

The West Nottinghamshire College Community Pledge 2026-2027

Serving as West Nottinghamshire College's Accountability Statement

Purpose

Our **Mission** is:

To be the college our community needs us to be.

Our **Vision** is to be:

At the centre of prosperous and ambitious communities, where our extra ordinary team build powerful collaborations to create transformative and inclusive learning opportunities that equip students, employers and partners with the skills, knowledge and resilience to thrive in a rapidly changing world.

Our **Values**:

Respect

Integrity

Collaboration

Ambition

Compassion

We revisit our mission, vision and values every year and, from them, develop a three-year strategic plan. This sets out objectives for each of the three years. Our Strategic Plan for 2025-28 is available to view online at wnc.ac.uk/strategies and will be refreshed in October 2026 with the 2026-2029 strategic plan. We expect this next iteration of our strategic plan to reflect the outcome of the Local Skills Improvement Plan and the Economic Strategy for the East Midlands Heartlands.

Essential to the strategic plan, and crucial in supporting its delivery, are our Curriculum Strategy, our Employer Engagement Strategy, our Community Engagement Strategy, and our People Strategy. These are also available to view online at wnc.ac.uk/strategies.

In creating this Community Pledge, we believe that we have satisfied our statutory duty to review our provision in the light of the Local Skills Improvement Plan and other national, regional and local developments to best meet local need. We are confident, therefore, that we have met our statutory Local Needs Duty.

Context and place

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

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

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

All this area sits within the East Midlands County Combined Authority (EMCCA) area, which came into effect from May 2024.

Mansfield, Ashfield and Bassetlaw have faced significant socio-economic challenges since the early 1990s, particularly in relation to health, educational attainment, employment, and income. However, these districts continue to benefit from significant capital investment through the government's community investment agenda, which presents an opportunity to address the underlying causes of these issues in the medium term.

Whilst Newark and Sherwood are not a particularly deprived district as a whole, those towns and villages that sit closest to our college are largely above the national average for deprivation.

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

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

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

All these areas expect to see continued significant demographic growth amongst 16-18-year-olds for the next five years.

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

We also need to find ways to re-engage into education and training those who long ago lost belief that they can learn effectively and develop useful skills. We need to work with partners to support those who are economically inactive to enter, or re-enter, the workforce in a sustainable way. We need to support the most disadvantaged in our communities, particularly those with learning difficulties or disabilities and those with experience of care, to fulfil their potential and find rewarding careers.

The college operates across ten centres: it has specialist engineering, motor vehicle and construction crafts centres in Ashfield, all very close to the Sutton Parkway railway station, and a building services training centre in Sutton-in-Ashfield; we have a building services apprenticeship assessment centre at Pleasley Mill in Bolsover; Mansfield is home to our sixth form college, the Mansfield Ambition Exchange, an Adult Learning Centre within the Old Town Hall, a construction skills training centre on the edge of the town centre, the Mansfield Education Hub in Mansfield town centre (which caters for young learners who are not quite ready to attend a large college setting), and the main college campus. Our engineering training centre is the UK's first Gene Haas Centre for Advanced Manufacturing, in partnership with the Gene Haas Foundation (Haas Automation manufactures computer numerically controlled manufacturing equipment, some of which the college owns and uses in the delivery of its training) and has been re-modelled to focus more on automated machining skills.

The college has a significant strength in its response to inclusion and works collaboratively with Nottinghamshire County Council, in particular, on engagement and employability programmes for individuals with Special Educational Needs and Disabilities (SEND). The college has an award-winning supported internship programme, which includes Sherwood Forest Hospitals NHS Foundation Trust, Capita, and National Grid amongst its employer partners, and has worked with local employers to review and develop their inclusive employment practices. The college's high needs provision was recognised in its most recent Ofsted report as 'Outstanding', and the college has embarked on a three-year programme to develop programmes further so that local employers can benefit from a more diverse workforce. Similarly, the college has adopted the seven principles of corporate parenting; the college works with others to address achievement gaps for young people who are care-experienced and will aim to ensure that positive destinations are at least in line with peers.

The college has strong links with key public sector employers within Mansfield and Ashfield, including both district councils and the local hospital. All partners share a commitment as anchor institutions to work collaboratively to address the key economic and social challenges of the communities served by the college.

Approach to developing this Community Pledge

We have worked very hard to develop strong relationships with local partners in the private sector, the public sector and the voluntary sector. The college is represented at an executive level on the place boards for Ashfield, Mansfield and Newark & Sherwood and are also engaged at a strategic level with Bolsover District Council. Our principal sits on the Chief Officers' Forum convened by Nottinghamshire County Council and the Universities for Nottingham partnership. He is also a member of the Nottinghamshire Violence Reduction Partnership Strategic Board. One of our vice-principals is a board member of the Mansfield and Ashfield Business Network (MABN) and chairs the Education and Skills Partnership in Mansfield. We are in the sixth year of a 25-year formal collaboration with Nottingham Trent University, which has created numerous opportunities for new discussions with a wider range of partners. We have a partnership agreement with the Sherwood Forest Hospitals NHS Foundation Trust, which has helped us to understand better their skills needs and the opportunities they might present to local people if we can work together. We have recently become a strategic partner of the East Midlands Chamber. They are represented on our board at director level, along with Ashfield District Council (CEO), Sherwood Forest Hospitals NHS Foundation Trust (director) and Mansfield Building Society (CEO). Our board also includes a former senior police officer, a senior Army officer and the HR manager for a local power management business.

We are a patron of the Mansfield and Ashfield Business Network (MABN), managing the day-to-day operational running of the network on behalf of the board and sharing a joint appointee who manages their events as well as those hosted in the Mansfield Ambition Exchange. We host their monthly Women in Business events in our college restaurant. We use this position to inform local businesses about changes and opportunities in educational opportunities, to seek their views and/or assistance in developing new offers, and to listen hard to their views on the skills offer and how it might be improved.

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

We engaged positively, proactively and fulsomely with the Federation of Small Businesses in the development of the EMCCA Local Skills Improvement Plan (LSIP). We have considered the 'actionable priorities' that feature at the heart of the LSIP and the outcomes of this analysis, our progress and our future plans are set out in the following sections of this pledge.

We hold an annual Skills Conference, where employers and other partners of all types come together to learn about emerging opportunities and projects and then to consider how these might best be addressed to deliver optimal benefit to local people and local businesses. The 2026 conference focused specifically on deepening the engagement between employers and education providers. In previous years, the topics have included the LSIP priority of transferable skills, the LEP skills priorities, the employer-led sport curriculum, the college's partnership with NTU, devolution, college accountability and the East Midlands Mayor's Inclusive Growth Commission.

The college works with over 2,000 employer partners from businesses in every sector and from the very small to very large and across private and public sectors. In 2021, we changed the nature of much of this engagement from the selling of 'products' (mostly apprenticeships) to in-depth engagement and

understanding, which then feeds back into the development and delivery of our curriculum offer. This evolution continues to work its way through our processes, but it is having widespread impact upon our curriculum planning. There are now many examples of such collaboration across our curriculum. One of the most recent and impactful is the AF Switchgear Academy, whereby this local employer donated a switchgear training facility and uses it to offer two days of training in college, delivered by company staff, followed by three days experience within the company. The first two cohorts for this opportunity, who must compete for a place and then give up their own time to participate, have successfully completed the programme and put themselves in a very advantageous position to secure an apprenticeship with the company.

The college has established employer advisory panels to cover most of its vocational curriculum. Subjects which were introducing T Levels were prioritised, but this model has rapidly expanded beyond this. The panels have evolved sector by sector, to reflect the preferred modes of engagement for the relevant businesses, to optimise their time and deliver maximum benefit.

Actions agreed as part of our 2023 Community Pledge led to a one-day systems thinking workshop, engaging senior leaders and practitioners in considering how we might work better together to address economic inactivity. This has informed and supported the college's work in this respect and created an innovative partnership with other public sector employers. The second systems thinking workshop, in November 2024, explored how our system might more effectively create high-skilled, well-paid careers for local people. In 2025, the event supported the development of the Economic Strategy for the East Midlands Heartlands (an area defined by EMCCA and which closely aligns with the college's catchment).

The college's Corporation Board sets aside two whole days annually to consider all the intelligence gathered through these partnerships and mechanisms and seek to convert them into the strategic plan for the next three years. Governors are given information from a range of sources. In 2026, the first strategy day specifically addressed the question of how the college might respond to address the ambitions set out in the EMCCA Growth Plan, the emerging LSIP and curriculum reform. The second strategy day took these discussions forward to develop concrete plans and to consider how well the college supports local skills needs.

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

Contribution to national, regional, local priorities

The National Skills Priority sectors are listed in the table below, along with descriptions of the college's offer in 2025-2026 and any changes planned for 2026-2027. These priorities align very closely with the priorities for employers within our community.

Sector	Current (2025-2026) provision	Additions for 2026-2027
Advanced Manufacturing	T Levels in Engineering and Manufacturing, and Maintenance, Installation and Repair, both aligned with employer demand for machining and electrical maintenance. Full-time courses at Levels 1, 2 and 3 covering a range of topics, including electronics, robotics, computer-aided drawing, and machining. A wide range of apprenticeships covering machining, maintenance, fitters, and technical support. Regular rail engineering bootcamps and related courses linked to secure employment in that sector. 38 learners benefiting from additional skills training through the Gene Haas CNC academy. The AF Switchgear Academy, enabling learners to benefit from additional skills training and complete work experience. Experienced worker route in panel wiring, enabling employees to gain a 'gold card' to operate on work sites is now available to businesses across the UK.	Through the Gene Haas Centre, we have created additional capacity for engineering and manufacturing courses; both full-time and apprenticeships. We will continue to offer an alternative Level 3 programme for those who do not wish to pursue a T Level. We will continue to grow and expand our bespoke training offer from the Gene Haas Centre for Advanced Manufacturing, further enhancing our CNC and robotics offers. We will work with NTU and employer partners in the development of the Automated Distribution and Manufacturing Centre (ADMC) scheduled for opening in 2027. The centre will provide knowledge exchange as well as skills training for local businesses wishing to introduce automated processes as part of their business. For our students, this will provide opportunities to work alongside degree-level students. We will continue to provide adult upskilling programmes, working in collaboration with DWP and employer partners, to support economically inactive and NEETs into work. This will include the continuation of the rail bootcamps and the development of a bespoke sector work academy programme for technicians in engineering, to support those that are economically inactive. The government has identified the machining sector as a growth area within the UK and, as such, we will introduce specific adult pathways for machining. This includes working directly with Haas to create courses aimed at upskilling in CNC machining.

	Bespoke rail technician bootcamp in partnership with TecForce, with 26 adults benefitting from upskilling to further their career prospects. Level 2 Engineering courses also offered in Alfreton by one of our subcontractors. Total headcounts for advanced manufacturing programmes: • 16-18: 236 • 19+: 323 • Apprentices: 215 • Sub-contracted: 86	We plan to expand our 'Academy model' with additional businesses partnering with us to enable learners to benefit from additional skills training. Such sectors include clean energy and power solutions.
Clean Energy Industries	The college has embedded a range of green skills training components into its full-time study programme offering, particularly within the construction and engineering sectors. We have 74 apprentices currently on the Refrigeration, Air Conditioning and Heat Pump apprenticeship and 30 students on a range of online programmes for adults and employers as an introduction to low carbon. These include: • Introduction to Understanding Heat Pumps • Introduction to Understanding Solar PV Installations • Understanding Clean Energy Production by Wind • Understanding Decarbonisation • Understanding Environmental Sustainability • Understanding Smart Home Heating Systems.	We will further enhance our online offering for green skills by introducing face-to-face workshops for both adults and study programme learners in both construction and motor vehicle, with elements of green skills embedded within our engineering study programme. We will further extend our clean energy programmes to launch a Level 3 CMI Sustainability for First Line Managers qualification to help direct managers support their teams in understanding and implementing sustainable practices.
Construction	T Levels in Design, Surveying and Planning and Building Services.	We will open our new Building Services Engineering Training Centre in the heart of Sutton-in-Ashfield, allowing us to meet increased demand in these trades, and to create space to grow in construction crafts provision at our Station Park campus.

	Wide range of full-time and part-time courses and apprenticeships at Levels 1, 2 and 3; largely in traditional trades, benefiting from extensive industry sponsorship which provides site visits, work experience and work placement opportunities, and supports understanding of low-carbon essentials and green skills. We continue to expand and develop opportunities for students from all trade disciplines to work on real-life projects to develop their knowledge, skills and behaviours and give them much needed experience for industry. In 2025-2026 193 learners completed 16 projects. Learners acquire skills by working on live projects for clients, including: • School community projects • local authorities • voluntary organisations • Private landlords • College estates team. Our Women in Construction course remains popular and productive for adult students. • Intermediate Certificate (Level 2): 71 • Advanced Technical Diploma (Level 3): 11 We have also offered a range of practical programmes for adults as an introduction to construction. These include: • Introduction to Painting and Decorating • Introduction to Tiling • Health and Safety in Construction (online).	The college will expand its adult NVQ offer to upskill the industry. We will continue to expand and develop opportunities for students from all disciplines to work on real-life projects with a range of partners, including major estate owners, and in the local community. Further enhance our offer to support the green construction industries, including retrofit and solar technology. We will introduce a short, intensive bootcamp for adults to enter the construction industry as civil plant operatives. We will deliver a CSCS training short programme in line with our commitment to supporting adults to upskill, retrain, and access sustainable careers within the construction industry.
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	Total headcounts for construction: • 16-18: 543 • 19+: 371 • Apprentices: 308	
Creative Industries	Wide range of full-time and part-time courses at Levels 1, 2 and 3; which encompass commercial design, image production, digital arts and game design, content, media and film production, performing arts, and Esports. We also offer the Engage programme for learners who have had inconsistent education, been homeschooled, or who have been school refusers. The course, designed to re-engage the disengaged, develops art and design skills alongside the development of social and personal skills. The 'Create Digital' learning company provides students with opportunities to engage directly with commercial clients to undertake commissions and produce work that will be used by those clients. Students work with the Mansfield Film Festival to enhance and make more accessible their offer to young people. The festival has now been endorsed by the British Independent Film Awards (BIFA). Total headcounts for creative industries: • 16-18: 379 • 19+: 37	Student numbers are expected to continue to grow. We will introduce a Level 1 course in performing arts to provide greater access to this sector for those from disadvantaged backgrounds or who have had less productive experiences of compulsory education.
Defence	Our courses in engineering and computer science support numerous businesses in the defence supply chain. Full-time courses at Levels 1, 2 and 3 in uniformed protective services.	We continue to grow each of these courses and will repeat the campaign relating to reserve forces.

	We ran a year-long campaign with the Army to encourage full-time students to consider a reserve forces opportunity alongside a civilian career.	
Digital and technologies	T-Level courses in Digital Support Services and Digital Production, Design and Development. Wide range of full-time courses and apprenticeships at Levels 1, 2 and 3 in computer science, digital arts, and esports. We provide business administration apprentices with a masterclass programme focusing on the essential skills to utilise AI systems ethically and optimally within business contexts. We have launched the new CMI Level 3 Managing AI Adoption course as an offer to businesses and individuals. Various IT courses aimed at improving digital skills amongst adults, including IT for the Terrified and Using the NHS App. Our partnership with Nottingham Trent University (NTU) is supporting progression into higher-level study through the HNC networking pathway. Total headcounts for digital technologies (computer science, Esports): • 16-18: 199 (Level 1: 29, Level 2: 45, Level 3: 125) • 19+: 39 (Level 1: 2, Level 2: 5, Level 3: 32) • Apprentices: 21 (All Level 3)	We will provide training and support for local managers, supervisors and small businesses to enable effective AI adoption, through our AI for Business programme and CMI qualifications in AI Adoption. Alongside this, we will support individuals to explore AI in a practical and accessible way, building their confidence and understanding for use in work and everyday life. We plan grow and broaden our digital offer. Higher-level progression will also be strengthened through the continued development of HNC and HND pathway with NTU. We will offer more employer-led and adult-focused provision. Plans include digital bootcamps in areas such as cyber security, software development, data analysis and IT support.

Financial Services	Level 2 Certificate in Bookkeeping, Level 2 Certificate in Accounting (both adult and 16-18), Level 3 Diploma in Accounting, and Level 4 Applied Management Accounting. We also offer apprenticeship programmes Level 2 Accounts or Finance Assistant, Level 3 Assistant Accountant Standard, Level 4 Professional Accounting Technician, and Level 4 Professional Accounting Taxation Technician.	We will start delivering T Level Accounting in the academic year 2026-2027, a technical qualification designed to prepare learners directly for a career in finance or further study in accounting-related fields.
Health and Adult Social Care	16-18 full-time study programmes at Levels 2 and 3, including T Level Health. T Level learners complete an industry placement with Sherwood Forest Hospitals NHS Foundation Trust over two years. The T Level Foundation Programme is a stepping-stone to the T Level and focuses on achievement at Level 5 or higher in English, maths and science (biology). Level 1 continues to be delivered by the integrated partnership at Inspire. Full-time, and online Access to HE courses in midwifery, nursing, healthcare professions, business (online only) and science allow learners to study to change careers whilst continuing to work, and to progress to university. A direct offer of interview has been secured with NTU and the University of Nottingham. The wider adult offer is focused online, with short courses in dementia care, end-of-life care, falls prevention. and mental health awareness. which enable individuals to progress onto further study or into work.	Due to demand a new Level 1 Award in Introduction to Health and Social Care will be introduced for learners, with the option to join the integrated partnership at Inspire if a smaller environment is deemed suitable. Level 2 Extended Diploma in Health and Social Care will provide a progression route from Level 1 and a route into work, or onto the Level 3 Extended Diploma or T Level. Level 2 Foundation Programme will include the Level 2 Extended Diploma and include English or maths and science, where needed, to progress to T Level.

	Total headcounts for health and social care (Including Access to HE): • 16-18: 175 (Level 2: 51, Level 3: 124) • 19+: 215 (Level 2: 49, Level 3: 166)	
Life Sciences	We offer A Levels in Chemistry, Biology and Environmental Science.	
Professional and business services	16-18 full-time study programmes at Levels 2 and 3. Level 3 CIPD Foundation Certificate and Level 5 Diploma in People Management. Apprenticeships: Level 3 HR Support, Level 5 People Professional, Level 5 HR Consultant. We offer the Level 3 Award in Education and Training, assessor awards IQA qualifications and, a suite of teaching and training qualifications.	Through the Mansfield Ambition Exchange, we will provide monthly bespoke and high-quality masterclasses to meet the skills gaps across the Mansfield businesses.

Responding to the EMCCA Strategic Skills Plan

The table below sets out the college's response to the priorities for the Adult Skills Fund, as set out in the East Midlands County Combined Authority Strategic Skills Plan.

Key theme		College response
Increased productivity for our region through the delivery of high-quality skills provision which enables our residents to enter the labour market or secure in-work progression.	Sectors which are supporting the growth of our economy, including manufacturing, nuclear, and hydrogen.	In addition to extensive offer to 16-18-year-olds, the college will continue to develop its suite of adult programmes with a core focus on those industries with skills gaps. These will include warehousing, rail, welding, health and care, catering, construction, and machining and engineering. The college will continue to work with partners on the development of skills offering for large-scale regional projects, such as the West Burton Step Fusion.
	Sectors which enable our economy to function effectively including transport and logistics, digital, the visitor economy and health and social care (including childcare and early years).	We will continue to work with the NHS to promote careers within the healthcare sector including through the 'Step into the NHS' careers events. Our adult offer includes a range of programmes to support the logistics and warehousing sectors. We will deliver a Level 3 Diploma in Working in the Early Years Sector for adult learners and a Level 2 course to support learners wishing to work with children with SEND. We will develop and recruit to Access to HE Diploma (Education) and Access to HE Diploma (Early Years Education) programme to commence in September 2027, to provide learners with the opportunity to progress into higher education. We will deliver adult culinary course to address the local chef shortage, equipping learners with the practical skills and behaviours required for immediate employment. We also offer a small-group Hospitality Trainee Manager course to enable Level 3 learners to upskill and progress into supervisory and trainee management roles. In travel and tourism, we work closely with local attractions, including Sherwood Observatory, Creswell Crags, and Welbeck Estate, to develop learners' skills and behaviours in line with employer expectations and to offer student consultation activities. In 2026, we will expand our offer to include a Level 1 course in travel and tourism.

	Sectors that contribute to current and future prosperity and growth, including construction and engineering.	The college will fully open its new building services engineering skills centre in Sutton-in-Ashfield in September 2026. Using the capacity created through this project, we will significantly increase learner numbers, not just in these disciplines, but in engineering and motor vehicle as well. We will work with partners, including businesses and NTU, to launch the regional ADMC to promote automated technologies and skills training for local business. Construction courses also available via one of our subcontractors, at locations including Swadlincote, Ripley and Barlborough.
	Match skills provision to economic need to increase productivity and wellbeing.	We will develop specific programmes in health, care, social work, and early years which are targeted to fill the skills shortages in the local economy. We will continue to engage in depth with local employers to ensure that our provision best meets their specific skills needs and to support and encourage them to provide opportunities for our learners.
Reduce inequality, promote social mobility and allow people to achieve their potential.	Focus on the most disadvantaged people who have multiple barriers and require support to engage in learning and to progress towards further learning and/or employment.	Our inclusive curriculum offer will be used to expand access to education for individuals who have multiple barriers to learning and will aim to increase personal resilience and enable individuals to either progress in learning or gain meaningful and sustainable employment: • Growth - seeks to develop essential employability skills and provide subject tasters for learners across a range of sectors who have dropped out of learning earlier in the academic year. Learners are supported to gain entry-level employment or progress to another course or an apprenticeship. • Flourish - helps academically able students suffering from anxiety or social isolation to build confidence and self-esteem, develop resilience, life and social skills, and prepare for a full Level 3 programme. • Engage - helps learners with mental health challenges and historically very low attendance. The college will continue to deliver successful supported internship programmes which see 75% of participants secure employment or volunteering opportunities. The college will work with EMCCA and other partners to explore how this programme can be expanded for adults without an EHCP plan.

		• Roots - is specifically designed to support those who have been in alternative provision at school to re-engage with mainstream education through an active but progressive curriculum. We will also pilot in 2026-2027 a largely online taught programme in English and maths for year 11 pupils who are electively home educated, to support their progression into college. Through the Youth Guarantee Trailblazer, we will deliver programmes focused on developing resilience and confidence for individuals aged 18-21 who are not in work. We will also work with partners in social care and supported housing to support individuals in those settings to access some form of training, thus developing routine and personal development to enable them to progress either into full-time education or work. The college's expanded family learning programme will be further developed in 2025-2026. These programmes, delivered in areas of significant social and economic disadvantage, have a wide range of benefits for individuals and the wider community, most notably supporting parents to help their children with schoolwork. The college will use tailored learning in a range of curriculum areas including digital skills, beauty therapy and creative arts to develop a range of programmes to engage those furthest from education or employment. The college has developed a partnership with Nottingham Forest Community Trust to develop an offer which aims to get adults within the community more active, thus reducing health inequalities. Our English and maths provision for adults offers a flexible approach so that learners can attend GCSE sessions at times that suit them, and for functional skills adult learners can study evenings, daytimes and weekends both face to face and online. We also provide 1:1 or small group sessions to support those who cannot read and write.
	Focus delivery on communities of need and disadvantaged areas, such as neighbourhoods that are in the 10% most deprived Lower-layer Super Output Areas (LSOAs).	We have opened and continue to target new venues in those communities with the greatest deprivation. Our family learning partners with schools that face some of the most demanding challenges.

	Low-level skills (Entry Level, Level 1 and Level 2), economically inactive people and those in low paid, low skilled jobs seeking to progress.	The college offers a range of programmes at lower levels for adults, and this offer will be further expanded to meet demand. This will include an expanded ESOL offer, further expansion of our virtual classroom offering in Functional Skills, and community-based programmes designed to develop an individual's core skills. We have a strong partnership with DWP and will continue to work with other public sector institutions to develop job opportunities within our own organisations for those that are economically inactive. Reading and writing support is also available for adults with very low-level literacy skills.
	Identify and deliver the transferable skills needed to enable a resilient regional economy.	The college delivers a huge range of transferable skills across its curriculum delivery, learning companies and wider enrichment. We continue to strive to develop a consistent and efficient way of recognising these skills and certificating them for our students.
Work in alignment with other public funding sources to offer coherent routes to upskilling and greater prosperity across the region.	Develop innovative and collaborative delivery models focused on enabling residents to achieve their full potential and increase levels of social mobility.	In partnership with NTU and Nottinghamshire County Council we offer a degree programme in social work from the NTU Mansfield hub. The college provides feeder programmes at Level 3 to enable progression into a career in social work for local people, whilst the council guarantees local placements for social work trainees. In engineering we are working in partnership with NTU to create a sponsored classroom at the Gene Haas Centre to raise aspirations and promote progression awareness and opportunities.
	Continue to develop clear progression pathways for all residents, particularly those on low wages and with insecure work.	The college will continue to grow (subject to available funding) and evolve its adult and community offering to ensure skills development and progression into either larger education programmes or work. The college works in partnership with DWP to offer support for clients to apply for jobs.
	Reduce levels of low attainment and increase opportunities for in-work progression, including Skills Bootcamps and apprenticeships, and access to the Lifelong Learning Entitlement.	The college will continue to offer a range of Skills Bootcamps to meet local skills needs and will seek to grow this offering in line with demand and available funding. The college will continue to work in partnership with NTU to develop pathways into higher skills. This will include degree and higher technical qualifications, as well as higher apprenticeships and short programmes targeted at local businesses. The college will continue to support a range of development opportunities through the Mansfield and Ashfield Business Network and will offer a suite of masterclasses for business through its Mansfield Ambition Exchange.

Responding to the Local Skills Improvement Plan

The table below sets out the college's response to those actionable priorities emerging from the LSIP which are immediately relevant to the college.

Priority	Action	College response
Address Occupational Shortages in Priority Sectors.	Seek opportunities to increase skills provision that meets the needs of the priority sectors/occupations.	Continue to develop provision in the Gene HAAS Centre for Advanced Manufacturing, including the development of further employer-led academies. Continue to work with partners in providing the skills need for the West Burton developments. Develop our curriculum offer in clean energy, particularly at the Portland Square and the new campuses at Julias Way. Work closely with Skills for Care to deliver the care workforce pathway to learners as part of their college programme to ensure that learners are fully-prepared for the workforce with better opportunities for securing employment in the sector. We have created additional capacity over the last three years in construction, engineering, clean energy, digital technologies, creative industries and business and professional services. Subject to funding being available we have plans to continue this and to include health care and financial services. Short Level 2 courses in early years for adults.
	Seek opportunities to grow apprenticeships that meet the needs of the priority sectors/occupations (listed in Annex A).	Focus the college's apprenticeship delivery around the key sectors of engineering and construction related industries.

		Providing contractors in the local area a pool of new talent in which they can meet, assess and provide work experience before committing
	Identify priority sector-specific solutions and scale proven practice.	Continue to develop a range of 'real world' experiences for students using projects (construction) and learning companies that expose students to the world of work.
	Strengthen programme-led and work-based routes for young people and adults into priority sectors, supporting digital, work readiness and progression.	Sector Work-based Academy Programme planned for 2026-2027 in new to care for adults with little or no experience in care. In building services engineering, the programme has, and is being developed to provide learners with an experience each year, that is ever closer to the realities of a construction site Continue to work proactively with employers in the delivery of master-class sessions and industry visits. Develop our internal recruitment agency, working with curriculum to plug the gaps that employers identify. Deliver a summer 'job club' to enhance students' employability skills and ensure that they are better placed to enter the workplace.
	Use employer evidence and provider collaboration to target ASF and devolved flexibilities to develop short programmes that fill skills gaps and helps to upskill and reskill adults	Continue to work in strategic partnership with NTU and Sherwood Forest Hospitals NHS Foundation Trust to develop and deliver a skilled workforce into the NHS. Further develop the college's strategic relationship with NAPIT.

		Work with employer boards to understand where the gaps are and how we can fill these. Create short four-week courses for adults that may want to move into care and a rolling programme of short courses in Access to HE for those adults that are not able to commit to study due to personal commitments but want to achieve small chunks of learning to develop as skills as individuals.
Build Provider Capacity for Industry Relevant Delivery.	Where available, explore options to coordinate regional capital and equipment planning, increasing capacity, enhancing facilities, reducing duplication and widening access.	Work in partnership with EMCCA colleges in the delivery of the CTEC (construction technical excellence colleges).
	Expand industry-to-teaching routes and scale Teacher Industry Exchange.	We will build on our very successful system of bringing new employees from industry into teaching. As an example, in building services engineering 11 of our 22 staff are from industry and within their first two years of education at WNC with four others still within their first five years. Continue to prioritise our teacher work placement programme. Continue to work proactively with employers in the delivery of masterclass sessions and industry visits. Use our partnership with the NHS, to support nurses reaching the end of career to move into teaching.
	Strengthen digital delivery capability.	Continue to invest in a specialist teaching and learning coach to support the use of technology in teaching and learning.

		Continue to invest in AI to enhance learning and drive efficiencies.
Upskill the existing workforce	Create a regional, modular training offer to upskill the existing workforce in priority sectors.	Utilise the flexibilities of tailored learning to better meet the skills needs of employers wishing to upskill their employees. Develop our suite of targeted short programmes for employers which includes AI for business, modularised accounting and HR and health and safety. Work with NTU and other partners to develop an innovative and relevant offer for local SMEs and larger organisations to embrace automated technologies through the ADMC. Continue to develop and deliver high-quality online learning opportunities for upskilling. As above working with the NHS and the care organisations and Skills for Care to upskill workers. Support employers to upskill their workforce through our Skills Bootcamps, offering a fast, targeted, and cost-effective way to address skills gaps. Expanding our bootcamp provision to include manufacturing, construction, engineering and care. For example, we are helping an engineering company build welding capability within their teams so employees can progress into promotions or take on additional responsibilities, while also addressing key skills gaps.

	Explore ways to reduce financial and operational barriers that prevent SMEs from investing in priority workforce upskilling.	Utilise the Mansfield and Ashfield Business Network (MABN) to promote and deliver upskilling support to the local SME market. Breakfast clubs are being organised to SMEs to attend for CPD and input their own expectations of the college
	Increase awareness of free and funded upskilling opportunities and existing short courses among employers — particularly SMEs — in priority sectors.	Provide enhanced skills for staff working on social care through the Quality Assured Care Learning Service which provides funded upskilling opportunities for the care sector. Use our leadership of the Mansfield and Ashfield Business Network and Strategic Partnership of the Chamber of Commerce to raise employer awareness of our offer.
	Develop and deliver targeted upskilling packages aligned to priority sector needs.	Provide training for relevant role categories and learning outcomes in the Care Workforce Pathway as recommended learning, funded through the learning and development support scheme. We currently offer short courses in digital upskilling funded by tailored learning. These include Microsoft packages and introduction to using AI to support your business.
Deepen Employer Engagement in Shaping and Supporting Delivery.	Grow employer involvement in co-design of skills programmes to ensure provision reflects current and future workforce needs.	Strengthen further the employer input into the college's curriculum planning processes. Ensure that all vocational areas have formal mechanisms for engaging with employers, either through advisory panels or other systematic approaches. Further develop the concept of employer-led academies within advanced manufacturing and

		explore their development within other vocational curriculum areas. Employ a joint role with NTU to promote and develop a joined-up offer for employers across FE and HE. Map skills for care standards into the qualifications in healthcare. Work with Skills for Care to develop a programme designed around the 'New to Care' guidance. The New to Care role is an entry-level position in adult social care, designed for individuals with no prior experience. This will support NEETs and economically active into secure employment whilst addressing a skills need in the health and social care sector. We will pilot a range of opportunities for employers across all sectors to engage with the college, including the integration of CPD offers to businesses with discussions on design and delivery of curriculum.
	Scale work experience, placements and internships opportunities aligned to priority sectors and roles.	Continue to grow work experience opportunities for our students, particularly in key sectors. Continue to work with employer boards and establish new connections to develop and enhance meaningful work experience for learners. Level 2 and 3 Early years – two-day placement for the duration of the course.

		Level 3 and T Level Health have secured extended placements at Sherwood Forest Hospitals NHS Foundation Trust. Build on our outstanding success in finding construction sector placements to deliver on the government's construction industry placements scheme.
	Expand employer-led knowledge exchange, leadership and commercial programmes.	Develop and expand the range of employer focused events delivered from the Mansfield Ambition Exchange, working in partnership with the Mansfield and Ashfield Business Network, the Chamber of Commerce and Nottingham Trent University.
Hard wire Skills into EMCCA investment and Places.	Embed skills by design across EMCCA investments by requiring skill outputs in business cases, procurement, grants, and aligning capital estates to support with training access.	Work with local partners to engage with prime contractors on significant local projects to support the development of skills by local people. Develop capital programmes to grow provision to meet local demand, particularly in priority sectors.
	Use spatial skills mapping to align shortage roles with project geographies, informing strategic commissioning decisions and publishing pipeline maps to guide delivery.	Work with EMCCA to publish a Heartlands Economic Strategy. Work with EMCCA and other providers in the planning of adult skills provision that meets regional and local skills needs.
Transform Careers, Information, Advice and Guidance.	Create one regional careers strategy and platform – across schools/FE/HE/Employers – with clear progression maps and employer case studies supported by targeted campaigns for priority sectors with acute skills needs.	Continue to work proactively with the EMCCA careers hub and with other partners to develop best practice in relation to careers education. Work with the Chamber on the delivery of 'Future Made' to promote careers in advanced manufacturing. Deliver a comprehensive marketing and communications plan, working in partnership with

		local schools around the introduction of V Levels and other technical education routes.
	Scale employer encounters aligned to LSIP priority sectors	Continue to grow and develop the extraordinary depth and breadth of employer encounters experienced by our students.
	Enhance adult IAG via DWP, FE/HE, and Growth Hub channels around LSIP priority sectors and technical progression opportunities.	Continue to strengthen the college's partnership with DWP (Jobcentre Plus) through the deployment of learning engagement officers) to provide Information, advice and Guidance, targeted outreach, and progression-focused support.
	Broaden participation in skills, training and career opportunities by tackling barriers faced by underrepresented groups	Work with other providers and EMCCA in the development of a pilot programme to support NEET young people.

Inclusion Mainstream Fund

The college has been allocated an Inclusion Mainstream Fund (IMF) of £437k for 2026-2027.

The college has a strong track record when it comes to its inclusive practice and will utilise the IMF funding made available to it to further enhance this practice and move the college towards the achievement of its ambitious inclusion strategy, published in May 2026 and to pilot approaches which will enable the college to move towards changes proposed as part of national SEND reform.

Funding will be used to support a combination of staff resources, staff training and development and physical adaptations. Staff resource will include the introduction of a new role of teaching and learning coach to support our teaching staff to adapt their practice, two transition co-ordinators to ensure that transition in and through college is as successful for as many young people as possible and several flexible teaching assistants that will work across college to support teachers in classrooms.

Staff CPD will have a focus on neurodiversity and, by the end of 2026-2027, will have trained all teaching and student facing support staff in neurodiversity.

Physical adaptations include the development of different 'regulation zones' across the college both within the classroom and external to it to support learners to better regulate and remain in learning for longer. The college will review the effectiveness of these approaches throughout the year with a view to further roll out for those that demonstrate the biggest impact.

Between 1 September 2026 and 31 August 2027, we will:

- Develop the offer available at the Mansfield Ambition Exchange to support local businesses to prosper and grow, making better use of the college's partnerships with the Mansfield and Ashfield Business Network, the East Midlands Chamber of Commerce and Nottingham Trent University.
- Open a new construction training centre for building services in Sutton-in-Ashfield to provide greater capacity and greater opportunity for local people.
- Use the Construction Industry Placements Scheme to deliver three-week placements for at least 90% of our Level 2 and 3 construction students.
- Engage with the STEP Fusion and wider 'Supercluster' projects to ensure that as many jobs as possible within and supporting these projects are secured by local people.
- Further develop our inclusive curriculum offering, specifically targeting provision at those who would otherwise become NEET.
- Work with partners on the delivery of support for individuals to build their personal resilience through the Youth Trailblazer Guarantee.
- Launch a T Level in Accounting.
- Continue to develop an inclusive support offering that supports our most vulnerable – but particularly those who are care experienced, have a SEND need, or have not studied in a mainstream setting – to access education and move into positive meaningful destinations.
- Further develop our offer for local employers, particularly SMEs, and enhance the college ability to respond flexibly and in a timely fashion to the needs of employers.

- Provide a Job Club to support our students all the way into employment.
- Consolidate our recruitment agency 'Future Ready' to become a frequently used vehicle to support employers in recruiting work-ready students from the college.

Local Needs Duty

The governing body has concluded that, having successfully created additional capacity in engineering and construction and having consolidated much of its innovative accessible offer, the college meets local skills needs very effectively for young learners. For apprentices, again, the conclusion is that the college meets local skills needs well. Governors asked the executive to keep its decision to cease care apprenticeship delivery under review and to continue to work closely with partners to explore how the college can contribute to resolve the employment crisis in that sector. For adults, the governing body recognises that the college has improved its adult offer markedly over recent years but asked college leaders to improve the college's offer direct to employers and its ability to respond with agility to employer requests for specific courses.

Corporation statement

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

Furthermore, we will support the college's leadership team to develop an even more ambitious pledge for 2027.

Kate Truscott

Chair: West Nottinghamshire College Corporation Board

Our pledge can be found at this link <https://www.wnc.ac.uk/About-Us/Vision-mission-and-values.aspx>