



Lancaster &
Morecambe
College

Celebrating 200 Years of Learning

Strategic Plan

2021-2026



PURPOSE

*Creating opportunities and building partnerships across our community;
empowering individuals, business and the environment to thrive.*

CORE DNA: LMC VALUES:

Community – caring, collaborative and inclusive

Opportunity – accessible, aspirational and transformative

Introduction to New Strategy:

Background and Context:

Lancaster & Morecambe College (LMC) will be proud to celebrate 200 years of continuing technical education provision in the Lancaster area in 2024.

The College set a bold and ambitious vision in its Strategic Plan 2018-21. Employer led technical, professional and creative education, producing work ready college graduates; an unerring commitment to community cohesion, social mobility and providing opportunities for all.

“ Leaders have created a clear vision for the college. They have focused on delivering an inclusive curriculum that meets employers’, learners’ and apprentices’ needs. ”

Ofsted, 2020

This strategy served the College well in navigating extremely challenging times, clarifying its role in the community and in delivering high quality, purposeful education. The strategy, approach and values of the College and its impact were robustly scrutinised by a range of external stakeholders on multiple occasions. The strategic approach has been commended by both Ofsted and FE Commissioner, in addition to a range of partners, recognised in reports and through formal awards.

“ Following the new strategy and restructuring the College has directly led to improved performance and outcomes for learners. ”

Matrix

Whilst the Covid-19 pandemic has inevitably challenged and tested the College and its community, the strategy, purpose and values of the organisation have held true and have continued to be delivered. The College is committed to supporting its community and employers to recover and thrive post pandemic. Through the Morecambe Bay Curriculum (MBC) the College has led mindset and systems change across the region creating values-led, place-based and sustainable communities of practice.

“ This project [MBC] is driving a whole-education system change across the area. The college has established itself at the centre of this change. ”

Ofsted, 2020

Following a substantial period of 16-18-year-old demographic decline (2014-20), the district will see a rapidly growing young people demographic, a significant opportunity for the College and local employers.

“ Increase of 24.79% in Lancaster 16-18-year-old cohort over the period 2019 up to and including 2029, compared to 18.04% in Lancashire and 22.76% nationally. ”

LCC Statement of Priorities, 2020

Having achieved a strong ‘good’ judgement by Ofsted in 2020, ‘good or better’ financial health since 2020 and with a rising demographic the College is confident in setting an ambitious and challenging new five-year strategy based on strong foundations and with a clear sense of purpose.

The recommendations of ‘The College of the Future Report (2020)’ and the ‘Skills and Post-16 Education Bill (2021)’ confirm the College’s post-2018 strategic approach and provide significant opportunity and confidence to underpin a new 2021-6 Whole College Strategy.

3 Strategic Drivers:

Our key College initiatives; annual objectives and performance measures will always align with 3 Strategic Drivers which underpin the purpose and direction of the College over the next 5 years. We will approach each of these drivers with vision, understanding, clarity and ambition. The main focus and key elements making up each driver may shift over the course of the plan, but the 3 drivers of People; Place and Productivity will be our constants.



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, 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

PLACE

- **Growing Local Partnerships** – employer led and community-based partnerships creating significant new opportunities
- **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

PROGRESS

- **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

3 Frames of Reference:

Our 3 Strategic Drivers will respond to and be guided by the following 3 Frames of Reference. In striving to meet our objectives set by our Strategic Drivers, we will always ask what impact and contribution the outcomes also make towards our priorities in these areas:

HEALTH & WELLBEING

- Effectively supporting success, addressing the broad range of student needs using a trauma-based approach;
- Openly and thoughtfully supporting student mental health, facilitating resilience and progress;
- Staff workplace wellbeing – adopting a new People and Wellbeing Strategy to recruit and retain an outstanding, fulfilled and determined workforce
- Working in community partnerships – being part of an ambitious and holistic approach to population health and wellbeing

GROWTH & RESILIENCE

- Prioritising ethical, sustainable and ambitious income growth to reinvest and improve financial resilience;
- As an anchor organisation and through partnership securing inward local investment and growth for the area;
- Supporting our community and employers to respond positively to societal change.

ENVIRONMENTAL STEWARDSHIP

- Embracing the FE Climate Change roadmap with high expectations and vision as a business and as an educator;
- Employing effective data collection and reporting to set and monitor ambitious targets and milestones;
- Through a new Property Strategy delivering campus infrastructure improvements to drive down energy use and carbon production to be a net-zero college by 2030;
- Use technology, innovation and creative practice to enable sustainable behavioural change, facilitated by a new IT Strategy;
- Embedding high impact environmental learning and sustainability into all curriculum, creating ambassadors for future workplaces;
- Supporting place-based community initiatives to value, enhance and protect the district's diverse and unique environment.





Key Performance Indicator to 2026:

PEOPLE

- High expectations of all learners will be demonstrated by over 90% attendance, 90% will achieve or exceed their own target grades, achievement rates will be above national rates at all academic levels.
- All learners and apprentices will have skills-based targets against their own starting points, significant skills progress will facilitate at least 95% positive progression into employment or further study.
- Opportunities for apprentices will grow by 20% aligned with local business needs, including higher level apprenticeships, work-based achievement rates will be above national rates at all levels by a minimum of 5%.
- Learners', Apprentices' and wider stakeholder satisfaction will be 90% or above.

PLACE

- Growth of local demographics and improved market share will enable 5% growth each year of full time learners aged 16-18
- Utilise 100% of Adult Education Budget to meet local community skills needs.
- The College will be centred at the heart of local place-based education and partnership through leading the Morecambe Bay Curriculum, ensuring clear career progression routes from early years through to sustainable careers.

PROGRESS

- Based on excellent learner progress and innovative teaching and learning, all provision will self assess as 'good' or better (with 50% 'outstanding'), including provision for high needs learners.
- Apprenticeship achievement will meet or exceed 67%.
- Provision will remain employer led through regular and impactful Employer Engagement enhancing opportunities and currency of offer in all curriculum subject areas. Employer satisfaction with provision will be high, evidenced by a rating of over 90% in Employer Surveys.
- The College's emerging specialisms in Low Carbon Energy, Renewables and Retrofit, Health and Eco Education Tourism will support local entrepreneurship and employment opportunities.
- The College will utilise representation at board level in the local Chamber of Commerce and Business Improvement District (BID) to ensure alignment of curriculum offer to Local Skills Improvement Plans. 80% of our learners and apprentices will be following programmes aligned to identified local priorities.

HEALTH & WELLBEING

- 100% of study programme learners will have access to pastoral support, including specialist NHS mental health support for those identified in most need.
- A central Personal Development programme will respond and flex to local circumstances ensuring learners are risk aware, more resilient and take responsibility for their actions.
- A diverse student body will feel respected and safe, learner satisfaction in these aspects will be 95% or above
- There will be no substantial achievement or progression gaps between students based on their gender, ethnicity, disability or other protected characteristic. All achievement and progression variations gaps will be monitored and timely intervention strategies implemented through effective quality improvement plans.
- More than 50% of learners retaking GCSE English or mathematics alongside their main programme will improve by at least one grade, whilst 60% of adults taking GCSE English or Maths will achieve grade 9 to 4.
- Maintain staff turnover at maximum 14%, excluding fixed term contracts and redundancy; maintain annual overall sickness absence below 3.5%, and effect a downward trend in the proportion of absence due specifically to mental health issues.

GROWTH & RESILIENCE

- The College's commitment to its community will support post-pandemic recovery for individuals and employers, whilst actively enabling £1m+ of new inward investment through partnerships and delivering future skills needs.
- Increase annual turnover to at least £13m, achieve an EBITDA position of at least 4% and an ESFA financial health rating of 'outstanding'. The College will not incur long term debt and will maintain at least 70 cash days in hand, maintaining a current ratio of at least 1.5.
- Achieve a 100% compliance with staff onboarding, probation reviews and appraisal expectations; all staff have annual targets which are supportive of our strategic objectives.

ENVIRONMENTAL STEWARDSHIP

- 100% of college curriculum will address issues of sustainability and environmental impact ensuring learners and apprentices emerge as future environmental/sustainability ambassadors into their chosen industries.
- As a business the College will aim to reduce current Scope 1 emissions by at least 15% by 2030, and to have significantly reduced wider environmental impact and local influence in the meantime in relation Scope 2 and 3 emissions.
- Investment, procurement and business practice will be ethically based in terms of sustainability and demonstrate best environmental practice.
- Innovative teaching and learning, evolving working practices and ambitious expectations will further embrace technology to increase accessibility and inclusive progress, reduce travel and develop future skills across the wider college community.



Related College Strategies:



Consultation:

“The College has developed strong strategic and operational links with appropriate professional networks, employers and agencies with specific reference to education, training and employment.”

Matrix, 2020

In preparing this strategy, we are grateful for the involvement and contributions of the following stakeholders:

- Staff teams
- Student body
- Governing body
- UCLan
- University of Lancaster
- University of Cumbria
- Bay Tourism Association
- Morecambe Business Improvement District
- Lancaster & Morecambe Chamber of Commerce
- EDF Energy
- Inspira
- Lancaster & Morecambe Headteachers
- Lancaster City Council
- NHS
- Local employers
- Local MPs
- Lancashire LEP Skills Hub

“The principal and senior leadership team have established strong and sustainable relationships with a wide range of community organisations and leaders...Their aim is to improve the current and future educational opportunities for learners and apprentices across a wide geographical area.”

Ofsted



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