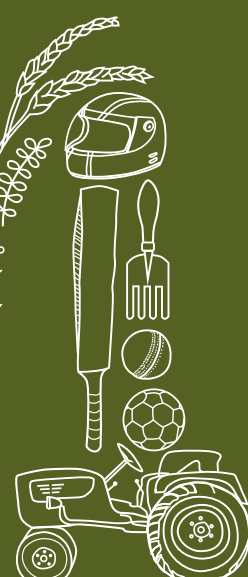




Myerscough
College

INSPIRING EXCELLENCE



ACCOUNTABILITY STATEMENT



CONTENTS

Section	Contents	Page
1	Mission & Purpose	3
2	Strategic Aims & Objectives	4
3	Communities we serve	5
4	Our approach to working with stakeholders and other providers to meet skills needs	16
5	Contribution to national, regional, local priorities 2023-24	19
6	Corporation Statement	22
7	Appendix	23

The plan is published on the College's
website - [CLICK HERE TO VIEW](#)



1. MISSION & PURPOSE

Myerscough College is a specialist land based, science, engineering 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, science, engineering and sports industries in Lancashire, the North West 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 125 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.

Inspiring Excellence

College Mission



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 on our website. Click the link below. The Strategic Plan 2020-25 was approved by the Corporation on 6th October 2020.

<https://www.myerscough.ac.uk/media/8004/strategic-plan-2020-65531-4-page-draft-1.pdf>

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, environment in which to live, work and study. safe, supportive and sustainable
We will advance FREDIE: Fairness, respect, equality, diversity, inclusion, engagement in all we do		

3. COMMUNITIES WE SERVE

We operate out of centres across the North West of England.

The main centre is in Bilsborrow, 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 work 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 began working in Partnership with Furness College in 2020/21 to deliver Animal Studies provision and, in September 2021, the College began a partnership with Ullswater Community College for the delivery of the land-based curriculum for Further Education and Skills across Cumbria. Myerscough College has stepped into delivery in Cumbria in response to the county's request for support following the closure of the only specialist land-based provision in the county at Newton Rigg College.

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 its apprenticeship delivery.

Context and Place

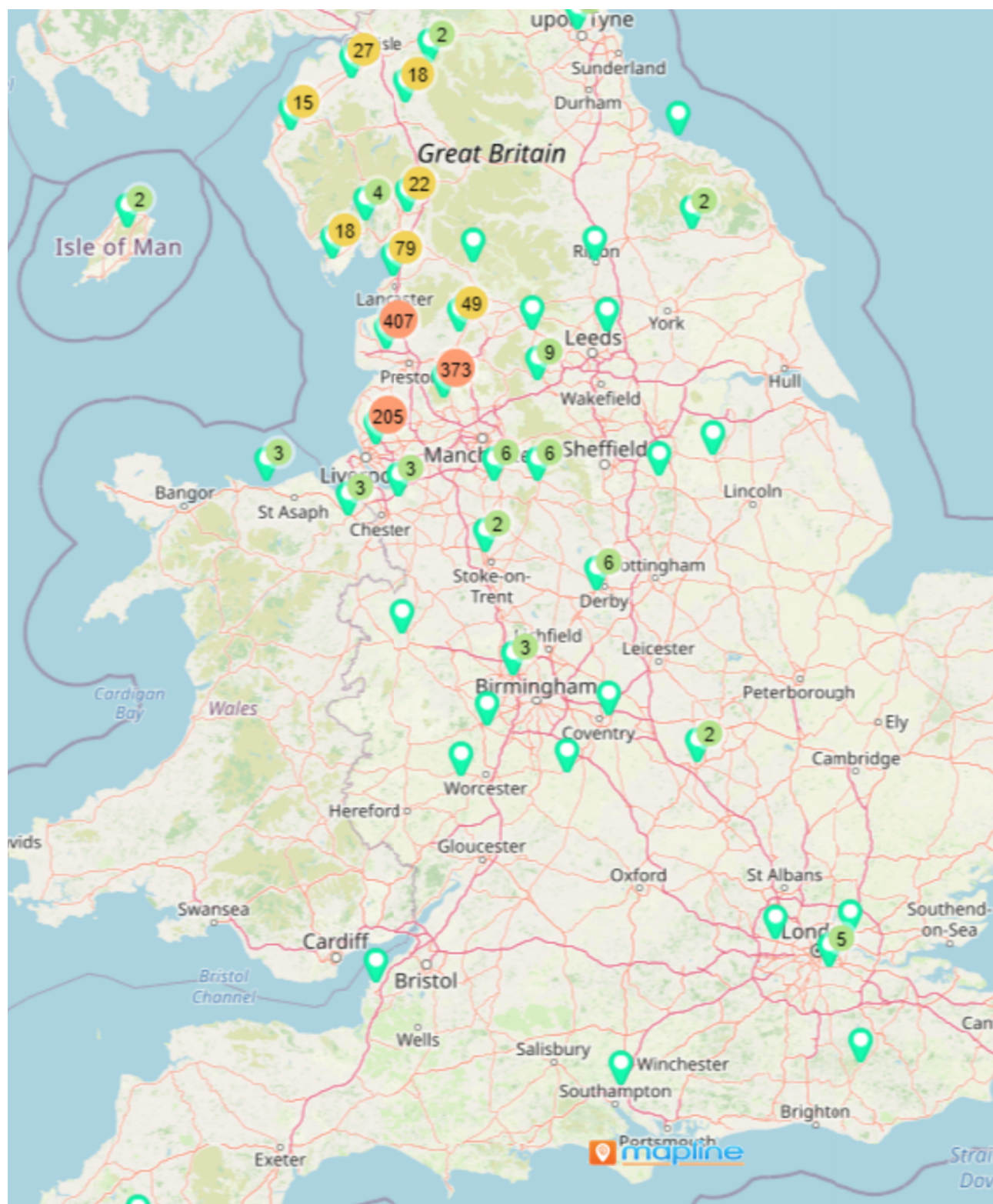
Introduction – The areas Myerscough College serves

The College principally serves the communities and corresponding LSIPs 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.

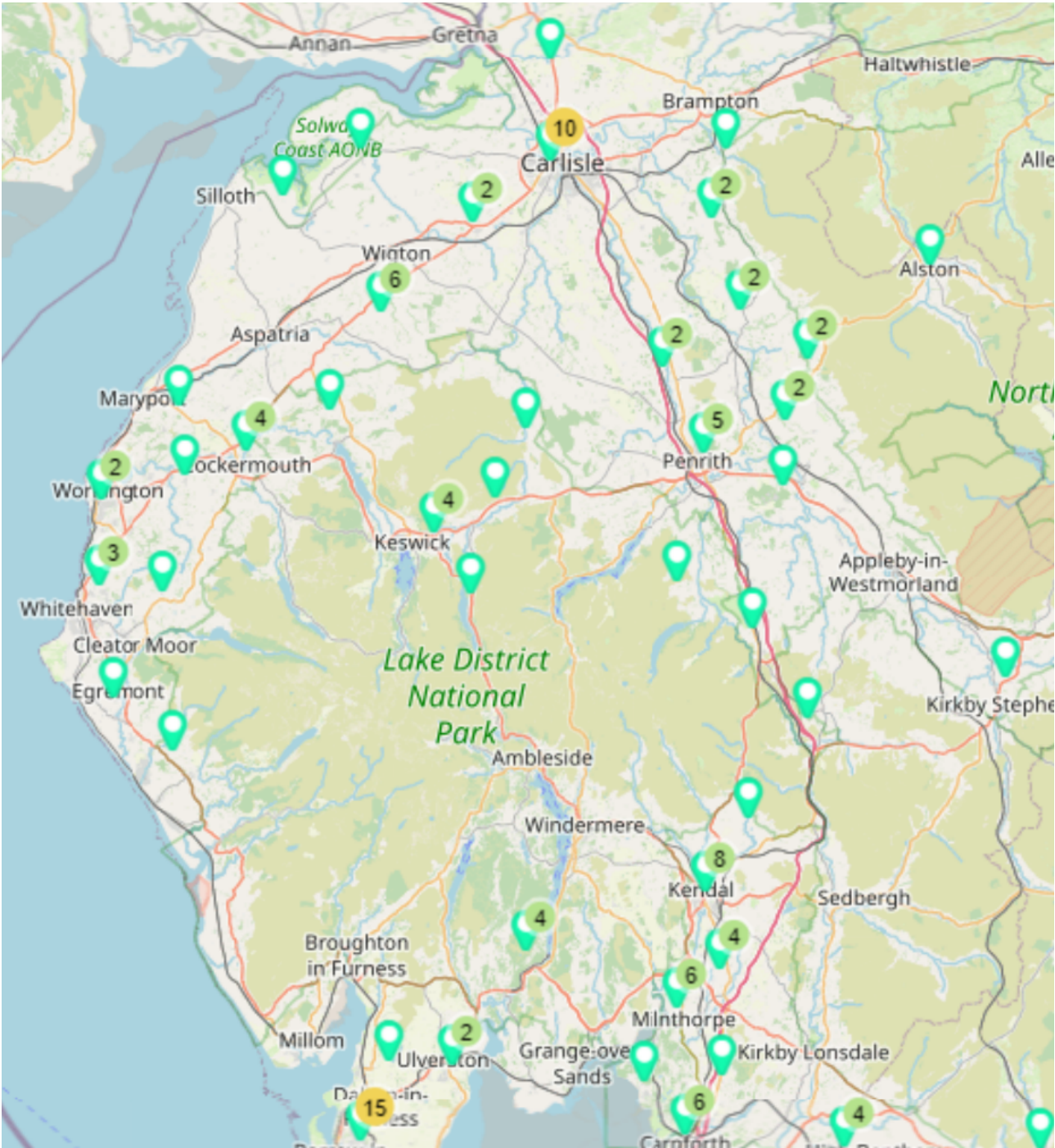
The Department for Education has identified the following skills areas as national priorities: Construction, Manufacturing, Digital and Technology, Health and Social Care, Haulage and Logistics, Engineering, Science and Mathematics. The College opened in 1894, originally as an agriculture college and 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.

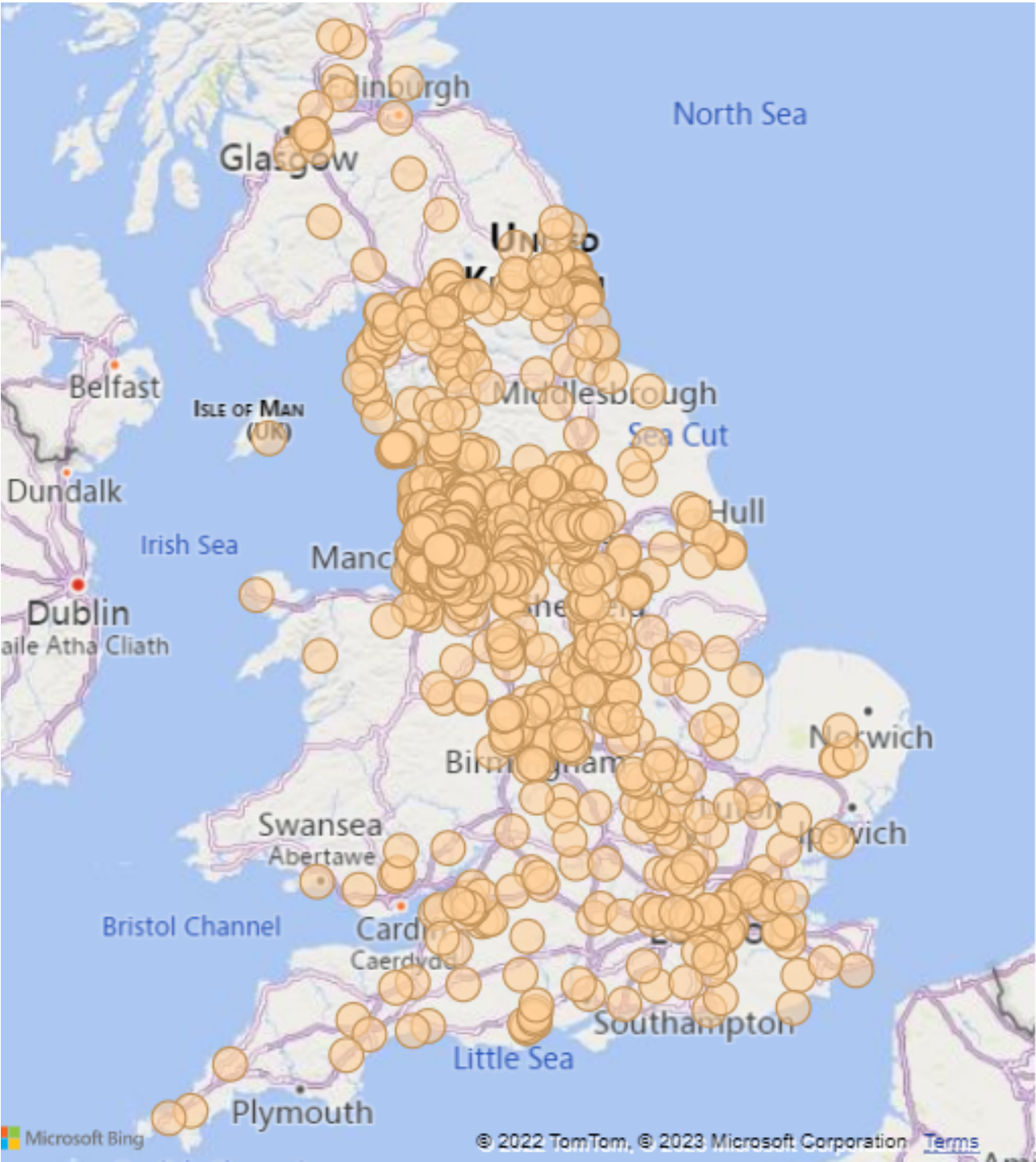
National Recruitment to Further Education 2022-23



Cumbria Recruitment to FE 2022-23



National Recruitment to Apprenticeships 2022-23



Lancashire

Myerscough College is based in Lancashire in the North West 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. 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 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).

Despite challenging economic circumstances, Lancashire businesses are still trying hard to recruit skilled workers in the job market, this comes alongside high labour market churn, with some 10% of workers having changed jobs in the last 12 months, and increasing economic inactivity which is shrinking the talent pool (Lancashire LSIP, 2023).

Lancashire's jobs cross a range of important and future-facing sectors from manufacturing and tourism to cyber, digital and low carbon. The thriving £34bn 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.

Lancashire is internationally renowned in the military and civil aerospace industry, with the largest single concentration of aerospace production in the country. Lancashire also has a high concentration of automotive supply chain businesses, a growing base of medical technology businesses, as well as a wide-ranging food and drink manufacturing

base. With strengths in clean technology, including nuclear and wind, the energy industry is also significant. Alongside tourism and hospitality, and agriculture, the area has a diverse range of skills and employment needs (Lancashire Skills and Employment Strategic Framework 2021 Refresh Incorporating the Local Skills Report, 2021).

The latest available data shows household disposable income data in each of Lancashire's 14 district authorities shows that they are below the UK average of £19,400 and reveal significant variation within the region (Lancashire Skills and Employment Strategic Framework 2021 Refresh Incorporating the Local Skills Report, 2021).

The Lancashire LEP has identified 6 key pillars for economic growth:

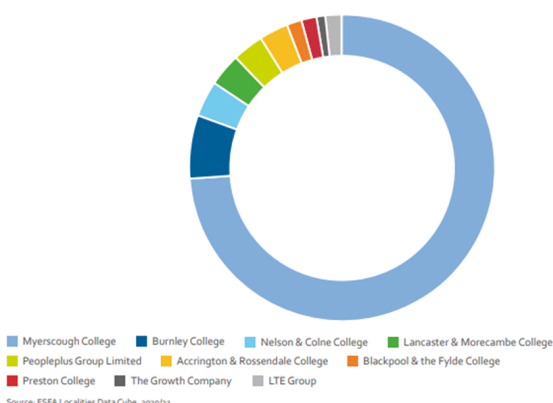
- Advanced Manufacturing
- Health
- Food & Agriculture
- Energy and Low carbon
- Digital
- Tourism, Culture and Place

Myerscough's focus on land based, science, engineering and sports directly supports the pillars for advanced manufacturing, health, food & agriculture, low carbon, and tourism and the LSIP focus on skills development / gaps in engineering, transport, digital, green skills and agriculture (Lancashire LSIP 2023). Linking specifically to land based, Lancashire is an 80% rural county: West Lancashire has a high output of fresh produce including lettuce, carrots, parsnips, broccoli, leeks, celery, potatoes etc. Around 84% of the land area in Lancashire is grassland with dairy farming significant in the valleys and coastal areas. In the upland areas, farming is restricted to sheep and beef production. Defra's last formal count in 2013 indicated Lancashire employs c10,000 people in agriculture (around 3.4% of the England total).

In 2016, there were 3,550 agricultural holdings in Lancashire with 16,833ha were used for cereals, 7,331ha for arable, 3,516ha for fruit and veg and 181,103ha of grassland used for livestock production. Agriculture, Forestry and Fishing was the 5th largest employer in Lancashire in 2017 (UK Business Count 2016) with 4,350 individual businesses in operation in the county.

Given the aging population in agriculture / agricultural engineering and wider greenspace and conservation industries, local and national skills shortages in areas such as Agriculture, Horticulture, Agricultural Engineering, Fisheries, and Arboriculture Myerscough plays a key role in addressing the skills gaps, being the only specialist land-based provider within a 70- mile radius. As such Myerscough delivers the lion's share of specialist land based education in the county as seen below.

Figure 4.11: Agriculture, Horticulture and Animal Care FE provision in Lancashire by provider, 2018/19-2020/21



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 2021 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.

The emerging 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’. The Lancashire Local Skills Improvement Plan 2023 “gives employers a platform to inform skills providers about their requirements of the skills system.

Difficulty recruiting and skills gaps have been problem raised by employers for years. LSIPs aim to understand not only where the gaps are but why those gaps exist. Working in collaboration with employers, skills providers and other local stakeholders the LSIP will help develop and co-ordinate solutions to these problems” (Lancashire LSIP, 2023).

The College recognises the value of working with the LSIP, the LEP and other education and skills providers across the whole of Lancashire. The College Chief Executive & Principal is an LSIP Board member and is the Chair of the Lancashire LEP Skills & Employment Board.

Geoff Mason, LSIP Project Lead, Lancashire Local Skills Improvement Plan (LSIP) notes: “The LSIP has worked closely with employers and providers to help develop a greater understanding of what employers require from the skills system. While working towards the full report by the end of May, the LSIP has pro-duced an Emerging Priorities Report highlighting the key occupations employers are struggling to fill and skills shortages. Common across all sectors were concerns among employers about employability skills and getting people with the ‘right attitude’ to work and learning. The report also identified issues that many smaller companies are not sure how the move to net zero and digital transformation are going to impact their work, jobs and the skills needed to support them; supporting employers to understand and plan in these ar-eas will be crucial.

During the next phase, the LSIP will continue to work closely with providers to improve collaboration be-tween them and employers, to increase awareness of available training among employers, improve trans-parency of the skills system, and to support funding applications for programmes responding to employer needs” (Geoff Mason, LSIP, May 2023).

Dr Michele Lawty-Jones, Director of Lancashire Skills & Employment Hub explains how the

“The Lancashire Skills and Employment Board brings together industry and education, skills and employment providers and local authorities, and is responsible for driving forward the employment and skills theme in the locality. The board feeds into both the board of the Lancashire LEP and the Local Authorities Lancashire Leaders group, giving both an economic and inclusive lens to the priorities which are articulated in the local skills strategy, the Lancashire Skills and Employment Strategic Framework. The framework is underpinned by a robust evidence base of local labour market intelligence which is shared with the colleges to inform curriculum planning, this includes government data sets as well as novel data such as real time insights into vacancies and LinkedIn profiles. The Lancashire Skills and Employment Hub, the strategic body which supports the work of the Board, are working in partnership with the Chambers of Commerce who are leading on the Local Skills Improvement Plan, so that the LSIP adds value to existing intelligence, providing additional insights from employers directly” (Dr. Lawty-Jones, May 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 Lancashire Colleges group (TLC) is a collaborative network that we have invested in for over 25 years. TLC includes all of the Further Education and Sixth Form Colleges in the area including Myerscough as the only specialist college. Through 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. Collectively, Lancashire’s colleges have a broad curriculum, ensuring access for all with specialisms. TLC also works extensively 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.

Most recently, Myerscough College has led the TLC’s Strategic Development Pilot and Phase 2 programme totalling over £12m of investment in skills in Lancashire. 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 apace with technological and other developments. Collaborative work has particularly focussed on areas such as agriculture, green skills, digital, motor vehicle and carbon reduction and wider skills needs linked to sustainability. In just a short period the colleges collectively engaged over 800 local businesses and worked together with them to develop 37 new short and very-short courses that directly responded to their skills needs. We worked with industry specialists to provide CPD to hundreds of tutors and teachers, ensuring their skills keep pace with technological developments. Across Lancashire at least 2,500 students immediately benefitted from access to new, industry-standard equipment and teaching facilities which are now being used by many thousands more.

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.

TLC has been influential, informing and shaping the Lancashire LSIP and the College has actively engaged with our employer review boards helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This will act as a catalyst for further curriculum changes and adaptations to provision planned for the coming year in line with LSIP and Lancashire 2050 needs and demands.

We are committed to continuing to work with our neighbours in Lancashire, 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, in order to better meet identified local needs.

The Government announced in November 2021 that its new cyber-attack agency, known as the National Cyber Force, will be based in Lancashire from 2024. The organisation aims to counter threats from criminals, terrorists and hostile states. The National Cyber Force (NCF) will be based in Samesbury, Preston, Lancashire in purpose-built premises and will receive more than £5 billion of investment before 2030. Thousands of jobs will be connected to the new centre (approx 10,000 by 2030) and Myerscough has been asked to be part of the College skills supply chain to support this development with the opportunity to bring a unique set of knowledge skills and behaviours different from other colleges linked to agriculture and horticulture biosecurity / food security. This work blends with the Lancashire Digital Strategy (September 2022) and the Lancashire Digital Economy Report 2021 which sets out a picture of a digital sector which has grown by 28% over the last five years and in the period to 2028 is forecast to outstrip growth in Lancashire's economy threefold. The Strategy (2022) identifies demand for digital intelligence and applied data in "frontier sectors" (emerging) and "prime sectors" of Lancashire's economy such as Cyber, Digital & Secure Systems, Advanced Mobility (unmanned / autonomous vehicles) & Manufacturing, Clean and Sustainable Growth / Energy & Low Carbon, Health, Tourism, Culture & Place and Food & Agriculture.

Myerscough's skill support for the rural and land-based sector and embedding of digital skills into the land based / agriculture curriculum is supporting this wider vision. For example, GPS field / soil mapping / fertiliser application (harvest lab) in agriculture engineering, silage analysis using NIRS technology linked to precision feeding of livestock and robotic calf rearing in agriculture, a planned new GIS suite for arboriculture and robotic dairy parlour coming in 2023. As part of the Lancashire Skills Development Fund Project Myerscough has been part of the Centre of Digital Excellence (CODE) led by Runshaw College and working in partnership with Blackburn, Lancaster and Morecambe, Burnley, and Nelson and Colne College Group to address the digital skills needs of Lancashire. The College is also working with Lancaster University's Cyber Foundry to deliver introduction to cyber courses and will continue to develop provision in this area linked to skills needs.

Cumbria

Following the announcement by Askham Bryan College in the spring of 2020 to close their specialist land-based campus of Newton Rigg in Penrith Cumbria the College developed a new partnership with Furness College to offer some limited land-based provision in the SW of the county in Barrow. From July 2021 Cumbria was without a specialist land-based college to meet its land-based education and training needs. On the request of the local MP, Dr Neil Hudson and supported by the FE Commissioner, Department for Education, and the Education Skills Funding Agency, the College entered into another new partnership from September 2021 to work with Ullswater Community College to deliver Further Education provision at its sixth form centre in Penrith to partially replace the lost land-based FE provision. This partnership offers animal management, agriculture and arboriculture further education study programmes to students aged 16-18 and 19+. In addition, the College offers agriculture apprenticeships training based primarily in the workplace but supplemented with additional teaching delivered in agricultural community venues in Cumbria at Agricultural Auction Market sites in line with easy to access travel to learn areas and employer need and demand. This curriculum offer is further supplemented by nationwide apprenticeship provision across the majority of the land-based curriculum and residential land based curriculum provision that can be accessed at the Bilsborrow campus in Lancashire.

Cumbria is an 80% rural county. Farming, with forestry and other productive land management systems, contributes about £1.1 billion 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

As described above, the College 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 Plan (2018) 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 North West 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.



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

Key Stakeholders

In 2019 Myerscough College commissioned a company called GHJ to look at its strategy, brand positioning and proposition and investigate alternatives to the current mission, vision, and strategic positioning to help us better understand who we are in the marketplace amongst other FE providers. The aims were to help drive our strategy and ensure we were meeting the needs of our key audiences – prospective students, their parents, employers, feeder schools and members of staff. The research was to act as the bedrock to answer some fundamental questions about who we are as a college, where we were going and how could we get there. The research involved a range of surveys, interviews and focus groups with a variety of audiences (staff, students, employers / employer representative bodies, local schools, and other stakeholders. This first-hand research was undertaken in addition to some desk top studies. Simultaneously, the Principal and a Governor were involved in several focus groups with the Lancashire LEP to help understand, shape and inform the Local Industrial Strategy around the land-based skills / Food & Agriculture agenda. The stakeholder engagement works together with the Local Industrial Strategy work in our surrounding areas drove the formation of the new Strategic Plan 2020-25 with a new mission, vision, values, strategic goals, objectives and KPIs being written and approved in October 2020 and rolled out to key stakeholders from November 2020.

As a result, the College strengthened its strategic plan and identified itself not just as a college for land based and sports curriculum but underlined the

specialisms of the College in science and engineering which underpin much of the work the College does and directly aligns with the local LEPs key strategic drivers, which includes agri-food, engineering / advanced manufacturing, tourism, health (both tourism and health are under pinned by sport), digital, and energy. All of the above are supported by STEM and transport. The Lancashire, Cumbria, Cheshire and Warrington LEPs also recognise the importance of being a rural county and the jobs, digital and connectivity issues associated with this.

The College therefore 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

1. For over 25 years Myerscough has worked collaboratively with 12 other providers as part of The Lancashire Colleges group (TLC). 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. TLC has been influential, informing and shaping the Lancashire LSIP and the College has actively engaged with our ERB helping them to engage local employers, capture intelligence and understand current and emerging skills needs. This will act as a catalyst for further curriculum changes and adaptations to provision planned for the coming year.

2. As part of TLC Myerscough has engaged in a number of collaborative funded projects that address local needs e.g. working with employers to secure work placements, technical and vocational education, NEETs, leadership and management skills development, delivery of Multiply projects etc. For example, 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 Lancashire Colleges bring businesses, organisations and training providers together to deliver workforce training funded from a variety of sources such as ESF, ESFA, DfE. These programmes contribute to the economic growth of Lancashire, tackle social mobility and connect education to business sectors. As a group of colleges, we cover all of the specialist occupational, and sector needs of the Lancashire Economic Plan and the Lancashire Local Skills Improvement Plan.
 3. Myerscough College has led both Skills Development Fund projects for The Lancashire Colleges between 2021-2023 (£9m pilot project and £2.5m for Stage 2). This has involved extensive engagement and collaboration between colleges, businesses, the Lancashire Skills Improvement Plan Board, and the Chambers. This has focussed on themes linked to carbon reduction, digital and sustainability themes that are key drivers in addressing Lancashire's skills and employment needs. The 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 apace with technological and other developments.
 4. Myerscough College's Vice Principal & Deputy Chief Executive chairs the Morecambe Bay Curriculum Group that seeks develop a sustainability curriculum from primary to degree working in collaboration with schools, colleges, universities, public and private sector bodies around the Morecambe Bay area as part of the Eden North objectives for improving social mobility, reducing food poverty, providing a sustainable way of living.
- 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.
 - Myerscough delivers land-based education in Cumbria in partnership with 2 providers: with Furness College in Barrow-in-Furness and with Ullswater Community College in Penrith in response to the closure of Newton Rigg College, the previous only land-based provider in the county.
 - Myerscough works in partnership with Landex – Land Based Colleges Aspiring to Excellence, a consortium of over 30 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's Chief Executive & Principal is a Director of Landex and the current Chair of the Quality and Curriculum Group that leads on curriculum and quality development and improvement matters for Landex. 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 and leadership and management.
 - Myerscough works in partnership with 15 other colleges as a member of Land Based Assessment Ltd, an end point assessment organisation that works in collaboration with Lantra, an awarding organisation. The College supports the development and delivery of end point assessments and the College's Chief Executive & Principal acts as a wDirector on the Board.

- 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. To date there are around 50 business since its inception in 2022. Through the Network the College has supported agriculture employers on net zero e.g. between 2021-23 207 farmers have attended our roadshows / workshops, 47 agricultural / farming businesses have had training needs analysis and 30 have benefitted from 1:1 advice.
- 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.
- Myerscough College has been working collaboratively in 2022-23 with Wigan and Leigh College to share good practice around Governance with visits to each other's Board meetings and committees and the sharing of Corporation documents.
- Myerscough College works closely with the Lancashire Economic Partnership to ensure the College meets local skills needs. This includes the Chief Executive & Principal being a Director of the Lancashire LEP Board, being the Chair of the Skills and Employment Board and a member of the Lancashire LEP Agri-Food Sector Group. 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.
- 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.

- 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 Management Team November 2022
- Lancashire LSIP Focus Groups with various sectors e.g. Agriculture and farming November 2022-March 2023
- Senior Leadership Team February 2023
- Cumbria LSIP February 2023
- Lancashire LEP Skills and Employment Hub March 2023
- College Technical Advisory Boards (employer focus groups) November 2022 to March 2023
- College Governors March 2023
- College Staff Voice Forum March 2023
- College Senior Leadership Team May 2023
- College Governors May 2023

5. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES 2023-24

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
Aim/Objective	Colleges should summarise for each aim/objective:
College Strategic Goal 1: Learning	
1.1 Design, deliver and recruit with integrity to land based, engineering, science and sports qualifications in line with local, regional and national economic skills needs.	<ol style="list-style-type: none"> 1. Develop T Level strategy in readiness for curriculum delivery in September 2023 (Engineering, Agriculture, Horticulture, Arboriculture), 2024 (Animal) and 2025 (Equine) and Sport and Public Services Alternative qualifications. 2. Continue to develop a high quality, digitally agile, teaching and learning experience. 3. Continue to develop a high quality, digitally agile teaching, learning and assessment experience. 4. Develop and enhance land-based curriculum delivery and the marketing of provision in Cumbria following the closure of Newton Rigg working in partnership with key employers. 5. Expand Bootcamp, Multiply programmes and other bite sized programmes to meet local and regional needs identified by employers, LSIP and LEP. 6. Continue to strengthen work with Ministry of Justice to promote reskilling to meet industry needs in horticulture. 7. Curriculum sequencing, enrichment and fit discussions with employers via extended deployment of Technical Advisory Boards.
1.2 Provide excellent teaching, applied research and scholarly activity that creates curious and aspirational learners, improves achievement and transforms lives.	<ol style="list-style-type: none"> 1. English and maths strategy implementation to improve attendance, retention, student satisfaction, work readiness and achievement 2. Vocational achievement strategy implementation to continue to improve student success and skills development. 3. Continue to develop and refine Corporation level reporting systems on holistic student progress. 4. Continued investment in research and scholarly activity.
1.3 Enable students at all levels and contexts to develop their personal development and employability skills to enable them to achieve their aspirations and full potential.	<ol style="list-style-type: none"> 1. Continue to develop and refine flexible programmes of study / skills training that meet individual learners / employers needs. 2. Continue to develop wider student knowledge, skills, behaviours and experiences to enable the holistic development of learners through work experience, trips, visits etc.
1.4 Develop high level technical, creative and digital skills in staff and students.	<ol style="list-style-type: none"> 1. Develop a sustainable, flexible and higher-level technical skills strategy (LSIP request for increase in higher level skills in areas such as agriculture and engineering).
1.5 Provide outstanding resources which are safe, industry relevant, cutting edge and standard setting.	<ol style="list-style-type: none"> 1. Continue to invest in resources to ensure learners have multiple opportunities to develop strong practical skills that ensure their employability. 2. Enhance collaborative planning between curriculum, employers and commercial facilities to continue to improve the student experience and accelerate learner progress.

Strategic Aims and Objectives

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

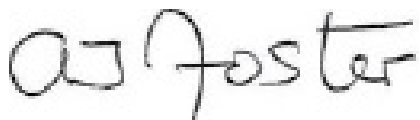
<p>College Strategic Goal 2: People</p> <p>2.1 Attract, retain and invest in high quality people through providing a supportive environment where staff feel listened to and valued.</p>	<ol style="list-style-type: none"> 1. Ongoing management coaching, training and development to enhance leadership, people and change management skills, supportive challenge and succession planning. 2. Launch of new Communications and Engagement Strategy 3. Implementation of a new Human Resources system. 4. Continue to review job roles, pay, staff utilisation, terms and conditions to ensure staff retention and recruitment. 5. Further enhance the onboarding experience of new staff, particularly teachers, to enhance support and development.
<p>2.2 Promote and advance FREDIE principles with a culture of fairness, respect, equality, diversity, inclusion, engagement.</p>	<ol style="list-style-type: none"> 1. Launch a new purpose and culture strategy to further embed our college values and ensure a positive, supportive, student and staff experience. 2. Implement a range of strategies to further improve the diversity of the College.
<p>2.3 Provide a safe, secure, healthy and supportive environment to live, work and study.</p>	<ol style="list-style-type: none"> 1. Residential Strategy implementation to build on success of Ofsted inspection and continued improvement of residential student experience. 2. Continued roll out of the Health and Wellbeing Strategy for staff and students with a particular focus on supporting mental health and wellbeing and building resilience. 3. Implement systems and processes to support Martyn's Law duty. 4. Continue action towards being a trauma informed college. 5. Continue to develop a strong and representative student voice prompting swift management actions.
<p>2.4 Develop strategic partnerships with universities, schools, local / devolved authorities, employers to enhance skills and productivity and align with local, regional and national skills needs.</p>	<ol style="list-style-type: none"> 1. Launch 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. 2. Continue planning for opening of Veterinary School to ensure readiness for September 2023. 3. Continue 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, in order to better meet identified local needs.
<p>2.5 Promote and embed a culture of ambition, innovation, resilience</p>	<ol style="list-style-type: none"> 1. Introduce back to industry placement days for teachers to support upskilling in the latest innovations and working practices.

Strategic Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>College Strategic Goal 3: Sustainability</p> <p>3.1 We will deliver ongoing value for money, including outstanding financial management and planning, which will effectively and efficiently enable quality outcomes for learners, good governance and the robust stewardship of college funds.</p>	<ol style="list-style-type: none"> 1. Implement a Commercial Strategy to ensure commercial activities meet students and employer need, grow the commercial income and ensure value for money. 2. Review recruitment, marketing, and curriculum strategy in line with changing demographics, revised funding, employer need, LSIP priorities, in preparation for T Levels and potential defunding of alternative qualifications. 3. Embed the new applicant journey to remove barriers to accessing Myerscough.
<p>3.2 Deliver an annual plan that allows for ongoing investment in our resources.</p>	<ol style="list-style-type: none"> 1. Continued investment in the College estate including learning resources to meet employer needs and changing technology and demands, improve student accommodation, IT and completion of Cyber Security Plus accreditation.
<p>3.3 Review College services and estate to improve resources, produce efficiency savings and financial and digital resilience.</p>	<ol style="list-style-type: none"> 1. Continued improvement in management information, business software and finance processes - begin move to new database ready for September 2024 launch to ensure minimal data handling and much improved reporting systems for users. 2. Build into College systems, processes and behaviours the need to source responsibly and dispose ethically.
<p>3.4 Promote and embed a green / sustainability agenda across all activities.</p>	<ol style="list-style-type: none"> 1. Appoint a lead person for Sustainability and implement Sustainability Action Plan to support efficiency, reduce waste, recycle and support the environment. 2. Develop a college wide decarbonisation plan and begin to cost and implement. 3. Continue 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. 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 16th May 2023.



Chair of Governors



**Principal/Chief
Executive and Accounting Officer**

Dated: 16th May 2023

7. 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 2021-22

https://www.ucmyerscough.ac.uk/media/8267/myerscough-college-fin-stmts-2020_21-signed.pdf

Ofsted Report 2017

<https://files.ofsted.gov.uk/v1/file/2670161>

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_2021-compressed.pdf

Lancashire Skills

<https://www.lancashireskillshub.co.uk/wp-content/uploads/2020/12/Delivering-the-Lancashire-Technical-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

Liverpool CRCA Skills Strategy

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.thecumbrialep.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

Cheshire & Warrington Strategic Economic Plan

<https://cheshireandwarrington.com/media/qvvhspzh/strategiceconomicplan.pdf>