

Lincoln College Group Accountability Agreement – The College Plan

College Mission and Purpose

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

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 current College Strategy (2022-2025) 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 raised aspirations, improved attendance and achievement and most importantly, achieving high quality and relevant employment destinations for learners. Many programmes 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.

LCG’s International and Commercial Divisions’ additional income streams are invested to boost some programmes significantly beyond DfE funded 580 hours per learner.



Context and Place

The College Group delivers to around 12,000 learners from pre-entry to level six undergraduate study. This includes substantial community engagement across two counties and works with over 1,000 employers on a regular basis delivering to around 1,500 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 3,500 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, Deans gym and leisure centre, Aura hair and beauty salon, a commercial catering company, and Data Alchemy (leadership, management and data analytics consultancy). The College focuses commercial activity to support the education and training delivery in construction, engineering, visitor economy, and defence and security sectors in line with local, regional and national priorities.

The UK Colleges are based in Lincoln and Newark spanning both the East Midlands Combined County Authority (EMCCA)¹ and Greater Lincolnshire Combined County Authority (GLCCA)² 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 Senior Leaders are also members of both the Lincoln and Newark Towns Fund Boards, Lincolnshire Chamber of Commerce Board and Lincolnshire Skills Steering Group.

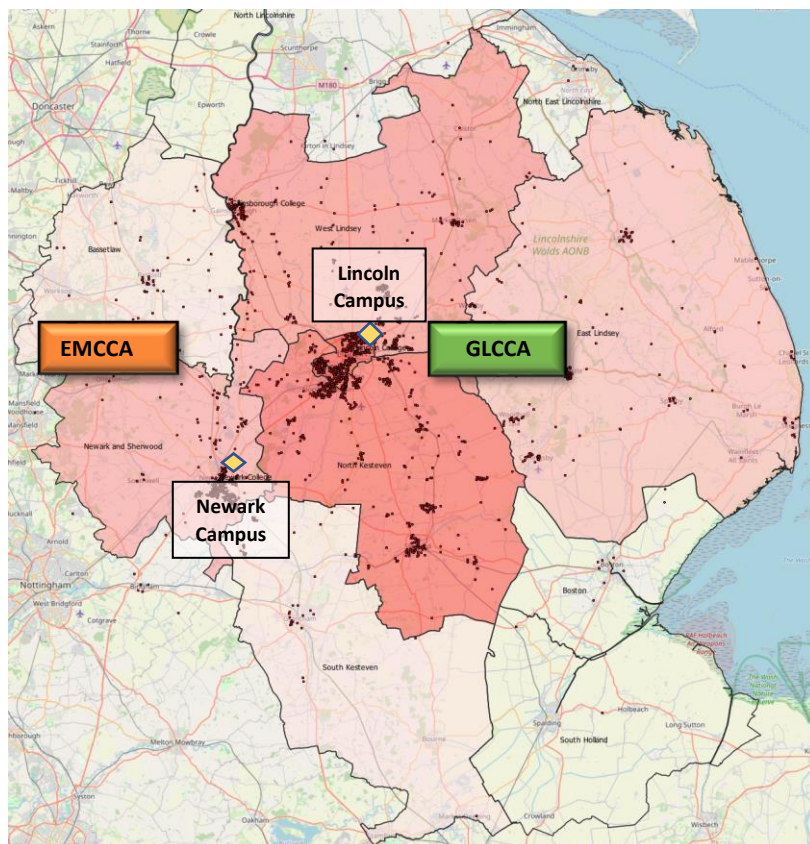


Figure 1 – Heat Map of the GLCCA and EMCCA Districts where Learners Reside.

¹ New devolved region, formerly the D2N2 LEP.

² New name ahead of planned devolution in 2025/26 formerly GLLEP

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 at risk of being “left behind” and continue to take social inclusivity policy actions to mitigate this. Local authorities use UK Shared Prosperity and Towns Funding to put in place mitigating factors and our experience in this area is invaluable.

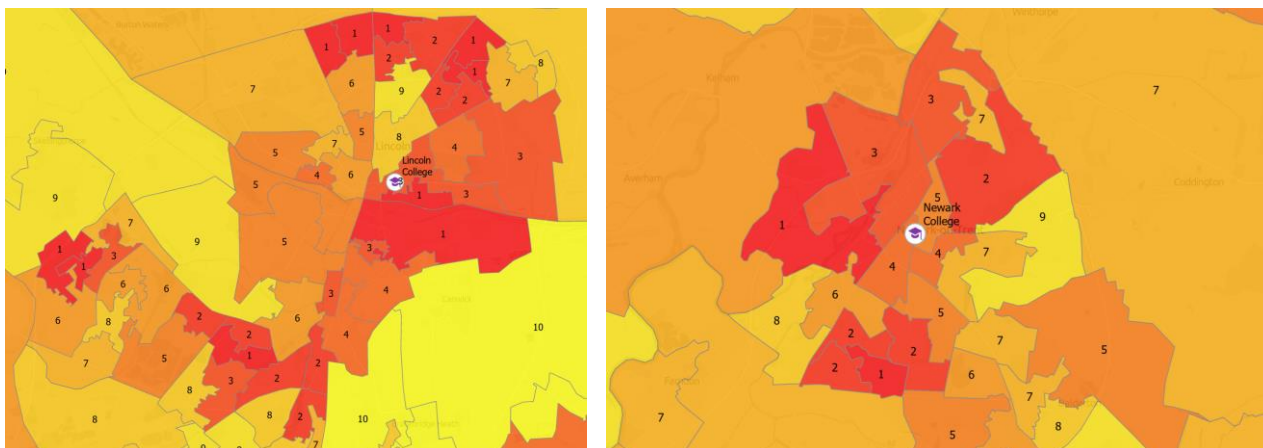


Figure 2 – Indices of Multiple Deprivation near Lincoln and Newark Colleges (1 = Most Deprived)

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.

Similarly, in Newark College, only 33% residents across Newark and Sherwood 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. 36% of residents 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 the College and the Air and Space Institute Newark staff have seen an increase of 50% in enrolments over the last two years and a growth from 400 to 700 prospective students attending open evenings for the 2024/25 academic year.

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 Nottinghamshire, 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 and Devolved Authorities – 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 (East Midlands Colleges and Lincolnshire Federation Colleges) 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 Air and Space Institute, Newark, digital, construction, engineering 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 regional 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, College has Data Alchemy which accesses information from a wide variety of sources to allow for analysis and decision making to help assess and target skills needs.

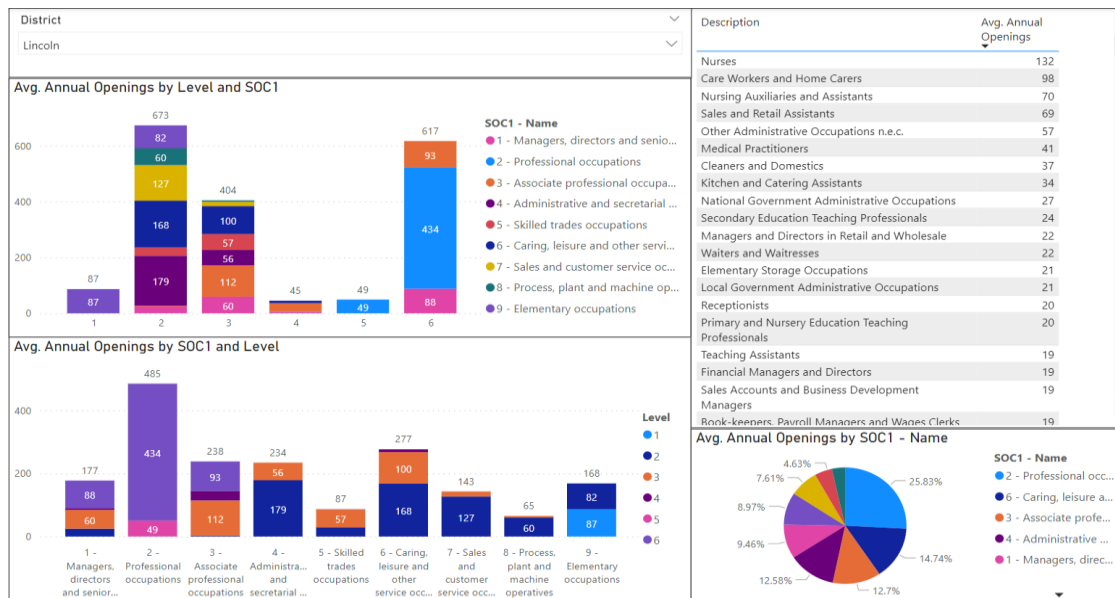


Figure 3 - Employer Demand: Annual Job Openings by Occupation Code and Qualification Level in the Lincoln District³

³ Economic supply and demand dashboards produced by Data Alchemy from Lightcast (EMSI) data.

This analysis and broader partnerships with local government, engagement with employers, LEPs and (now) Devolved Authorities has allowed us to 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. These priority areas align either with the GLLEP and/or the Lincolnshire LSIP.

- Health and social care (over 64,000 regional jobs, vacancies 10% over national average and a regional priority)
- Engineering, defence and space (over £4bn regional GVA, job openings 60% over national average and a Towns Fund priority)
- Employability skills (5 key skills are consistently requested by employers: communication, 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, regional 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. In our annual accountability agreement updates, we will continue to analyse the skills needs identified by the newly established GLCCA.

Lincoln College also work in conjunction with the other education FE and HE providers within Lincolnshire the College to focus on areas that can be delivered within the infrastructure, student and employer demand in the different areas of the county. 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.

Approximately 10% of the UK provision of the Lincoln College Group is based in Newark within the EMCCA region. There are six other larger FE Colleges and three Universities within the region. At our Newark campus we have largely focused on the skills priorities of construction, advanced manufacturing (aerospace and automotive), creative and digital arts and health and social care. These priority areas aligned closely with the former D2N2 LEP and this continues to be the case in relation to skills priorities within EMCCA's Strategic Skills Plan. There are also other emerging priorities within EMCCA, such as low levels skills and Skills Bootcamps. Through our stakeholder relationships we will ensure we contribute effectively to these ongoing developments, for example involvement in the collaborative Youth Guarantee project.

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.

Contributing to National, Regional and Local Priorities

College Strategic Aims and Annual Priorities	Targets for 2024/25	Progress against targets 2024/25	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 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. To increase the proportion of learners who study in curriculum areas robustly judged 'good or better' from 79% to 85% and curriculum areas judged as 'outstanding' from three to six. 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. 	<ol style="list-style-type: none"> 1. The proportion of learners who study in curriculum areas robustly judged 'good or better' stands at 86% and five curriculum areas judged as 'outstanding'. 2. A total of 96% of 2024 leavers contacted (+2% on previous year) with 92% securing positive destinations (-2%). 3. Two new T level lines with three occupational routes introduced in 2024/25 (Management and Administration / Design, Surveying and Planning/ Civil Engineering). 4. The current performance for the year in terms of volumes of apprenticeships stands at 467 new starts against a target of 515 starts (90% to target). Of these, 153 follow engineering programmes, 130 study on construction. There are 23 high-level apprentices. 	<ul style="list-style-type: none"> • Improve work readiness which is a key theme identified in LSIPs including focus on communication, resilience and confidence in the workplace. <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</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. 	<ol style="list-style-type: none"> 5. The Air and Space Institute in Newark was officially opened in September 2024 and is set to be fully at student maximum capacity by September 2025. 6. The HTQ in space technologies and the HND in aerospace are to be provided from 2025/26. 	<ul style="list-style-type: none"> • Contribute to meeting the needs of national and East Midlands priority sectors in advanced engineering aviation and space. <p>Continue to develop HTQs at Levels 4 & 5 that meet the identified LSIP needs for both part and full-time students.</p>

<p>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 HTQs and T-Levels whilst enhancing adult provision through commercial ventures and bootcamps.</p>	<p>7. Deliver growth in Policing, Health and Social Care and Visitor Economy students.</p>	<p>7. Increase in volumes of students studying policing from 149 in 2022/23 to 187 this year. Increase from 70 to 118 in hospitality in the same time period. Decline in the volumes of travel and tourism students due to relocation to the ASI from Lincoln (from 71 to 50) but anticipated growth planned for September 2025 starts. Increase from 118 health and social care students in 2022/23 to 156 this year. There are currently 47 apprentices studying programmes in these areas, excluding those in gateway.</p>	<p>Improve numbers and throughput of students in 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>	<p>8. Deliver 1st year of people strategy with a focus on communication, EDI, health & wellbeing, reward & recognition.</p> <p>9. Provide leadership and management training for the restructured organisation.</p>	<p>8. The College is in its final year of the 3-year People Plan and the majority of objectives have been achieved. Examples include strong employee wellbeing survey results, successful introduction of a pulse survey functionality with employee engagements scores on average at 88% of staff happy’ or ‘very happy’ with their employee experience, new 4-year EDI objectives launched and mandatory training rolled out, successful launch of an initiative for staff named ‘You Matter’ focused on key areas of mind, body, soul, money, family and recognition.</p> <p>9. All leaders and managers have now completed the College’s internal ‘Determined to Lead’ programme which includes a 2-day programme with Human Alchemy focusing on leadership and a 5-day programme with Lantern Development focusing on key operational management skills. The programme has also been</p>	<ul style="list-style-type: none"> • Support LSIP objectives of improving resilience, retention and upskilling of staff <p>Leadership and management highlighted as emerging area of weakness in LSIP with many ‘accidental managers’ lacking skills and training.</p>

		rolled out to the next tier down of team leaders and 2 cohorts have commenced their programmes.	
<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 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. 	<ol style="list-style-type: none"> 10. The College has experienced an 11% growth of full-time study programmes students in 2023/24 and 12.4% in the current year, far outstripping local demographic increases of around 5%. Further growth is anticipated for the 2025/26 year. 11. A total of 325 adults study in LSIP priority subjects in Lincoln and Newark. 12. The breadth of the College’s commercial income is helping to enrich students, e.g. working in commercial hospitality venues, such as the Drill. Leaders and managers continue to explore new opportunities to increase commercial income through existing ventures, e.g. the ASI while also engaging closely with our Board to ensure new business cases are sound. 13. Significant attention on growth and diversification in the Kingdom of Saudi Arabia especially through the Public Private Partnership model and other opportunities. Maintaining strong links to DBT and DFE to support our growth ambitions. 	<ul style="list-style-type: none"> • To meet the increasing demand for vocationally trained personnel regionally. <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>	<p>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.</p> <p>15. Deliver Human Alchemy sustainable leadership programmes to more businesses across the region.</p> <p>16. Re-balance the education and training team to align more closely with the priority sectors.</p>	<p>14. Alongside improved waste management, the College leadership has invested £2m from both SALIX and College funding to deliver sustainability enhancements in insulation, heating and windows to improve two of the largest buildings (Cathedral and Bishops). The College has also been successful in securing £1.8m from the next round of SALIX to deliver 25% of the college estate to zero net carbon by 2028.</p> <p>15. The Human Alchemy sustainable leadership programme is now a core part of the offering. The College is delivering the programme to businesses as well as offering it to a broader client base through funding won as part of SDF and other sources.</p> <p>16. The College leadership and governance continues to strive to grow new opportunities across the communities it serves and further improve outcomes for learners through a host of publicly and privately funded provision fully informed by stakeholders and that aims to reduce environmental impact.</p>	<ul style="list-style-type: none"> • In line with LSIP, Local Authority and national initiatives to reduce carbon footprint. Will also provide a positive sustainable example to students. <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>
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Self-assessment: We make a strong contribution to local and national skills needs and these are our priority actions to focus on to strengthening this contribution.

Local Needs Duty

Further Education Colleges. Lincoln College has played an active role in bringing local Colleges together to collaborate on projects to meet skills needs including the Lincolnshire Institute of Technology. The College currently chairs the Lincolnshire Federation of seven Colleges within Lincolnshire, is the further education representative on the Employment and Skills Board as well as leading on the Lincolnshire LSIP strategy group. In EMCCA we work with the seven Colleges to engage the LEP and provide input to the LSIP, assisting with their data analysis, as well as forming a good partnership for Strategic Development and Local Skills Improvement Fund.

In Lincolnshire, Colleges have collaborated on several bids. The Lincolnshire Strategic Development Fund (LSIF) has supported the development of the visitor economy training with infrastructure, equipment and courses to upskill students supporting a local economic demand. This has supported the College's wider drive to upskill students across the visitor economy with the acquisition of The Drill and The Old Bakery as commercial finishing schools for students to gain valuable experience. The LSIF funding has developed collaborative work across digital, green construction and engineering skills as well as employability skills, leadership and management skills across the region.

In partnership with the Inspire Education Group and the Road Haulage Association the College has won a Labour Market Support Fund Bid to deliver HGV training across the County. This is currently being successfully delivered and highly likely to be funded into the future by the LEP.

Lincoln College partnered with Chesterfield College to deliver a College Collaboration Fund (CCF) Project You. Such was the success of 'Project You' which provided team building, fitness and healthy lifestyle interventions for students that the College has funded this programme for a second year. The interventions led to improved outcomes for students and allowed a good collaboration with Chesterfield College.

Most recently working in collaboration with the NHS, Grantham, Boston and Lincoln College have developed a collective apprenticeship provision to meet an emerging NHS demand across the middle of the County. This partnership includes the Universities and will develop over time to place education at the heart of NHS workforce planning over the next 5-7 years.

Lincolnshire Institute of Technology (LloT). This partnership across the regional Further Education providers led by the University of Lincoln has provided funding for an exceptional technology centre to deliver higher technical qualifications in automotive, computing and electronics. Employers like KryptoKloud, Halfords and the NHS have supported the development of LloT and Professional Skills Centre training. There remain challenges in recruitment of students but the planned expansion of IoT provision into engineering and construction should lead to increased student numbers and higher skilled employees for the local economy and Higher Education providers. Future collaborations are planned around skills to support the development of nuclear facilities within the region, the renewable energy sector and bids for high quality equipment to support new provision.

Higher Education Institutions. We have partnerships with the University of Hull, University of Derby, University of Lincoln, The Open University, Nottingham Trent University and Bishop Grosseteste University to enable us to offer programmes at Levels 4 - 6. In each case we partner with the relevant institution to design and the develop the curriculum based on our shared insights into employer and learner needs. We currently support more than 300 students per year on Higher Education programmes. With Government policy heavily focused on improving Level 4 and 5 Higher Technical Qualifications and the growth of our Air and Space Institute we expect to see student and partnerships grow throughout our current strategic plan.

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 Board of Corporation at their meeting on 13 May 2025.

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](#)



Ian Billyard
Chair of Governors



Mark Locking
Principal/Chief Executive and Accounting Officer

Dated: 12 June 2025

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.

Annex:

A. Lincolnshire Collaborative Annual Accountability Agreement – May 25.

Labour Market Intelligence:

[Priority Sectors | Greater Lincolnshire LEP](#)

[Local Skills Improvement Plans | FSB, The Federation of Small Businesses](#)

[Who are we? | Lincolnshire Chamber of Commerce \(lincs-chamber.co.uk\)](#)

Ofsted:

[50241693 \(ofsted.gov.uk\)](#)

Financial Statements:

[Management & Governance : Lincoln College](#)

Greater Lincolnshire Collaborative Annual Accountability Statement

May 2025

Introduction

Providers in Greater Lincolnshire see collaborative working as an important and essential aspect of how they (as individual entities) and how we (as a region) meet the skills needs of Greater Lincolnshire's communities and stakeholders. This is evidenced by the many successes that have been achieved through joined-up bidding for essential capital and resource funding that has benefited our learners and further contributed to closing the skills gap.

Place

Greater Lincolnshire has a population of approximately 1.13m people and is largely made up of hamlets, villages, and market towns, with just one city, Lincoln. Jobs density is 0.79 compared to the national average of 0.87 which does present challenges in linking labour supply to demand. The areas' rural nature and spread, twinned with transport challenges, can make accessing education difficult in some areas. Despite this, the county boasts a strong and growing mixed economy with ambitions to add £3.2bn to GVA by 2030.

SOURCE: GL LSIP Report - FSB

Partners

The colleges making up this region are:



Collaborative projects

Examples of how providers in the region have worked together to address skills needs include the following examples.

Institute of Technology (LIoT)

Led by the University of Lincoln, this partnership has provided funding to deliver higher technical qualifications in automotive, computing, and electronics. Employers like Krypto Kloud, Halfords, and the NHS have supported the development of the LIoT and Professional Skills Centre training.

Lincolnshire Federation of FE Colleges

Currently chaired by Lincoln College, this group brings together seven colleges in the region to enhance and coordinate its approach to skills in Lincolnshire.

Building Better Opportunities

Led by Grantham College, the Building Better Opportunities project (lottery funded) enabled participating partners to support some of the most vulnerable and hardest to reach in our communities, resulting in excellent outcomes in terms of moving people closer to the labour market and/or into employment or training.

LEP Conference

All colleges exhibited at the LEP Conference and were present at the launch of the Lincolnshire County Combined Authority

Higher Technical Qualifications

Supported by successful consortia bids (SIF1 and SIF2) the region has developed a range of Higher Technical Qualifications which are underpinned by formal agreements with multiple Universities including the University of Lincoln, the University of Hull, the University of Derby, and Bishop Grosseteste. These agreements recognise the skills and expertise of respective members of the partnership and that alignment of activity is critically important in shaping the region's curriculum offer and supporting the IoT.

T levels

As a Wave 1 adopters of T levels, Franklin College, TEC Partnership, IEG Group, and Grantham College were able to access CDF funding to expediate their ability to take T Levels to market. Other partners, whilst not accessing this funding, were also early to market with these priority qualifications, including DN Colleges Group.

Local Skills Improvement Fund

Led by TEC Partnership, the Local Skills Improvement Fund (LSIF) has been a key opportunity for collaborative activity between providers. Based on LSIP recommendations, the area has focused on three key priority areas to address through LSIF funding:

- Employability
- Digital
- Engineering

SDF

Led by TEC Partnership and involving all college providers in the region, the Skills Development Fund was a key contributor to the regions skills development activities, focusing mainly on Low Carbon/ Green Energy.

Lincolnshire Healthcare Pipeline Group

Led by Lincoln College, providers came together to articulate its collective offer for the NHS, in order to support progression choices and careers aspirations in the region. This also helped to identify gaps in curriculum and aided in shaping curriculum planning.

Humber Freeport Skills and Offshore Wind Cluster membership.

Providers including TEC Partnership, DN Colleges Group, John Leggott College, and Franklin College are members of many Humber-specific groups. This ensures that provision meets the needs of the current, emerging, and future activity expected in the jobs market, both north and south of the river and particularly in green energy.

Air and Defence College

Lincoln College and IEG in partnership with the RAF and defence companies over the last 5 years have provided an enrichment wrapper around study programmes to develop young people for careers into the RAF and Defence. This has seen a near 100% pass rate for students entering RAF basic training.

LSIP

Led by the Federation for Small Businesses, partners are involved in phase two of LSIP activities that are focussing mainly on digital, renewable and essential skills providing both capital to purchase equipment and revenue to develop collaborative training solutions like a Retrofit Academy.

We expect future collaborative work to include:

- Building on LSIF progress to make most effective use of innovation and new technology to transform the curriculum.
- How networked technology could help greater Lincolnshire with shared teaching and curriculum development in light of staffing challenges.
- Supporting the development of nuclear facilities within the region, the renewable energy sector, and bids for high quality equipment to support new provision through LIoT.
- Working collectively to deliver trained personnel to support the NHS strategic workforce plan across Lincolnshire.
- In line with government direction and funding to meet the increasing need to supply the construction industry. The Federation of GL Colleges is exploring opportunities to collectively support this initiative, ideas include some specialisation at L3, increased sharing of teaching resource or a more sophisticated transport offer to improve student experience whilst maximising facilities.