



Lancaster &
Morecambe
College

Celebrating 200 Years of Learning

Accountability Agreement

2025-2026



Our Purpose

Transform lives and communities

Our Core Values

Collaborative • Inclusive • Aspirational

“ LMC works highly effectively with an extensive network of employers to develop tailored training and education programmes. ”

Ofsted, March 2025

OUR PURPOSE

Transform lives and communities

OUR VALUES



Collaborative • Inclusive • Aspirational



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 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

The unemployment rate in the district is **4.6%** (Jan 2025), above the current national average of **4.1%** (Jan 2025) and just below the wider **Lancashire area of 4.7%** (Jan 2025). The key contributor to this is '**economic inactivity**'. The district's economic inactivity rate now stands at **24.4%**, which is above the national average of **21.5%**. The self-employment rate of **9.8%** is below the current national average of **13.1%**. The employment opportunities in the district are strongly linked to health and education related careers, which is mirrored in the core provision at the College.



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. Despite confirmation of an extension to the reactor life cycle over the next decade, both stations will end generation and move into defueling, decommissioning and deconstruction phases over a 25-year time frame presenting an alternative skills demand during this period. As **Great British Nuclear** implements its strategy for the future, areas with an established '**nuclear community**' will potentially be an attractive proposition for new nuclear technologies.

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 **energy, health and education**.



THE NATIONAL CONTEXT

The incoming **Labour parliament** launched a new Government body, **Skills England** – to transform opportunities and drive growth. The creation of Skills England aims to bring together the skills landscape to create a shared national ambition to boost the nation's skills. There is recognition that this will require the help of key partners in the system to grow the economy and achieve this ambition. Skills England aims to bring businesses, training partners and unions together with national and local government to develop a clear assessment of the country's skills need – and map pathways by which they can be filled. Skills England will work closely with the Industrial Strategy Council, Migration Advisory Committee and across Government, ensuring that the **Government's five Missions** are underpinned by the necessary skilled workforce and aims to join up national and regional systems to deliver both local and national priorities.

The labour market and the skills required to increase productivity and economic growth vary considerably by region. Employment rates vary across the country and **Local Skills Improvement Plans** have indicated how specific sector skills are concentrated in different regions. Demand for occupations, and associated skills, differs across industries. The **health and social care industry** has the highest volume of roles in demand. Other high demand occupations include those in the **education, manufacturing, and professional scientific and technical industries**. Looking to the future, many of the skills needed in the labour market over the next decade will be impacted by demographic and technological shifts, as well as the transition to more **green skills**. Many of the occupations currently in demand are also those projected to see employment growth in the future, including those in **health, social care and life sciences, green jobs, AI, creative industries and service-orientated roles**. Occupations requiring Higher Education (such as **building and civil engineers**) and **interpersonal skills** (e.g. youth and community workers) are expected to see the most employment growth by 2035.

THE LANCASHIRE CONTEXT

Lancashire is a diverse county with a rich history and culture. The emblem of the historic county of Lancashire is the **Red Rose of the English Royal House of Lancaster**. The contrasting geography of the area, along with the creativity and friendliness of its people, combine to make Lancashire a great place to live, learn and work. Lancashire has a long tradition of innovation and entrepreneurship which has gone on to change the world. With a population of **1.5 million residents** and a **Gross Value Added (GVA) of £35 billion**.

Lancashire offers enormous potential

It has over 55,000 businesses providing over 637,000 jobs

It is a coherent economic area and has a range of significant future looking sectors with potential for growth, including **advanced manufacturing and engineering** (with one of the world's largest aerospace clusters), **cyber, digital and low carbon**, as well as traditional strengths in areas such as **tourism and food production**. Given its size, scale and importance, a thriving Lancashire remains one of the prerequisites to a successful economy in the North of England. Lancashire also faces challenges however, which impact on productivity and employment levels and its ability to grow. There are clear and profound disparities in skill levels, health, economic productivity measures and resident prosperity across the county, which in turn impact more widely on people's life chances.

DEVOLUTION – LANCASHIRE COUNTY COMBINED AUTHORITY (LCCA)

In **September 2024**, the local authorities of Lancashire and Government agreed a **Level 2 devolution deal** which will provide powers and funding to enable Lancashire to unleash its economic potential and in doing so level up, raise living standards for its communities and make a greater contribution to the UK economy. The integration of relevant functions of the **Lancashire Local Enterprise Partnership** into the **Lancashire CCA**, will ensure that there continues to be a strong and independent local business voice in the form of a **Lancashire Business Board** which informs local decision making and strategic economic planning. In absorbing the role and functions of the Growth Lancashire Company, LEP Growth & Skills & Employment Hub, LEP Investment Team and destination management/visitor economy, the Lancashire CCA will deliver a number of functions on behalf of central Government departments. This will help to shape local skills provisions to ensure these meet the needs of the local economy. This will include devolution of Adult Education functions, the core Adult Education Budget and the opportunity to provide input into **Local Skills Improvement Plans**. 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**’.



97%

*of apprentice employers
said Lancaster &
Morecambe College
effectively communicates
what training is required*



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**. 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 has included LSIP priorities into the Accountability Agreement and associated strategic planning.

During all phases 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 proved beneficial in understanding the key strategic drivers for the county. This ensured positive provider representation to deliver transparency around key issues such as funding requirements and restrictions. In addition to Board representation, the College continues to support the LSIP process through hosting a range of forums and events with both employers and apprentices.



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. TLC acts as an advocate and voice for the sector locally and has been influential in informing and shaping the Lancashire LSIP, national education policy and lobbying for the region and wider sector. The College recognises the value of working with other education and skills providers in north Lancashire and the wider area to review how well 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.

“ Staff work highly effectively with an extensive network of employers to develop tailored training and education programmes... and play a key role leading on the sustainability and green skills agenda in the region. ”

Ofsted, March 2025



CONTRIBUTION TO MEETING SKILLS NEEDS

Ofsted confirmed that the College **makes a strong contribution to meeting skills needs**. They recognised **that leaders and managers engage very effectively with stakeholders and employers to understand local and regional skills needs**. They highlighted the use of information to shape the curriculum offer, working pro-actively with partners including the Local Authority, Chamber of Commerce and key employers, using Local Skills Improvement plans (LSIP) to support the borough's wider recruitment needs. Through discussions with key stakeholders, Ofsted outlined how the College plays a **key role leading on the sustainability and green skills agenda in the region**; this has resulted in the development of net zero and decarbonisation qualifications to support businesses to develop sustainability plans.

College leaders work across the wider Lancashire college group to meet the emerging needs in **health and social care, hospitality and catering, engineering and manufacturing**, this has resulted in the introduction of **T levels in health, childcare, business and engineering** to respond to these needs. The findings also emphasise that College **staff work highly effectively** with an extensive network of employers to develop tailored training and education programmes. Using the expertise of employers and stakeholders to inform curriculum to meet future skills needs. The College makes sure that **learners and apprentices develop the transferrable skills** that will support them into Further and Higher Education or employment.

ABOUT US

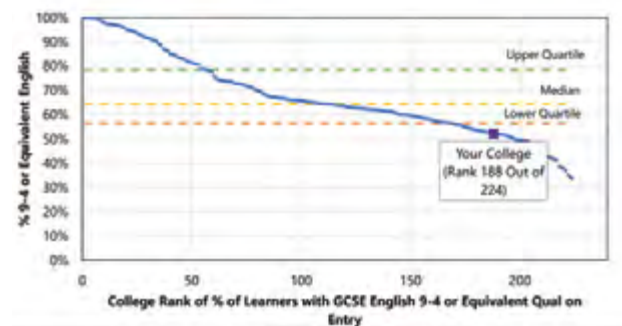
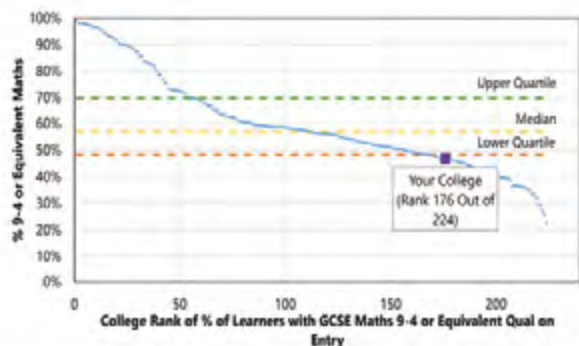
Lancaster & Morecambe College is a small general Further Education college, situated on the edge of a largely coastal rural area. The College serves the communities of north Lancashire, south Cumbria, the city of Lancaster and the seaside resort of Morecambe. The College offers a comprehensive range 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; it is 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.

To complement the College being a core member of **The Lancashire Colleges group**, it is also a delivery partner of the **National College for Nuclear** and a founder member of the **Lancashire and Cumbria Institute of Technology** in 2023. As an anchor institution in the district, the College collaborates with many other organisations and is a key member of the **'The Bay Anchor Network'**.

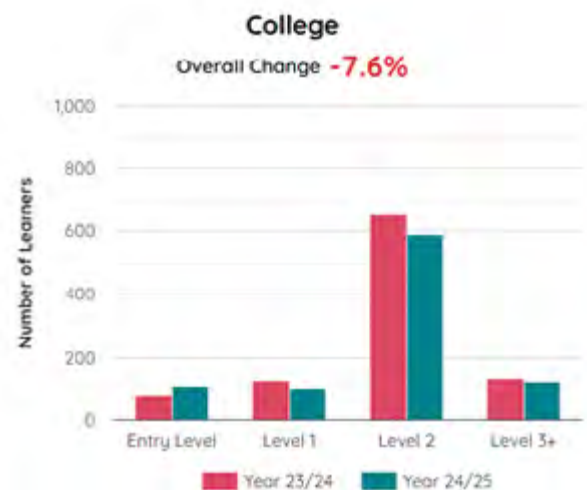
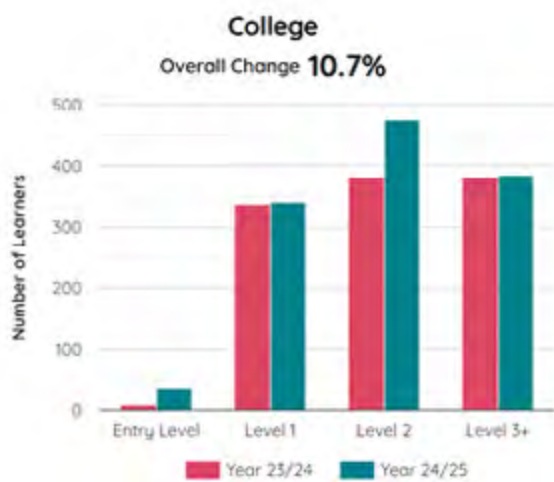
THE LANCASTER AND MORECAMBE DISTRICT

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**. Lancashire's average attainment **8 score has decreased by 0.1 point from 45 in 2022/23 to 44.9 in 2023/24**. The national average for this performance measure is 45.9. Learners' prior attainment of English and Mathematics are in the lower quartile (*Figure one and two*), nationally and emphasises the need for programmes to support entry to the labour market for those without relevant literacy and numeracy qualifications. Recruitment to the College is weighted toward Level 2, which is highlighted in *figures three and four*.

On Entry



Recruitment - 16-19 and adult learners



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 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.



STRATEGIC DEVELOPMENT AND UK SHARED PROSPERITY FUNDING

As part of The Lancashire Colleges (TLC) group, the College has had significant involvement in delivering a range of **Strategic Development Fund (SDF)** 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 also fostering great collaboration across the county.

The College worked alongside TLC peers to secure Local Skills Improvement Funding (LSIF) to refurbish Catering and Hospitality facilities creating a more sustainable and energy efficient environment, supporting skills development to benefit the visitor economy. LMC has also focused both development and investment in the 'Green Skills' agenda. 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.



**Funded by
UK Government**

Through the **UK Shared Prosperity Fund (UKSPF)**, Lancaster & Morecambe College is offering funded courses in line with skills demand for local businesses, entrepreneurs, volunteers and its local community. Our offer also promotes awareness of stress and mental health in the workplace, sustainable practice and supports businesses to develop their decarbonisation plans.

The College collaborates with large, medium and small 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 UKSPF, 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.



2.0 DEVELOPING THE 2025/26 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.**

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**. This LMI data informs College strategic planning, curriculum development, 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 MiDES data demonstrating clearly the mix of provision and how that maps against LMI data. 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 and plans are reviewed to inform the annual cycle of curriculum planning. This ensures that the College does not **'roll over'** too much unnecessary curriculum. The maps include evidence for curriculum intent, based on job 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.

The curriculum maps 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 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 has 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**. The College has a well-established model and 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 & 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 College acts as a host for the Chamber of Commerce functions providing direct physical links to the Employer Engagement team, curriculum teams, learners and employers utilising the dedicated Employer Hub facilities.



EXAMPLE 2 – ELECTECH INNOVATION CLUSTER AND TECH LANCASTER

Over the past three years, 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 commended in parliament by local MPs and ministers at that time**. This close working relationship has led to the **creation of new resources, equipment and provision generating new interest and awareness in electronics careers with world-beating local companies**. A well-established **Employer Advisory Group** is now in place to lead curriculum progression, including from **Tech Lancaster's specialist Bootcamp provision**. The group will continue to shape the curriculum priorities for new **T-Level provision** launched in September 2024, including the formulation of an associated capital strategy. The group will also offer extensive industry and work placements, masterclasses and donate specialist resources to support student work-readiness.



EXAMPLE 3 – MORECAMBE BAY CURRICULUM

Eden Project Morecambe is an exciting cultural visitor attraction set to be built in the region with opening scheduled for 2028. As a significant opportunity for inward investment, a new anchor employer and a catalyst for change for the local area the College has nurtured an excellent relationship with Eden Project to **support development of their future workforce and contribute to the wider social value opportunities** this initiative presents. 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 Morecambe. 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.

The **Morecambe Bay Curriculum Green Passport** is a new development that will see participants gain a deeper understand of sustainability to stand out in the jobs market. The brand new passport programme involves three training days where participants will meet new people, employers, visit different colleges and Lancaster University. They will learn about the impact of climate change, food and energy production and how industries and businesses are making positive changes. Those involved will carry out research on environmental/climate based topics that interest them to achieve the passport, which will enhance employment opportunities in the future. This is a ground breaking delivery partnership between LMC, Myerscough College and Lancaster University and follows in-depth collaboration and codesign work across the partnership which has been endorsed by Lancaster City Council.



93%

*of staff said that they
were proud to work
at LMC*



THE LOCAL NEEDS DUTY

LMC's Board of Governors 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 does 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 **Not in Education, Employment or Training (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 Vision and 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.

3.0 CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES – DELIVERY PLAN

PEOPLE

STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED	TIME LINE
PEOPLE Safer College Community – a respectful, welcoming safe space to work, learn and thrive with high expectations of all Clear Career Pathways – high quality technical education which drives progress, skills, ambition and talent toward sustainable and fulfilling careers Opportunity for all – an accessible and aspirational ladder of opportunity, ensuring no one is left behind and all are stretched and challenged to excel Developing Resilience – supporting our students, communities and employers to positively respond to societal change Workplace Wellbeing – recruit, retain and develop an outstanding, fulfilled and determined workforce	Develop an ambitious technical education offer that addresses Government Missions and meets national, regional and local skills needs	<ul style="list-style-type: none"> • Increase activity and opportunities through The Lancashire & Cumbria Institute of Technology: • Increased recruitment at Levels 3, 4 and 5 in technical education. • All curriculum is employer endorsed Maximise strategic relationships to influence technical curriculum development	Mission 1,2, 4 & 5 Skills Priority areas Energy Health Construction Early Years Wider Strategic Impact Local Area Energy Plan Climate & Nature Strategy	Jan 2027 July 2026
		<ul style="list-style-type: none"> • Actively engage in National Energy Skills Consortium work • Plan new Higher level provision in energy related qualifications through delivery partnership with National College for Nuclear • Seek centre approval for CITB and ECITB provision 		
		<ul style="list-style-type: none"> • Harness the opportunities of Curriculum Assessment Reform (CAR) • Embed NEET strategy and activity • Develop and implement advanced and Higher Education offer in <ul style="list-style-type: none"> • Health • Early Years • Professional Services • All pathways have employer endorsement and recruit viable cohorts with clear progression opportunities mapped • Actively promote career pathways to parents, existing and potential 	Mission 1,3, 4 & 5 Skills Priority areas Health Early Years Professional Services Wider Strategic Impact NEET in Lancashire Curriculum Assessment Reform	Sept 2025 Jan 2027 Sept 2025
	Develop Resilience for Work and Employability Skills.	<ul style="list-style-type: none"> • High quality work placements for all students • Deliver a tutorial skills programme that focuses on citizenship and British Values to prepare learners for life in modern Britain • Further develop tracking of skills progress and wider employability skills • Employer engagement in masterclasses and co-delivery models in place across majority of curriculum areas 	Mission 1&4 Skills Priority areas Personal Development Areas Wider Strategic Impact	July 2026 July 2026

STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED	TIME LINE
	Be an employer of choice	<ul style="list-style-type: none"> • Create and invest in high quality development opportunities for staff • Fully embed College values and behaviours • Establish systematic approach to reward and recognise staff • Review, enhance and promote wider benefits for staff • Collaboratively develop stress management risk assessment • Seize opportunities to engage with external support organisations to complement staff wellbeing initiatives 	Mission 1 Skills Priority areas Professional Services Wider Strategic Impact LMC Strategic Plan 2021-26	Sept 2025 July 2026 Dec 2026



STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED	TIME LINE
PLACE Place-based curriculum – understanding, celebrating and valuing the special place where we live, learn and work Environmental Stewardship – embracing climate change with high expectations and vision to drive down energy use and educating behaviour change to create ambassadors for the future Collaboration – As an anchor institution we are ambitious in our contribution to be employer led and community focused. We base partnerships upon creating significant new opportunities and developing curriculum in response to skills priorities	Drive local prosperity and sustainability through collaboration	<ul style="list-style-type: none"> • Collaborate with key strategic partners to align strategic priorities, combine resources and prepare for funding opportunities • Further embed sustainability in all curriculum areas • Embed Morecambe Bay Curriculum (MBC) governance, rollout and quality assurance activity • Enhance LMC Sustainability Strategy to align with revised campus vision and strategy • Support local employers to understand and reduce their carbon impact, driving renewables and retrofit as specialist areas 	Mission 1&2 Skills Priority areas All priority areas Wider Strategic Impact Lancashire 2050 Sustainability Strategy Local Area Energy Plan	July 2026 Jan 2026 Sept 2025 July 2025
	Develop an Inclusive Workforce supporting unemployed and inactive residents into sustainable employment, education and training	<ul style="list-style-type: none"> • Reduce NEETS and those not economically active • Lead TLC NEET strategy working group to develop deeper collaboration between colleges and Local Authority • Increase school engagement where there are lower levels of interaction • Refresh 14-16 offer to meet the changing needs and respond to demand for alternative provision • Supporting local community through delivering basic skills • Utilise UKSPF and available funding routes for NEET projects • Work to raise aspirations and ease of entry for disadvantaged young people and adults 	Mission 1&4 Skills Priority areas Health Early Years Professional Services Construction Digital Wider Strategic Impact The Lancashire Growth Plan 2025-35	July 2026 July 2026 Sept 2025 May 2025

STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED	TIME LINE
Lifelong flexible learning – excellent learning available to all, delivered flexibly, when and how to best meet need	Community partnerships are productive and lead to high impact outcomes	<ul style="list-style-type: none"> • Strong partnership working is developed through Community Learning Networks • Community learning is 'easy to reach' for all community members • Ensure accessible and impactful community education opportunities • Maximise opportunities to influence strategic decision making through The Bay Anchor Collaborative networks 	Mission 1&4 Skills Priority areas Health Early Years Professional Services Construction Digital Wider Strategic Impact The Lancashire Growth Plan 2025-35 LMC Strategic Plan 2021-26	July 2026



PROGRESS

STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED	TIME LINE
PROGRESS Responsive to need – effectively addressing the evolving needs of our learners through thoughtful, evidence based approaches Income growth – prioritising ethical, sustainable and ambitious income growth to reinvest, improve financial resilience and realise infrastructure improvements Supporting local business – 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	Considered growth is realised to meet skills and economic demand	<ul style="list-style-type: none"> • Increase apprenticeship recruitment during 2025/26 through considered growth in skills priority areas. • 16-18 recruitment and progression leads to 10% growth • Identify and develop Higher Education offer in priority areas with a focus on <ul style="list-style-type: none"> • Construction • Business • Early Years • Professional Services 	Mission 1, 2 & 4 Skills Priority areas Visitor Economy Engineering and AM Digital Construction Health Wider Strategic Impact LMC Strategic Plan	July 2026 Sept 2027
	Consistency in high quality outcomes for learners	<ul style="list-style-type: none"> • Increase in apprenticeship outcomes for 2025/26 • Quality of Education is evaluated as good or better across all types of provision • Secure Quality Standard in Careers Education 	Mission 1&4 Wider Strategic Impact LMC Strategic Plan LMC Quality Improvement Plan 2024/25	July 2026 Oct 2026 Sept 2025
	Foster existing and establish new strategic alliances that respond to business opportunities	Visitor Economy <ul style="list-style-type: none"> • Strategic and operational engagement with stakeholders responsible for the delivery of Eden Project Morecambe (EPM) • Workforce development pathways are refined for the various phases of EPM (construction, customer experience and wider visitor economy opportunities) Electech Innovation Cluster <ul style="list-style-type: none"> • Collaboration between colleges leads to effective and efficient delivery of T-Levels to meet cluster expectations • Co-design and delivery opportunities are in place • Industry and work placements support skills pipeline and recruitment Digital <ul style="list-style-type: none"> • Harness employer input and engagement in Digital Employer Advisory Group 	Mission 1&4 Skills Priority areas Health Early Years Professional Services Construction Digital Wider Strategic Impact The Lancashire Growth Plan 2025-35 LMC Strategic Plan 2021-26	July 2026

STRATEGIC PLAN REFERENCE	KEY AIM	TARGET OUTCOME	PRIORITIES ADDRESSED	TIME LINE
		<p>Green Skills</p> <ul style="list-style-type: none"> • Secure centre approval for ECITB and CITB • 30 participants in MBC Green Skills Passport <p>NHS</p> <ul style="list-style-type: none"> • Develop and implement new apprenticeships to address workforce challenges • Collaborate with FE partners to share resource and expertise in curriculum development and delivery 		<p>Jan 2026</p> <p>Sept 2025</p> <p>July 2026</p> <p>Jan 2026</p>
	Investment in industry standard resources and specialist equipment.	<ul style="list-style-type: none"> • Align strategic priorities of stakeholder organisations with LMC plans to broaden funding opportunities and access specific support streams • Effectively prepare for condition funding survey activity • Utilise available funds to support the development of facilities, specialist resources and equipment to ensure currency and drive standards in teaching and learning. • Work with employers to shape and co-create fit for purpose learning environments to meet learner, curriculum and local industry need. 	<p>Mission 1&4</p> <p>Skills Priority areas</p> <p>Wider Strategic Impact LMC Strategic Plan 2021-26 The Lancashire Growth Plan 2025-35</p>	<p>Jan 2026</p> <p>Sept 2025</p> <p>July 2026</p>



4.0 CORPORATION STATEMENT

On behalf of Lancaster and Morecambe College Corporation, 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 22 April 2025.

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>



Hilary Fordham
Chair of Corporation

Dated: 26 June 2025



Danny Braithwaite
Principal, Chief Executive and Accounting Officer

Dated:
26
June
2025







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