



LINCOLN COLLEGE GROUP ACCOUNTABILITY AGREEMENT

The College Plan



OUR PURPOSE

Lincoln College Group's (LCG) Purpose is, ***"To be an extraordinary employer-led organisation; producing a highly skilled and productive local workforce"***.

CORNERSTONES OF SUCCESS

THE CAPACITY,
RECOGNITION &
WELLBEING OF
OUR PEOPLE

THE CONTRIBUTION
FROM OUR
UK COMMERCIAL &
INTERNATIONAL
ACTIVITIES

THE QUALITY &
RELEVANCE OF OUR
EDUCATION PROVISION

ENSURING THAT OUR
USE OF INFORMATION,
FINANCES & ESTATE
ENABLES GREAT
LEARNING



OUR PURPOSE

The Group uses its Purpose to drive behaviours across its Colleges to meet local skills needs as identified in Local Skills Improvement Plans. It does this within the regulatory framework of its statutory reporting responsibilities and the DfE's accountability regime. Our College strategy looks out to 2025 with a future end state supported by a College mindset and annual priorities with the unifying purpose to be "An extraordinary employer-led organisation: producing a highly skilled and productive local workforce".

LCG's Purpose drives continuous improvement in the relevance of all curriculum areas in relation to employer need, as well as targeting areas identified for growth investment to provide a significant skills stimulus to the local and regional economy.

Here, meaningful employer engagement and curriculum co-design via employer engagement groups and critical friends leads to the design of our "Productivity Wrappers". These wrappers raise aspirations, improve attendance and achievement and most importantly, achieve high quality and relevant employment destinations for learners. Productivity wrappers for our supra-study programmes can include significantly enhanced enrichment activities, trips and visits and extended teaching and learning to promote and create the right "mindset" for better productivity through employability, leadership, confidence building, communication and problem-solving skills.

In these areas LCG's International and Commercial Divisions' additional income streams are invested to boost programmes significantly beyond DfE funded 580 hours per learner.



OUR FUTURE BY 2025

- Our staff are passionate and innovative in their focus on the quality of our education and training to unlock an extraordinary learning experience resulting in highly skilled and motivated students with sector leading outcomes
- Our education and training is nationally recognised as employer-led and informed by the local skills agenda, resulting in our students being even more productive and employable
- Leaders enable and liberate our people by being exceptional communicators, inspiring others and having an extraordinary approach to people management and development
- The College Group continues to invest innovatively in education and training due to growth and diversification of our income in the UK and overseas
- Our focus on finances, infrastructure and estates will provide resources that reduce our impact on the planet and accelerate the student experience to extraordinary

PURPOSE

To be an extraordinary employer-led organisation; producing a highly skilled and productive local workforce

OUR PRIORITIES 2022-2023



SCAN ME

CLEAR & COMPELLING
PURPOSE



HIGH PERFORMING
LEADERSHIP & TEAMS



SHARP FOCUS ON
NUMBERS



ENABLED & LIBERATED
WORKFORCE



LEAN, EFFICIENT &
**SUSTAINABLE
SYSTEMS**



EXCEPTIONAL
COMMUNICATION



MINDSET

EXTRAORDINARY EXTRAORDINARY EXTRAORDINARY EXTRAORDINARY
EXTRAORDINARY EXTRAORDINARY EXTRAORDINARY EXTRAORDINARY

CONTEXT & PLACE

The College Group delivers to around 12,000 learners from pre-entry to level 7 postgraduate study. This includes substantial community engagement across 2 counties and works with over 1000 employers on a regular basis delivering to around 1500 apprentices annually. It runs significant adult delivery working with key partners to deliver regular training for the unemployed and supports numerous Not in Education, Employment or Training (NEET) students amongst the 2,600 full time 16-18 year olds.

Our investment has led to a range of Group run commercial businesses in the UK, which again add to our commercial revenue that is reinvested into UK education, but more importantly provides “finishing schools” for students who are working to commercial standards in terms of their skills and outputs and so makes them work ready for external employers. These include a fine dining restaurant with accommodation, an events centre providing gigs for 600+ people and seated dinners for 300, a commercial catering company, The Knowledge Ladder (data analytics company), as well as a Leadership and Management Consultancy called Human Alchemy. The college focuses commercial activity to support the education and training delivery in Construction, Engineering, Visitor Economy, Defence and Security sectors in line with local, national and regional priorities.

The UK Colleges are based in Lincoln and Newark spanning both the D2N2 and Greater Lincolnshire LEPS and LSIP regions (See Fig. 1). This geography means the college interacts with East and West Lindsey, City of Lincoln, North Kesteven, Bassetlaw, Newark and Sherwood District Councils as well as the upper tier authorities in Lincolnshire and Nottinghamshire. College Executives are also members of both the Lincoln and Newark Towns Fund Boards, Lincolnshire Chamber of Commerce Board and Lincolnshire LSIP Steering Group.

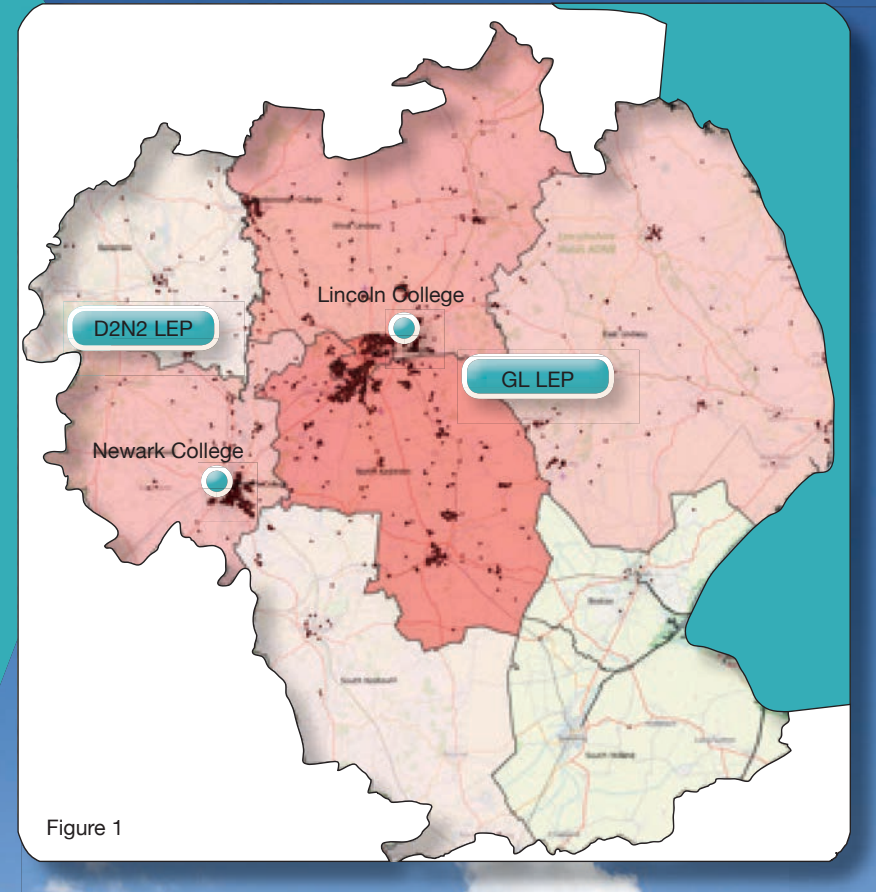
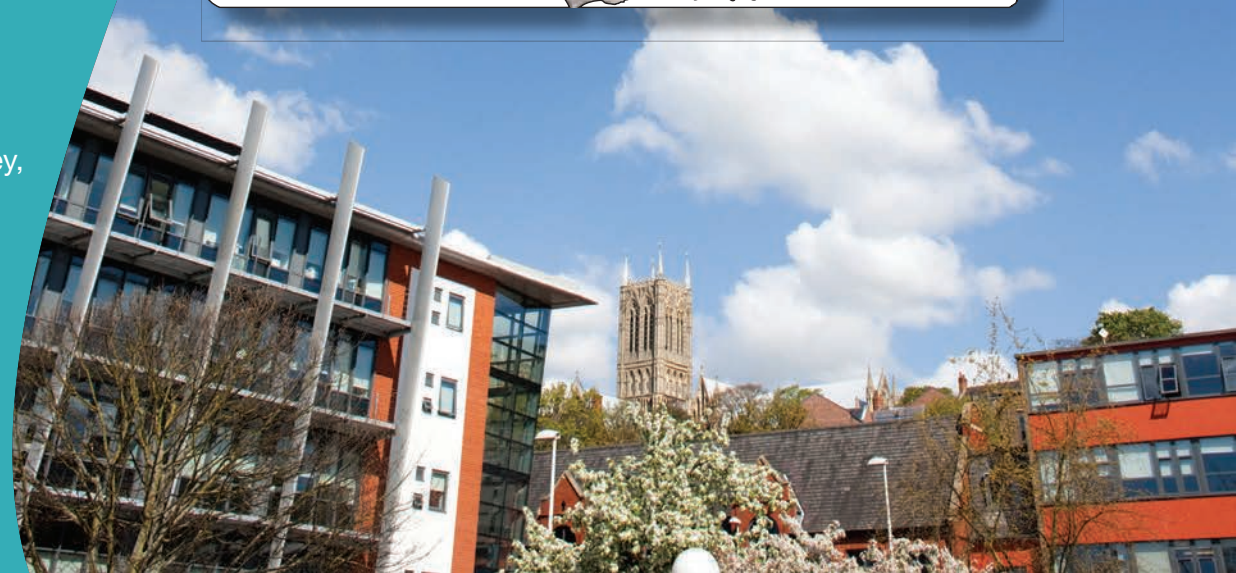


Figure 1 – Heat Map of the GLLEP (Kestevens and Lindseys) and D2N2 (Bassetlaw/N&S) Districts where Learners Reside including Pins for Occupied Postcodes.





In terms of economic and social context, Fig. 2 indicates both the Newark and Lincoln Campuses are situated in areas that have high levels of deprivation, across multiple indices. The local authorities recognise that residents in these areas are being “left behind” and are taking social inclusivity policy actions to mitigate this. Local authorities will use UK Shared Prosperity and Towns Funding to put in place mitigating factors which support the Government’s “Levelling Up” policy and our experience in this area will be invaluable.

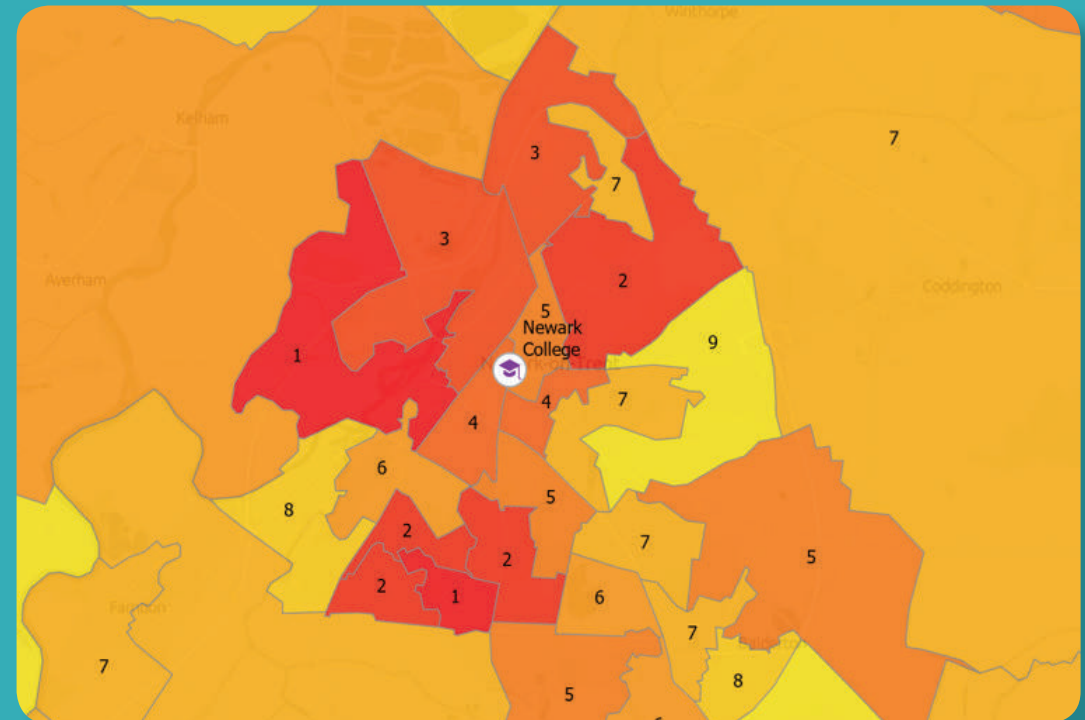
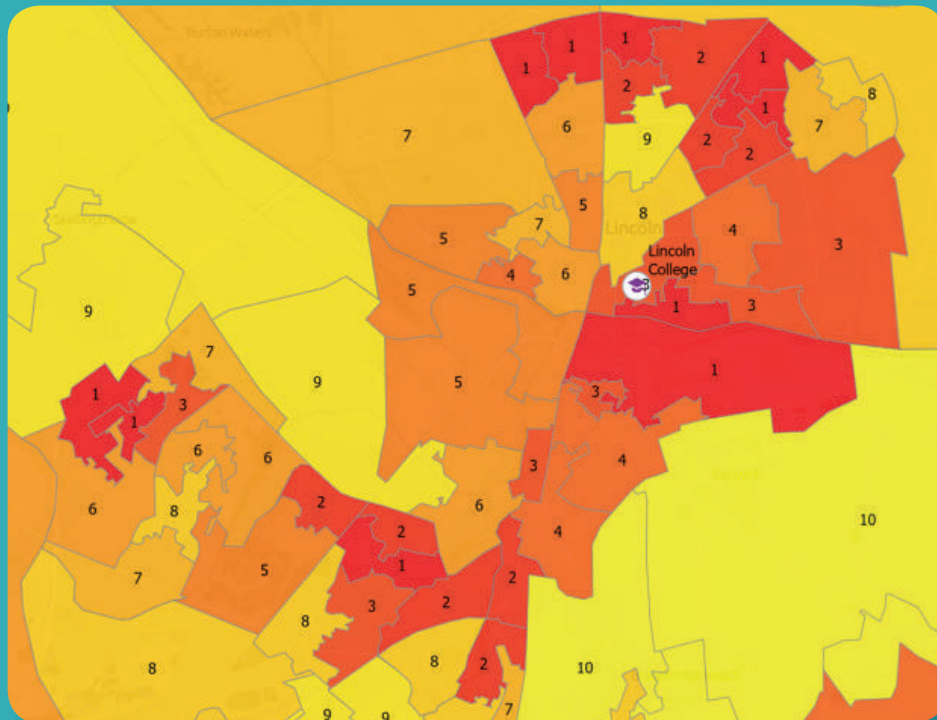


Figure 2 – Indices of Multiple Deprivation near Lincoln and Newark Colleges (1 = Most Deprived)

Lincoln College is proud of the role it plays in supporting the local community. Located at the heart of the most economically deprived ward in Lincolnshire, it is important that we seek to provide opportunities for local residents to learn new skills, achieve qualifications, often for the first time, and help them to better support themselves and their family. Although the number of unemployed and benefit claimants continues to fall across the region, the following statistics demonstrate some underlying concerns that need to be addressed:

- Average earnings in Lincoln (£19,175) remain consistently below the average earnings across England by £4,175.
- There are an estimated 13,000 employees in Lincoln earning below the Living Wage.
- 22.9% (4,465) of children are living in low income households.
- Income Deprivation Affecting Children Index shows Lincoln ranked the 38th most deprived area in England for this type of deprivation.

A significant number of Abbey Ward residents fall into the category of under-represented individuals. In Lincoln, 5,259 residents have a main language other than English and the majority of these people live in three wards, Abbey having the largest proportion. The College already engages with these residents on a variety of levels, offering adult evening classes across many different disciplines, including English classes and engaging members of the community in Employability Programmes. In the academic year 2018/19, Lincoln College welcomed 6200 adult learners through the doors of our Community Education Centre.

Similarly in Newark College, only 1 in 3 residents across Newark and Sherwood (33%) are educated to degree level compared to 40% in England. Conversely, 11% of the district's residents have no qualifications compared to 8% nationally. Of the provision that is available, Newark and Sherwood have a lower proportion of higher-level apprenticeship qualifications compared to the England average. Only 16% of Newark and Sherwood's 2018/19 starts were in higher level apprenticeships compared to 19% nationally. Low skills levels translate directly to earnings, which is affecting the economic resilience of the town's residents. Over one in three residents (36%) earn less than the Living Wage compared to 22% in England. Providing enhanced education facilities is a key lever for tackling Newark's low-wage, low-skill economy. To date engagement of Newark College staff has seen an increase of 30% enrolments in 22/23 with a growth from 150 to 400 attending open evenings for 23/24.



APPROACH TO DEVELOPING THE PLAN



The college is very well integrated into the local communities which it serves. This allows for strong representation in multiple local authorities, LEPs and skills fora as well as strong relationships with the colleges across Lincolnshire and D2N2, the Lincolnshire Institute of Technology and the University of Lincoln. To gather information for this plan and carry out labour market research we have engaged a wide range of stakeholders highlighted below:

- Local Enterprise Partnerships – through engagement in Education and Skills Boards
- Local Skills Improvement Plans (LSIPs) led by the FSB in Lincolnshire and Nottinghamshire
- Employer representative bodies – such as Chambers of Commerce, FSB etc
- Local authorities via UK Shared Prosperity Funding and other programmes to support economic growth across both District and County Councils
- Towns Fund boards in both Newark and Lincoln
- Sharing knowledge and experiences with other education providers via Strategic Development Funds (D2N2 Colleges and Lincolnshire Federation Colleges) or College Collaboration Funds (Chesterfield College) whilst also being members of the Lincolnshire Federation of Colleges and D2N2 Principals Group
- Institute of Technology Higher Technical Qualification work with Lincolnshire IoT
- Employers supporting our ASI, Construction and Care programmes as ‘critical fiends’ to help shape delivery and content
- Ongoing relationship management with DWP and employers directly supporting our learners through a range of interventions – e.g. provision of a work experience and/or Industry Placement; running a masterclass and our “Pay it Forward” programme; kickstart; sponsoring a curriculum project etc, equating to thousands of employer contacts a year
- We also engage with other education providers to ensure we cover the range of skills. For example, although a LEP priority, we do not deliver Agrifood training which is delivered by Bishop Burton and Boston College as well as the University of Lincoln at Holbeach.

In addition to this analysis, we have The Knowledge Ladder our recently created data analytics capability which accesses information from a wide variety of sources to allow for analysis and decision making to help assess and target skills needs.

Figure 3 - Employer Demand: Annual Job Openings by Occupation Code and Qualification Level in the Lincoln District - Economic supply and demand dashboards produced by The Knowledge Ladder from Lightcast (EMSI) data.

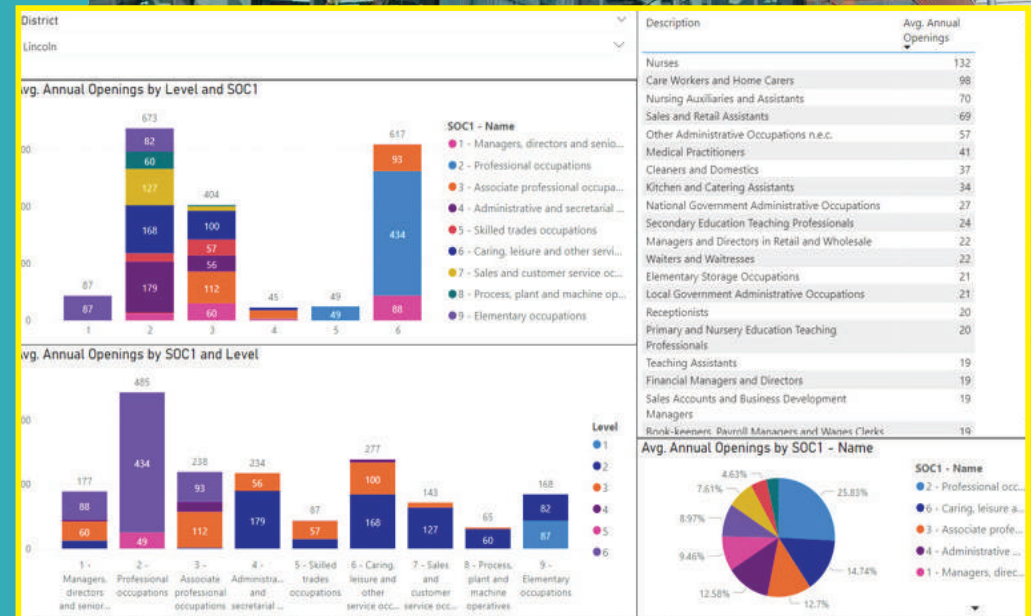


Figure 3

This analysis and broader partnerships with local government, engagement with employers and working closely with LEPs has allowed us to develop supra-study programmes, productivity wrappers and a focus in areas of curriculum to best support students, employers and economic drivers. Based on the feedback of stakeholders and the results of our desk-based research, we have identified six priority skills needs that we will address:

- Health and Social Care (over 64,000 regional jobs, vacancies 10% over national average and a LEP priority)
- Engineering, Defence and Space (over £4bn regional GVA, job openings 60% over national average and a Towns Fund priority)
- Basic Skills, Soft Skills and Employability (5 key skills are consistently requested by employers: Communication and Interpersonal, Enthusiasm and Self-Motivation, Teamworking, Problem Solving and Time Management)
- Policing (Uniformed Public Services contributes over £280m GVA, strong links with Lincolnshire Police)
- Construction (contributes over £1.7bn regionally, construction in the top 10% of all occupations for 16-24 year olds, high regional wages)
- Visitor Economy (contributes £1bn GVA, 31m tourist visitors annually, LEP priority sector)

It should be emphasised that the list above is not shown in any priority order and there are other economic sectors in which skills will always need to be imparted to sustain the workforce such as computing, supply chain management, Access to HE and A Levels. Delivery of these skills will always be required, and FE providers will need to work together to ensure there is sufficient local coverage and investment to enable this provision to be available. Providers will also be required to respond to more urgent and tactical skills needs caused by economic shocks, the difficulties in recruiting into hospitality and retail currently being prime examples.





AGRI-FOOD



MANUFACTURING



VISITOR ECONOMY



ENERGY

PRIORITY SECTORS | GREATER LINCOLNSHIRE LEP

The Lincoln College focus areas for supra-study programmes fall into the following GLLEP priority sectors highlighted in yellow



HEALTH AND CARE



DEFENCE AND SECURITY

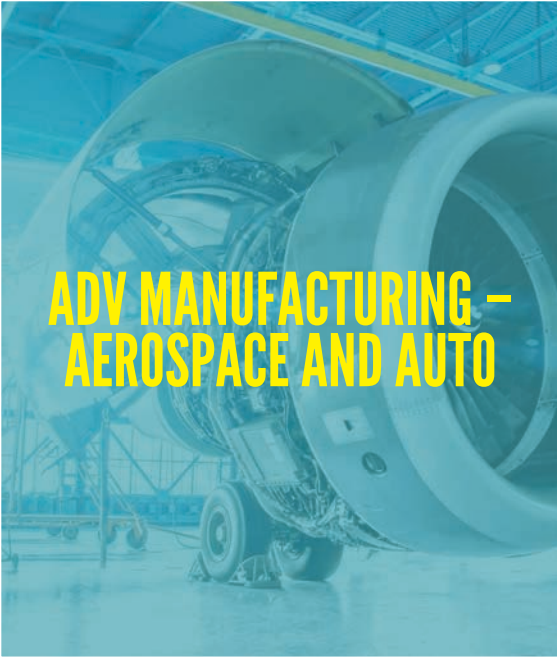


PORTS AND LOGISTICS

Working in conjunction with the other education FE and HE providers within Lincolnshire the college focuses on areas that can be delivered within the infrastructure, student and employer demand in the different areas. The agri-food sector is strongly supported by the University of Lincoln with their Holbeach Campus, by Riseholme Campus of Bishop Burton College and Boston College to the South. These rural locations are well placed to meet the local need, provide study options for students in the agricultural heartlands of South Holland, East Lindsey and Boston. The energy, ports and logistics sectors are geographically focused; with North and North-East Lincolnshire home to the vast majority of the energy and renewable industries supported by Grimsby Institute of Further and Higher Education and the University of Lincoln. Boston College, supported by the University of Lincoln, also provides the main support to the ports and logistics businesses primarily centred on the port of Boston and the agri-food logistics element based in the south of the county, from where Lincoln College draws hardly any students.

The D2N2 LEP strategy is based on five foundations of productivity and four Grand Challenges to the UK. These can be unpacked based on the supporting economic reports into the main sectors listed below. Approximately 10% of the UK provision of the Group is based in Newark and we have therefore chosen to prioritise three areas with the aspiration of increasing that to a fourth with a close partnership with local care homes and the local NHS Trust. Recognising that the 6 other larger FE colleges and 3 Universities within the D2N2 region cover all of the LEP priority areas to varying degrees.





**ADV MANUFACTURING –
AEROSPACE AND AUTO**



**FOOD AND DRINK
MANUFACTURING**



CONSTRUCTION



LIFE SCIENCES

LOCAL INDUSTRIAL STRATEGY | NOTTINGHAMSHIRE & DERBYSHIRE | D2N2 (d2n2lep.org)

The development of this plan has been conducted with both the college leadership team and board of corporation working together to ensure the strategic aims and objectives align with the local and regional skills needs. This plan was formulated and agreed as part of the Annual Board strategy day and the board will be regularly updated on progress and any evolution of the plan throughout the year.



HEALTH AND CARE



**CREATIVE
AND DIGITAL**



**PROFESSIONAL AND
BUSINESS SERVICES**



**VISITOR
ECONOMY – TOURISM,
HOSPITALITY AND
RETAIL**



**TRANSPORT AND
LOGISTICS**

MEETING NATIONAL, REGIONAL AND LOCAL NEEDS

College Strategic Aims and Annual Priorities	Targets for 23-24	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim: Focus on the quality of our education and training to unlock an extraordinary learning experience.</p> <p>Priority: Deliver Extraordinary Education and Training – continue on our journey towards an extraordinary student experience where they make confident progress through excellent Learning, Assessment and Teaching (LAT), with improved quality, outcomes and destinations. Grow the opportunities for Work Experience and Industry Placements with better integration with our commercial training businesses such as The Old Bakery, Deans, Aura and The Drill.</p>	<ol style="list-style-type: none"> 1. Ensure that all 16-19 study programme students in 2023/4 gain core transferable skills through a combination of: <ul style="list-style-type: none"> - Social action - An industry placement - Work experience - Participation in skills competitions 2. Ensure that over 85% of students achieve a positive destination in 2023/24 by integrating the College's commercial and curriculum elements more efficiently. 3. Continue to implement T-Level roll out with new programmes starting in 2023/24 4. To better align apprenticeship delivery with priority sectors like construction, engineering and Higher Level apprenticeships 	<p>Improve work readiness which is a key theme identified in the GLLEP and D2N2 LSIPs including focus on communication, resilience and confidence in the workplace.</p> <p>Enable students to achieve further study/ meaningful employment contributing to the vocational skills needs of Lincolnshire and Nottinghamshire.</p> <p>Continue to add to the national rollout plan to deliver vocational excellence.</p> <p>Improved integration with vocational areas to offer more flexible, higher quality options to employers.</p>
<p>Aim: Employer-led training informed by the local skills agenda making students more employable.</p> <p>Priority: Increase the Relevance of Education and Training – continue to be recognised for innovation and delivering extraordinary education programmes with a clear focus on our local LSIP findings and devolution agendas. Open the Air and Space Institute, embed the HEART curriculum, grow Higher Technical Qualifications and T-Levels whilst enhancing adult provision through our commercial ventures and bootcamps.</p>	<ol style="list-style-type: none"> 5. Open the £15m Air and Space Institute in Newark to deliver skills for Advanced Engineering and Aviation sectors. 6. Develop wider HTQ offer within HE provision. 7. Deliver growth in Policing, Health and Social Care and Visitor Economy students 	<p>Contribute to meeting the needs of national and D2N2 priority sectors in advanced engineering aviation and space.</p> <p>Continue to develop HTQs at Levels 4 & 5 that meet the identified LSIP needs for both part and full-time students.</p> <p>Improve numbers and throughput of students in LEP and LSIP priority skills areas with growing workforce demand.</p>
<p>Aim: Enabled and liberated teams with an extraordinary approach to people management.</p> <p>Priority: Invest in our People and Facilities – continue to develop the skills and aspirations of staff through a strengthened “People Plan” that continues to improve our inclusive, supportive, learning and working environment. To be the college of choice for students and staff through enhanced learning opportunities, a focus on their health and well-being and further, sustainable, capital investment in facilities.</p>	<ol style="list-style-type: none"> 8. Deliver 1st year of people strategy with a focus on communication, EDI, health & well-being, reward & recognition. 9. Provide leadership & management training for the restructured organisation. 	<p>Support LSIP objectives of improving resilience, retention and upskilling of staff</p> <p>Leadership and management highlighted as emerging area of weakness in LSIP with many ‘accidental managers’ lacking skills and training.</p>
<p>Aim: Investing innovatively in education and training via growth and diversification of income.</p> <p>Priority: Create Financially Resilient Colleges – by recruiting more 16-18 year olds, adults, apprentices and HE students whilst diversifying international income, to deliver against the 2023/24 group budget. Explore strategic options for growth, develop a more efficient UK delivery model and increasingly sustainable property strategy.</p>	<ol style="list-style-type: none"> 10. Grow 16-18 study programme numbers by 3% linked to priority sectors and demand. 11. Deliver targeted, innovative adult education in line with the LSIP priorities. 12. Grow and diversify commercial income in the UK to reinvest in Education and Training. 13. Grow and diversify international income to provide sustainable investment for education and training. 	<p>To meet the increasing demand for vocationally trained personnel in Lincolnshire and Nottinghamshire.</p> <p>Grow adult education provision to meet LSIP priorities using innovation funding where current provision doesn't exist.</p> <p>Provide extraordinary supra-study programmes in priority sectors to better meet the skills needs identified in LSIPs.</p> <p>To fund growth in technical facilities, supra-study programmes and innovation to meet priority skills across the region.</p>
<p>Aim: Providing leadership and sustainable resources to reduce environmental impact whilst accelerating the student experience to extraordinary.</p> <p>Priority: Develop the Leadership and Governance of the Lincoln College Group – to develop and train a reshaped leadership and governance structure to grow the values and culture to become an “Extraordinary employer-led organisation” through improved outcomes, exploring strategic growth opportunities, and delivering on our Accountability Agreement to support the local skills agenda and LSIPs.</p>	<ol style="list-style-type: none"> 14. Invest up to £1.5m capital funding into the Estate to deliver Lincoln Green College initiative and more sustainable modern facilities on our roadmap to NetZero2030. 15. Deliver Human Alchemy sustainable leadership programme to more businesses across the region. 16. Re-balance the education and training team to align more closely with the priority sectors. 	<p>In line with LSIP, Local Authority and national initiatives to reduce carbon footprint. Will also provide a positive sustainable example to students.</p> <p>Supporting the LSIP focus on leadership and management to improve sustainable leadership across the region.</p> <p>Deliver a greater focus on college leadership across sectors in line with LSIP recommendations.</p>

Self-assessment: We make a significant contribution to local and national skills needs and these are our priority actions to focus on to strengthening this contribution

CORPORATION STATEMENT

On behalf of the Lincoln College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 16 of May 2023.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link: [The Lincoln College Group, Lincoln College](#).



James Pinchbeck
Chair of Governors



Mark Locking
Principal/Chief Executive and Accounting Officer

Dated: 30th May 2023



REFERENCE TO RELEVANT SUPPORTING DOCUMENTATION

Colleges should provide links below to any other key documents that are referred to or directly relevant to the college plan, such as LSIPs; annual financial statements; performance dashboards; and Ofsted inspections.

Labour Market Intelligence:

Priority Sectors | Greater Lincolnshire LEP
Local Skills Improvement Plans | FSB, The Federation of Small Businesses
Recovery-Strategy-2020_V4_190121-compressed.pdf (d2n2lep.org)
Who are we? | Lincolnshire Chamber of Commerce (lincs-chamber.co.uk)

Ofsted:

2766659 (ofsted.gov.uk)

Financial Statements:

Lincoln_College_Accounts_31_July_2021_signed.pdf (lincolncollege.ac.uk)





Lincoln
College

Lincoln / Newark