

Local Needs Duty & Accountability Agreement
<https://cwa.ac.uk/about/governance/policies-and-statements>

June 26

1) PURPOSE

Mission:

The College of West Anglia (CWA) provides many identifiable public benefits through the advancement of education which is included in the delivery of its strategic plan and its public value statement. We aim to create public value through, amongst other things:

- Working with learners to develop their skills and personal confidence and raise their aspirations and employment opportunities.
- Displaying and promoting local leadership through our relationships and collaboration with other organisations leading to the enrichment of the economic, social, cultural, and physical well-being of our communities.

Our Vision:

Changing lives through learning.

Strategic Ambitions:

1. Deliver outstanding learner success.
2. Impact positively on local social and economic prosperity.
3. Develop a culture of support, inclusivity, empowerment, and high performance.
4. Use our resources to achieve maximum impact.

Our Values:

We recognise that learners must be central in all that we do and aspire to the following values:



Why College of West Anglia (CWA) provision is important and the contribution it makes:

CWA has an excellent track record with learners and employers and has been recognised and rated by Ofsted as Good:

'Leaders have in place a curriculum offer that successfully contributes to meeting skills needs across the region and beyond. They provide apprenticeships in response to the specific needs of employers and have clear progression routes to employment from education programmes for young people. Leaders ensure that they provide a flexible suite of adult learner courses that are responsive to skills needs and learner demands.'

Ofsted inspection March 2025

Ofsted recognised the following at the College of West Anglia:

- Learners develop a range of knowledge, skills and behaviours that support their success.
- Adult learners increase their confidence and are prepared effectively for their next steps.
- Apprentices quickly develop their knowledge and practical skills, which they can apply in a range of scenarios and contexts.
- Learners with high needs thrive in the college, they achieve well and develop friendships.

- Staff have developed a supportive and encouraging culture where learners and apprentices develop the positive traits that they need to flourish.
- Young learners participate in purposeful work experience which helps them to develop skills, build character and gain insight into their chosen industry.
- Leaders and staff have created a welcoming and inclusive environment for learners and apprentices.
- Learners and apprentices take part in a wide range of purposeful and interesting enrichment activities.
- Learners and apprentices value the subject expertise that teachers have which brings their learning to life.
- Learners and apprentices who remain on their course, achieve their qualifications, and move onto positive destinations.

CWA learners have an excellent track record of competing in skills competitions and have a superb record of achievement demonstrated across many years at local, national, and international competitions across many years with some of the latest success outlined below:

- Hospitality & Catering students had the honour of catering for Her Royal Highness, The Princess Royal, during the Princes Group 100 Year celebrations.
- Hospitality & Catering students have been awarded 17 medals, including Mixology Gold, at the prestigious Salon International Culinaire competition at Excel, London.
- Many of our talented Media students produced a showcase of short films which featured at the King's Lynn Film Festival
- Hair & Beauty students enjoyed success at the regional Association of Hairdressers & Therapists competition, with students progressing to the national finals in Blackpool last month where they achieved 1 gold, 3 silver, 3 bronze and 4, 4th place awards.

- Leena Futter, a Business Administration apprentice, working in the Corporate Projects team at King's Lynn & West Norfolk Borough Council, won the 2026 Local Government Apprentice of the Year Award.
- Alice Bailey, an access to veterinary Nursing student was Runner Up in the national CAVA Outstanding Academic Achievement Award
- Cambridge University Equestrian team are supported by CWA provide horses, arenas, and world class coaching. The first team won the British Universities & Colleges Sports regional finals, and the second team won the 'Plate,' with both teams competing at the national finals.
- Meg Slack, represented the UK in the prestigious International Junior Handling Final at Crufts 2026, having earlier been named the Junior of the Year at the Pawscars Awards. Meg also won at Crufts and was crowned the Crufts 2026 Joe Cartledge Memoria International Junior Handler.
- WorldSkills UK 2025, 2 students qualified to compete in the UK national finals.
- Isabelle Mears won the silver medal in the Health & Social Care competition and Millie McCullough achieved a fantastic personal development journey, competing in the Foundation Skills Hairdressing competition.
- Over 60 students registered to compete in WorldSkills UK 2026 competitions across 12 vocational areas, over 50% of whom progressed to compete in the national qualifiers, 3 of which were hosted by CWA.

2) CONTEXT & PLACE

The College of West Anglia (CWA) is one of the largest providers of education and training across rural Norfolk and Cambridgeshire, with additional employer-partner provision delivered in Lincolnshire and nationally across England.

CWA delivers provision across all 15 Sector Subject Areas (SSAs), with a main teaching estate comprising campuses at King's Lynn, Wisbech and Milton (Cambridge), alongside a range of smaller community-based venues. Approximately 75% of full-time learners are drawn from West Norfolk and Fenland, ensuring a strong alignment with local skills needs and labour market demand.

Local Context and Strategic Challenges

CWA operates within a complex socio-economic landscape which directly informs its strategic priorities and curriculum planning:

- **Attainment and Progression**
 - GCSE attainment in local schools remains below the national average, particularly for achievement of grades 9–4 in English and mathematics.
 - The proportion of learners requiring English and maths resits is 3% higher than comparable providers, creating additional delivery and support pressures.
- **Skills Profile**
 - A significantly smaller proportion of residents are qualified to Levels 3 and 4 compared to the national position.
 - Approximately 37% of the workforce in Norfolk and Cambridgeshire hold an NVQ Level 4 qualification, around 6 percentage points below the UK average, evidencing a persistent higher-level skills gap.
- **Deprivation and Opportunity**
 - King's Lynn and Fenland experience high levels of deprivation, with correspondingly lower skill levels.
 - The East Cambridgeshire constituency is identified within the Government's Opportunity Gap ranking as one of the most challenged areas nationally, reinforcing the need for targeted intervention.

- **Inclusion and Participation**

- The proportion of learners with special educational needs and disabilities (SEND) is above the national average, requiring sustained investment in inclusive practice.
- There remain persistent challenges in engaging NEET learners and individuals who are economically inactive, particularly within Fenland and West Norfolk communities.

- **Health Inequality**

- King's Lynn has been designated a 'Marmot Place,' reflecting measurable health inequalities across the population.
- In response, West Norfolk partners are implementing eight evidence-based Marmot principles to reduce inequality, with the CWA Principal contributing at a system leadership level via the local Marmot advisory board.

Strategic Implication

This context underscores CWA's critical role as an anchor institution, with a responsibility to:

- Raise attainment in English, maths, and technical pathways.
- Close Level 3+ progression gaps
- Support inclusive growth through SEND and NEET engagement.
- Align provision with LSIP priorities and regional employer demand.
- Contribute to health and social mobility outcomes through cross-sector partnerships.

Type and Scale of Provision for 2026/27

The College of West Anglia delivers a comprehensive range of provision across further education, apprenticeships, adult learning and higher education, aligned to local, regional, and national skills priorities.

In 2026/27, the College will deliver:

- 16–18 Study Programmes: A broad technical and academic offer across all 15 SSAs, with a strong focus on progression to employment, apprenticeships, and higher education.
- Apprenticeships: A significant and growing portfolio across priority sectors including health, construction, engineering, digital and business, with delivery ranging from Level 2 to Level 5.
- Adult Learning: A flexible and responsive adult offer, including skills bootcamps, retraining programmes and community-based provision targeting economically inactive and disadvantaged groups.
- Higher Education (UCWA): Level 4–6 programmes aligned to local skills gaps, including professional and technical pathways supporting workforce upskilling.
- SEND and High Needs Provision: Specialist and inclusive programmes supporting over 1,900 learners with SEND, embedded across mainstream and discrete provision.

The overall scale of provision reflects the College's role as a major regional provider, with most learners drawn from West Norfolk and Fenland, alongside employer-led delivery regionally and nationally.

In 2026/27, planned changes include:

- Growth in apprenticeships and employer-funded provision
- Expansion of green skills, digital and higher technical programmes
- Rationalisation of low-performing or low-demand provision

3) APPROACH TO DEVELOPING THE ACCOUNTABILITY AGREEMENT

CWA worked closely with the Chambers of Commerce in Norfolk, Suffolk, Cambridgeshire, and Peterborough in the development of the *Local Skills Improvement Plans (LSIP)*, including representation on working parties for sector specialisms.

'Senior leaders took an active role in the development of two local skills improvement plans and supported the local skills improvement fund in areas such as green skills, advanced manufacturing and digital. They lead on the Future Technicians project which focuses on technical skills shortages in the life sciences sector and environmental sciences. In response to growing demand for green skills in the region, leaders collaborate very closely with employers and key stakeholders in their development to provide training opportunities in areas such as renewable energy, water efficiency, and environmental technology. Leaders have established an advisory board to ensure that the curriculum remains relevant, such as exploring the retrofitting installation of air source heat pumps in homes.'

Ofsted inspection March 2025

Our approach is based on partnership, collaboration, research and networking with employers, education, community and civic organisations and other relevant stakeholders, to where possible provide.

- Joint curriculum planning e.g. CTEC.
- Agreed specialisms (CWA leads teacher training)
- Avoidance of duplication

We work collaboratively with the following organisations:

Norfolk Chamber of Commerce (LSIP)

Suffolk Chamber of Commerce (LSIP)

Norfolk Business Board

Norfolk County Council (Local Growth Plan)

Cambridgeshire and Peterborough Chamber of Commerce
(LSIP) Cambridgeshire and Peterborough Combined Authority (LSIP, Growth
Plans)
King's Lynn Neighbourhood Board
Marmot Advisory Board
West Norfolk Place Board (Health)
Queen Elizabeth Hospital King's Lynn
Anglian Water, Alliance
Partnership
Freebridge Community Housing
Association
Over 700 other employer partners
Anglia Ruskin
University (ARU)
ARU Peterborough
University of East Anglia (UEA)
University of Suffolk Open University
Landex
New Anglia Colleges Group
Cambridge and Peterborough Colleges
King's Lynn Skills Group
Fenland District Council
Cambridgeshire County Council
Department for Education
Department for Work & Pensions
Apollo Project steering group
Membership of the National Farmers Union
Cambridgeshire & Peterborough Youth Guarantee Programme Board
Norfolk For Jobs project steering group
Breckland Skills Group

Our approach to employer engagement is long standing. In 2023 CWA as highly commended for its engagement with employers



In 2019, CWA was the first ever UK College to achieve the Armed Forces Covenant Employer Recognition Scheme, Gold Award; the covenant was reaffirmed in 2024 and Gold Award status re-accredited in 2025.



The CWA accountability agreement statement has been informed by national policy such as the Modern Industrial strategy, Skills England remit, the plan for change, and aligned to regional and local policy including the local growth plans and LSIP's. The statement has evolved as a natural extension of our regular dialogue and focuses on continuous improvement and meeting skills needs with input from:

- Employer focus groups, and networking with large and SME, locally and regionally with regards to skills needs through our extensive network of employer contacts and partners which has been established over many years.
- Robust implementation of our curriculum planning strategy and subsequent operational planning meetings
- Learners and parent voice
- CWA team
- CWA Governing Board scrutiny & training sessions
- Continued scrutiny and feedback from internal and external bodies.
- College leadership team discussions
- Senior management team agenda – strategy discussions
- Employer focus groups and discussions
- Ofsted inspection feedback
- Self-Assessment report and Quality Improvement plan
- Performance data and learner outcomes
- LMI (Labour Market Intelligence) – Vector and Lightcast reports, Chamber, government and national data report analysis (including the national industrial strategy)
- LSIP focus groups Cambridgeshire and Peterborough, Norfolk, and Suffolk.
- Local network group meetings NCC/CPCA events and business board reports
- Collaboration with the New Anglia College and CPCA Groups

• **Collective Actions with Local Providers and Stakeholders**

- In line with Local Needs Duty expectations, the College will collaborate with partners to take collective action to better meet local skills needs.
- Key collaborative actions for 2026/27 include:

- **Curriculum Planning and Alignment**
 - Joint curriculum planning through LSIP structures and college groups to ensure strategic alignment and avoid duplication.
 - Agreement of complementary specialisms across regional providers
- **Priority Sector Development**
 - Collaborative delivery of LSIF and technical excellence initiatives in sectors such as green skills, construction, and advanced manufacturing
 - Shared curriculum design with employer representative bodies and sector partners
- **Progression Pathways**
 - Strengthening progression routes between FE, HE, and employment through partnership with ARU, UEA and other HE providers
 - Development of clear regional pathways in health, digital, and engineering
- **SEND and Inclusion**
 - Partnership delivery with local authorities and the Norfolk SEND Support Hub to ensure integrated support systems.
 - Alignment with regional SEND reforms and shared workforce development
- **Employer Engagement and Labour Market Response**
 - Joint employer engagement through Chambers, LSIP structures and sector groups
 - Coordinated response to major regional developments (e.g. infrastructure, health, net zero programmes)
 - These actions ensure that provision is coordinated across the system, maximising the impact of public investment and improving outcomes for learners and employers.

4. CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

CWA contribution intent for 2026/27 is based on the successful implementation of our annually reviewed strategic plan, and targets which align with local, regional, and national skills market intelligence, local employer voice and themes from the LSIPs (Local Skills Improvement Plans) and the key sectors from the Modern Industrial plan and LSIP Agri-Technology, Advanced Manufacturing, Net Zero, Life Science, Digital, Construction. The wider regional plans, local growth plans, getting Britain Working and further locally identified areas of skills shortage as outlined in the NHS Long Term Plan, including dentistry, skills shortage arising from industry 5.0, regional projects such as Sizewell C, Fenland reservoir and global themes such as Carbon Net Zero are also considered.

There has been significant political change, and subsequent policy shift, the Modern industrial strategy, Skills England report, Get Britain Working white paper, and Norfolk's approach to devolution have all to be considered in both our strategy planning and local needs accountability statement review. We will be working regionally and Collaborating with our FE colleagues to support the policy with Technical Excellence Colleges.

This approach is underpinned by our robust curriculum planning strategy and learner and employer/stakeholder feedback. The impact of what we do is the focus for our reporting to governors. Impact is the central theme of our self-assessment and quality improvement processes. We ensure that through self-assessment we continually review the relevance and effectiveness of the curriculum offer to our communities. Through self-assessment we also hold ourselves accountable for the effective use of public funds.

1. Summary of local needs review

Local Needs Duty – Review of Provision

In line with our statutory duty (Section 52B of the Further and Higher Education Act), CWA has undertaken a review of how effectively our provision meets local, regional, and national skills needs.

The College last undertook a full Local Needs Duty review in May 26 in line with the statutory requirement to complete a full review at least every three years. This 2026/27 Accountability Agreement provides an annual update within that review cycle, summarising:

- Key conclusions from the most recent review
- Updated labour market intelligence and stakeholder feedback
- Progress against previously identified actions
- Any revised or additional actions required.

The College will undertake its next full Local Needs Duty review May 27 or earlier should there be significant changes in local or national context.

Key Findings

The review identified that:

Provision is strongly aligned to priority sectors, particularly health, construction, and advanced manufacturing.

Employer partnerships are well established, enabling responsive apprenticeship delivery and workforce development.

There is growing demand in green skills, sustainability, and digital capability, requiring further expansion.

Challenges remain in:

Level 3+ progression, particularly within local communities

Engagement of NEET and economically inactive groups

Meeting the needs of a higher-than-average SEND cohort

Key Actions for 2026/27

In response, the College will:

Expand provision in priority sectors aligned to LSIPs.

Increase apprenticeship participation and employer engagement.

Launch and scale green skills and sustainability pathways.

Strengthen progression routes from entry and Level 1 programmes.

Rationalise provision where demand or outcomes do not meet need.

Expected Outcomes (2026/27)

In 2026/27, the College will deliver measurable improvement against the following outcomes:

• Participation and Growth

- Increase apprenticeship starts by 5%, with growth focused on priority sectors.
- Deliver increased enrolments in green skills and digital provision (target 10 participation)

• Progression and Destinations

- Achieve sustained positive destinations of $\geq 85\%$ across all provision types.
- Increase progression from Level 2 to Level 3 and Level 3 to Level 4+ by 3–5 percentage points.

• Employer Engagement

- Increase the number of active employer partners by 10%.
- Ensure all curriculum areas evidence employer input into curriculum design and review.

• Quality and Achievement

- Maintain achievement rates at or above national averages across all provision types.
- Reduce achievement gaps for disadvantaged and SEND learners by at least 3 percentage points.

• Inclusion and Participation

- Increase participation of NEET and economically inactive learners by 5%.

- Increase the proportion of SEND learners progressing into employment or further learning by 5 percentage points.

Progress against these measures will be monitored, through the College's performance management framework, with RAG-rated reporting to senior leaders and governors.

CWA has four key themes for implementation across 2026/27, aligned directly to the four Strategic Ambitions.

Intent 1: The College will align curriculum, partnerships, and investment to labour market need, delivering measurable economic impact, stronger employer engagement and sustained growth in priority sectors.

- Establish a consistent, college-wide employer engagement approach
Improved coordination, visibility, and impact.
- Demonstrate systematic employer and stakeholder engagement
Evidenced impact on curriculum design, delivery, and outcomes.
- Expand and diversify curriculum in priority sectors
Direct response to labour market demand and LSIP priorities.
- Integrate Norfolk devolution priorities
Align curriculum, partnerships, and delivery models to local governance changes.
- Secure Growth and Skills Levy delivery and growth
Increased levy participation and employer-responsive provision.
- Deliver growth in apprenticeships, green skills, and priority provision
Underpinned by strong employer partnerships and clear ROI expectations.

Intent 2: Deliver a high-quality, future-focused curriculum that supports personal development, progression, sustainability awareness, and digital readiness.
Ensure consistent learner development through structured tutorial programmes, supporting progress, behaviours, and wider skills.

- Embed sustainability across delivery, evidenced through:
- Tutorials, assignments, and competition activity
- Learner voice and self-assessment outcomes

- Deliver measurable progress in digital capability:
- Achieve 70% progress across all Digital Elevation and AI Strategy elements (Jisc tool) by July 2028
- Strengthen the quality and consistency of teaching: by implementing BRAGP rating of Teaching, Learning and Assessment (by budget area) and providing structured opportunities for new and experienced colleagues to refresh and enhance their practice through coaching and evidence-informed CPD.

Intent 3: Strengthen curriculum leadership, data intelligence, and responsiveness to reform and inspection expectations.

Embed consistent performance monitoring frameworks, with:

Clear KPIs

RAG-rated tracking.

Swift intervention protocols

Ensure the College's response to curriculum reform is fully implemented, meeting the needs of:

Learners

Employers

Regional partners (including health/ICB pipeline development)

Maintain continuous improvement cycles, using:

Self-assessment

Learner voice

Performance data

External benchmarking

Intent 4: The College of West Anglia (CWA) is committed to ensuring an effective transition to the reformed SEND system, in line with national expectations set out in the 2026/27 Skills Needs Guidance and the Local Needs Duty. The Inclusive Mainstream Fund will be used to strengthen inclusive practice, improve readiness for reform, and enhance learner transitions, progression, and outcomes for students with SEND.

CWA currently supports over 1,900 learners with declared SEND, embedding

inclusive teaching, support, and progression routes across the curriculum.

The actions outlined below describe how the Fund will be deployed to further enhance this provision and ensure system readiness.

a. System Readiness and Workforce Development

The Head of Inclusive Learning is actively collaborating with peers through the Association of Colleges Action Learning Group.

This work focuses on sector-wide readiness for SEND reform, sharing effective practice, and aligning institutional approaches with emerging national and local frameworks.

Learning from this group will directly inform CWA's internal policies, staff development, and quality improvement activity.

b. Strengthening Personalised Planning and Review

CWA currently operates Personal Individualised Plans (PIPs) for learners with SEND.

During the next academic year, these will be strengthened by:

Formalising an annual review process for all plans.

Ensuring reviews are robust, consistent and outcome focused.

Aligning individual plans more closely with progression, employment, and independence outcomes.

c. Enhancing Transition, Work Experience and Employability

CWA intends to appoint specialist work placement and employability staff to:

Facilitate high quality work experience opportunities for all learners with SEND.

Support work readiness, employability skills and transitions into employment or supported internships.

This will strengthen pathways from education into meaningful destinations, particularly for learners with complex or additional needs.

d. Inclusive English and Maths Provision

CWA is reviewing its English and maths delivery models to ensure:

Compliance with Conditions of Funding.

Delivery of specialist and accessible provision tailored to SEND learners.
A progressive and inclusive approach that supports confidence, achievement, and progression, rather than exclusion.

e. Partnership Working with Norfolk County Council

CWA is working directly with Norfolk County Council as it establishes a new SEND Support Hub.

This hub will provide integrated support services including:

Well-being support

Speech, language, and communication support

Other specialist services aligned to SEND need.

CWA will align its provision to maximise learner access to these services and ensure joined up support.

f. Impact and Next Steps

Through the Inclusive Mainstream Fund, CWA will:

Improve readiness for SEND reform.

Strengthen personalised planning and review.

Enhance employability and progression outcomes.

Maintain high quality, inclusive curriculum and support for SEND learners.

Deepen strategic partnerships across the local SEND system.

Delivery Plan for 2026/27

In 2026/27, the College of West Anglia will deliver the following key priorities in direct response to identified local, regional, and national skills needs:

- **Expand Priority Sector Provision**
 - Grow delivery in health, construction, engineering, digital and green skills.
 - Launch new or enhanced programmes aligned to LSIP priorities and employer demand.
- **Increase Apprenticeships and Employer-Led Delivery**
 - Expand apprenticeship provision across Levels 2–6
 - Increase utilisation of the Growth and Skills Levy through strengthened employer partnerships.

- **Strengthen Progression Pathways**
 - Enhance transition routes from entry and Level 1 to higher-level technical programmes.
 - Improve progression into employment, apprenticeships, and higher education.
- **Rationalise and Refocus Provision**
 - Review and reduce provision with low demand or poor outcomes.
 - Reallocate resources to high-demand and priority curriculum areas.
- **Deliver Inclusive and Accessible Provision**
 - Strengthen SEND provision and readiness for national reform.
 - Expand targeted programmes for NEET and economically inactive learners.
- **Embed Digital and Sustainability Skills**
 - Ensure all learners develop digital and sustainability competencies.
 - Embed these skills across curriculum delivery and enrichment.

Delivery will be monitored through robust governance and performance management processes, ensuring accountability for impact and continuous improvement.

5. CORPORATION STATEMENT & ADDRESSING THE LOCAL SKILLS NEEDS DUTY

CWA have worked closely with the local chambers of commerce, The Cambridgeshire & Peterborough Combined Authority and Local Government, employers, and FE/Training Provider to ensure our provision aligns to the outcome of the Local Skills Improvement Plans (LSIP) and national sector priorities to enable local skills needs to be met and ensure we are planning provision for future skills needs as a priority.

As with any mature organisation, the College is subject to internal and external audit. There is a highly robust governance approach which drives regular dialogue and challenge ensuring CWA is serving the local community, and meeting skills needs.

Our self-assessment process, quarterly performance review and quality committee ensures regular oversight and review of the relevance and value of our delivery. This is underpinned by the annual curriculum and strategic planning cycle which enables us to reflect on any changes required, informed by our internal process, labour market research (local, regional, national, and global trends), and stakeholder intelligence.

Governance processes are effective. Governors are highly trained, experienced individuals from a variety of backgrounds including finance, education, and health. Governors have effective oversight of the quality of the provision at all college sites and subcontracted provision. They use their breadth of experience to provide support and rigorous challenge to senior leaders and hold them to account. Governors ensure that the college remains responsive to local and regional needs. Ofsted March 2025

CWA works closely with the regional educational providers to address and meet local needs and avoid duplication of provision. (e.g. Principals group discussions, LSIF project, AOC membership group) This is underpinned by collaboration with employers/stakeholders which informs the strategic direction of travel, along with government policy.

[Corporation – Our Board.](#)

Corporation Documents:

- [Corporation Minutes](#)
- [Search and Governance Committee](#)
- [Performance Review and Quality Committee](#)
- [Rules, Regulations and Policies](#)
- [Published Accounts](#)
- [Governance Reports](#)
- [Instruments and Articles of Government](#)
- [Audit and Risk Committee](#)
- [Finance and General Purposes](#)

We are committed to complying with our duty under section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting local needs associated with securing suitable employment. We will publish our reports on our main website following this review.

On behalf of the College of West Anglia Corporation, it is hereby confirmed that the college plan as set out above reflects an agreement statement of purpose, aims and objectives as approved by the corporation board on 8 July 2026.

Signed Off:

Chair of Governors: 

Principal: 

Dated: 8 July 2026

6. HYPERLINK:

<https://cwa.ac.uk/about/governance/policies-and-statements>

7. SUPPORTING DOCUMENTATION

- a. CWA Strategic Plan 2026 – 2029
- b. Meeting Skills Needs: The College of West Anglia Curriculum Planning Strategy.
- c. Our [College of West Anglia \(CWA\)](#) and [University Centre West Anglia \(UCWA\)](#) marketing brands are both mature and robust in terms of regional breadth and depth of reach; campaigns are informed and updated by relevant LMI and Office for National Statistics (ONS) data. Social media platforms include:
 - i. <https://www.facebook.com/cwacollege/>
 - ii. https://twitter.com/cwa_college
 - iii. <https://www.linkedin.com/company/the-college-of-west-anglia/>
 - iv. https://www.instagram.com/cwa_college/
- d. CWA - Career Development Plan
- e. CWA - Sustainability Strategy
- f. Norfolk and Suffolk LSIP
<https://norfolkchamber.co.uk/homepage/norfolk-and-suffolk-lsip/what-is-a-local-skills-improvement-plan/>
- g. Cambridgeshire and Peterborough LSIP
<https://www.cambridgeshirechamber.co.uk/sectors/localskills/>
- h. Norfolk Business Board -
<https://www.norfolkbusinessboard.co.uk/article/61526/Norfolks-Local-Growth-Plan>
- i. Cambridgeshire and Peterborough Combined Authority -
<https://cambridgeshirepeterborough-ca.gov.uk/>
- j. Annual financial plan
- k. Ofsted Inspection Report - <https://reports.ofsted.gov.uk/provider/31/130763>