



LINCOLN COLLEGE GROUP ACCOUNTABILITY AGREEMENT

THE COLLEGE PLAN



OUR PURPOSE

Lincoln College Group's (LCG) Purpose is, ***"To be an extraordinary employer-led organisation; producing a highly skilled and productive local workforce"***.

CORNERSTONES OF SUCCESS

THE CAPACITY,
RECOGNITION &
WELLBEING OF
OUR PEOPLE

THE CONTRIBUTION
FROM OUR
UK COMMERCIAL &
INTERNATIONAL
ACTIVITIES

THE QUALITY &
RELEVANCE OF OUR
EDUCATION PROVISION

ENSURING THAT OUR
USE OF INFORMATION,
FINANCES & ESTATE
ENABLES GREAT
LEARNING



OUR PURPOSE

The Group uses its Purpose to drive behaviours across its Colleges to meet local skills needs as identified in Local Skills Improvement Plans. It does this within the regulatory framework of its statutory reporting responsibilities and the DfE's accountability regime. Our current College strategy looks out to 2025 with a future end state supported by a College mindset and annual priorities with the unifying purpose to be "An extraordinary employer-led organisation: producing a highly skilled and productive local workforce".

LCG's Purpose drives continuous improvement in the relevance of all curriculum areas in relation to employer need, as well as targeting areas identified for growth investment to provide a significant skills stimulus to the local and regional economy.

Here, meaningful employer engagement and curriculum co-design via employer engagement groups and critical friends leads to raised aspirations, improved attendance and achievement and most importantly, achieving high quality and relevant employment destinations for learners. Many programmes include significantly enhanced enrichment activities, trips and visits and extended teaching and learning to promote and create the right "mindset" for better productivity through employability, leadership, confidence building, communication and problem-solving skills.

LCG's International and Commercial Divisions' additional income streams are invested to boost some programmes significantly beyond DfE funded 580 hours per learner.



OUR FUTURE BY 2025

- Our staff are passionate and innovative in their focus on the quality of our education and training to unlock an extraordinary learning experience resulting in highly skilled and motivated students with sector leading outcomes
- Our education and training is nationally recognised as employer-led and informed by the local skills agenda, resulting in our students being even more productive and employable
- Leaders enable and liberate our people by being exceptional communicators, inspiring others and having an extraordinary approach to people management and development
- The College Group continues to invest innovatively in education and training due to growth and diversification of our income in the UK and overseas
- Our focus on finances, infrastructure and estates will provide resources that reduce our impact on the planet and accelerate the student experience to extraordinary

OUR PRIORITIES 2024-2025

PURPOSE

To be an extraordinary employer-led organisation; producing a highly skilled and productive local workforce

1. Deliver Extraordinary Education and Training – continue on our journey towards an extraordinary learning experience where learners achieve and excel through excellent Learning, Assessment and Teaching (LAT) and progress to positive, purposeful destinations. Drive our teaching to the top strategy harder so that our learners achieve high grades above the national rate so we can self-assess every curriculum area as 'good' or 'better'.

2. Create Financially Resilient Colleges - Deliver the 2024/25 Group budget to create a cash surplus. Grow 16 – 18, adults and apprenticeship learner numbers, whilst transforming our HE programmes, to target skills gaps and deliver education more efficiently. Diversify and increase international income. Develop and agree strategic options for growth, whilst improving college reserves to support investment towards extraordinary.

3. Invest in our People and Resources – continue to improve our diverse, inclusive and supportive environment creating an engaged, happy and healthy workforce where everyone feels valued; because our people matter. To be the college of choice for staff and learners through continued investment in sector leading staff development and resources.

4. Increase the Relevance of Education and Training – continue to be recognised for innovation and delivering extraordinary education programmes, including finishing schools, by building upon our recent Ofsted inspection rating of "Strong" for Skills. Ensure extraordinary support for employers and key stakeholders, in order to provide more productive and highly skilled individuals for their workforce. Strengthen our focus on employer needs to improve the curriculum we deliver and the progress of learners, focusing on skills for the future workforce. Grow numbers at the ASI and Newark and create new pathways within the College University Centre in HTQs that are aligned to regional skills needs.

5. Develop the Leadership and Governance of the Lincoln College Group – continue to forge an extraordinary leadership team, who model our culture, so we become an 'extraordinary employer-led organisation' delivering great outcomes for learners, employers and key stakeholders. A reshaped Group structure by 2025 will ensure standardised governance and amplified support so the Group thrives despite current and future challenges. Explore strategic growth opportunities and create purposeful new partnerships to meet the local skills agendas, lead on the devolution of skills and exceed the expectations of all our partners.

MINDSET

CLEAR & COMPELLING
PURPOSE



HIGH PERFORMING
LEADERSHIP & TEAMS



SHARP FOCUS ON
NUMBERS



ENABLED & LIBERATED
WORKFORCE



LEAN, EFFICIENT &
SUSTAINABLE
SYSTEMS



EXCEPTIONAL
COMMUNICATION



EXTRAORDINARY EXTRAORDINARY EXTRAORDINARY EXTRAORDINARY

CONTEXT & PLACE

The College Group delivers to around 12,000 learners from pre-entry to level 7 postgraduate study. This includes substantial community engagement across 2 counties and works with over 1,000 employers on a regular basis delivering to around 1,500 apprentices annually. It runs significant adult delivery working with key partners to deliver regular training for the unemployed and supports numerous Not in Education, Employment or Training (NEET) students amongst the 3,300 full time 16-18 year olds.

Our investment has led to a range of Group run commercial businesses in the UK, which again add to our commercial revenue that is reinvested into UK education, but more importantly provides “finishing schools” for students who are working to commercial standards in terms of their skills and outputs and so makes them work ready for external employers. These include a fine dining restaurant with accommodation, an events centre providing gigs for 600+ people and seated dinners for 300, a commercial catering company, The Knowledge Ladder (data analytics company), as well as a leadership and management consultancy called Human Alchemy. The College focuses commercial activity to support the education and training delivery in construction, engineering, visitor economy, defence and security sectors in line with local, regional and national priorities.

The UK Colleges are based in Lincoln and Newark spanning both the D2N2 and Greater Lincolnshire LEPS and LSIP regions (See Fig. 1). This geography means the college interacts with East and West Lindsey, City of Lincoln, North Kesteven, Bassetlaw, Newark and Sherwood District Councils as well as the upper tier authorities in Lincolnshire and Nottinghamshire. College Senior Leaders are also members of both the Lincoln and Newark Towns Fund Boards, Lincolnshire Chamber of Commerce Board and Lincolnshire Skills Steering Group.

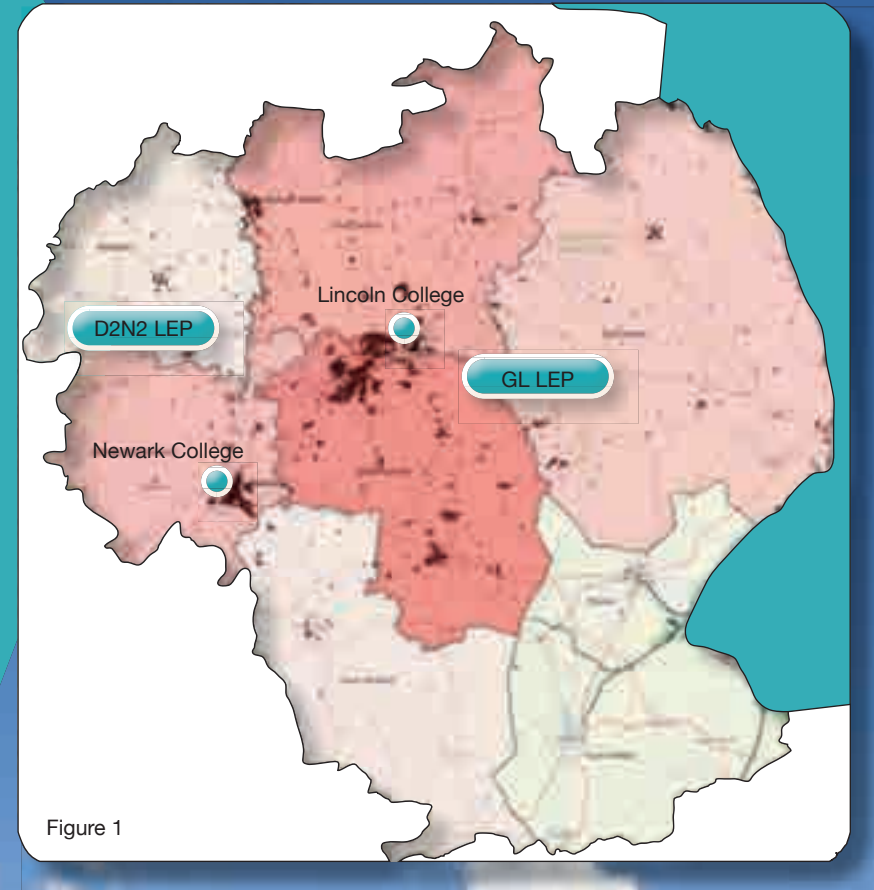


Figure 1

Figure 1 – Heat Map of the GLLEP (Kestevens and Lindseys) and D2N2 (Bassetlaw/N&S) Districts where Learners Reside including Pins for Occupied Postcodes.





In terms of economic and social context, Fig. 2 indicates both the Newark and Lincoln Campuses are situated in areas that have high levels of deprivation, across multiple indices. The local authorities recognise that residents in these areas are being “left behind” and are taking social inclusivity policy actions to mitigate this. Local authorities will use UK Shared Prosperity and Towns Funding to put in place mitigating factors which support the Government’s “Levelling Up” policy and our experience in this area will be invaluable.

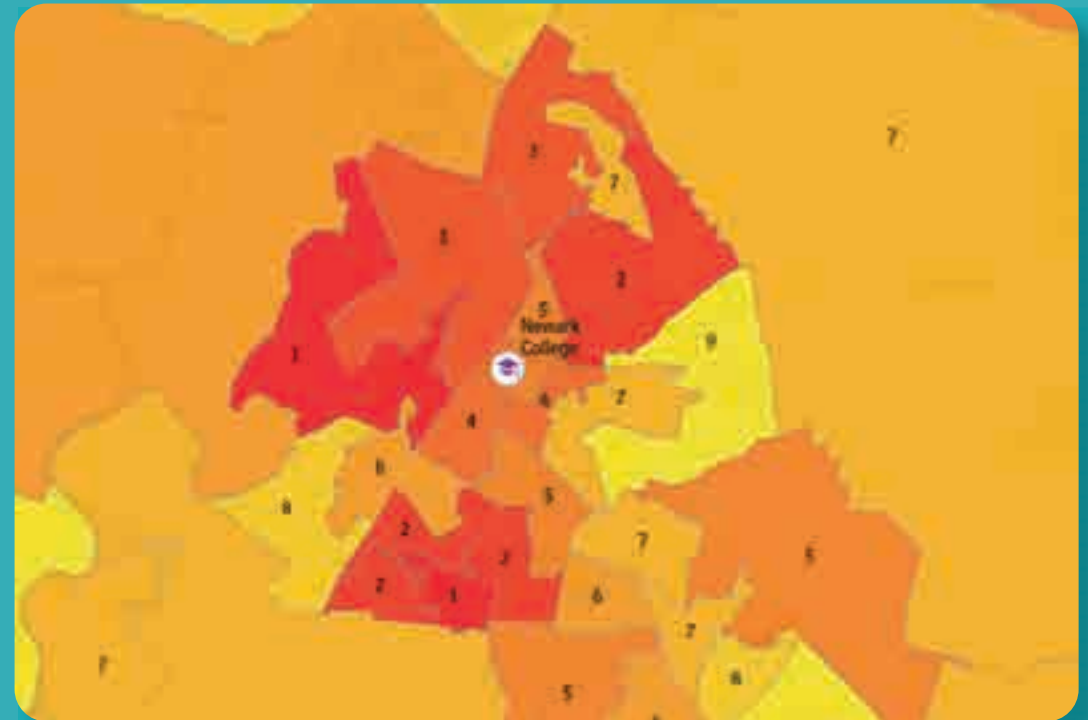
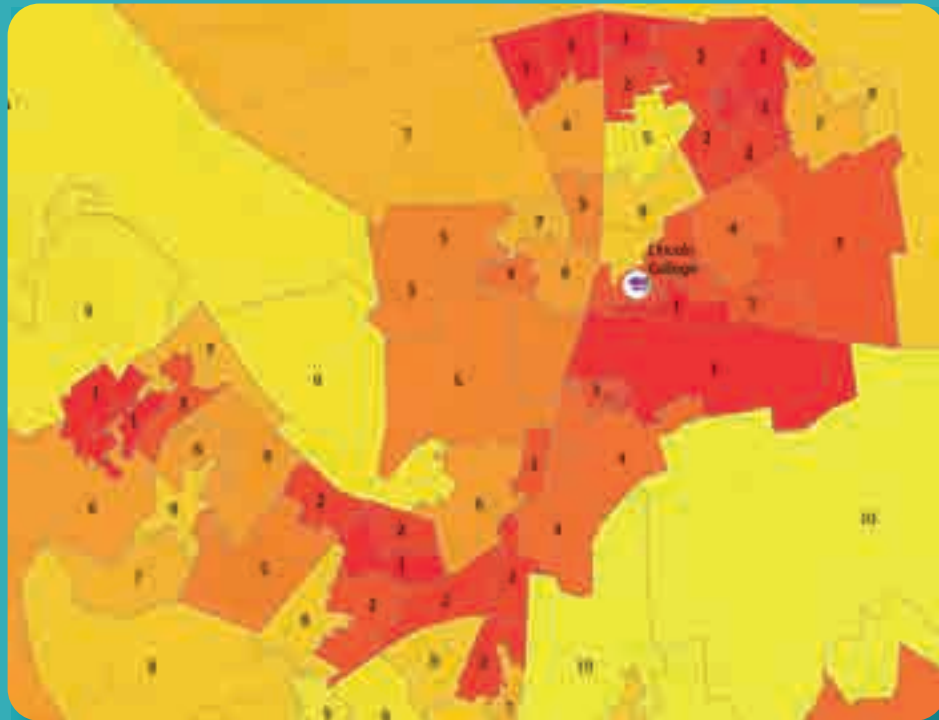


Figure 2 – Indices of Multiple Deprivation near Lincoln and Newark Colleges (1 = Most Deprived)

Lincoln College is proud of the role it plays in supporting the local community. Located at the heart of the most economically deprived ward in Lincolnshire, it is important that we seek to provide opportunities for local residents to learn new skills, achieve qualifications, often for the first time, and help them to better support themselves and their family. Although the number of unemployed and benefit claimants continues to fall across the region, the following statistics demonstrate some underlying concerns that need to be addressed:

- Average earnings in Lincoln (£19,175) remain consistently below the average earnings across England by £4,175.
- There are an estimated 13,000 employees in Lincoln earning below the Living Wage.
- 22.9% (4,465) of children are living in low income households.
- Income Deprivation Affecting Children Index shows Lincoln ranked the 38th most deprived area in England for this type of deprivation.

A significant number of Abbey Ward residents fall into the category of under-represented individuals. In Lincoln, 5,259 residents have a main language other than English and the majority of these people live in three wards, Abbey having the largest proportion. The College already engages with these residents on a variety of levels, offering adult evening classes across many different disciplines, including English classes and engaging members of the community in employability programmes.

Similarly, in Newark College, only 33% residents across Newark and Sherwood are educated to degree level compared to 40% in England. Conversely, 11% of the district's residents have no qualifications compared to 8% nationally. Of the provision that is available, Newark and Sherwood have a lower proportion of higher-level apprenticeship qualifications compared to the England average. 36% of residents earn less than the Living Wage compared to 22% in England. Providing enhanced education facilities is a key lever for tackling Newark's low-wage, low-skill economy. To date engagement of College and the Air and Space Institute Newark staff has seen an increase of 50% in enrolments over the last two years with a growth from 400 to 700 prospective students attending open evenings for the 2024/25 academic year.



APPROACH TO DEVELOPING THE PLAN



The College is very well integrated into the local communities which it serves. This allows for strong representation in multiple local authorities, LEPs and skills fora as well as strong relationships with the colleges across Lincolnshire and D2N2, the Lincolnshire Institute of Technology and the University of Lincoln. To gather information for this plan and carry out labour market research we have engaged a wide range of stakeholders highlighted below:

- Local Enterprise Partnerships – through engagement in Education and Skills Boards.
- Local Skills Improvement Plans (LSIPs) led by the FSB in Lincolnshire and Nottinghamshire.
- Employer representative bodies – such as Chambers of Commerce, FSB etc.
- Local authorities via UK Shared Prosperity Funding and other programmes to support economic growth across both District and County Councils.
- Towns Fund boards in both Newark and Lincoln.
- Sharing knowledge and experiences with other education providers via Strategic Development Funds (D2N2 Colleges and Lincolnshire Federation Colleges) whilst also being members of the Lincolnshire Federation of Colleges and D2N2 Principals’ Group.
- Institute of Technology Higher Technical Qualification work with Lincolnshire IoT.
- Employers supporting our Air and Space Institute, Newark, digital, construction, engineering and care programmes as ‘critical fiends’ to help shape delivery and content.
- Ongoing relationship management with DWP and employers directly supporting our learners through a range of interventions – e.g. provision of a work experience and/or Industry Placement; running a masterclass and our “Pay it Forward” programme; kickstart; sponsoring a curriculum project etc, equating to thousands of employer contacts a year.
- We also engage with other education providers to ensure we cover the range of skills. For example, although a LEP priority, we do not deliver Agrifood training which is delivered by Bishop Burton and Boston College as well as the University of Lincoln at Holbeach.

In addition to this analysis, College has The Knowledge Ladder our recently created data analytics capability which accesses information from a wide variety of sources to allow for analysis and decision making to help assess and target skills needs.

Figure 3 - Employer Demand: Annual Job Openings by Occupation Code and Qualification Level in the Lincoln District
Economic supply and demand dashboards produced by The Knowledge Ladder from Lightcast (EMS) data.



Figure 3

This analysis and broader partnerships with local government, engagement with employers and working closely with LEPs has allowed us to focus in areas of curriculum to best support students, employers and economic drivers. Based on the feedback of stakeholders and the results of our desk-based research, we have identified six priority skills needs that we will address:

- Health and social care (over 64,000 regional jobs, vacancies 10% over national average and a LEP priority)
- Engineering, defence and space (over £4bn regional GVA, job openings 60% over national average and a Towns Fund priority)
- Employability skills (5 key skills are consistently requested by employers: communication, enthusiasm and self-motivation, teamworking, problem solving and time management)
- Policing (Uniformed public services contributes over £280m GVA, strong links with Lincolnshire police)
- Construction (contributes over £1.7bn regionally, construction in the top 10% of all occupations for 16-24 year olds, high regional wages)
- Visitor economy (contributes £1bn GVA, 31m tourist visitors annually, LEP priority sector)

It should be emphasised that the list above is not shown in any priority order and there are other economic sectors in which skills will always need to be imparted to sustain the workforce such as computing, supply chain management, Access to HE and A-levels. Delivery of these skills will always be required, and FE providers will need to work together to ensure there is sufficient local coverage and investment to enable this provision to be available. Providers will also be required to respond to more urgent and tactical skills needs caused by economic shocks, the difficulties in recruiting into hospitality and retail currently being prime examples.





AGRI-FOOD



MANUFACTURING



VISITOR ECONOMY



ENERGY

PRIORITY SECTORS | GREATER LINCOLNSHIRE LEP

The Lincoln College focus areas for supra-study programmes fall into the following GLLEP priority sectors highlighted in yellow



HEALTH AND CARE



DEFENCE AND SECURITY



PORTS AND LOGISTICS

Working in conjunction with the other education FE and HE providers within Lincolnshire the College focuses on areas that can be delivered within the infrastructure, student and employer demand in the different areas. The agri-food sector is strongly supported by the University of Lincoln with their Holbeach Campus, by Riseholme Campus of Bishop Burton College and Boston College to the South. These rural locations are well placed to meet the local need, provide study options for students in the agricultural heartlands of South Holland, East Lindsey and Boston. The energy, ports and logistics sectors are geographically focused; with North and North-East Lincolnshire home to the vast majority of the energy and renewable industries supported by Grimsby Institute of Further and Higher Education and the University of Lincoln. Boston College, supported by the University of Lincoln, also provides the main support to the ports and logistics businesses primarily centred on the port of Boston and the agri-food logistics element based in the south of the county, from where Lincoln College draws hardly any students.

The D2N2 LEP strategy is currently based on five foundations of productivity and four grand challenges to the UK. These can be unpacked based on the supporting economic reports into the main sectors listed below. Approximately 10% of the UK provision of the Group is based in Newark and we have therefore chosen to prioritise three areas with the aspiration of increasing that to a fourth working with local care homes and the local NHS Trust. Recognising that the six other larger FE colleges and three universities within the D2N2 region cover all of the LEP priority areas to varying degrees and that with devolution the new mayoral combined co-ordination authority will revisit these priorities.





**ADV MANUFACTURING –
AEROSPACE AND AUTO**



**FOOD AND DRINK
MANUFACTURING**



CONSTRUCTION



LIFE SCIENCES

LOCAL INDUSTRIAL STRATEGY | NOTTINGHAMSHIRE & DERBYSHIRE | D2N2 (d2n2lep.org)

The development of this plan has been conducted with both the college leadership team and board of corporation working together to ensure the strategic aims and objectives align with the local and regional skills needs. This plan was formulated and agreed as part of the Annual Board strategy day and the board will be regularly updated on progress and any evolution of the plan throughout the year.



HEALTH AND CARE



**CREATIVE
AND DIGITAL**



**PROFESSIONAL AND
BUSINESS SERVICES**



**VISITOR
ECONOMY – TOURISM,
HOSPITALITY AND
RETAIL**



**TRANSPORT AND
LOGISTICS**

MEETING NATIONAL, REGIONAL AND LOCAL NEEDS

College Strategic Aims and Annual Priorities	Targets for 24-2	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p>Aim: Focus on the quality of our education and training to unlock an extraordinary learning experience.</p> <p>Priority: Deliver extraordinary education and training – continue on our journey towards an extraordinary learning experience where learners achieve and excel through excellent Learning, Assessment and Teaching (LAT) and progress to positive, purposeful destinations. Drive our teaching to the top strategy harder so that our learners achieve high grades above the national rate so we can self-assess every curriculum area as ‘good’ or ‘better’.</p>	<ol style="list-style-type: none"> 1. Ensure that all 16-19 study programme students in 2023/4 gain core transferable skills through a combination of: <ul style="list-style-type: none"> - Social action - An industry placement - Work experience - Participation in skills competitions 2. Ensure that over 95% of students achieve a positive destination in 2024/5 by integrating the College’s commercial and curriculum elements more efficiently. 3. Continue to implement T-Level roll out with new programmes starting in 2024/25 4. To better align apprenticeship delivery with priority sectors like construction, engineering and higher apprenticeships. 	<p>Improve work readiness and completion of Level/2/3 work experience which is a key theme identified in both regional LSIPs including focus on communication, resilience and confidence in the workplace.</p> <p>Enable students to achieve further study/ meaningful employment contributing to the vocational skills needs of Lincolnshire and Nottinghamshire.</p> <p>Continue to add to the national rollout plan to deliver vocational excellence.</p> <p>Improved integration with vocational areas to offer more flexible, higher quality options to employers.</p>
<p>Aim: Employer-led training informed by the local skills agenda making students more employable.</p> <p>Priority: Increase the Relevance of Education and Training – continue to be recognised for innovation and delivering extraordinary education programmes, including finishing schools, by building upon our recent Ofsted inspection rating of “Strong” for Skills. Ensure extraordinary support for employers and key stakeholders, in order to provide more productive and highly skilled individuals for their workforce. Strengthen our focus on employer needs to improve the curriculum we deliver and the progress of learners, focusing on skills for the future workforce. Grow numbers at the ASI and Newark and create new pathways within the College University Centre in HTQs that are aligned to regional skills needs.</p>	<ol style="list-style-type: none"> 5. Optimise the £15m Air and Space Institute in Newark to deliver skills for advanced engineering and aviation sectors. 6. Develop wider HTQ offer within HE provision. 7. Deliver growth in construction, engineering, health and social care and visitor economy students. 8. Develop partnership with NHS and Lincolnshire education providers to better meet their workforce demands. 	<p>Contribute to meeting the needs of national and D2N2 priority sectors in advanced engineering aviation and space.</p> <p>Continue to develop HTQs at Levels 4 & 5 that meet the identified LSIP needs for both part and full-time students.</p> <p>Improve numbers and throughput of students in LEP and LSIP priority skills areas with growing workforce demand.</p> <p>Ensure the success of recent NHS partnership initiative to optimise pathways through education in the NHS workforce across the county.</p>
<p>Aim: Enabled and liberated teams with an extraordinary approach to people management.</p> <p>Priority: Invest in our People and Resources – continue to improve our diverse, inclusive and supportive environment creating an engaged, happy and healthy workforce where everyone feels valued; because our people matter. To be the college of choice for staff and learners through continued investment in sector leading staff development and resources.</p>	<ol style="list-style-type: none"> 9. Deliver 2nd year of people strategy with a focus on communication, EDI, health & well-being, reward & recognition. 10. Bed in leadership & management at all levels for the restructured organisation. 	<p>Support LSIP objectives of improving resilience, retention and upskilling of staff.</p> <p>Leadership and management highlighted as emerging area of weakness in LSIP with many ‘accidental managers’ lacking skills and training.</p>
<p>Aim: Investing innovatively in education and training via growth and diversification of income.</p> <p>Priority: Create Financially Resilient Colleges – Deliver the 2024/25 Group budget to create a cash surplus. Grow 16 – 18, adults and apprenticeship learner numbers, whilst transforming our HE programmes, to target skills gaps and deliver education more efficiently. Diversify and increase international income. Develop and agree strategic options for growth, whilst improving college reserves to support investment towards extraordinary.</p>	<ol style="list-style-type: none"> 11. Grow 16-18 study programme numbers by 6% linked to priority sectors and demand. 12. Deliver targeted, innovative adult education in line with the LSIP priorities. 13. Grow and diversify commercial income in the UK to reinvest in education and training. 14. Grow and diversify international income to provide sustainable investment for education and training. 	<p>To meet the increasing demand for vocationally trained personnel in Lincolnshire and Nottinghamshire.</p> <p>Grow adult education provision to meet LSIP priorities using innovation funding where current provision doesn’t exist.</p> <p>Provide extraordinary programmes in priority sectors to better meet the skills needs identified in LSIPs.</p> <p>To fund growth in technical facilities, study programme equipment and innovation to meet priority skills across the region.</p>
<p>Aim: Providing leadership and sustainable resources to reduce environmental impact whilst accelerating the student experience to extraordinary.</p> <p>Priority: Develop the Leadership and Governance of the Lincoln College Group – continue to forge an extraordinary leadership team, who model our culture, so we become an ‘extraordinary employer-led organisation’ delivering great outcomes for learners, employers and key stakeholders. A reshaped Group structure by 2025 will ensure standardised governance and amplified support so the Group thrives despite current and future challenges. Explore strategic growth opportunities and create purposeful new partnerships to meet the local skills agendas, lead on the devolution of skills and exceed the expectations of all our partners.</p>	<ol style="list-style-type: none"> 15. Invest up to £4m capital funding into the estate to deliver more sustainable modern facilities on our roadmap to NetZero2030. 16. Deliver Human Alchemy sustainable leadership programme to more businesses across the region. 17. Re-balance the education and training team to align more closely with the priority sectors. 18. Restructure governance to provide enhanced focus on commercial, international and college operational outputs 	<p>In line with LSIP, Local Authority and national initiatives to reduce carbon footprint. Will also provide a positive sustainable example to students.</p> <p>Supporting the LSIP focus on leadership and management to improve sustainable leadership across the region.</p> <p>Deliver a greater focus on college leadership across sectors in line with LSIP recommendations.</p>

Self-assessment: We make a strong contribution to local and national skills needs and these are our priority actions to focus on to strengthening this contribution.

LOCAL NEEDS DUTY

Further Education Colleges. Lincoln College has played an active role in bringing local colleges together to collaborate on projects to meet skills needs including the Lincolnshire Institute of Technology. The College currently chairs the Lincolnshire Federation of seven colleges within Lincolnshire, is the further education representative on the Employment and Skills Board as well as leading on the Lincolnshire LSIP strategy group. In D2N2 we work with the seven colleges to engage the LEP and provide input to the LSIP, assisting with their data analysis, as well as forming a good partnership for Strategic Development and Local Skills Improvement Fund.

In Lincolnshire, colleges have collaborated on several bids. The Lincolnshire Strategic Development Fund (LSIF) has supported the development of the visitor economy training with infrastructure, equipment and courses to upskill students supporting a local economic demand. This has supported the College's wider drive to upskill students across the visitor economy with the acquisition of The Drill and The Old Bakery as commercial finishing schools for students to gain valuable experience.

The LSIF funding has developed collaborative work across digital, green construction and engineering skills as well as employability skills, leadership and management skills across the region.

In partnership with the Inspire Education Group and the Road Haulage Association the college has won a Labour Market Support Fund Bid to deliver HGV training across the county. This is currently being successfully delivered and highly likely to be funded into the future by the LEP.

Lincoln College partnered with Chesterfield College to deliver a College Collaboration Fund (CCF) Project You. Such was the success of 'Project You' which provided team building, fitness and healthy lifestyle interventions for students that the college has funded this programme for a second year. The interventions led to improved outcomes for students and allowed a good collaboration with Chesterfield College.

Most recently working in collaboration with the NHS, Grantham, Boston and Lincoln College have developed a collective apprenticeship provision to meet an emerging NHS demand across the middle of the county. This partnership includes the universities and will develop over time to place education at the heart of NHS workforce planning over the next 5-7 years.

Lincolnshire Institute of Technology (LIoT).

This partnership across the regional further education providers led by the University of Lincoln has provided funding for an exceptional technology centre to deliver higher technical qualifications in automotive, computing and electronics.

Employers like KryptoKloud, Halfords and the NHS have supported the development of LIoT and Professional Skills Centre training. There remain challenges in recruitment of students but the planned expansion of IoT provision into engineering and construction should lead to increased student numbers and higher skilled employees for the local economy and higher education providers. Future collaborations are planned around skills to support the development of nuclear facilities within the region, the renewable energy sector and bids for high quality equipment to support new provision.

Higher Education Institutions. We have partnerships with the University of Hull, University of Derby, University of Lincoln, The Open University, Nottingham Trent University and Bishop Grosseteste University to enable us to offer programmes at Levels 4 - 6. In each case we partner with the relevant institution to design and the develop the curriculum based on our shared insights into employer and learner needs. We currently support more than 300 students per year on Higher Education programmes. With Government policy heavily focused on improving Level 4 and 5 Higher Technical Qualifications and the growth of our Air and Space Institute we expect to see student and partnerships grow throughout our current strategic plan.

CORPORATION STATEMENT

On behalf of the Lincoln College Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 14 of May 2024.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link: [The Lincoln College Group](#)



Ian Billyard
Chair of Governors



Mark Locking
Principal/Chief Executive and Accounting Officer

Dated: 30th JUN 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.

Labour Market Intelligence:

Priority Sectors | Greater Lincolnshire LEP
Local Skills Improvement Plans | FSB, The Federation of Small Businesses
Who are we? | Lincolnshire Chamber of Commerce (lincs-chamber.co.uk)

Ofsted:

50241693 (ofsted.gov.uk)

Financial Statements:

Microsoft Word - 20 02 24 - Lincoln College



