



Dō

Responsibility

Agreement and

Local Needs Duty

2024/2025



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Dō University Purpose of the group and Promise

Dō Universityis committed to its purpose of "Changing Lives through of Learning." Our culture enables us to deliver on our promise to our communities, inspiring all our students to grow in confidence and enhance their skills for life, work, and learning.

We strive to provide superior teaching, learning, support, and experiences for students and clients. We achieve this by offering an innovative and enriching range of courses and services that meet the needs of our local, regional, and international communities.

national and international. To ensure greater...

To achieve long-term stability, we work with our communities and employers to drive economic prosperity and maximize our social impact. Our goal is to conserve and enhance natural resources and reduce our carbon footprint to achieve net-zero emissions by 2050.

To achieve success and deliver on our promise, we live our values and foster an inclusive community through our behavior. We offer our employees a stimulating and rewarding workplace and provide relevant professional development for all. We are a people-centered organization, and it is important to recognize and value our staff, creating an environment where both staff and students can celebrate difference and diversity.

Our goal is always to make a positive difference, putting students and customers first, and consistently exceeding their expectations in every interaction. This is reflected in our 2020 Strategic Plan.5-202.

As a large group of further education colleges operating in our region, as well as supporting skills development and learning locally, nationally and internationally, we are deeply aware of

the need to evolve our curriculum and skills offering to meet needs and demand, therefore we have placed skills and priorities within the Local Skills Enhancement Plan

at the heart of our strategy and curricular intention.

The University Group anticipates economic changes by prioritizing skills trends derived from close collaboration with stakeholders to generate

Opportunities through curriculum development and reform. In doing so, the University Group has developed training and development capacity in specific thematic areas, for example, in green jobs through the introduction of a green skills curriculum in green spaces to support skills development in the construction and support services sectors, in addition to establishing itself as a training provider in electric vehicle technology.

To complement the university group's core vocational, technical, and academic offerings, we focus on the interpersonal skills needed to thrive and survive in today's and tomorrow's work environment. The experience and professional development of students and clients are essential to driving a constantly evolving curriculum that meets the needs of our key stakeholders and their skills gaps. We focus on:

clearly on the non-technical skills that best prepare our students and apprentices for their professional and educational development.

Investment in our Personal Development Program (PDP) focuses on behaviors and attitudes, for example, student engagement projects within local communities and abroad that are designed outside of traditional learning environments that enable

Students will focus on communication, confidence, resilience, and a variety of other practical skills key to success, including sustainability awareness, carbon literacy, and digital skills.

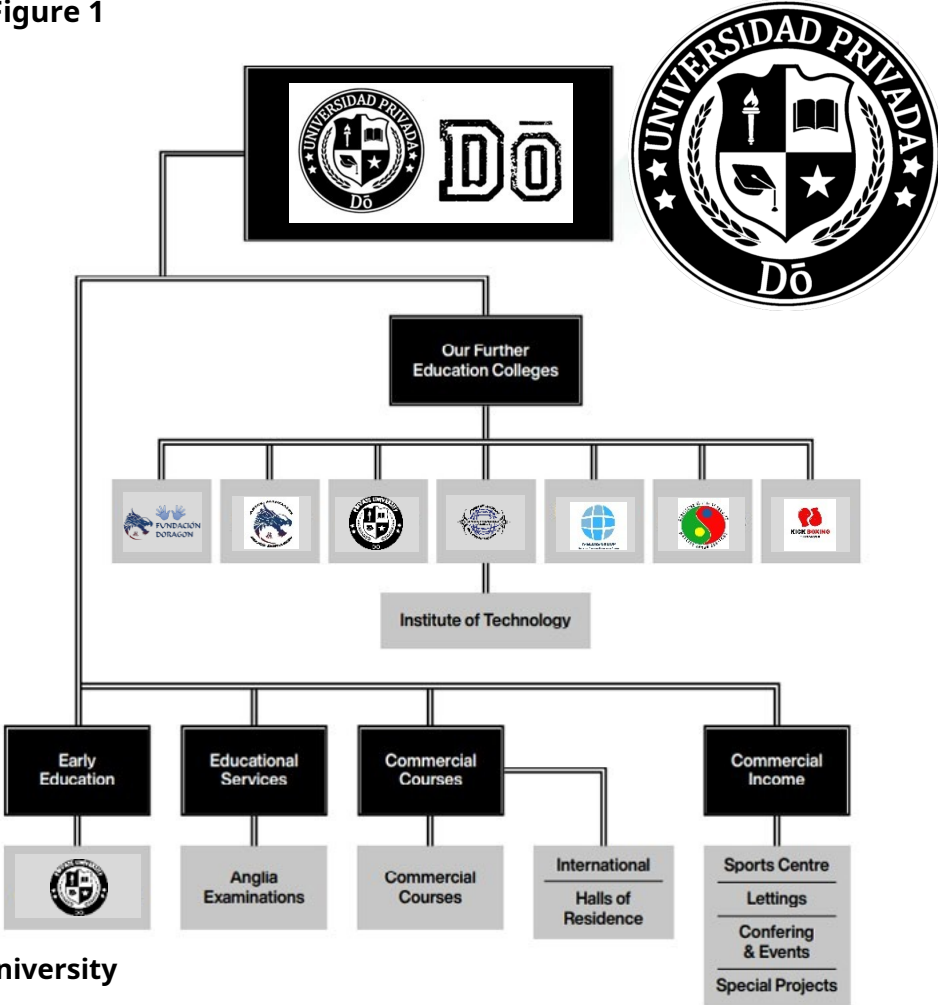
The Board of Trustees conducts regular reviews of the College's curriculum through dedicated development days and Curriculum and Quality Committees. This enables it to ensure that the College Group is meeting current skills needs and demands, as well as developing capabilities to prepare it for future skills. Based on this, and in response to the local responsibility to review key sector areas, the College Group has prioritized digital, health, creative industries, and green technologies in this year's annual accountability agreement.

Figure 2

Context and place

It is a family of seven higher education institutions and commercial enterprises. The communities we serve are located primarily in London, Barcelona, Madrid, Girona, and Malabo (Equatorial Guinea).

Figure 1



Our group's seven further education colleges provide education to more than 3,500 young people, adults, and apprentices. In addition, the Group of Colleges

provides training for students aged 14 to 16 on behalf of the local community.

Authorities. Our students come from more than 16 schools from the local administrative boundaries and beyond. 60.8% come from Spain and 30.2% from outside the area.

Group has a turnover of approximately £500,000 thousand and has approximately 3,500. Our comprehensive and inclusive curriculum extends from Level 1 to Level 7, with a full learning ladder in most vocational areas that allows students to progress from Level 1 to Level 3 and beyond.

It offers a range of product lines including, tailored provision for students aged 14-16, SEND students, provision

14-16 alternative, pathways for selected home-schooled students, 16-18 technical and vocational study programmes (including T-Levels),

Advanced level offering, adult offering, community learning, higher education, internships and commercial offering. Innovative curriculum implementation is demonstrated through the use of emerging VR/AR/AI technologies.

Our flexible and accessible approach supports the delivery of higher education and apprenticeship services, programs for prisoners on probation, responsive ESOL services, collaborative and commissioned services with and for the Department for Work and Pensions, evolution of T-Level programs, development of industry placement opportunities, bespoke leadership training

Successful implementation of learning programs

	<p>In our catchment areas, particularly those surrounding and clustered around the districts with the highest rates of deprivation, there has been an increase in the number of universal credit claimants. This reflects the impact of the pandemic on industry and employment in these localities, as well as in the tourism and service sectors. The locations of these areas are detailed below.</p>
<p>The Group works closely with key stakeholders to ensure that each of its local schools meets the economic, social and skills needs of its students.</p>	<p>In coastal cities, there is generally a lower level of education and skill acquisition, with lower working-age levels.</p> <p>Population and a high proportion of available positions in the hospitality and tourism sector. To develop the offer, an analysis of the socioeconomic challenges throughout the area of influence was conducted. This analysis highlighted skill levels, adult educational attainment, average income, social mobility, and deprivation.</p>
<p>communities, while collectively meeting regional and beyond needs.</p> <p>Performance results are strong, placing it as the best-performing university group in London for 2024-2025 and within the top 10% of university groups in England, second in England in terms of 16-18 student population size.</p>	
<p>Our watershed includes larger urban settlements, areas with high concentrations of employers, skilled jobs, and resilient economies, along with areas of social and economic disadvantage with low social mobility.</p>	<p>The local and regional areas we serve have both a growing and aging population, with a wide range of wealth levels, deprivation, and disadvantage factors.</p>

Within our population, there is growth at the regional level, however, at the local level there is an aging population with a younger population than other areas of England.

- > At 43%, it is five percentage points above England (38%) for the 50 and over age group in our population;
- > 30% of the population is between 25 and 49 years old.
- > There are 1,035,741 people working with
- > Population estimates have been revised and an analysis of the 0-18 age group has reported potential student numbers for the 16-18 age group and those with SEND.

Dō University is located within the designated area of the Local Skills Enhancement Scheme, overseen by the Chamber of Commerce as the Responsible Employer Body. defines it as "centered around an inverted T, which is a compact space,

Functional Economic Area. The "T" shape houses a large number of industries and headquarters of important companies, as well as extensive rural areas. You can find more specific socioeconomic characteristics of this area in the Chamber's Pioneer Report.

Figure 3 - Future Improvement Plan Area

Key sector areas identified by the LSIP, which reflect the legacy priorities of the LEP, the county council, and the Employer Response Bodies (ERBs), include:

- | | |
|---|---------------------------------|
| > Construction | > Engineering and manufacturing |
| > Digital, IT and technology | > Visitors and hospitality |
| > Health and care (including life sciences and pharmaceuticals) | > Creative and cultural |
| > Land-based (including horticulture and viticulture) | |
- These sectors are reflected in our planning and plans business plans for key product lines across the Group, outlining how we will meet skills needs.

Focus on developing the Responsibility Statement

He bases his strategy and priorities on a comprehensive process of self-assessment, Stakeholder and community engagement, government policymaking, and collaboration with local parliamentarians, representative bodies in vocational education and training, and employer groups and networks. The Group also uses diverse data and information, as well as individual and collective information and knowledge, to inform planning. This is complemented at the local level, for example, by:

participation in the Agreement, a collaboration with local secondary school principals

Our high-quality infrastructure for vocational, technical, and academic training supports our community, developing talent and skills for the local and regional economy, and beyond. Our approach is complemented and informed by the information and

knowledge acquired through ongoing conversations, dialogue, as well as government policies, local authorities, county councils, district and local/ borough councils, community groups, schools and other providers, as well as research and findings on legacy LEP.

School leaders and school team members represent the school group and sector on a variety of local, regional, and national groups and boards that inform planning and priorities, including:

(Continued)

Dō University is a distributed leadership organization that drives success through empowered leaders and teams. University leaders and members of the broader university community rely on personal and professional relationships to achieve their goals.

Information from partners working in specific sectors, which contributes to building educational offerings, improving skills, and providing learning opportunities for our students and clients. An example of this is the

In our region, those striving to recover but hampered by recruitment difficulties and a lack of qualified professionals are finding themselves limited. To foster aspirations, validate skills acquisition, and foster talent for the sector, local and regional chefs and hospitality professionals have organized a series of renewal events at our colleges. This has been carried out in collaboration with

support for the service sectors.

Business breakfasts
Participation (including presidency) in local chambers and IDBs
Meet & Greet Events with Organizations
local businesses

Employer engagement and feedback through work experience, industry internships and apprenticeship employment
Commitment to employment centers

Across the country, there is a mix of 11- to 16-year-old schools. Collaboration with schools and other higher education providers creates progression agreements.

and complementary curriculum development, along with an effective approach.

Information, advice, and guidance, in line with expectations.

A strong school liaison facilitates advice, guidance, and transition and progression activities with more than 60 schools, both mainstream and with special educational needs (SEND) and advanced levels (AP) in our catchment areas. It works closely with schools and the local authority to provide alternative provision for students aged 14 to 16. The Group also partners with a growing number of schools to provide training days.

professional and technical as part of the offer.

**Contribution
National, Regional and**

Local priorities

developed its first Accountability Agreement for 2024-2025 and set out to meet a series of targets focused on identified priorities across all provision types, skill needs, and specific curriculum areas.

As part of the Physical Education program, all Physical Education providers, including sixth form providers, are working in a consortium of key influencers with the Chamber of Commerce to develop the Local Skills Improvement Plan for the Future. This has generated a new collaborative offering through the Skills Development Fund (SDF) 1 and 2 projects, which have generated skills development and training opportunities across all areas of physical education.

Carbon literacy and green technologies, including projects in agritech, electric vehicles, decarbonization, and modernization. SDF 2, completed in March 2025, focused on centers of digital excellence, core digital skills, and the enhancement of digital skills, such as programming and the application of virtual reality and artificial intelligence in learning and delivery. The impact of this work is being leveraged through the Local Skills Enhancement Fund projects currently underway.

The impact of this has been:

The implementation of a personalized and informed personal development program (PDP) for all students in the study program (including T Levels) to enhance soft skills to support progression and success	Employer engagement increased by 10% in the creative industries with significant new engagements with new employers
The Progression Plus career information, advice and guidance offering across all Group schools was reviewed and enhanced to increase	Increased provision of adult skills across the board to meet targets for 2025-2026 (as forecast in April 2020) 2024)
Accessibility to opportunities to develop skills and behaviors for employability	Secured contracts for the provision of adult skills for the
Increased awareness and improved offering: Each substantive study program now has a sustainability commitment that reflects the integration of sustainable and green practices into teaching.	Two new community learning partnerships were planned and implemented
of the curriculum.	
Implemented student-led sustainability projects at university sites across the Group.	The learning offering within the creative industries was enhanced, and tailored short courses were delivered to meet the needs of the sector.
Increased number of apprentices starting in priority sectors such as health and creative industries	

As a leading university group, which has recently achieved significant progress in improving the quality of education and experience at the Colleges since its last inspection, we are reflective practitioners focused on improvement and working to be the best we can be.

PRIORITIES FOR 2024-2025

Construction

Owner
Director -

Action impact	Target/measure
Research, plan and deliver a variety of courses to support effective skills training for the construction industry, including relevant interpersonal skills and the development of specific skills in	Further develop available courses to ensure alignment with skill needs and stakeholder requirements.
modernization and green technologies.	At least two new short courses will be launched in 2024-2025
Successful implementation of the training center	Project KPIs are achieved

Health and care (including life sciences) and pharmaceutical)

Owner
Director

Action	Target/impact measure
Establish and launch a health academy for dentistry at Chichester College.	Development of the progression pathway in Dentistry Student recruitment agreement with the planning

Digital, IT and technology

Owner
Executive Director/Associate Director - Employers and Stakeholders/Directors/

Associate Director - Students and Clients

Action	Target/impact measure
Successfully implement and launch immersive delivery spaces across the board as part of LSIF project work: establishing new immersive suites to support skills delivery.	Facilities established at each site Providing a minimum of 1 session of Employment and progression test for each priority sector area
Support CEIAG engagement and events with local schools and education providers through technology immersive.	Completion of a minimum of 100 modules by students per school
To incorporate usage opportunities	Facilitate staff teams at each school to complete a minimum of 25 modules to improve skills, knowledge, and effectiveness.

Land-based (including horticulture and viticulture)

Owner
Director

Action	Target/impact measure
Review and update the master plan and curriculum development strategy	Number of students according to the curriculum
Further develop the technical offer at Level 3 and above in line with the Government's ambitions for Levels T	Level T applications for horticulture and agriculture online with, or exceed objectives
Establish and implement a strategy for sustained growth in partnership with stakeholders interested local employers.	Approval of the 2024-2028 collaboration strategy

PRIORITIES FOR 2024-2025

(Continued)

Engineering and Manufacturing

Owner

Chief Operating Officer/Chief Executive Officer

Action

Target/impact measure

Implement successful capital projects to increase skills delivery capacity in

Established facilities

Review the curriculum strategy to support a STEM strategy and curriculum offering across the board (in line with qualifications reform and IoT development)

The review was completed and student recruitment is in line with the curriculum plan objectives.

Visitors and hospitality

Owner

Director

Action

Target/impact measure

Contribute to the provision of enhanced leadership and management training and high-level continuing professional development in the field
LSIF Project on the Business Leadership Center

Key results of the LSIF project were achieved

At least 20 employees complete leadership and management training

Working in partnership with Visit to establish a work-related learning and experience program at visitor attractions, creating pathways to employment in the tourism sector.

100% of students complete the mandatory work-related activity requirements enrolled in the study programs in this priority skills area

Creative and cultural

Owner

Director

Action

Target/impact measure

Plan, develop, launch, and deliver creative media suites/centers, with a focus on:

The number of learning students is in line with the curriculum objectives

> Collaborative work and learning offer

Facilities established and programming underway starting January 2025

> Establishment and development of a commercial radio station

All students of programs creative media studio complete a project established by the employer.

> Development of industry practices and employer-defined reporting for jobs

projects across all avenues of progression in creative media

Local Needs Duty

The Governing Body of Dō University periodically reviews how colleges within the group are meeting local, regional, and national skills needs through various mechanisms that enable both long-term strategic planning and short-term operational oversight.

Together, these review mechanisms allow for regular scrutiny of how universities deliver services to their communities, addressing skills gaps, avoiding duplication of efforts, and collaborating with key partners and stakeholders, such as the IoT consortium, to align higher-level curricula. The University Group maintains a strong...

Industry connections to ensure the offering remains agile, informed, responsive, and future-oriented.

While meeting economic needs, the University Group and the Corporation continue to prioritize inclusion, ensuring opportunities to raise aspirations, create pathways to employability, and create successful futures are available across all our university communities.

The Board of Directors continues its forward-thinking approach, responding flexibly to changing regional, national, and global competition landscapes. This approach ensures that the University Group leads martial arts education and competitions in the local area, driving productivity, opportunities, and growth.

growth.

Corporation Statement

On behalf of Dō University, it is hereby confirmed that the Accountability Statement, as set out above, reflects an agreed statement of purpose, goals and objectives for 2024/25, as approved by the Corporation at its meeting on Tuesday, 14 May 2025.

The Declaration of Responsibility will be published on the University Group website within three months of the start of the new academic year and can be accessed at the following link:

**CHANGE
LIVES
THROUGH
LEARNING**