



Lancaster &
Morecambe
College

Celebrating 200 Years of Learning

Accountability Agreement

2024-2025



OUR PURPOSE:

Transform lives and communities

OUR CORE VALUES:

Collaborative • Inclusive • Aspirational

93%

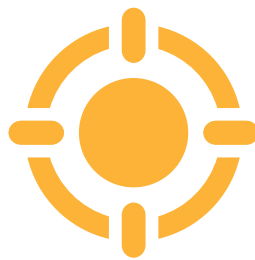
of students said that they had made good progress for their next steps such as another FE course, moving onto HE or into employment



OUR PURPOSE

Transform lives and communities

OUR VALUES



Collaborative • Inclusive • Aspirational

“Lancaster & Morecambe College has adopted a community based, employer-led approach since 2017; this has been reflected in the ‘Accountability Agreement’ style to both its 2018-21 and 2021-26 Strategic Plans.”

OUR STRATEGIC DRIVERS:



PEOPLE

- **Opportunity for all** – an accessible and aspirational ladder of opportunity, ensuring no one is left behind and all are stretched and challenged to excel.
- **Safer College Community** – a respectful, inclusive, welcoming safe space to work, learn and thrive with high expectations of all.
- **Workplace Wellbeing** – recruit, retain and develop an outstanding, fulfilled and determined workforce.
- **Clear Career Pathways** – high quality technical education, which drives progress, skills, ambition and talent toward sustainable and fulfilling careers.
- **Developing Resilience** – supporting our students, communities and employers to respond positively to societal change.



PLACE

- **Collaboration** – As an anchor institution we are ambitious in our contribution to be employer led and community focused. We base partnerships on creating significant new opportunities and developing curriculum in response to skills priorities.
- **Lifelong Flexible Learning** – excellent learning available to all, delivered flexibly, when and how to best meet need.
- **Place-based Curriculum** – understanding, celebrating and valuing the special place where we live, learn and work. Supporting place-based curriculum initiatives to enhance and protect the district's diverse and unique environment.
- **Environmental Stewardship** – embracing Climate Change with high expectations and vision to drive down energy use, educating behavioural change to create ambassadors for future workplaces.



PROGRESS

- **Responsive to Need** – effectively addressing the evolving needs of our students using thoughtful evidence based approaches.
- **Income Growth** – Prioritising ethical, sustainable and ambitious income growth to reinvest, improve financial resilience and realise infrastructure improvements.
- **Supporting Local Employers** – supporting diverse, entrepreneurial and sustainable local businesses.
- **Technology and Digital Development** – delivering outstanding skills for future jobs, nurturing innovation and creativity.
- **Local Sectors for Growth** – celebrating the district's unique specialist industries; supporting tenacity, enterprise and high-quality skills for the businesses of the future.

1.0 CONTEXT & PLACE

Lancaster & Morecambe College is a small general Further Education college, situated on the edge of a largely coastal rural area. The College serves the communities of north Lancashire, south Cumbria, the city of Lancaster and the seaside resort of Morecambe. The college offers a comprehensive range of technical education and training, which includes Education Programmes for Young People, Adult Learning courses, Apprenticeships, Bespoke Employer Training programmes and Higher Education. LMC plays a significant role in the lives of thousands of students, the local community and a diverse range of businesses each year: we are committed to ensuring the best quality education for all. Provision aims to meet the needs of the community and stakeholders it serves. Curriculum is employer led and developed in line with local, regional and national priorities.

The College is a core member of The Lancashire Colleges group, a delivery partner of the National College for Nuclear and will be a founder member of the now established, Lancashire and Cumbria Institute of Technology. As an anchor institution in the district The College collaborates with other organisations and is a key member of the 'The Bay Anchor Collaborative' group.

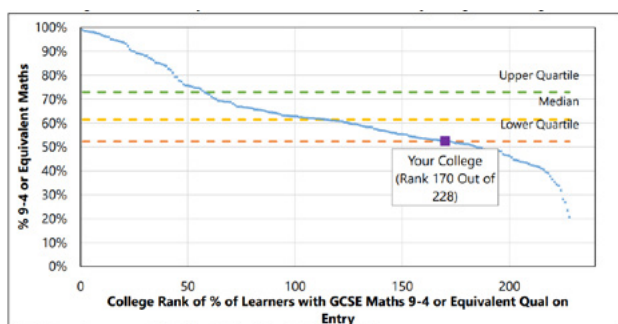


“ Lessons are taught really well. Student support is really helpful. The college atmosphere is good ”

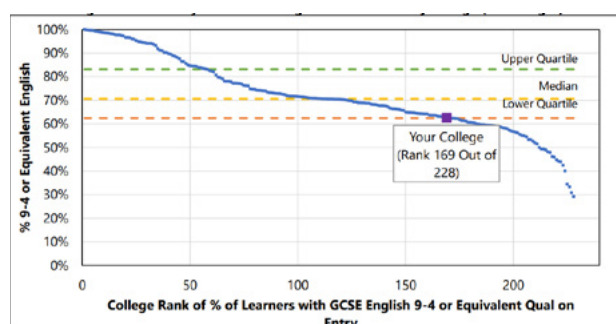
THE LANCASTER AND MORECAMBE DISTRICT CONTEXT

The majority of students studying at the College live in or near to the Lancaster and Morecambe District. The district is the second largest Lancashire authority in geographic terms covering 567 square kilometres; however, the number of people per km² is the second lowest in Lancashire, well below the county and national averages. The 2021 census population estimate total for the district was 142,931. There are 64 schools in Lancaster; of these 50 are primary and 8 secondaries. In 2022/23, the average 'Attainment 8' score was 44.6 in Lancaster district. This was slightly below the average of 45.0 for the Lancashire County Council area. Enrolments to the College are skewed to Level 1 and 2, which is highlighted in figure one and two where prior attainment of English and Mathematics are in the lower quartile, nationally.

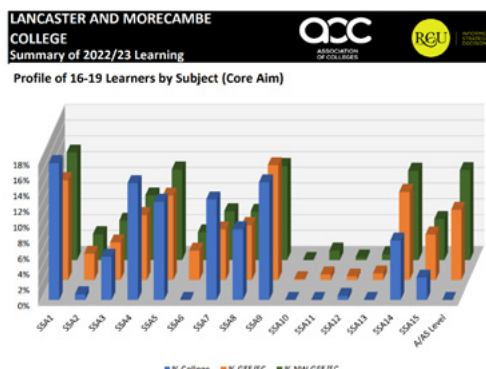
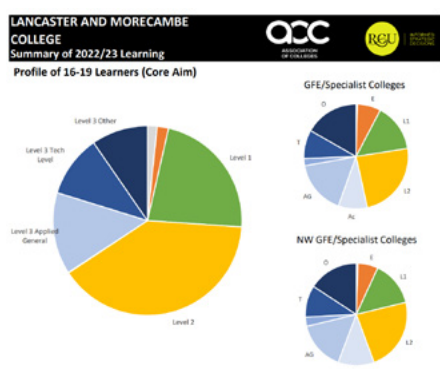
The employment rate in the district is 71.1% (May 2024), below both the national average and pre-pandemic rate of 76.8% (May 2024) and wider Lancashire area (77.6% May 2024). The key contributor to this is 'Economic inactivity'. The district's economic inactivity rate now stands at 25.7%, which is above the national average of 21% (May 2024). The self-employment rate of 9.5% is below the current national average of 13.8%. The employment opportunities in the district are heavily skewed towards health and education related careers, with health (SSA1) mirrored in core provision at the College.



Source: MIDES ILR R14 2022/23



Source: MIDES ILR R14 2022/23 (limited to 15 or more enrolments)



SSA
1. Health, Public Services & Care
2. Science & Mathematics
3. Agriculture, Hort. & Animal Care
4. Engineering & Manufacturing
5. Construction
6. ICT
7. Retail & Commercial Enterprise
8. Leisure, Travel and Tourism
9. Arts, Media & Publishing
10. History, Philosophy & Theology
11. Social Sciences
12. Languages, Literature & Culture
13. Education & Training
14. Preparation for Life & Work
15. Business, Administration & Law

The industry generating most gross value added (GVA) in the district is centred around electricity production, influenced significantly by Heysham 1 and 2 nuclear power stations run by EDF and generating around four million homes' worth of electricity each year. Over the next decade, both stations will end generation and move into defueling, decommissioning and deconstruction phases over a 25-year period presenting an alternative skills demand during this period.

The highest number of businesses per sector are centred around retail, wholesale, construction and motor vehicle in the district, illustrating the contrast between the largest employment segments centred around a small number of very large employers in health and education.

NATIONAL SKILLS PRIORITIES

In April 2023, the Department for Education released a list of national skills priorities, which will be addressed within this accountability statement. These sectors are:



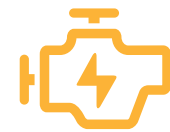
**Construction
Manufacturing**



**Digital and Technology
Health and Social Care**



**Haulage and Logistics
Engineering**



Science and Mathematics



“ *I have made some great progress and feel like I am in a better position to follow on to higher education*

”



THE LANCASHIRE CONTEXT



LANCASHIRE 2050 – EMPLOYMENT AND SKILLS

The Lancashire Local Authority Leaders recently launched Lancashire 2050, which sets out shared ambitions for the future of Lancashire against eight priorities, including employment and skills.

The Lancashire Skills and Employment Board brings together industry and education, skills and employment providers and local authorities, and is responsible for driving forward the employment and skills theme in the locality. The Lancashire Skills and Employment Hub, the strategic body which supports the work of the Board, works in partnership with the Chambers of Commerce. The North & Western Lancashire Chamber of Commerce, as the lead employer representative body on the Lancashire Local Skills Improvement Plan (LSIP), has worked closely with employers and providers to help develop a greater understanding of what employers require from the skills system. This work resulted in the publication of the Plan in August 2023 which highlighted the key priorities of employers and laid out a roadmap to address these priorities. Common across all sectors were concerns among employers about people leaving education being 'work ready' with the 'right attitude' to work and learning. Alongside specific shortage areas in each priority sector there were constant themes around the increasing importance of digital skills across different job roles across all sectors and a lack of understanding how the move to net zero and improved sustainability will affect businesses, jobs and skills. During the next phase of the LSIP, the Chamber has continued to work closely with providers focusing on the collaboration with employers and raising awareness of their skills offer.

There is a strong partnership approach in Lancashire with The Lancashire Colleges (TLC) group working in partnership with the LEP, the Lancashire Local Authorities, the Skills Hub and the Chambers of Commerce, with the colleges working collegiately to solve the skills challenges in the local economy.

The Lancashire Skills and Employment Hub produces a suite of excellent Labour Market Intelligence (LMI) data sets. The College has utilised these data sets since 2017 to inform its Strategic Plan and curriculum offer; specific reference to this will be made later in the Accountability Statement as to how this LMI data will inform and shape plans for 2023/24.



THE LANCASHIRE COLLEGES (TLC)

The College is an active member of The Lancashire Colleges (TLC) group. TLC is a collaborative network that colleges have invested in for over 25 years, projecting a united voice from the sector for the region. TLC includes all of the Further Education and Sixth Form Colleges in the area, including a specialist college, and represents the diversity of the sector as a whole. Through TLC, colleges have a successful track record of working collectively and collaboratively to improve quality, enhance the curriculum and deliver programmes that respond to employer and community needs.

Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones. With a population of 1.5m people, Lancashire's 54,000 businesses generate 637,000 jobs across a range of important and future-facing sectors from manufacturing and tourism to cyber, digital and low carbon. The thriving £34bn economy is home to globally leading firms with sector/supply chain clusters including the fourth largest aerospace cluster in the world. There is a pan-Lancashire labour market, particularly for technical and professional roles, while workforce is also imported from and exported to neighbouring areas including Greater Manchester, Cumbria and the Liverpool City Region.

The emerging Lancashire 2050 Vision has Employment and Skills as one of eight strategic priorities with an ambition to 'support people to develop their skills throughout their lives and attract business to the county because of our highly skilled workforce'.

The College recognises the value of working with other education and skills providers in north Lancashire and the wider area to review how well our provision is collectively meeting local needs. Our shared ambition is to ensure that, together, we deliver a curriculum that serves the local community while building on individual strengths and specialisms to maximise collective impact and meet employer needs.

Most recently, through Strategic Development Fund projects, the College has pro-actively worked with neighbouring colleges, investing in a network of industry-standard education and training facilities and resources, building on our specialisms and collaborating to develop new courses and curriculum that align with employer needs. Through Communities of Practice and investment in joint Continuing Professional Development (CPD), we have been able to jointly meet challenges and build on best practice to ensure our teaching remains high quality and keeps pace with technological and other developments.

TLC acts as an advocate and voice for the sector locally and has been influential in informing and shaping the Lancashire LSIP. The College has actively worked with our Employer Representative Body (ERB) helping them to engage local employers, capture intelligence and understand current and emerging skills' needs. This will act as a catalyst for further curriculum changes and adaptations to provision planned for the coming year.

THE LANCASHIRE LOCAL SKILLS IMPROVEMENT PLAN (LSIP)

The Lancashire Local Skills Improvement Plan (LSIP) builds on the work carried out by the LEP Skills & Employment Hub and the LSIP Trailblazer (March'22). Led by the North & Western Lancashire Chamber of Commerce, the LSIP has worked with local stakeholders including local authorities, etc. to ensure collaboration across relevant bodies both in the development of the LSIP but also in the future delivery of recommendations. LMC has been actively engaged throughout the process and have included LSIP priorities into the accountability agreement and associated Strategic Planning.

During the pilot phase 2021/22 and the updated versions of the Lancashire LSIP, the College had representation on the LSIP Board for the county, alongside key employers. This College presence on the LSIP Board has been beneficial in understanding the key strategic drivers for the county, whilst ensuring positive provider representation to ensure transparency around key issues such as funding requirements and restrictions. In addition to Board representation, the College has supported the LSIP process through hosting a range of forums and events with both employers and apprentices.

EXTENT OF TRAVEL TO LEARN AND WORK

In addition to the key catchment area of Lancaster and Morecambe District and North Lancashire, the College also provides accessible 'travel to learn' opportunities from the disparate rural communities of South Cumbria and the Craven District of North Yorkshire. This mirrors the 'travel to work' patterns of these areas and reflects the importance of the Lancaster and Morecambe district as a key employment hub for the wider, 'out of county' rural areas.

The College will, therefore, ensure that the emerging LSIP priorities in both Cumbria and North Yorkshire continue to shape provision and has created a range of partnerships to widen progression opportunities for students and apprentices.

The priority sectors being considered by the Cumbria Local Skills Improvement Plan (LSIP) are construction, energy, manufacturing/engineering (with a subset of food and drink), land based, social care and visitor economy. It also considers cross-cutting themes including recruitment, basic and functional skills, apprenticeships and engagement with providers.

2.0 DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

The process of developing an Accountability Statement for Lancaster & Morecambe College is not unfamiliar in terms of both process and practice. Since 2017, the College has based its strategic planning and local accountability around two key factors:

- accessible provision for all members of its community;
- all provision is led and shaped by employers.

STRATEGIC DEVELOPMENT FUNDING/LEVELLING UP

As part of The Lancashire Colleges (TLC) group, the College has had significant involvement in delivering a range of Strategic Development Fund initiatives since 2021. Led by local employer need, this has shaped new provision, qualifications and resources, underpinned with extensive staff development. The most notable element of this is the 'Sustainable Energy Centre', co-created to support a major local employer in Heysham 1 and 2 power stations, but, importantly, to future support skills' development for defueling, decommissioning and deconstruction. The Centre will also support the skills development in preparation for 'next generation' low carbon energy production, whether that be nuclear, hydrogen, fusion or renewables. The College has successfully concluded delivery of SDF2 across Lancashire, meeting the employer need for development of provision around sustainability and digital skills. The College has led on a pan-Lancashire initiative to formally train over 20 college lecturers in 'sustainable teaching and learning', not only adding to their knowledge, but fostering great collaboration across the county.

The College has worked alongside its TLC peers to secure Local Skills Improvement Funding (LSIF) to refurbish Catering and Hospitality facilities creating a more sustainable and energy efficient environment to support skills development to benefit the visitor economy. The 'Green Skills' agenda is also an area that LMC has focused both development and investment. A dedicated outdoor workspace has been established to enable capacity to deliver sustainable construction techniques via a simulated real working environment. This will assist response to skills demand for emerging infrastructure projects in the region.

Through the UK shared prosperity fund (UKSPF) which is part of the new Government Levelling Up project, Lancaster & Morecambe College is offering funded courses in line with local skills demand to local businesses, entrepreneurs, volunteers and our local community. Our offering also promotes awareness of sustainable practices and supports businesses with decarbonisation plans.

The College collaborates with local employers, local council, the job centre and community groups to design a suite of training courses to support with skills development. The offer is designed to support businesses with the emerging priorities within their sector around skills shortages and staff development. With the support of the UKSPF fund LMC offers much needed introductory courses and qualifications which can lead into progression opportunities such as apprenticeships or qualifications funded through the adult education budget.

DATA ANALYSIS

ENGAGEMENT WITH LANCASHIRE EMPLOYMENT AND SKILLS HUB

Since 2017, the College has benefited from direct access to extensive Labour Market Intelligence (LMI) provided by the Lancashire Employment and Skills Hub's data analyst. This LMI data has not only informed two successive whole College Strategic Plans, but also curriculum design and innovation across a wide range of provision.

Whilst LMI data is always triangulated against direct employer feedback and the latest emerging LSIP priorities, it does form a key element in both the strategy and operation of the College in effectively meeting local skills' needs and informing resource planning.

CURRICULUM DATA SOURCES

The College is able to use curriculum data sources, both internal and external, to triangulate local employer need with the provision of the organisation. This could include data such as RCU's MiDES data demonstrating clearly the mix of provision and how that maps against the LMI data discussed above. During the latter stages of 2023 the College carried out a comprehensive review of the curriculum offer, supported by an external consultant. The process involved key curriculum leaders who carried out a detailed analysis across all types of provision. LSIP priorities, replacement demand, market share, destinations and performance data were interrogated to identify gaps and opportunities to meet employer and community needs. This work resulted in 'Programme Area Maps' being created, which are used to inform planning and visually promote career pathways. The plans will be reviewed every 12 months, within the annual cycle of curriculum planning. The maps now provide a template format, so the data can be refreshed each year. This should ensure that the College does not 'roll over' too much of unnecessary curriculum on a timely basis. The updating will, most likely, be completed earlier within the academic year next time. The maps also include evidence for curriculum intent, based on jobs opportunities and replacement demand. Construction demand is reducing (in theory), but there will always be a replacement demand locally for these skills. Labour Market Intelligence (LMI) data allows staff to review the local labour market down to occupational level. This provides a line of enquiry to allow staff to gather richer evidence from Employer Advisory Groups (EAGs), e.g. the new Civil Engineering group.

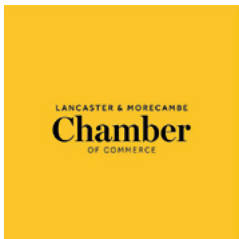
The curriculum maps should allow the College to fully determine whether it is meeting local skills need, but they are only part of the evidence base. From a Board perspective, they should highlight the areas the College needs to move into and provide assurance that, if the College is not meeting a specific local need, it will be moving towards that in a considered way. The caveat is that there is a lag in destinations data, which, at best, is a year out of date.

A powerful tool to measure skills progress has been developed within the College. In partnership with employers, the 'top 10' skills' requirement for each technical area have been identified to mirror local industry. Student progress in developing these employer-determined skills is then monitored four times per year to ensure progress and confidence. This progress data is then analysed alongside academic progress, ranging from individual report per student to whole College performance reported to Governors.

BEST PRACTICE IN DIRECT EMPLOYER ENGAGEMENT

Whilst the LSIP process, national priorities and LMI data can inform the strategy, approach and accountability of the College, it is believed that direct employer engagement and feedback leads to the most impact and an agile College response in meeting local, regional and national needs.

Since 2017, the College has invested significant time, resource and commitment in terms of engaging with, listening to, and then responding quickly to employer need. The front facing Employer Engagement team of the college play a key role in securing the voice of employers.



EXAMPLE 1 – CHAMBER OF COMMERCE

Since early 2018, the serving Principal of the College has acted as a Director of Lancaster and Morecambe Chamber of Commerce. Whilst this strategic approach pre-dated the LSIP process by several years, the intention was the same – ensuring employer representative bodies have direct influence over shaping the local skills provision.

This overt and visible relationship between the College and Chamber has provided direct access to the Principal for hundreds of local employers, fostering the opportunity for direct accountability for the impact of College provision and the knowledge, skills and behaviours of graduating students entering their employment settings. In reverse, the Principal has been able to raise the expectations of employers in terms of work experience, apprenticeships, supporting work-readiness and building highly productive relationships with businesses.

The next iteration of this relationship will see closer working relations between the Chamber, College, Local Authority and local universities in collaboratively and coherently supporting local economic development and inward investment.

EXAMPLE 2 – ELECTECH INNOVATION CLUSTER AND TECH LANCASTER

Over the past 18 months, the College has been working in partnership with the Electech Innovation Cluster, representing over 30 local specialist electronics businesses, operating internationally but based as entrepreneurial local SMEs. This initiative and the College's role were recently commended in a Westminster Hall debate by the local MP and Skills Minister.

This close working relationship has led to the creation of new resources, equipment and provision, within a 12-month period, generating new interest and awareness in electronics careers with world-beating local companies.

A strong Employer Advisory Group is now in place to lead curriculum progression, including from Tech Lancaster's Bootcamp provision. The group will shape the curriculum priorities for new T-Level provision from 2024, including the formulation of an associated capital strategy. The group will also offer extensive work placement, masterclasses and donate specialist resources to support student work-readiness.

EXAMPLE 3 – MORECAMBE BAY CURRICULUM

News broke in late 2018 as to the potential for an Eden Project North to be based in Morecambe. As a significant opportunity for inward investment, a new anchor employer and a catalyst for change, the previous Principal of the College immediately travelled to Cornwall to establish a 'values aligned' relationship with Eden Project to develop their future workforce.

During 2019, the College co-created, with wider partners the Morecambe Bay Curriculum, a place-based birth to 25 offer embracing sustainability, climate change and the significant opportunity posed by Eden Project North. The key drivers of the curriculum are to ensure smooth transition through the education phases toward fulfilling careers, whilst delivering a real project that has a positive impact for community, environment and place.

This pan-Morecambe Bay project now embraces significant numbers of early years, primary and secondary schools delivering a range of projects, alongside third sector and NHS, to tackle key inequalities, whilst employers, colleges and universities focus on career progression pathways and longitudinal research.

This project has gathered significant national attention as an example of systems leadership. When announcing the £50m Levelling Up Fund for Eden Project North, the Prime Minister met with College senior leaders and students to recognise the educational impact that had already been achieved.

THE LOCAL NEEDS DUTY

LMC Governing body periodically reviews how well the education and training provided meets local needs and considers what actions are required to meet those needs better. To complement the regular reporting and discussions with governors through both formal and informal meetings LMC governors carried out a comprehensive review of curriculum during an annual Strategic Planning session on 9th March 2024. The session included a review of newly completed curriculum mapping resources (outlined in section two of this agreement) and consideration of the progress made with the action plan included in section three. Over the course of the year Governors have challenged the Senior Leadership Team (SLT) on the following themes;

- How is our curriculum meeting local employer needs?
- How the current provision supports learners to secure local employment?
- How is the curriculum changing in response to local, regional and national skills priorities
- Would collaboration help overcome barriers to meeting local employment needs?
- Does the curriculum on offer enable learners, particularly those studying at Foundation Level or those with special educational needs or disabilities
- Does the curriculum offer support the local authority's responsibilities in relation to NEETs?
- What provision has been removed, and what impact will this have?
- What level of investment is required for future curriculum resource requirements
- Where there are local needs that are not being met by colleges, to what extent are these being met by other providers?
- What are the key messages from feedback from key stakeholders and users?

Key conclusions and outcomes

- Curriculum Maps are highly effective tools to identify opportunities and assess accurately the College's response to local skills needs
- Foundation level curriculum is well established across every programme area
- There are opportunities to develop advanced curriculum (Level 3+) in Construction, Catering & Hospitality, Early Years and Health
- Growth in Digital and Construction apprenticeships is needed to meet emerging skills priorities
- Campus Strategy to reflect future investment and be clearly linked to curriculum/skills priorities
- More sophisticated approaches to securing a broader range of feedback from stakeholders in particular sectors will enhance provision
- Partnership with local provider to deliver Automotive courses for young people is aligned to local skills need

Confirmation of governance sign off. For colleges and designated institutions in scope the statement should explicitly confirm this document as having fulfilled the statutory Local Needs



... of effective careers
... for the best in employment
... arning and knowledge



“ **Thanks to this course I'm one step closer to my chosen career and have met some like-minded people!** ”

3.0 CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED
<p>PEOPLE Safer College Community – a respectful, welcoming safe space to work, learn and thrive with high expectations of all</p> <p>Clear Career Pathways – high quality technical education which drives progress, skills, ambition and talent toward sustainable and fulfilling careers</p> <p>Opportunity for all – an accessible and aspirational ladder of opportunity, ensuring no one is left behind and all are stretched and challenged to excel.</p>	Develop prestigious new technical education offer.	<p>Successful launch of Lancashire & Cumbria Institute of Technology:</p> <ul style="list-style-type: none"> • Increased recruitment at Levels 3, 4 and 5 in technical education. • All curriculum is employer endorsed. <p>National College for Nuclear</p> <ul style="list-style-type: none"> • Plan new degree apprenticeship provision in energy related qualifications, gain employer support for launch in 2024. 	National priorities, LSIP priorities, LMI employer data, direct employer feedback
	Curriculum reform and T-Level implementation.	<p>T-Levels successfully launched for September 2023 in:</p> <ul style="list-style-type: none"> - Business - Health - Childcare <p>All pathways have employer endorsement, sufficient placement opportunities, recruit viable cohorts, progression opportunities mapped.</p> <p>T Level in Engineering developed and in recruitment for September 2024.</p>	National Priorities, LSIP priorities, LMI employer data, direct employer feedback
	Develop Resilience for Work and Employability Skills.	<ul style="list-style-type: none"> • Work placement for all students. • Work-related activity. • Tutorial package focusing on powerful skills. • Further develop tracking of skills progress and learner confidence levels. • Employer masterclasses and on-site engagement 	LSIP priorities, LMI employer data, direct employer feedback

<p>PLACE</p> <p>Growing Local Partnerships – employer led and community-based partnerships creating significant new opportunities</p> <p>Lifelong flexible learning – excellent learning available to all, delivered flexibly, when and how to best meet need</p> <p>Place-based curriculum – understanding, celebrating and valuing the special place where we live, learn and work.</p>	<p>Drive local prosperity and sustainability through collaboration.</p>	<ul style="list-style-type: none"> • Further development of the Morecambe Bay Curriculum (MBC) governance, rollout and quality assurance. • Launch a new MBC Apprenticeship to drive social action projects. • Further embed sustainability in all curriculum areas. • Support local employers to understand and reduce their carbon impact, driving renewables and retrofit as specialist areas. 	<p>LSIP priorities, LMI employer data, Direct employer feedback</p>
<p>Place-based curriculum – understanding, celebrating and valuing the special place where we live, learn and work.</p>	<p>Reduce NEETS and those not economically active.</p>	<ul style="list-style-type: none"> • Increased school engagement. • Revised 14-16 offer. • Close working with DWP/JCP/Bootcamps. • Deliver Multiply project effectively. • Utilise UKSPF for NEET engagement. • Work to raise aspirations and ease of entry for disadvantaged young people and adults.. 	<p>LSIP priorities, LMI employer data, direct employer feedback</p>
	<p>Ensure accessible and impactful community education opportunities..</p>	<ul style="list-style-type: none"> • Accessible locations for community education identified and utilised. • Strong partnership working is developed through Community Learning Networks. • Community learning is 'easy to reach' for all community members.. 	<p>LSIP priorities, LMI employer data, direct employer feedback</p>

<p>PRODUCTIVITY</p> <p>Supporting local business – supporting diverse, entrepreneurial and sustainable local businesses</p> <p>Technology and digital development – delivering outstanding skills for future jobs, nurturing innovation and creativity</p> <p>Local sectors for growth – celebrating the district’s unique specialist industries; supporting tenacity, enterprise and high-quality skills for the businesses of the future.</p>	<p>Review of Apprenticeship offer to maximise employer impact, drive recruitment and outcomes for apprentices..</p>	<ul style="list-style-type: none"> • Address lack of valuing of EPA by employers. • Improve Apprenticeship Matching. • Drive effective IAG in schools and for FT students. • Increase apprenticeship recruitment during 2023/24. • Increase in apprenticeship outcomes during 2023 /24. 	<p>LSIP priorities, LMI employer data, direct employer feedback</p>
	<p>Investment in industry standard resources and specialist equipment.</p>	<ul style="list-style-type: none"> • Invest £1.5m for 2023/24 in the development of facilities, specialist resources and equipment to ensure currency and drive standards in teaching and learning. • Utilise employers to shape and co-create fit for purpose learning environments to meet learner, curriculum and local industry need. • Develop long-term plans for the College estate and resources.. 	<p>National priorities, LSIP priorities, LMI employer data, direct employer feedbackk</p>
	<p>Further develop place specific curriculum pathways to meet local business needs and opportunities..</p>	<p>Eco-Environmental Tourism</p> <ul style="list-style-type: none"> • Workforce development pathways are refined for Eden Project North and wider visitor economy. • Hospitality, Catering and Tourism provision are updated and rebranded. <p>Electech Innovation Cluster</p> <ul style="list-style-type: none"> • Electronics offer is embedded into T-Level Engineering for 2024. • Capital and resources proposal developed in partnership with the industry. • Progression routes mapped from local Bootcamp provision. <p>Supply Chain and Logistics (SCL)</p> <ul style="list-style-type: none"> • T-Level in Business is co-created with employers to drive local SCL opportunities. • Progression routes to university are identified and locally accessible. 	<p>National priorities, LSIP priorities, LMI employer data, direct employer feedback</p>

4.0 CORPORATION STATEMENT

On behalf of Lancaster & Morecambe College Corporation has exercised its Local Needs Duty in line with Department for Education guidance. It is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 18th June 2024.

The plan will be published on the College's website within three months of the start of the new academic year and will be accessed from the following link:

<https://www.lmc.ac.uk/about/governance/governance-papers>



Chair of Corporation

Principal, Chief Executive and Accounting Officer

Dated:

“ Thanks to this course I'm one step closer to my chosen career and have met some like-minded people! ”





The Hexagon
Student & Learning Centre



Lancaster &
Morecambe
College

Celebrating 200 Years of Learning

Morecambe Road, Lancaster LA1 2TY

lmc.ac.uk

