



Inspire
Education Group

ACCOUNTABILITY AGREEMENT

*Be Bold, Be Brave,
Be Exceptional*

o 2024 - 2025

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WELCOME

Inspire Education Group (IEG) is a fantastic place to study and work. Our mission shapes everything we do 'to transform lives through inspirational and innovative learning'. This mission is more than a statement, we live by it every single day, placing our students, staff and our communities at the very centre of what we do. We are relentless in our approach to do our absolute best for the communities and employers we serve.

This agreement details how we will continue to meet the needs of our students, staff, stakeholders, employers and the wider community.

It is aligned to our new strategy 'Be Bold, Be Brave, Be Exceptional' and our curriculum strategy.

I am delighted to share with you our annual Accountability Agreement.

Rachel Nicholls
Principal and Chief Executive Officer



OUR VISION, MISSION AND VALUES

Our vision is to be an exceptional learning organisation, empowering your future.

Our mission is to transform lives through inspirational and innovative learning.

Inspire
Education Group

- I **Innovative**
- N **Nurturing**
- S **Sustainable**
- P **Passionate**
- I **Inclusive**
- R **Respectful**
- E **Excellent**

PURPOSE

The Inspire Education Group mission is to ‘transform lives through inspirational and innovative learning’.

Inspire Education Group (IEG) was formed in August 2020, following the merger between Peterborough Regional College, now known as Peterborough College, and New College Stamford, now known as Stamford College. IEG is a large and successful provider of further and higher education in Cambridgeshire and Lincolnshire. IEG operates its higher education provision through University Centre Peterborough, a wholly owned subsidiary company. IEG also delivers specialist commercial training, such as accountancy qualifications via Anglia Professional Training and Gas Centre certification for local, regional and national employers.

IEG works effectively with both devolved (Cambridge and Peterborough Combined Authority) and non-devolved administrations (Greater Lincolnshire Local Enterprise Partnership) to support their strategic skills plans in their regions. This brings many opportunities to provide innovative and flexible skills development to meet student, employer and stakeholder needs.

As an organisation we are determined to make a positive difference to the employers and communities we serve.

We do this by:

- Creatively designing solutions and curriculum to meet particular challenges and needs.
- Developing highly effective relationships and being a reliable partner who always delivers.
- Seeking opportunities and ways to share practice across the regions.
- Ensuring we are aspirational for all our students.

As a group, IEG promotes ‘Careers, not Courses’ and is well positioned to support all students to have a clear progression pathway into their chosen careers. A well-planned careers programme, underpinned by strong and effective relationships with employers, is key to enabling students to access local and national apprenticeship opportunities. Our dedicated JobShop provision, initially funded by the Cambridge and Peterborough Combined Authority (CPCA) at Peterborough College, is key to enabling students to secure employment.

As recognised by Ofsted (March 2023) IEG makes a ‘strong’ contribution to meeting local, regional and national skills needs.

BE EXCEPTIONAL

Our vision is to be an exceptional learning organisation, empowering your future.

Our mission is to transform lives through inspirational and innovative learning.

- I Innovative**
We are enterprising, responsive and adaptable.
- N Nurturing**
We are supportive, caring and friendly.
- S Sustainable**
We deliver strong finances that support reinvestment and environmental gains.
- P Passionate**
We are ambitious, inspirational and aspirational.
- I Inclusive**
We provide opportunities for all, respecting and celebrating the diverse communities we serve.
- R Respectful**
We promote high standards through a culture of challenge, support and professionalism.
- E Excellent**
We always deliver the very best that we can.

PRIORITY 1	Continuously Evolve Our Curriculum	Anticipate future job markets, equip students with cutting-edge skills for lifelong success.	1
PRIORITY 2	Inspire and Engage Students	Deliver exceptional teaching and learning so students achieve their full potential.	2
PRIORITY 3	Harness Technology	Unleash the power of digital technology in everything we do.	3
PRIORITY 4	Champion Equality, Diversity and Inclusion	Forge a truly inclusive organisation where everyone has equality of opportunity to succeed.	4
PRIORITY 5	Create Campuses of the Future	Transform our estate into vibrant hubs of learning, community and innovation, with cutting-edge spaces that inspire.	5
PRIORITY 6	Cultivate a Thriving Workforce	Create an exceptional culture where wellbeing is prioritised and staff feel valued, engaged and empowered.	6
PRIORITY 7	Lead the Way in a Sustainable Future	Become a pioneering force in environmental sustainability. Embed eco-consciousness across our organisation, inspiring future generations to be responsible stewards of the planet.	7
PRIORITY 8	Empower Communities	Become a catalyst for positive change, inspiring individuals, communities and businesses through our expertise, partnerships and innovative programmes.	8
PRIORITY 9	Maintain a Sustainable Financial Future	Grow and diversify our income, ensuring financial resilience for investment in our people and campuses.	9

CONTEXT AND PLACE: THE COMMUNITIES WE SERVE

Inspire Education Group is a large general further education college group with two main campuses, Peterborough College and Stamford College. IEG serves a wide catchment area primarily across southern Lincolnshire, the City of Peterborough, Greater Peterborough, Fenland and into Rutland. Student success is our priority and informs strategic and operational decision making.

Transport limitations in our rural catchment areas across Greater Peterborough, southern Lincolnshire, Fenland and Rutland makes accessing education and training difficult for some individuals and we heavily subsidise college transport to enable residents to attend IEG.

QUALIFICATIONS OF LOCAL POPULATIONS

In terms of qualifications, Peterborough has lower educational attainment when compared to South Kesteven, see table 1.

Table 1 - Highest Level of Qualification

	South Kesteven %	Lincolnshire %	Peterborough %	Cambridgeshire %
Other qualifications	2.7	3.1	3.7	2.5
NVQ4 and above	30.1	25.6	26.2	39.8
NVQ3 and above	18.0	18.5	15.4	16.6
Apprenticeship	6.5	6.0	5.5	4.9
NVQ2 and above	15.5	13.9	14.4	12.2
NVQ1 and above	10.5	10.4	12.3	8.9
No quals	16.9	19.5	22.4	15.1

(Source NOMIS 2021)

EMPLOYMENT AND UNEMPLOYMENT

Economic activity data clearly indicates the differences between South Kesteven and Peterborough, where Stamford College and Peterborough College are based. Whilst South Kesteven has lower levels of economically active residents this is

significantly impacted by the volume of retired residents. Unemployment is higher in Peterborough, in addition there are higher volumes of disabled residents and those who look after family or the home.

Table 1 - Economic Activity

	South Kesteven		Lincolnshire		Peterborough		Cambridgeshire	
	Count	%	Count	%	Count	%	Count	%
Residents over 16	118,011	100	640,207	100	167,574	100	559,648	100
Economically active (excl FT students)	69,507	58.9	354,237	55.3	103,950	62.1	336,911	60.2
In Employment	2,598	2.2	339,448	53	98,644	58.9	325,809	58.2
Unemployed	392	0.3	14,789	2.3	5,336	3.2	11,102	2.0
Economically active and FT student	1,678	1.4	12,226	1.9	3,122	1.9	12,807	2.3
In Employment	1,286	1.1	8,932	1.4	2,325	1.4	10,250	1.8
Unemployed	392	0.3	3,294	0.5	797	0.5	2,557	0.5
Economically inactive	46,826	39.7	273,744	42.8	60,472	36.1	209,930	37.5
Retired	32,061	27.2	175,243	27.4	28,974	17.3	118,314	21.1
Student	3,933	3.3	28,662	4.5	7,401	4.4	40,475	7.2
Looking after home or family	4,523	3.8	26,812	4.2	10,040	6.0	21,642	3.9
Long term sick or disabled	3,687	3.1	26,882	4.2	7,453	4.4	15,908	2.8
Other	2,622	2.2	16,145	2.5	6,604	3.9	13,591	2.4

(Source NOMIS 2021)

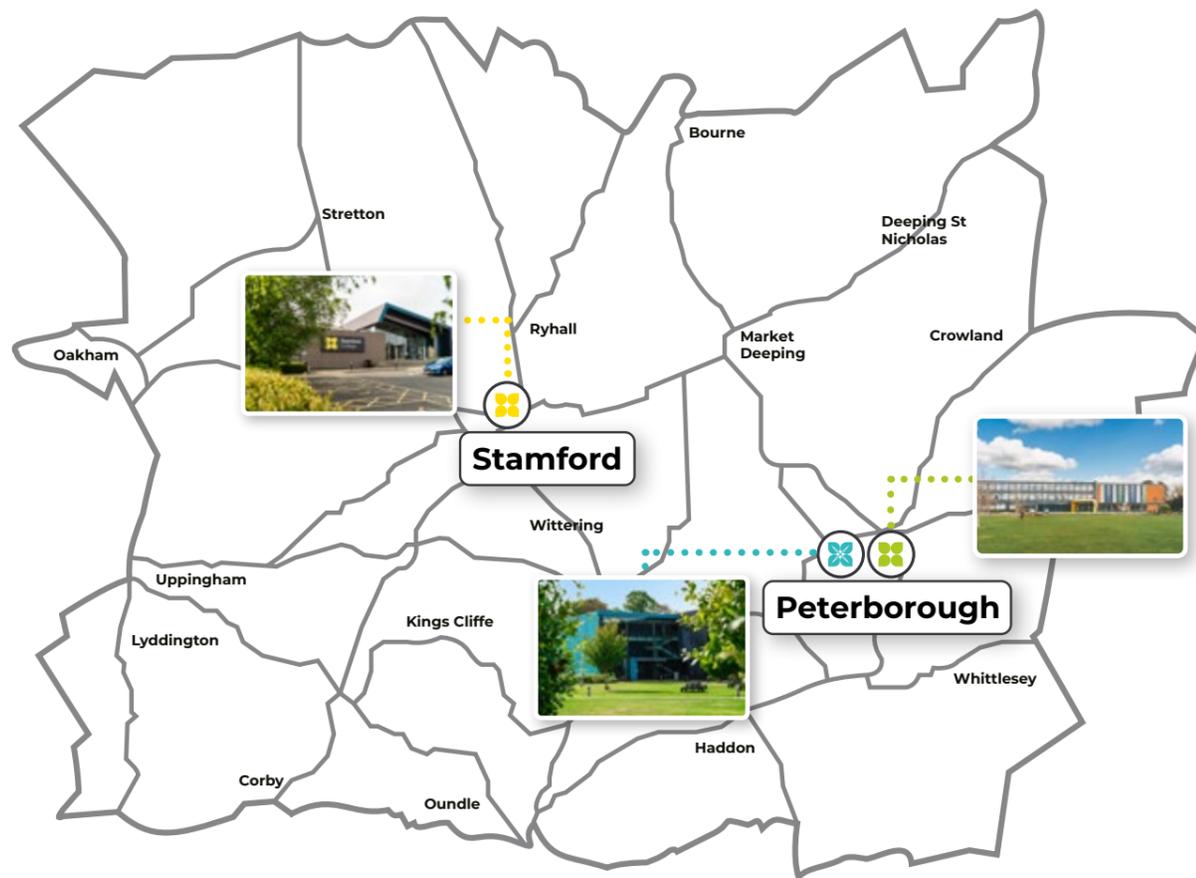
CATCHMENT AREA

Our mix and balance of provision reflects the regions we serve, with Stamford College having a significant Level 3 offer to reflect local school performance and GCSE attainment levels and Peterborough College delivering significant volumes of Entry Level, Level 1 and Level 2 qualifications. In addition, Peterborough College has a significant volume of adult provision, targeted at those who wish to retrain or who are unemployed as well as ESOL and English and maths for those individuals who have recently moved to the region, often as asylum seekers or refugees.

Whilst there are differences within the catchment areas we serve, the majority of businesses across the region have less than 10 employees. In the Peterborough and Cambridge area this accounts for 77% of businesses, with only 5% of businesses having more than 50 employees.

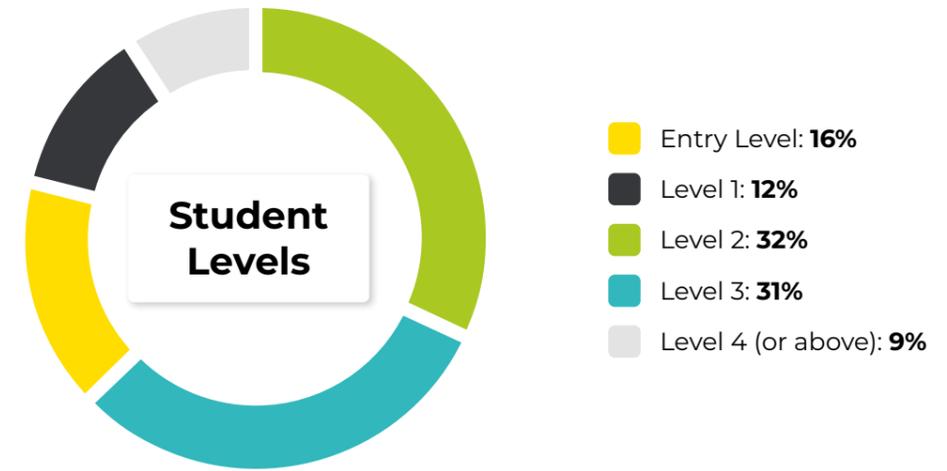
Our geographical reach and varied markets and communities that we serve mean that we are deliberately broad in our offer in terms of vocational and technical courses and academic A Level subjects. We serve rural and urban areas, as well as prosperous and deprived communities. We recognise that a significant majority of our students, particularly in Peterborough, face barriers to economic inclusion and prosperity and we see it as our moral duty to do everything we can to enable social mobility.

The map below shows our wide catchment area which spreads eight districts and six key locations.

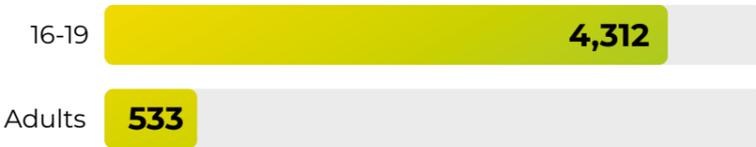


OUR STUDENTS

11,506 students studied with the Inspire Education Group during 2022-2023.



IEG Full-Time Students: 4,845



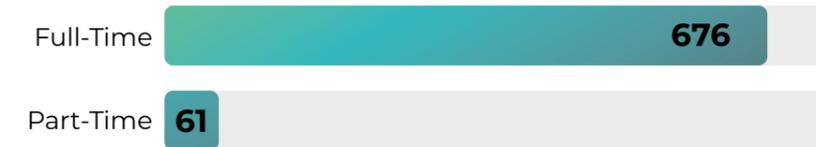
IEG Part-Time or Distance Learning Students: 4,677

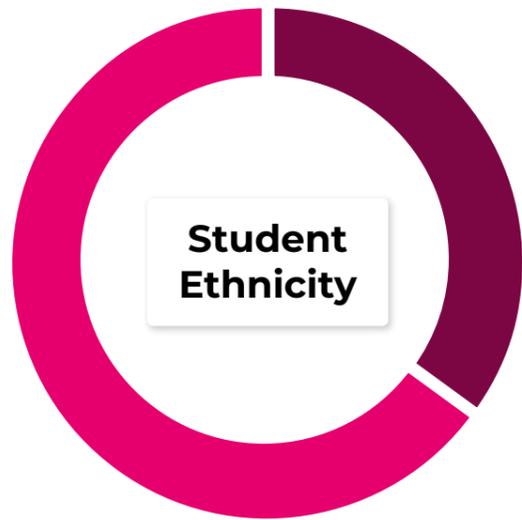


IEG Apprentices: 1,247

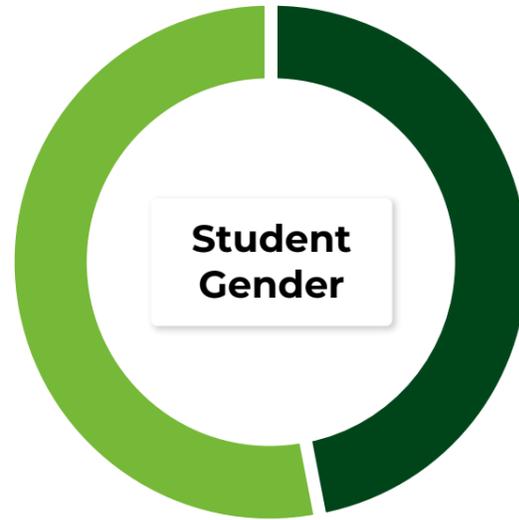


IEG Higher Education Students: 737

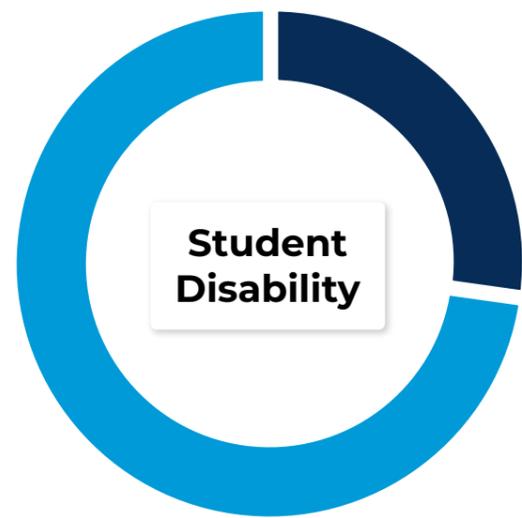




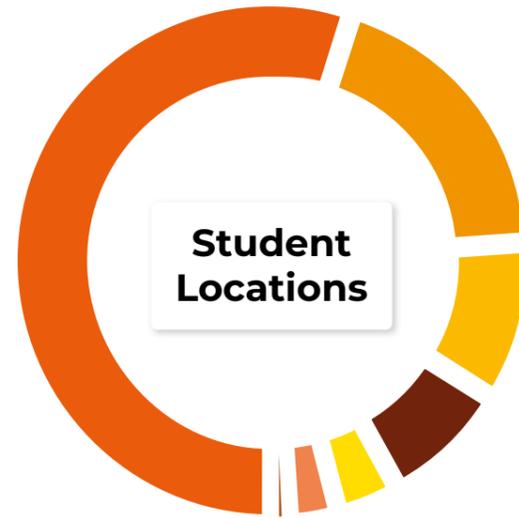
White British: **64%**
Black Asian Minority Ethnic: **36%**



Female: **54%**
Male: **46%**



Without A Disability: **73%**
With A Disability: **27%**



Greater Peterborough: **55%**
Lincolnshire: **19%**
Other: **10%**
Cambridgeshire: **8%**
Leicestershire: **4%**
Northamptonshire: **3%**
Norfolk: **1%**

OUR ACHIEVEMENT AND IMPACT

87%
of our students **would recommend** the College to others.

Source: Full-time study programme leavers survey 2022-23 and mid-year survey 2022-23.

93%
of our students positively progressed into Further Education, Employment, Apprenticeships or Training.

Source: Source: Purlos 16-19 ESFA Destination Report Feb 2023 - June 2022 Leavers.

91%
of students believe the knowledge and skills they have learnt on their course have **prepared them for their intended next steps** or career pathway.

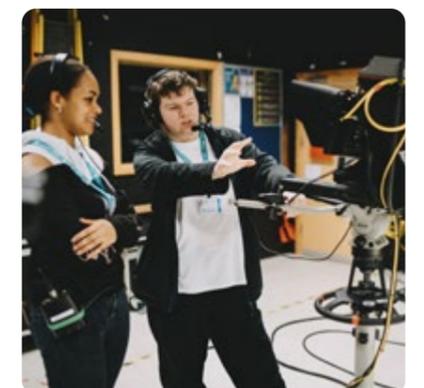
Source: Full-time study programme leavers survey 2022-23 and mid-year survey 2022-23.

95%
of students **feel safe** when attending College.

Source: Full-time study programme leavers survey 2022-23 and mid-year survey 2022-23.

Of those students that have positively progressed into employment or an Apprenticeship:
49% said they can use the skills that they have learned on their course.
17% said they can perform their role better.
4% said the course helped them get a pay rise.

Source: Purlos Destination Known Responses - Feb 2023 Report.



EDUCATION PROVISION

WE HAVE BEEN CELEBRATING 'GOOD' NEWS

We were delighted to have been rated 'Good' alongside the highest outcome of 'Strong' in 'meeting skills needs' under the new enhanced Ofsted inspection framework for colleges and schools in England.

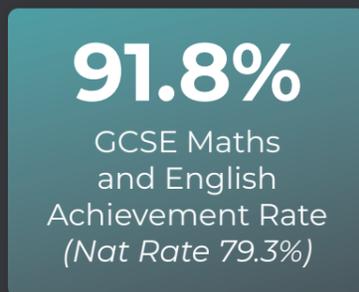
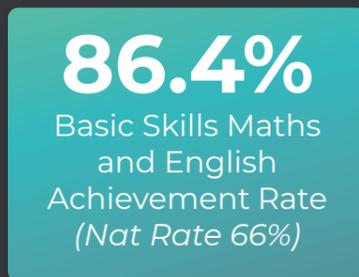


The four-day Ofsted inspection in March 2023 across both the Stamford and Peterborough campuses was the first inspection since the Colleges merged in 2020.

The Ofsted inspection outcome alongside the recently published national data shows how we deliver on our mission to 'transform lives through inspirational education and training' and is a testament to the hard work of our students and staff.

Ofsted grades awarded were as follows:

- Overall effectiveness **Good**
- Quality of education **Good**
- Behaviour and attitudes **Good**
- Personal development **Good**
- Leadership and management **Good**
- Education programmes for young people **Good**
- Adult learning programmes **Outstanding**
- Apprenticeships **Requires improvement**
- Provision for learners with high needs **Outstanding**



The above infographic highlights the key statistics and performance outcomes for all learners on study programmes in 2022/23.

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

Leaders and Managers have worked to establish relationships with key stakeholders across devolved and non-devolved authorities in Peterborough, Cambridgeshire and Lincolnshire, seeking opportunities to secure capital and revenue funding to deliver the skills provision for the local communities and have a strong track record of delivering successful projects.

Our response to the emerging priorities from both Greater Lincolnshire and Cambridge and Peterborough Local Skills Improvement Plans (LSIP) are outlined in the aims and targets we have set for 2024/25.

The development of this plan has been undertaken by the group Executive team, with significant input from the governing body who have worked together to ensure the aims and objectives align with the local and regional skills needs.

This plan was formulated and agreed as part of the Governor Development events in March and May 2024. Our initial activity was to review progress against our 2023/24 targets. The board RAG rated our progress and carried forward relevant action and targets into 2024/25. These, coupled with new and emerging targets, formed the basis of our 2024/25 Accountability Agreement.

KEY STAKEHOLDERS

Our strategic commitment is to ensure IEG is an anchor institution in the region, valued by stakeholders, employers and communities as a provider who can be relied upon and deliver for the people it serves.

Significant external work has been undertaken to position IEG as a reliable and innovative partner, particularly in Peterborough where reputation had been less than positive.

IEG is now very much integrated into the local communities which it serves and the stakeholders that are partners in the skills landscape.

This statement has therefore been influenced by and had input from the following stakeholders:

- Cambridgeshire and Peterborough Combined Authority (CPCA)
- Lincolnshire County Council
- Cambridgeshire Chamber of Commerce
- Federation of Small Businesses
- Lincolnshire and Rutland Chamber of Commerce

- Greater Lincolnshire Local Enterprise Partnership (GLLEP)
- Local Employers
- Opportunity Peterborough
- Peterborough Citizens
- Peterborough City Council
- Department for Work and Pensions
- Job Centre Plus
- NHS



ENGAGEMENT WITH OTHER PROVIDERS

IEG has very good relationships with other providers within the education sector. In Cambridge and Peterborough, the Combined Authority acts as convener of a regional Principals' network and providers have collaborated on a variety of funding opportunities. These have included the Local Skills Improvement Plan, Local Skills Improvement Fund Strategic Development Fund, Community Renewal Fund and various Innovation Fund Projects to ensure a coordinated approach to meeting local skills challenges.

In Lincolnshire, providers have written a collaborative Annual Agreement Statement which can be found at *Appendix 1*.

LOCAL NEEDS DUTY

The Inspire Education Group was judged 'strong' for meeting skills needs in March 2023. In addition, the governing body conducted a full review and RAG rated the group's performance against 2022-2023 Accountability Agreement targets. As a result, we conclude that the group meets local needs exceptionally well, with a broad and high quality programme offer.

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

The strategic curriculum intent of IEG responds to the key priorities set out in the Skills for Jobs White Paper 2021. Our curriculum is designed to enable all students, no matter where they live or their background, to gain the skills they need to progress in work at any stage of their lives. We place employer needs at the centre of our curriculum to ensure that we meet local and regional skills needs.

Our curriculum is forward thinking to ensure we are training students for skills gaps that exist now and in the future, in sectors the economy needs, including construction, digital, clean energy and manufacturing. We prioritise English and maths as we know that this has a profound impact on future life opportunities and economic wellbeing.

Managers use LMI tools Lightcast and Vector to inform their curriculum planning and this is enhanced further by Skills Investment Plans provided by GLLEP and CPCA. Curriculum design is supported by an established employer network ensuring that skills delivery is closely linked to local employer need.

NATIONAL PRIORITIES

The Department for Education have recently published (April 2023) national skills priorities which have been agreed across Government and are areas with high volumes of vacancies which are expected to increase; long term structural barriers to recruitment, retention and progression issues; and are important in providing opportunities for employment in key growth areas such as green jobs, creative industries and science and technology (including AI and quantum computing).

These sectors are:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

REGIONAL PRIORITIES

The Cambridge and Peterborough Combined Authority (CPCA) identify the following priority sectors:

- Health and Social Care
- IT and Digital
- Construction
- Education and Professional Services
- Agri-Tech and Food
- Life Sciences
- Logistics and Distribution
- Manufacturing, Advanced Manufacturing and Materials

The Greater Lincolnshire LEP (GLLEP) have identified the following priority sectors:

- Agri-Food
- Manufacturing
- Visitor Economy
- Energy
- Health and Care
- Ports and Logistics
- Defence and Security

IEG DELIVERY AGAINST PRIORITY SECTORS

	IEG Delivery	National priority	Priority - CPCA	Priority GLLEP
Construction	•	•	•	
Manufacturing	•	•	•	•
Digital and Technology	•	•	•	
Health and Social Care	•	•	•	•
Haulage and Logistics	•	•	•	•
Engineering	•	•		
Science and Mathematics	•	•		
Education and Professional Services	•		•	
Agri-Tech and Food			•	•
Life Sciences	•		•	
Visitor Economy	•			•
Energy	•			•
Defence and Security	•			•

As a large general further education college group, we would expect to have delivery and provision in the majority of these priority sector areas. Volume of delivery varies between priority sectors. For example, the volume of provision within the energy sector is currently low, however we are planning to significantly grow and develop this provision through our new £13.5M Centre for Green Technology due to open at Peterborough College in December 2024.

IEG were actively involved with the production of Local Skills Improvement Plans. In Cambridgeshire work is ongoing with the Chamber of Commerce to deliver on the LSIP priorities.

Similarly, in Lincolnshire, work is ongoing with the Federation of Small Businesses to ensure the LSIP priorities are actioned.



“Leaders ensure that the strategic aims and curriculum offer of the College are closely aligned to the priorities for skills needed within the region.”

Ofsted, 2023

TARGETS 2024/25

Our curriculum and skills focused targets for 2024-25 are aligned to our new strategic priorities, 1: Continuously Evolve Our Curriculum, 2: Inspire and Engage Students, 3: Harness Technology and 5: Create Campuses of the Future.

Not all priorities and targets are relevant or included in our Accountability Statement, as per the guidance we have focused on targets that will contribute to national and regional skills priorities, our strategic priorities and address priority areas for performance improvement.

PRIORITY 1

Continuously Evolve Our Curriculum

Anticipate future job markets, equip students with cutting-edge skills for lifelong success.



PRIORITY 2

Inspire and Engage Students

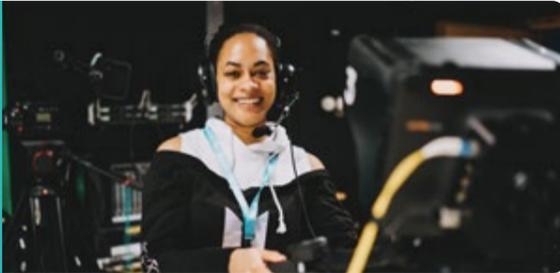
Deliver exceptional teaching and learning so students achieve their full potential.



PRIORITY 3

Harness Technology

Unleash the power of digital technology in everything we do.



PRIORITY 5

Create Campuses of the Future

Transform our estate into vibrant hubs of learning, community and innovation, with cutting-edge spaces that inspire.



PRIORITY 1

Continuously Evolve Our Curriculum

Anticipate future job markets, equip students with cutting-edge skills for lifelong success.

T Level Expansion

- **Number of New T Level Pathways Developed:** 13.
- **Overall Retention Rate:** Meet or exceed national average.
- **Minimum Enrolment Per Group:** 10 students.
- **Participation in IEG Employer Advisory Board:** All T Level programmes.

Innovative Projects

- **HGV Training Delivered:** 50 students.
- **Online ESOL Course Offer:** 150 students.
- **Online Access to Higher Education Course Offer:** 40 students.
- **Accountancy Course Expansion:** 50 additional students enrolled through Mindful Education platform.

Green Curriculum Launch

- **Number of New Sustainable Construction and Engineering Qualifications/Modules Delivered:** 5 (for example Air and Ground Source Heat Pumps, Solar Thermal Panels, Electric Car Charging Points, Electric Vehicle Technology, Off-Site Manufacturing).

Digital Skills Development

- **Level 2 Coding Qualifications Offered:** 25 students through distance learning platform.

- **Level 3 Coding Qualifications Delivered:** 30 students in partnership with the Coding Institute.
- **Level 5 Coding Qualification Delivered:** 80 students in partnership with the Coding Institute.

Apprenticeships

- **Engineering Apprenticeship Expansion:**
 - Mechatronics: 15 Apprentices.
 - Machinist: 15 Apprentices.
 - Fitter: 15 Apprentices (all Standard Level 3).
- **New Construction Apprenticeship:** 15 Apprentices focused on low-carbon air source heat pumps.
- **Offsite Manufacturing NVQ Program Development:** Partner with Off-site Alliance.

Skills Bootcamps

- Conduct a review of regional offer and consider proposals for the next wave.

Higher Education

- **HTQs:** launch four programmes in 2024/25 with three more planned for 2025/26.
- **Counselling Diploma:** Open University Higher Education Diploma in CBT and Person-Centred Therapy (optional modular study): 45 students.
- **Leadership and Management:** Open University Higher Education Diploma in Leadership and Management in Adult Social Care: 10 students.

PRIORITY 2

Inspire and Engage Students

Deliver exceptional teaching and learning so students achieve their full potential.



Work Readiness

- **Employer Interactions:** All study programmes will integrate at least two employer-led activities into their curriculum (for example, guest lectures, industry talks, site visits).
- **Workplace Experience:** Every student will participate in at least one workplace experience by the end of their programme (options include work experience placements, work-related learning projects, or live briefs with real-world clients).
- **T Level Industry Placement Completion:** 100% of students enrolled in T Level programmes will complete their mandatory industry placement.
- **Personal Development Program Access:** All full-time students and Apprentices will have access to a comprehensive and well-defined Personal Development Programme designed to equip them with the skills and knowledge necessary for success in both their careers and personal lives.
- **Digital Skills Development:** Increase student employability through essential digital skills for work, with 80% of students on study programmes demonstrating proficiency in essential digital skills for work.



Apprenticeships

- **Outcomes:** Improve achievement rates to at least 60%.

PRIORITY 3

Harness Technology

Unleash the power of digital technology in everything we do.



Google Digital Badges

- **Number of Students Equipped with Google Digital Badges:** 100 (delivered via Google Hubs)



AI Adoption Support

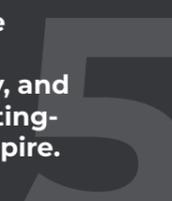
- **Number of Charitable and Educational Organisations Supported in AI Adoption:** 10



PRIORITY 5

Create Campuses of the Future

Transform our estate into vibrant hubs of learning, community, and innovation, with cutting-edge spaces that inspire.



Finalise IEG Estates Master Plan

- **Completion Date:** Finalise the Master Plan and IEG Estates Strategy by November 2024.

Centre for Green Technology Construction

- **On Time and Budget:** Complete construction within the designated time-frame (Dec 2024) and budget (£13.5M).



CORPORATION STATEMENT

On behalf of the Inspire Education Group Corporation, it is hereby confirmed that the group plan, as set out above, reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 2 July 2024. The corporation confirms that IEG complies with all aspects and requirements of the College Financial Handbook as a condition of our Accountability Agreement.

The agreement will be published on the group’s website within three months of the start of the new academic year and can be accessed from the following link www.ieg.ac.uk.

Chair of Governors – David Pennell



Principal/Chief Executive and Accounting Officer – Rachel Nicholls



Dated: 2 July 2024

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.

- [IEG Annual Report - 2022-23](#)
- [IEG Financial Statements 2022-23](#)
- [IEG Ofsted Inspection Report - March 2023](#)
- [Greater Lincolnshire LEP Priority Sector Growth Areas](#)

- [Cambridgeshire and Peterborough Combined Authority Employment and Skills Strategy 2022](#)
- [LSIP – Greater Lincolnshire Emerging Priorities](#)
- [LSIP – Cambridgeshire and Peterborough Emerging Priorities](#)

Links to follow:

- Inspire Education Group Strategic Plan - 2024 - 2030

Lincolnshire Collaborative Annual Accountability Statement

May 2024

Introduction

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

Place

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

SOURCE: GL LSIP Report - FSB

Partners

The colleges making up this region are:



Collaborative projects

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

Institute of Technology (LloT)

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

Lincolnshire Federation of FE Colleges

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

Building Better Opportunities

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



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