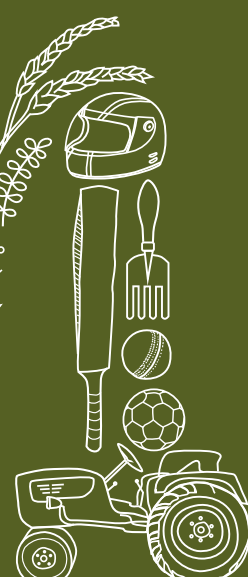




Myerscough
College

EMPOWERING FUTURES

Since 1894



2025/26 ACCOUNTABILITY STATEMENT AND LOCAL NEEDS DUTY



CONTENTS

Section	Contents	Page
1	Executive Summary • Purpose and Vision • Strategic Framework • Curriculum and Local Needs Alignment • Stakeholder Engagement and Partnerships • Governance and Accountability • Conclusion	4
2	Myerscough College '2030 Vision' • Purpose • Values & Culture • 2030 Vision	5
3	Strategic Objectives – 2030 Vision • Empowered People • Unique Place • Sustainable Productivity	6
4	Purpose • Specialist Provision and National Reach • Campus Overview and Regional Roles	7
5	Context and Place • National and Regional Skills Priorities • Lancashire • Cumbria • Liverpool City Region, Cheshire and Warrington	8



CONTENTS

Section	Contents	Page
6	Our Approach to Developing the Annual Accountability Statement • Key Stakeholders • Engagement with Other Providers • Collaborative Projects and Initiatives	20
7	Contribution to National, Regional, and Local Priorities 2025–26	24
8	Accountability Statement – Key Actions 2025/26 • Empowered People • Unique Place • Sustainable Productivity	25
9	Local Needs Duty • Curriculum Planning and Review • Governance Oversight	27
10	Corporation Statement	29
11	Appendix – Reference to Relevant Supporting Documentation	30



1. EXECUTIVE SUMMARY

Purpose and Vision

Myerscough College, a nationally significant specialist provider of land-based and sports education, has launched its ambitious 2030 Vision Strategic Plan. This plan reaffirms the College's commitment to delivering inclusive, high-quality education that empowers communities, supports economic development, and addresses national, regional, and local workforce needs. The College aims to be the education and employer partner of choice, fostering a safe, healthy, and sustainable learning environment.

Strategic Framework

The College's strategy is built around three core pillars:

- **Empowered People:** Delivering ambitious, inclusive education; becoming an employer of choice; and supporting healthy, resilient communities.
- **Unique Place:** Investing in cutting-edge facilities and technology; becoming a centre for knowledge exchange; and achieving recognition from local to international stakeholders.
- **Sustainable Productivity:** Promoting applied research, co-created curricula, and financial resilience while embedding sustainability and innovation.

Curriculum and Local Needs Alignment

Myerscough's curriculum is shaped by labour market intelligence and stakeholder consultation, with a strong focus on agriculture, green skills, engineering, and sports. The College operates across Lancashire, Liverpool, Warrington, and Cumbria, offering England's largest land-based apprenticeship programme. It plays a pivotal role in addressing skills shortages and supporting economic growth in both rural and urban communities.

Stakeholder Engagement and Partnerships

The College works collaboratively with local authorities, Combined Authorities, employer groups, and education providers. It is a leading member of The Lancashire Colleges (TLC) and contributes to Local Skills Improvement Plans (LSIPs), the Lancashire Growth Plan, and the Cumbria Skills Strategy. Key partnerships include the University of Lancashire, Reaseheath College, Landex, the R&A, and the Forestry Commission.

Governance and Accountability

Following a 2023 Ofsted inspection, the College has restructured its curriculum planning to be more employer-led and responsive to labour market needs. The Governing Board is committed to annual reviews to ensure alignment with local, regional, and national priorities, fulfilling its statutory Local Needs Duty.

Conclusion

Myerscough College is strategically positioned to lead in specialist education. Through its 2030 Vision, it is driving innovation, sustainability, and social mobility. The College's commitment to inclusive, high-quality education ensures its provision remains relevant, impactful, and aligned with the evolving needs of learners, employers, and communities.

2. MYERSCOUGH COLLEGE '2030 VISION'

During 2025, the College, through extensive consultation, devised and launched a new 2030 Vision Strategic Plan to shape the journey and priorities of the organisation over the coming five years.

Purpose

A dedicated land based and sports college, we empower our communities with ambitious and inclusive education, creating a workforce for the future.

Values & Culture

Professional, Passionate & Collaborative -
'FREDIE is our DNA'

2030 Vision

By 2030, Myerscough College will be a vibrant community of empowered individuals, offering ambitious land based and sport education.

We will cultivate the workforce of the future who excel through their industry-relevant knowledge, skills, and behaviours. We will continuously invest in our talented team, state-of-the-art facilities, and the latest technology to be the employer and education provider of choice.

We are committed to fostering a safe, happy, and healthy community. Our influence and impact will be recognised locally, nationally, and internationally.

We will drive sustainable productivity, maintain resilient finances, and make impactful investments.

Through partnerships and curriculum co-creation, driven by innovation and meaningful industry engagement, we will positively influence local and national economies.



3. STRATEGIC OBJECTIVES – 2030 VISION

The 2025/26 Accountability Statement will be thematically linked to the College's new 2030 Strategic Objectives to show clear alignment with the agreed priorities of the college.

Empowered People

- Ambitious, high-quality land based and sport education
- Employer of choice
- Graduates with sought after knowledge, skills and behaviours
- Safe, inclusive & healthy communities

Unique Place

- Industry standard facilities and leading-edge technology
- A centre for demonstration and knowledge exchange
- Local to international recognition
- Destination of choice for learners and employers

Sustainable Productivity

- Applied research, innovation and knowledge transfer
- An effective co-created curriculum with high quality work experience
- Economic, environmental and social sustainability
- Resilient finances with high impact investment



4. PURPOSE

“A dedicated land based and sports college, we empower our communities with ambitious and inclusive education, creating a workforce for the future.”

Myerscough College and University Centre is a **dedicated land based and sports college delivering local, regional and national specialist technical education provision, with an international reach.** To meet the needs of the communities and employers it serves, Myerscough has centres across the northwest of England and a high performing, extensive national apprenticeship offer.

The College's main centre is in at the heart of rural Lancashire. To meet need, the curriculum offer is specialist, but broad, from Entry level to Masters in land-based, green skills/science, specialist engineering and sports education. The main 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, green skills, sport and specialist 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 and specialist green skills needs of the Liverpool Combined Authority, supporting the Visitor Economy, a key economic driver for the area.

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

The fourth 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 currently consulting to close a small centre at Witton Park in Blackburn This difficult decision will support the financial resilience of the wider college and through transition and transport arrangements will enrich the specialist land-based experience and quality of education of students from East Lancashire, through attending the main College campus.

The College is committed to meeting the needs of the communities and local economies it serves. Myerscough has developed specialist apprenticeship provision within Cumbria and Northumberland, through partnership to ensure that this rural county has access to high quality land-based education. The college is continually reviewing and enhancing its Cumbria apprenticeship offer through stakeholder feedback and through a range of new partnerships. To ensure the highest, consistent standards of education, the College no longer offers full time courses from satellite venues, rather concentrating of residential opportunities and high-quality apprenticeships.

The specialist nature of provision means the recruitment pattern is wide and extensive and designed to meet land-based, green skills/ science, specialist engineering and sports national requirements, as well as more localised skills shortages. The College consistently recruits students from a wide geographical area and delivers England's largest land-based apprenticeship offer.

5. CONTEXT AND PLACE

The College has a national role and reach to support national priorities and skills needs. The College works collaboratively to meet the needs of its core communities of Lancashire, Cumbria, Liverpool City Region, Greater Manchester and the Borough of Warrington.

As a dedicated, national provider of land-based education the Government recognises the key role that such specialist colleges play in countrywide priorities such as food security, biodiversity, sustainability and green jobs. As a specialist provider of sport education, the College supports health, fitness and wellbeing across the communities it serves.

The Department for Education through the Skills England report, Industrial Strategy Priorities and Plan for Change have identified National Skills Priorities to support opportunities for employment in key growth areas such as green jobs and net zero, creative industries and science and technology.

These sectors are:

- advanced manufacturing
- creative industries
- defence
- digital and technologies
- financial services
- life sciences
- professional and business services
- clean energy industries
- construction
- health

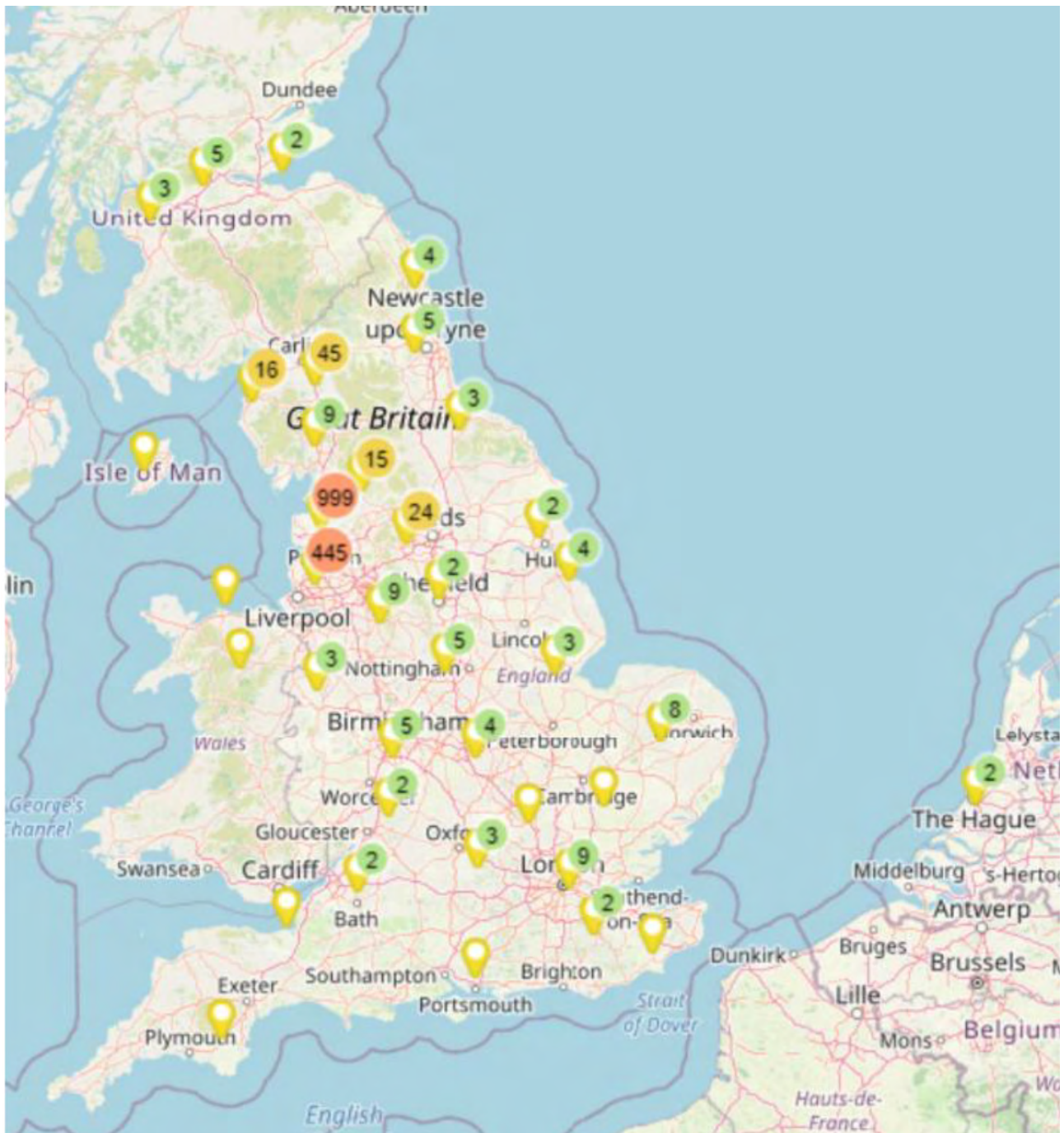


The College opened in 1894, originally as an agriculture college and agriculture is still at the heart of the College but expanding into a wider range of more general land-based areas together with green skills/science, specialist engineering and sports education. Today, 97% of the curriculum is based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

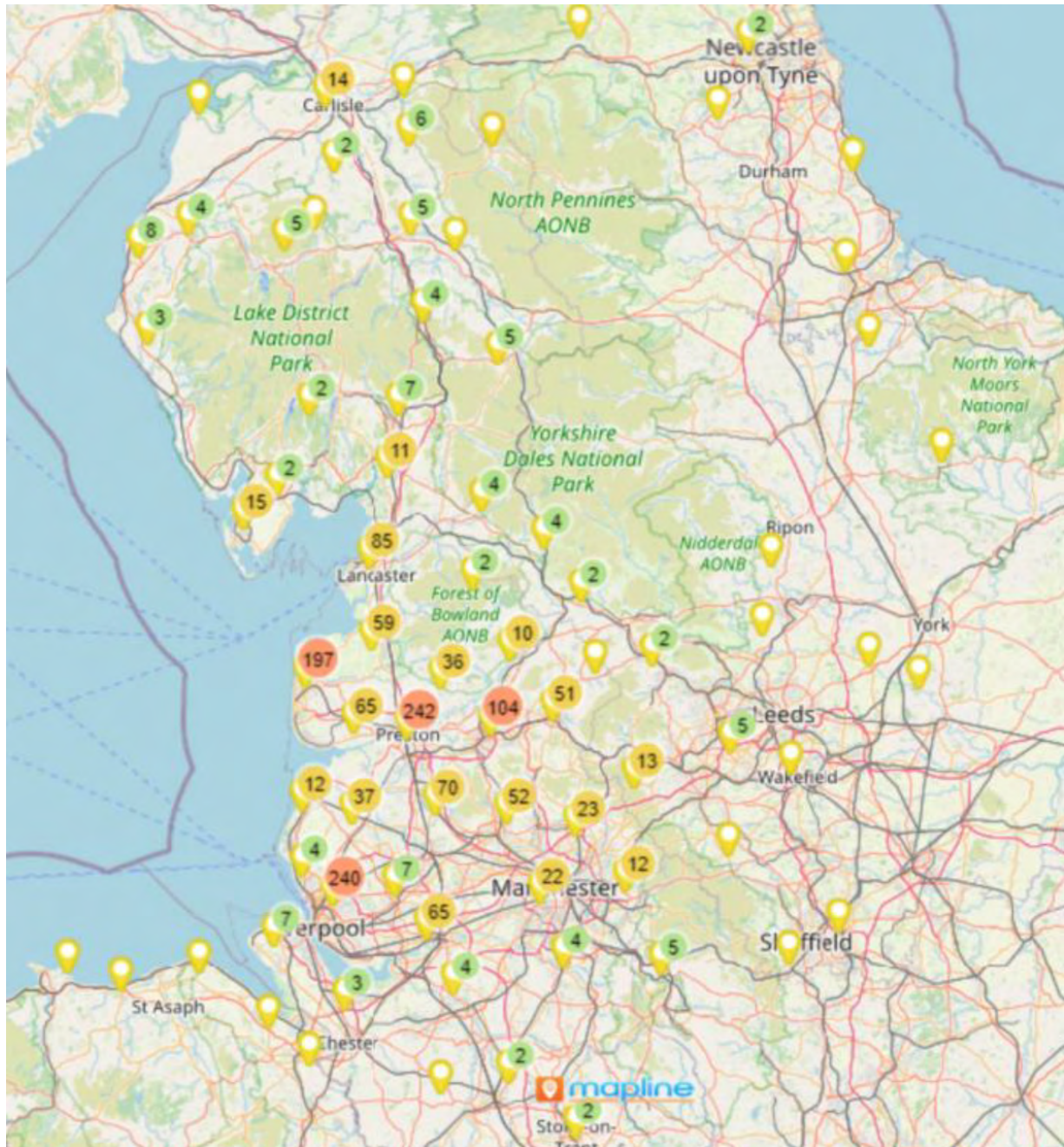
The College is at least 70 miles from the next nearest specialist land-based college so does not operate within normal travel to learn areas. The College therefore operates some of its provision out of smaller specialist centres to meet local needs whilst the main campus at Bilsborrow in Lancashire offers 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 2024/25



North West Recruitment to FE 2024/25



National Recruitment to Apprenticeships 2024/25



Lancashire

Myerscough College is based in Lancashire in the Northwest of England. Lancashire is progressing toward a new Combined County Authority (CCA) and 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 and its Principal take a leadership role in a county wide strategic response to Lancashire's skills and employment needs. The college has a detailed awareness of the inclusive skills mapping of the county; 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 1.53 million and a Gross Value Added (GVA) of £40 billion, Lancashire is the second-largest economy in the Northwest, with significant national growth potential still to be unlocked. The region is home to over 55,000 businesses, providing more than 728,000 jobs.

Lancashire is a nationally significant footprint with almost a million people of working age but has one of the lowest ratios of workforce to residents in the country due to an older population and increased economic inactivity.

There is a sector leading, strong partnership approach in Lancashire with the Lancashire College (TLC) group working in partnership with the new CCA, the wider 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. The College's Principal is the long standing Chair of the TLC group and 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 Growth Plan 2025 – 2035

Lancashire's economy is diverse and resilient, but the Lancashire Growth Plan is intended to ensure targeted investment in key technology sectors, maximising national impact and local transformation.

'Lancashire offers an exceptional Further and Higher Education and technical and vocational training landscape. It has nine General Further Education and two Sixth Form Colleges all of which are rated as Outstanding or Good by Ofsted, a number are national centres of excellence for key sectors such as maritime and nuclear. In addition, Lancashire is home to Myerscough College, a leading specialist land-based college of national importance with campuses across the North West.'

Rural Economy and Food Security: Lancashire is 80% rural, and the county's natural assets and climate support a diverse range of sub-sectoral strengths across the full supply chain, from farming and agriculture to food and drink manufacturing, logistics, and retail.

The region is home to leading educational assets that provide agri-tech solutions for modernising and decarbonising the sector, reducing reliance on overseas supply chains, and increasing home-based supply chain resilience. Myerscough College, near Preston, is a cutting-edge food and farming education centre and a leader in advanced agricultural skills, agri-tech, and applied farming research.

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

The college plays a key 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 Local Skills Improvement Plan Progress Report 2024 - **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.

Ensuring Provision is Aligned to Needs

'Lancashire's FE and Sixth Form Colleges refer to the LSIP during annual curriculum reviews as part of business planning processes. In responding to the Local Needs Duty and preparing their Annual Accountability Statements. Governing Bodies review how well the education and training they provide meets local needs as identified in the LSIP alongside the Lancashire 2050 Strategy and feedback they receive directly from individuals and employers. Thus the LSIP is informing curriculum change.'

Three Local Skills Improvement Fund (LSIF) projects are being delivered collaboratively by The Lancashire Colleges in direct response to the LSIP. Through the 'Skills for Sustainability', 'Digital, Cyber and AI Employability Skills' and 'Farm to Fork' projects the colleges are working closely with local employers to enhance and design new courses that respond to their skills needs.

They are encouraging employers to get more involved in skills delivery through offering Masterclasses and work experience opportunities for students helping to promote careers in the sector, they are also supporting college staff to update their skills by providing CPD and other opportunities.

Finally, the funding is allowing the colleges to invest in state-of-the-art teaching and learning spaces ensuring that students are able to learn on industry-standard equipment, helping to prepare them for successful careers'.

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:

Farming and Agriculture

What has been achieved so far?

'Myerscough College are a specialist land-based college and are the main provider of skills training for the sector in Lancashire. There are others introducing more limited courses for the industry including Burnley College and Lancaster & Morecambe College, both introducing Animal Handling / Management courses for the 2024/25 academic year.

The LSIF 'Farm to Fork' has a farming element alongside the catering & hospitality work. Through this Myerscough College are developing 'off-grid' facilities and a sustainable approach to farming. This will involve improving awareness among farming employers of new technologies and the skills needed to move towards greater sustainability.

The LSIF has also helped Myerscough increase employer engagement with the creation of two new Farmer Networks. The activity is also aimed at improving the perception of the industry through increased knowledge of science and modern working practices including environmental technologies.

What still needs to be achieved?

The continuation of the LSIF project and the need to engage the sector's employers in the activity and new provision. Also, activity to build on improving the perception of the industry and raise awareness of career paths within the industry'

Lancashire Local Skills Improvement Plan
Progress Report 2024

Lancashire Local Skills Improvement Plan 2023 - 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.

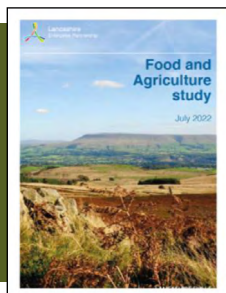
Looking at the occupations that make up Lancashire's Farming and Agriculture sector show a certain concentration of occupations that are different to what is typical nationally. Specifically, Lancashire has around 3,800 farmers working in the sector, constituting some 45.9% of total sector employment,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

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 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.

Health, Sport and Wellbeing

White Paper: Get Britain Working



Backdrop: 2.8m Economic Inactive due to health, 1 in 8 Young People NEET, 9m adults lacking basic skills

Long-term ambition to achieve an 80% employment rate – three pillars:

- A modern Industrial Strategy and Local Growth Plans – to create more good jobs in every part of the country.
- Improving the quality and security of work through the Plan to Make Work Pay.
- The biggest reforms to employment support for a generation, bringing together skills and health to get more people into work and to get on in work.

The White Paper sets out fundamental reforms to tackle six key issues:

- Too many people are excluded from the labour market – especially those with health conditions, caring responsibilities or lower skill levels
 - Too many young people leave school without essential skills or access to high-quality further learning, an apprenticeship or support to work so that they can thrive at the start of their career
 - Too many people are stuck in insecure, poor quality and often low-paying work, which contributes to a weaker economy and also affects their health and wellbeing
1. Too many women who care for their families still experience challenges staying in and progressing in work
 2. Too many employers cannot fill their vacancies due to labour and skills shortages, holding back economic growth and undermining living standards
 3. There is too great a disparity in labour market outcomes between different places and for different groups of people

Lancashire Community Health, Sport and Wellbeing

In Lancashire, economic inactivity has seen a significant uplift since the pandemic, with concerns regarding the number of people moving into economic inactivity due to health conditions. Lancashire faces significant challenges around physical inactivity and related health issues, including obesity and mental health problems, especially in certain deprived areas. These health inequalities are often linked to poor engagement in physical activity and limited access to knowledge about healthy living.

It is estimated within Lancashire (Sport England Active Lives Adults, children and young people Survey (2021/22)), that only 66% of the adult, and 45% of the child population are active, with the consequences negatively effecting life expectancy, through various diseases including type 2 diabetes, obesity and some cancers.

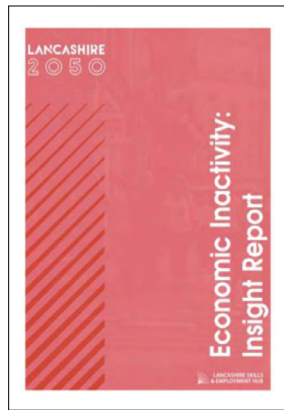
The Lancashire Skills and Employment Strategic Framework identifies the need to improve the health wellbeing of Lancashire's workforce, with Health and wellbeing being one of the frameworks eight Lancashire 2050 themes.

A key action is to collaborate with partners to develop workplace initiatives that improve health and wellbeing, building on the Business Health Matters programme (Active Lancashire) and other initiatives, with the key indicator being the number of people who are economically inactive due to health conditions decreasing.

By delivering training, health checks and supportive wellbeing packages in workplaces, employees are empowered to improve their overall health whilst employers benefit from increased productivity within their workforces. Lancashire Local authority data (LSIP) on 'sickness absence when at work' is higher than the UK average for the percentage in terms of hours of work lost annually due to sickness, which is impacting productivity within the county.

Lancashire has identified five priorities to 'stem the flow' of economic inactivity:

1. Building a healthy, resilient Lancashire To help ensure the current and future workforce is less likely to fall ill and find their employment at risk.



2. Better management of health at work To stem the flow of Lancashire residents moving out of work and onto key health-related "inactive" working age benefits.
3. Targeted, timely interventions To get people who leave jobs due to a health condition back into work at the earliest opportunity.
4. An enhanced support offer for claimants, particularly those under 40. For those who are already economically inactive, and claiming benefits (including carers)
5. Build a better, more integrated system response. Across key stakeholders in the county, leveraging the Lancashire 2050 framework.

The Economy of Sport

The economic scale and scope of sport in Lancashire, while not always broken down specifically by county in national reports, can be inferred from broader regional and national data:

1. National Context: According to the 2024 Sport Satellite Account by the Department for Culture, Media & Sport (DCMS), the UK sport sector was valued at £99.6 billion, with England contributing £87 billion and a Gross Value Added (GVA) of £46.7 billion. This includes direct contributions through employment and business activity, and indirect benefits such as reduced healthcare costs and crime prevention.
2. Regional Relevance: Lancashire, as part of the North West of England, benefits from this economic activity through:
 - Local sports clubs and professional teams (e.g., Lancashire County Cricket Club, Preston North End FC, Blackburn Rovers).
 - Community sport and leisure facilities that drive participation and employment.
 - Tourism and events linked to sports, which contribute to local hospitality and retail sectors.
3. Social Value: Sport England also estimates that the social value of sport and physical activity exceeds £100 billion annually, with a return on investment of £4.20 for every £1 spent. This includes improvements in wellbeing, educational attainment, and community cohesion—all of which are relevant to Lancashire's local development strategies.

Economic development - Sport England

Sports Initiatives in Lancashire and the Wider Region

1. Sport England Local Delivery and Campaigns

Sport England supports a range of initiatives across Lancashire through its “Uniting the Movement” strategy. While not all are Lancashire-specific, many are implemented locally through partnerships with councils and Active Lancashire. Key campaigns include:

- This Girl Can – Encouraging women and girls to get active.
- We Are Undefeatable – Supporting people with long-term health conditions to be active.
- Play Their Way – Promoting child-first coaching practices [1].

2. Active Lancashire

This is the county’s strategic lead for sport and physical activity. It delivers and coordinates numerous initiatives, such as:

- Challenge Through Sport Initiative (CSI) – Supporting people in recovery from addiction through sport.
- Pendle YES Hub – Engaging young people not in education, employment or training (NEET) through sport and wellbeing activities.
- Workplace Health Champions – Promoting physical activity in workplaces across Lancashire.

3. ChangeMakers Initiative

Although national in scope, this UK Sport programme launched in 2024 supports athletes in delivering community-based projects. Some of these may be active in Lancashire, especially those focused on:

- Inclusive sportswear for girls
- Disability-inclusive running programmes
- Youth mentoring through sport [2]

4. Lancashire Football Association (FA) Initiatives

Myerscough College in partnership with Lancashire FA, most recently focussed on a ‘places to play’ initiative focussed on both sport and sportsturf as a specialism of the College. Lancashire FA has several additional initiatives running:

- Local Football Facility Plans (LFFPs), to guide targeted investment into community football facilities across Lancashire.
- Facility and Pitch Investment Support, Lancashire FA helps clubs and communities access Football Foundation funding.
- Community Engagement and Development.

Cumbria

As the north west’s specialist land-based college, Myerscough has expanded its apprenticeship provision across Cumbria. Myerscough works in partnership with a range of Cumbrian organisations to ensure a coherent and accessible land-based offer.

The college takes full account of the Cumbria LSIP and local economy needs in shaping its new strategy.



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

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.



6. 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, emerging CCA, Mayoral Devolved Authorities, Chambers, employer sector bodies and individual businesses.

Engagement with Other Providers in the Area

The Lancashire Colleges

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.

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.

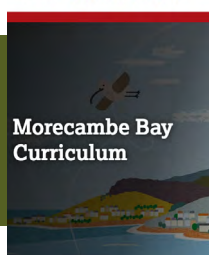
A £2.75m Phase 2 SDF project (2022-23) allowed the colleges to continue our joint work on net-zero carbon curriculum development and allowed a focus on cyber-security. The latter was in direct response not only the announcement that the National Cyber Force will be in Lancashire, recognising the impact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

Myerscough is an partner of the University of 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 saw its students being taught most of their animal husbandry skills at Myerscough College.

LANDEX and Reaseheath College

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.

As the two specialist northwest land based colleges, Myerscough and Reaseheath Colleges have embarked on an exciting, sector leading collaborative initiative to bring together expertise, resources and curriculum planning to provide a coherent specialist offer for northwest England and beyond.

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.



Myerscough 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 LSIP 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 to a new Combined County 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 final 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 eight 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 delivered 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.

In addition to the broad ranging work above that is undertaken as part of ongoing relationships with key stakeholders the College regularly consults with a wide range of groups as part of developing the new 2030 Vision and annual accountability statement.



7. CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES 2025-26

A key priority for Myerscough College was 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 embraced 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.



8. ACCOUNTABILITY STATEMENT – ACTIONS 2025-26

8.1 Empowered People

Focus: Developing staff and students through inclusive, high-quality education and strong organisational culture.

Workforce Development

- Implement a comprehensive People Strategy with themes including:
 - Fair and sustainable pay structures.
 - Recruitment and retention of industry-competent staff.
 - Continuous professional development aligned with career frameworks.
 - Use of data and AI to enhance workforce performance and decision-making.

Culture and Engagement

- Foster a positive, inclusive workplace culture that values wellbeing and staff voice.
- Drive employee engagement through meaningful communication and collaboration with staff groups.
- Support community health and wellbeing, work collaboratively to address economic activity.



Curriculum and Learning

- Deliver outstanding teaching, learning, and assessment to support learner success.
- Provide a high-quality student experience with embedded English, maths, and workplace development.
- Foster resilience, independence, and critical thinking through a tailored personal development curriculum.
- Develop and implement an industry-led curriculum strategy aligned with job market trends.
- Refine the Apprenticeship and Skills Strategy to meet workforce needs.
- Implement T-Levels and maintain viable Level 3 alternatives.
- Maintain robust quality assurance across all provision.

8.2 Unique Place

Focus: Enhancing the College's physical, regional, and strategic presence as a centre of excellence.

Infrastructure and Facilities

- Invest in industry-standard facilities and leading-edge technology to support learning and employer needs.
- Ensure the College remains a destination of choice for learners and employers.



Regional and National Role

- Support the transition to a Combined County Authority (CCA) and align with its skills strategy.
- Close underperforming provision to strengthen financial and educational quality.
- Strengthen Myerscough's role as a regional anchor institution in land-based and sports education.

Partnerships and Recognition

- Develop an innovative partnership with Reaseheath College to meet regional specialist needs
- Collaborate with regional and national partners (e.g., Landex, University of Lancashire, Lancashire FA).
- Expand the Myerscough Farmer Network to support training and knowledge exchange.
- Enhance the College's reputation from local to international levels through demonstration and knowledge exchange.



8.3 Sustainable Productivity

Focus: Driving innovation, financial resilience, and long-term impact through strategic investment and sustainability.

Financial Strategy

- Ensure value for money and strong financial management through strategic planning and controls.
- Continue investment in the College estate and IT infrastructure to support future-ready education.

Innovation and Technology

- Invest in IT and AI to support data-driven decision-making and improve student outcomes.
- Deliver applied research, innovation, and knowledge transfer in collaboration with industry.

Sustainability and Impact

- Embed sustainability, net zero, and green skills across all curriculum areas.
- Align all provision with local, regional, and national priorities to support community health and wellbeing, economic activity, innovation development.
- Review and adapt



9. LOCAL NEEDS DUTY

“A dedicated land based and sports college, we empower our communities with ambitious and inclusive education, creating a workforce for the future.”

As a specialist college, Myerscough has a duty to meet national, regional and local specialist needs in its areas of purpose, whilst working collaboratively to ensure that all local needs are met, through The Lancashire Colleges.

Upon appointment in September 2023, the Principal engaged the Further Education Commissioner to undertake a robust and rigorous analysis of the curriculum planning process at the College, with the full support and scrutiny of the Governing Board.

Curriculum Planning at that point was a significant weakness of the College, contributing to the 'lack of an ambitious curriculum' (Ofsted 2023), ineffective staff utilisation, poor timetabling, financial uncertainty and a disconnect with meeting local, national and regional needs.

As a result of the above and a keen focus on delivering an employer led curriculum, Governors have ensured significant scrutiny and clear accountability on curriculum planning and its impact on the quality of education and meeting local, regional and national need.

Governors have full oversight and are actively involved in aspects of the curriculum planning Cycle. The annual presentations in November, to the board, started the 2025/26 planning cycle which included proposals and rationales for both removal and introduction of curriculum specific to their sector areas and skills.

In a formative approach, the Colleges governing body conducts regular reviews of the Colleges curriculum through its oversight of key performance indicators (KPI's) via the Quality and Standards Committee, Corporation board, and Quality Performance Monitoring meetings (QPMM). There is a regular and transparent dialogue and any key changes and development to curriculum. The governing body are also presented with an Annual College outcome by the Deputy Principal of Education.

With the introduction of new data and reporting systems at the College from June 2022, an enhanced

monitoring of progress against KPI's, milestones, and importantly impact of action, will underpin all reporting into the governing body.

Additional scrutiny is enabled through the Self-Assessment process (SAR) and the introduction of the new QAR (Quality Risk Assessment) process. The QAR has replaced curriculum level QIPs (Quality Improvement plans) to improve visibility, timeliness and completion of agreed actions and improvements. QARs will be reviewed by governors at the QPMMs as of June 2025.

Members of the Governing body contribute to the SAR validations both at curriculum and whole college level, sign off the college QIP, and review the QIP at the end of the academic year.

During 2024/25 the College has widely consulted on the creation of its 2030 Vision Strategic Plan. This consultation process and subsequent plan confirm the clear purpose of the organisation as a specialist provider of land based and sports education. The 2030 Vision will inform the 2030 Curriculum Strategy in shaping the provision for the next five years, meeting local, regional and national need through high quality education.

The final 2025/26 curriculum plan and 2030 Curriculum Strategy will be taken to the July 2025 meeting of the corporation.

Within the curriculum strategy will commit to:

- Adapting and introducing apprenticeships in a variety of emerging and in-demand sectors (e.g. arboriculture, agriculture, sports turf management, and engineering)
- Directly responding to employer needs through enhance working relationships, focussing on curriculum development, content, delivery and assessment modelling.
- Developing and launching Higher and Degree Apprenticeships (e.g in Sports Turf Management and Arboriculture) to address sector-specific skills shortages and provide accessible, work-based learning routes that help overcome

financial barriers traditionally associated with higher education tuition costs.

- Continuing to secure approval and delivery of Higher Technical Qualifications (HTQs), effectively addressing key gaps in the market and responding to industry demand.
- Continuing the roll out of sector specific T level provision, investing in capital projects and facilities, and strengthening partnerships with employers to provide high-quality industry placements. Will enhance access to level 3 study through improved outcomes with regards English and Maths at level 2 for internal progressors.
- Evaluating the College level 1 and 2 provision as a pathway to level 3 study or direct route into employment inline with qualification reform guidance.
- Continuing to shape the college 14-16 offer through the FCAT (Fylde Coast Academy Trust) programme and other identified school pathway offers. Develop clear and comprehensive career roadmaps that highlight the full range of provision across all programme types. These roadmaps will support strategic business planning and foster cross-curricular collaboration, ensuring our offer is aligned with current and future skills needs.
- Continuing to expand our Supported Internship programme through strong partnerships with key employers, creating meaningful work-based learning opportunities that support young people with additional needs in developing the skills, confidence, and experience required for sustained employment.
- Leveraging AEB flexibilities and modular delivery approaches to pilot innovative curriculum models through the development of the 'Test and Learn' Programme. This initiative is designed to explore and evaluate new course offerings that respond to emerging learner needs and labour market demands, enabling agile and responsive curriculum planning.
- Enhancing professional development for teaching staff by implementing the Level 5 Learning & Skills Teacher Apprenticeship, offering structured training and continuous professional development (CPD) opportunities that build pedagogical expertise, support career progression, and improve the quality of teaching and learning across the College.
- Enhancing the employability focus through employer endorsement and co creation of curriculum at all levels, and all provision types.

- Increasing the number of positive destinations into roles within priority areas, for those entering the workplace upon completion of their curriculum.
- Reviewing aspects of the personal development programme including the impact tutorial and 1:1 session support learner progress, and support the development of work readiness.

Current evaluation (2024/25)

The College has undertaken a detailed assessment of how well it meets needs, using the current criteria used in the Enhanced Inspection Framework, and concluded as follows:

- Leaders and managers engage very effectively with employers and other relevant stakeholders to understand the skills needs of the local, regional and national economy, and plan their curriculum accordingly – **Strong**.
- Leaders and managers involve employers and other relevant stakeholders very effectively in the design and implementation of the curriculum to prepare students for future education, employment or work – **Reasonable**.
- Leaders and managers are very clear how they contribute to skills needs – **Strong**.
- Leaders and managers ensure that the curriculum is planned and taught effectively, so that learners and apprentices learn the skills they need – **Strong**.

Against this there are some areas for development for 2025/26

- a. Whilst in many curriculum areas there is strong involvement of employers in design and / or delivery of the curriculum, in other areas further development is required. We have incorporated meeting skills needs into the QAR process, but this requires further embedding in 2025/6
- b. Our ability to meet employer needs underpinned by our ability to recruit and retain staff in key sector areas
- c. Further work is needed to systematically share employer needs information with curriculum heads to support the development of a future curriculum offer.
- d. Employability skills need further development within some elements of the curriculum linked directly to employer feedback and sector employment requirements.

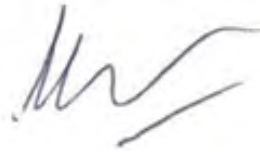
10. CORPORATION STATEMENT

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 10th June 2025.



Jane Booker
Chair of Governors



Wes Johnson
Principal/Chief Executive and
Accounting Officer

Dated: 10th June 2025

11. 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](#)

Ofsted Report 2023

50237631 ([ofsted.gov.uk](#))

Ofsted Social Care Common Inspection Framework Report 2022

<https://files.ofsted.gov.uk/v1/file/50183468>

Myerscough College Strategic Plan

[www.myerscough.ac.uk/media/xuih2i2f/strategic-plan-2030-vision.pdf](#)

Myerscough College website

<https://www.myerscough.ac.uk/>

Lancashire LEP

<https://council.lancashire.gov.uk/documents/s219411/V2%2028990%20>

[LancsSkillsEmploymentStratFramewk.pdf](#)

Lancashire Skills

<https://www.lancshireskillshub.co.uk/wp-content/uploads/2020/12/Delivering-the-LancashireTechnical-Education-Vision-%E2%80%93FINAL-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/strategieconomicplan.pdf>