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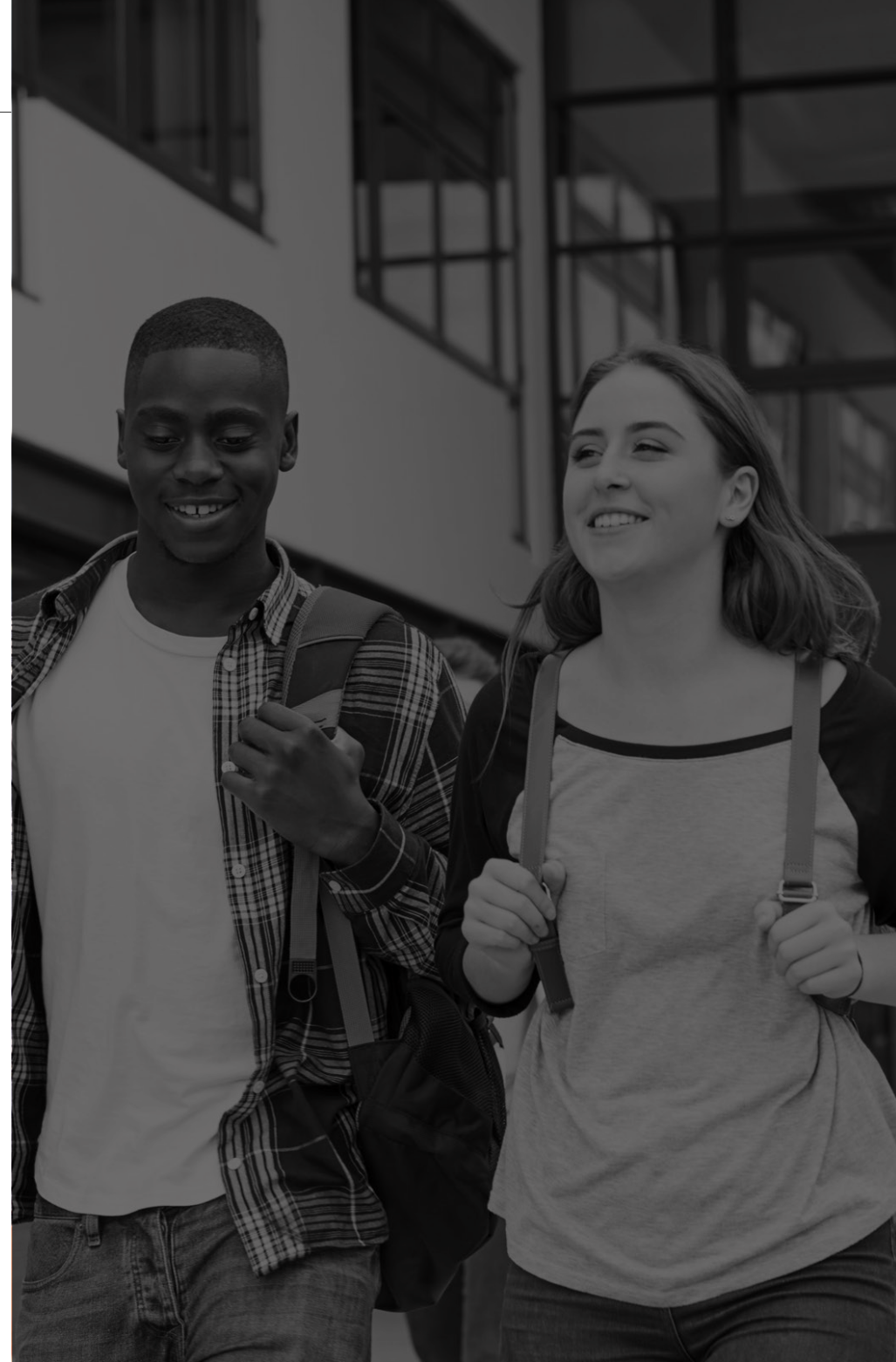
# Social Impact Report 2022



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# Foreword

**NCFE was born in 1848 from the belief that no learner should be left behind. We take up that cause today with new energy, bringing together 175 years of education experience and deep insight. We know that through shaping smarter learning we can empower a fairer society, facilitate journeys, create opportunities to progress and change lives for the better. This means helping more individuals to realise their true potential - in turn delivering sustainable communities.**

To deliver this, we need to better understand our beneficiaries, their context, their opportunities, their challenges and their experiences of working with NCFE. We must learn more about what does and can work, and use this understanding to help us meet demand through highly targeted, highly connected learning. It's this need that drove us to commission this impact study and take real, constructive action.

In the eighteen months since we decided to define and measure our impact for learners, education providers and

society more generally, much has changed in the world. It's perhaps fitting, therefore, that we not only outline in this report our activities and achievements, but our new Theory of Change model – one which will support us to reflect, improve, and progress towards our ambitious goals as an educational charity and leader in vocational and technical learning.

Our core purpose remains steadfast through such change: to promote and advance learning, with a particular emphasis on supporting social mobility and prosperity. And now – more so than ever before – it's critical that everyone has the opportunity, means and motivation to access the highest quality education.

The disruption of recent times, from the pandemic to the current cost of living crisis, has undoubtedly had an impact at all levels across the education and employment landscape. We've seen a surge in skills shortages, new barriers to attaining employment, and lifelong learning being stunted – often not through desire, but practicality. Yet, whilst it's been a challenging few years, I'm incredibly proud of how we've pulled

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together and achieved some exceptional things. In 2021-22, we certificated more than 375,000 learners and we saw our first cohort of T Level students complete their programmes. Since we launched our EPA service in 2017-18 we have supported over 20,000 apprentices.

Furthermore, we're proud of the social impact we've been in a position to drive. Our pioneering £1m Assessment Innovation Fund is helping to launch exciting pilot projects that will ultimately help to break boundaries in assessment. We've also invested in Good for ME Good for FE, which has generated over £2m of social value so far, as well as launching our Think Further and Research Further initiatives in partnership with the Association of Colleges, to harness insight and provide a platform for thought leadership in FE.

Movements need collaborators and as such, we look forward to continuing to work in close partnership with education providers, colleges, employers, government, learners and other stakeholders to ensure we can make the biggest possible positive difference. We're shaping smarter learning, but we can't do this alone; therefore, I'd like to personally thank our partners and customers for all their input and support.

We're privileged to be in a position to work to advance learning and create a fairer education system. Education should be the great leveller and we're on a journey to maximise our contribution in this area. This report will provide insight into the areas in which we're already having a significant impact, and more importantly, where we'll be seeking to build on our strong foundations in the future – a challenge which we'll relish.

**David Gallagher,**  
**Chief Executive, NCFE**



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# Executive summary

**As an educational charity and leader in vocational and technical learning, NCFE exists to promote and advance learning to help create a fairer society for all – ensuring that no learner is left behind.**

To drive our performance against this core purpose, we commissioned Motif – an independent research agency – to help create a Theory of Change model for us. Developing this model allowed us to map our activities to defined impact goals for those that we serve, including learners, institutions and educators, education systems, the sector, and the wider society and economy. Following this, Motif undertook primary research with key stakeholders to deliver an assessment of our performance against these impact goals.

The following report outlines this process, the research and our findings, exploring the impact that we've had as an organisation, as well as where we plan to build on our foundations moving forwards.

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We're strong in ensuring good learning and progression opportunities. **Learners** are able to move seamlessly between levels and we are seen as a support to reaching career goals.

We're seen to provide a holistic learning experience, supporting a sense of wellbeing and preparing learners for further learning experiences later in life.

→ To drive impact for our learners, we will ensure that our product offer supports learners to seamlessly progress through their chosen pathway and succeed in their careers.



**Institutions and Educators** see us as outstanding at tackling disadvantage and improving employment prospects through our qualifications.

There is still work to be done around ensuring our offer to providers meets local community needs and that our offer is fully differentiated from other awarding organisations.

→ To drive impact for educators and institutions, we will further develop relationships with new and existing institutions and elevate resource content using different technologies to provide engaging content and encourage inspiring delivery.



We're a respected voice in the education **sector** with providers acknowledging our influence and contribution to the education debate.

→ To drive impact for system, sector and NCFE, we will harness deep insight to help shape the future of education which we do through thought leadership and FE research initiatives.



Providers also believed our impact was far reaching, not only impacting learners' lives, but also the beneficiaries of learners' newly developed skills.

→ To drive impact for wider **society**, we will continue to develop, fund and promote the highest-impact social interventions, anticipating society's most pressing learning needs and galvanising the education sector around these opportunities.

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# About NCFE

To achieve our purpose of promoting and advancing learning, we work to make a positive impact on learners, educators, institutions and wider society. In the 2021-22 academic year, we released external assessment results for over 110,000 learners, supported over 7,000 apprentices to progress to their end-point assessment (EPA) and developed the technical qualifications for 3 new T Levels. We're also the number one awarding organisation for funded adult enrolments, with around one in five of all adult funded enrolments being with us.

Our purpose is one of the greatest motivators for our colleagues; we believe that through shaping smarter learning, we can help more individuals to realise their true potential and achieve their goals. We know that the further education colleges, training providers and schools we work with are just as committed to this same mission, which is why we work collaboratively with them to provide the qualifications, services and tools that they need for success. We also work with external stakeholders, partners and government to drive positive change in the education sector.



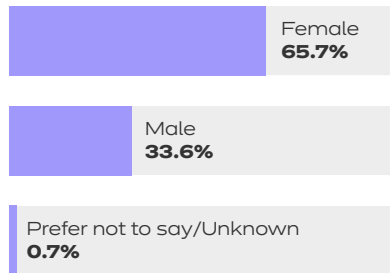
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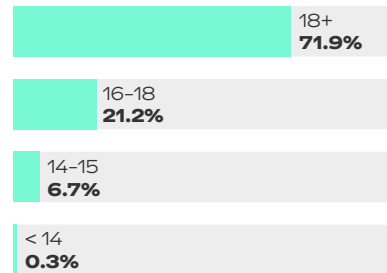


# Awarding learners (Apprenticeships, Learning for Work and Technical Education)

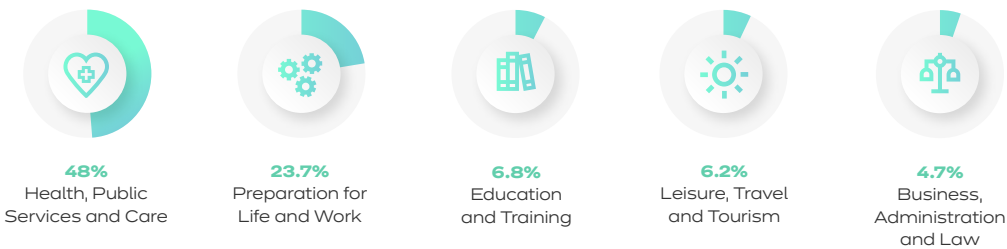
## Gender



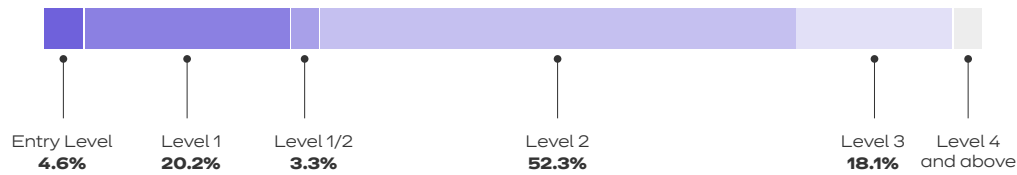
## Age



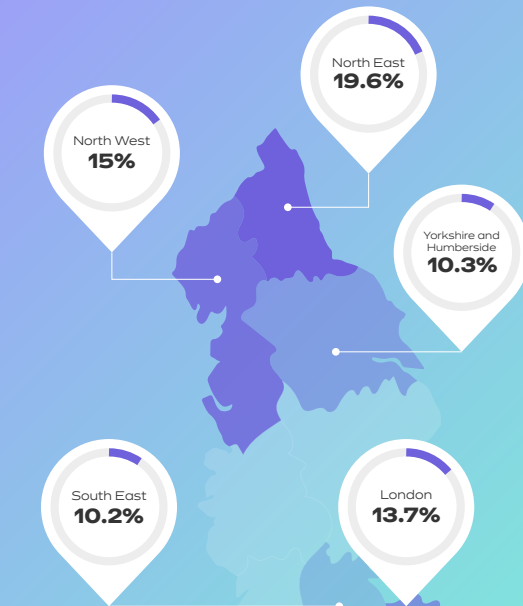
## Top 5 sectors



## Level



## Top 5 regions\*



Total number of awarding learners: 439,370 registrations  
Source: NCPE learner registration data, 2021/22

\*Region refers to the region of the provider rather than the learner

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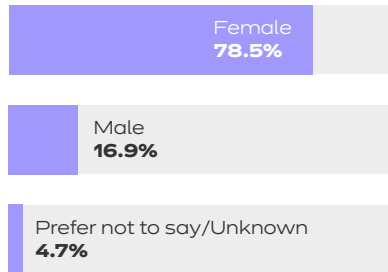




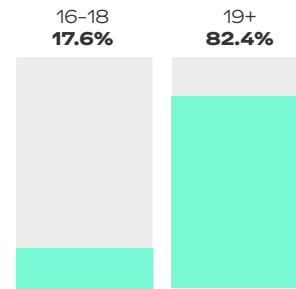


# End-point assessment

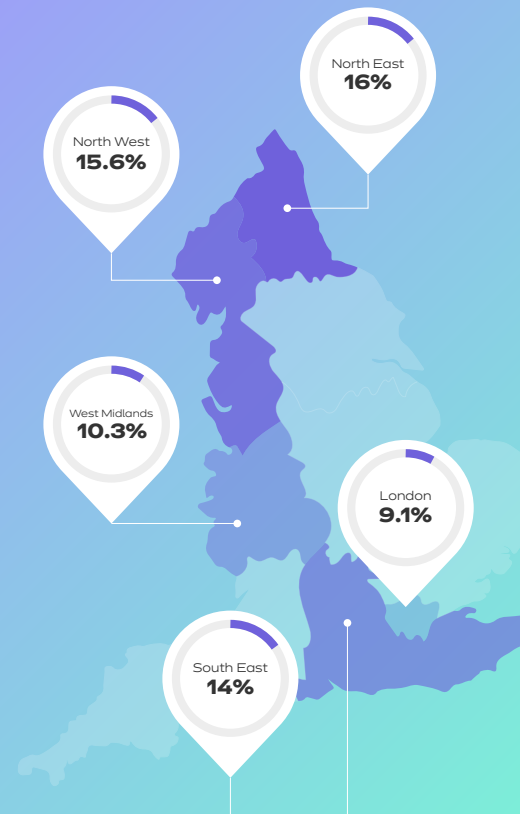
## Gender



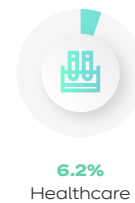
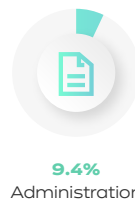
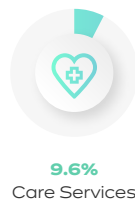
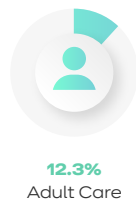
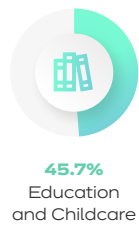
## Age



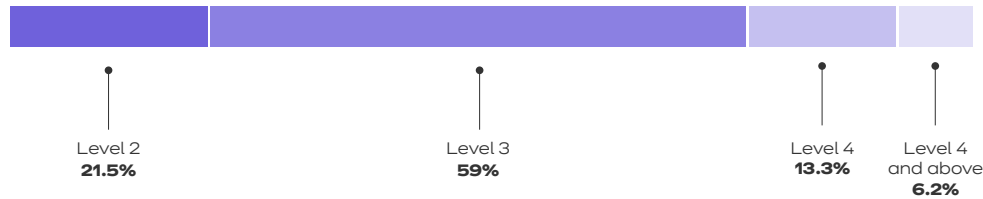
## Top 5 regions\*



## Top 5 sectors



## Level



Total number of EPA learners: 16,080 registrations  
Source: NCFE learner registration data, 2021/22

\*Region refers to the region of the provider rather than the learner

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# About Motif

Motif's goal is to provide insights which reveal motivations, build brand loyalty and power business success. As an organisation on a mission to deliver insight that drives action for their clients, Motif is one of the largest independently owned insight agencies in the UK.

Their loyalty work draws on three decades of expertise and authority to predict commercial results for their clients, during which time they've managed one of the UK's most ambitious customer experience programmes. In 2019, they relaunched their own brand with an enhanced focus on the value of customer insight.



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## About the impact study

Motif designed NCFE's Theory of Change model to help us understand our impact at each level, engaging key stakeholders to measure our performance against these impacts. Motif reviewed the research to compile a comprehensive report setting out our performance against each identified impact. We've then utilised the findings and recommendations to identify priority actions and improvements across our organisation.



## Theory of Change

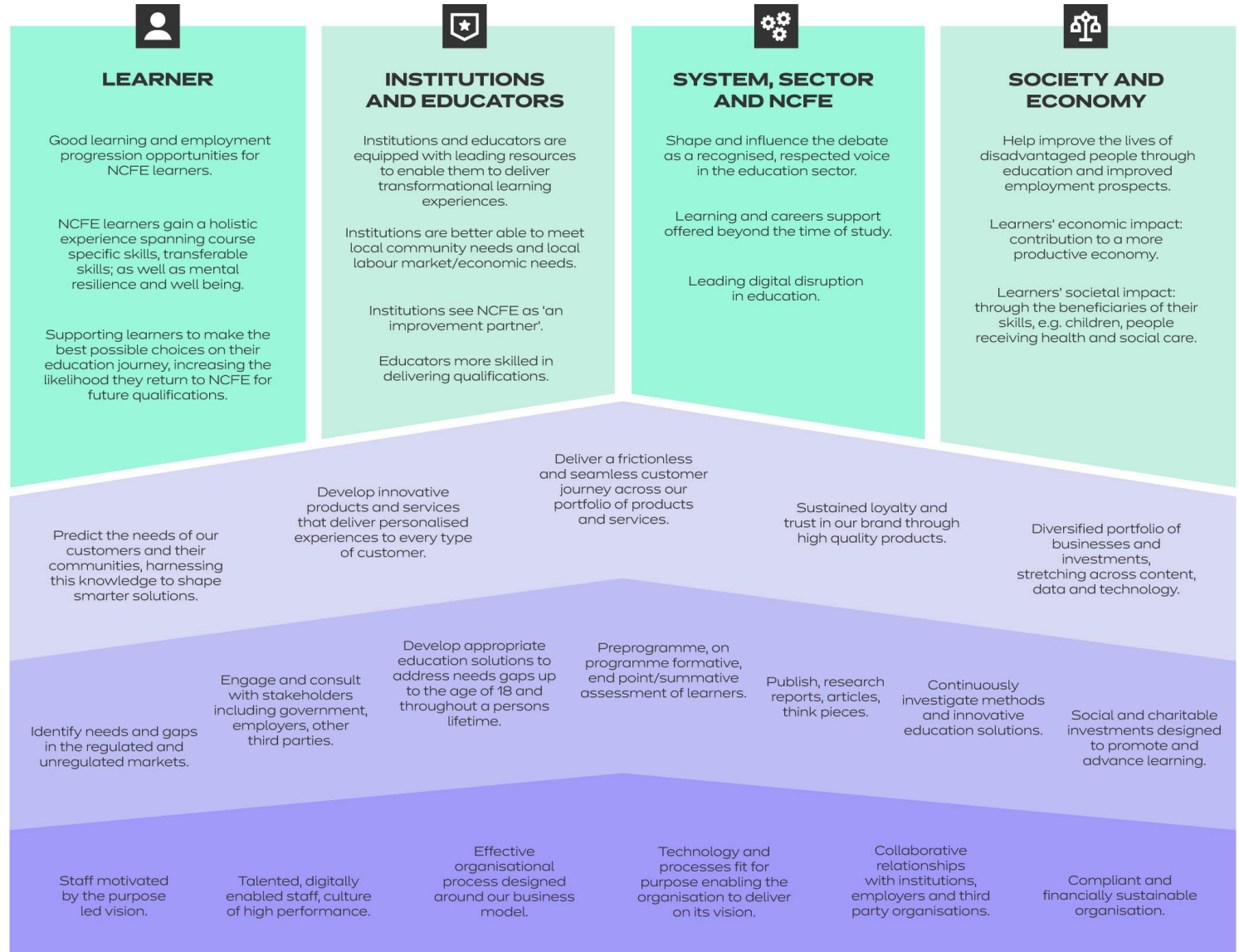
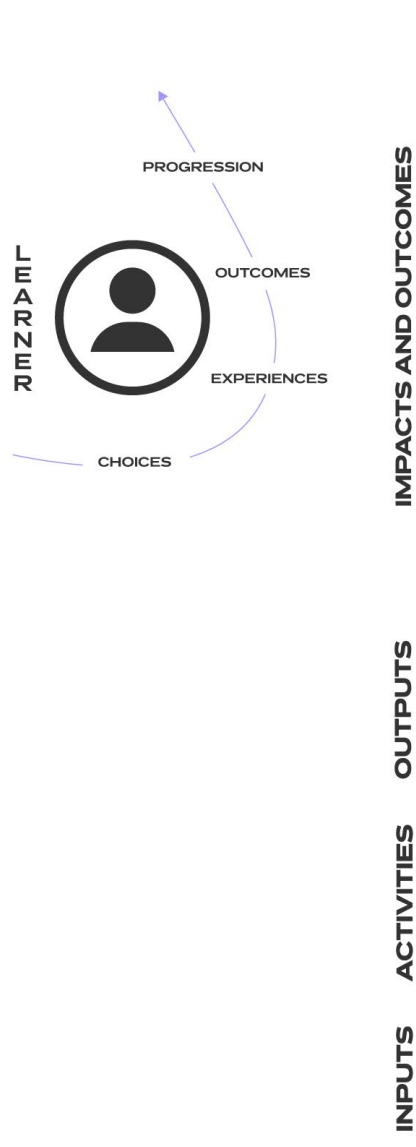
A Theory of Change model maps backward from an organisation's ultimate impact goal to its inputs, to create a clear chain between inputs, activities and outputs. Mapping these out helps us to define the mechanisms that need to be in place for impact to occur.

To develop NCFE's Theory of Change model, Motif:

- Reviewed internal documentation and synthesised information into a single body of knowledge, identifying running hypotheses and assumptions
- Ran a series of consultations with NCFE employees and stakeholders
- Researched alternative Theory of Change models to ensure the model created for NCFE was the best fit for our needs
- Developed the Theory of Change through workshops and discussions with internal colleagues.

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FIG 1. THEORY OF CHANGE MODEL



## Primary research methodology

To assess our impact against the goals identified in the Theory of Change, Motif developed a comprehensive primary research plan, which aimed to engage stakeholders across the model. The survey and discussion guides were designed collaboratively alongside us to ensure that all aspects of impacts were covered during the research.

 **Six focus groups** engaged learners to share their thoughts and experiences of studying with NCFE

 **Thirteen face-to-face interviews** with employers, institutions and other stakeholders

 **104 responses** to an online survey aimed at institutions and educators.

Responses were synthesised against the model and performance towards identified impacts were categorised accordingly.



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# Findings

Motif engaged stakeholders across our impact areas through face-to-face interviews, focus groups and an online survey. Findings from this research allowed Motif to categorise NCFE's performance against each impact as excellent, good, or fair.

## Excellent performance

NCFE's areas of strongest performance were in ensuring good learning and progression opportunities for learners.

NCFE courses are seen as frictionless, helping learners to move seamlessly between levels to reach their desired career goals.

Providers believed that NCFE was outstanding in tackling disadvantage, improving employment prospects and supporting learners to make an impact through the people they support via their qualifications.

## Good performance

NCFE was seen to be performing well in providing learners with a holistic experience and supporting learners to make the best possible choices.

Many providers agreed that they see NCFE as an 'improvement partner' that supported educators to become more skilled in delivering qualifications.

NCFE was recognised as a respected voice in the education sector, with innovation, thought leadership and collaborative working cited as distinguishing factors.

NCFE's engagement with partners' campaigns to support learning and skills development were also cited as examples of NCFE's contribution to society.

## Fair performance

NCFE can make the most improvements in supporting institutions and educators, ensuring resources are fully differentiated and engaging with local communities to help institutions meet market needs.

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# Inputs

## Staff motivated by the purpose-led vision

Our colleagues choose to join and remain at NCFE as they are strongly connected to our core purpose as a charity and our 175-year heritage of supporting individuals from all walks of life to reach their potential. This is demonstrated through our regular engagement surveys where recently, 93% of colleagues responded that they understood how their work contributed to our purpose, and 85% said they felt proud to work at NCFE. We also encourage our colleagues to promote and advance learning outside of NCFE through volunteering with organisations closely aligned with our values and behaviours, and we give them the time and opportunity to do this. So far, this volunteering has included tutoring, taking a position as a school governor, and even outreach work in Kenya.

## Talented, digitally enabled colleagues and a culture of high performance

Our people are our number one asset. We support their personal and professional development and offer flexible working patterns so they can enjoy a work-life balance that fits around work, family and home commitments. Colleagues are able to claim up to £200 a year to spend on advancing their skills or knowledge or learning

new ones, as well as being eligible for up to £400 towards an NCFE qualification to further develop their skills.

As part of our commitment to developing and nurturing talent – a core pillar within our Vision for our People – and creating a digitally enabled workforce, all colleagues were offered the opportunity to complete our Essential Digital Skills Qualification (EDSQ) free of charge. 172 colleagues took part in the initial assessment to determine whether they needed to take the qualification, with a further 43 registering to complete the qualification.

Our commitment to our employees has helped us to develop a vibrant culture focused on high performance and progression. We have an internal coaching team that works with colleagues across the business to support them in achieving their goals and overcoming obstacles, using recognised coaching models. We also motivate colleagues through an internal rewards and recognition programme aligned to our values and behaviours, as well as through our popular annual Spotlight Awards. In the last year alone, over 100 colleagues have developed their careers by making an internal move within the company and taking on a new role.

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## Effective organisational process designed around our business model

Our learners are at the heart of our 'Skills and Learner Value Chain' business model – as we strive to promote and advance learning and create a fairer, more inclusive society. We use insight to create an effective end-to-end journey which works for both the learners and providers that we work with. This is best demonstrated through our apprenticeship provision, which supports an apprentice journey from start to finish; from initial assessments and diagnostic tools to Functional Skills, and from mandatory qualifications to end-point assessment. We were thrilled to be recognised for this work when we won the 'End-Point Assessment Organisation (EPAO) of the Year' award at the FAB 2022 Awards.



**The EPA team has worked extremely hard over the last year – changing, adapting and reacting to our providers' and learners' needs within a challenging, post-Covid landscape. The service and support that they provide to our customers is exemplary and continues to have a positive impact upon our apprentices' achievements."**

Suzanne Slater, Director of Operations for Apprenticeships at NCFE

## Technology and processes that are fit for purpose, enabling the organisation to deliver on its vision

We're committed to continuously improving our technology, systems and processes with the end user in mind; helping us to interact with and learn more about our customers, manage our finances and develop our people. This will enable us to deliver our strategy and provide both the best possible experience to our customers and the best possible outcomes for our learners, bringing our business model to life.

## Collaborative relationships with institutions, employers and third party organisations

All initiatives that we support are based on a symbiotic relationship, built from the ground up on a shared purpose and objectives. We seek true partnership and collaboration that goes beyond funding to cultural alignment at both a strategic and day-to-day level. This is demonstrated through our collaborations with the Association of Colleges, Good for Me Good for FE and many more. Moving forward, we will look to collaborate more effectively with other awarding organisations to work towards shared goals, for the good of the sector.

## A compliant and financially sustainable organisation

Our colleagues spent 1138 hours on compulsory learning this last year to ensure that we're compliant as an organisation. 100% of our independent internal audits reflect a low or medium level of risk.

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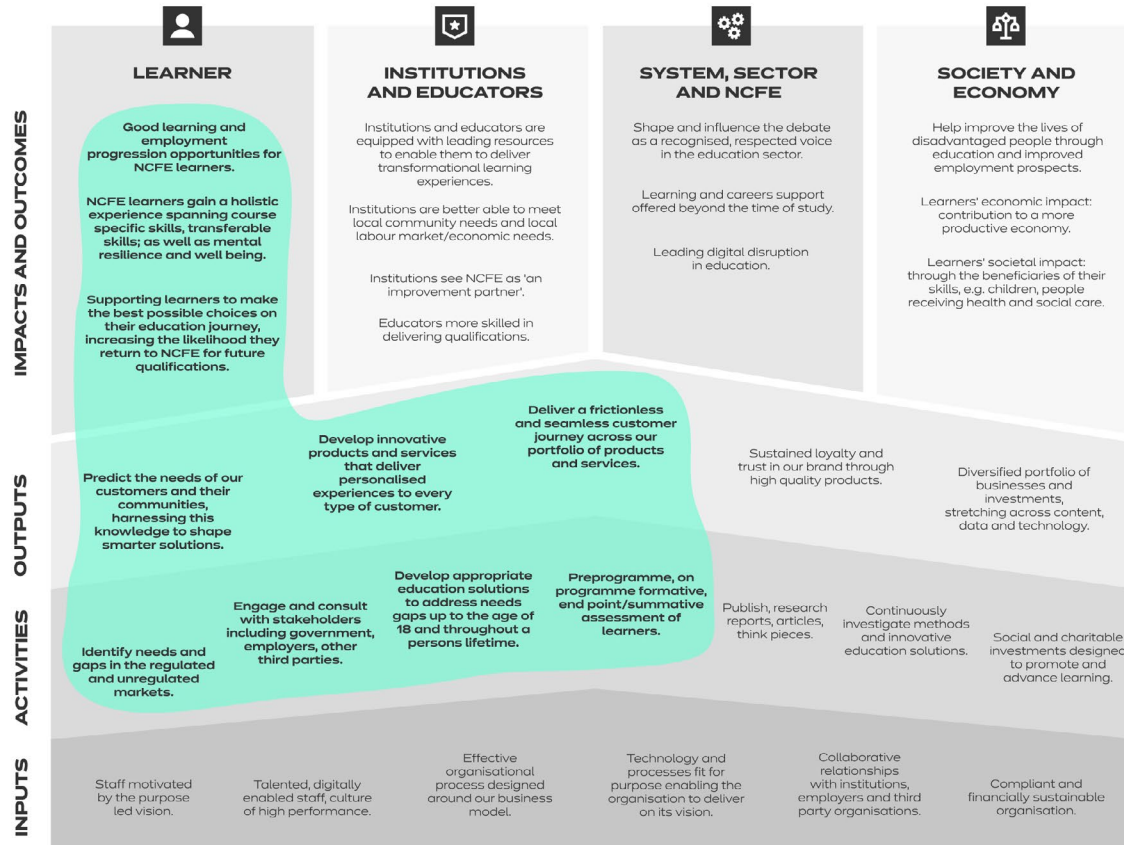
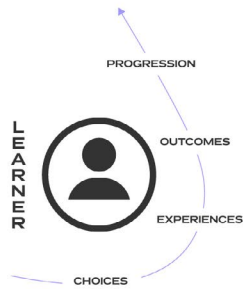
# Learners

## Our successes

Motif's study found that 84% of respondents agreed that NCFE learners will have good employment opportunities, and that learners in employment felt our training solutions were suitable for their circumstances. It was also found that modular assessment worked well for learners and that course-based assessment was a key factor in schools choosing to deliver our qualifications. Secondary education currently offered in many schools has a strong focus on final exams, whereas vocational and technical options can support learners to demonstrate their skills and achieve their potential in a different way. Level 3 learners felt confident in their ability and that they could 'compete' with A Level students, and also felt that our qualifications helped them to achieve their life goals.

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FIG 2. THEORY OF CHANGE MODEL - LEARNER



## Provide good learning and employment progression opportunities for our learners

In 2021-22, we certificated more than 375,000 learners and supported over 6,000 apprentices to complete their EPA.



**OVER 6,000**  
apprentices completed  
their EPA



more than  
**375,000**  
learners certificated

Chloe Singleton and Freya Stott are currently studying the CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) at Bolton College. They've used CACHE Alumni – our free award-winning association in care, health and education which supports over 20,000 active participants throughout their learning and career journey – to help them with their learning and CPD while studying.



**CACHE Alumni is beneficial to us as we're able to keep track of our CPD and stay informed on everything that is happening within early years. We would recommend CACHE Alumni to other professionals in this area for this reason."**



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## Help our learners to gain a holistic experience, spanning course-specific skills and transferable skills, as well as mental resilience and wellbeing



In 2020 we partnered with Fika with the aim of helping colleagues and learners to develop their mental fitness skills. Fika is an innovative app that allows users to develop mental fitness skills.

The platform is Ofsted mapped and proven to build mental fitness in both students and staff in just 5 minutes per day. Exercises and activities support users to be more confident, resilient, and ready to face the world. Since its roll-out across 69 FE centres, we have seen over 37,031 registered users and more than 29,605 hours spent in training (including colleagues and learners).

 **29,605**  
hours spent in training

 **37,031**  
registered users



**Mental fitness training has changed how I approach things. I used to be quite negative, but now I go around speaking to others with an open mind. When I've had a bad day, I try to use some of the techniques Fika teaches you, like the breathing exercises. I've seen a big improvement in my wellbeing!"**

Lily, learner at Shrewsbury College

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## Support learners to make the best possible choices on their education journey, increasing the likelihood that they return to us for further qualifications

Large UK universities, including Russell Group institutions, support our qualifications and accept these as a valid entry route to higher education. Over 500 of the first cohort of T Level students applied for university last academic year, with more than 70% securing a place.



**Our results show that NCFE qualifications cover the essential foundational knowledge needed to provide learners with access to higher education studies."**

Tim Barry, Head of the Department for Medical and Sport Sciences at University of Cumbria



**The T Level gives you a real insight into what your future career will be like and offers so many more opportunities and skills that you cannot get on other courses. For example, we have the opportunity to get qualified in paediatric first aid; work on childcare and education placements; learn about curricula, theories, and teaching methods; and visit specific settings such as Montessori nurseries."**

Kate Campbell, Education and Childcare T Level student at Thorpe St Andrew School and Sixth Form



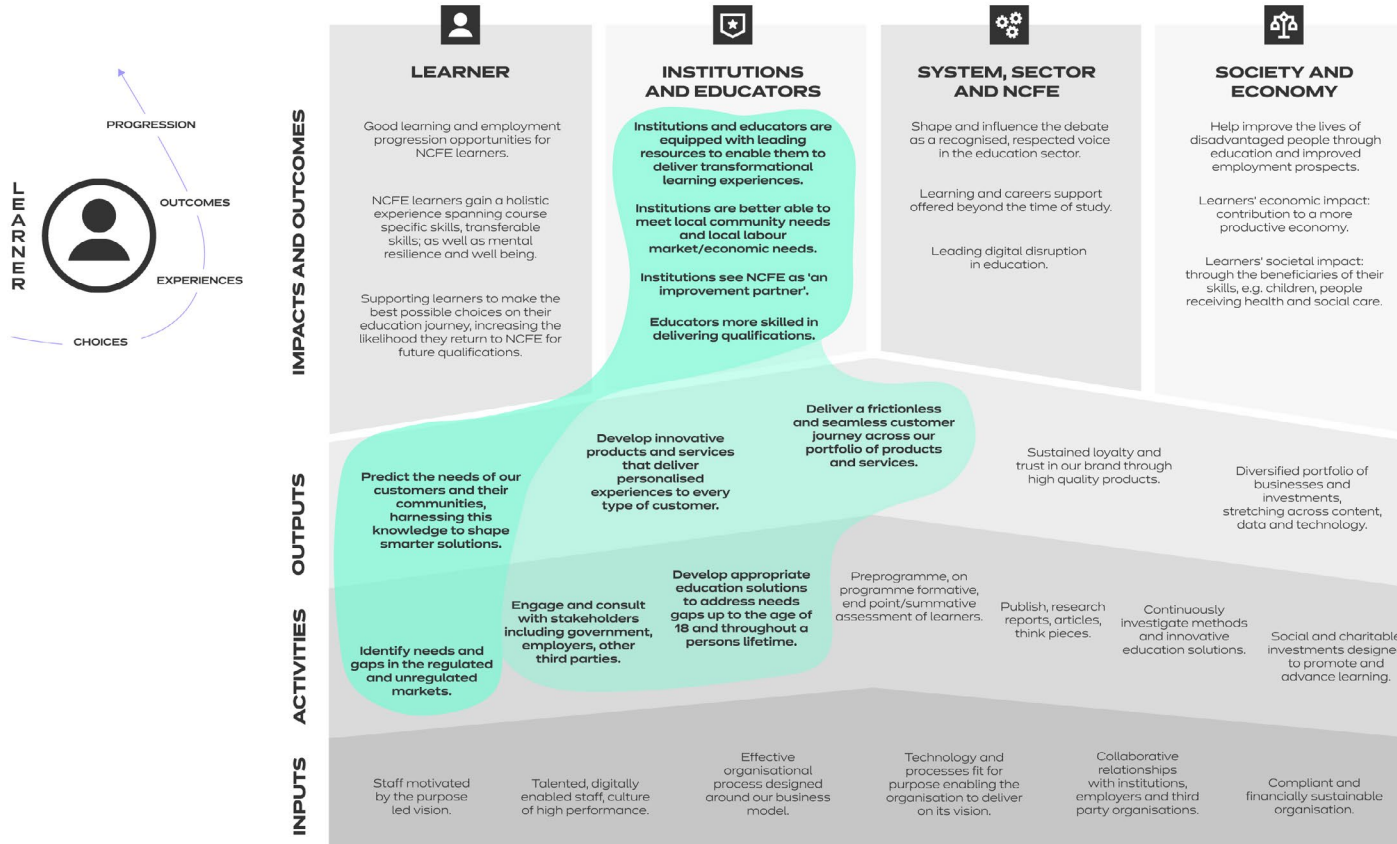
# Institutions and educators

## Our successes

Motif's findings revealed that institutions and educators view our colleagues as knowledgeable and highly motivated and 87% of providers stated that they were satisfied with our support and guidance. Our Account Managers are seen as friendly and approachable, and we were complimented on our responsive and prompt customer service. 81% of providers agreed that they have a collaborative relationship with NCFE and see us as an 'improvement partner' who is always striving to improve quality and delivery.

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FIG 3. THEORY OF CHANGE MODEL - INSTITUTIONS AND EDUCATORS



## Educators become more skilled in delivering qualifications



WorldSkills UK is an independent charity with an aim to raise standards in apprenticeships and technical education to ensure they are considered as prestigious career routes for young people. Due to our shared vision to build a world-class skills system, we partnered with

WorldSkills UK to develop and launch the Centre of Excellence – a revolutionary training programme for technical education educators to drive change and enhance quality of teaching within colleges and training providers. The result is that educators return to the classroom with a new sense of purpose, passion, and the skills to deliver transformative technical education qualifications.

Last year, **82%** of lecturers in the programme said it had helped them make positive changes to their teaching and training practice.



**We think that excellence should be an opportunity for everybody. Every single person, at whatever age and stage of life and learning, should have the opportunity to access excellent skills provision."**

David Gallagher, Chief Executive at NCFE

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## Institutions see us as an 'improvement partner'

As evidenced from the Motif survey, 87% of providers agree that they're satisfied with our support and guidance, and 81% of providers agree they have a collaborative relationship with us.

An example of NCFE working as an improvement partner is our funding of a long-term piece of longitudinal research into enrichment spanning four years (2020-2024) in a pioneering collaboration between the Association of Colleges, University of Derby and NCFE. This research will demonstrate the role enrichment activities play in preparing students for employment and careers, and articulate the case for why such activities should be supported as a means to create more work-ready, resilient and active citizens.





### Institutions are better able to meet local community needs and local labour market/ economic needs

## T-LEVELS

T Levels are an exciting new high-quality, work-focused alternative to A Levels for those aged 16-18. These two-year courses are designed with employers to intimately reflect the needs of the sectors and occupations they're designed to serve. NCFE has been selected by IfATE as the delivery partner for 9 T Level routes and we use deep insight into what employers need to design qualifications for a future highly skilled, adaptive workforce.



**It's been fantastic to see the qualification come to life. The panel was an amazing group of industry professionals from across the creative spectrum who were able to pour their collective knowledge into the T Level. If we can produce students with the work ethic and experience, I believe we'll have created something very special."**

Wizdom Layne, Managing Director of MOBO UnSung

### Institutions and educators are equipped with leading resources to enable them to deliver transformational learning experiences



In 2020, Campaign for Learning joined with NCFE in our united core purpose and strong belief in the power of learning. Although Campaign for Learning continues to operate independently from us, our partnership, support and investment means that they can reach a diverse range of individuals, families, employers and communities to support them on their learning journey.

One example of this is through the launch of the National Centre for Family Learning in November 2022 – a free association for professionals who work with families in any learning context. The centre is a space for professionals to unite, share best practice, develop relationships and inspire families to learn, and already has over 700 members who report that they're working with over 140,000 families – with the aim that by 2024, it will comprise of 5,000 members that work with around 500,000 families every year. Following consultation with practitioners, the centre will deliver value to its members through high quality content, events, and opportunities for practitioners to network.





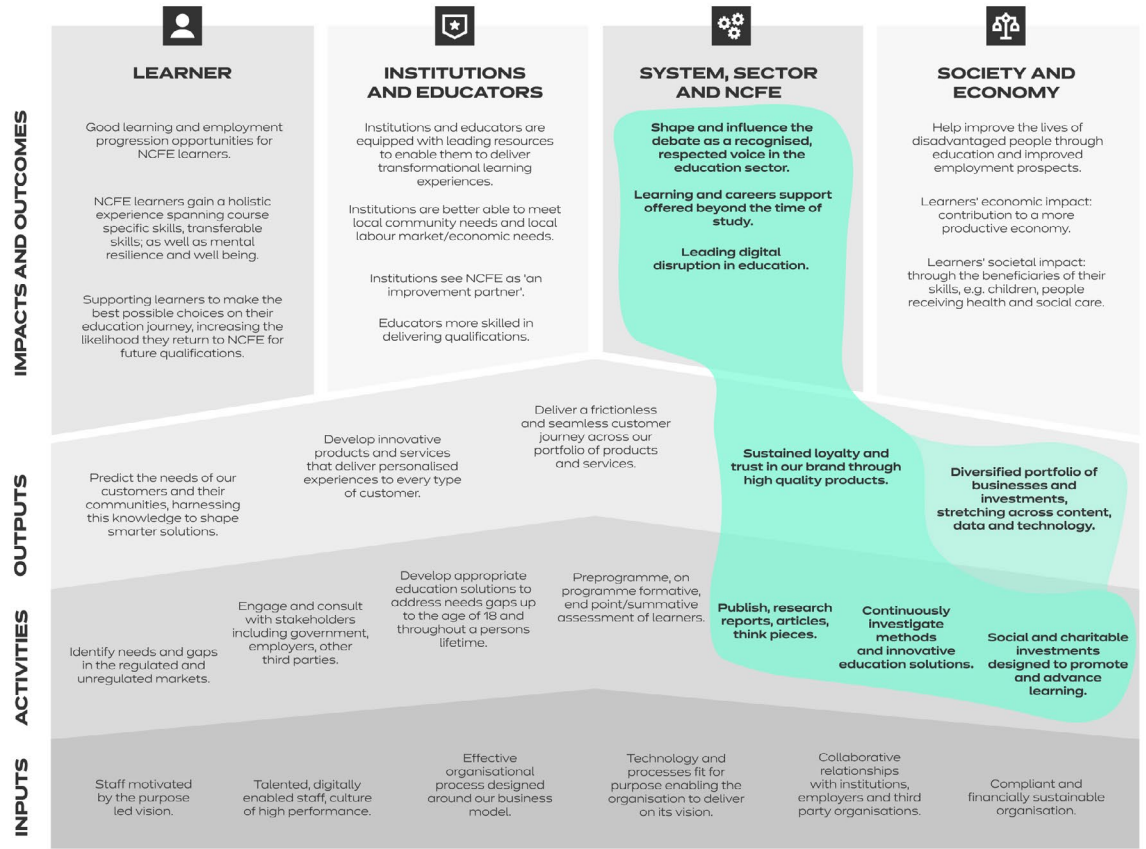
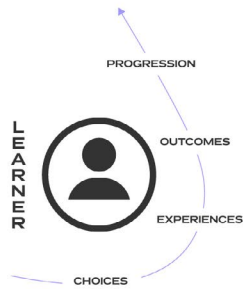
# System, sector and NCFE

## Our successes

Motif's research highlighted that we're viewed as innovative and activity-driven amongst sector stakeholders. We're seen to be engaged and passionate about our work, with a strong motivation to achieve delivery. Two-thirds of participants agreed that we're redefining approaches to assessment through the enhanced use of technology – an area that we've been proud to lead in, particularly during the remote learning environments driven by the 2020 global pandemic. We also continue to develop impactful digital products through our Assessment Innovation Fund which launched in 2021, and is currently running multiple pilot projects, with the aim of helping to shape smarter solutions in assessment.

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FIG 4. THEORY OF CHANGE MODEL - SYSTEM, SECTOR AND NCFE



## Shape and influence the debate as a recognised and respected voice in the education sector

We're increasingly being recognised for our thought leadership and we were recently invited to provide evidence at two Education Select Committees at the Houses of Parliament.

The first covered Future of Post-16 Qualifications where our Chief Executive, David Gallagher, spoke about the role of T Levels in the education ecosystem and how we can ensure that key elements, such as work placements, are enhancing student experience and outcomes.

Philip Le Feuvre, Chief Strategy Officer at NCFE, then spoke at a separate session covering Careers Education, Information, Advice and Guidance (CEIAG). Here he covered topics such as the burden on schools in trying to address the Gatsby benchmarks and the benefits of focusing on essential skills throughout the curriculum.

## Offer learning and careers support beyond the time of study

CACHE Alumni provides career information and guidance, CPD and targeted job advertisements. Members can also use the CACHE Alumni Skillzminer tool to find job opportunities.



**As a practitioner at the beginning of my career, I've found the support, information and direction provided by CACHE Alumni invaluable in helping me achieve."**

Jake Forecast, Nursery Manager

## Lead digital disruption within the education sector

NCFE has invested over £750,000 so far of its planned £1m Assessment Innovation Fund, which is being used to support a range of pilots such as the use of VR and AR in assessment, digital badging, the effects of immersive and interactive story-based assessments, and online assessment platforms. Two-thirds of participants agreed that we're redefining approaches to assessment through the enhanced use of technology.

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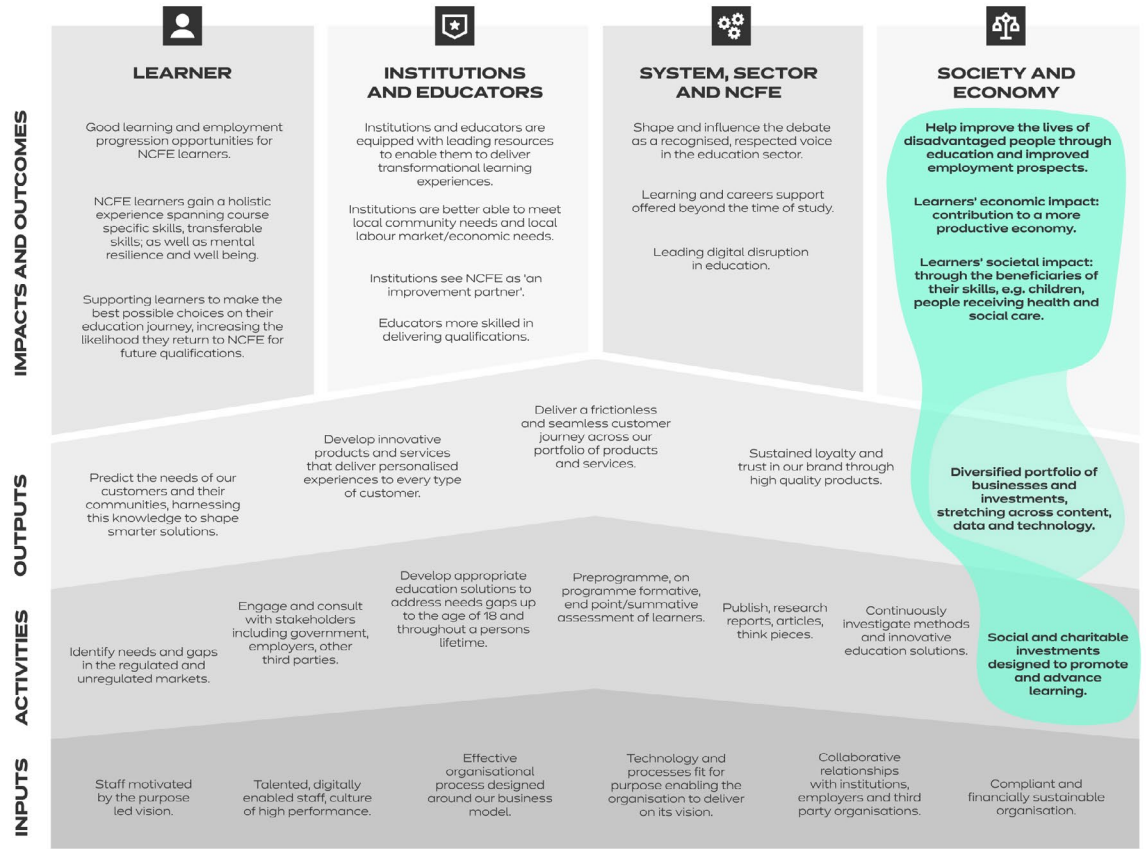
# Society and economy

## Our successes

Motif's research discovered that stakeholders believe we have an impact on the lives of disadvantaged people, and that we're aware and active when it comes to social and charitable investments. Employers felt that our qualifications resulted in a more knowledgeable and skilled workforce, and that vocational training with employers has helped with colleagues' retention, as well as improving the services they're able to offer to the wider community.

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FIG 5. THEORY OF CHANGE MODEL - SOCIETY AND ECONOMY



## Help improve the lives of disadvantaged people through education and better employment prospects

Behind every success there is aspiration, which is why our Aspiration Awards look to honour the success of learners, educators and educational organisations across the UK. We believe that there isn't just one definition of success – it could be going above and beyond to exceed expectations, overcoming obstacles to achieve the unexpected, or coming up with new and innovative ways of working to help others to achieve.



Our Learner of the Year category recognises individuals who are developing themselves through vocational and technical qualifications from NCFE to make positive improvements to their lives. Last year's winner was Juwairia Junaid, a "truly outstanding learner" who studied Level 2 Extended Diploma in Health and Social Care at Leeds City College. As Juwairia is fully blind, she manages an array of different machinery, technology and software to give her access to her studies and to help her achieve.

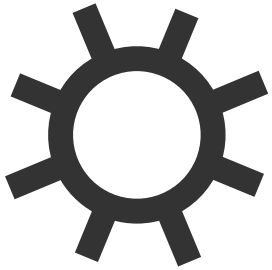
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## Help learners to ultimately contribute to a more productive economy

Research has shown that just 52% of disabled people aged 16–64 in the UK are in employment, and this drops to just 22% of autistic individuals. The recruitment process often creates barriers for autistic people for example, listing skills by default that may not be necessary such as 'excellent communication'. Job adverts may not be written in plain English and individuals may struggle with interviews because of the required social/communication skills which lower their chances of being successful. In partnership with the Greater Manchester Learning Provider Network (GMLPN), we launched a new project to increase apprenticeship opportunities for autistic young people. The project aims to work with training providers, employers and referral agencies to provide the tools required to best support autistic individuals into employment. The purpose of this is to equip autistic individuals with the technical and employability skills to progress into apprenticeships or other destinations e.g. traineeships, full-time education and employment.

## Help learners to ultimately contribute to wider society

Good For ME, Good for FE is an initiative across 140 FE colleges in the UK. The idea is that staff and learners in Further Education (FE) settings give up their time to volunteer in local food banks to support their communities. The concept was formed because of the successful 'FE Foodbank Friday', a national campaign spearheaded by London Southeast Colleges during the Covid-19 pandemic. As the impact of the pandemic continues to be felt and the cost of living crisis deepens, demand for food banks continues to increase. We are providing funding to this initiative to support its ability to grow and serve wider communities. To date the project has generated over £2m of social value in volunteering hours and aims to become a fundamental part of FE life.



## Covid-19 implications

The Covid-19 lockdowns had sweeping impacts on the learners and the wider education sector. During the impact study, Motif found that many learners felt at a disadvantage as they had not learned exam skills during disrupted GCSE years, and our vocational and technical courses were therefore more appealing as a different approach to assessment. Providers were also mindful that isolation during the pandemic had heightened mental health issues, a problem which had also been highlighted in previous NCFE research.

Covid-19 was also an opportunity for innovation. Many stakeholders highlighted our remote invigilation solution as an example of a disruptive 'game-changer' that benefited the wider education sector – one which has gone on to set NCFE apart for customers when considering which awarding organisation to work with.

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## Building on our foundations

We have used Motif's recommendations to identify key areas of focus and change across the organisation. As we continue to drive towards our 2024 strategy, these areas of focus will help us to strive to make greater positive impacts and build on our foundations for the benefit of our stakeholders. The key areas of focus identified are shown on the following pages.

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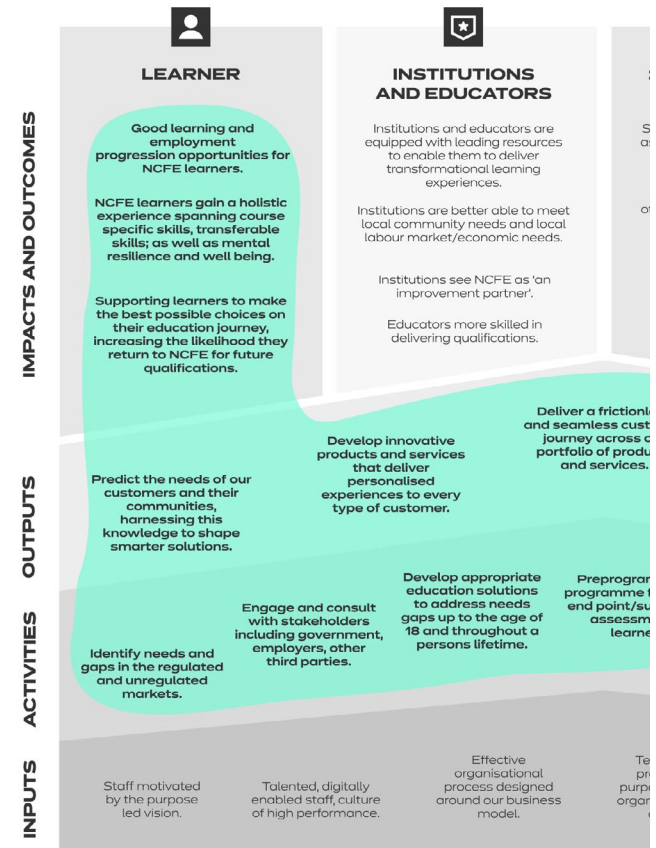
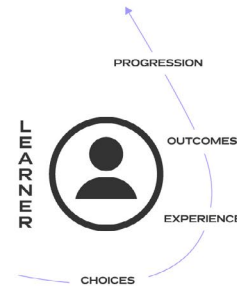






### To drive impact for our learners, we will:

- Work even more closely with providers to ensure that the resources we offer help them to maximise learner success
- Ensure that NCFE's product offer supports learners to enter the labour market and succeed in their careers
- Support individuals to optimise their mental fitness and equip them with the essential skills they need to progress – for example through access to the Fika platform
- In time, we would like to have products which support individuals through their learning and employment journey from entry level upwards, in each industry sector we're involved with
- Continue to invest in programmes which support us in creating a fairer, more inclusive society, ensuring no learner is left behind – a great example of this is through our partnership with GMLPN, which supports autistic individuals into the workplace
- Commit to finding better methods to understanding learner outcomes after they complete their NCFE qualifications, as we have done so far through our CACHE Alumni community.



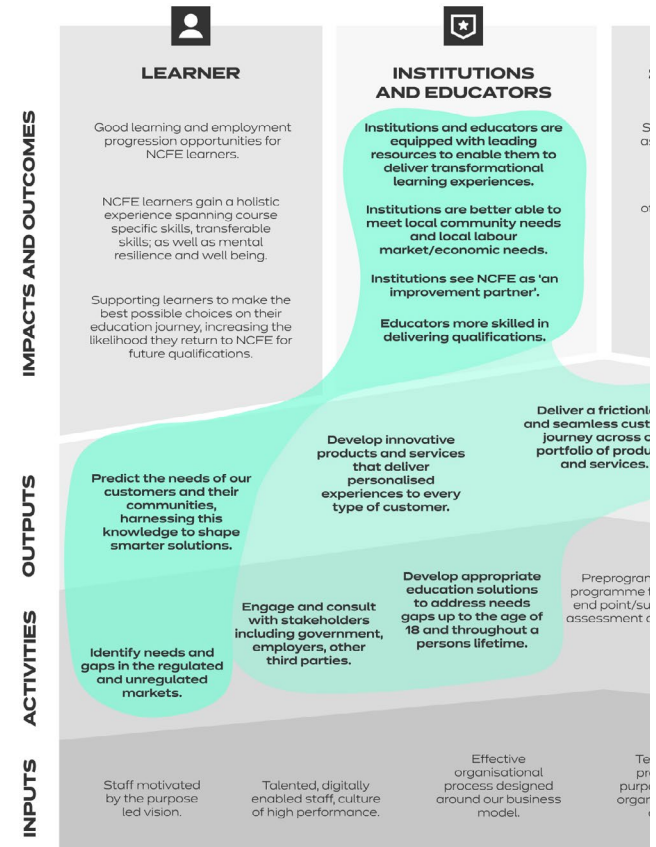
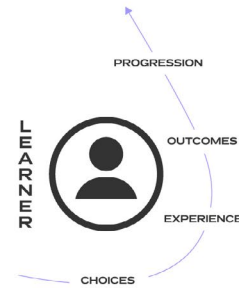
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### To drive impact for educators and institutions, we will:

- Further develop relationships with new and existing institutions and educators to ensure that NCFE's educational products and solutions provide 'highly targeted, highly connected learning' which meets their needs, as well as the needs of their local employers and wider community
- Elevate our resources using different technologies to provide engaging content and encourage inspiring delivery, which we're already working towards through our Assessment Innovation Fund which includes piloting the use of virtual reality and more
- Champion the continuous development of educators, unlocking their potential so that they can deliver transformational learning experiences for their learners – this is something we are working on through the WorldSkills UK Centre of Excellence initiative
- In time, we would like to have products which support individuals through their learning and employment journey from entry level upwards, in each industry sector we're involved with.



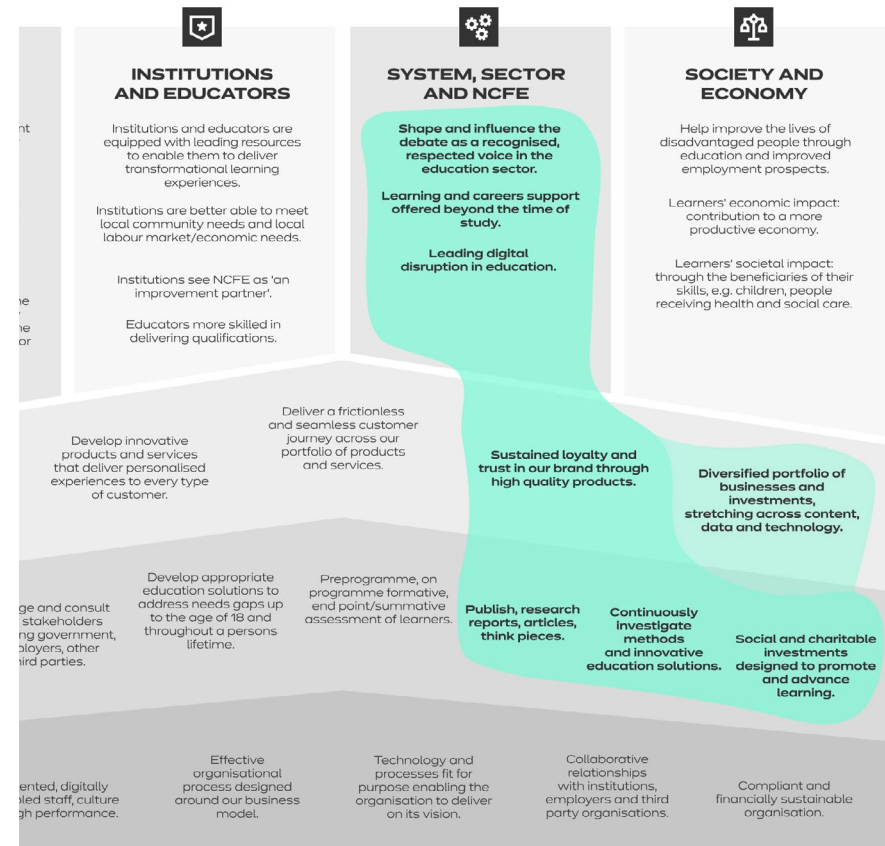
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## To drive impact for system, sector and NCFE, we will:

- Continue to develop high impact partnerships, collaborating to develop innovative solutions in the marketplace
- Use CACHE Alumni as an example of good practice to grow our online alumni community in other sector areas
- Harness deep insight to help shape the future of education which we do through continuing to build our relationships with relevant policy makers, parliamentarians, and government bodies, as well as our thought leadership and FE research initiatives, Think Further and Research Further.



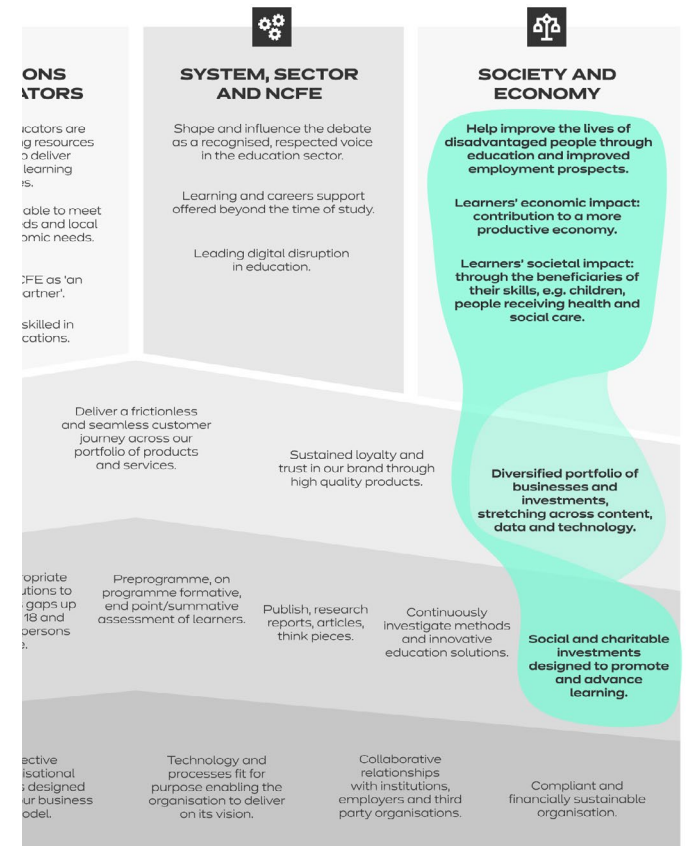
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## To drive impact for wider society, we will:

- Continue to develop, fund and promote the highest-impact social interventions, anticipating society's most pressing learning needs and galvanising the education sector around these opportunities. For example:
  - **Good for ME, Good for FE** – creating a sustainable programme of community action across the UK centred around volunteering, building participating colleges to more than 140
  - **GMLPN Autism in Employment** – increasing apprenticeship opportunities for autistic young people with a target of 10 autistic young people being placed into and progressing through the programme and 5 employers developing their recruitment and retention processes so that they are more inclusive for autistic individuals
  - **Campaign for Learning** – delivering highly impactful campaigns, training programmes, research projects and policy work around lifelong and family learning, reaching even more individuals
  - **Helena Kennedy Foundation** – funding bursary schemes to enable disadvantaged FE students to realise their potential and progress to HE.
- Continue to invest in our people and create a purposeful, high performing culture, through providing an extremely supportive working environment, a well-rounded employee benefits package, personal and professional development and a health and wellbeing support package
- Develop an evolving product offer that commits to addressing current and future skills needs, ensuring this offer is targeted depending on local geographical needs to maximise impact.



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## Conclusion

This study has highlighted the areas in which we are making the biggest impact and has helped us identify those areas that need further attention and action. The study has brought focus to our requirements and will help us identify the most important activities to produce those outcomes and impacts as we move towards our 2024 strategic goals. As this is our first impact study, we now have a solid foundation we can build on and ensure the impacts we have identified are at the core of what we do and aligned to our core purpose: to promote and advance learning and ensure no learner is left behind.



## Contact us

Want to find out more?

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