



**Inspire**  
Education Group

# ACCOUNTABILITY AGREEMENT

*Be Bold, Be Brave,  
Be Exceptional*

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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.



- 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. IEG has been included in strategic discussions with soon-to-be devolved Lincolnshire Strategic Authority, helping to shape the implementation of the devolution deal, specifically relating to skills. Working with these key stakeholders 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.

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

## Be Bold, Be Brave, 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.

**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 4**  
**Champion Equality, Diversity and Inclusion**  
Forge a truly inclusive organisation where everyone has equality of opportunity to succeed.

**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 6**  
**Cultivate a Thriving Workforce**  
Create an exceptional culture where wellbeing is prioritised and staff feel valued, engaged and empowered.

**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.

**PRIORITY 8**  
**Empower Communities**  
Become a catalyst for positive change, inspiring individuals, communities and businesses through our expertise, partnerships and innovative programmes.

**PRIORITY 9**  
**Maintain a Sustainable Financial Future**  
Grow and diversify our income, ensuring financial resilience for investment in our people and campuses.

# 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.

## 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 Census 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 Census 2021)

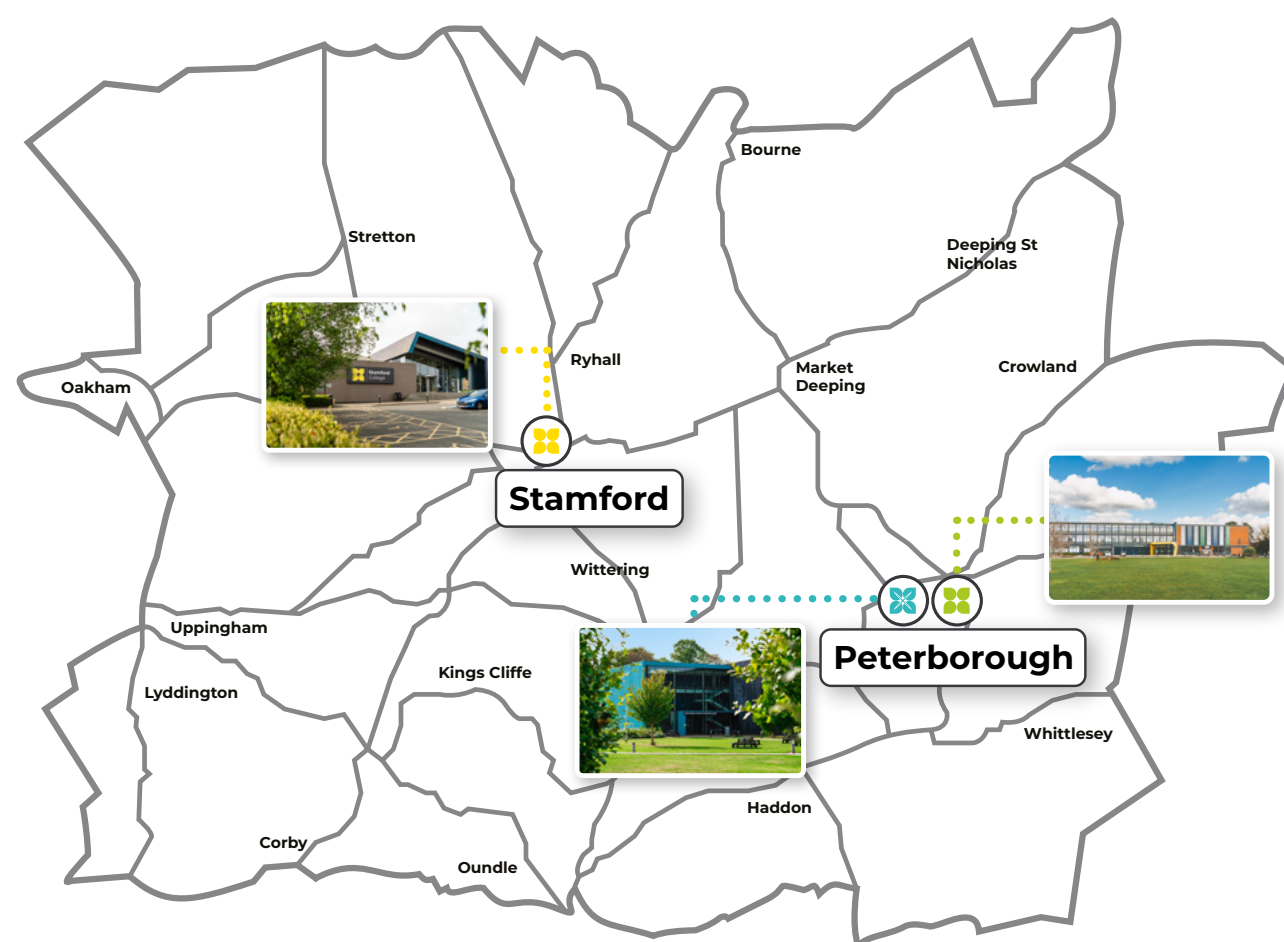
## CATCHMENT AREA

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.

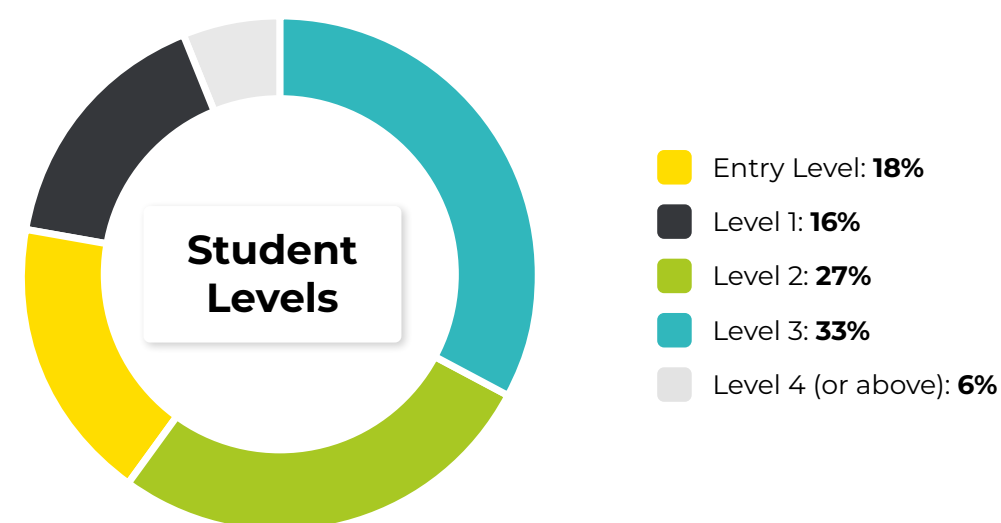
Our geographical reach and varied markets and communities that we serve mean that we are deliberately broad in our offer in terms of vocational and technical courses and academic A Level subjects. We serve rural and urban areas, as well as prosperous and deprived communities. We recognise that a significant 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

12,096 students studied with the Inspire Education Group during 2023-2024.



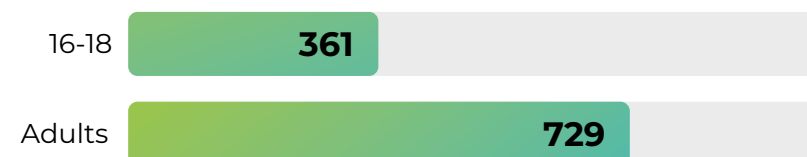
### IEG Full-Time Students: 5,265



### IEG Part-Time or Distance Learning Students: 5,172



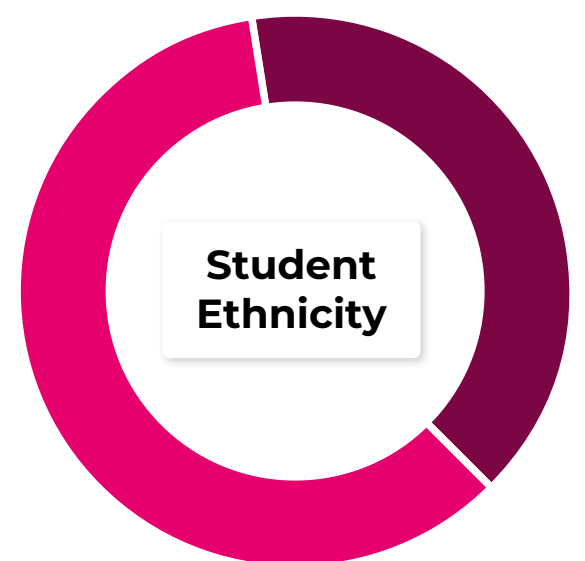
### IEG Apprentices: 1,090



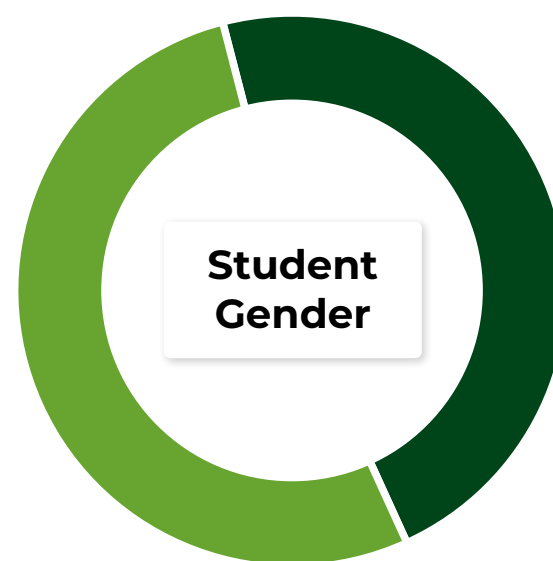
### IEG Higher Education Students: 569



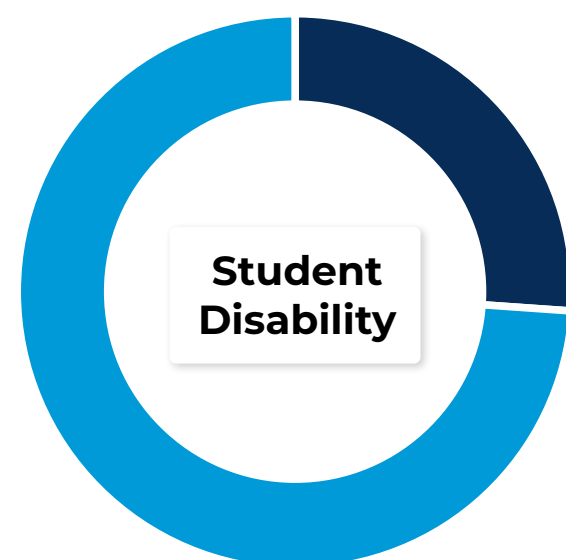




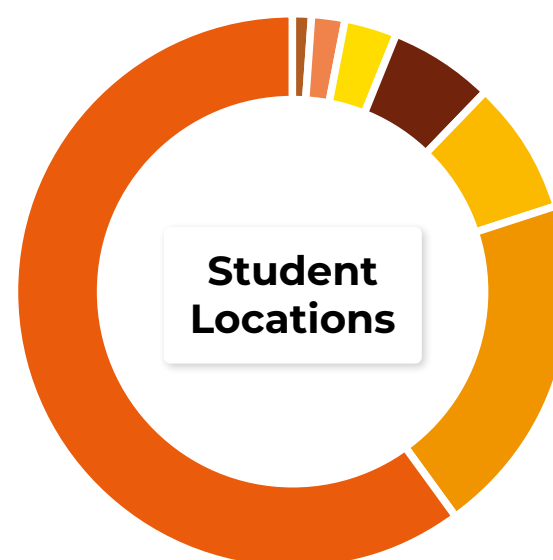
White British: **60%**  
Black Asian Minority Ethnic: **40%**



Female: **53%**  
Male: **47%**



Without A Disability: **74%**  
With A Disability: **26%**



Greater Peterborough: **60%**  
Lincolnshire: **20%**  
Cambridgeshire: **8%**  
Other: **6%**  
Leicestershire: **3%**  
Northamptonshire: **2%**  
Norfolk: **1%**

# OUR ACHIEVEMENT AND IMPACT

**90%**

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

Source: Full-time study programme end of year survey 2023-24.

**93%**

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

Source: Purlos Destination Survey Results - June 24 leavers: January 2025

**92%**

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 end of year survey 2023-24.

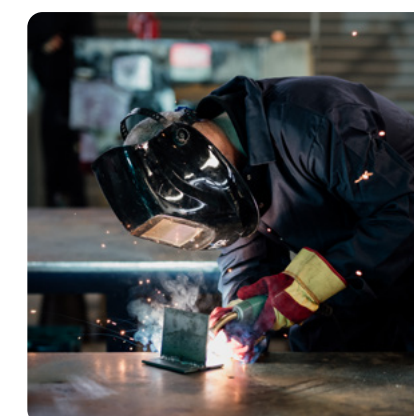
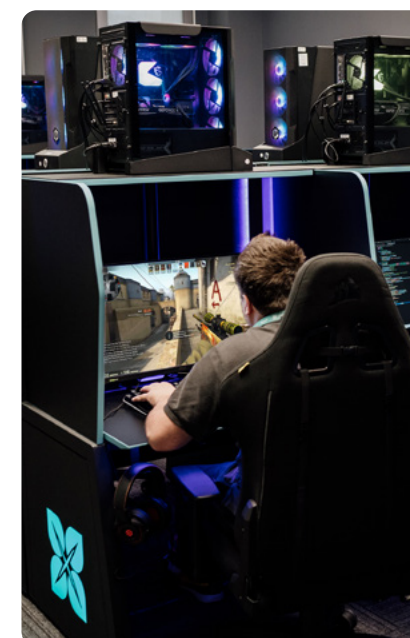
**96%**

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

Source: Full-time study programme end of year survey 2023-24.

This year, **over 450 students progressed to university**, with many securing places at top institutions. At the same time, students have **successfully moved into employment and apprenticeships**, using the skills and experience they developed with us.

Source: Purlos Destination Survey Results - June 24 leavers: January 2025



# EDUCATION PROVISION

## A COLLEGE THAT DELIVERS

Inspire Education Group continues to be recognised as a Good provider of education and training. Our commitment to high-quality teaching, learning, and student success is reflected in consistently strong outcomes for our students.



The college remains Good across all key areas, with Outstanding provision for adult learners and students with high needs. These judgments reflect our dedication to delivering high-quality education, strong leadership, and meaningful career pathways for our students.

This year, we have introduced a new strategic plan that provides a sharp focus on supporting students to achieve excellence. Through clear progression pathways, employer engagement, and curriculum innovation, we are ensuring that every student has the skills, knowledge, and opportunities to succeed in further study, employment, or training.

### 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**

**Our continued strength highlights an unwavering focus on delivering high-quality education that transforms lives and meets the skills needs of our communities.**

## 93.7%

Retention  
(Nat Rate 92.2%)

## 88.2%

Achievement  
(Nat Rate 84.2%)

## 84.8%

Attendance

## 97.7%

A Level Pass Rate  
with **41.5% A\* - B  
Grades**

## 79.7%

Basic Skills Maths  
and English  
Achievement Rate  
(Nat Rate 68.7%)

## 95.2%

GCSE Maths  
and English  
Achievement Rate  
(Nat Rate 79.8%)

*The above infographic highlights the key statistics and performance outcomes for all learners on study programmes in 2023/24.*

# 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 2025/26.

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 Meeting in March and May 2025. Our initial activity was to review progress against our 2024/25 targets. The board RAG rated our progress and carried forward relevant action and targets into 2025/26. These, coupled with new and emerging targets, formed the basis of our 2025/26 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 2024, Lincolnshire providers wrote 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 2024-2025 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:

- Advanced Manufacturing
- Creative Industries
- Defence
- Digital and Technologies
- Financial Services
- Life Sciences
- Professional and Business Services
- Clean Energy Industries
- Construction
- Health.



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 (Adv)                 | •            | •                 | •               | •              |
| 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                     | •            |                   |                 | •              |
| Clean Energy Industries             | •            | •                 |                 | •              |
| Defence and Security                | •            | •                 |                 | •              |
| Creative Industries                 | •            | •                 |                 |                |
| Financial Services                  | •            | •                 |                 |                |
| Professional and Business Services  | •            | •                 |                 |                |

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 which will open at Peterborough College in May 2025.

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

Ofsted  
Good Provider

# TARGETS 2025/26

Our curriculum and skills focused targets for 2025/26 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 strategic 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 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.

PRIORITY 1

## Continuously Evolve Our Curriculum

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

16-18

- **Sustain a broad and inclusive Level 3 offer**
- **Grow T Levels** only where viable, based on group size, retention and employer placement capacity.
- **Retain alternative Level 3 routes** to ensure students can access and succeed at higher levels.
- **Strengthen Entry Level and Level 1 provision** providing clear routes to L2 and L3 and clear routes to higher level study and employment.
- **Develop CONNECT-NEET** (Provision for young people not in Education Training or Employment)
- **14-16 Connect** Develop further schools / LA relationships / community organisations to support at-risk learners and prepare them for post-16 progression and integration.
- **I-Hub Connect (16-18)** Establish flexible, tailored provision for students new to the College or at risk of disengagement.
- **Develop further essential digital Skills** for learners across Entry to Level 2.
- **Introduce Level 2 Technical Occupational Qualifications (TOQs)** Provide a new pathway for students, offering employer-designed courses that supports direct entry into work, and Apprenticeships.



## Adults

- **Strengthen adult participation** at Level 2/3 leading directly to employment in priority sectors, including Skills Bootcamps and the Connect to Work.
- **Grow Access to HE** supporting adult career progression and entry to HE. Computing, business and early years education explored for 2026.
- **Grow Level 3+ digital provision** (e.g. coding, data, AI), including adult and short-course pathways.
- **Introduce JobSmart Connect (19–21)** Deliver as part of the CPCA Trailblazer project 'Youth Guarantee', creating clear pathways into work and learning, collaborating with partners.
- **Increase blended and online learning**, including accountancy, to improve accessibility, flexibility, and efficiency in adult provision.
- **Strengthen adult data** capture, tracking destinations of adults.

## Apprenticeships

- **Improve achievement rates**, maintaining at least 63%, particularly retention and success for legacy Apprentices on multi-year programmes.
- **Flexible start dates for Apprenticeships** enrolment windows will be adjusted to better match employer needs.
- **Strengthen employer engagement** ensuring the Apprenticeship offer remains responsive to industry needs.
- **Expansion of Apprenticeships** particularly sectors with high industry demand, ensuring quality outcomes and clear pathways for progression to higher-level employment.

## Higher Education

- **Degree Apprenticeship growth**, new programmes in digital and investigative fields will be introduced, subject to validation.
- **Embed fully Higher Technical Qualifications (HTQs)** in University Centre Peterborough portfolio by increasing awareness, ensuring viability.



## PRIORITY 2

# Inspire and Engage Students

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

# 2

### Personal Development

- **Redesign Personal Development** to boost attendance and impact, developing skills and awareness needed to thrive, topics which students value – including digital fluency, confidence, financial literacy, life and work skills, and green skills awareness.
- **Improve overall student attendance** by strengthening early intervention, curriculum engagement and pastoral support strategies.

### Innovative Industry Placement and Work Experience Opportunities

- **Industry placements (IP):** Ensure most L3 students take part in meaningful industry placements by developing innovative employer engagement models that address SME capacity challenges.
- **Work experience** increase the number of L2 students who take part in high-quality work experience activities and opportunities.
- **Workplace readiness** enable learners studying at Level 1 and below to access workplace experiences appropriate to them and their personal development.

### Working with Employers

- **Deepen collaboration** to shape future skills, improving work readiness, recognising capacity challenges faced in facilitating placements.

- **Co-design provision** with employers
- **Develop flexible IP**, realistic work placement models
- **Support employer workforce planning**
- **Prepare learners better for work** with employer-informed expectations.





## PRIORITY 3

## Harness Technology

Unleash the power of digital technology in everything we do.

3

### Digital Skills Development

- **Continue to develop students' digital skills** through Google Hubs and curriculum-integrated support
- **Specific focus on practical tool use** e.g. Canva, Google Workspace, and emerging AI.
- **Tailor support** to student and staff needs and embed it into vocational and academic pathways.

### AI Adoption Support

- **Extend our role in supporting AI adoption** across the sector, sharing IEG's use cases and working with partners and sector bodies.
- **Collaborate with the DfE** on AI content development.

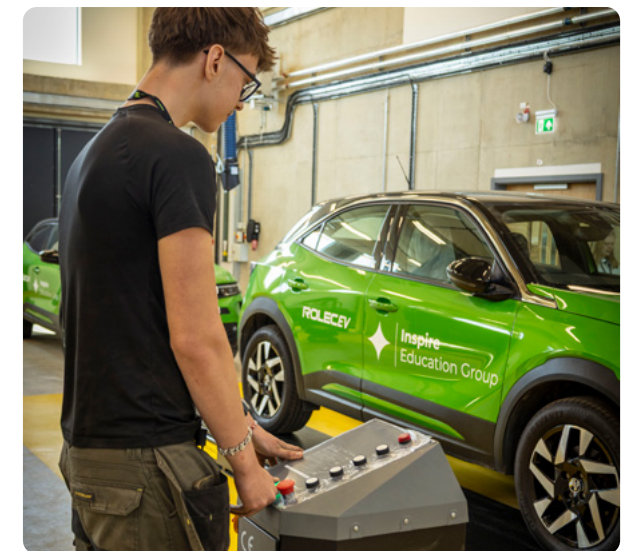


## PRIORITY 7

## 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.

- **Embed sustainability** across our curriculum, culture and campuses, ensuring learners are equipped with the awareness, values and skills to thrive in a net zero future.
- **Expand delivery of green skills** qualifications aligned to industry demand.
- **Embed carbon literacy** and sustainability themes into all study programmes.
- **Develop the Centre for Green Technology** as a flagship for low-carbon learning.



## PRIORITY 5

## Create Campuses of the Future

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

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### Phase 2 Building Peterborough College

- **Plan for an EdTech Exchange** building to provide advanced training in digital, engineering, health, with a focus on AI, smart technologies, low-carbon solutions, and circular economy principles. To act as a hub for employer-led, applied learning.

### Finalise a master plan for Stamford College

- **Setting out priorities for investment**, growth, and improved learning environments as part of the IEG Estates Strategy.



# 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 8 May 2025. 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](http://www.ieg.ac.uk).

## Chair of Governors – David Pennell



## Principal/Chief Executive and Accounting Officer – Rachel Nicholls



**Dated: 8 May 2025**

## 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.

- [Inspire Education Group Strategic Plan - 2024-2030](#)
- [IEG Financial Statements 2023-24](#)
- [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](#)
- [IEG Annual Report - 2023-24](#)

# Greater Lincolnshire Collaborative Annual Accountability Statement

May 2025

## 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 (LIoT)

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 LIoT 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.

### LEP Conference

All colleges exhibited at the LEP Conference and were present at the launch of the Lincolnshire County Combined Authority

Greater Lincolnshire Collaborative Annual Accountability Statement  
May 2025



**Peterborough College**

[www.peterborough.ac.uk](http://www.peterborough.ac.uk)

0345 872 8722



**Stamford College**

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**University Centre Peterborough**

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