

Annual Accountability Agreement 2024-25



Our Mission

To provide high quality education and training that shapes the future and transforms lives

Our Vision

To be an outstanding college that is highly valued by our learners and partners

Our Values

Trust | Respect | Excellence | Enjoyment | Enterprise

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Purpose

Introduction

Derwentside College has developed an excellent reputation with employers and learners through offering a broad and responsive curriculum that empowers our learners and apprentices to develop the knowledge and skills that are highly sought across the region. The College is extremely proactive in respect to local, regional, and national priorities and recognises the significant skills challenges faced by County Durham and the wider region in sectors such as health and social care, engineering and digital; including those identified within the North East Local Skills Improvement Plan (NELSIP). As such, the College continually embraces labour market priorities in the development of its curriculum strategy in order to make a significant contribution to the prosperity of the region.

Strategic Priorities

The College has six strategic priorities which underpin all that we do and provide a clear direction across the organisation. These priorities are monitored through an annual quality improvement plan and a range of strategic objectives approved by the Governing Body, including those identified within this Accountability Agreement. The Governing Body regularly reviews performance against all strategic priorities at pivotal intervals during the year to ensure successful implementation of the College's goals.

Our Provision

Apprenticeships

The College has gained a specialist reputation for the delivery of high-quality apprenticeships which has been developed over a number of years. We deliver across 34 apprenticeship standards to around 2,500 apprentices, mainly in the North-East, but also in the Tees Valley and the Yorkshire and Humber regions. The College's apprenticeship provision covers 5 vocational areas, from level 2 to level 5, with the largest area of provision residing in Professional and Business Services, which includes Childcare and Education.

Adult Education

In the area of adult education, the College delivers a range of innovative programmes which have had a profound impact within the region in terms of learners progressing into jobs and to further learning. Most of this provision is delivered via a range of sector-based work academies, in partnership with employers, with the College having developed outstanding partnerships with Job Centre Plus across all districts. This enables the College to continually align its programmes to job vacancy trends and meet the specific needs of employers.

Education Programmes for Young People

The College's provision across its Education Programmes for Young People is relatively small but continues to grow year-on-year and is highly valued within the local community. This provision covers 8 different curriculum areas, with 400 16-18 learners on roll, and with a small number of adults in-filling. Additionally, the College has developed excellent relationships with the three main feeder schools within the local area which is supporting our continued growth. We also deliver a very successful Prince's Trust Programme, through a long-standing collaboration, with the learners engaged in this provision significantly valuing from the nurturing environment to restart their life chances.

Strategic Priorities

Governance

To develop a high performing Board that provides ambitious and empowering leadership across the College



Quality

To become an outstanding College across all areas of our provision



Curriculum

To deliver a highly effective curriculum that meets local and national skills needs



People

To be a College where people want to work and where learners want to study



Community

To become a College that is rooted in the local community as an integral part of the education landscape



Resources

To use our resources efficiently and effectively to the benefit of our staff, learners and stakeholders



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Context and Place

Geography and the Communities We Serve

Derwentside College operates from a single campus in the semi-rural location of Consett, County Durham, and is not typical of a traditional further education college. Whilst relatively small in comparison with other FE colleges, with a turnover of around £10 million and a workforce of 160 people, the College has developed a unique specialism in apprenticeships, which represents around 55% of its provision. Additionally, the College's adult education programmes are almost entirely employer-led, and geographically spread across the region, with a very clear purpose; to provide adult learners with the skills and confidence to progress into sustained employment.

The communities and employers we serve across our apprenticeship and adult education provision are vast; with most of our provision within the North East, Tees Valley and Yorkshire and Humberside regions as demonstrated by our learner numbers. In relation to the devolved areas specifically, the College has held an adult education contract with the Tees Valley Mayoral Combined Authority since its inception in 2019, and we commenced delivery within the North of Tyne Combined Authority devolved region from the 2023-24 academic year in preparation for regional devolution from 2024-25.

Our provision across Education Programmes for Young People is relatively small compared to other colleges in the North East region and 16-18 demographics remain broadly static over the next few years. Geographically, we recruit learners from the two main towns of Consett and Stanley, with local authority data confirming that we have almost doubled our market share of 16-year-olds in the last two years which ties in with the extensive work we have been doing with our local schools. Consett is a small town with a population of around 30,000, whilst Stanley has a population of around 20,000 with both towns having significant levels of deprivation and multi-generational unemployment, with learners often having little experience outside of the local area. As such, Derwentside College plays a significant role in broadening our young learners' horizons and developing their aspirations for the future.



Learner Numbers by Region

Region	Apprentices	Adults	Aged 16 to 18	All Learners
North East	1651	929	393	2973
Tees Valley	272	142	8	422
Yorkshire and Humberside	326	9	1	336
East Midlands	48	2	0	50
East of England	31	1	0	32
Greater London	31	0	0	31
North West	28	1	0	29
South East	17	0	0	17
West Midlands	11	0	0	11
South West	3	0	0	3
All Regions	2418	1084	402	3904



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Approach to developing the Annual Accountability Agreement

Link to Strategic Objectives

The College has an established strategic plan with a clear set of strategic objectives, with some of the key objectives also forming part of our Accountability Agreement and annual Quality Improvement plan. The strategic objectives identified within our Accountability Agreement are driven through our approach to curriculum planning and the determination of how well our curriculum is contributing to local, regional, and national skills priorities. This is considered as part of our annual curriculum planning cycle and ongoing review of curriculum, with the outcomes feeding into our strategic objectives and helping to shape the College's future curriculum.

Curriculum Planning Process

The College's curriculum planning procedure provides a detailed timeline for curriculum planning. In any given year, the process will commence 14 months in advance of implementation, beginning with the strategic research stage into the potential for new provision, as well as the validity of existing provision, passing through several stages prior to finalisation and submission for Board approval. At all stages, curriculum development is informed by local, regional, and national priorities as well as input from key curriculum stakeholders. The College also holds sector specific Industry Employer Forums during the year which play an important role in the development of new provision in line with emerging demand.



“ To deliver a highly effective curriculum that meets local and national skills needs ”

Strategic Priorities - Curriculum

Curriculum Planning Overview

Apprenticeships

During the last two years, and as Apprenticeship Standards have become further embedded, we have implemented a significant overhaul to our apprenticeship offer to ensure it remains highly relevant in-line with the skills priorities of the region. We have also taken every opportunity to remove niche standards with little demand and some standards with lower-than-expected outcomes. As a consequence, the College now offers 34 Apprenticeship Standards, with 15 of these in the Top 20 ranking standards nationally. Additionally, we have scaled-up capacity in some areas due to growing demand including Residential Childcare, Early Years, and Clinical Healthcare.



Adult Education

Adult Education has changed significantly in recent years influenced by several external factors. As a result, we are very focused on the considerable change required to curriculum design to support the adult priorities identified within our forthcoming Curriculum Plan, with the plan centring around four aspects of provision; Sector Based Work Academies, Employer Upskilling, Online Flexible learning, and Classroom and Community learning. Interest from employers across the region continues to heighten for Sector Based Work Academy provision due to the outcomes we have achieved which has enabled us to plan provision well into the future.



Education Programmes for Young People

This year, the focus of curriculum planning for 2024-25 within our Education Programmes for Young People has been directed towards the planning, development and resources required for the four additional T Level routes we will commence delivering in September 2024. Additionally, research data continues to confirm that our full-time curriculum offer matches local need extremely well, with 4 out of our 8 full-time programme areas featuring in the top 5 employment sectors within County Durham and with 5 areas featuring in the 7 areas of national priority identified by Government.





Stakeholder Engagement

The College has established a culture where stakeholders are central to the creation and implementation of the College's curriculum, with leaders and managers actively engaging with a broad range of stakeholders from multinational corporations to public bodies to SMEs to provide learners and apprentices with the best possible experiences and opportunities for their future.

The College has extremely positive relationships with all colleges in the North-East region. Our Principal and CEO participates as a member of the 'Durham Four', which consists of the four Durham Colleges (East Durham College, New College Durham, Derwentside College and Bishop Auckland College), as well as operating as a member of the North East Principals' Group. Within these groupings and in particular the Durham Four, the College works collaboratively to plan and develop its curriculum alongside its partners.

Derwentside College has also played a very active role in the development of the NELSIP at all levels across the organisation and at all stages, from the research stage to preparing for implementation. Additionally, the findings from the final report within Phase 1 have featured prominently throughout the College's curriculum planning process as we work to develop a response to address the challenges identified within the regional LSIP.

In the development and creation of our curriculum offer for 2024-25, the College has worked closely with a wide range of strategic and employer partners to ensure both our curriculum is fully aligned to local and regional priorities and to promote clear progression pathways.

Key Stakeholders consulted include:

- North East Automotive Alliance
- North East Mayoral Combined Authority
- Tees Valley Combined Authority
- North of Tyne Combined Authority
- North East Chamber of Commerce
- Derwent Valley Area Action Partnership
- Department for Education
- Association of Colleges
- Job Centre Plus
- National Careers Service
- Delta North, Consett
- Local Schools, Academies and Universities
- Wide ranging employers from SMEs to multi-national corporations

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Contribution to national, regional and local priorities

National Skills Priorities

The College makes a major contribution to the National Skills Priorities that have been agreed across Government as areas with high volumes of vacancies that are expected to increase. As an ambitious organisation and a large provider of apprenticeships, we have a fundamental role to play in supporting these national priorities as we continue to grow our own provision across the sectors of strategic importance. Additionally, we are extremely focused on growing our provision in the area of Education Programmes for Young People and within Adult Education provision in the sectors of national priority, with a particular focus on the advancement of T Levels in the area of 16-19.

National Priority Sectors:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Engineering
- Science and Mathematics
- Haulage and Logistics

North East Local Skills Improvement Plan

As outlined, the College has been a significant contributor and facilitator to the development of the NELSIP as a result of our curriculum being so intrinsically linked to employers' needs. The College is also extremely supportive of the priorities identified as critically important across the areas of Advanced Manufacturing, Digital Skills, Construction, Health and Health Science, and Transport and Logistics; and already makes a significant contribution to many of these areas.

The external environment across the North East has changed significantly over the last three years, with a declining unemployed market, together with a buoyant jobs market and we are seeing record numbers of people enter employment.

Employers are indicating a range of significant skills gaps; and we are pleased this is reflected in the NELSIP's findings as an important aspect of prioritisation. It is for the reasons outlined that the College's upskilling provision has expanded to meet a number of skills deficits in-line with regional priorities.

Regional Skills Priorities:

- Digital Skills
- Advanced Manufacturing
- Construction
- Health and Health Science
- Transport and Logistics

The College's contribution to national, regional, and local priorities is detailed across the following pages in terms of our current provision and plans for future growth.

Contribution to national, regional and local priorities

Derwentside College Contribution

Subject Area	National	Regional	Local
Catering & Hospitality			✓
Childcare & Education			✓
Construction	✓	✓	✓
Digital & Technology	✓	✓	✓
Engineering	✓	✓	✓
Hairdressing & Beauty			✓
Health & Social Care	✓	✓	✓
Manufacturing	✓	✓	✓
Professional & Business Services		✓	✓
Science, Mathematics & English	✓	✓	✓

Subject Area by Provision Type

Subject Area	Apprenticeships	Adult Education	Education Programmes for Young People
Catering & Hospitality		✓	✓
Childcare & Education	✓	✓	✓
Construction	✓	✓	✓
Digital & Technology	✓	✓	✓
Engineering	✓	✓	✓
Hairdressing & Beauty		✓	✓
Health & Social Care	✓	✓	✓
Manufacturing	✓	✓	✓
Professional & Business Services	✓		
Science, Mathematics & English	✓	✓	✓



Construction

The opportunities in Construction are vast with the industry seeing a strong start to 2024 through an increase in housing work which has seen the sector bounce back into growth. As such it is critical that young talent is attracted into the industry to support the nation's growth, as well as addressing the priorities identified within the regional LSIP.

Since introducing our Construction curriculum in 2015, this area has gone on to become an outstanding success growing beyond expectations. As a result, we are extremely proud to be working with some major industry players across the region. Moving forward, a key area of focus is on 'Bridging the gap in Green Skills' and hence we have introduced modules across the whole curriculum in Environmental Sustainability, Green Jobs, and Understanding Decarbonisation. Additionally, employer stakeholders at our most recent Industry Forum unanimously agreed on a range of skills that are required outside of the Apprenticeship Standards including Working at Height, Manual Handling, Asbestos Awareness and Face Fit Testing. Consequently, these areas will be integrated within our full-time curriculum from September 2024.

Apprenticeships

In the area of apprenticeships, we continue to offer 7 Standards across a range of trades up to Level 3, with the College's overall achievement rate for Construction 16.7% above the national rate in 2022-23. We also continue to work extensively with local authorities across the region from North to South to deliver the Highways Maintenance Skilled Operatives and Groundworker Standards due to growing demand. Additionally, we remain the only provider across the region to deliver the Floorlayer Standard, and in 2022 we introduced the Roofer Standard based on regional skills gaps and the perceived lack of quality training identified by some major employers.

Education Programmes for Young People

The College's full-time Construction curriculum matches local priorities extremely well. At a local level, a significant development of new homes has commenced within one mile of the College's locality, with excellent collaboration already underway. Construction also features within the top 5 employment sectors within County Durham and the demand from young people remains extremely high which has led us to widen our curriculum offer further. Indeed, Construction has been the most popular area for vocational taster visits from schools in the last two years. Furthermore, 45 Year 10 pupils from Consett Academy will join us from September 2024 as part of their Key Stage 4 Curriculum to study a technical qualification over two years.

Manufacturing

The delivery of a Manufacturing curriculum is a vitally important aspect of the College's provision to service the acute shortage of Level 3 Technicians required across our region.

As such our offer aligns extremely well in meeting the requirements of the local area and the regional skills priorities identified within the LSIP in preparing learners to fill the current and future skills gaps within the key sector of Manufacturing.

Through significant collaboration in the development of the LSIP, the College has been able to purchase 7 bespoke Programmable Logic Control Rigs (PLCs) which will enable us to further advance our curriculum and teach highly automated processes. This will also enable our engineers of the future to operate and manufacture in line with the functionality found in industry and the capabilities required in the manufacturing sector of today. Additionally, all theoretical training behind the operation of our PLCs will be supported by a range of industry leading software to enable our learners to understand more complex systems such as electrical circuits and hydraulic systems.



Apprenticeships

The delivery of Manufacturing qualifications features prominently within the College's Apprenticeship offer which is market-led, closely aligned to labour market intelligence, and clearly linked to local and regional priorities. In 2023-24, we introduced a dedicated Machining Technician Standard as a result of demand from local manufacturing and production organisations to support our employers in filling the skills gaps within their businesses. This has also enabled us to support more and better jobs which remains at the heart of County Durham's Economic Strategy.

Education Programmes for Young People

The College's full-time Manufacturing curriculum is offered at both Levels 2 and 3 and provides learners with a range of industry recognised qualifications and essential skills, including health and safety and hand skills in a manufacturing environment through to a wide range of theoretical processes. This significantly supports learners to enter a wide range of hard to fill vacancies within County Durham and further afield such as production operative roles as well as leading to progression to line leaders and supervisors, or directly into apprenticeships leading to advanced progression pathways at Level 4 and beyond. Additionally, the range of qualifications in our Manufacturing offer are also aligned to the mandatory qualifications within the Engineering and Manufacturing apprenticeship Standards which reduces duplication and enables learners to offer employers a highly relevant skill set.

Digital and Technology

The opportunities for digital technical experts are vast; but there is also a significant need nationally to provide the essential digital skills required by all learners at the right level. This is also mirrored across our region with digital and technology skills becoming increasingly sought-after by a wide range of employers, and with the regional LSIP identifying essential and advanced digital skills as critical priorities for the region. This is also filtering through to the younger generation which is evidenced by the increased interest we are seeing for digital provision across the school year groups. As a result, the local skills need for Digital and Technology remains highly relevant and fits with the regional priorities as well as those identified at a national level.

Education Programmes for Young People

The College's full-time Digital provision offers learners a range of programmes at Level 2 and 3 to prepare them to meet the many advancements in technologies as well as the crucial reliance on computer-based systems for every aspect of life and work. Infact, Digital skills is so important across all our full-time programmes that we integrate our lowest ability Foundation learners into this curriculum area to develop their skills in using ICT. For higher ability learners, we are looking forward to rolling out the T Level in Digital Production and Design from September 2024 to ensure our learners can progress to employment, to apprenticeships, and to higher education to support the regional digital skills deficits identified.



Health and Social Care

The College is a major provider of Health and Social Care provision working with a range of leading employers across the region and beyond, including 10 NHS Trusts and many residential care establishments. As a result of the national prominence directed towards the sector in recent years, we have prioritised making a significant contribution towards providing the vital skills required for the sector's current and future workforce.

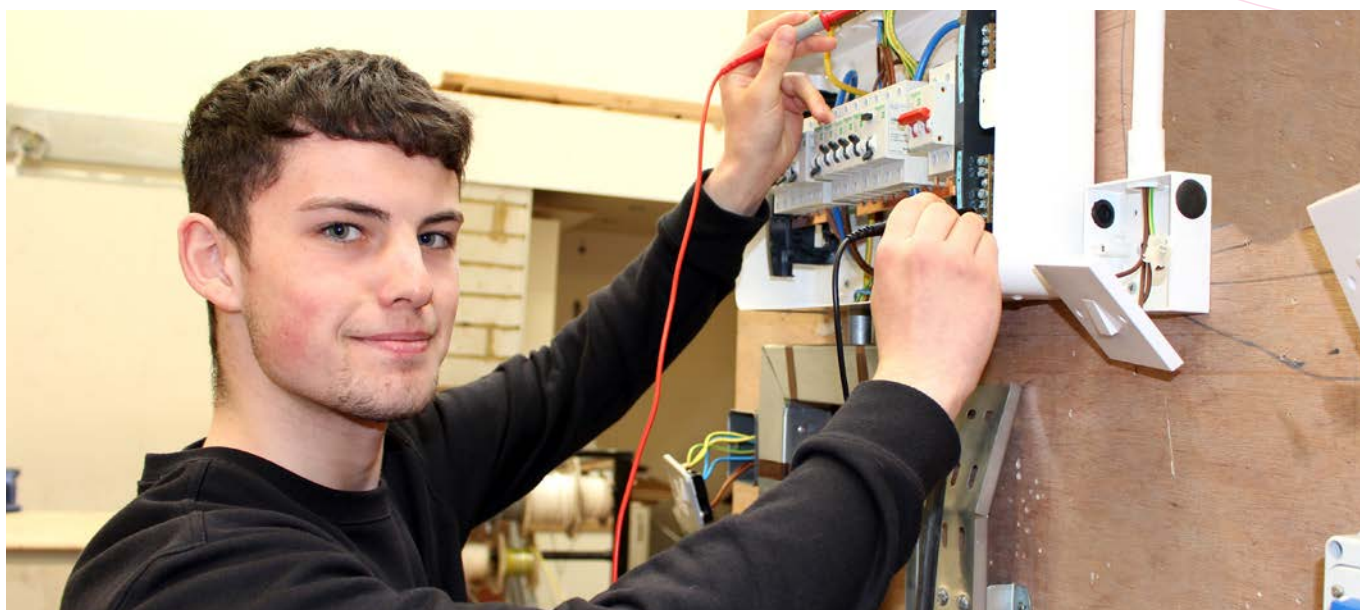
Apprenticeships and Adult Education

In the area of apprenticeships, the College delivers training to 700 apprentices across 6 different Standards up to Level 5, with our Standards with the largest volume of apprentices having achievement rates that are significantly above the national average. The demand for clinical apprenticeships also continues to grow across the region's trusts and we are delighted to be attracting vastly experienced sector professionals to teach on our provision and pass on their knowledge and skills. Additionally, Health and Social Care is also very prominent within the College's adult curriculum offer where we are used to acting at pace to respond to the needs of the sector. Significant recruitment needs continue to emerge for Healthcare roles within the Trusts of Tees, Esk and Wear Valleys, and Cumbria, Northumberland and Tyne and Wear which has resulted in partnership working with a range of stakeholders to recruit prospective employees. This has enabled us to provide learners with the essential training required and gain offers of employment for Healthcare Assistant roles, whilst simultaneously progressing to an apprenticeship.

Education Programmes for Young People

The College's full-time curriculum in Health and Social Care continues to grow with Health and Social Care featuring as one of the top employment sectors within County Durham and the North East region. There are also significant job vacancies available locally for new and experienced staff with the College having a fundamental role to play in providing young people with the knowledge and skills to progress in the workplace and to higher education. Building on this, we will be rolling out the T Level in Health Care from September 2024 with extensive opportunities already secured for the placement element of the programme as a result of our strong employer links. Additionally, we are pleased to be working on a secondment agreement with County Durham and Darlington Foundation Trust which will see a member of their clinical staff deliver specialist elements of our T Level provision.





Engineering

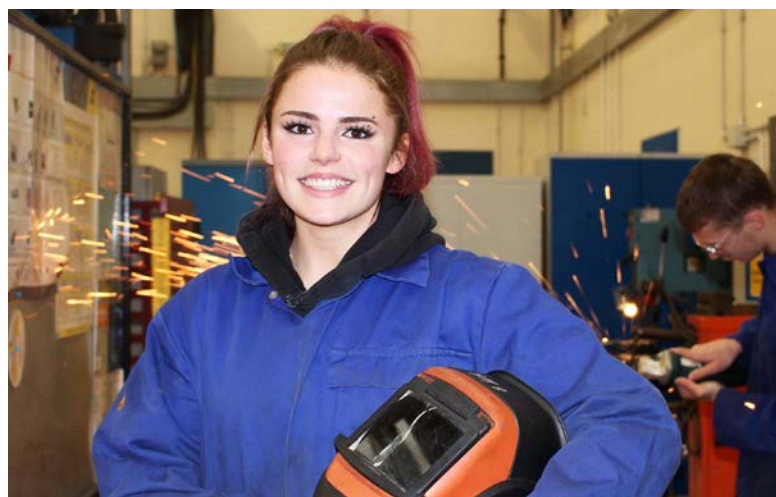
The delivery of Engineering training is an essential part of the College's offer as a result of our exceptionally strong employer-base. The College's workshops are large and well-resourced and cover a variety of specialisms that replicate as close as possible the industries we support. Our facilities are also being further enhanced to create a state-of-the-art training environment as a result of our T Level Capital Build. Additionally, this provision has been on a growth trajectory in recent years which aligns exceptionally well with national priorities and the significant skills shortages reported by both large employers and SMEs across the region.

Apprenticeships

In apprenticeships, the College delivers across 9 Standards in a broad range of engineering disciplines with the majority of our offer at Level 3 and with many of our employers having a long-standing tradition of investing in apprenticeship provision with apprentices progressing to permanent positions. In addition to meeting the requirements of the Standards, we also significantly enrich the provision for our apprentices to enable them to progress to higher qualifications and gain promotions. One example from our most recent Industry Forum attended by prominent engineering employers was that attendees felt their apprentices would benefit from additional training in lean techniques to embed continuous improvement. As a result, we have ensured our engineering additionality training supports with these requirements.

Education Programmes for Young People

The College's full-time Engineering curriculum acts as a very effective transition into apprenticeships with learners gaining fundamental skills such as Health and Safety and Manual Handling that mirrors the requirements of industry, supporting learners to progress. Examples are numerous and provide strong evidence of local and regional need with employers recruiting apprentices from our full-time programmes year on year. From September 2024, we will be offering 2 new T Levels in the area of engineering; firstly in Engineering Design and Development to attract learners into a more vocational driven academia, and also in Electrical Installation to support learners to become the systems designers and planners of the future.





Science and Mathematics

The College contributes to science mainly through its Access to Higher Education Programme via the delivery of a range of pathways including Forensic Science, Health Care Professionals and Nursing and Midwifery.

This programme consistently produces excellent destinations with adult learners progressing to a wide range of university degrees and professional careers in priority roles. Additionally, we also deliver science units within our Engineering provision, and we will be delivering science as part of our new T Level in Health Care from September 2024.

Mathematics is also a fundamental aspect of the College's provision, with dedicated teams delivering across both full-time study programmes and apprenticeship provision. The delivery of mathematics is given great prominence across the college not only as a stand-alone subject, but also as a subject that is deeply embedded within vocational areas. This ensures learners appreciate its importance and relevance to their future. Additionally, the College makes an important contribution within the community by offering a range of Mathematics programmes to ensure adults can progress in life and enhance their career chances.

Haulage and Logistics

The College does not offer dedicated provision in Haulage and Logistics, but we make an important contribution to this national priority by supporting employers within this sector through the delivery of high-quality business and professional apprenticeship provision.

This provision ranges from Customer Service to Administration to HR Support as well as a range of Team Leading and Management apprenticeships.

Strategic Objectives

Strategic Priority	Strategic Objectives	Contribution to meeting national, regional, and local priorities	Targets/Impact Measurement
Curriculum	<ul style="list-style-type: none"> Roll out a suite of new T Level Programmes across engineering, digital and healthcare, collaborating with employers to provide high quality work placements. Work with the local schools to raise awareness of level 3 technical routes in priority sectors to increase participation across our T Level provision for 2025-26. 	All T Level Programmes will be delivered in areas that are recognised as national, regional, and local priorities.	<ul style="list-style-type: none"> 2024/25 T Level Enrolment Targets <ul style="list-style-type: none"> 10 in Engineering Design 10 in Electrical Installation 10 in Digital Production 16 in Health Care 16 in Childcare and Education Increase the numbers of learners on T Level Programmes by 20% in 2025-26.
Curriculum	Deliver growth in our Education Programmes for Young People, reducing the number of NEETs in the local area and capitalising on our excellent relationships with local schools to ensure learners select the right vocational pathway.	Growing our 16 to 18 learner numbers will support the flow of qualified individuals into key priority sectors of employment.	Continue to build on the increase in recruitment achieved in 2023-24 and exceed the 16-19 2024-25 financial allocation to position the College strongly for future years.
Curriculum	Deliver growth in Apprenticeships, focusing the curriculum offer on high volume, high quality, high impact provision, aligned to national, regional, and local priorities.	Our apprenticeship offer is fully aligned with employer need and national, regional, and local skills priorities enabling us to support employers effectively in meeting their skills deficits.	Delivery of high-quality apprenticeship provision which exceeds the College's budgeted income target and meets the national expectation of 67% overall achievement.
Curriculum	Deliver growth in adult education provision to meet our newly devolved NEMCA contract for 2024-25, whilst expanding our provision within the Tees Valley.	Our adult education curriculum is market leading and purposeful aligned to labour market demand and clearly linked to regional and local priorities.	Delivery of high-quality adult education provision in collaboration with employers that meets the College's contract allocations.
Quality	Increase achievement rates across all provision, with a focus on ensuring apprenticeship provision meets the national expectation target of 67%, that 16-18 classroom provision continues to exceed well above national averages and that 19+ classroom provision exceeds the national average.	Outcomes across the region are relatively poor when compared to the number of Level 4 skilled professionals nationally. By increasing achievement outcomes in skilled priority areas, we will ensure more learners progress to higher levels of learning and enter the jobs market in high priority sectors across the region.	<p>Apprenticeship provision meets 67% overall achievement.</p> <p>16-18 classroom provision meets 90% overall achievement.</p> <p>19+ classroom provision meets 88% overall achievement.</p>

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Local Needs Duty

In response to the Skills and Post 16 Education Act 2022 and following the introduction of the latest Ofsted Inspection Framework from 2022, the Governing Body regularly reviews how well Derwentside College is meeting local, regional, and national skills needs through a range of mechanisms to support long-term strategic planning and short-term operational objectives.

Key methods include the College's annual curriculum planning cycle which ensures alignment to priority sectors and labour market demand, with final approval signed off by the Corporation Board in July of each year; and the ongoing review of the Strategic Plan which is considered annually at a Board Away Day and takes an outward-looking approach to position the College at the forefront of changing skills needs. Additionally, the Governing Body has also taken account of the relevant findings from the College's most recent Ofsted report, as well as the latest themes emerging from annual strategic conversations to inform its actions in better meeting local needs. A recent example is the Governing Body's approval of £600,000 of college reserves to support the T Level Capital Build thus creating a first-class vocational facility to better serve the needs of the local area.

As detailed in our Accountability Agreement, and together with the processes of review outlined, this enables regular scrutiny of how well Derwentside College serves its communities by filling skills gaps, avoiding duplication, and collaborating with a wide range of partners. Consequently, we conclude that Derwentside College makes a significant contribution in fulfilling its Local Duty of Need. However, the Governing Body recognise that ongoing collaboration remains crucial, and as such the College will continue to work with key local education partners who have a presence across our local area to review and refine our collective offer and ensure the College's curriculum remains agile, responsive, and future focused.

With the above in mind, the College continues to work collaboratively with local colleges and universities. These partnerships are aimed towards addressing skills shortages; pooling resources; sharing expertise; and collaboratively developing specialised programmes. Moving forward into 2024-25 we hope to develop our partnerships further, particularly within the Durham locality, supporting our 'duty to review' and ensuring that our curriculum offer continues to meet the needs of our diverse range of customers and stakeholders. This work will contribute towards Derwentside College's Vision to become an Outstanding College that is highly valued by our learners and partners.



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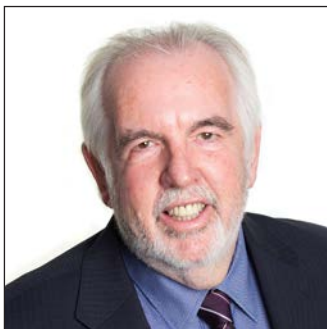
Corporation Statement

On behalf of Derwentside College Corporation, it is hereby confirmed that the Corporation conducts reviews inline with the Local Needs Duty, as such resulting in this plan.

The Annual Accountability Agreement sets out an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 21 May 2024.

The plan will be published on the College's website within three months of the start of the new academic year.

Access to the Annual Accountability Agreement -
www.derwentside.ac.uk/about-us/key-college-documents



A handwritten signature in black ink, appearing to read 'D. Allsop'.

David Allsop
Chair of Governors



A handwritten signature in black ink, appearing to read 'Chris Todd'.

Chris Todd
Principal and Chief Executive

Dated: 21 May 2024

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Supporting Documentation

[Strategic Plan](#)

[Ofsted Inspection Report](#)

[NELSIP](#)

