



Preston College
St Vincent's Road
Preston
PR2 8UR

T 01772 225768
E info@preston.ac.uk
W www.preston.ac.uk

ACCOUNTABILITY STATEMENT

2023/2024

(APPROVED)



Preston College has a rich history, firmly grounded in our community, with foundations in providing technical education and training for all. Whilst the College has always played a critical role in supporting individuals and businesses to acquire the skills they need, it is now arguably more important than ever that the country invests in developing the citizens and workforce of the future.

The global pandemic introduced many new challenges, but also opportunities to look at things differently. As we emerge from the worst days of the pandemic, we might have hoped for a more settled period of time, but economic circumstances, both globally and specifically in the UK, have led to a situation where uncertainty and rising prices have become part of what we once thought of as the 'new normal'.

The cost-of-living crisis will be causing concerns for many of our learners and employer partners, continuing to impact upon how and when learners engage with education, particularly adults. Increased costs to businesses have the potential to adversely affect apprenticeship recruitment and staff development opportunities, highlighting the importance of continually developing and transforming our curriculum. Delivering 'fit for purpose' education that directly responds to employer needs and local and regional priorities, whilst providing opportunities for all to positively enhance their skills, knowledge and industry relevant experience, is arguably now more important than it has ever been.

The next three years will see the College stretch and challenge ourselves, each other and our learners, as we continue to develop and deliver a robust curriculum that serves all of our stakeholders.

SIMON NIXON
Principal and Chief Executive



Introduction

In recent years, Preston College has effectively aligned its curriculum portfolio to regional and local economic needs and the employment priorities published by the Lancashire Enterprise Partnership (LEP). We have also contributed significantly to the development of the Local Skills Improvement Plan (LSIP) and will continue to proactively respond to the published priorities for Lancashire throughout the life of this strategy. Effective Local Authority, sector body and employer engagement supports the college in ensuring our curriculum is responsive to local skills priorities, whilst enabling us to maximise delivery opportunities for our learners, supporting and often facilitating progression into apprenticeships or employment.

The Covid 19 pandemic and the current 'cost of living crisis' have undoubtedly impacted individuals and businesses in recent years. The College recognises that this impact will remain prevalent, yet we remain confident that we can inspire, develop and support people to progress and thrive in spite of the challenges faced.

We are experiencing an exciting period of technological change and advancement, enabling individuals and businesses to innovate and rapidly change systems and processes in enabling increased productivity and effectiveness. The college is excited to engage and support this development with Lancashire businesses, and we are committed to ensure that every learner has access to digital learning that will best prepare them for their chosen employment sector.

In January 2023, the college received a full Ofsted inspection, culminating in 'Good' grades in all areas. The College also scored the top judgement of 'Strong' for its contribution to meeting Local Skills needs, excellent recognition for the work that we do in aligning our curriculum to business need.

The quality of education provided by the College is strongly referenced throughout the Ofsted report, as is the fact that all of our learners feel engaged, safe and well-supported.

Preston College is proud of the impact that we make in supporting individuals and employers to learn, develop, achieve and progress. Our core values and behaviours are integral to the promotion of a positive culture which is centered around learning and continuous improvement for all; and this strategy will enable us to fulfil our vision of 'being the College of choice by transforming lives through education.'



Our Mission and Purpose

The College will commence the implementation of its new three year Strategic Plan in August 2023, designed to build on the many successes of the five year strategy that commenced in 2018. The aims of the plan now ending were broadly achieved, despite the challenges of a global pandemic, and the new plan will further cement the College as a provider of choice within the local area.

The College has had a mission for many years based on the concept of creating the most employable learners. This remains a critical part of the College’s identity, but recent discussions with the Board, staff, learners, and other stakeholders have identified a desire to update the Vision and Mission of the organisation.

Following consultation with stakeholders, the new Vision and Mission statements (from August 2023) will be:

- Vision “To transform lives through education”;
- Mission “To inspire, educate and support our diverse community to reach its potential”.

The College has also refreshed its corporate objectives alongside this review of the overall vision and mission.

The College objectives are to:

- Deliver high quality teaching, learning and support to promote high levels of attendance, achievement and positive outcomes for learners
- Provide a high quality technical and vocational curriculum, aligned to regional and local business and community needs
- Value our diverse college community, and provide aspirational progression pathways for all learners and staff
- Improve financial surplus and cash generation to provide future investment capacity
- Fully embed a culture in which all staff deliver outstanding performance that contributes effectively to the learner experience
- Nurture effective partnerships that benefit learners, staff, the City of Preston and the wider region.

The vision, mission and core objectives are aligned to the principles of quality, collaboration, partnership, aspiration, community and sustainability that form the cornerstones of the College’s approach to ensuring a curriculum that is relevant and effective.

Context & Place

The Communities we support



Preston 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. With a population of 1.5m people, Lancashire's 54,000 businesses generate 637,000 jobs across 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.

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' while the Local Skills Improvement Plan 2023 states that 'most sectors are struggling to attract and retain staff'. The College recognises the value of working with other education and skills providers in Central 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 that serves the local community while building on individual strengths and specialisms to maximise collective impact and meet business needs.

The College proactively engages with the Lancashire Skills and Employment Board that 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, is working in partnership with the Chambers of Commerce which is leading on the Local Skills Improvement Plan, so that the LSIP adds value to existing intelligence, providing additional insights from employers directly.

The College currently supports over 5500 learners across a range of provision types including School Leaver, Adult, Higher education and Apprenticeship programmes. As a community provider, we serve a broad demographic of learners in ensuring that our curriculum is reflective of local skills need. Qualification attainment in Preston does generally reflect national averages, however there is a noticeable attainment gap at Levels 4+ in the local labour force, something that the College will work to address.

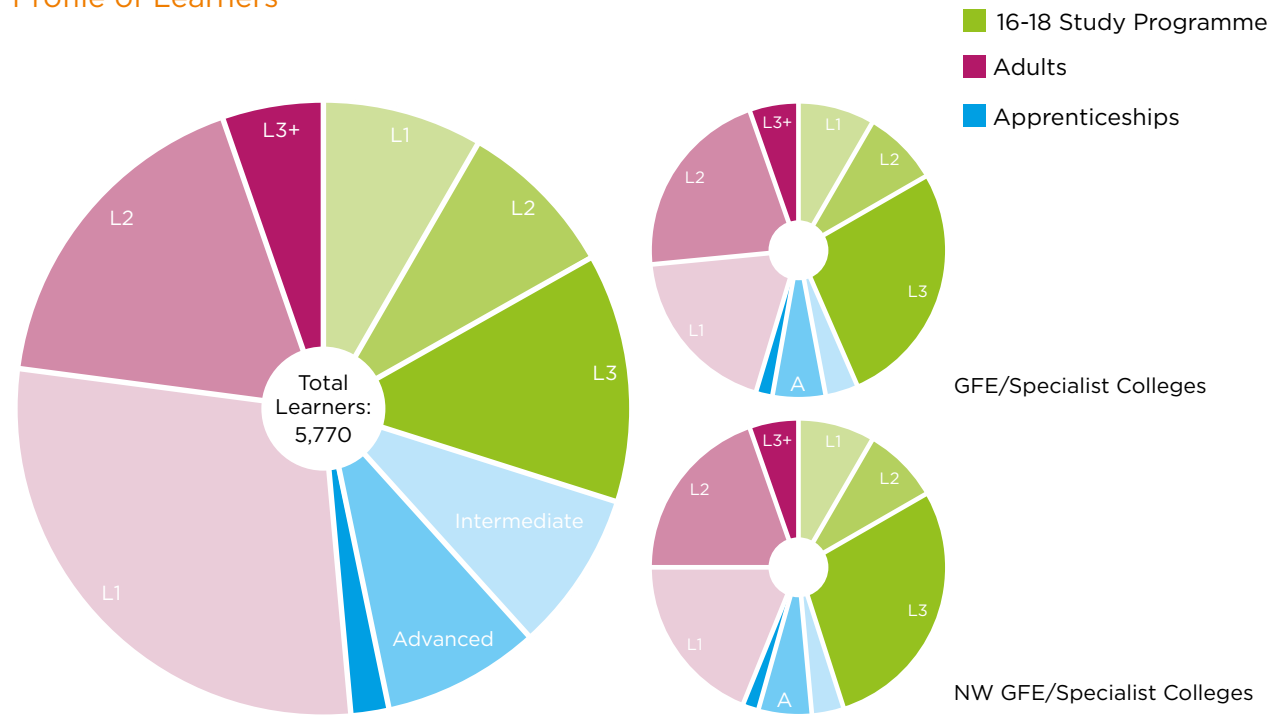
The recruitment of 16-19 year olds has been on a positive trajectory for the past three years, with learner recruitment from the Preston area alone increasing from 760 to 930 in this time. The picture is equally positive for apprentices, with a market share increase from 10% to 12% in the same period. Despite a challenging three years for the adult market, influenced heavily by external factors, the college has successfully retained a significant market share in Lancashire.

The College is proud of its diverse learning community, and we successfully engage learners in a broad range of education and training. In 2021/22;

- 1641 learners (20.1%) were from ethnic minority groups. The diversity of learners at College is reflective of the diversity within our local community.
- 31% of leavers reported a learning difficulty or disability.
- The College recruited over 40% of its learners from the most deprived wards in Preston.
- The number of young people who were categorised as a looked after child increased to 65 learners with a 90% achievement rate and the 99 learners who attended with Educational, Health and Care Plans (EHCP) completed with a 93% Achievement Rate.

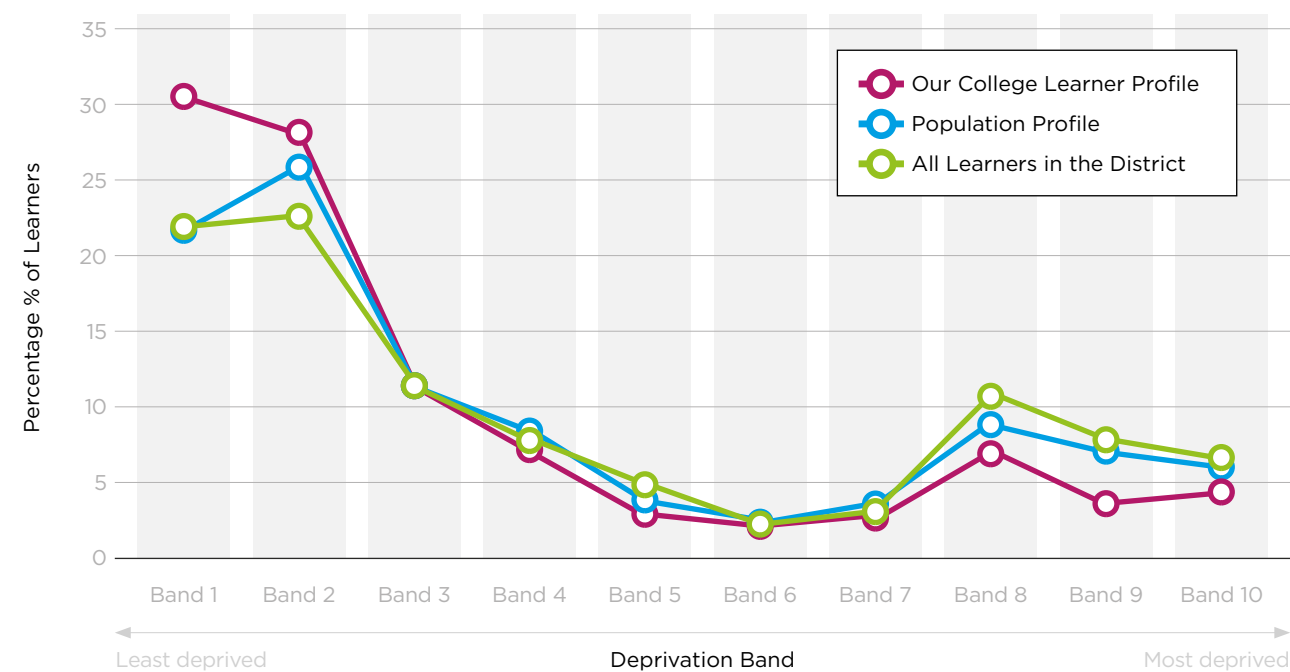
The charts presented below provide further information about our learner profile.

Profile of Learners



These charts show that the college has a larger proportion of adult learners than other providers regionally and nationally, particularly at Level One. The size and scale of the college adult provision is positive, though it does represent risk throughout the life of this strategy based on the impact of Covid-19 and the cost of living crisis. The year on year growth of 16-18 Study Programme learners has strengthened this provision, with ambition for continued growth throughout the life of this strategy. The proportion of apprentice learners at the college is positive, reinforcing the fact that the college has responded effectively to the impact of the pandemic, the cost of living crisis and apprenticeship reform.

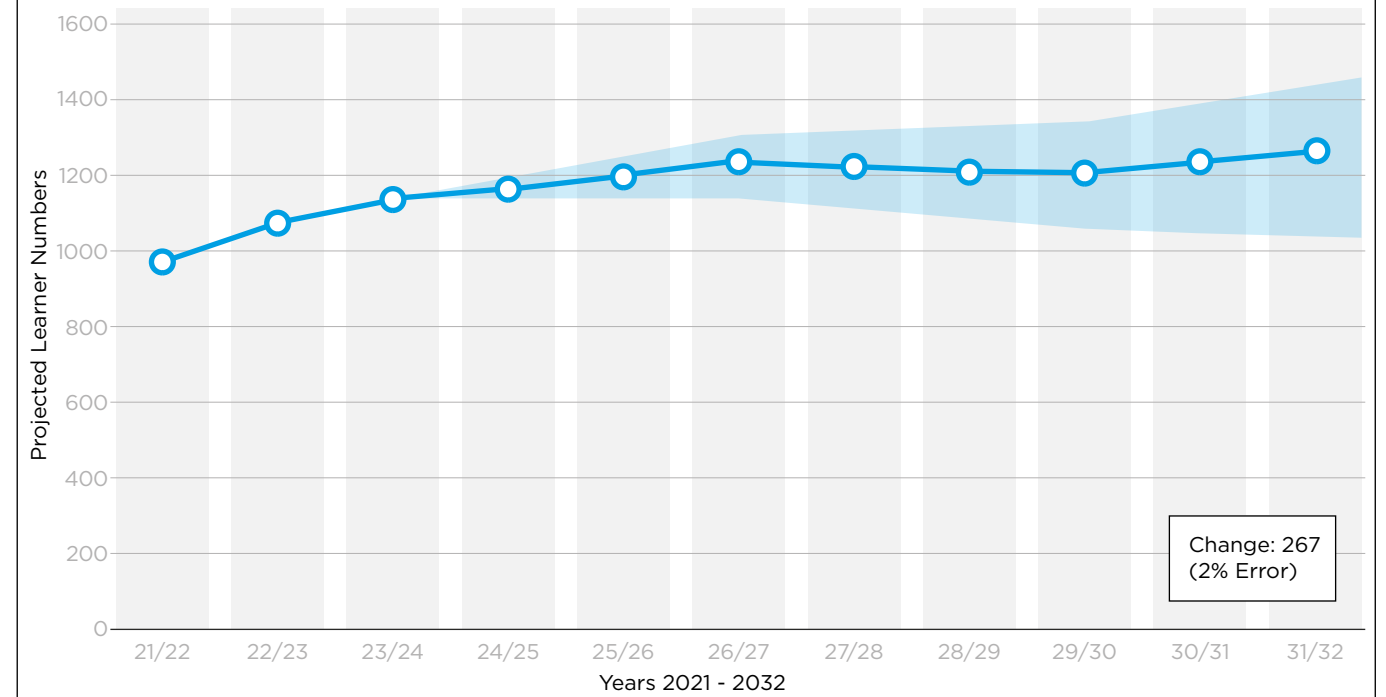
Learners Living Within The Selected District - IMD 2019



**Data for a deprivation band has been removed due to low numbers, please refer to table

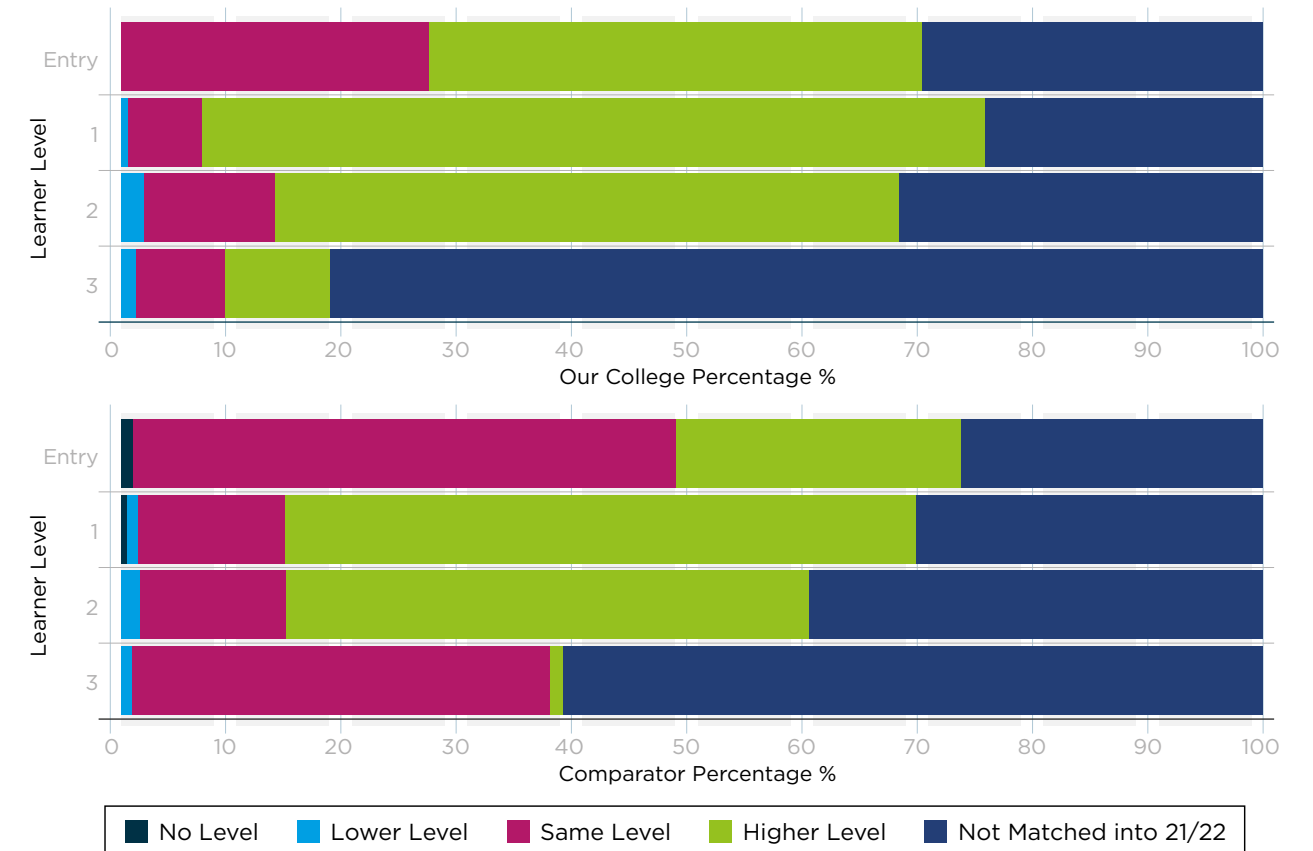
This graph reinforces the fact that the college recruits a high proportion of learners from the most deprived wards in the city. This information reinforces the strength of our community impact, whilst reinforcing the scope that the college has in strengthening the recruitment of learners from some of the more affluent wards in Preston.

Preston Projected Learner Numbers 2021 - 2032



This chart outlines the year on year increase in school leavers in Preston up to and including 2026. This provides confidence that further growth in our 16 - 18 study programme learners can be achieved.

Percentage of 2020/21 Completers enrolling at the same College in 2021/22 (By Highest Level of Learners in 2020/21)



Learner progression is important in ensuring that our learners are best prepared for employment, whilst also contributing to increased college recruitment. These tables reinforce that in relation to our 16-18 market, the college performs well in supporting learners to achieve and progress to the next level of learning, out-performing other providers nationally. At Level 3 the College supports excellent destinations for our learners who predominantly progress into higher education, apprenticeship learning or employment.



Developing the Plan

Our approach to engagement

The Lancashire Skills and Employment Strategic Framework (issued by the LEP) identifies the key priorities and actions required to drive up skills and employment in Lancashire, enabling the College to directly align the pipeline of skills with the needs of local business. The College use this, along with relevant Labour Market Information, to inform curriculum development and planning. The College has recently been awarded an AoC Beacon Award in Employer Engagement for work undertaken in the Construction sector in direct response to the Preston and South Ribble City Deal, and consequent significant investment in infrastructure and house-building in Central Lancashire. The identified growth pillars for Lancashire are as follows;



The College has worked significantly in aligning its curriculum in support of these key employment sectors, and the positive upturn in learner numbers that we have achieved in recent years (16-18 study programme contract growing from 1,760 to 2,003 between 2021/22 and 2023/24) is testament to the positive impact that we are making in directly linking our curriculum to local skills priorities.

It is important to reflect that as a community provider, we ensure that our curriculum is both inclusive and progressive, and we provide learning experiences from Entry Level to Level Seven. The College delivers substantive learning in the essential skills areas of maths, English and Digital learning, whilst our extensive and highly successful ESOL programme enables individuals with little or no English language skills, to effectively progress into technical learning or directly into employment. The College was the first nationally to be recognised as a 'College of Sanctuary', and we continue to work with key partners in supporting high volumes of asylum seekers and refugees in helping them to prepare for the workplace.

The College promotes a culture of continuous improvement, providing extensive CPD opportunities for our practitioners in teaching, learning and assessment. Integral to our approach is the opportunity for technical staff to return to industry for professional upskilling, and across our Technical Schools, this has not only supported improved practice, but also the development and sustainability of effective partnerships with local employers. These relationships often extend to enhancing learner opportunity, with employer partners being proactive in supporting Industry Placement and other meaningful intervention. One example of an employer partner supporting our learners is Royal Sanders Ltd., a cosmetic manufacturing company who have supported learners in Science and Hair & Beauty Therapy. Whilst this input is highly valued and was recognised in a Preston College 'Exceptional Employer Award', Royal Sanders recently extended their support in making a significant contribution of products to the College's 'food bank', providing invaluable support for learners impacted by the ongoing 'cost of living' crisis. Also, our Film and Photography and Performing Arts learners continue to work with the BBC research and development team in developing new digital tools to create multi-directional short films. As part of our work with them, we are using these tools to test their interfaces and functionality. This is an excellent opportunity for our students as the BBC see this development as the potential future for short films. We are

the only College working in this capacity and this gives our learners a significant insight into future developments in the Media industry.

Our specialist staff and industry-standard facilities make the College an exciting and enjoyable place to study. Our recently upgraded Construction Skills Centre (only made possible by working with two of the region’s leading construction companies Walter Carefoot & Sons and Frank Whittle Partnership) offers learners a real-life working environment to help learners gain the skills they need for the workplace, as well as the technical qualifications that we deliver. The College continues to invest in the physical resources required to facilitate excellence in technical learning, and has recently enhanced technical skills provision in Health (where we operate a shared facilities partnership with the Lancashire Teaching Hospitals Trust), Early Years Education, and Hairdressing & Beauty Therapy.

Our curriculum offer is underpinned by the development of Digital Skills, and in recognition of this, we invested in the development of seven Digital Skills suites in 2021/22. Employer partners recognise the impact that we have on training the pipeline of future talent and will very often donate materials and products to Preston College in order to give learners relevant and high-quality materials to work with as they learn the trade. Ribby Hall Holiday Village is a significant employer based in the Fylde, and through our effective partnership working, we have seen a number of Beauty Therapy learners progress directly into employment with Ribby Hall in recent years. They also enable our learners to learn through the use of their facilities, and are a good provider of apprenticeship training.

Preston College was one of the first nationally to achieve the Quality in Careers Standard, and we were re-accredited by Matrix in 2021/22 in recognition of our positive approach to Careers Education, Information, Advice and Guidance. The quality of the College’s careers provision is reflected in our early and ongoing achievement of the Gatsby Benchmark, and the impact that we have made locally and nationally in disseminating our models of provision with other providers of Education and Training. In recognition of the quality of our curriculum, we were also selected as one of twelve providers nationally to work with WorldSkills UK and NCFE as a ‘Centre of Excellence’. This programme has supported invaluable development in skills-based teaching practice across the College, whilst learners from across our technical curriculum have enjoyed success in regional and national competition.

The offer of Industry Placement is significant within the College, and as a ‘Technical’ provider and an early adopter of T-Levels, the College was fortunate enough to be selected as a delivery partner in the Capacity and Delivery Fund (CDF) Industry Placement programme. Engaging in this provision over the last three years has enabled the College to develop an extensive network of placement partners, create an organisational infrastructure and test models of delivery in ensuring that the provision is effective for our learners and our employer partners. The College takes innovative approaches to securing placements for learners, particularly in sectors that are recognised as being more challenging. In Science for example, we secured placements in Universities and Schools as well as in professional laboratories, whilst we engaged with a ‘Business Hub’ to secure Digital Placements across a broad range of organisations.

Whilst working with an extensive network of employer partners in apprenticeship training, Industry Placement and curriculum development and design, the College also has some formal partnerships which impact directly and substantively on the experience of our learners. Core delivery partners include;

- Lancashire Fire & Rescue (The Princes Trust)
 - Preston North End Community & Education Trust
 - JTL Training Ltd
- The Eric Wright Learning Foundation
 - The University of Central Lancashire

Effective collaboration is central to our approach to providing Education & Training, and the College is proactive in working with other key providers in ensuring that individuals and business across Lancashire have access to high quality learning and development.





Contribution to Skills College Priorities 2023/24

Guiding principles for the College's strategic priorities are:

- Continuous quality improvement in teaching and learning, building on the successes of Ofsted inspection whilst also recognising that further improvements can be made. Detail is already included in the Quality Improvement Plan, and includes improving attendance, pace and high grades achievement in some areas (including Maths and English, but also more generally as appropriate).
- Implement Curriculum Strategy, due for Board approval in June 2023.
- Incremental improvement in the quality of Apprenticeship delivery in line with the expectations of the Accountability Framework
- Targeted growth in learner numbers where market conditions allow, particularly for 16-18 study programme, all age apprenticeships, and Higher Education.
- Continue extensive employer engagement activities to ensure that the College meets local skills needs in line with the new statutory responsibilities.
- Share best practice across the whole College community, including through discussions with other colleges/ organisations as appropriate.
- To meet or exceed benchmark targets for achievement rates across all cohorts.
- Implementation, and monitoring, of skills accountability framework measures.
- Effective curriculum planning, including refined viability modelling.
- Collaborative opportunities, including options for shared services and/or closer partnership working.
- Develop and implement comprehensive HR Strategy, to include pay framework, staff engagement, workforce development, and succession planning.
- Programme of industry ("back to the floor") visits for all staff as part of updating skills and knowledge.
- Three year target to improve surplus and cash generation to support future investment capacity.
- Three year investment in ILCT to improve the resources available to staff and learners.
- Three year plan to continue incremental estate improvements, with full implementation of Estates Strategy if funding sources can be secured.
- Process engineering to enhance the efficiency of core College systems and build on some of the quick improvements made as a result of covid lockdowns; examples will include exams, apprenticeship on-boarding/contracting, HR workflows, digital forms.
- Enhance the hybrid working options available to staff, with potential benefits in staff recruitment and general health/ wellbeing.
- Develop and implement a range of sustainability projects, including learner engagement, to contribute towards carbon reduction and minimise energy consumption. Alongside this, to develop a longer term plan to contribute to UK ambition to be net zero by 2050.

DELIVERABLES	ACTIONS TO BE TAKEN	TARGETS/KPIS (2023/24)	IMPACT MEASURES
<ul style="list-style-type: none">• To develop and deliver a responsive curriculum portfolio which directly meets the needs of local and regional employers and LSIP priorities.	<ul style="list-style-type: none">• Annual review of LMI to ensure that the college is reflective of local and regional skills need.• Formalised annual Governing Body review of all College curriculum, measuring intent and impact on the Skills agenda.• Introduction of structured Sector Advisory Groups to meet twice annually with a view to influencing college curriculum.• To maximise the impact of existing employer partners in influencing curriculum design and delivery.	<ul style="list-style-type: none">• All full-time learners to undertake an employer-led project to add-value to their qualification.• 93% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme.• New T-Levels and Apprenticeship Standards effectively introduced into the college offer and reflective of local and regional demand• Sector Advisory Groups implemented across all Technical ‘Schools’• New programmes developed at L4+ in Health, Engineering and Construction to support the significant skills gap in Lancashire.	<ul style="list-style-type: none">• Close alignment of our technical education provision with local, regional and national priorities in supporting economic growth.• Strong community impact through the effective provision of ESOL, English and maths provision.• To maintain judgement of ‘significant contribution’ to skills needs through SAR/ Ofsted.• To effectively develop and deliver to the Annual Accountability Statements, strengthening the college reputation in relation to Technical Education and community impact.
<ul style="list-style-type: none">• To effectively transform programmes of learning in response to Technical Education reform, including the effective implementation of T-Levels and new Apprenticeship Standards.	<ul style="list-style-type: none">• Continually monitor progress through the T-Level implementation group.• Review curriculum developments through the college business planning cycle.• To respond to LMI and employer input in reviewing and developing apprenticeship curriculum.• To fully engage organisations including AOC and ETF in T-Level and Transition Programme development.	<ul style="list-style-type: none">• New T-Levels introduced and embed into the College curriculum including, Mental Health, Accounting, Carpentry & Joinery and Digital.• 2024/25 offer agreed with competing qualifications divested.• Apprenticeship offer reviewed and approved in readiness for 2024/25.• All T-Level and Transition staff to engage in ETF delivery training and awarding Body Engagement	<ul style="list-style-type: none">• Increase in the quality, relevance, and uptake of T-Levels and apprenticeship standards by learners and employers in Lancashire, as evidenced by data including enrolment, completion, satisfaction, retention, progression, and employment rates.• Enhancement of the skills, knowledge, and competencies of learners and apprentices in meeting the current and future needs of the industry sectors in Lancashire, as verified by key stakeholders.• Promotion of the social and personal development of learners and apprentices, as well as the diversity, equity, and inclusion of the technical education provision.
<ul style="list-style-type: none">• To ensure year on year growth in 16-19 and Apprenticeship provision whilst maintaining the college position as a significant provider of Adult Skills.	<ul style="list-style-type: none">• Delivery of highly impactful stakeholder activity in-line with agreed plans across all provision types.• To improve learner progression across all provision types using ‘RCU Mides’ information as the baseline.• Provision of outstanding CEIAG through events and targeted activity.• To build community perceptions of the college through engaging and impactful marketing and promotions activity, including the strengthening of alumni related provision.	<ul style="list-style-type: none">• To have a new Preston College ‘Engagement Strategy’ approved by the Governing Body.• To update stakeholder plans at provision type level, ensuring a range of activity which supports growth in learner numbers.• To achieve a 1% growth in 16-19 and Apprenticeship numbers based on 2022/23 outturn position (R014).• To deliver our Adult Education budget in full.	<ul style="list-style-type: none">• Increased access to education and training: By achieving growth in the number of 16-19 and apprentice learners, more individuals will have the opportunity to access Further Education, reinforcing our place as an important community provider.• Improved skill levels: Growing the number of learners in the college will contribute to an increase in the overall skill levels within the workforce.• Increased market responsiveness - better supporting skills needs locally and regionally.• Enhanced financial performance – increased learner numbers will enable the College to operate with greater efficiency in delivery.
<ul style="list-style-type: none">• To embed sector specific Digital Skills into every programme of study, ensuring that all learners have access to Digital Technologies that are reflective of key employment sectors.	<ul style="list-style-type: none">• To contribute to the development of the College Digital / ICT Strategy, ensuring that curriculum and planned infrastructure development are aligned.• To proactively and positively engage with innovation including AI for example, ensuring that learning is enhanced through effective use of new technologies.• To respond to market needs in relation to training and skills, enhancing provision in key areas including Cyber Security for example.• To continually engage and empower our staff to embrace technological advancement, providing training and resource as appropriate.	<ul style="list-style-type: none">• Curriculum and learner requirements to be central considerations in the new college ICT strategy (2024/26)• Pilot AI activities to be delivered across the college curriculum.• New curriculum developed and delivered in response to employer need.• All substantive adult learning programmes to have a Digital Skills qualification embed to support employability.• All curriculum staff to have received training and development in relation to the positive impact of AI and its use.	<ul style="list-style-type: none">• Enhanced employability: In today’s digital age, employers across various sectors prioritise candidates with strong digital skills. By acquiring sector-specific digital skills, learners become more attractive to potential employers and increase their employability.• Industry relevance: Sector-specific digital skills will ensure that learners are equipped with the knowledge and competencies required in their chosen field.• Competitive advantage: Having sector-specific digital skills sets learners apart from their peers and gives them a competitive edge.• Increased productivity: Sector-specific digital skills will enable learners to leverage technology effectively to streamline processes, automate tasks, and improve productivity.• Future-proofing careers: Technology continues to reshape industries at a rapid pace. This future-proofing ensures that learners are well-prepared for the evolving job market, where digital skills are becoming increasingly essential across all sectors.

DELIVERABLES	ACTIONS TO BE TAKEN	TARGETS/KPIS (2023/24)	IMPACT MEASURES
<ul style="list-style-type: none">• To work collaboratively with other providers and external stakeholders in promoting widening participation and effectively delivering to the Skills and Post-16 Education Act.	<ul style="list-style-type: none">• Proactively engage with the LSIP, working collaboratively with the Chamber of Commerce and other providers in responding to local need.• Positively engage in LCIOT development and LSF provision in strengthening provider collaboration in Lancashire.• Engage proactively in Regional Curriculum Development Groups, including T-Level panels.• Ensure that in Curriculum Development and Planning, conscious consideration is given to other local providers, minimising duplication and ensuring that local skills impact will be achieved.	<ul style="list-style-type: none">• The Lancashire and Cumbria IOT to be fully operational, with Preston College achieving its curriculum development and learner recruitment targets.• The College curriculum to reviewed in-line with LSIP priorities and Local Skills Impact, with ambitious progression KPIs agreed and implemented within our accountability framework.• T-Level provision to be fully embed into the college curriculum, with 100% learners able to access a full Industry Placement.	<ul style="list-style-type: none">• Improvement in the partnerships and collaborations between the education providers and employers in Lancashire, as evidenced by the level of employer engagement, co-design, and co-delivery of education programmes.• Enhanced learner satisfaction reflecting the improved learning opportunities facilitated by increased collaboration.• Improved reputation locally and nationally based upon our positive and proactive engagement with others.
<ul style="list-style-type: none">• As a member of the LCIOT, to develop innovative provision and grow Higher Skills Learning in key sectors including Health, Engineering & Construction.	<ul style="list-style-type: none">• Effective partnership working with other providers and UCLan in developing the LCIOT and associated curriculum.• Effectively utilise capital funds to develop and promote industry standard resources.• Develop innovative programmes that reflect industry need whilst providing L3 learners with a progression pathway.	<ul style="list-style-type: none">• New programmes developed and validated in Health, Engineering and Construction to promote FT, PT and Apprenticeship delivery.• The College to deliver in-line with / above agreed LIOT recruitment targets (127 starts in 2025).• Improved internal progression and direct recruitment to provision, supporting Higher Skills growth of 5% by 2025.• All LCIOT students to have provision underpinned by Digital Skills development reflective of future industry requirements.	<ul style="list-style-type: none">• Enhance the College status as a significant provider of Higher Skills provision in Lancashire.• Improved learning resources for learners to enhance in-class and out of classroom learning.• Enhanced progression pathways for all learners, enabling higher volumes to progress from L3 to L4+ in-line with employer needs.
<ul style="list-style-type: none">• To expose every learner to employer-related experience whilst promoting an outstanding Careers and Industry Placement programme accessible to all.	<ul style="list-style-type: none">• To plan employer encounters into every college programme, ensuring strong employer influence in planning and delivery.• Further develop an Industry Placement Team who are able to coordinate and facilitate a broad and diverse offer.• Tale influence from our Sector Advisory Groups in ensuring that our Placement programme is reflective of Industry need.• Ensure that all relevant staff, including SLT, Employer Engagement and Work-based Tutors, are proactive in facilitating IP opportunities.	<ul style="list-style-type: none">• 100% of College full-time programmes to have employer encounters built into the delivery plan.• 100% 16-19 Study Programme learners to undertake Industry Tasters or Industry Placement.• All learners to benefit from individual Careers support, guidance and planning, regardless of programme or provision type.• 93% of all learners to progress into further study, an apprenticeship or employment upon successful completion of their programme.	<ul style="list-style-type: none">• Real-world relevance: Employer encounters provide learners with valuable insights into the world of work. They can understand how their education relates to actual job roles, industry practices, and the skills demanded by employers.• Career awareness and exploration: Interactions with employers expose learners to various career options and pathways. They can explore different industries, job roles, and the skills required for specific careers.• Industry insights and trends: Employer encounters allow learners to gain first-hand knowledge about the current state of industries and emerging trends. They can learn about technological advancements, changing market demands, and skill requirements.• Work-based learning opportunities: Some employer encounters may include work placements, internships, or apprenticeships.• Increased motivation and engagement: Exposing learners to employer encounters can spark their motivation and enthusiasm by connecting their education with real-world contexts.
<ul style="list-style-type: none">• To promote sustainability in every programme, ensuring that all learners understand and contribute to the ten point plan for a green industrial revolution.	<ul style="list-style-type: none">• To undertake a full review of the college curriculum, identifying strengths and areas for development in relation to promoting sustainability.• To work proactively with other providers in developing and sharing good practice.• To develop college-wide sustainability objectives linked to the 4 C’s (Curriculum, Campus, Culture, Community)• To contribute to a college-wide working group in developing and delivering to the sustainability agenda, leading on the curriculum components.	<ul style="list-style-type: none">• All learners to have sustainability built into their programme of study and for all learners to have access to innovative resources contained on the college VLE.• For the College to implement sustainability objectives, and to deliver proactively against agreed KPIs.• The College will have invested in resource to support technical areas of specialism, including Building Services Engineering and Automotive Technologies.	<ul style="list-style-type: none">• Increase in the awareness, engagement, and action of learners and staff in promoting sustainable and green practices.• Integration of sustainable and green themes across the curriculum and co-curriculum, empowering learners and staff to develop critical thinking, problem-solving, innovation, and leadership skills relevant to the green industrial revolution.• Improvement in the sustainability performance and reputation of the college, as measured by relevant external benchmarks.• Enhancement of the College culture and community through delivering to common objectives relating to sustainability.