



Lancaster &  
Morecambe  
College

# Strategic Plan

## 2018-2021



## VISION

*A place of excellence for training in the technical,  
professional and creative industries;  
justly proud of our aspiring, adaptable,  
work ready graduates.*

## PURPOSE

*Working in positive partnerships with  
employers and other stakeholders to equip  
our learners to excel in the industry and life skills  
required for their future destinations.*

*Contributing through education and training to social mobility, community cohesion  
and economic wellbeing in our local and wider area.*





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## OBJECTIVES

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### Excellence, Innovation and Progression embedded in our curriculum delivery

- **QUALITY:** Consistent all round quality improvement enabling us to identify as 'Good' in all key areas by ensuring all learners reach their full potential;
- **PROGRESS:** Learners' starting points are identified, ambitious targets are set and progress is rigorously monitored to ensure the best outcomes for all;
- **GROWTH:** Ongoing successful development of local priority areas identified for growth (e.g. Energy);
- **WORK EXPERIENCE:** Relevant work experience expanded and embedded within all programmes;
- **DESTINATIONS:** Improved mapping of progression routes in all curriculum areas, delivering clear career pathways for our learners.

### Employer-led, skills' rich Apprenticeship, Study and Adult programmes

- **SKILLS:** identification and measurement of skills' development embedded within all programmes;
- **TRACKING:** effective use of Smart Apprentice to track progress across all apprenticeship provision;
- **STANDARDS:** successful transition from Apprenticeship Frameworks to Standards in the majority of curriculum areas;
- **GROWTH** in apprenticeships; professional courses and employer-endorsed provision.

### Personal Development and Welfare driving individual and collective achievement

- **SUPPORT:** effective development of a central pastoral and tutorial system with measurable benefits in learner retention, attendance and achievement;
- **ENGLISH & MATHS:** demonstrable gains in English and maths outcomes through the establishment of the new central English & Maths Hub and related timetabling;
- **TEACHING:** through the new Teaching & Learning Centre, work with our teaching professionals to identify and embed evidence-based developments in classroom and practical teaching, demonstrating measurable impact in OTL and learning outcomes and achievement;
- **WELLBEING:** ensuring all students feel safe, welcomed and included within the College community, where clear consistent expectations lead to high standards of behaviour.

## ENABLERS

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### People

- **RECRUITMENT:** understanding our recruitment market and positioning ourselves effectively within it, to recruit high quality candidates with the range of skills we need;
- **RETENTION:** creating a vibrant working environment and career progression opportunities which develop internal leadership and specialist talent for the future;
- **DEVELOPMENT:** creative and targeted training and professional development, responding directly to identified needs and areas for improvement in teaching and learning, and in management competencies;
- **CULTURE:** continued work to improve staff communications at all levels and a renewed focus on staff wellbeing activities and strategy, including supporting positive mental health.

### Resources

- **SUSTAINABLE GROWTH:** investment focused on developing innovative relevant provision to facilitate growth, while using partnership opportunities to access alternative funding through projects and joint bids;
- **EFFICIENCY:** annual generation of cash through strong budget management based on robust curriculum planning and efficient business support functions focused on core business needs;
- **FACILITIES:** a well-planned estates strategy which ensures effective maintenance and maximisation of its income generating capacity and supports the ongoing currency and credibility of curriculum and ICT resources;
- **INVESTMENT:** College reserves are invested to maximise return whilst minimising risk in an uncertain financial climate and investment in new provision and facilities is based on a return on investment model.

### Partnerships

- **LOCAL EMPLOYERS:** shape the curriculum and its delivery to meet local business needs and provide a wide range of credible work placements which add value to the knowledge, skills and behaviours of learners and apprentices;
- **SCHOOLS:** clear progression routes are identified for pupils and their parents through better informed IAG and the College is recognised by local schools as the primary specialist technical and professional education provider in the region;
- **COLLEGES & UNIVERSITIES:** effective partnerships provide improved curriculum alignment locally and clear onward destinations to higher levels of study, while facilitating ongoing quality improvement, financial efficiency and income generation;
- **AGENCIES:** new curriculum, aligned with local economic development plans, supports major economic inward investment and enhanced economic wellbeing in the area.



## LMC CONTEXT

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The College should always be an enabler of economic wellbeing for individuals and the wider community. The uncertainty of the impact of Brexit, skills shortages and the opportunities and threats for the Lancaster and Morecambe region create an even greater impetus for the College to deliver a fit future workforce for local employers

A major emphasis has been placed on positioning the College close to its employers, putting them in the driving seat to shape the provision which the College offers in producing the local workforce of the future. The Principal, Directors and curriculum teams spend significant time with employers, better understanding their needs through formal Employer Advisory Groups and through external visits and networks. The College is represented at Board level with Lancaster & District Chamber of Commerce and other employer groups such as the Business Improvement District (BID) groups in the region.

The College has re-established strong relationships with local schools, colleges and universities and is developing individualised collaborative partnerships at all levels to ensure clear progression pathways from school through college to higher study and/or employment.

Liaison with key partners in shaping the College's strategy is fundamental to ensuring the currency and fitness for purpose of the organisation. Renewed links with Lancaster City Council, Lancashire LEP, Lancashire Public Service Partnership and Lancashire County Council ensures the College responds to regional and local need and aligns with the LEP Skills Vision and City Council Corporate Planning for example.

The March 2018 Ofsted Inspection, although earlier than expected, demonstrated clear and measurable progress since the previous visit in May 2016. Inspectors agreed with the College's own self-assessment and improvement plans, facilitated by a successful Strategic College Improvement Fund (SCIF) bid in partnership with Lakes College, West Cumbria. Although the College requires further improvement, the significant external scrutiny the College received in 2017/18 confirmed the appropriateness of the plans for improvement.

Although challenges arise in filling some vacant posts, the College benefits from a stable, dedicated and well established staff team. The team has responded well to a new leadership structure and improved internal communication, creating a positive culture within the organisation which is recognized by employers and external organisations.

The College's balance sheet remains strong with no debt and significant cash days in hand. However, falling demographics from the 2016 intake onward will continue to impact income in core funding streams. 2018 has seen a significant rebalancing of costs within the College to ensure a cash generating position for 2018/19 and a return to ESFA assessed 'good' financial health, from a 'satisfactory' position in the previous year.

Previous capital investment and ongoing maintenance has ensured an attractive and functional campus, further enhanced by significant investment in the ICT infrastructure during 2017/18. Declining demographics to 2020 have enabled space to be made available to generate new income streams from the estate that will be exploited commercially in future years.

## LOCAL MARKET (Key Source: Lancashire LEP Labour Market Intelligence 2018)

Home to 143,500 people and 60,000 jobs, Lancaster and Morecambe is the second smallest of the Travel to Work Areas in Lancashire in terms of both population and employment. However, employment growth exceeds Lancashire wide, regional and national forecasts. The area has the highest proportion of working age residents in employment in Lancashire and population growth was almost double the Lancashire average between 2006 and 2016.

Employment is offered across a wide range of sectors and occupations, dominated by the education and health sectors and is home to two thirds of Lancashire's employment in the energy supply sector.

Between 2018 and 2028, almost 3,000 new jobs are forecast to be created in Lancaster and Morecambe. Representing an increase of 4.6%, this growth rate greatly exceeds that expected to be reported Lancashire wide (2.6%). The need for residents to have higher level skills is expected to increase, specifically, the number of people in employment in Lancaster and Morecambe who hold qualifications at Level 3 or above. In addition to the forecast changes in skills levels, employers across Lancashire continue to report skills gaps in the current workforce and skills shortages when trying to recruit new workers.

### 16-18 Demographics

The ONS 2014-based Subnational Population Projections show that the 16-18 year old cohort in Lancaster is set to reduce each year from 2017 to 2020 inclusively, and then increase each year up to and including 2029. From 2017 to 2027, there is an overall increase of 7.23%, which compares to the national increase of 15.19% and the Lancashire increase of 10.78%. The period from 2017 to 2020 shows a reduction of 9.52% in the 16-18 year old cohort.

The post 2020 growth in student numbers is now evident in the local school systems with full roles across the primary sector and rapidly increasing numbers entering secondary. The College will be well placed to meet the needs of this rapidly expanding cohort as they reach the age of 16.

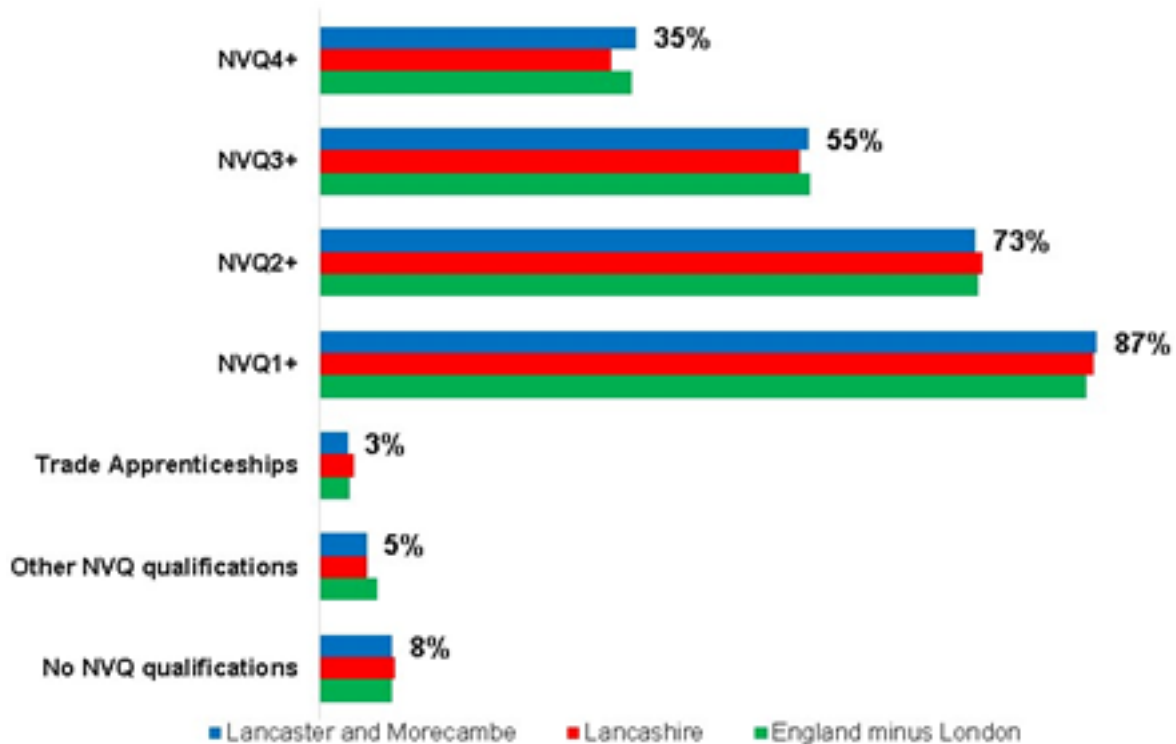
### Population by Age Band

	Lancaster and Morecambe		Lancashire	North West	England minus London
0-14	22,400	16%	18%	18%	18%
15-19	9,900	7%	6%	6%	6%
20-24	15,200	11%	6%	7%	6%
25-34	17,200	12%	12%	13%	13%
35-44	15,200	11%	12%	12%	12%
45-54	19,000	13%	14%	14%	14%
55-64	16,600	12%	12%	12%	12%
65+	28,100	20%	20%	18%	19%

*Annual Population Survey, July 2016 – June 2017  
Lancashire LEP Labour Market Intelligence (2018)*

## The Skills of Local Residents

Data from Lancashire LEP's Labour Market Intelligence (2018) shows, overall, the working age population in Lancaster and Morecambe is broadly as qualified as the working age population across Lancashire and nationally. There is also a similar proportion of working age residents who hold no qualifications in Lancaster and Morecambe as in Lancashire as a whole and nationwide (8%).



*Skills of Local Residents (2016)  
Lancashire LEP Labour Market Intelligence (2018)*

## Local Employment Sectors

Lancaster and Morecambe's employment is dominated by education and health as the two largest employers, accounting for 10,000 jobs each and, combined, provide one-third of all employment in Lancaster and Morecambe.

Wholesale and retail trade, is the third largest sector in Lancaster and Morecambe, with 13% of all workers employed in the sector. Accommodation and food services is the next largest sector, followed by administrative and support services, then professional, scientific and technical activities.

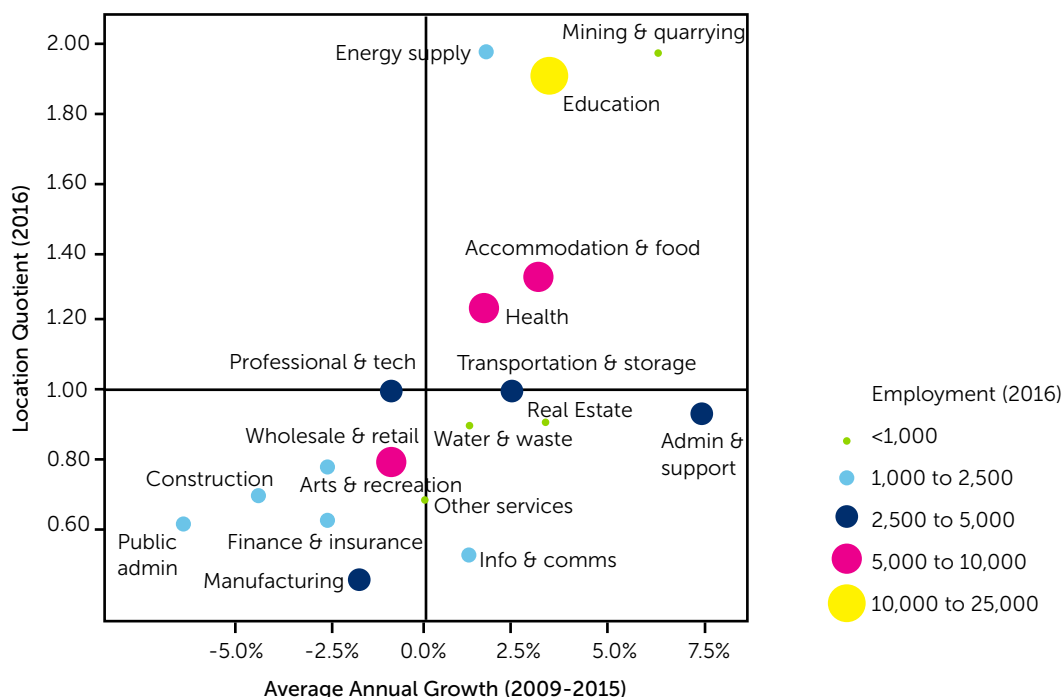
Manufacturing employs some 3,000 people in Lancaster and Morecambe, which is well below the Lancashire average (5.0% compared to 13.2%). Although energy supply and mining and quarrying provide only 3% of total employment across Lancaster and Morecambe, this is a far greater proportion than the sectors cover across Lancashire.



## Employment Sector Trends

**Top left:** Sectors that have seen employment fall since 2009, and are more highly represented in the local area than the national average

**Top right:** Sectors that have seen employment growth since 2009, and are more highly represented in the local area than the national average



**Bottom left:** Sectors that have seen employment fall since 2009, and are less highly concentrated in the local area than the national average

**Bottom right:** Sectors that have seen employment growth since 2009, and are less highly concentrated in the local area than the national average

Business Register and Employment Survey, 2016  
Lancashire LEP Labour Market Intelligence (2018)

## Skills Shortages in Lancashire

Employers continue to face skills gaps within their current workforce and experience skills shortages when trying to recruit new workers



## Lancaster and Morecambe Employment Forecasts 2018-28

Between 2018 and 2028, almost 3,000 new jobs are expected to be created in Lancaster and Morecambe, representing a 4.6% increase in total employment. This exceeds the growth forecast across Lancashire (2.6%). Over the same period, the working age population is expected to fall.

Wholesale and retail trade and human health and social work will provide the highest number of opportunities in Lancaster and Morecambe followed by education, accommodation and food services and administrative and support services.

## Total Employment Requirement Across all Sectors 2018-2028

To meet sector growth and replace people leaving or changing jobs

Sector	Part of LEP priority sector?	Average Annual Requirement	Total Requirement
Wholesale and retail trade		940	10,360
Human health and social work activities	Health and social care	940	10,310
Education	Creative and digital	900	9,930
Accommodation and food service activities	Visitor economy	860	9,410
Administrative and support service activities	Finance and Professional services	760	8,310
Construction	Construction		
	Energy and Environmental tech	380	4,150
Transportation and storage	Visitor economy	320	3,520
Professional, scientific and technical activities	Finance and professional services		
	Advanced manufacturing		
	Creative and digital		
	Energy and Environmental tech	280	3,070
Arts, entertainment and recreation	Creative and digital		
	Visitor economy	240	2,620
Information and communication	Creative and digital -		
	Finance and professional services	220	2,440
Other service activities		200	2,220
Manufacturing	Advanced manufacturing		
	Creative and digital		
	Energy and Environmental tech	190	2,040
Public administration and defence		110	1,160
Electricity, gas, steam and air conditioning supply	Energy and Environmental tech	100	1,090
Real estate activities	Finance and professional services	90	1,010
Financial and insurance activities	Finance and professional services	80	900
Agriculture, forestry and fishing		70	780
Water supply; sewerage etc.	Energy and Environmental tech	<50	350
Mining and quarrying	Energy and Environmental tech	<50	130

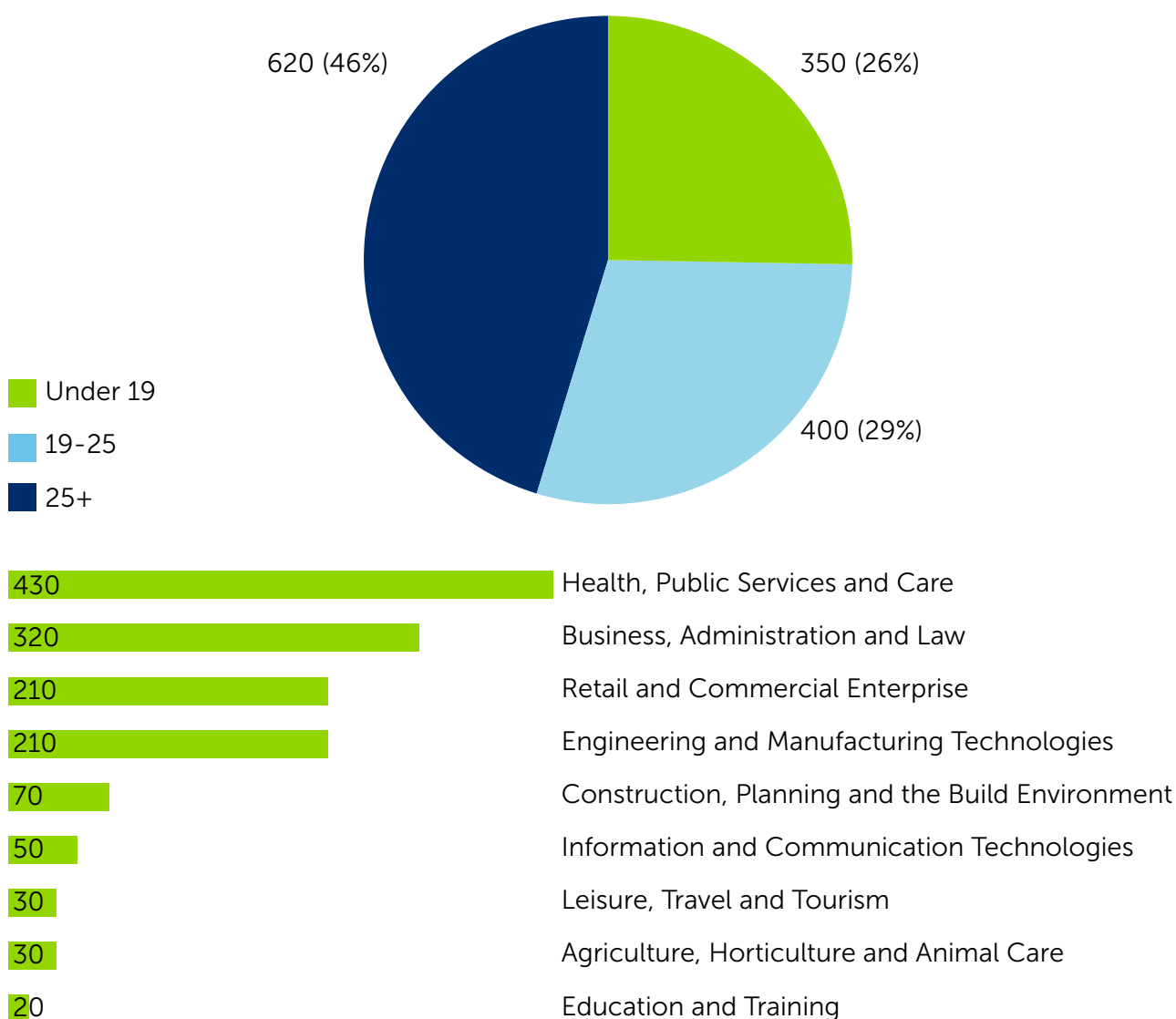
Oxford Economics, 2018  
Lancashire LEP Labour Market Intelligence (2018)

## Skills Training and Apprenticeships

Across Lancaster and Morecambe, by the age of 19:

- 89% have achieved Level 2 (the highest in Lancashire) and 74% have achieved Level 2 with English and maths, outperforming the Lancashire (87% and 73%) and national averages (85% and 71%).
- 53% have achieved Level 3, below the Lancashire (59%) and national averages (56%). This is the second lowest in Lancashire.
- Upon completion of Key Stage 5, 90% of leavers enter sustained education or employment – the joint highest rate in Lancashire, exceeding the Lancashire (88%) and national (89%) averages.

In 2016/17, there were almost 1,400 apprenticeship starts in Lancaster and Morecambe. The age profile of apprentices in Lancaster and Morecambe is younger than in Lancashire, whilst the proportion of advanced and higher starts is higher.



Department for Education, 2016  
Lancashire LEP Labour Market Intelligence (2018)

## NATIONAL CONTEXT

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### Sector Challenges & Opportunities Underpinning the Strategic Plan

There is a national recognition of skills shortages and the challenge of an 'uncompetitive' workforce:

- by 2020, OECD predicts UK will be 28/33 for intermediate skills
- currently UK ranks 16/20 OECD countries for proportion of people with technical qualifications
- productivity gap of 20-35% between UK and competitors such as Germany and France.

### Post 16 Skills Plan – Key Principles

- Fit for purpose national system of qualifications designed by industry experts and genuinely respected by employers.
- Clarity and coherence for learners and employers based on clear pathways and progression routes.
- Flexible and accessible – widening participation and removing barriers to learners Stable institutions, including high-quality teaching and access to industry-standard facilities and equipment.
- Fair funding system that incentivises individuals and employers to participate in education and training and equitably shares costs between individuals, employers and state.
- Enable informed choices by individuals based on comprehensive career guidance.

### T-Levels Consultation Feedback

- The first three T-level pilots will begin in September 2020, but the full roll-out of T-levels is delayed until September 2023.
- T-Level qualifications will eventually be available in eleven areas delivered either through a college-based programme or through an apprenticeship. Four other T-Levels will only be delivered through an apprenticeship.
- Students will also continue to study mathematics, English and digital skills to an appropriate level.
- T-Levels must contain a 'meaningful industry placement with an employer'. These will last a minimum of 45 working days but can last up to 60 working days.
- The total delivery time for a T-Level programme will be around 1,800 hours spread over two years (including the work placement).
- The DfE has committed extra funding to the delivery of T-Levels (eventually rising to £500 million a year).
- An overall pass grade will only be awarded if a student successfully completes the work placement, attains the technical qualification, and achieves the other mandatory elements of the T-level programme.

## FE Funding rates and financial viability

The Further Education (FE) sector operates autonomously; colleges have freedoms and flexibility to take operational decisions and are independent in their financial decision-making. Colleges should respond to the needs of learners, employers and their local economy, providing a range of provision, including higher education provision and apprenticeships, as well as 16-18 year old and adult learning.

The Department for Education has confirmed that there will be no change in funding for 2018/19, the national base rates of £4,000 per full-time student aged 16 to 17 and £3,300 for 18-year olds are maintained for academic year 2018 to 2019 as are the part-time funding rates.

This is the sixth year that the funding rate for 16- 18-year olds has remained unchanged – meaning that providers such as LMC have faced a real-terms funding cut over that time.

The Technical and Further Education Act 2017 clarifies that normal insolvency procedures will apply to FE bodies in England and Wales. The Act also expressly protects learner provision for existing students in insolvent colleges by introducing a special administration regime for the sector, known as an education administration.

## New intervention regime

The Government has improved monitoring and intervention by the Education and Skills Funding Agency (ESFA) and the FE Commissioner to identify and support colleges in financial distress. The emphasis is now on offering early intervention to support colleges, in order to further strengthen financial resilience and sustainability where weaknesses are identified.

## Impact of Apprenticeship Levy and Apprenticeship Reforms

The levy formally came into force on 6th April 2017 and organisations with an annual wage bill of over £3 million must pay their levy at a rate of 0.5 per cent of their pay bill.

Employers, levy paying or not, choose which 'apprenticeship standard' they want their apprentice to work towards, select a 'training provider' and assessment organisation from a list of organisations approved by the Education and Skills Funding Agency (ESFA) and agree a price for each apprenticeship.

Each apprenticeship standard is placed into one of 15 funding bands, with the upper limit of those bands ranging from £1,500 to £27,000.

Government statistics show that the number of people starting an apprenticeship from May 2017 to October 2017, was 162,400 – over 40 per cent lower than the same period in the previous year. Most recent data shows that in January 2018 there were 25,400 apprenticeship starts, compared to 36,700 starts in January 2017.

The latest statistics suggest that employers have switched their attention to older age groups of apprentices. In the six months of full data available since the levy began operating in April 2017, the age category with the highest number of people starting to train towards one of the new 'apprenticeship standards' is the over-25s. In addition the mix of apprenticeship levels is shifting from Intermediate (Level 2) towards Higher and Degree Apprenticeships.

## National Careers Strategy

This Strategy is intended to deliver careers provision in schools and colleges whereby:

- all young people understand the full range of opportunities available to them, learn from employers about work and the skills that are valued in the workplace and have first-hand experience of the workplace;
- all young people in secondary school and college receive an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- everyone receives support tailored to their circumstances - all adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;
- everyone receives the information they need to understand the job and career opportunities available, and understands how their knowledge and skills can help them in considering suitable careers.

## Lifelong Learning/Adult Retraining/Post 18 Funding Review

The Government is committed to conducting a major review across post-18 education and funding to ensure a joined-up system that works for students and taxpayers

The review will focus on the following issues:

- choice and competition across a joined-up post-18 education and training sector
- a system that is accessible to all
- delivering the skills our country needs
- value for money for graduates and taxpayers

Prior to the November 2017 budget, plans to invest £76 million into retraining adults who want to work in the digital and construction sectors were announced. It is intended that £36 million will be invested in digital skills whilst a further £40 million will be invested in construction training programmes across the country. It was suggested that retraining for other priority sectors will be expanded at a later date.



# STRATEGIC PLAN 2018-21 - PERFORMANCE MANAGEMENT

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## Associated Strategies and Operational Plans

Over the next three years, the College will maintain a broad range of associated Strategies and will introduce departmental Operational Plans to ensure that it remains aligned with its Strategic Vision and Purpose, and is progressing with its journey to attain its overall Strategic Objectives.

## Targets

Targets to support the achievement of the Strategic Plan will be monitored and set annually within Associated Strategies and Operational Plans.

## Monitoring and Performance Management

Monitoring and performance management of the delivery of the Plan will be undertaken by the Senior Management Team and Governors. An annual review of the Plan and associated strategies will be undertaken by Governors.

# KEY PERFORMANCE INDICATORS

The Strategic Objectives and Enablers are underpinned by high level Key Performance Indicators (KPIs) which will form the basis of monitoring the impact of the actions in the Operational Plan:

## STRATEGIC OBJECTIVES

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### Excellence, Innovation and Progression embedded in our curriculum delivery

- Learners' attendance will exceed national averages with a target of **88%**.
- **All** curriculum areas will self-assess as good or outstanding.
- Over **1,100** full time learners aged 16-18 will be engaged each academic year.
- At least **2,000** adults per year will be completing professional, creative, technical or Access programmes.
- Achievement rates will be **above** national rates at **all** academic levels.
- Overall achievement rate for learners aged 16-18 will be **88%** or higher.
- **85%** of learners will achieve or exceed their target grade in their studies, evidenced by achieving or exceeding their own target grades.
- At least **90%** of graduating learners will go on to a positive destination when they complete their programme of study or Higher Education course.
- Market share of school leavers will be improved by **5%** and the number of Higher Level Study enrolments will be improved by **10%**.



## Employer-led, skills' rich Apprenticeship, Study and Adult programmes

- All learners and apprentices will have skills based targets against their **own** starting points and skills progress will be monitored throughout their course.
- Over **600** young people and adults will be engaged in Apprenticeships each academic year.
- The number following Higher Apprenticeships will have grown to at least **100** apprentices per year by 2021.
- Apprenticeship achievement rates will be above national rates at **all** levels.
- Headline overall achievement rate for Apprenticeships will be **80%** or higher.
- Headline timely achievement rate for Apprenticeships will be **75%** or higher.
- At least **95%** of apprentices will secure full time work on completion of their studies.
- Apprentices' satisfaction will be above average in comparison with other good or outstanding general further education colleges, evidenced by a rating of **85%** or above from apprenticeship surveys.

## Personal Development and Welfare driving individual and collective achievement

- **100%** of study programme learners will have an identified Pastoral Progress Mentor.
- The provision for High Needs Students will be self-assessed as **good** or outstanding
- Learner satisfaction will be above average in comparison with other good or outstanding general further education colleges nationally, evidenced by a score of **85%** or above in student satisfaction surveys
- A teaching observations profile of **85%** good or better lessons will be achieved with **20%** assessed as outstanding
- At least **40%** of previously unemployed adults will have found employment following the completion of their course.
- There will be **no** substantial achievement or progression gaps between students based on their gender, ethnicity, disability or other protected characteristic.
- More than **50%** of learners retaking GCSE English or mathematics alongside their main programme will improve by at least one grade.
- **60%** of adults taking GCSE English or Maths will achieve grade 9 to 4.





## ENABLERS

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### People

- Achieve an increase in staff satisfaction by **5%** each year.
- Achieve a **100%** completion of staff appraisals; set with SMART targets which are supportive of our strategic objectives.
- Reduce staff turnover to **15%**, excluding fixed term contracts and redundancy.
- Reduce annual overall sickness absence to **3%**.

### Resources

- Maintain annual turnover of at least **£11m**.
- Achieve a position where all business support areas are self-assessing at **good** or outstanding against their Operational Plans.
- Achieve an EBITDA position of at least **1%** and an ESFA financial health rating of '**good**'.
- The College will **not incur** long term debt and will maintain at least **70** cash days in hand.
- Maintain a current ratio of at least **1.5**.
- Maintain staff costs as a percentage of income below **70%**.

### Partnerships

- Employer satisfaction with our apprenticeship programmes will be high, evidenced by a rating of **9.2** or higher in the independent FE Choices survey.
- Employer Advisory Groups will be maintained and enhanced for **all** curriculum subject areas.
- At least **80%** of our learners and apprentices will be following programmes aligned to Lancashire LEP's Priority Sectors or local employment need.
- Clear career progression maps will be identified for **all** Lancashire LEP Priority Sectors, in partnership with partner schools and universities.
- The College will establish **representation** at board level in the local Chamber of Commerce and Business Improvement District (BID) to ensure alignment of curriculum offer to employer need.
- The College's Curriculum Strategy will align **fully** with Lancaster City Council's Employment and Skills Plan and Lancashire LEP's Strategic Economic Plan for the area.



## HISTORIC CONTEXT:

Lancaster & Morecambe College has a proud history that can be traced back to its origins in 1824. As the College approaches its 200th anniversary in 2024, the need for a strong community based provider of technical, professional and creative education has rarely been greater.

Having moved to its current site in 1963, the College has become infinitely more accessible through the construction of the Bay Gateway in 2016. Now sitting on the main artery into Heysham and Morecambe, the College has never been better placed to deliver the training and skills requirements

				
<b>1824</b>	<b>1950</b>	<b>1963</b>	<b>2018</b>	<b>2024</b>
Library & Mechanics' Institute established in Lancaster	Lancaster & Morecambe College of Further Education	Official opening, Morecambe Road campus	LMC Strategic Plan 2018 - 21	200th anniversary of technical education in Lancaster district



