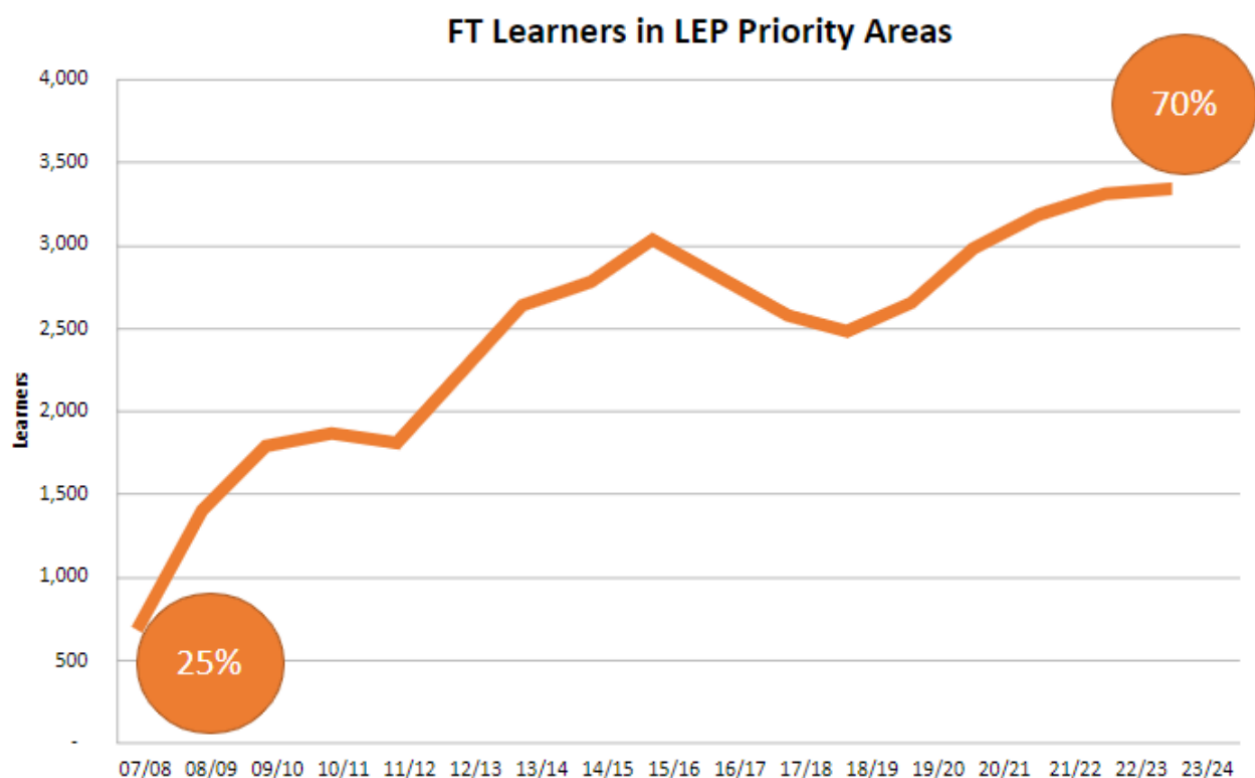
Further education providers across the Tees Valley collaborate widely with stakeholders and employers and have been proactive in supporting the development of the Tees Valley Local Skills Improvement Plan LSIP and in developing and delivering the associated Strategic Development Fund (SDF) pilots (phase 1 and 2) and the Local Skills Improvement Fund.

In 2013, Middlesbrough College made a commitment to employers that we would **‘regularly realign our offer to meet local economic needs’**. In doing so, the college has listened carefully to employers, stakeholders and regulators and utilised local labour market intelligence and destination data effectively to adapt our offer to local needs - essentially expanding our offer of technical and professional qualifications and be-spoking our offer to meet employers’ needs more closely. Strategic investments have been and continue to be made to support this realignment including:

- Developing our new campus to expand our offer of technical courses (2008)
- Expanding our sixth form in sciences (2013)
- Investing £20m in STEM subject expansion (2014)
- Supporting redundant SSI workers (2015)
- Acquiring a NE based apprenticeship training company (2016)
- Launching our new HE partnership with the Open University (2017)
- Expanding sector skills academies and work with job centres (2018)
- Acquiring TTE – an engineering technical training specialist (2019)
- Collaborating in the North East Institute of Technology consortium and opening our university centre (2020)

- Collaborating with other local colleges as part of the Teesworks Skills Academy, LSIP and SDF/LSIF projects (2020/21 ongoing)
- Commencing T level delivery – creating centres of excellence in digital and construction (2021)
- Increasing the personnel involved in employer engagement and work placement activity from 2 to 35 (2008-2022)
- Relocate TTE to a new state of the art technical training centre which removes duplication of traditional industrial training and invested heavily in supporting new green technologies and industries, in line with LSIP requirements. (2024)
- Invest in new 'state of the art' Health facilities to provide and immersive simulated environment to deliver up-to-date industry skills to students, in line with LSIP requirements. (2024)

As a result of this strategy, the college has increased the proportion of 16–18-year-old students studying in LEP skills priority sectors from one quarter in 2008 to almost two thirds in 2023.



The College places a strong emphasis on supporting students to successfully transition into employment / self-employment an apprenticeship or University. We utilise a third-party company to track all leavers and the positive progression rates of 2022 leavers are high and above similar institutions in our region as outlined below:

Provision Type	MC Positive destination % 2022/23 leavers	National Rate %	National Rate definition and source	Strategic curriculum intent
Education Programmes for Young People Leavers	90.1	79.4 (NE 76.2)	(DfE 2019/20) (https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures)	Technical and Professional bias with strong links to local sectors
Adults	73.6	70.0	(DfE 2019/20) (https://explore-education-statistics.service.gov.uk/find-statistics/further-education-outcome-based-success-measures)	Strong bias towards adult basic skills and high-volume employment retraining - working closely with charities and job centre.
Apprenticeships	98.4	92.0	(DfE 2019/20) (https://explore-education-statistics.service.gov.uk/find-statistics/further-education-outcome-based-success-measures)	Technical and Professional bias with strong progression between levels and into work
Higher Education	97.8	95.0	(HESA 2020/21) (https://www.hesa.ac.uk/news/31-05-2023/sb266-higher-education-graduate-outcomes-statistics)	Technical and Professional bias with strong progression between levels

Having made these investments over the years there is now an excellent match between the college curriculum and the needs of local employment sectors as identified in our macro LMI (Labour Market Intelligence) mapping which in turn is resulting in high positive destinations.

This document sets out our high-level curriculum strategic intent, which in turn feeds into department curriculum plans.

Through aligning our offer to meet local needs and ensuring students develop the skills, knowledge and behaviours required to thrive in their chosen sector – we aim to realise our mission:

‘to provide education and skills that enhance the region’s economic and social prosperity.’

CURRICULUM INFLUENCERS

The college engages with a wide range of stakeholders and utilises a variety of data sources from which to inform our evidence base and in turn our curriculum development investment decisions.

It is noticeable that there can on occasion be conflicting priorities across these views and where this is the case, we take a balanced view - attempting to ‘do the right thing’ by employers and our community at all times.

One of the key stakeholders is the Tees Valley Combined Authority. TVCA have begun to attract sustained investment into the region to address historic inequalities and to open up new opportunities for the future of our region’s economy. The North East England Chamber of Commerce was been tasked by government with creating a Local Skills Improvement Plan for the Tees Valley. The aim of the LSIP is to place employers at the heart of the skills system by consulting with and then articulating the skills needs of employers. It will be a blueprint for skills in key sectors, as well as for key general professional skills like communication and digital capability. Rachel Anderson, Assistant Director at the North East England Chamber of Commerce (and a college governor) led on the Tees Valley LSIP. In addition, another of our governors sits on the government green energy task force.

The Tees Valley LSIP highlights, *“The Tees Valley has a strong industrial base with a number of well-established sectors. The area also stands on the cusp of significant industrial change being at the forefront of growth in new, greener technologies, increased use of digital technologies across all businesses and new investments being made in the public and private sectors.”*

The LSIP focuses on the following sectors:

- Green Energy / Industrial Decarbonisation and Net Zero – A new and developing sector in the Tees Valley and includes hydrogen, offshore wind and carbon capture and storage. Skill requirements will fall into two distinct phases, a construction phase, and an operational phase.
- Health and Social Care – This sector has significant existing vacancy rates and growing demand.
- Business and Professional Services – This sector underpins much of the development activity in the Tees Valley, yet it is an underdeveloped sector where recruitment and retention are difficult.
- Business skills including digital – Vacancy data suggests a high demand for business skills present in all sectors.

The Tees Valley Combined Authority (TVCA) Strategic Economic Plan was set in 2013 and refreshed in 2016. This plan seeks to deliver a growth of 25,000 jobs by 2026 with the new Tees works development site (the largest development area in the UK) being targeted with 18,000 new jobs. Priority sectors have been identified as:

- Advanced manufacturing
- Process, chemicals, and energy
- Logistics

- Health and biologics
- Digital and creative
- Culture and leisure
- Business and professional

The Tees Valley local industrial strategy also lists Construction and Industrial digitisation as key sectors.

All the above are actively being considered in our curriculum developments and through our Institute of Technology.

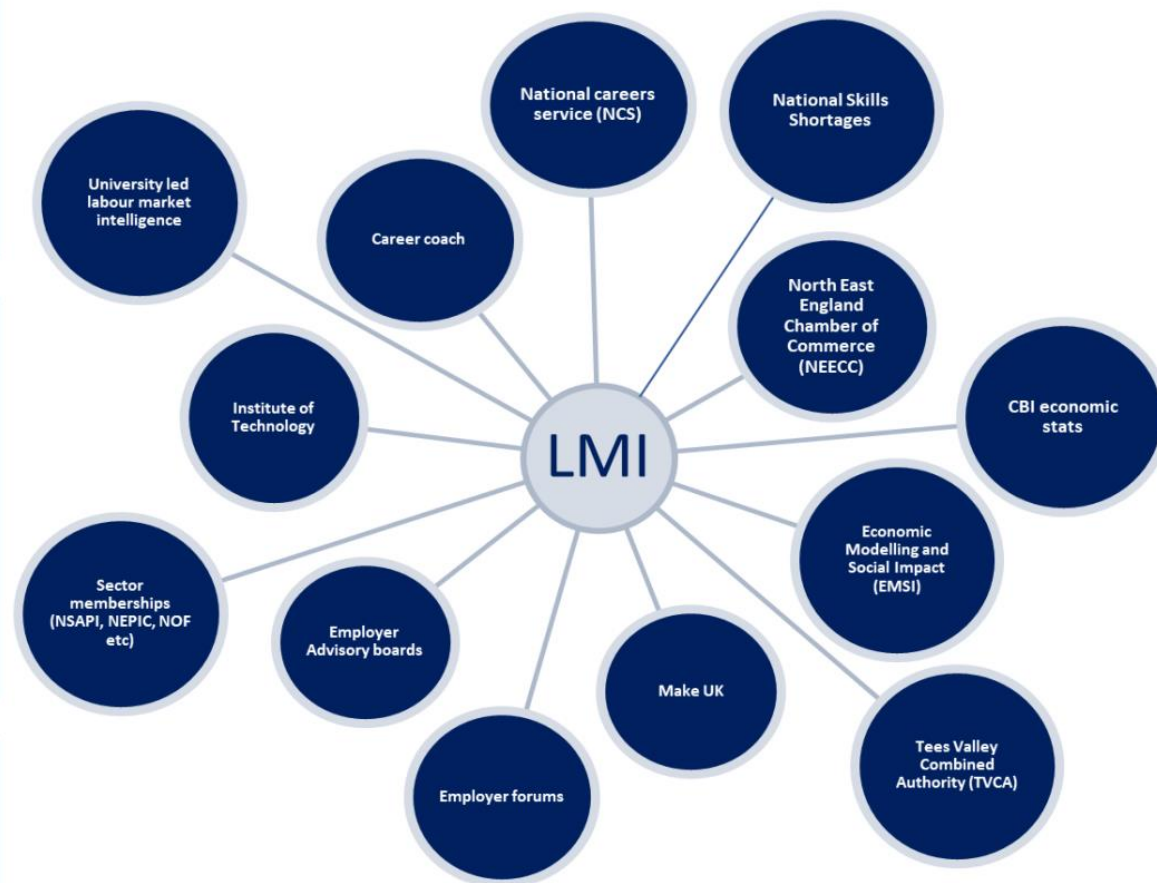
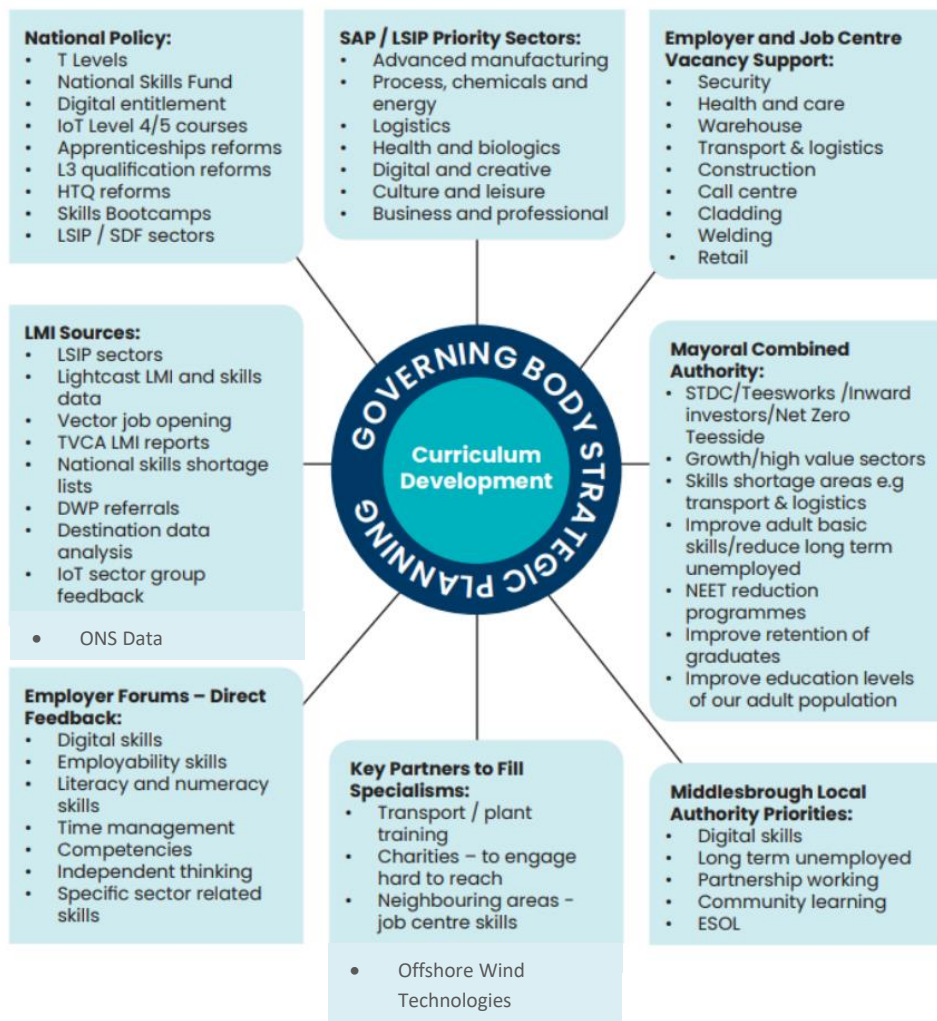
It is recognised that huge capital investment programmes, such as Net Zero Teesside, will create the need for a new workforce of thousands of people to support the construction phase, and then a different skill set once it moves into operational phase. The college are working with key contractors, including BP and Balfour Beatty, alongside TVCA and other Tees Valley Colleges, to understand those workforce needs and ensure there is a pipeline of local people who are ready and able to fill those roles.

All partners accept that there is a balance to strike between supporting high growth / high value industries and inward investors and responding to immediate local needs such as supporting those furthest from the workplace or recruiting for high volume lower skilled employment.

The Principal / CEO works in collaboration with others locally and nationally:

- Monthly meeting with other local Principals in a long-standing collaboration called FE+
- Member of the local Skills Advisory Panel (TVCA Education Employment and Skills Advisory Board)
- Member of the Principal's Reference Group – supporting the FE Commissioner and providing a sounding board for officials.
- Elected member of the North East Regional CBI committee.
- Chair of the AOC (Association of Colleges) quality. Finance and Systems Strategy Group
- Member of the AOC 2030 Group
- Member of Middlesbrough Local Authority Towns Board

Members of the management team network through ETF (Education and Training Foundation), AOC, FE+, the North East Institute of Technology, the AOC / KWP College collective, Energi Coast, participate in departmental employer advisory boards and train as Ofsted inspectors in order to bring back good practice and learn from others across the sector.



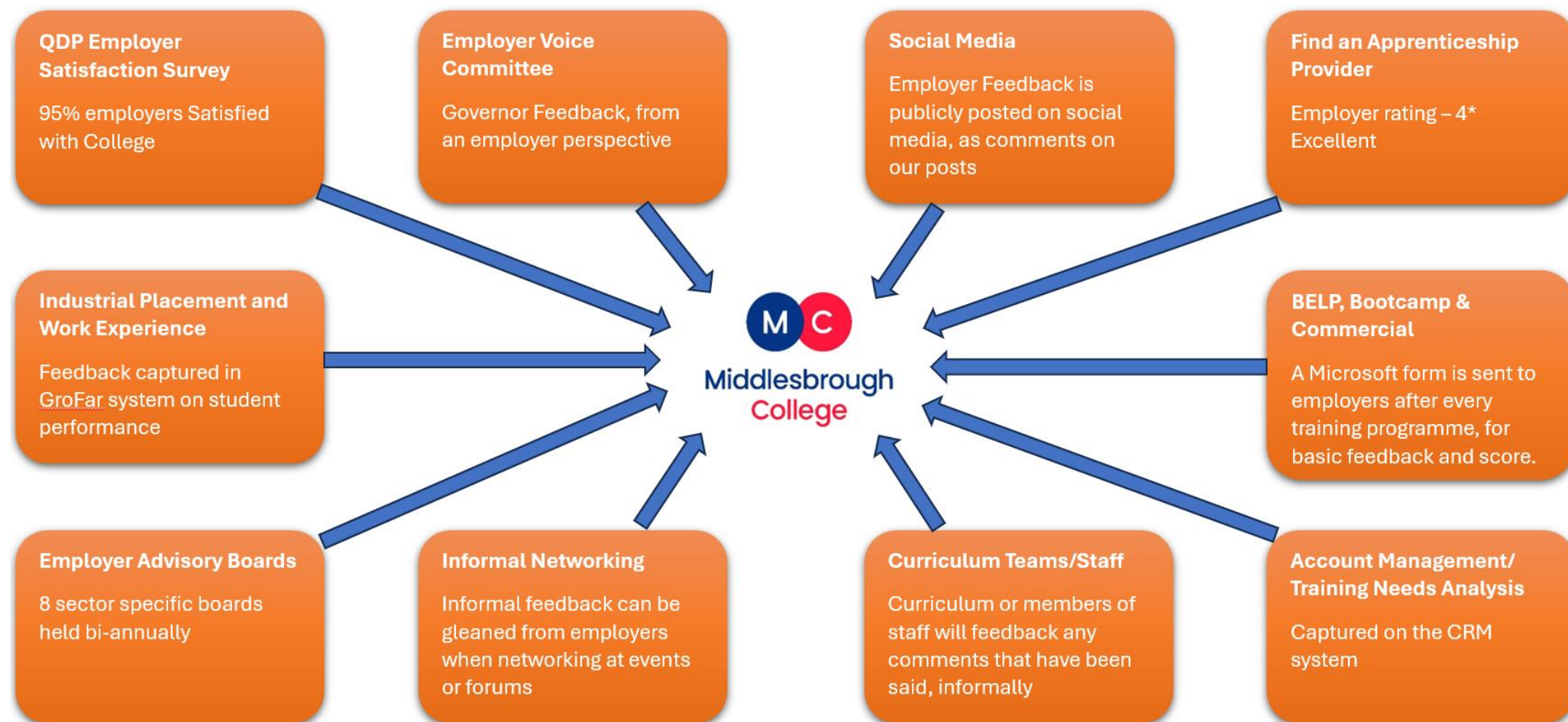
Key:

SAP – Skills Advisory Panel
 LSIP – Local Skills Improvement Plan
 HTQ – Higher Technical Qualification
 TVCA – Tees Valley Combined Authority
 ESOL – English for Speakers of Other Languages
 LMI – Labour Market Information

DWP – Department for Work and Pensions
 IOT – Institute Of Technology
 STDC – South Tees Development Corporation
 NEET – Not in Education, Employment or Training
 SDF – Strategic Development Fund

Employer Voice

The College has numerous mechanisms to collect and understand employer voice, to enable it to continually improve the design of its curriculum and the service it gives to its employer partners. These mechanisms are routinely reviewed internally and with governors.



CURRICULUM PLANNING

The curriculum planning cycle is an iterative process and critical to ensure our curriculum is developed to maximise the economic and social impact.

We start this process in January by reviewing mega trends at sector level before commencing detailed planning and presenting proposals to our governors in June.

The planning process is consultative and brings together key investment decisions, labour market intelligence, demographic data, employer feedback and student destination information and utilises key registry and finance information to assess viability. The result is a detailed annual curriculum plan which is then set and monitored against through our performance review process.

Key Data Sets

Skills Shortage occupations, identified in the Tees Valley in 2024 (from RCU Vector) are:

Occupation	Skill Shortage Vacancies %
Carpenters and joiners (5315)	66%
Welding trades (5215)	62%
Metal machining setters and setter-operators (5221)	62%
Butchers (5431)	58%
Vehicle technicians, mechanics and electricians (5231)	51%
Veterinarians (2216)	51%
Veterinary nurses (6131)	51%
Beauticians and related occupations (6222)	51%
Hairdressers and barbers (6221)	50%
Metal working production and maintenance fitters (5223)	49%
Civil engineers (2121)	48%
Gardeners and landscape gardeners (5113)	48%
Electricians and electrical fitters (5241)	47%
Chefs (5434)	45%
Production managers and directors in construction (1122)	45%
Solicitors (2413)	45%
Nursery nurses and assistants (6121)	44%
Programmers and software development professionals (2136)	44%
Plumbers and heating and ventilating engineers (5314)	44%
Electrical and electronic trades n.e.c. (5249)	42%

Largest occupations, by volume, in 2024 in Tees Valley (from RCU Vector) are:

SOC	Population estimate
Sales and retail assistants (7111)	14,400
Care workers and home carers (6135)	12,905
Cleaners and domestics (9223)	6,925
Other administrative occupations n.e.c. (4159)	6,130
Warehouse operatives (9252)	5,600
Other registered nursing professionals (2237)	5,210
Nursing auxiliaries and assistants (6131)	4,395
Managers and directors in retail and wholesale (1150)	4,390
Kitchen and catering assistants (9263)	4,280
Customer service occupations n.e.c. (7219)	3,730
Primary education teaching professionals (2314)	3,510
Large goods vehicle drivers (8211)	3,095

Secondary education teaching professionals (2313)	2,985
Teaching assistants (6112)	2,975
Production managers and directors in manufacturing (1121)	2,695
Metal working production and maintenance fitters (5223)	2,660
Production managers and directors in construction (1122)	2,540
Delivery drivers and couriers (8214)	2,490
Electricians and electrical fitters (5241)	2,435
Carpenters and joiners (5316)	2,310

Careers Advice

The College is committed to providing high quality, impartial Careers Education, Information, Advice and Guidance (CEIAG) for our students to assist them to plan and manage their personal progression and career planning.

The College recognises that effective careers guidance contributes to raising achievement and aspirations, improving motivation, and overcoming barriers to success and that that we have a critical role to play in preparing all our students for the next stage of their education or training or beyond. Expectations are high, including for our most vulnerable and those with special educational needs and disabilities.

This College launched a new Careers Strategy in July 2022 which provides additional investment in careers, transition, and apprenticeships support. It outlined our commitment to students, for example, school leavers are entitled to:

- A minimum of one 45 minute 1:1 career interview with every student during their time at college
- A meaningful and relevant work experience placement of between 34 and 315 hours dependent on their course
- A minimum of 4 relevant employer encounters per year
- Vocational information, advice, and guidance from curriculum staff at interview, enrolment and throughout their course
- Careers education, advice and LMI sessions as part of their Thrive and 1:1 tutorial programme
- A 1:1 progression interview which formalises their next steps and tailored Thrive programme which include the following services depending on their intended destination:
 - CV / Interview skills workshops for those seeking employment or an apprenticeship
 - Entrepreneurial support for those wishing to set out their own business
 - UCAS and personal statement advice and support for those wishing to progress to Higher Education
 - 1:1 Apprenticeship guidance sessions for those seeking an apprenticeship

We monitor our performance against the Gatsby Benchmarks to evaluate impact and secure external validation through matrix accreditation.

In addition, for 2022/23 the college has launched a 'MC Thrive' strategy for all students which provides a weekly timetabled slot, bespoke to their aspirational next steps and level of study and which is aimed at preparing them life in modern Britain and for succeeding to live, learn and work through an extensive programme of development, CEIAG, work placement and social action project. A licence to tutor training programme has been launched to ensure tutors are equipped to support our students to successfully transition to their next steps. The College won The Careers & Enterprise Company Award for Excellence in Careers and Enterprise at this year's Association of College's Beacon Awards.

The college has an outreach programme in key sectors, working with primary and secondary schools to support the development of interest in key areas such as STEM, digital and catering.

CURRICULUM DEVELOPMENT PRIORITIES 2022-2025

1. Microsoft skills:

These are cited as the number one skill set on job vacancies across the Tees Valley. As part of our ambitious digital strategy, we have:

- launched a programme of issuing all full-time students their own portable device which is pre-loaded with MS suite of applications
- moved to Teams as our virtual learning environment and communications tool and SharePoint as our primary business product. This will ensure all students and staff develop these key business skills throughout their time at college.
- launched an extensive programme of staff CPD
- secured Microsoft showcase college status

2. National priority / STEM specialists:

Our commitment to support STEM industries continues with the most recent focus T (technology) following extensive expansion in engineering courses over recent years. Our investment in 2022, in a new state of the art digital centre, brings together all the various specialisms to support the rapidly growing digital and tech sector. This investment includes ensuring support for specialist skills shortage areas such as coding, cyber security, visual effects, esports, and networking. Since this investment we have seen a turnaround from the declining numbers (locally and nationally), with learner numbers increasing in this area for the first time in many years. T levels, Higher technical qualifications, skills bootcamps – are all new qualifications which require development, staff training and marketing / awareness raising with employers and our community groups. We are focusing our development of these courses in skills shortage areas such as construction, engineering, health and digital.

3. Supporting the ‘Green’ revolution:

As part of the LSIP trailblazer 2022, we mapped all our current offer for full, part time, full cost commercial, higher education, and apprenticeship courses currently in our offer or in development. against the green skills identified in the LSIP trailblazer (attached in Appendix 1). The offer is also aligned to the Tees Valley’s vision for Net Zero, and to ensure future proofing the curriculum for the planned business generation on the Teesworks development site.

Our aim is to support the following sectors and support the ambition for net zero 2050:

- Power – including renewable, green, and clean energy (such as on and offshore wind, solar voltaic, biomass and hydropower), grid infrastructure, energy storage and smart systems technology
- Industrial energy – including hydrogen production and industrial use, Carbon Capture, Utilisation & Storage (CCUS) and industrial decarbonisation
- Homes and buildings – including retrofit, building new energy-efficient homes -including modular homes, air and ground source heat pumps, rainwater harvesting, smart devices and controls, heat networks and hydrogen boilers
- Transport – including low or zero emission vehicles, aviation and maritime, rail, public transport and walking and cycling
- Enabling decarbonisation – including science and innovation for climate change, green finance, and energy networks.

The Strategic Development Fund and LSIF, has provided resources to invest in new welding equipment, electric vehicle training rigs, high voltage offshore equipment, and retrofit technology, to serve the current and future business needs in the Tese Valley and beyond. The relocation of TTE to Middlehaven provided further opportunity to invest in emerging green technologies, such as Hydrogen, Battery storage and Carbon Capture and Storage.

The North East Institute of Technology - which the college is a member of, is in consultation with key social housing and renewable energy employers, to develop a new retrofit academy. The academy will offer a range of new retrofit courses from level 2-5 to existing employers and adults who are wanting to retrain into the sector, the qualifications they need to serve the industry, to ensure that the North East can training the new staff to meet the government's policy for zero emission in social housing by 2025.

4. Bespoke adult retraining:

Utilising the flexibilities afforded to us through devolution of adult skills, we are currently offering and / or developing new bespoke, employer led courses with guaranteed interviews and improved employment prospects at the end. These courses support employers who struggle to recruit for high volume employment opportunities locally such as care, security, forklift truck, plant / groundworks, driving (LGV and HGV), construction trades, cladding and rigging and lifting.

5. Adult basic skills and ESOL:

An expansion in adult basic skills / ESOL provision – given the low levels of literacy and numeracy in our area, and to promote a positive impact on a range of student outcomes, including self-confidence, employability, social integration, and productivity.

According to a 2011 census, 27.1% of the Tees Valley population had no qualification, compared to 22.7% nationally. This lack of adult basic skills is thought to be a barrier for local residents accessing local job opportunities. 23.2% of Tees Valley households have no-one working, compared to 9.9% nationally – making adult basic skills and ESOL a high priority for the college and our local area.

6. Support the growing needs of the Health and Care sector

We will work with the NEECC (North East England Chamber of Commerce) who are leading on the Tees Valley LSIP to ensure we fully meet the growing needs of the health and care sector including the NHS.

Our programmes for young people will equip learners with a sound, specialist, and realistic understanding of how to meet the needs of individuals. Health and social Care values are at the heart of the curriculum ensuring that learners key skills are developed such as empathy, compassion, commitment, tolerance, and empowerment. This enables our learners to become educated active citizens and contribute to society in a positive way. Our programmes are developed with employers who will shape the skills, knowledge, and behaviours we aim to develop in line with their needs.

Our adult curriculum will offer a range of Health and Social Care, Mental Health, and Counselling programmes to support with the skills shortages in low level jobs in the Health sector. Our Adult Health programmes will intend to provide industry quality CPD, professional vocational qualifications and employer led provision, open to all adults across the Tees Valley. The environment for learning and varied assessment methods are planned to support employment and develop the knowledge, skills and behaviours in learners that will improve their work readiness and employment prospects.

7. FE+ Curriculum Review

The College operates as part of a collaboration called FE+, which has been in place for around 30 years, and includes all 5 of the Tees Valley GFE and specialist Colleges.

During the Spring of 2024, FE+ undertook a curriculum review and agreed the following four actions to work on:

- Develop further employability skills in our young people while strengthening their confidence and resilience
- Improve digital skills at all of our colleges
- Minimise impact of qualification reform on level 3 numbers
- Increase the numbers training in logistics, digital and professional skills

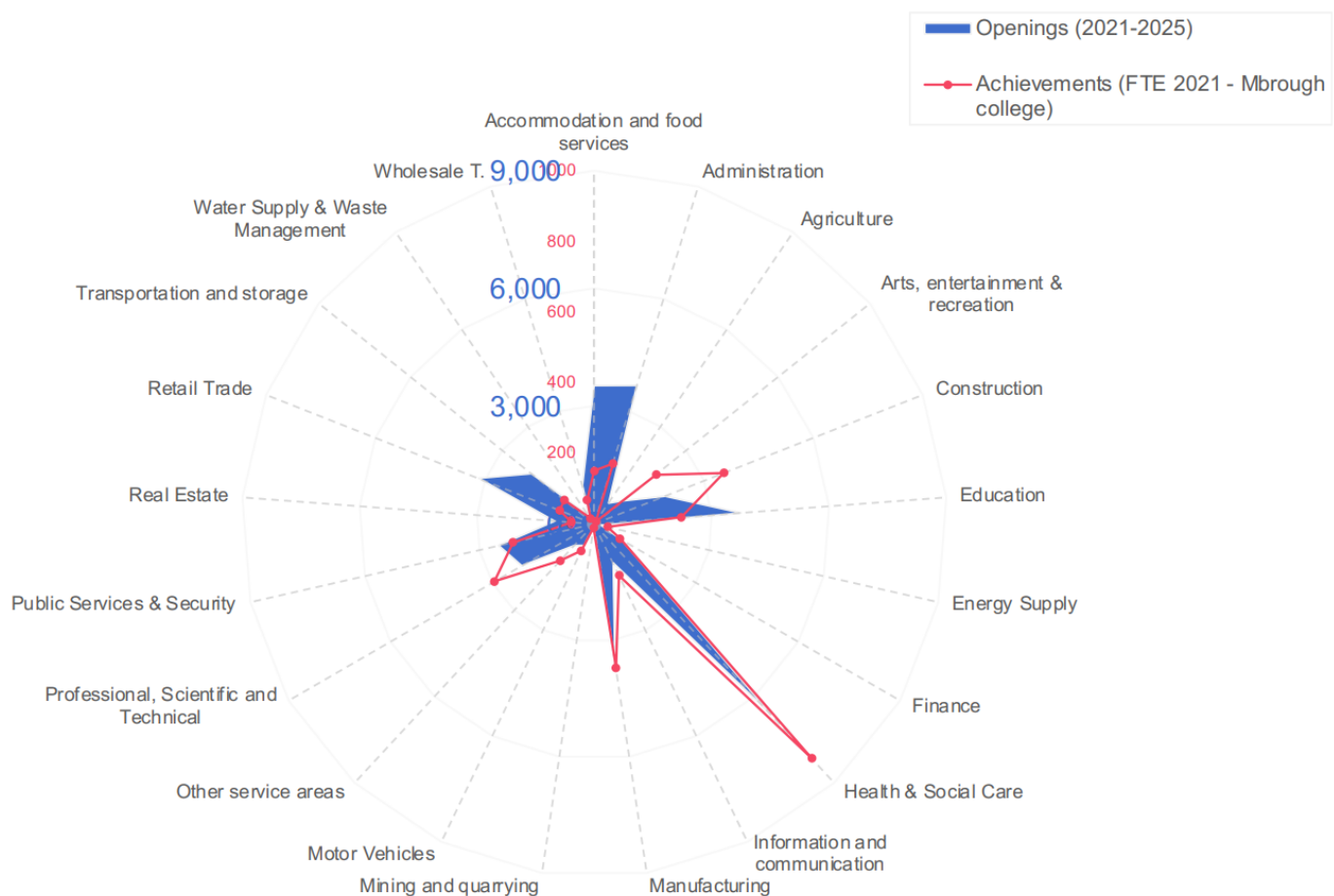
CURRICULUM / ECONOMIC MAP

The College curriculum is developed after a thorough annual analysis of regional labour marketing intelligence and stakeholder views. The colleges strategic plan sets out high level priorities over multiple years, however, the core curriculum is reviewed each year, with this annual accountability agreement sitting alongside our strategic plan and outlining specific targets and priorities for the following academic year. The annual accountability statement for 2024/45 can be found at:

[Annual-accountability-Stmt-2024.pdf](#)

The College sets out a clear ambition to align our offer to the skills requirements of the local economy, and in particular flexing our offer to meet skills shortage / high value areas such as technical and professional occupations defined in our local strategic economic plan, which have previously been underserved locally. This focus does not diminish the importance we place on service / creative sectors and courses aimed at building confidence and life skills but does form a framework from which we draw our investment decisions.

The chart below (created by Lightcast in January 2023) maps our student numbers against the number of jobs in our economic geography (Tees Valley and Durham) and allows us to look at where we may be over or under supplying skills to particular sectors. This is not calculated on an FTE basis and therefore counts students on part time courses in the same manner as those on full time courses, however it does provide us with an overall assessment of college sector volumes versus local job opportunities:



Source: Lightcast, jobs and education data

Key points to note from our macro-economic mapping are:

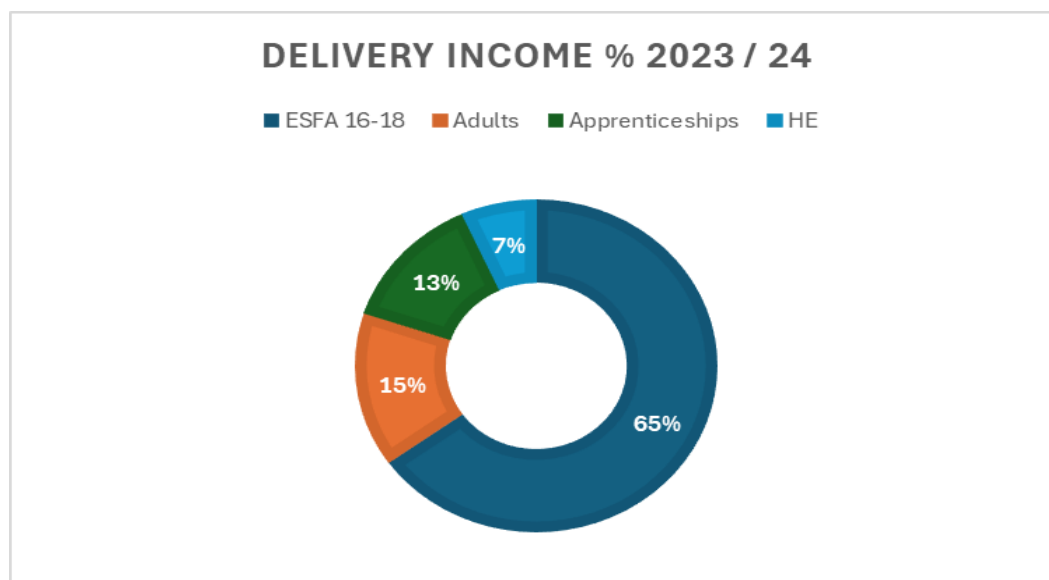
Overall, there is an excellent match between the college offer and the needs of local employment sectors.

- The two largest employment sectors across the region match the two largest college sectors namely:
 - Human health and social work activities
 - Manufacturing
- The College (as a result of its targeted technical and professional investments) generally 'over supplies' (as a proportion of our offering) the following key priority areas:
 - Construction
 - Professional, Scientific, and Technical
 - Arts, entertainment, and recreation
- The college generally 'undersupplies' (as a proportion of our offering) the following high volume / lower wage / lower skills base sectors:
 - Wholesale/Retail
 - Accommodation and Food Service Industries
 - Administrative and Support Services
 - Transportation and storage
- Importantly, the graph also highlights a significant undersupply in one sector:
 - Education

In terms of 'Education' this sector is most often serviced through an academic routeway. Whilst this college offers an academic (A Level) routeway and an Initial Teacher Education (ITE) routeway, we are conscious this will only ever form a small proportion of our overall offering – with a large number of school sixth forms, sixth form colleges and universities serving this alongside other academic sectors across our region.

PROVISION TYPE SUMMARY

The information below covers the last full academic year, 2023/24. In that year, the college served four main groups of learners:



Group Learners (headcount) 2023-24

Funding Stream	Non-regulated	Entry	Level 1	Level 2	Level 3	Level 4+	Enrolments	Learners
ESFA 16-19 Study Programmes	0	259	459	906	2,909	0		4,533
of which are High Needs	0	30	36	48	33	0		147
AEB	941	3,950	1,702	1,573	117	-	8,242	2,919
AEB Free Courses for Jobs	-	-	-	-	159	-	0	139
Bootcamps	-	-	-	-	90	-	0	90
Multiply	114	-	-	-	-	-	114	114
Advanced Learner Loans	-	-	-	-	134	11	145	145
Higher Education	-	-	-	-	-	584		584
Apprentices	-	-	-	418	1,081	200		1,699
Full Cost	568	22	14	63	463	53	1,183	1,034
Total	1,623	4,261	2,211	2,967	4,986	848	16,806	11,404

School leavers (incl. 14-16 school funded programmes and High Need Provision for 16-24-year-olds)

This provision type makes up almost two thirds of our delivery income. These full-time education programmes for young peoples are predominantly aimed at school leavers and allow for the varying starting points of our young people; from entry level to level 3, covering a wide variety of vocational programmes and including a smaller number of students studying A Levels and A Level / vocational combined programme. The College also offers in-year start dates on these programmes for those not yet in education and employment and a small number of places for 14-16-year-olds, not on our roll, but in partnership with local schools. The College offers programmes for circa 160 students with high needs which are integrated across all areas with some bespoke provision in our progression studies department. T levels are new programmes

with extended industrial placements. We commenced delivery in September 2021 and are expanding these each year thereafter.

Adult learning

The College offers a comprehensive mix of adult learning courses which reflects the diverse nature of our community; including outreach community learning, basic skills, ESOL (English for Speakers of Other Languages), distance learning, sector skills academies, vocational retraining, and Access to HE courses. Our adult curriculum has many purposes including supporting adults to re-enter education, to actively participate in community life, to enter or progress their employment, or to secure new employment through a retraining opportunity. A small number of trusted subcontractors are used to supplement our delivery in close regional proximity – where they can bring complementary skills to our offering. Adult learning now also incorporates more demand led type provision such as Bespoke Employer Led Programmes (BELPs) and Skills Bootcamps, that are co-created with employers and are related to either securing employment or upskilling to progress in employment.

Apprenticeships

The college offers a large variety of apprenticeships across a wide geographical area and covering a broad range of sectors. All apprentices spend 20% of their time ‘off the job’ in learning and learn new skills, knowledge, and behaviours whilst on programme, ensuring they are well prepared for their End Point Assessment. Before they start, a thorough analysis (Skills Scan) of their prior achievement and knowledge is carried out to ensure an apprenticeship programme is right for them.

Higher Education

In partnership with the Open University and Pearson Education, the College offers a growing number of courses at levels 4-7 with a view to making Higher Education more accessible to adults and young people through affordable HE courses with flexible delivery modes. We offer HE courses that meet the needs of local employers, aimed at filling skills shortages. We are currently in the process of reviewing all HE courses to ensure successful revalidation with the Open University and to meet employers’ needs.

Currently, at a headline level, the college has the following market share of learners studying in the Tees Valley in 2023-24 (from RCU Vector):

Provision Type	Total Learner Number studying in Tees Valley	Total Learner Number studying at MC in Tees Valley	% Market Share of Tees Valley Learners
16-18	15,410	4,230	27%
Adult	17,940	2,420	14%
Apprenticeship	10,080	1,040	10%
HE (L4+)	19,670	610	3%

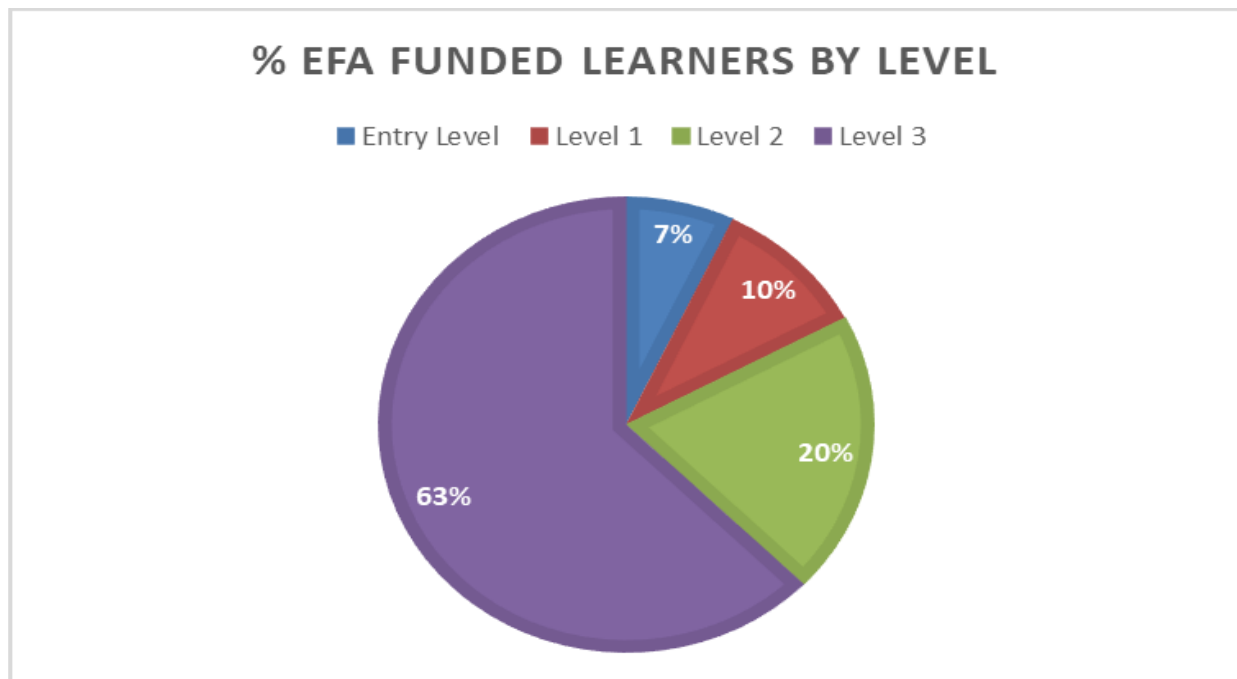
EDUCATION PROGRAMMES FOR YOUNG PEOPLE

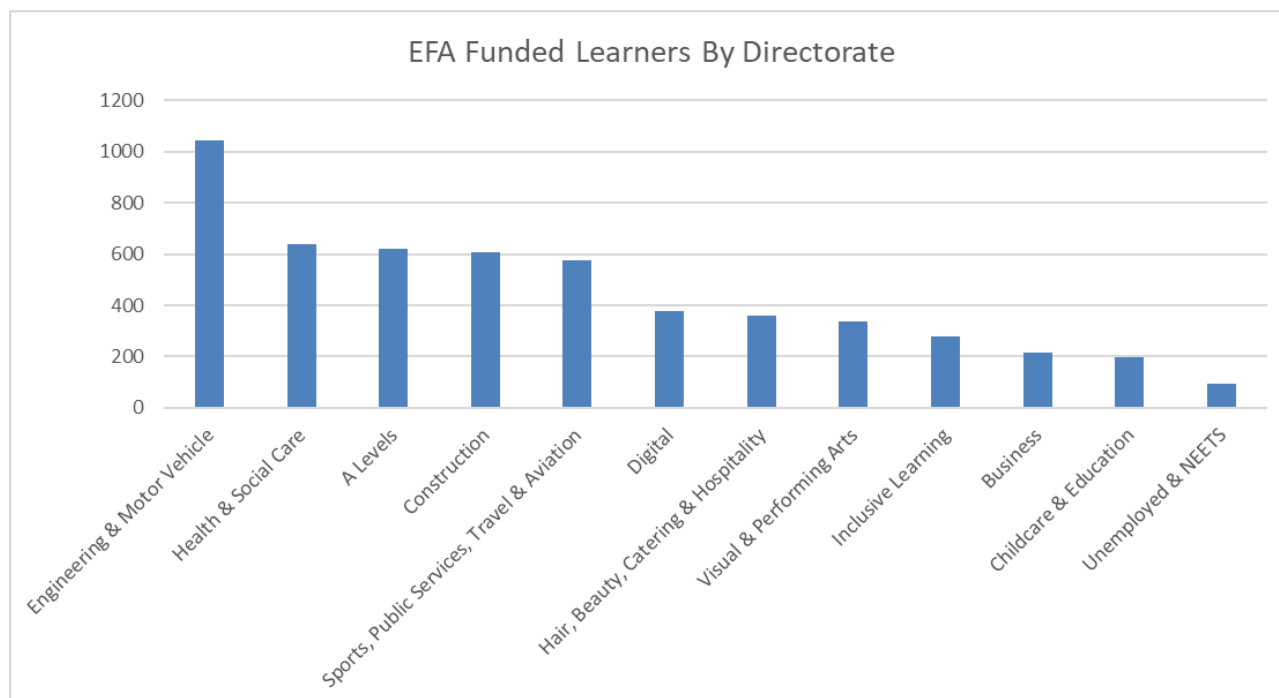
These full-time programmes are predominantly aimed at school leavers and allow for the varying starting points of our young people; from entry level to level 3, covering a wide variety of vocational programmes and including a smaller number of students studying A Levels and A Level / vocational combined programme. The College was the first in the region to deliver T Levels from September 2021 in Construction, Digital, Health and Childcare – expanding to Engineering and Business in 2022, with more to follow as the DfE introduce them.

The College also offers in-year start dates on these programmes for those not yet in education and employment and a small number of places for 14–16-year-olds, not on our roll, but in partnership with local schools. The College also works in partnership with Local Authorities to support a growing number of students aged (16-24) who have ‘high needs’ or Educational Health and Care Plans.

The focus on technical and professional education over recent years has resulted in a growth in level 3 learners in priority sectors, although it is important to note that we remain equally committed to learners at lower levels. Level 3 learners now make up the majority of our education programmes for young people.

Our education programmes for young people cover the following levels and sectors (24/25 student profile):





A Study Programme will consist of the following elements:

- Comprehensive induction programme
- Main programme choice
- English and / or Mathematics at GCSE level where grade 4 not yet achieved
- The offer of continued independent development of Mathematics / English for those already with a GCSE grade 4
- Thrive programme including:
 - Personal Wellbeing
 - Digital competence
 - Equality and Diversity
 - Employability
 - Independent Living
 - Progression
 - Social Action Project
 - Employer Encounters
- Regular 1:1 tutorial with their personal tutor
- Industry placement of between 37 and 315 hours depending on programme of study.
- Enrichment and / or Sports Academies
- Additional qualifications where they add value to the main occupation
- Relevant trips and visits – to develop a wider understanding of the industry / progression route and aid advice and guidance around next steps
- Skills competitions – where possible to develop skills and confidence in our learners

These programme elements are designed to work coherently together to give each student the best chance of being prepared for the next step in their individual journey.

College staff work closely with Schools, Local Authorities and Parents/Carers to provide appropriate transition for students that require Additional Learning Support, and the college has extensive pastoral support including welfare, counselling, and cross agency support. Students are assessed through interviews, transition, and taster days, BKSB assessments and exam Concession assessments to help identify and

implement the appropriate support required. Support needs are regularly reviewed, and strategies amended to ensure students benefit from good quality education.

Staff have high expectations and target grades are challenging (above DfE expectations) to ensure these students make substantial and sustained progress from their starting points.

Our aim is to ensure that all SEND (Special Educational Needs and Disabilities), and High Needs students acquire the knowledge and skills they need to succeed in life and to prepare them for adulthood and the jobs market.

For students on **entry level and level 1** programmes (including High needs students) the focus is on building confidence, promoting attendance and good behaviour, developing skills for life, and providing practical skills development / simulated work experience, to stimulate a love of learning, positive engagement and to encourage active citizenship.

Over half of the students who access High Needs funding are located within our curriculum departments with the remainder being supported in our department of progression studies. We believe in ensuring that these students are given every opportunity to progress through the levels on the courses they wish to study and that we provide the discreet embedded and personalised support to ensure this is successful.

In addition, a growing number of high needs students are now following a supported internship programme with more time in placement and with coaching alongside to develop their employability skills.

For students on **level 2** programmes the focus is on developing skills in readiness for progression to level 3 programmes, or where this is not appropriate, in preparing young people for the world of work through external work experience and participation in real working environments whilst developing a wider understanding of the world of work, of citizenship and developing transferrable skills such as communication alongside their study.

For students on **level 3** programmes, the focus is on preparing students for Higher Education and / or the world of work. Industry placements, University visits, HE taster sessions and independent learning all form crucial parts of the level 3 curriculum. The College commenced delivery of T Levels from September 2021 and is currently piloting extended industry placement in sectors where T levels are still in development. We call these programmes T programmes i.e., non-T levels with substantial industrial placements.

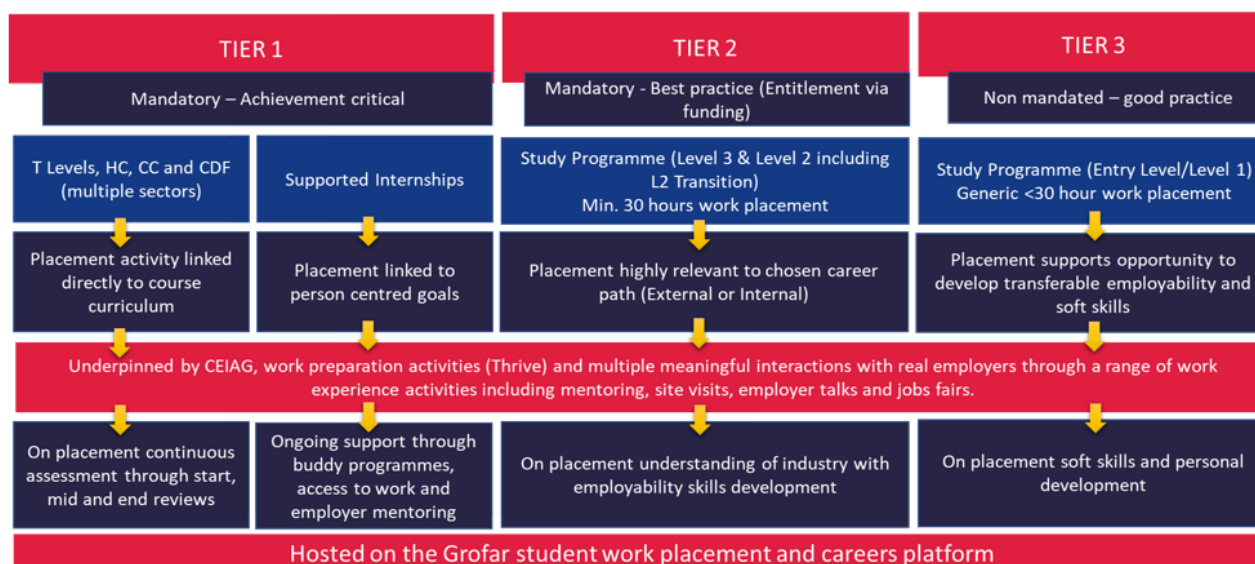
The College offers a wide range of **A Level** subjects for a growing demand of students, growth of student numbers has doubled in the last 4 years. Students study a combination of 3 A Level subjects or a combined offer entitled 'Mix It Up' where they can study Applied General/Technical equivalents alongside A level subjects, in areas such as Engineering, Health & Care, and Sport. Historically our entry grades averaged at 5.5 however, CAG and TAGs have adjusted these upwards in recent years. Our aim is to offer an inclusive and welcoming environment, including second chances for students transferring from other centres where this is appropriate, and which equips students with the knowledge, skills, and behaviours to progress to their first-choice university or secure a place on an apprenticeship or in employment.

All students will receive an active and vibrant Personal Development and Employability Programme which will include essential elements, alongside tailored aspects which respond to the varying needs of our students and employers.

All students will have access to cross college enrichment and will nominate a class representative who will in turn attend class and department meetings and an active cross college student council meeting 3 times a year.

The College uses a third-party organisation to contact all former students and track destinations after leaving us.

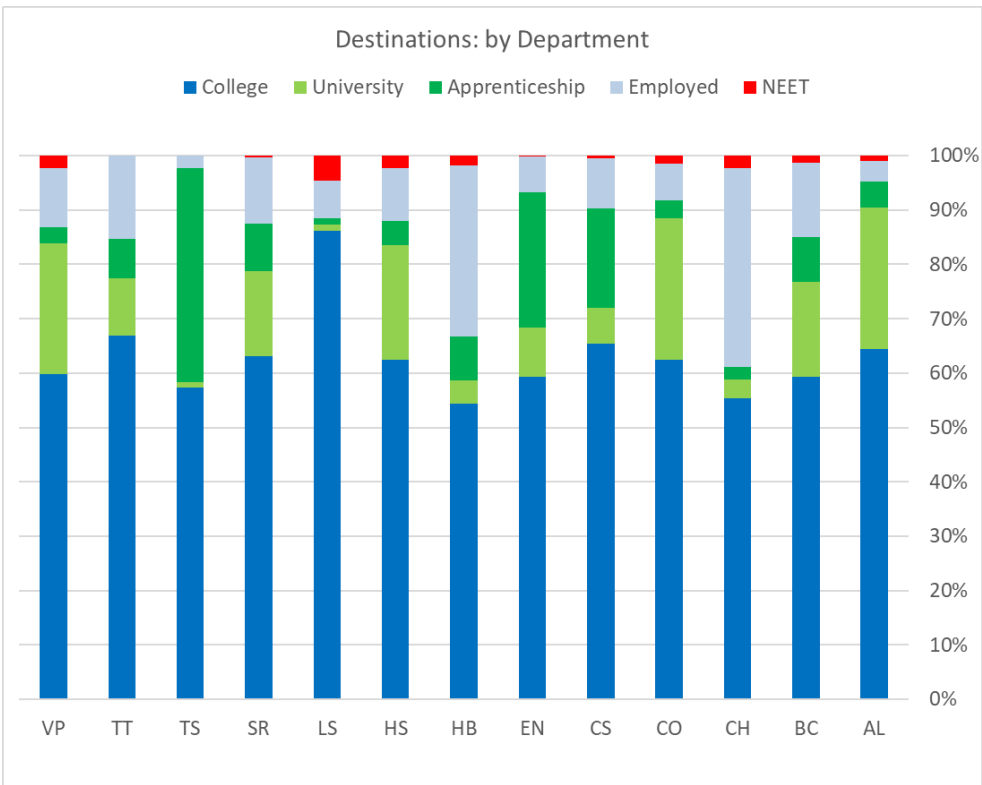
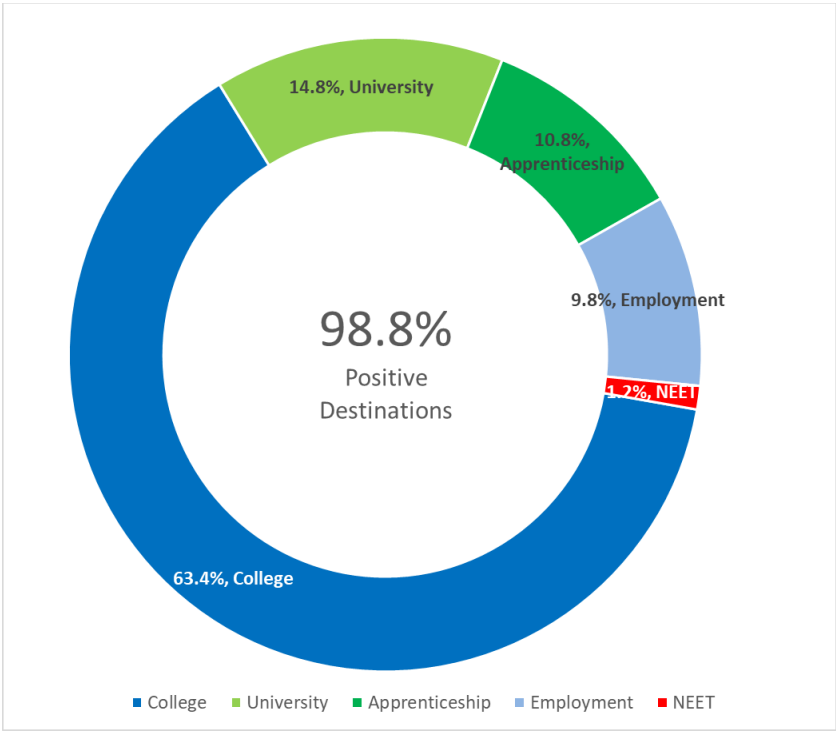
Work Experience and Industrial Placements are managed and organised through a tiered system, as shown below:



Study Programme destinations:

The destinations of all our students are comprehensively tracked with action plans put in place to improve this year on year. The data for 2023 is as follows:

Positive destinations of study programmes – 98.8%:

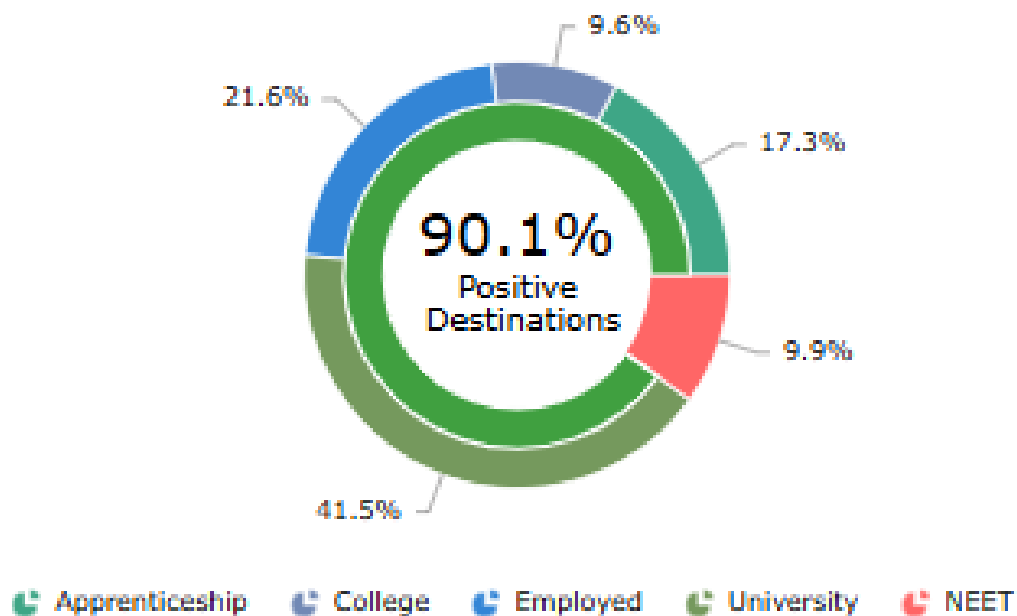


Whilst tracking all students is important to ensure internal progression is positive, the biggest indicator of impact is the successful transition of our students at the end of their time with us into:

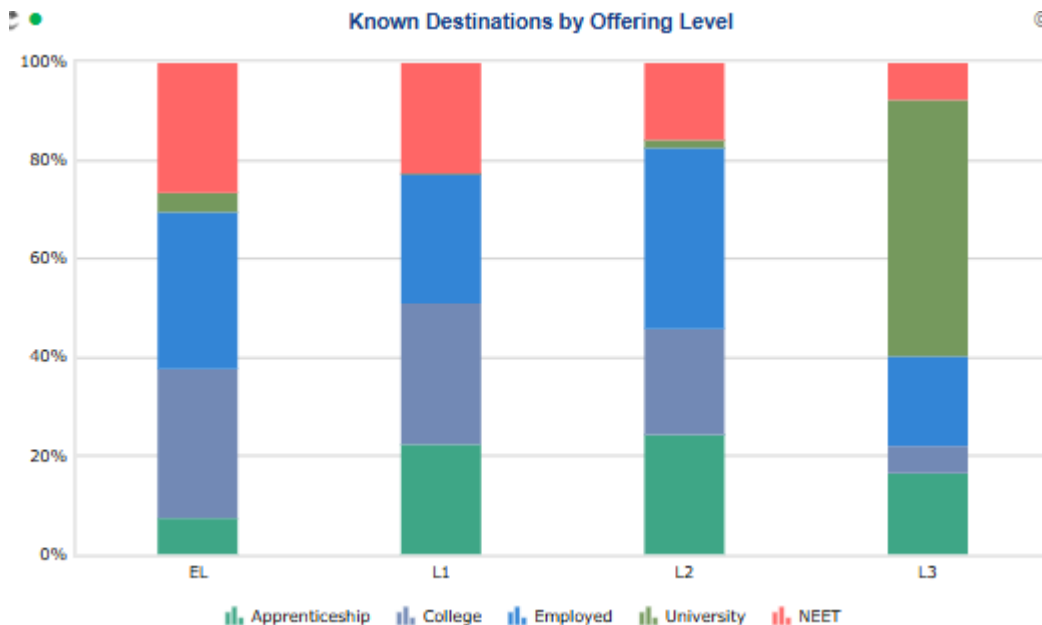
- Employment
- Self-employment
- University
- Apprenticeship

The graphs below show the positive destinations of students **who left the college** in Summer 2023.

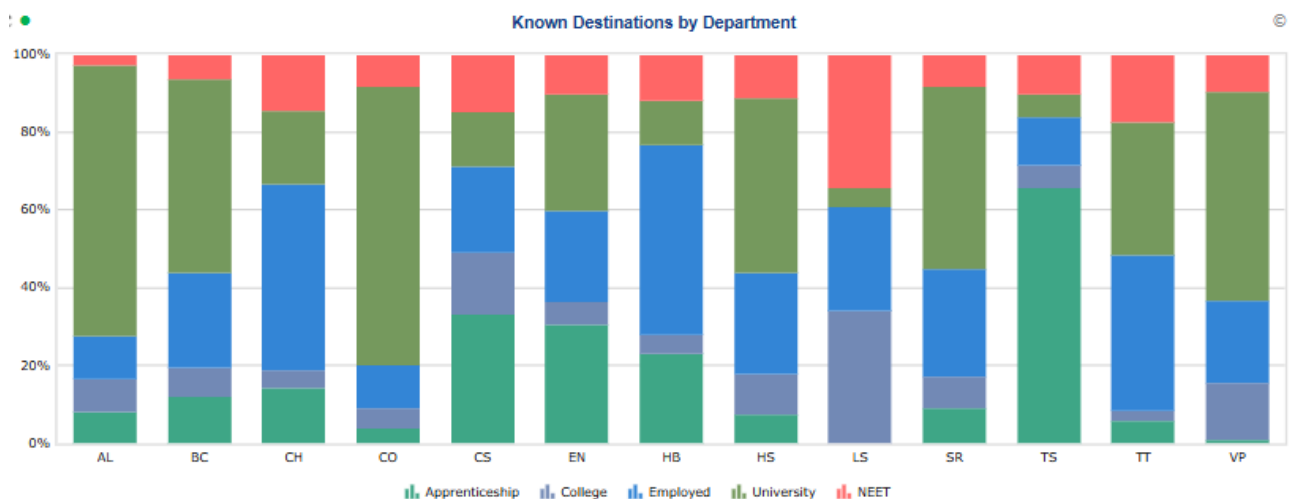
Positive destinations of study programmes (leavers): 90.1%



As you might expect, the biggest determining factor on a student's progression is their final level of study:

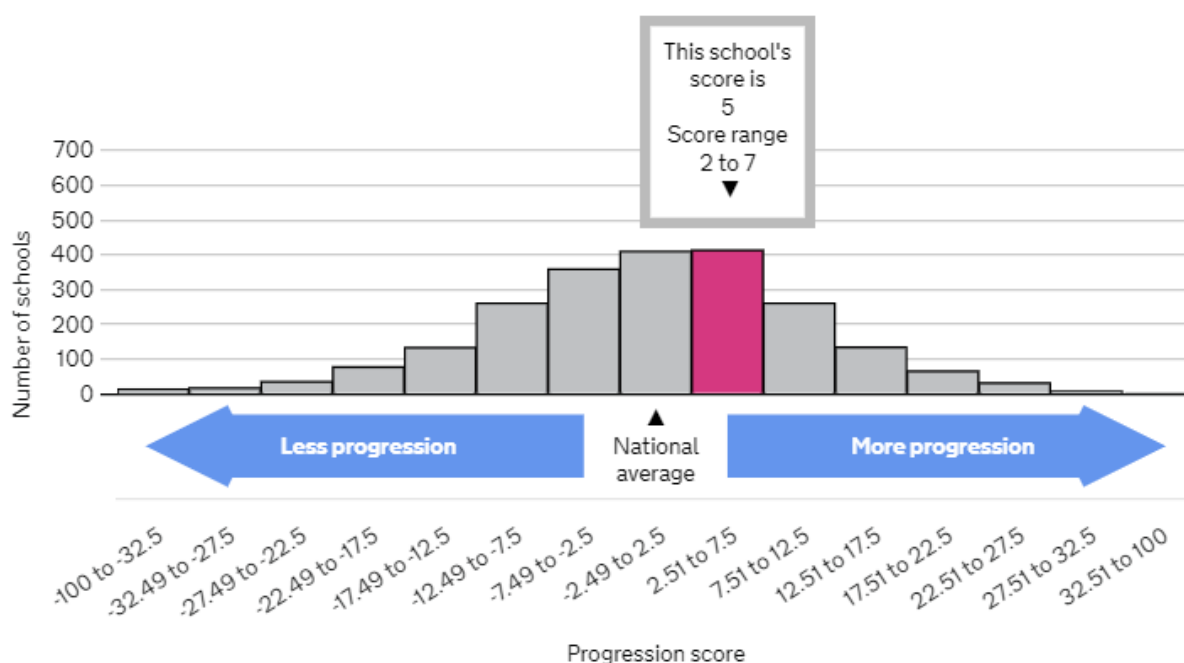


The chart below shows also how positive destinations vary by department with A levels, Computing, Visual and Performing Arts and Health progressing more students to University and Catering and Hospitality and Hair and Beauty progressing more students directly into employment. TTE has the most success in progressing students into apprenticeship followed by Engineering and Construction departments.



These positive destinations are supported by the DfE performance tables which show that the proportion of students from Middlesbrough College that go on to degrees, higher apprentices, or other study at level 4 or above after leaving advanced level qualifications, taking prior attainment into account, is above national average (see below).

DfE performance table data – student destinations (into higher education or training) for Middlesbrough College.



The above is being superseded by the FE Provider Dashboard, which will review the College against the following elements:

1. Skills Measure
2. Progression
3. National Skills Priorities

FE Outcomes Publication
(Longitudinal Educational Outcomes data linked with HMRC data)

- Achievement rates:
4. Apprenticeships
 5. Education & Training
 6. English (16-18 & 19+)
 7. Maths (16-18 & 19+)
 8. Digital (16-18 & 19+)

QARs
(Individualised Learner Record data)

9. Tailored Learning

TBC
(Individualised Learner Record Spring 2026)

This will be the way of benchmarking performance nationally for the college with DfE in the future, for the above measures. It is currently being piloted and the college will feedback to DfE, to the data is accurate, comparable and easy to use to take actions on moving forward.

Our education programmes for young people curriculum priorities for 23/24:

- Ensure we maintain a high proportion of our school leavers studying in priority sectors and grow T level achievements year on year
- Develop Microsoft skills (MS) across all school leavers
- Enhanced Thrive programme:

- skills competitions
- competency development
- a tailored progression support pathway
- building in social action projects
- training staff through our licence to tutor programme
- resulting in improved employability/next steps
- Increase supported internships
- Actively promoting and supporting progression to apprenticeships for our students, ensuring that we maximise the number of young people progress into an apprenticeship, if that is their intended destination
- Adding employer valued additional elements onto programmes to enhance employability outcomes and work readiness
- Continue to enhance and embed maths and English development for all our students
- Enhancing our support for students who show interest in entrepreneurship
- Expanding further our students' exposure to employers or former students, including engaging with more employers to facilitate work experience placements
- Develop a partnership with World Skills UK to enhance our practices and embed world class competencies and standards
- Introduce effective and innovative ways to reengage those not in education, employment, or training (NEETs), with appropriate provision and learning spaces

Summary Study Programme:

- **A technical and professional bias with a majority at level 3**
- **High destinations of all students (including progression) 98.8%**
- **High destinations of leavers**

Middlesbrough College offers a range of adult courses aimed at helping adults re-enter education, actively participate in community life, enter, or progress their employment, or secure new employment through a retraining opportunity. Our AEB (Adult Education Budget) delivery plan aims to help adults achieve one of the outcomes set out below:

- Build confidence and re-engage with education (Community Learning, Basic Skills)
- Actively participate in community life (ESOL, Basic Skills, Multiply, Community Learning)
- Enter employment (Basic Skills, Employability, sector-based work academies)
- Progress their careers (Upskilling, Updating, Distance learning)
- Secure new employment through a retrain opportunity (Vocational retraining courses)
- Progress to HE to maximise chances of securing highly skilled careers (Access to HE, Level 3 retrain courses, level 3 19+ learners).

All courses are designed with progression in mind either to:

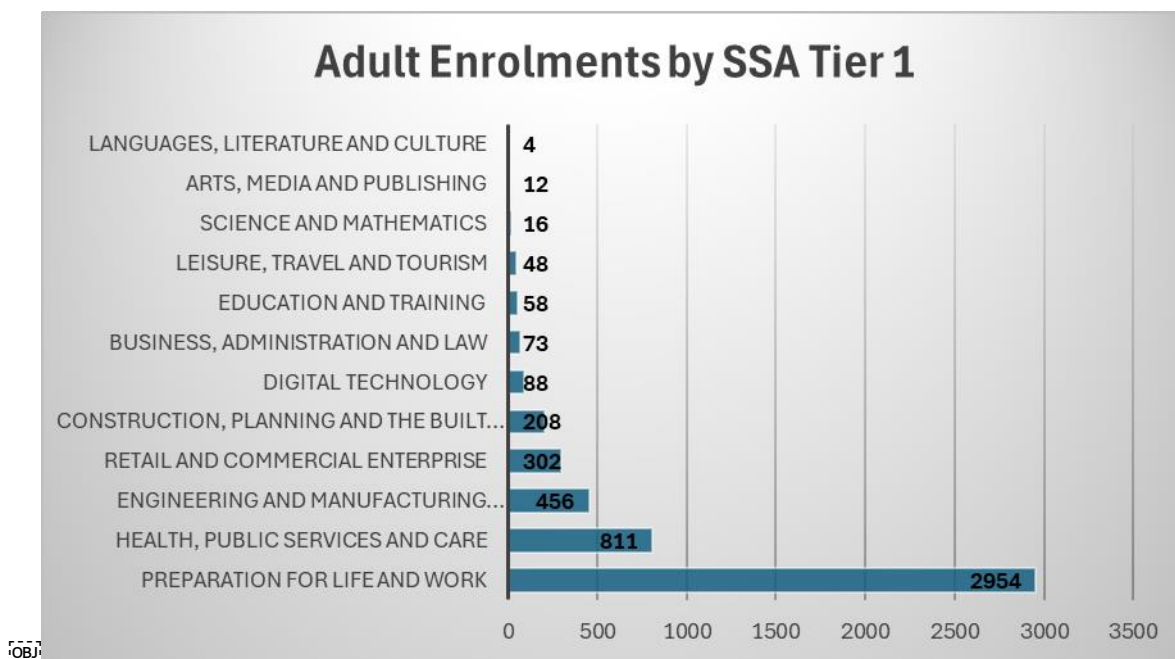
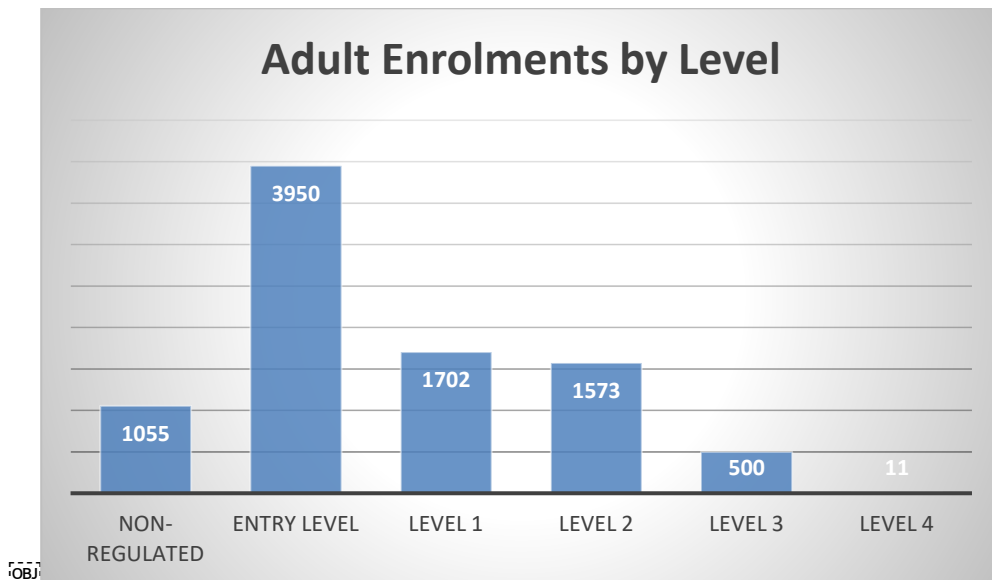
- The next level of learning
- Employment
- Career progression (in the case of in-work learners) or
- University

Funding for adults at level 3 is now largely through loans rather than public funding meaning that the demand from adults at level 3 (who do not wish to progress to HE) has dropped - resulting in most of the adult learning being now at level 2 or below. However, the government has recently extended Level 3 Entitlement to those aged over 24 but with a reduced list of available qualifications. Further to this, the National Skills Fund has expanded its offer to allow funding for study towards any learner (19+), to study a first Level 3 Qualification. This is also available should the learner be currently unemployed. Some of our outreach community learning provision is designed to stimulate engagement in learning with a view to building confidence, removing isolation, and encouraging social cohesion.

We have grown our Bespoke Employer Led Programme (BELP) offering, working with a wide range of employers. We have also began developing a range of Skills Bootcamps, for level 3 and above provision to enable recruitment of new staff, or to upskill/reskill existing staff.

In addition to direct provision the college subcontracts with a small number of training providers that can, effectively reach priority learners in the community and who can demonstrate positive employment or progression outcomes, help meet short term employer demand, and to provide niche delivery where the cost of developing direct delivery would be inappropriate.

Current adult provision at Middlesbrough College is at the following levels and sectors (22/23):



Many adults study courses in basic skills of maths, English, ESOL or employability, followed closely by qualifications in the health and care sector. The College's adult offer is wide and varied and includes the following types of provision:

Provision type	Curriculum intent	Levels
ESOL	To allow active participation and integration in the local community. To support families and to build confidence with a view to retraining into higher value career.	E / L1
Functional Skills / GCSE English, Mathematics	Developing key life skills with a view to supporting progression in the workplace / gaining employment/ apprenticeships, providing the access on to a higher-level course (e.g., University or Access) or to support family learning.	E / L1 / L2
Sector skills Academies / BELPs (Non-Reg QCF units)	To build confidence, develop new skills, support job / interview skills and offer guaranteed interviews through sector skills academies, working closely with the local job centres.	E / L1 / L2
Skills Bootcamps	To build competency, develop new skills, increase technical knowledge and offer guaranteed interviews through sector specific bootcamps, working closely with the local job centres. Also can be used to develop L3 and above knowledge and skills to upskill the current workforce, to enable them to take on greater responsibilities or a change in role accountabilities.	L3 / L4 / L5
Adult Retrain (vocational)	Adults looking to change careers or improve career prospects. Those returning to education after break e.g., children.	L1/L2/L3
School leavers 19 / 20 years old	Those still in full time education after leaving school. (We consider these study programme students)	L2/L3
Access to HE	Those looking to get a higher education qualification but without the necessary entry criteria. Adults returning to education after a break Boost careers prospects / change careers	L3
Distance Learning	In work career development New job requirement Back into learning (e.g., pre-Access) Lifelong learning and development	2/3
Outreach Community Learning	Early engagement Tasters Encourage progression to retrain courses	n/a

The College adult provision is split into two funding streams. Around four fifths of our adult students reside inside the Tees Valley boundary (therefore funded through Tees Valley Mayoral Combined Authority) with most of the remaining quarter residing within 50 miles of its boundary. The college subcontracts less than 10% of its Tees Valley delivery but subcontracts the majority of its 'out of area' delivery having secured approval from the North East Combined Authority (NECA). The College utilises subcontractors only where this supplements our own delivery and this fits within our regional geographic area.

Given the high unemployment rates locally and the fact many employers report high staff turnover and hard to recruit roles, the College works closely with DWP and local employers to plan and deliver bespoke training

and qualifications to meet their needs and employment vacancies. We provide free (non-funded) CV writing support in four different JCP's in the area on a one-to-one appointment basis. This helps us assess the areas of employment that customers are looking for and what areas DWP feel the skills gaps are to fill job in the local area. We host a bimonthly meeting called the Employer Network Group (ENG) alongside DWP for other training providers and employers to ensure that what we offer is current, relevant and compliments other offerings, avoiding duplication of delivery.

The employers that we work with offer sustainable employment that will lead to progression, giving the learner an opportunity to increase their income. The College has recently worked with many employers including but not limited to the following:

Middlesbrough Football Club	Biffa
Midas Cladding	MGL Group
N.E Security	Staff line
Close Protection Security	comfort call
Randstad (Caterpillar)	Falck Security
DK Jones	NHS
Woodsmith Group Construction	NIFCO
Addison plant	Positive support for you
Croft - Rigging and lifting	Keltbray

Over time we hope to move more of our North East and York, North Yorkshire provision to be direct delivery, expanding our sector skills academies into adjacent towns. Provision has now also extended into critical and niche areas of provision (such as Security and Health) in Newcastle.

The college subcontracts to providers who effectively reach priority learners in the community and who can demonstrate positive employment outcomes. These are typically hard to reach learners who are difficult to engage.

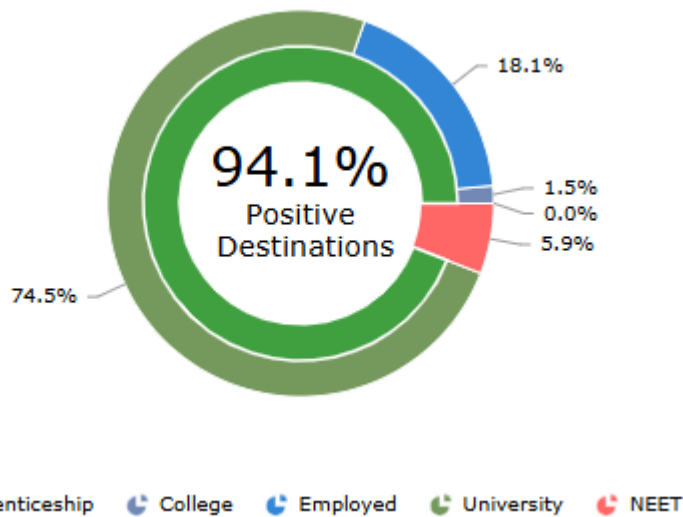
The college also subcontracts to providers to gain access to, or engagement with, a new range of customers. One area we are actively seeking to engage with a greater range of employers is health and care.

Adult destinations

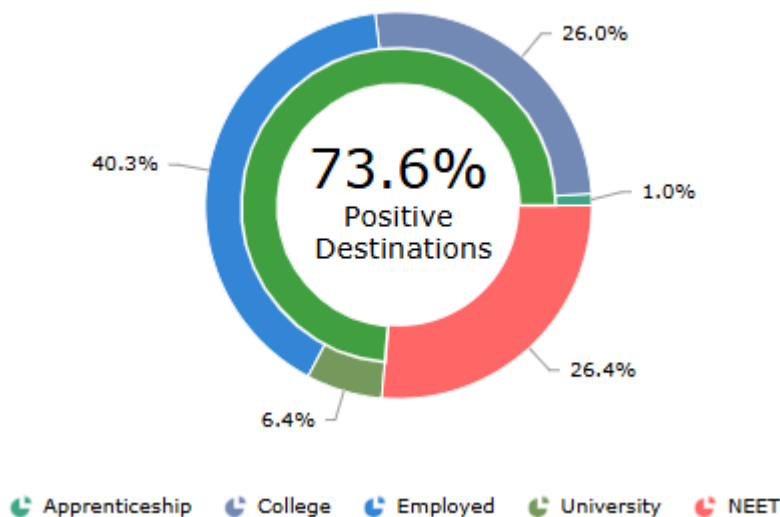
We have a separate destination report for Access to HE. The adult data for 22/23 leavers is below.

The College utilises a third-party company to track destinations of all adult leavers who do not progress to university or internally with us. Together this forms two sets of destination data:

Access to HE leavers 94.1% positive



All other adult leavers 73.6% positive:



For the Tees Valley Combined Authority, we carry out further analysis to break down the destination of adult learners (based in the Tees Valley) into those employed and unemployed.

The table below shows the destination data for all TVCA (Tees Valley Combined Authority) funded AEB learners in 2022 / 23:

Positive destination by qualification type



Positive destinations are lower for basic skills, life skills and ESOL, these learners tended to be furthest removed from the labour market.

Our Adult curriculum priorities for 24/25 include:

- Respond to the Department for Work and Pensions (DWP) requests through increasing the number of people participating in bespoke employer led provision (BELP) in skills gaps areas such as logistics, green energy, ground works, welding and in areas of local demand as and when
- Work closely with key partners to ensure that the College plays a key role in delivering the Youth Guarantee trailblazer in Tees Valley.
- Expand Skills Bootcamps and Free courses for jobs offer
- Build stronger links with employers to develop more sector specific BELPs
- Utilise NSF/FCFJ funding to develop Level 3 offer
- Expand our work in the community working collaboratively to reach those furthest from the jobs market
- Strengthen the work with our partner sub-contractors where they complement our provision
- Increase digital skills through the new national entitlement
- Strengthen destinations and job outcomes into the sector studied and ensure the number of unknown destinations is reduced

Summary adult programmes:

- **A bias towards adult basic skills and high-volume employment areas and growing sector skills academies.**
- **Destinations vary significantly by level and are high at 75.1% positive**
- **Access to HE destinations are high at 94.1 positive destinations, with 74.5% progressing to University**

APPRENTICESHIPS

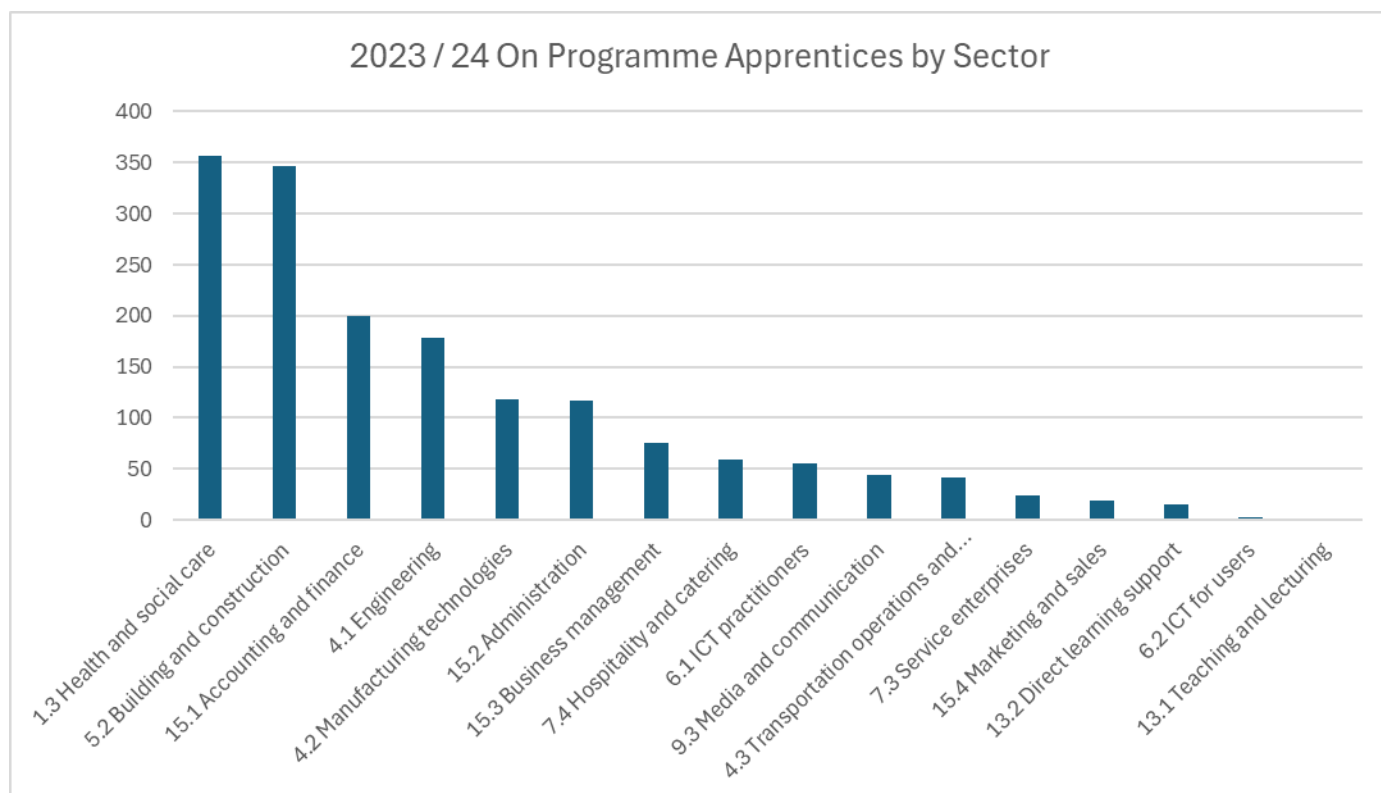
The College offers a wide variety of apprenticeships from level 2 to Level 5, in 80 apprenticeship standard areas.

The college specialises in technical and professional apprenticeships with almost two thirds of our volumes being in:

- Engineering / Manufacturing
- Association of Accounting Technicians
- Dentistry
- Construction

The apprenticeship reforms implemented in 2017 were designed to increase the demand and supply of apprenticeships nationally – but instead resulted in a significant decline (a 53% reduction across the Tees Valley). As funders adjusted the funding applied to various frameworks and standards – the demand for level 2 nationally has fallen significantly. This was hampered further during 2020 and 2021 because of the pandemic – with a particular negative impact on employment in the service and creative sectors. Our aim has been to increase apprenticeships to pre pandemic level by the end of 2025/26.

Despite the government policy direction - Middlesbrough College, in direct response to employer feedback, remains committed to offering level 2 apprenticeships and to supporting local companies with their apprenticeship needs – in spite of often poor outcomes nationally.



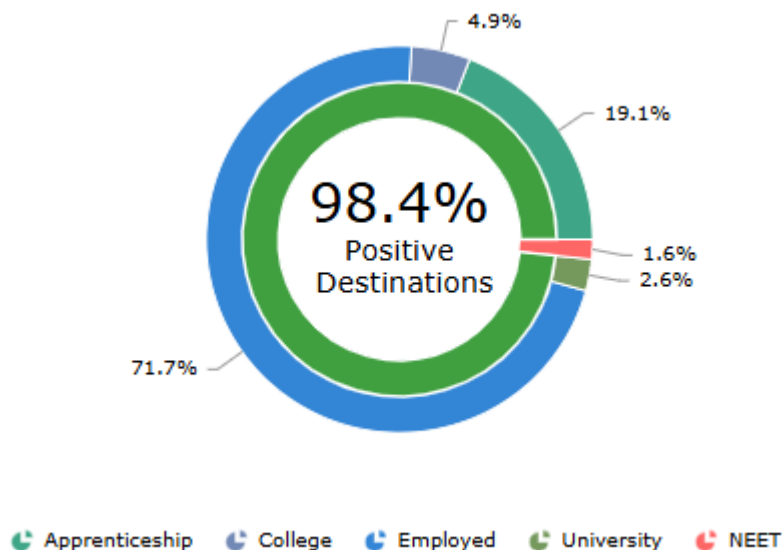
The majority of our apprentices are following new Standards which promote individualised learning and meet the needs of the employer. Each apprenticeship agreement sets out our promise to the apprentice, detailing what we will deliver, how we will deliver it, and the impact it will have on their skills development and employment.

In all cases our apprentices are developing the knowledge, skills, and behaviours they need to develop, both on and off the job. All our apprentices receive a minimum of 20% off the job training which is tracked and monitored. Before they start the programme, they receive a thorough analysis (Skill Scan) of their prior

achievement and knowledge to ensure an apprenticeship programme is right for them. They also receive an initial assessment to assess their level of English and mathematics. Apprentices study English and mathematics either through day release at college, or during their off the job hours in the workplace.

The progress an individual apprentice makes in developing their knowledge, skills and behaviours is tracked regularly and formalised during regular periodic reviews, which includes input from the employer. We work very closely with each employer to define any bespoke requirements and plan how the apprentices will successfully meet the 20% off the job requirement. The College aims to have all Apprenticeship provision above the respective national rate for achievement for the specific standard/framework.

Apprenticeship leavers 2022/23 – 98.4% positive destinations



Our Apprenticeship priorities for 24/25 include:

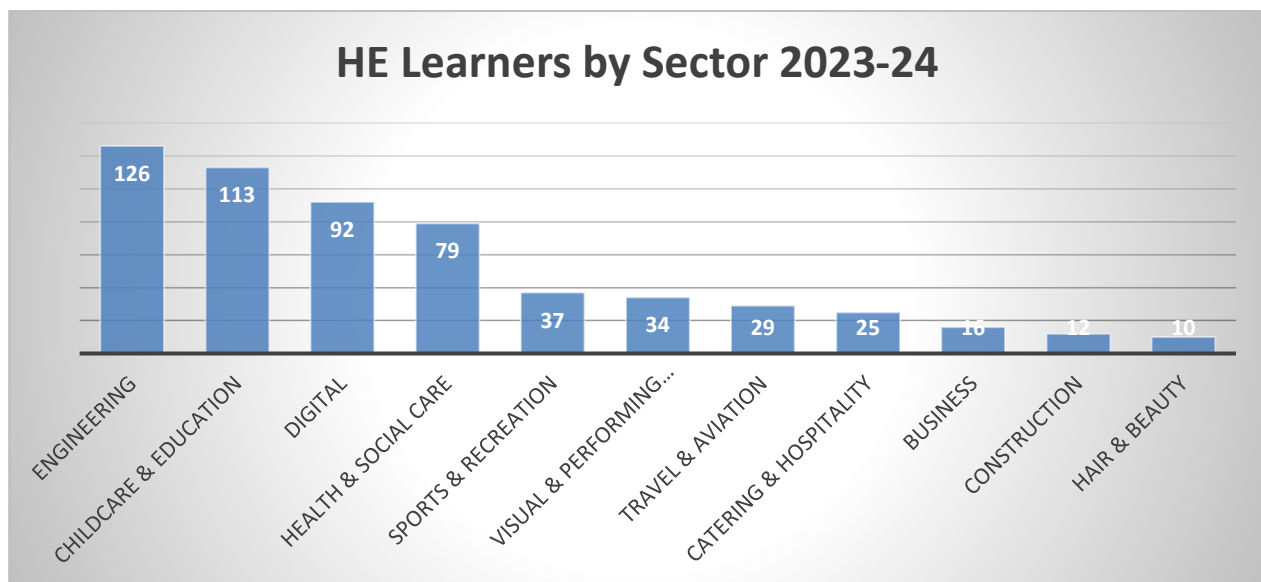
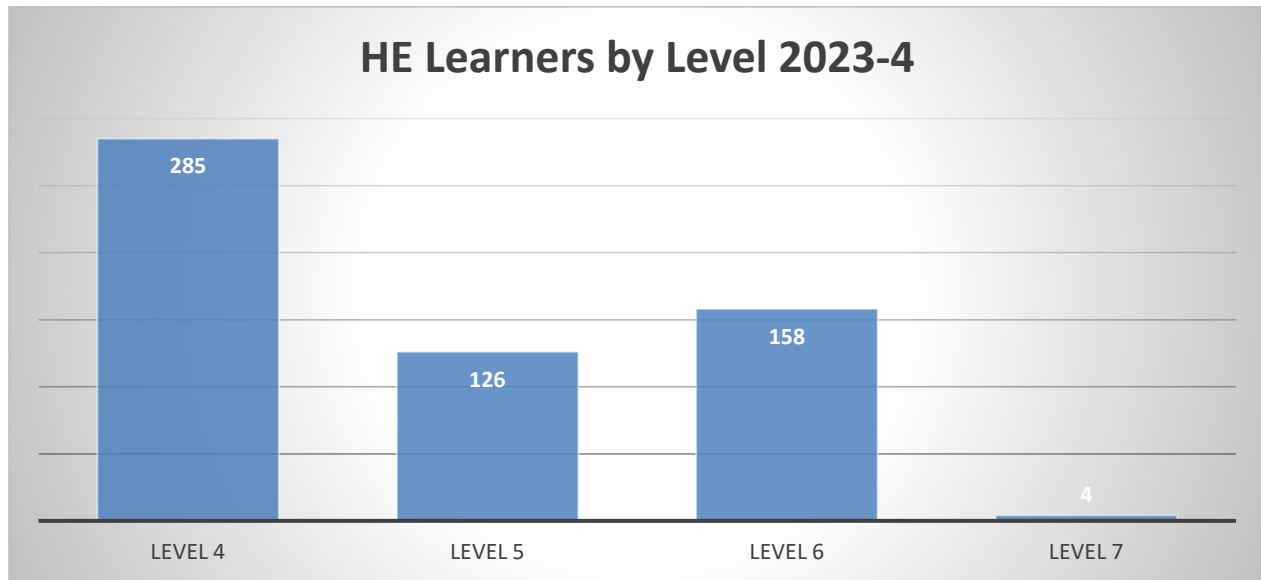
- To increase the progressions rates from study programmes into apprenticeships
- Maintain high quality apprenticeship outcomes
- To embed personal development effectively into apprenticeship programmes
- To continue to serve the current sectors but with a particular focus on expanding digital and priority sector apprenticeships as detailed in the LSIP
- To grow the numbers of apprenticeship opportunities in engineering and construction, to ensure that there are more opportunities for those study programme learners who want an apprenticeship as their progression from college
- To return apprenticeship starts to pre pandemic rates by the end of 2025/26

Summary apprenticeships:

- A technical and professional bias with around 30% at level 2 and 70% level 3+
- High positive destinations 98.4% with the majority progressing to employment

HIGHER EDUCATION

In addition to the above, the College has developed a progressive partnership with The Open University and Pearson with a view to expanding and actively promoting the widening participation of our students to levels 4 and above as follows:

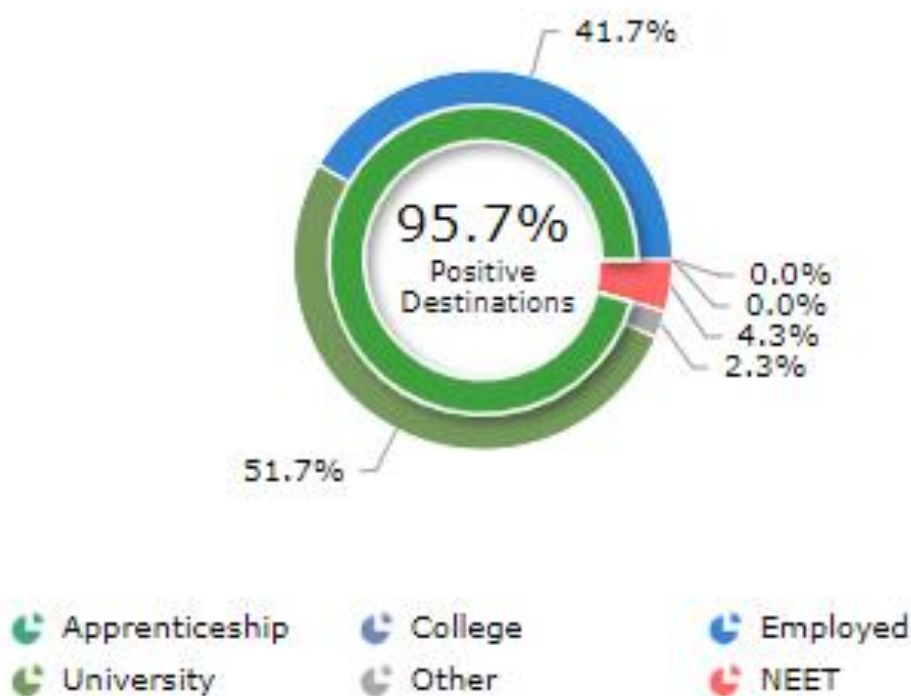


Our HE curriculum has historically been developed to widen participation in HE, but more recently is being adapted to expand a more flexible offering in skills priority sectors such as engineering, computing, construction, and education.

On average, the proportion of HE students recruited by the College who live or reside in the Tees Valley, is more than 97% annually and the majority of graduates progress into employment in the local area.

The College is an active partner in the North East Institute of Technology and therefore Higher education is a key element of the current 5-year plan.

Positive destinations of HE students – 95.7%:



Our Higher Education priorities for 2024/25 include:

- Continuing to support the transition to employment by maintaining the requirement for all HE awards to have key transferrable skills and employability at their core
- Continuing to review and provide a range of flexible study models that support all students and in particular, those in part-time study, to engage with higher education
- Reducing cost to students through creative curriculum design. This includes enhancing the current portfolio of foundation degrees plus top-up awards that reduces and spreads the costs of study
- Delivering the KPIs outlined in the Institute of Technology collaborative agreement
- Aligned to government policy, map current level 4/5 offer to apprentice standards to increase the number of HTQ (Higher Technical Qualifications) qualifications on offer as a viable progression pathway for our level 3 learners

Summary Higher Education:

- **A technical and professional bias**
- **95.7% of our HE leavers progress to positive destinations**

APPENDIX 1

Middlesbrough College – Courses with Clean Energy, Low Carbon and Hydrogen Content

Course Name	Content linked to Clean energy, Low Carbon & Hydrogen
BTEC L3 NED Construction and the Built Environment	Sustainable construction methods - renewable energy, modern methods of construction
CG L3 Adv Tech Dip Electrical Installation	Renewable energy, eg, solar PV, wind energy
CG L3 Adv Tech Dip Plumbing	Renewable energy, eg, solar PV, ground and air source heat pumps, rainwater harvesting, biomass, hydrogen boilers.
EDEXCEL L3 T Level Surveying and Design for Construction and the Built Environment	Sustainable construction methods - renewable energy, modern methods of construction
EDEXCEL L3 T Level Civil Engineering	Sustainable construction methods - renewable energy, modern methods of construction
CG L3 T Level Bricklaying	Sustainable construction methods - modern methods of construction
CG L3 T Level Carpentry and Joinery	Sustainable construction methods - modern methods of construction
CG L3 T Level Electrotechnical Engineering	Renewable energy, eg, solar PV, wind energy
CG L3 T Level Building Services Engineering for Construction (Plumbing)	Renewable energy, eg, solar PV, ground and air source heat pumps, rainwater harvesting, biomass, hydrogen boilers.
IMI L3 Dip Light Vehicle Maintenance and Repair Principles	Electric vehicle awareness and maintenance
CG NVQ2 Dip Performing Engineering Operations (Wind)	Wind technology
CG L2 Dip Adv Manufacturing Engineering (Wind)	Wind technology
EAL L3 Dip Engineering Technology (Wind)	Wind technology
BEng Degree in Engineering - all pathways	Renewable technology module - overview of all types of renewable energies
Hydrogen safety to emerging markets	Hydrogen
Electrification Awareness Training	Electrification
Solar PV Awareness Training	Solar PV
Air Source Heat Pumps Awareness Training	Air Source Heat Pumps
Ground Source Heat Pumps Awareness Training	Ground Source Heat Pumps
Rainwater Harvesting Awareness Training	Rainwater Harvesting
Hydrogen Ready Gas Boiler Awareness Training	Hydrogen Ready Gas Boiler
Solar PV - Powered by Wind Source Energy	Solar PV - Wind technology