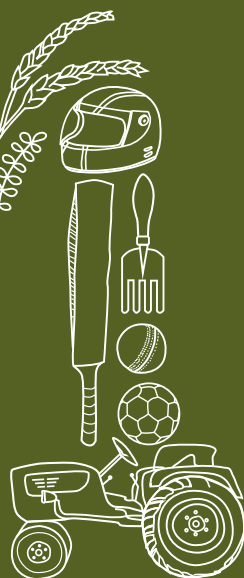




Myerscough  
College

INSPIRING EXCELLENCE



# ACCOUNTABILITY STATEMENT 2024/25



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# 1. MISSION & PURPOSE

Myerscough College is consulting with stakeholders to co-create a new and ambitious Strategic Plan for 2025-30. This 2024/25 Accountability Statement is written in the context of the 2020-25 Strategic Plan, whilst recognising emerging skills needs and opportunities.

Myerscough College is a specialist land based and sports college with over 97% of the curriculum serving these specialist areas. Our strategic intent is to meet the skills needs of the land based and sports industries in Lancashire, the northwest region and nationally.

Myerscough is the only specialist land-based provider within a 70-mile radius of its main Bilsborrow campus, hence many students travel long distances to access our specialist provision.

The College also has residential accommodation for students aged 16 and over to allow access to specialist education that is not available within travel to learn areas.

Our vision is to:

- be the leading College in the land based, science, engineering and sports sectors
- be the natural choice for students, staff and employers
- provide a highly skilled, creative and technical workforce
- deliver excellent outcomes through inspirational and inclusive learning and services
- build sustainability into all we do

The College has a strong and proud history of over 130 years of meeting the needs of the sector through high quality teaching and learning, working closely with industry, and ensuring high levels of employer and student satisfaction.



# 2. STRATEGIC AIMS AND OBJECTIVES

Myerscough College has 3 Strategic Goals to improve:

- Learning
- People
- Sustainability

A link to our current Strategic Plan 2020-25 can be found [HERE](#) on our website. The Strategic Plan 2020-25 was approved by the Corporation on 6th October 2020. The new 2025-30 Strategic Plan will be launched during autumn 2024.

Our Values directly support our Goals:

Learning	People	Sustainability
Our delivery will be high quality and innovative with students at the heart of decision making.	We will enable staff and students to fulfil their potential whilst promoting resilience, leadership, accountability and teamwork.	We will provide a happy, healthy, safe, supportive and sustainable environment in which to live, work and study.
We will advance FREDIE: Fairness, respect, equality, diversity, inclusion, engagement in all we do		

# 3. COMMUNITIES WE SERVE

Myerscough College is a specialist land based and sports college, embracing STEM in all it does. To meet the needs of the communities and employers it serves, Myerscough has centres across the northwest of England.

The main centre is in Bilborrow, Preston with curriculum offered from Entry level to Masters in land-based, science, engineering and sports education. This centre offers residential accommodation for both 16-18 and 19+ students to support regional and national recruitment of students to meet specialist skills needs, particularly in land based and engineering areas.

The next largest campus is in Croxteth Park in Liverpool where Myerscough College is the only land-based provider in the city thereby meeting the land-based skills needs of the Liverpool Combined Authority and supporting the Visitor Economy, a key economic driver for the area.

The College has campuses offering Animal Studies, Horticulture and Foundation Learning in Walton Hall, Warrington and Witton Park in Blackburn. The Liverpool, Blackburn and Warrington centres all aim to widen participation and access to land-based education in deprived communities working w the Liverpool Combined Authority, and the local authorities of Blackburn with Darwen and Warrington.

The fifth centre is a specialist Cricket Academy established within the grounds of Lancashire Cricket Club, in response to their request to develop county youth cricket in partnership with them.

The College is committed to meeting the needs of the communities and local economies it serves. Myerscough has developed specialist provision within Cumbria, through partnership to ensure that this rural county has access to high quality land-based education. The college is reviewing and enhancing its Cumbria offer for 2024/25 through stakeholder feedback and through a range of new partnerships.

The specialist nature of provision means the recruitment pattern is wide and extensive and designed to meet land-based, science, engineering and sports national requirements, as well as more localised skills shortages. The College consistently recruits students from a wide geographical area (typically 36 out of the 39 LEP areas nationally) and offers national provision in a number of apprenticeships.

# 4. CONTEXT AND PLACE

## Introduction – The areas Myerscough College serves

The College principally serves the communities of Lancashire, Cumbria, Liverpool City Region, Greater Manchester and the Borough of Warrington but has some national recruitment outside of these areas to support national skills needs.

The Department for Education has identified the following skills areas as national priorities: Construction, Manufacturing, Digital and Technology, Health and Social Care, Haulage and Logistics, Engineering, Science and Mathematics.

The College opened in 1894, originally as an agriculture college and agriculture is still at the heart of the College but expanding into a wider range of more general land-based areas together with science, engineering and sports education. Today, 97% of the curriculum is based in these 4 specialist areas.

The College is at least 70 miles from the next nearest specialist land-based college so does not operate within normal travel to learn areas. The College therefore operates some of its provision out of smaller specialist centres to meet local needs whilst the main campus at Bilsborrow in Lancashire offers residential accommodation to learners aged 16 and over to meet regional and national skills needs. The College is not part of any formal group structure. The maps below illustrate the geographical recruitment patterns to the College.

# National Recruitment to Further Education 2023-24







## National Recruitment to Apprenticeships 2023-24



# Lancashire

Myerscough College is based in Lancashire in the Northwest of England. Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones.

Myerscough College takes a leadership role in a county wide strategic response to Lancashire’s skills and employment needs. The college has a detailed awareness of the labour market needs in its specialist subject areas whilst working with college partners to review and respond to the wider skills needs of the communities that Lancashire Colleges serve.

The Lancashire economy and labour market is characterised by a population of 1.5million people, with 940,000 working age residents, of whom around 700,000 are in the workforce. 660,000 of Lancashire’s workforce are in employment, many of whom work in one of Lancashire’s 55,000 businesses. Lancashire is home to some 730,000 jobs and has an economy worth £33.3bn in 2020 (Lancashire LSIP, 2023).

## Lancashire Skills and Employment Strategic Framework 2024-29 - HERE

Myerscough College’s Principal is Chair of Lancashire Skills and Employment Board which have recently published a new Skills and Employment Strategic Framework capturing the current labour market context for the county.

Lancashire is characterised as having a lower job density than is typical nationally (77 jobs for every 100 working age people compared to 85 in Great Britain), and a workforce that has a lower proportion of residents with higher level qualifications, trailing the national average by 8.6 percentage points in the context of those with Level 4 or above qualifications (Lancashire LSIP, 2023).

There is a strong partnership approach in Lancashire with the Lancashire College (TLC) group working in partnership with the LEP, the Lancashire Local Authorities, the Skills Hub and the Chambers of Commerce, with the colleges working collegiately to solve the skills challenges in the local economy. Myerscough College works collectively with The Lancashire Colleges to ensure our colleges’ provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum that serves the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.



The college plays a keys role at a strategic level across the county in co-creating and delivering the skills strategy of the community and local economy. As a specialist college, Myerscough enjoys a positive relationship with all partners made simpler by the differences of its national, regional and local role, leading to a comparatively low level of direct competition with other providers.

# Lancashire's Labour Market Context



## Lancashire Pillars of Growth

Lancashire has identified six sectors which have been defined as Pillars of Growth, due to contribution in terms of GVA and employment to Lancashire. As a specialist college, Myerscough has a lead role to play in specific pillars aligned to its land based and sports specialisms, whilst embracing all themes through its wider curriculum offer:

- Health
- Energy & Low Carbon
- Tourism, Culture & Place
- Digital
- Advanced Manufacturing
- Food & Agriculture

## Lancashire Local Skills Improvement Plan 2023 - HERE



Myerscough College has taken a lead role during all phases of the production of Lancashire Local Skills Improvement Plan (LSIP) – from the skills accelerator pilot to publication of the latest iteration. The college's Principal was an LSIP Board member during the first two-year inception period of the LSIP process.

*'The North & Western Lancashire Chamber of Commerce, as the lead employer representative body on the Lancashire Local Skills Improvement Plan (LSIP), has worked closely with employers and providers to help develop a greater understanding of what employers require from the skills system. This work resulted in the publication of the Plan in August 2023 which highlighted the key priorities of employers and laid out a roadmap to address these priorities.'*

*Common across all sectors were concerns among employers about people leaving education being 'work ready' with the 'right attitude' to work and learning. Alongside specific shortage areas in each priority sector there were constant themes around the increasing importance of digital skills across different job roles across all sectors and a lack of understanding how the move net zero and improved sustainability will affect businesses, jobs and skills.'*

*During the next phase of the LSIP, the Chamber has continued to work closely with providers focusing on the collaboration with employers and raising awareness of their skills offer'.*

**Geoff Mason, LSIP Project Lead, May 2024**

Myerscough College is a specialist land-based college and therefore has played a key role in understanding the needs of Farming and Agriculture in the county as summarised below:

### LSIP - Farming & Agriculture

In 2020, the Farming and Agriculture sector in Lancashire contributed some £217m to Lancashire's £33.3bn GVA. This constitutes around 0.7% of Lancashire's GVA in total, which is in line with what is typical nationally. This shows the economic output contributed by the sector locally to be in line with what is typical nationally, despite employment being relatively more concentrated.

In Lancashire, the "Agriculture, Forestry and Fishing" sector employs 12,000 people (including self-employed and business owners) in Lancashire, accounting for 1.8% of total employment. This is above the 1.3% the sector contributes to total employment in England, showing Lancashire to be relatively more concentrated in Farming and Agriculture employment than is typical nationally (LQ=1.38).

Jobs haven't grown in this sector from 2015, and account for a slightly lower proportion now (1.8%) than they did in 2015 (1.9%), as a consequence of the growth in jobs in other sectors.

Looking at the occupations that make up Lancashire's Farming and Agriculture sector show a certain concentration of occupations that are different to what is typical nationally. Specifically, Lancashire has around 3,800 farmers working in the sector, constituting some 45.9% of total sector employment, compared to 40.9% nationally, showing an LQ of 1.11.

Similarly, Lancashire has a higher proportion of Farm Workers, with 1,900 (23.2%) of the sector workforce working as a Farm Worker, compared to 17.4% nationally, yielding an LQ of 1.32.

- Lancashire has a higher proportion of the workforce working in occupations which would typically require Level 2 qualifications, relative to the typical national profile of the sector, with some 87.6% of workers, compared to 81.6% nationally.

Conversely, it has a lower proportion of workers working in Level 3 and Level 4+ occupations, with 8.6% at Level 3 (compared to 10.6% nationally) and 2.7% at Level 4+ (compared to 5.3% nationally).

### Challenges

Attracting new people into the industry is difficult, poor image and low pay are issues, the issue increased following Brexit – accessing seasonal, overseas workers is difficult. Many of those trying to enter the industry struggled at school and vocational training in the sector requires grades that they will struggle to achieve. Courses tend to require a crop or livestock specialisation which doesn't work for many mixed farms.

### Priorities Occupations:

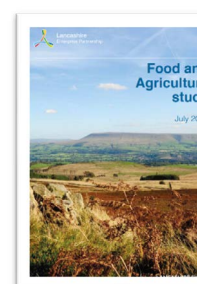
General farm worker

### Provider Feedback

A lot of employers do not know how to access courses and attracting new people to the sector is difficult. When people ask for work outdoors, they are directed to councils, the DWP promote little with regards to animal and land-based work.

LSIP 2023

## Lancashire Food and Agriculture Study 2022 - HERE



The 2022 Lancashire Food and Agriculture Study provides sound baseline context for Myerscough to base its specialist provision in supporting the sector in Lancashire to evolve and thrive. As the northwest's specialist land-based college Myerscough is an anchor organisation for the agriculture and land-based sector, a role it takes seriously.

According to the Lancashire LEP Food and Agriculture Study 2022 “there are 19 providers who deliver Agriculture, Horticulture and Animal Care courses, ~75% of the total provision is delivered through Myerscough College”. Despite the training on offer there continues to be a shortage of candidates to fill vacancies. According to EMSI Burning Glass /Lightcast data 2022 vacancy rates rose by 38.2% between 2019-21 with an average vacancy rate of 11% in Lancashire’s agriculture, forestry and fishing industries.

Lancashire LEP’s Food and Agriculture Study, July 2022, highlighted that the most critical skills need in shortage, for the agriculture sector, now and looking to the future were linked to reducing waste and decarbonisation. Existing skills needs such as sector specific driving skills, manual handling, animal husbandry, and disease management are still required now and will be in the future. Myerscough’s agriculture, agricultural engineering and horticulture courses all directly meet these skills needs.

## Cumbria

As the north west’s specialist land-based college, Myerscough has expanded its provision into Cumbria, compounded by the closure of Newton Rigg College in 2021. Myerscough works in partnership with a range of Cumbrian organisations to ensure a coherent and accessible land-based offer. Myerscough is currently reviewing and enhancing its Cumbrian offer for 2024/25. The college is taking full account of the Cumbria LSIP and local economy needs in shaping its new strategy.

## Cumbria Local Skills Improvement Plan 2023 – HERE



Cumbria is a 74% rural county. Farming, with forestry and other productive land management systems, contributes about £1.1billion to the Cumbrian economy, approximately 9% of the GVA and this is further enhanced by conservation, countryside management, outdoor heritage and culture which exceeds £1.6bn pa and c13% GVA. (Cumbria Intelligence Observatory, 2020). There is an estimated overall Cumbrian workforce in land-

based occupations of 50,000, which is around 25% of the Cumbrian workforce and over 5,000 farm holdings in Cumbria. (Cumbria Strategy for Post 16 Land Based Education, Skills & Knowledge Transfer, 2020). There is a need to train new entrants, to update and upskill the current workforce, and retrain after Covid-19. There are concerns in Cumbria about the turnover of the workforce, in upland farming in particular the average age is 58. (Cumbria Strategy for Post 16 Land Based Education, Skills & Knowledge Transfer, 2020).

The Cumbria LEP has identified significant challenges for businesses in getting the people that they need for their workforce, due to a combination of the impacts of COVID-19 and EU Exit (Local Skills Report Labour Supply Consultation, Jan 2022). The LEP is therefore working with a wide range of partners to update the Local Skills Report and develop the Labour Supply Action Plan, which collectively looks to address Cumbria’s skills and labour issues. Myerscough College is working collaboratively with the LEP, LSIP and newly developing Cumbria Land and Nature Skills Service to support land-based skills delivery within the county. The Cumbria LEP Local Skills Report 2021 highlights a number of areas where there are local and regional skills shortages including in a variety of engineering occupations, rural tourism, agriculture particularly agri-tech technicians, countryside conservation, estate management, arboriculture, commercial landscapers, health, safety and environmental professionals and heritage skills professionals.

The Cumbria LSIP (2023) has said that “Addressing food security, protecting and enhancing nature, and tackling climate change are the three main overriding challenges for the land-based sector. We must ensure the learning being provided at school, in college and as part of continuing professional development is of the necessary standards, relevance and quality for that future. The most transformational single action is likely to be in terms of governance; to establish an independent consortia-style group with a respected head who can lead impartially, give vision and clear strategy to various stakeholders. To support this a series of incremental solutions will need developing, in order that we prepare our current and future land managers for the challenges ahead”. Myerscough is committed to working with Cumbrian employers, education providers, LSIP, Chambers and LEP to support this ambition and to expand our exiting land-based provision within Cumbria to meet current and future needs.

## Liverpool City Region, Cheshire and Warrington

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Myerscough College's land-based curriculum intent aligns with national priorities and Lancashire and Cumbria LEP priorities. The Liverpool and Warrington Centres are also responsive to the local priorities for the Liverpool City Region (LCR) and Warrington and Cheshire LEP and LSIPs.

The Cheshire and Warrington Local Skills Improvement Plan (2023) identifies the county as having a 'strong rural economy' with '32% of the business base in West Cheshire is in rural areas. Warrington and Cheshire LEP recognise the large volume of residents who travel out of the area to access employment opportunities in LCR; College curriculum managers work across both Liverpool and Warrington Centres to support this transient workforce.

The Liverpool City Region LSIP covers the economic areas of Halton, Knowsley, Liverpool, Sefton, St Helens and Wirral. The Region has a £33bn economy, with 48,000 businesses, approx. 658,000 jobs and 71,500 self-employed people. It is served by an international airport, a transatlantic shipping port, direct train links to London and easy access to the national motorway network. Within the Region there are six Higher Education Institutions and 12 Further Education Colleges. Education levels in the city region are lower than national averages with 39.4% educated to NVQ Level 4 or higher compared to the national average of 43.6%. The educational performance of young people within Liverpool City Region has been an issue of concern for many years. The proportion of pupils at Key Stage 4 achieving Grade 5+ (Inc English & Maths) is 5% lower in the City Region than across England. Liverpool City Region has a combined population of approximately 1.6 million, 979,500 of whom are of working age. The unemployment rate in the Region is currently 3.9% (Liverpool City Region LSIP, 2023).

The Liverpool City Region has significant levels of geographically concentrated deprivation with many of their local areas the most deprived in the country: 32% of middle super output areas (MSOAs) in the City Region fall in the bottom 10% of English MSOAs in terms of net household income (Index of Multiple Deprivation 2019, A Liverpool Analysis, Liverpool City Council, 2019). Prior to COVID-19, considerable progress had

been made in reducing the level of unemployment. Unemployment has fallen significantly from 6.2% in 2004, to 3.7% in 2019, lower than that of both the Northwest and the UK. However, COVID-19 health pandemic has hit the area hard. Unemployment rates for particular groups (e.g. those with disabilities and or a learning difficulty aged 16-24) are still higher than the overall total unemployment rate. Too many people of working age continue to be not in employment, and more than a quarter of people still do not participate in the labour force as result of long-term sickness. Health remains a significant barrier to work and a barrier to increasing overall productivity.

The College runs its centre out of Croxteth Park, one of the most socially disadvantaged parts of Liverpool with much higher rates of unemployment, deprivation and crime than the norm. The College recruits most students directly from the local area of Croxteth and the neighbouring area of Knowsley, identified as one of the poorest areas of educational performance in the UK as well as being socially deprived. In LCR, the visitor economy is a priority, which the College supports through the delivery of training to meet these needs. This includes contextualising the land-based offer to support employment opportunities with local visitor economy employers such as Knowsley Safari Park, Aintree Racecourse and Equestrian Centre, Royal Birkdale Golf Club etc. The visitor economy in LCR employs 52,000 people with further growth anticipated (LCR, 2018). The Liverpool curriculum offer, and associated support is also empathetic of the disproportionately high number of learners from disadvantaged backgrounds, school refusers and infrequent school attenders.

Since devolution the College has worked particularly closely with the LCR to develop an adult education curriculum that addresses issues related to literacy, numeracy and digital literacy, and food poverty concerns in the local community. This has included the delivery of locally agreed contextualised learning programmes based around horticulture, allotments and food banks working with other educational partners, community groups, faith groups and charities to fulfil both educational and wider social needs in the community. The Liverpool City Region LSIP 2023 continues to identify the visitor economy as one of its key priorities and Myerscough College will continue to respond to this need through the provision of land-based courses, leaving the wider group of Merseyside Colleges to deliver more general further education provision.

# 5. OUR APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT, WORKING WITH STAKEHOLDERS AND OTHER PROVIDERS TO MEET SKILLS NEEDS

## Key Stakeholders

Myerscough College is a strategically important organisation in delivering specialist education nationally, regionally and locally. In defining and then meeting national, regional and local skills needs, the College works with a range of key stakeholders from across schools, colleges, councils, universities, LEPs, Mayoral Devolved Authorities, Chambers, employer sector bodies and individual businesses.

## Engagement with Other Providers in the Area

### The Lancashire Colleges (2024 Update)

Myerscough College's Principal has been chair of the Lancashire Colleges since 2018, commencing the role whilst the Principal of a partner Lancashire College, before moving to Myerscough in 2023.

Myerscough College is based in Lancashire in the Northwest of England. Lancashire is one of the most diverse economic areas in the country, with no urban core but a polycentric set of towns and cities, rural and coastal areas, agricultural and industrial zones. With a population of 1.5m people, Lancashire's 55,000 businesses generate 700,000 jobs across a range of important and future-facing sectors from manufacturing and tourism to cyber, digital and low carbon. The thriving £35bn economy is home to globally leading firms with sector/supply chain clusters including the fourth largest aerospace cluster in the world. There is a pan-Lancashire labour market, particularly for technical and professional roles while workforce is also imported

from and exported to neighbouring areas including Greater Manchester, Cumbria and the Liverpool City Region.

The Lancashire 2050 Vision has Employment and Skills as one of eight strategic priorities with an ambition to *'support people to develop their skills throughout their lives and attract business to the county because of our highly skilled workforce'* while the *Local Skills Improvement Plan (2023)* states that *'The local skills agenda has never been as important as we address the post-pandemic and post-Brexit world'*.

The College recognises the value of working with other education and skills providers across Lancashire and the wider area to review how well our provision is collectively meeting local needs. Our shared ambition is to ensure that together we deliver a curriculum and progression pathways that serve the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

The College is part of The Lancashire Colleges group (TLC); a collaborative network that we have invested in for over 25 years. TLC includes all the Further Education and Sixth Form Colleges in the area and represents the diversity of the sector as a whole. As part of TLC we have a successful track-record of working collectively and collaboratively to improve quality, enhance the curriculum and deliver programmes that respond to business and community needs.

Through TLC we have invested in pan-Lancashire analysis that has helped our colleges to better understand the demographic make-up of our learners and what they are studying. Further, we have recently commissioned the production of a series of detailed sector pathway maps which will inform a collaborative review of the curriculum offer with the aim of ensuring that there is a clear line of sight for all learners to different occupations and sectors.

TLC acts as an advocate and voice for the sector locally and works closely with key stakeholders including the Chambers of Commerce, Local Authorities and the LEP to drive recognition of the collective offer of its members and gather intelligence about emerging skills needs.

The College is actively engaged in preparations for a Lancashire Combined County Authority (CCA) Devolution Deal which is expected to include the devolution of adult skills budgets. Under the banner of TLC we are working closely with the emerging CCA team to demonstrate the impact that adult education and skills provision has on the local economy, individuals and communities. We are supporting the CCA team to consider their skills strategy and to identify the opportunities and additional flexibilities that devolution can bring, allowing the sector to better-support local priorities and respond to emerging needs.

TLC was influential, informing and shaping the Lancashire LSIP and the College continues to actively engage with our local Chamber helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This has already acted as a catalyst for curriculum change and will continue to do so as we work with local employers and industry bodies to design local solutions to emerging skills needs for employers of all sizes.

We continue to work as a sector to respond to the needs of strategic employers such as the NHS and the National Cyber Force which is due to be sited in Lancashire in the near future. Through TLC we present a single voice for the college sector helping to drive conversations regarding workforce and skills planning, develop pathways and create opportunities for learners across Lancashire.

Through collaborative programmes funded via the Strategic Development Fund and the Local Skills Improvement Fund, Myerscough College has proactively worked with its neighbours, investing

in a network of industry-standard education and training spaces, building on our specialisms and collaborating to develop new courses and curriculum that align with business needs. Through communities of practice and investment in joint CPD we have been able to jointly meet challenges and build on best practice to ensure our teaching remains high quality and keeps pace with technological and other developments.

We will continue to work with our neighbours in Lancashire, supporting our Governing Body in effectively discharge its duty to review provision in the local area. We will, through TLC, enhance the collective understanding of how well college provision meets local needs and develop a shared evidence base to assist Governing Bodies in identifying strengths and specialisms within Lancashire. We will work towards the development of a shared action plan and consider what actions the colleges might take, individually or collectively, in order to better meet identified local needs.

Myerscough College, on behalf of TLC was lead college applicant for a £4.5m Local Skills Improvement Fund (LSIF) Programme (2023-25) through which we are working in partnership with local colleges to respond to skills priorities highlighted in the Lancashire Local Skills Improvement Plan (LSIP) including green construction skills, digital employability skills and pathways to employment in the food, hospitality and farming sectors.

A £9m Strategic Development Fund (SDF) Pilot Programme (2021-22) saw Lancashire's colleges collaborating with each other to help provide the skills businesses need as they respond to the challenges and opportunities presented by the shift towards net-zero carbon, Myerscough College was lead applicant/administrative college for this project. This programme recognised the importance of Lancashire's Energy and Low Carbon sector as emphasised in The Lancashire Independent Economic Review and supported and enabled businesses to respond to market and technological change, a priority highlighted in Lancashire's Technical Education Vision.

A £2.75m Phase 2 SDF project (2022-23) allowed the colleges to continue our joint work on net-zero carbon curriculum development and allowed a focus on cyber-security. The latter was in direct response not only the announcement that the National Cyber Force will be in Lancashire, recognising the impact this will have on clusters and supply chain development, but also on feedback from



SMEs that cyber-security is a significant area of concern. Myerscough College was lead applicant/administrative college for this project

Through an ESF 'Moving On' project (2016-23) the colleges across Lancashire have collaborated with private and third sector providers to support over 5,500 young people who were NEET/at risk of becoming NEET, a priority group for the Local Authorities and LEP. Nearly 60% of young people progressed or were retained in education, skills or employment as a result of this support.

The ESF 'Supporting Technical Education in Lancashire' project (2021-22) supported over 330 Lancashire-based SMEs to engage in technical education and training. This project directly responded to feedback from local employers that they needed more support to understand how they could engage in technical education through offering work placements or apprenticeships, by getting involved in designing curriculum and offering masterclasses.

## **The Morecambe Bay Curriculum (MBC) - [HERE](#)**



Myerscough's Principal was the co-creator of the Morecambe Bay Curriculum, during his time at Lancaster & Morecambe College, a close TLC partner college.

Myerscough College has been a partner in the Morecambe Bay Curriculum and the college's Principal Chairs the Skills and Employment Group and is a co-opted member of the overarching Partnership Board.

The MBC is developing a birth to 25, place-based sustainability curriculum from primary to degree working in collaboration with schools, colleges, universities, public and private sector bodies around the Morecambe Bay area. The project was inspired by the concept Eden Project Morecambe objectives for improving social mobility, reducing food poverty, providing a sustainable way of living.

## **University of Central Lancashire**

Myerscough is an Associate School of the University of Central Lancashire and works closely with the university to provide the land based higher education provision for the area. The College and university undertake a number of joint projects, training, development, sharing of resources, skills and research. This relationship will be further developed in the coming years with the opening of the University's Veterinary School which will see its students being taught most of their animal husbandry skills at Myerscough College from September 2023.

## **LANDEX**

Myerscough works in partnership with Landex – Land Based Colleges Aspiring to Excellence, a consortium of over 36 member colleges / universities across the UK who collaborate to ensure the group meet national skills needs in the land-based sector. Landex members share good practice, undertake joint CPD, undertake curriculum and qualification development in line with national priorities. Myerscough undergoes an annual peer review process undertaken by Landex Quality Team members together with other Landex colleges experts to review individual colleges and support further development. The College also hosts training for collaborative purposes at the College such as for subject pedagogy, qualification reform, leadership, and management. [HERE](#)

## **Land Based Assessment Ltd**

Myerscough works in partnership with 16 other colleges as a member of Land Based Assessment Ltd (LBAL), an end point assessment organisation that works in collaboration with Lantra, an awarding organisation, to facilitate the provision of high-quality End Point Assessment of Apprenticeships.

## **Trailblazer Groups**

Myerscough sits at the table on four Land-based Apprenticeship Trailblazer groups and supports a further two with funding revisions. As part of this work the College has worked strategically with the Institute for Apprenticeships and Technical Education (IfATE) to enhance these standards and was instrumental in policy change that has allowed Myerscough to be an End Point Assessment Organisation (EPAO) for the Arboriculture Degree Apprenticeship.

## Onefile Developer

Myerscough is one of 10 development partners working with Onefile on a new 'Engage' module that will utilise AI and machine learning to identify learners at risk and automate micro interactions to enhance learner engagement. As part of the project the College will be able to directly influence feature development and play a vital role in testing and shaping the module's future.

## Lancashire Farmer Network

The College has established a Farmers Network in Lancashire to provide training needs analysis, skills development, knowledge transfer and exchange and training to the farming community to meet skills gaps in line with LEP key agri-food drivers.

## National Partnerships

The College undertakes academic research in collaboration with a wide range of organisations for example in Golf with the Royal and Ancient (R&A) and in arboriculture with the Forestry Commission and Lancaster University. For example, Myerscough was asked by the R&A to address the challenges posed by climate change, resource constraints and regulation on golf course conditioning and playability and to provide best practice in sustainability to those working in golf course management. The research led to the production of a coherent and consistent set of real world standards for various areas of the golf course environment, including, for example, tees, fairways, green approaches and first cut rough. The guides have been shared with golf clubs not just in the UK but around the world in 2023.

## Lancashire Devolution

Myerscough College is working to support the transition from the Lancashire Economic Partnership (LEP) to a new County Combined Authority (CCA), ensuring close alignment of the College to key stakeholders in identifying and addressing local skills needs. This includes the Chief Executive & Principal being chair of the transitional Employment and Skills Board. The College has also signed up to the Lancashire Skills Pledge and pledged to meet and support all 8 pledges to support skills and employment across Lancashire.

## Work Based Learning Executive Forum

Myerscough is a member of the Lancashire Work Based Learning Executive Forum which is a company committed to supporting its members to provide the highest quality of Work-Based learning

opportunities to young people and adults within the workforce to the benefit of employers and the wider society in Lancashire. Projects that the group have collaboratively worked on include the Lancashire Levy Transfer Network, the Lancashire Skills Pledge, Lancashire Apprentice Ambassador Network, deliver of the ASK Programme (Apprenticeship Support and Knowledge), Local Enterprise Partnership & Lancashire Engaging Apprentices Programme.

## Regional Multiply Programmes

Myerscough College is delivering the Multiply programme in partnership with the Lancashire Skills Hub and the Liverpool City Region in response to a local need and national objective of increasing the levels of functional numeracy in the adult population across the UK. It offers adults who do not already have a GCSE grade C/4 or higher in Mathematics or equivalent and need to improve their numeracy free flexible courses that fit around their lives. The project ultimately aims to help adults improve their ability to understand and use mathematics in daily life, home, and work – from household finances, to helping children with homework, to making more sense of the facts in the media and improving employability / job prospects.

In addition to the broad ranging work above that is undertaken as part of ongoing relationships with key stakeholders the College has specifically consulted with the following groups as part of developing the annual accountability statement:

- College Governors throughout 2023/24
- College Executive Leadership Team – new for 2024
- Lancashire LSIP Focus Groups with various sectors e.g. Agriculture and farming
- College Leadership Team April 2024
- Cumbria LEP 2023/24
- Lancashire LEP Skills and Employment Hub
- College Technical Advisory Boards (employer focus groups) September 2023 to May 2024
- Liverpool City Region Provider review April 2024
- Annual Strategic Conversation ESFA/DfE - May 2024
- Lancashire LSIP Update and Annual Progress – April 2024
- Cumbria Chamber of Commerce – June 2024
- North of England Forestry Strategic Meeting – June 2024
- DEFRA Farming and Countryside Programme – June 2024.
- AOC (Policy, Skills and Industry) Provider Visit – June 2024

# 6. INTERIM REVIEW OF 2023-24

Myerscough College has seen a period of significant change during the ongoing 2023/24 academic year. The college welcomed a new Principal in September 2023, with new Chair and Vice Chair of Corporation in January 2024.

During autumn term 2023, the college actively engaged with the FE Commissioner team to develop a new curriculum planning process to ensure fitness for purpose, embracing strategic intent and most importantly to enhance the impact on students, the community and local economy.

In November 2023, the college welcomed a full team of inspectors from Ofsted to undertake their first full inspection of the college since 2013. The findings of the inspection aligned with the findings of the colleges own self-assessment process and provided clear guidance to enhance the colleges Quality Improvement Plan.

As of May 2024, the college has established a new Executive Leadership Team to drive forward the current and future strategies of the college. The College is actively consulting with stakeholders in the production of its new 2025-30 Strategic Plan – establishing the ‘2030 Vision’ of the organisation.

## Interim Review of 2023/24 Accountability Statement Objectives

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
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### Aim/Objective

**College Strategic Goal 1: Learning**

### Colleges should summarise for each aim/objective:

1. Through an enhanced focus and refined quality assurance process focusing on high quality, teaching and learning assessment experience, all curriculum areas have a robust and comprehensive understanding of their strengths and challenges, focusing intervention activities to drive improvements resulting in projected improvement in student outcomes
2. A comprehensive redesign and implementation of the curriculum planning process, in conjunction with extensive work with the FE commissioner team, has led significant improvements in the streamlining, sequencing and quality assurance of the curriculum maintaining focus on development and delivery of defined technical curriculum offer.
3. The curriculum has been further developed through an enhanced focus on employer input, via extended deployment of several new initiatives including enhanced Technical Curriculum Advisory Boards and a central framework for employer engagement.
4. Teaching, Learning and Assessment training and support has significantly enhanced for both teams and individuals, with the introduction of a centralised CPD session, specific team CPD, and additional 1 to1 activity following an enhanced observation process and team.
5. Governors more actively involved in the key quality improvement activities of the college such as ‘deep dives’, enhanced further with the support from external partners, including senior College individuals (College Principals, Directors of Quality, and HMI inspectors) and Landex
6. Continued review and enhancement of land-based curriculum delivery and the marketing of provision in Cumbria following the closure of Newton Rigg working in partnership with key employers including expansion of Apprenticeship provision in the agriculture sector.
7. Developed ‘Skills Camps’ in Agriculture to meet local and regional needs identified by employers, LSIP and LEP.
8. Launched new Employer Engagement Strategy to include strengthening partnerships with employers through wider engagement of Technical Advisory Boards across each campus and implementation of the new Customer Relationship Management system to support the management of stakeholder relationships.
9. Developed a Skills Tracker to log and monitor key developments with a range of stakeholders in relation to meeting skills needs.

**Strategic Aims and Objectives**

**Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills**

**Aim/Objective**

**College Strategic Goal 2: People**

**Key 2023/24 outcomes to date:**

1. Continuous management coaching, training and development to enhance leadership, people and change management skills, supportive challenge and succession planning.
2. Initiated the roll out of a new Human Resources system 'I-Trent'.
3. Continued review of job roles, pay, staff utilisation, terms and conditions to ensure staff retention and recruitment in liaison with the UCU.
4. Continued to enhance the onboarding experience of new staff, particularly teachers, to enhance support and development while embedding FREDIE principles throughout.
5. Work has commenced in earnest to review a range of college strategies and to develop a new People Strategy to support our 2030 vision.
6. A review has taken place of management and operational structures to ensure teams are best placed for the next academic year.
7. Work will continue to evolve and build upon the existing wellbeing support for workforce and students.
8. The College continues to develop initiatives in relation to student voice. New student feedback forums intrinsically linked to deep dive activities have given greater insight into both positive outcomes and further areas to develop.

**Strategic Aims and Objectives**

**Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills**

**Aim/Objective**

**College Strategic Goal 3: Sustainability**

**Key 2023/24 outcomes to date:**

1. The College had a confirmed financial grade of 'Outstanding' in line with the ESFA reporting criteria. The College had a strong balance sheet and cashflow. This has enabled continued investment in the College estate and course delivery to meet employer needs and enable work ready students.
2. The College has invested in workforce salaries, increasing these in the year, plans continue to further strengthen salaries to ensure recruitment of an appropriately qualified and inspirational workforce to deliver quality education and performance and ensure up to date industry standard resources for students.
3. The College has Invested in year in IT solutions to deliver efficient and effective data to ensure timely and informed decision making alongside completion of Cyber Security Plus accreditation
4. The College appointed a lead person for Sustainability and implemented a Sustainability Action Plan to support efficiency, reduce waste, recycle and support the environment.
5. Continued to embed sustainability / net zero / green skills into all curriculum delivery in line with audits undertaken and identified gaps. Develop staff and student champions to raise expectations and drive change.
6. Continued to work with The Lancashire Colleges, supporting our Governing Body in effectively discharging its duty to review provision in the local area. We will, through TLC, enhance the collective understanding of how well college provision meets local needs and develop a shared evidence base to assist Governing Bodies in identifying strengths and specialisms within Lancashire. We will work towards the development of a shared action plan and consider what actions the colleges might take, individually or collectively, to better meet identified local needs.

# 7. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES 2024-25

A key priority for Myerscough College for 2024/25 is to consult upon, develop and deliver a new 2025-30 Strategic Plan. The process of defining the college's '2030 vision' and then capturing this measurably in a published new strategic plan will embrace the full context of the college's national, regional and local roles as summarised above.

The college recognises the need for rapid but sustainable change to fully meet the needs of the communities it serves, driving the productivity of the industry sectors it supports and its role as an anchor organisation, supporting social mobility and aspirational learning opportunities.

To enable the delivery of its strategic objectives the college will become fully employer led in creating, refining and delivering its ambitious curriculum offer, ensuring high quality education, consistently, across its sites and provision types.

To drive the highest quality of teaching and learning experience the college must become an employer of choice, attracting industry leading staff, current in their knowledge and skills, future thinking and ambitious for the positive progression of their students.

Remaining true to its core values, the college will ensure its inclusive approach, with starting points on career roadmaps for young people and adults, whilst driving aspiration, ambition and positive progression for all.

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
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**Aim/Objective**

**College Strategic Goal 1: Learning**

**Key 2024/25 targets:**

1. Develop and establish a long term, aspirational, industry led technical curriculum strategy, that incorporates current and forecasted job market trends, to ensure all provision clearly aligns with local, regional and national priorities, and is co-created with industry partners and external stakeholders within the sport and land-based sectors. Focussing specifically on:
  - Develop a higher education strategy that meets student needs, is value driven, adapts to changing education landscapes and aligns to the needs of industry. To encompass Higher Technical Qualifications, Higher and Degree Apprenticeships and module delivery.
  - Refine the Apprenticeship and Skills Strategy to continue to provide high-quality, relevant training to apprentices meeting the workforce needs of industry partners.
  - Develop a curriculum for Cumbria that enhances further education and apprenticeships creating comprehensive programmes fosters academic and professional growth through defined career roadmaps.
  - Ensure the implementation of T-Levels in key land-based pathways and secure a viable offer at level 3 for those students not undertaking T levels.
2. To deliver outstanding teaching, learning and assessment, that enables all learners to be successful by developing their skills, knowledge and behaviours, enabling them to progress to their chosen next step and have a prosperous life.

*continues on next page*

**Strategic Aims and Objectives**

**Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills**

**Aim/Objective**

**College Strategic Goal 1: Learning** *continued*

3. Provide an excellent student experience which leads to very high levels of student success and supports progression to further study or employment by incorporating high quality, workplace development opportunities, and regardless of previous attainment, develop learners English and maths skills linked to their roles in industry.
4. Through a tailored personal development curriculum, students will foster a wide range of skills and behaviours, creating resilience, Independence and critical thinking beyond the scope of qualifications, and be supported to review their progress against clearly defined aspirations and targets
5. Continue to carry out robust quality assurance processes across all college provision to ensure consistency, development of robust and suitable intervention and enhancement plans, and ensures the accurate and current oversight for college leadership and the Corporation board.

**Strategic Aims and Objectives**

**Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills**

**College Strategic Goal 2: People**

To support the new College 2030 Strategy, a People Strategy is being developed to underpin this. The People Strategy will have core themes which are reflected below and underpinning action plans and measures of success to track progress are being developed.

1. Structure & pay. Support the development of a college structure that is fit for the future, supports the delivery of our strategic plan and is underpinned by a financially sustainable, fair and equitable approach to pay, reward and recognition for our valued workforce.
2. Communications & Culture. Promote a positive Culture across the college which creates an environment where staff are listened to, supported to achieve their potential and where wellbeing matters.  
  
Drive up employee engagement through effective, timely and meaningful communications and engagement with representative groups on all key aspects of working life at Myerscough College to bring about positive change that reflects the needs of our diverse workforce and supports our aim to become a destination employer.
3. Recruitment & retention. Focus on recruitment of high-quality industry competent and current workforce through the delivery of an excellent candidate experience. Develop strategies to enhance, promote diversity and retain our valued workforce in order to meet employer, local, regional and national skills need.
4. Continuous Professional Development. Provide core and developmental learning opportunities for teaching and support staff which are underpinned by career frameworks in relevant professional roles that enhance quality, meet employer and college performance.
5. Enabling systems & processes. Use data, systems and technology, including AI, to drive evidence-based decision making, enhance the employment experience for all roles across the College and leverage innovative technology to drive efficiencies and performance across all areas of the workforce.

**College Strategic Goal  
3: Sustainability**

**Key 2024/25 targets:**

1. Deliver ongoing value for money, along with outstanding financial management through a multifaceted approach that encompasses strategic planning, effective curriculum planning, efficient resource allocation, rigorous financial controls and continuous improvement that ensures the College meets local and national skills needs.
2. Our strong finances will underpin continued investment in the College estate to meet employer needs and future technology and demands to enable work ready students.
3. We will invest in IT solutions, including AI, to deliver efficient and effective data to ensure timely and informed decision making that improves student outcomes.
4. Continue the review of recruitment, marketing, and curriculum strategy in line with changing demographics, revised funding, employer needs, LSIP priorities, T Level delivery and the defunding of alternative qualifications.
5. Continue to embed sustainability / net zero / green skills into all College and curriculum delivery in line with our Sustainability Strategy.

# 8. CORPORATION STATEMENT

We are committed to complying with our duty under a new section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post-16 Education Bill 2022. We will look to hold a review at least every three years to identify how well we are meeting local needs associated with securing suitable employment. We will publish our report on our main website following this review.

On behalf of the Myerscough 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 Chair of the Corporation on 11th June 2024.



**Jane Booker**  
Chair of Governors



Wes Johnson  
**Principal/Chief Executive and  
Accounting Officer**

**Dated:** 11th June 2024



# 8. APPENDIX – 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.

Myerscough Annual Financial Statement 2022/23  
[myerscough-college-financial-statements-and-report-july-2023.pdf](https://myerscough-college-financial-statements-and-report-july-2023.pdf)

Ofsted Report 2023  
50237631 ([ofsted.gov.uk](https://ofsted.gov.uk))

Ofsted Social Care Common Inspection Framework Report 2022  
<https://files.ofsted.gov.uk/v1/file/50183468>

Myerscough College Strategic Plan  
<https://www.myerscough.ac.uk/media/8969/strategic-plan-2020.pdf>

Myerscough College website  
<https://www.myerscough.ac.uk/>

Lancashire LEP  
[https://lancashirelep.co.uk/wp-content/uploads/2021/07/LancashireSkillsFramework\\_2021compressed.pdf](https://lancashirelep.co.uk/wp-content/uploads/2021/07/LancashireSkillsFramework_2021compressed.pdf)

Lancashire Skills  
<https://www.lancashireskillshub.co.uk/wp-content/uploads/2020/12/Delivering-the-LancashireTechnical-Education-Vision-%E2%80%93-FINAL-REPORT-Feb-2019-4.pdf>

Liverpool City Region Combined Authority  
[https://www.liverpoolcityregion-ca.gov.uk/wp-content/uploads/LCRCA\\_LIS\\_AUG19.pdf](https://www.liverpoolcityregion-ca.gov.uk/wp-content/uploads/LCRCA_LIS_AUG19.pdf)

Liverpool CRCA Skills Strategy  
[https://www.liverpoolcityregion-ca.gov.uk/wp-content/uploads/LCRCA\\_SKILLS\\_STRAT.pdf](https://www.liverpoolcityregion-ca.gov.uk/wp-content/uploads/LCRCA_SKILLS_STRAT.pdf)

Cumbria Industrial Strategy, Local Skills Report and Cumbria Rural & Visitor Economy Growth Plan  
<https://www.thecumbriaiep.co.uk/governance-and-accountability/strategy-plans/>

Cheshire & Warrington Industrial Strategy  
[https://cheshireandwarrington.com/media/nllbfshc/ai-9-lis-summary-doc\\_march-19\\_low.pdf](https://cheshireandwarrington.com/media/nllbfshc/ai-9-lis-summary-doc_march-19_low.pdf)

Cheshire & Warrington Strategic Economic Plan  
<https://cheshireandwarrington.com/media/qvhhspzh/strategieconomicplan.pdf>