



2025-2026



VISION
West Nottinghamshire
College



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





PURPOSE

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

OUR MISSION IS:

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

OUR VISION IS TO BECOME:

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

OUR VALUES:

Respect

Integrity

Collaboration

High **E**xpectations

Responsibility

We revisit our mission, vision and values every year. In 2025, this will include a complete review of these three key statements. From them, we develop a three-year strategic plan. This sets out objectives for each of the three years. Our 2024-27 Strategic Plan is available at wnc.ac.uk/About-us/Vision-mission-and-values.aspx and will be refreshed in October 2025 with the 2025-28 Strategic Plan. We expect this next iteration of our Strategic Plan to reflect the progress made locally with devolution.

Essential to the Strategic Plan, and crucial in supporting its delivery, are our Curriculum Strategy, Employer Engagement Strategy, Community Engagement Strategy, and People Strategy. These are also available at wnc.ac.uk/About-us/Vision-mission-and-values.aspx.

In creating this Community Pledge, we believe that we have satisfied our statutory duty to review our provision in the light of the Local Skills Improvement Plan and other national, regional, and local developments in order to best meet local need. We are confident 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 district, 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 town centre although, on the fringes, this could turn towards Nottingham, Chesterfield, Worksop or Newark.

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

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

Whilst Newark and Sherwood is not a particularly deprived district as a whole, these 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, these towns and villages that sit within our community are most likely above the national average for deprivation.

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

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

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

The college operates across nine centres: we have specialist engineering and construction crafts centres in Ashfield, both very close to Sutton Parkway railway station. In September 2025, we will open a building services training centre in Sutton-in-Ashfield. We also have a building services apprenticeship assessment centre at Pleasley Mill in Bolsover. Mansfield is home

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



to our sixth form college, an adult learning centre within the Town Hall, a new construction skills training centre on the edge of the town centre, the Mansfield Education Hub in Mansfield town centre, which caters to young learners who are not quite ready to attend a large college setting, and the main college site. Work will be completed in June 2025 on the college's Future Tech Skills for Knowledge Exchange on the same site as our sixth form college. Our engineering training centre has been named the UK's first Gene Haas Centre for Advanced Manufacturing, in partnership with the Gene Haas Foundation (Haas Automation manufactures computer numerically controlled manufacturing equipment, some of which the college owns and uses in the delivery of its training). The building is currently being remodelled to focus more on automated machining skills and this will be completed in the summer of 2025.

The college has 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 a well-established supported internship programme, which includes Sherwood Forest Hospitals, 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. Over the next three years, the college will work 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 key to this has been the employment of peer mentoring apprentices who have experience in care or have special educational needs to support younger students to thrive and progress.

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



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



APPROACH TO DEVELOPING THIS COMMUNITY PLEDGE

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

We are a patron of the Mansfield and Ashfield Business Network (MABN) and regularly engage proactively in their events. We host their monthly Women in Business events in our college restaurant. In 2024, the college took over the day to day operational running of MABN on behalf of the board. We use this position to inform local businesses about changes and opportunities within education, 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 always seek to deepen our partnerships in order to meet emerging needs or to respond to opportunities that present.

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

We hold an annual Skills Conference, where employers and other partners of all types come together to learn about emerging opportunities and projects and then to consider how these might best be addressed in order to deliver optimal benefits to local people and local businesses. The 2025 Conference focused specifically on the East Midlands Mayor's Inclusive Growth Commission. 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, and college accountability. In 2024, the college participated in the NTU Stakeholders' Conference, which brought interested parties together to explore how Mansfield and Ashfield might benefit from the fulsome investment of a world-class university. This work was then fed into the two local Place Boards.

The college works with over 2,000 employer partners from businesses in every sector from the very small to very large, and across private and public sectors. In 2021, we changed the nature of much of this engagement from the selling of "products" (mostly apprenticeships) to in-depth engagement and understanding, which then feeds back into the development and delivery of our curriculum offer. This evolution continues to work its



way through our processes, but it is having a widespread impact on our curriculum planning. Our partnership with the Chartered Institute for the Management of Sports and Physical Activity (CIMSPA) is the most advanced example of this. A series of training needs analyses undertaken by a secondee to the college from CIMSPA has led to the complete redesign of our sports offer at both Levels 2 and 3, and created unique courses for local people aimed specifically at the jobs on offer within the CIMSPA network of members.

The college has established employer advisory panels to cover most of its vocational curriculum. Subjects that were introducing T Levels were prioritised, but this model has rapidly expanded beyond this. By the end of 2026, the college will have established Employer Advisory Panels for all of our vocational curriculum areas.

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.

The college's Corporation Board sets aside two whole days annually to consider all of the intelligence gathered through these partnerships and mechanisms and seeks to convert them into the Strategic Plan for the next three years. Governors are given information from a range of sources. In 2025, the first strategy day specifically addressed the question of how well the college meets local skills needs. This included roundtable discussions with three separate groups: strategic leaders of important local stakeholders, operational level partners with whom the college is working and employers.

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-to-18-year-olds, this follows an annual cycle but, for adults and apprenticeships, the college has challenged itself, and will continue to do so, to improve the speed and effectiveness of its response to such information.

Whilst working across the whole of EMCCA to develop a transferable skills framework has, so far, proven unachievable, the college has led work across the Mansfield and Ashfield conurbation with other key providers including Inspire, ATTFE and Futures to adopt a single framework – the Skills Builder Framework. The college has embraced the framework in 2024/25 in a flexible way, allowing curriculum departments to explore how they might deliver the greatest beneficial impact for their students with the least time impact for their staff. It will then draw upon this experience to develop the provision further during 2025-26. The college has also worked with these partners to develop and publish an integrated curriculum offer for health and social care. This work is underpinned by a memorandum of understanding and is now being developed for our construction offer.



CONTRIBUTION TO NATIONAL, REGIONAL, AND LOCAL PRIORITIES

The National Skills Priority Sectors are listed in the table below, along with descriptions of the college's offer in 2024/25 and any changes planned for 2025/26. These priorities align very closely with the priorities for employers within our community.

SECTOR	CURRENT (2024/25) PROVISION	ADDITIONS FOR 2025/26
CONSTRUCTION AND BUILDING SERVICES	T Levels in Design, Surveying and Planning for Construction, and Building Services Engineering for Construction. Wide range of full-time and part-time courses, and apprenticeships at Levels 1, 2 and 3; largely in traditional trades. These benefit from extensive industry sponsorship, which provides site visits, work experience and work placement opportunities and supports understanding of low-carbon essentials and green skills. Students acquire knowledge, skills and behaviours on live projects, working alongside industry to benefit their curriculum offer and give them much needed experience for industry, including: ● School community projects ● Private landlord requests ● Bespoke requests from externals ● College refurbishment. We are working closely with local councils and employers in the development of upskilling for the retrofit provision. We offer a suite of online green skills training, including: ● Understanding Heat Pumps ● Understanding Solar PV Installations ● Understanding Smart Home Heating Systems. The college has introduced an adult NVQ offer upskilling industry.	The college will introduce the following short programme CSCS training and expand our adult NVQ offer upskilling industry. Within our study programme offer, we will introduce alternative courses for Level 1 Brickwork, Electrical, and Plumbing, and Level 2 Brickwork, and Plastering. We will also re-introduce Level 2 Painting and Decorating for study programme students. We will continue to expand and develop opportunities for students from all disciplines to work on real-life projects in the local community with a range of partners including local authorities, schools and voluntary organisations. 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.



SECTOR	CURRENT (2024/25) PROVISION	ADDITIONS FOR 2025/26
ENGINEERING AND MANUFACTURING, MOTOR VEHICLE, AND FABRICATION AND WELDING	T Levels in Engineering, Manufacturing, Processing and Control (which now includes machining activities in response to employer demand), and Maintenance, Installation and Repair for Engineering and Manufacturing. 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. We have continued to grow the UK's first Gene Haas Machining Academy. The existing manufacturing T Level, and the full-time Levels 2 and 3 courses, has incorporated green skills as part of their offer. We have continued to increase numbers in the Gene Haas CNC academy to enable students to benefit from additional skills training. We have worked with AF Switchgear (local employer) to develop a new experienced worker route, enabling experienced workers in industry to gain a 'gold card' to operate on work sites. We have introduced new adult welding courses in an attempt to fill the skills shortages within this area.	We will offer an alternative Level 3 programme for those who do not wish to pursue a T level. We will offer a different apprenticeship Level 3 standards in Mechatronics. This is aimed at multi-skilled maintenance engineers to meet the increasing demand of employers. 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 to open in 2025/26. 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 the DWP and employer partners to support the economically inactive 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. We have further invested in our equipment to enable us to offer the following programmes in 2025/26: ● Understanding Electric Vehicle (EV) Charge Points ● Understanding Solar Thermal Technology ● Battery Energy Storage Systems for renewables ● Introduction to Hydrogen and Fuel Cells. These will predominantly be promoted to employer partners.



SECTOR	CURRENT (2024/25) PROVISION	ADDITIONS FOR 2025/26
DIGITAL AND TECHNOLOGY	Wide range of full-time courses and apprenticeships at Levels 1, 2 and 3 in computer science, digital arts, and e-sports. We launched new T Level courses in Digital Support and Security, and Digital Software Development. Numbers in the first year of operation were modest and placement opportunities for students remain a challenge. As a result of low numbers, Digital Support and Security did not run in its first year. We will develop our learning company concept to integrate digital technology students with creative and business students to offer a range of services to Mansfield businesses.	We will expand our T level offering with Digital Support and Security having the applications to run in September 2025. In addition, we will offer an alternative Level 3 qualification in Computing and IT for those who do not want to pursue T Level. We are reviewing our apprenticeship offering in digital with a view to the development of curriculum to meet business demand. We will provide business administration and customer service apprenticeships with a masterclass programme focusing on the essential skills to use AI systems ethically and optimally within business contexts.
ENGLISH AND MATHS AT LEVEL 2 AND BELOW	Flexible and varied functional skills offer to any student who does not currently hold Level 2, including: ● Young people ● Apprentices ● Apprenticeship applicants ● Aspiring nurses, teachers, or teaching assistants ● NHS staff wishing to progress ● College staff. Level 1 Pearson Award in Number and Measure for students who are not yet ready for Functional Skills Maths Level 1 because they need to consolidate number skills Multiply offer for those not ready to tackle a formal qualification. (16-18s: 1,333; adults: 997; apprentices: 332) In September 2024, we launched a new ESOL programme (currently 120 students with waiting list) that we are addressing at the moment that could see this expanding to over 400 enrolments in the next 3 months. The new programme utilises tailored learning funding to support students onto a Functional skills qualification.	The offer also includes conversation classes that support adaptation to living in the UK, including content linked to the UK citizenship test topics. We will grow our flexible Functional Skills offer in English and/or Maths in the Old Town Hall in Mansfield to meet demand. We will continue with our virtual classroom Functional Skills offer in both English and Maths. We will continue to grow our Functional Skills Maths and English offer to non-English speaking students to meet demand in our local communities.



SECTOR	CURRENT (2024/25) PROVISION	ADDITIONS FOR 2025/26
HEALTH	This year we are delivering predominately 16-18 full-time study programmes at Level 2 and Level 3, including the T Level in Health. Level 1 continues to be delivered by the integrated partnership at Inspire. The T Level Foundation Year is a stepping stone to the T Level and focusses on achievement at Level 5 or higher in GCSE English, Maths, and Science (Biology). Full-time, part-time and online Access to Higher Education (HE) courses (63) in Midwifery, Nursing, Healthcare Professions and Science allow study for progression to university whilst continuing to work. A direct offer of interview has been secured with NTU and the University of Nottingham. The adult offer is focussed online with short courses in the Principles of Dementia Care, Principles of End of Life Care, Falls Prevention Awareness, and the Awareness of Mental Health Problems which enable individuals to progress onto further study or into work.	The 16-18 curriculum will include the refunded Level 3 Technical Extended Diploma enabling more students (50) to progress from Level 2 as an alternative to the T level route (slightly lower grades on entry), leading onto university for professions such as nursing, social work, and paramedic science. Level 2 Foundation Year (40) will include the Level 2 Extended Diploma, and GCSE English, Maths or Science (Biology) where needed to progress to T Level. The Level 1 will continue to be delivered by the integrated partnership at Inspire. (20) T Level pathways will include Supporting the Adult Nursing Team, Supporting the Therapies Team, and Supporting the Midwifery Team. T level year 1 = 40 learners T Level year 2 = 30 learners Adult programmes will continue to be offered online and also further face-to-face or hybrid courses developed through tailored learning. The Level 2 Certificate in Care will be delivered to care home employees through the care association funding.



SECTOR

DIGITAL SKILLS AT LEVEL 1 AND BELOW

CURRENT (2024/25) PROVISION

Essential Digital Skills at both Entry 3 and Level 1 through flexible learning.

Mansfield District Council digital skills assessments to identify digital skill gaps. We have used this information to address the skill gaps, improve their workforce's productivity and progress to higher-paid roles.

Our partnership with Mansfield and Ashfield District Councils helped determine the level of digital inequality across the districts and how to address these inequalities through skills and provision of hardware and connectivity.

(16-18s: 1,287; adults: 70)

Digital Upskilling projects working with the NHS and local councils covering Microsoft office skills and use of platforms to reduce workload and improve efficiency of services. This year - NHS – 50 Gedling council – 230.

New employer offer to upskill in digital via our 'Boost your business' offer.

ADDITIONS FOR 2025/26

We will introduce a new suite of graduated digital skills courses including:

- First Steps in Digital
- IT for the Terrified
- Introduction to Digital Skills
- Essential Digital Skills Entry Level 3
- Essential Digital Skills Level 1
- Demystifying Digital Applications
- Discovering AI.



SECTOR	CURRENT (2024/25) PROVISION	ADDITIONS FOR 2025/26
CREATIVE INDUSTRIES	Further expanded our inclusive curriculum offering with the development of Engage, Engage Plus and the Growth Programme which has offered pathways for 28 young people who would otherwise be NEET . The Create learning company has continued to provide high-quality real-world projects to a range of creative arts students .	As well as our core study programme offering which remains unchanged, we will 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. We will do this by expanding our Creative Arts Engage programme, which caters to students who have had inconsistent education, been homeschooled, or who have been school refusers. The course develops art and design skills including drawing, painting, printmaking, digital arts, fashion, and textiles, alongside the development of social and personal skills. The programme is designed to re-engage the disengaged. We will promote social mobility and allow people to achieve their potential by focusing on those who are economically inactive and who withdrew from other education provision in-year. The Growth Programme will be run by the Creative Industries Team, and will seek to develop essential employability skills and provide subject tasters. This short course will cater to students across a range of sectors to gain entry level employment, progress to another course, or an apprenticeship. We will identify and deliver the transferable skills required by employers. The introduction of a Community Choir through tailored learning will develop students' vocal skills not only in singing but also in public speaking. Students will increase their self-presentation. The course also supports mental wellbeing through improving mood, breathing, posture and reducing muscle tension by exercising the body and the brain. In turn, this can reduce feelings of stress. The core of the course is to develop confidence, self-belief and to develop technical skills.



SECTOR	CURRENT (2024/25) PROVISION	ADDITIONS FOR 2025/26
PROFESSIONAL AND BUSINESS SERVICES		We will provide bespoke and high-quality masterclasses to meet the skills gaps across the Mansfield businesses through the Future Tech Skills for Knowledge Exchange monthly.
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 also offered a range of online programmes for adults and employers as an introduction to low carbon, including: ● Introduction to Batteries and Battery Energy Storage Systems ● Introduction to Hydrogen and Fuel Cells ● Introduction to Understanding Electric Vehicle (EV) Charge Points ● 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 ● Understanding Solar Thermal Technology.	The college is creating a new centre for heat pump training at our Pleasley Vale site in Bolsover. We will further enhance our online offering for green skills by introducing face-to-face workshops for both adults and study programme students in both construction and motor vehicle, with elements of green skills embedded within our engineering study programme. We will launch a Climate School to support both students and employers to develop their knowledge around sustainability, net zero and ISO regulations to ensure their business can meet environment sustainability targets and remain a viable. Compliant member of their supply chain. Access to these resources, provided in association with AXA, will be offered free of charge to all our students and community partners.





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 EMCCA Strategic Skills Plan.

KEY THEME	PRIORITY	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	The college will develop a suite of adult programmes with a core focus on those industries with skills gaps. These will include lean management and warehousing, rail, welding, health and care, construction, and machining and engineering. The college will continue to work with partners on the development of our 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, this will include the continuation of the 'Step into the NHS' careers event, targeting adults within our community wanting to enter into the care sector. Our adult offer includes a range of programmes to support the logistics and warehousing sectors. We will deliver a Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) to meet the additional demand on the sector as a result of the expansion of Government funded entitlements to childcare.
	Sectors that contribute to current and future prosperity and growth, including construction and engineering	The college will open a new construction skills academy (Portland Square) in a former Wilko store in Sutton-in-Ashfield in September 2025. The college will have expanded space for engineering at our Oddicroft Lane premises, freeing up over 1000m² of space to accommodate additional engineering courses and creating the first Haas sponsored automation centre in the UK. We will work with partners including businesses and NTU to launch the regional ADMC to promote automated technologies and skills training for local business. creating the UK's first Gene Haas Centre for Advanced manufacturing"
	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.



KEY THEME	PRIORITY	COLLEGE RESPONSE
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	The college will use tailored learning in a range of curriculum areas including beauty therapy and creative arts to develop a range of programmes to engage those furthest from education or employment. Through the Youth Guarantee Trailblazers, we will deliver programmes focussed on developing resilience and confidence for individuals aged 18-21 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. 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. The college launched a comprehensive family learning programme in 2024/25 which will be further expanded in 2025/26. These programmes, delivered in areas of significant social and economic advantage, have a wide range of benefits to the individual and the wider community. The college has developed a partnership with Nottingham Forest Football Club in the community to develop an offer which aims to get adults within the community more active, thus reducing health inequalities. The college will continue to deliver successful supported internship programmes which sees 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 Education, Health and Care Plan (EHCP).



KEY THEME	PRIORITY	COLLEGE RESPONSE
	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)	See response on previous page.
	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 already 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 online offering in Functional Skills (virtual classroom) 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. 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.
	Identify and deliver the transferable skills needed to enable a resilient regional economy	The college will continue to develop the Skills Builder Framework across all of its programmes and will work with the Skills Builder Partnership to embed meaningful targets around transferable skills for all students.



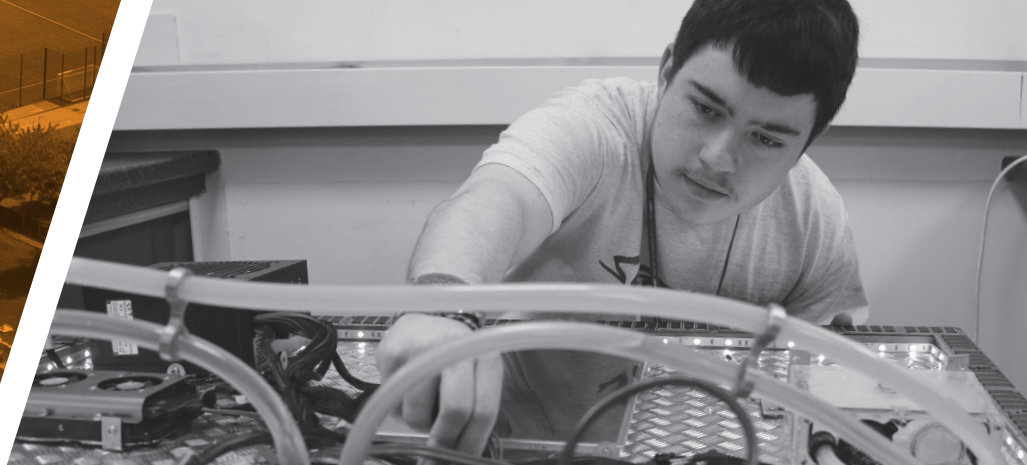
KEY THEME	PRIORITY	COLLEGE RESPONSE
Work in alignment with other public funding sources to offer coherent routes to upskilling and greater prosperity across the region	Develop innovative and collaborative delivery models focused on enabling residents to achieve their full potential and increase levels of social mobility	In partnership with NTU and Nottinghamshire County Council, we will launch a degree programme in social work from the NTU Mansfield Hub. The college will provide feeder programmes at Level 3 to enable progression into a career in social work for local people, whilst the council will fund 10 placements for social work trainees. The college will work in partnership with the NHS and CIMSPA in the delivery of the 'Fit for Surgery' initiative.
	Continue to develop clear progression pathways for all residents, particularly those on low wages and with insecure work	The college will continue to 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 the DWP to offer support for clients to apply for jobs. In 2024/25, we have engaged with 771 clients with 234 entering some form of upskilling training to support their job search. The college will undertake a mapping exercise so that progression pathways from its adult offering are clear.
	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 skills bootcamps in rail to meet local skills needs. The college will continue to work in partnership with NTU to develop pathways into higher skills. This will include degree and foundation degree programmes, 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 MABN and will offer a suite of masterclasses for businesses through its Future Tech Skills for Knowledge Exchange.



RESPONDING TO THE LOCAL SKILLS IMPROVEMENT PLAN (LSIP)

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

KEY THEME	ACTIONABLE PRIORITY	COLLEGE RESPONSE
Digital skills	There is a need for essential digital skills training for both young people and adults, as well as the confidence to familiarise employees with sector-/organisation-specific software packages	In 2024/25, the college introduced a revised essential digital skills offering for all of its study programme students. This focuses on five skill areas: being safe and responsible online, using digital devices and handling information, creating and editing, communicating, and transacting. This will be further developed and enhanced for the coming year. Our adult offer includes a range of short online or face-to-face programmes intended to increase confidence in digital technology. This includes two short introductory courses in the use of AI both for businesses and individuals.
	Colleges should respond to the 10 identified specialist skills shortage occupations within digital industries, such as programmer and IT management.	The college's digital employer panel has worked closely with the college in the development of two T Level offerings and the wider offering for specialist skills within the digital sector. The college is reviewing its current digital apprenticeship offering with a view that this could act as a feeder for local employers in the recruitment of staff into skills shortage roles. The college will progress this work with employers to map career pathways for young people, and adults entering digital industries that provide opportunities for entry into employment at lower levels, and a planned skills pathway to upskill existing employees to meet need. The college will use its partnership with NTU to map digital skills pathways from Level 3 to Level 7.
Net zero	Develop a range of introductory programmes that enable employers to embrace net zero objectives whilst at the same time delivering specialist skills for low carbon careers.	The college has been involved in a number of projects with employers and local district councils in the development of these programmes, particularly within the construction, motor vehicle, and engineering sectors. Plans for the ADMC are well advanced and will add significant value to the area's automation offering. The college has provided support to Bolsover District Council for a retrofit offering. The college will further expand its estate in both construction and engineering to enable the further development of a green skills offering within these curriculum areas.



KEY THEME	ACTIONABLE PRIORITY	COLLEGE RESPONSE
Essential and transferable skills	Create a common framework for transferable skills that applies to young people, adults entering the workplace, and existing employees.	The college has rolled out the Skills Builder Framework in 2024/25 and has allowed curriculum areas to focus on the core skills for the industries linked to their specialisms. This will be further enhanced in 2025/26, and the college will work with The Skills Builder Partnership to embed individualised targets for essential skills for every student across the college. The Skills Builder Framework will be used for the recruitment of apprentices.
	Employers have fed back their desire to offer real work experience opportunities for young people	Employer panels have significantly enhanced the connection with work placement opportunities. Work placement officers are now embedded within curriculum which, again, has enhanced opportunities for students to access meaningful work placement. The college has integrated its strategic employer engagement with MABN. The learning companies across the college provide live briefs, work placement and real world experiences for students.
Local socio-economic conditions	Employers report challenges in terms of recruitment; by working with employers on inclusive recruitment practices may well help address such challenges	A series of seminars that dispel some of the myths around the employment of individuals furthest from the jobs market is well developed, and the college continues to work with a range of employers. Work is underway to work with Nottinghamshire Police on the development of a supported internship programme, and the college along with one of its employer partners will deliver a workshop at a Chamber Skills Conference in 2025. Through the Youth Guarantee Trailblazers, we are exploring how we might be able to extend the job coach model within supported internships to support a wider audience which includes those that may be in care.
Local skills system	Improve promotion of what colleges and other providers can offer to employers	The college has committed to creating a local skills support opportunity for local businesses. The college is also taking the lead, with others, on the MABN which gives us the opportunity to promote our offer particularly to small and micro businesses.
	Develop collaborative initiatives with employers to address colleges' staffing challenges	We have worked with the employer panels to explore how we can work in partnership with them, and we have appointed a number of tech demonstrators within the year. The college has been successful in attracting people from industry, particularly in high demand areas such as engineering and construction; refrigeration and air-con specialists remains a significant challenge for the college.



BETWEEN 1 SEPTEMBER 2025 AND 31 AUGUST 2026, WE WILL:

- **Launch the Future Tech Skills for Knowledge Exchange** in Mansfield and deliver a series of events, workshops and seminars to provide local businesses with the opportunity to explore and embrace new technologies into their businesses, and to enable local people to develop the skills those employers need.
- **Open a new construction training centre** for building services in Sutton-in-Ashfield in order to provide greater capacity and greater opportunity for local people.
- **Officially launch the re-modelled Gene Haas Centre for Advanced Manufacturing** to provide an enhanced machining training offer for students, apprentices and local employers.
- **Further develop our inclusive curriculum offering** specifically targeting provision at those that would otherwise become NEET.
- **Work with partners** on the delivery of support for individuals to build their personal resilience through the Youth Guarantee Trailblazers.
- **Integrate the Skills Builder Transferable Skills Framework** into the college's MIS systems to enable individualised targets to be set for the development of essential skills. The assessment of essential skills will be integrated into the assessment for apprenticeships, work placements and college activities.
- **Launch a further T Level in Marketing** and deliver alternative Level 3 pathways for those who do not wish to pursue a T Level in Engineering, Building Services, Animal Care, Health, and Digital.
- **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.
- **Continue to strengthen the partnership with NTU**, focussing on a responsive and collaborative offer for local employers.
- **Further develop our offer for local employers**, particularly SMEs and enhance the college's ability to respond flexibly and in a timely fashion to their needs.





LOCAL NEEDS DUTY

The governing body has concluded that the college meets local skills needs very effectively for young students, particularly given the plans it continues to progress to create additional capacity in engineering and construction, and its focus on ambitious progression pathways, underpinned by a strong ethos of inclusion. For apprentices, again, the conclusion is that the college meets local skills needs well. Governors asked the executive 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 2026.

Kate Truscott

Kate Truscott

Chair: West Nottinghamshire College Corporation Board

Our pledge can be found at this link -

www.wnc.ac.uk/About-Us/Vision-mission-and-values.aspx







0808 100 3626

www.wnc.ac.uk



visionwestnotts



westnotts



Search for Vision West
Nottinghamshire College

