

# ACCOUNTABILITY STATEMENT

2025-2026

*TRANSFORMING LIVES & FULFILLING  
DREAMS THROUGH EDUCATION*



KINDNESS + RESPECT = INCLUSION & SUCCESS



# CONTENTS

- 03** Accountability Statement - Purpose
- 04** Ambition 2030 - Our vision
- 05** Our Context and Place
- 07** Our students
- 08** Our employers
- 09** Our school relationships
- 10** Our FE and HE partnerships
  - 11** Our skills communities
- 12** Our Approach
- 13** National Priorities
- 14** Local Skills Plans
- 16** Our Contribution to National, Regional and Local Priorities 2025-26
- 18** Local needs duty corporation statement & signatures
- 20** Sources

# ACCOUNTABILITY STATEMENT - PURPOSE:

The College is required by the Department for Education to produce an Accountability Statement to set out the focus of curriculum in line with the overall HSDC's Strategic Plan. The Accountability Statement outlines how HSDC will support local, regional and national priorities. It is developed in response to the Skills and Post-16 Education Act 2022, increasing the accountability of colleges to contribute towards developing current and future education to meet skills needs. The Accountability Statement is written to complement HSDC's Strategic Plan: Ambition 2030.



# AMBITION 2030 - OUR VISION:



## **OUR MISSION:** TRANSFORMING LIVES & FULFILLING DREAMS THROUGH EDUCATION

We believe education is a catalyst for change—one that empowers individuals, strengthens communities, and drives economic prosperity. Through high-quality teaching, industry-responsive curriculum, and strategic partnerships, we ensure that students leave HSDC equipped for success.

## **OUR VISION:**

IN 2030 WE WILL BE THE **LEADING REGIONAL FE COLLEGE** - FULLY EQUIPPING OUR COMMUNITIES FOR FUTURE WORK AND LIFE

This vision is not just aspirational—it is a commitment to continuous improvement, strategic collaboration, and innovative delivery models that meet the evolving needs of students and employers

## **OBJECTIVE 1:** STUDENT SUCCESS & PROGRESSION.

We will deliver high quality learning experiences to ensure our students progress to an ambitious life beyond college, having developed outstanding values, knowledge, skills and behaviours throughout their journey with us.

## **OBJECTIVE 2:** STAFF WELL-BEING & DEVELOPMENT.

In our thriving workplace, we nurture well-being, development, and a sense of belonging. Everyone feels valued, respected, and empowered to collaborate towards shared goals.

## **OBJECTIVE 3:** EMPLOYERS AND SKILLS.

We will be a leading college for the development of skills through strategic partnerships in nurturing talent of our students to grow prosperity in the region

## **OBJECTIVE 4:** COMMUNITY, ENVIRONMENTAL AND SOCIAL RESPONSIBILITY.

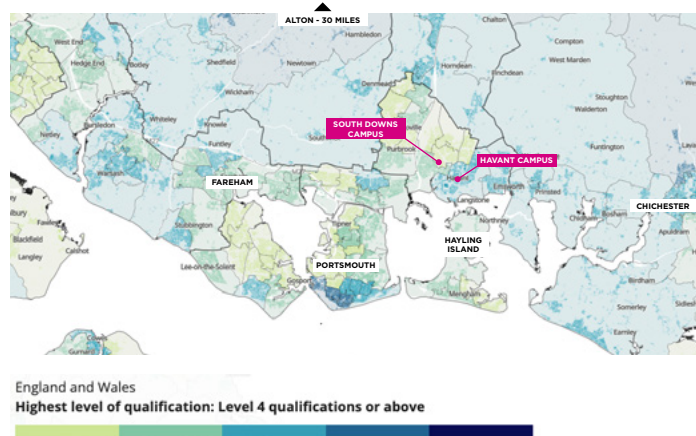
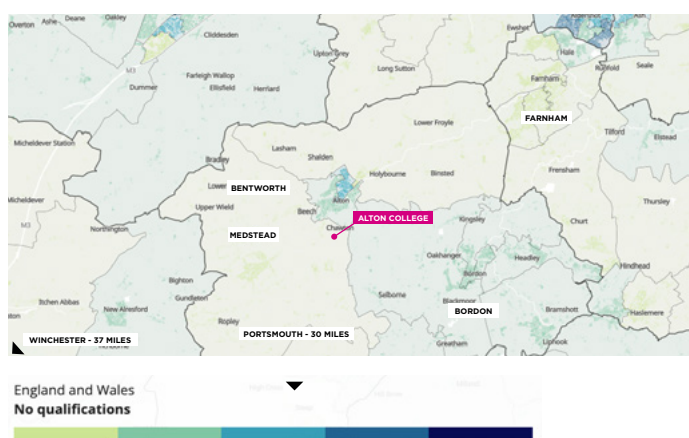
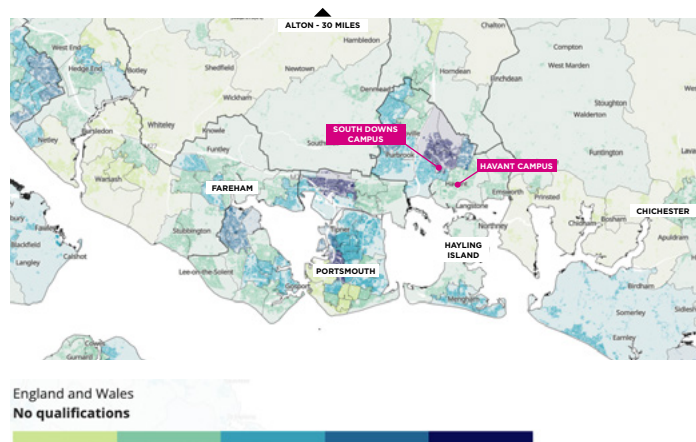
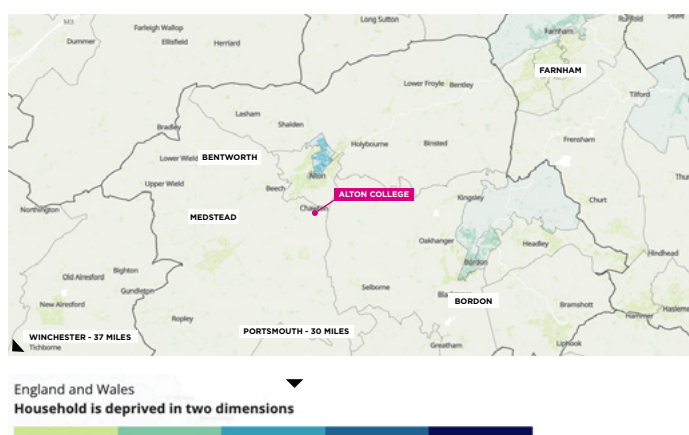
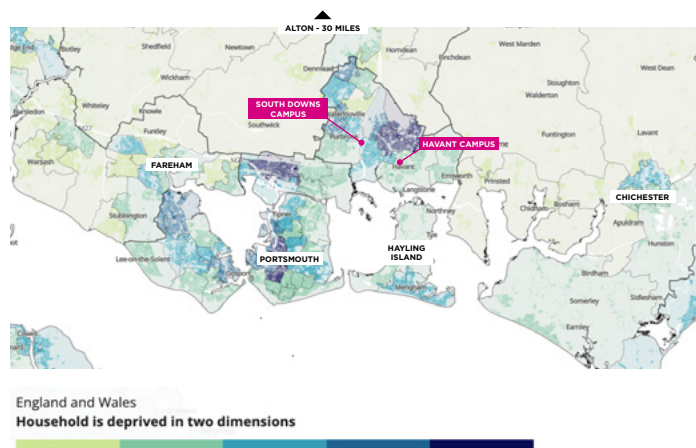
We are at the heart of our communities, building strong civic partnerships, promoting opportunity and ambition for all, and moving towards our 2040 Net Carbon Zero target.

## **OBJECTIVE 5:** FINANCIAL STRENGTH & GROWTH.

We are committed to being financially sustainable to enable investment in staff, promote the development of other College resources, including IT and the digital environment, and create sustainable facilities.

# OUR CONTEXT AND PLACE

The College serves a diverse range of communities across Hampshire and the surrounding areas. These communities vary from densely-populated urban areas (such as in Portsmouth and Havant) to more rural communities (such as the areas around Alton) and from relatively wealthy areas to particularly deprived communities (especially in some areas of Havant and Portsmouth). Education and skills priorities also vary somewhat across the College's communities, with some areas (such as Portsmouth and Havant) having notable adult skills needs and a deficit of residents with higher level qualifications.



All data and maps from 2021 Census

# OUR CONTEXT AND PLACE

The population profile of the Solent region (Portsmouth and Havant) shows a projected increase in the size of the region's population higher than the expected growth rate across the South East, primarily driven by a growing population aged 65 or over. Economic inactivity by residents is lower than nationally and in the South East as a whole, and deprivation levels vary substantially across the Solent region. Drivers of employment in the Solent region include health, education, retail and the food services sector, with high levels of specialisation in utilities, public administration and defence. The Solent is home to 41,900 enterprises, the majority (88.8%) of which employ fewer than 10 people [1].

The broader region of Hampshire is home to several major industry clusters which drive innovation and economic opportunity. The aerospace and defence sectors, centred around Farnborough and Basingstoke, are globally recognised for their technological advancements. The region also boasts a strong presence in the digital and creative industries, with numerous tech startups and established companies operating in cities like Winchester and Southampton, and the coastal landscape supports a thriving maritime sector, with 682 businesses working in the sector across the whole county [2].

The city of Portsmouth is the second most densely populated local authority outside London, and contains a high proportion of young people (aged 20-24) largely due to the city's university and colleges. The city's leading industries and sectors are aerospace and defence, digital media, advanced engineering and the visitor economy. Portsmouth Port, owned and operated by Portsmouth City Council, contributes significantly to the local economy and is part of the Solent Freeport.

[1]<https://www.portsmouth.gov.uk/wp-content/uploads/2024/09/06.-The-Solent-Economic-Profile-2024.pdf>

[2]<https://hampshire.moderngov.co.uk/documents/s127048/Economic%20Strategy%20Update%20and%20Regional%20Update%20-%20Appendix.pdf>



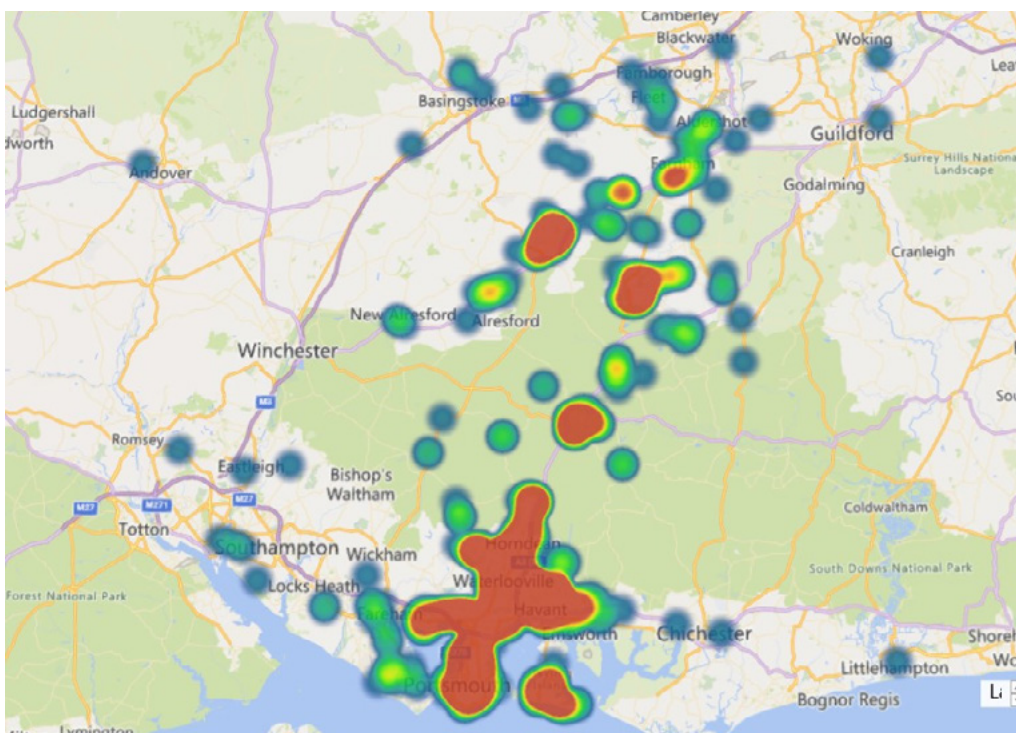
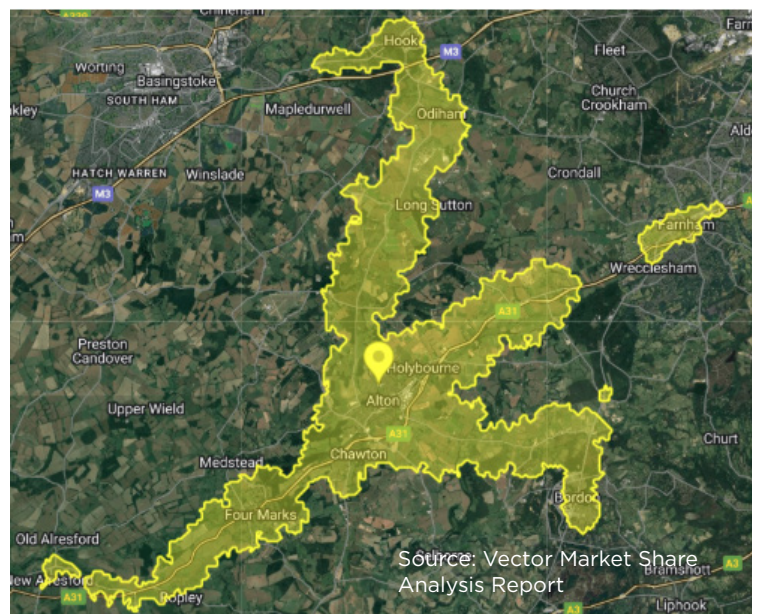
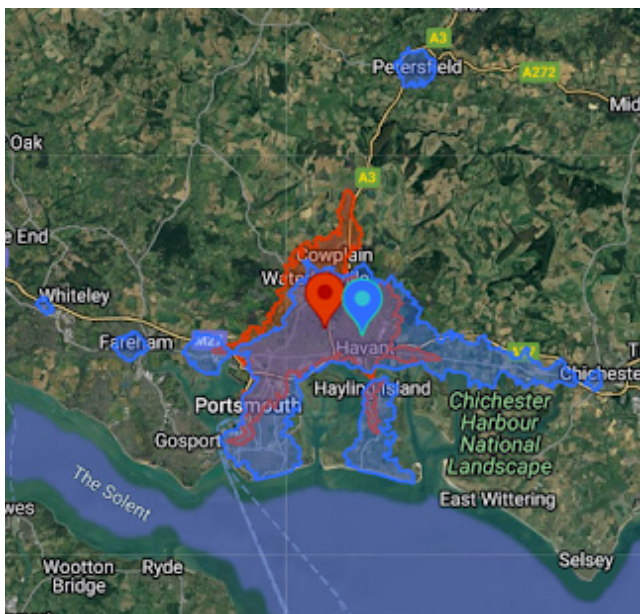
# OUR STUDENTS

Our students travel to our campuses from a wide geographical area. Havant benefits from well-established train and bus routes. This enables the students to easily access the campus from Chichester and Emsworth from the east, Petersfield from the north, Fareham from west and Portsmouth and Hayling Island from the south. South Downs campus benefits from well-established bus routes and meets the needs of students from Cowplain, Waterloo, Havant and Portsmouth. Alton campus benefits from well-established bus and train routes, enabling students to access the campus from Surrey from the north, Farnham from the east, Petersfield from the south and the village of Four Marks south-west of Alton. All campuses ensure that students start their day at 09.30 to enable them to access their learning with ease.

Blue is Havant

Red is South Downs

Yellow is Alton



The heatmap shows the student composition from the three campuses, with significant numbers shown in the red below:

# OUR EMPLOYERS

As a three campus college, we are well equipped to respond to employers' training and apprenticeship needs across Hampshire and beyond. Employers shape the talent of the future across our region by influencing a wide number of work experience and industry placement activities. Employers work closely with HSDC, contributing to curriculum design, delivering guest lectures, judging skills competitions and guiding students through effective advice in employability fairs. The College is engaged with over 1, 500 employers in the region, a significant majority of which being SMEs, to inform and support the intent and implementation of the curriculum to ensure the College delivers the desired impact for all students.

## Key employer partners include:

### STEM:

- Airbus Defence & Space
- Apollo Fire Detectors
- BAE Systems
- Collision Motoring Services
- DKW Engineering
- Future Water (Mackley)
- Havant Sheet Metal
- Hendy Portsmouth
- HoverTravel
- Portchester Engineering
- Portsmouth Aviation
- Ricardo
- Richmond Hyundai
- SAAB Seaeye
- Veolia
- Wickham Micro
- Optivet Referrals

### HEALTH & SOCIAL CARE

- Colten Care
- Solent NHS Trust
- The Rainbow Centre
- Rowans Hospice
- Southern Co-operative Funeralcare

### EARLY YEARS

- Growing Places
- Riverside School
- Top Tots

### HOSPITALITY & CATERING

- Fullers
- Goodwood Estate
- Exclusive Hotels
- Sinah Warren

### BUSINESS

- Southern Co-operative Retail
- Equans
- Laleham Health & Beauty
- Lockheed Martin

### CONSTRUCTION

- BRICS
- Morgan Sindall
- Peter Marsh Consulting
- Artisan Environmental
- PMC Construction

# OUR SCHOOL RELATIONSHIPS

HSDC provides a cohesive and broad curriculum offer, which has been carefully planned to ensure there are clear ladders of progression leading to positive outcomes and next steps for our students. As a tertiary college, all provision types are delivered from our campuses, giving prospective students a broad choice, to meet their skills needs. Working in close partnership with schools, we provide in-depth interviews, insight events in our industry standard learning spaces, taster days, welcome days and tours during current lessons to see learning in action. This ensures that students are fully aware of potential skill acquisition opportunities that HSDC offers and enables students' progression, making best use of the pathways we provide to enable them to fulfill their career aspirations.

The breadth and depth of our offer means we have the right programme of study for everyone. HSDC has well-established relationships with a high number of secondary schools across Hampshire and beyond, over a wide geographical area. We are proud that our broad and varied skills curriculum enables us to remain the first-choice destination for many students across Hampshire.



# OUR FE & HE PARTNERSHIPS



There are successful relationships with the University of Portsmouth (Business) and University of Chichester (Early Years and Health and Social Care). This delivery of Higher Education, in partnership, enables well established progression pathways for our students. In addition there are a range of Engineering HNC and HND courses as part of our South Coast Institute of Technology provision. The South Coast Institute of Technology (IoT) is a collaboration between five further education colleges and two universities: Brockenhurst College, South Hampshire College Group - Southampton City, South Hampshire College Group - Eastleigh, South Hampshire College Group - Fareham, Havant and South Downs College, The Isle of Wight College, Solent University, and University of Portsmouth.

In addition to this collaboration, there are effective dialogues with City of Portsmouth College to ensure collaboration when designing current and future curriculum.

# OUR SKILLS COMMUNITIES

HSDC responds to a range of different local economic and skills priorities as identified by key regional organisations. These include two LSIPs (Solent and Enterprise M3), four main local authorities (Portsmouth City Council, Hampshire County Council, Havant Borough Council, East Hampshire District Council). HSDC is a key partner in two Local Skills Improvement Plans (LSIPs), for the Solent region and the North Hampshire/Surrey region.



Solent LSIP



EM3 LSIP

# OUR APPROACH

**HSDC ensures the curriculum is designed with employer input, to ensure local, regional and national skills needs continue to be met. HSDC continues to liaise closely with a range of key stakeholders to ensure the development of skills remains a key strategic priority.**

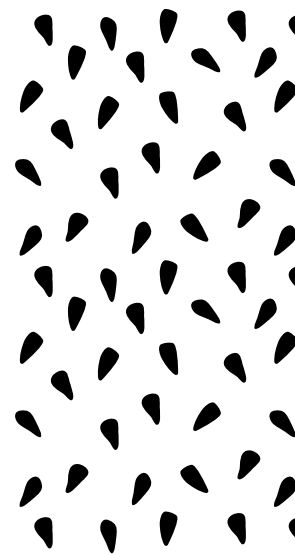
- HSDC's Principal chairs the Hampshire Colleges Group and is the FE representative on the Hampshire Partnership Prosperity Board (HPPB) as well as sitting on the Hampshire Skills Partnership board which informs the HPPB. The Hampshire Skills Partnership Board is a leadership group which brings together key stakeholders to influence and drive a sustainable and resilient economy, including the associated development of skills and therefore to advise the Hampshire Prosperity Partnership Board on skills and employment issues. Its ambition is to ensure all agencies are working together to provide the skills and opportunities needed to drive forward an inclusive and prosperous local economy.
- The Principal is also a Board member of Business South, an independent business champion for the central south region. The Assistant Principal (Business and Skills) is also a regular attendee of many meetings including its AGM and has taken students to represent the college on a sponsor's table and to be part of a panel when discussing young people and work.
- HSDC's Deputy Principal participates actively in the Portsmouth Post-16 Group, and at meetings with local school leaders in the Havant and Portsmouth areas. This enables effective consideration of progression pathways from pre to post-16 to develop to support young people to achieve their further study or employment aspirations.
- HSDC's Assistant Principal (Business & Skills) is a non-executive Director of Hampshire Chambers of Commerce and the Chair of the Portsmouth Business Strategy Group which leads the annual Portsmouth & South Coast Business Week. Also sits in the Havant Skills Zone and works with Havant Borough Council to deliver the Havant Skills Partnership aimed at local high growth businesses.
- HSDC's teaching staff and trainers frequently involve a range of stakeholders, including employers, sector specialist bodies, universities, the local authority, schools and alumni, in the planning, teaching and assessment of the curriculum.
- HSDC also sponsors the Portsmouth News Business Awards, the Teach Portsmouth Awards, the Teach Portsmouth Jobs & Opportunities Fair, the Central South Business Awards, and is a patron of Shaping Portsmouth.
- HSDC's Ofsted Inspection in May 2024 recognised the excellent partnership work with Portsmouth Virtual School, Treloar's School and Link Up Leigh Park, to meet the needs of the most disadvantaged members of the community. The Ofsted Inspection resulted in HSDC being recognised as making a 'strong' contribution to skills in the region.
- HSDC's Partner Boards (curriculum focussed boards of external partners, including employers and local universities) continue to provide invaluable input to ensure the college adapts its curriculum to meet the needs of particular industries/employment sectors around Alton, Havant, Portsmouth and the wider area.
- Full publication of the two regional LSIPs (key priorities and sectors summarised below) has both confirmed HSDC's approach to curriculum development and also instigated further review and improvement of its responsiveness to skills needs.
- HSDC continues to work closely with both chambers of commerce, Hampshire & Surrey, to ensure regional skills priorities remain our focus when developing our curriculum.
- HSDC is actively involved in almost all Solent LSIF projects (including leading the project in response to the skills needs of the creative sector) and is developing a regionally unique programme in response to the skills needs of the space & satellite industries within the EM3 LSIF. This exemplifies HSDC's leading role and ability to collaborate successfully with a range of stakeholders including other providers.
- Looking forward, HSDC will be even better equipped to address adult skills needs through devolution where a regional Mayor will be elected in May 2026 to head up a new Strategic Authority across the region. This builds on the Outstanding adult education department at HSDC (HSDC Ofsted, May 2024).

# NATIONAL PRIORITIES

National skills priorities take into account the Skills England report, Industrial Strategy Priorities and Plan for Change 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 (The Office for National Statistics defines a green job as employment in an activity that contributes to protecting or restoring the environment) and net zero, 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



These priorities are focused on sectors and priority programmes, however essential skills are also areas that require significant upskilling nationally. These include English and Mathematics (up to and including Level 2) and Digital (up to and including Level 1).



# LOCAL SKILLS PLANS

## SOLENT LOCAL SKILLS IMPROVEMENT PLAN:

The Solent Local Skills Improvement Plan (LSIP) has identified several key priorities to address the skills needs of the region:

- Low Carbon (retrofitting, transport & logistics, hydrogen, EVs)
- Creative (technical skills - e.g. production & set design, VR & AI - and generic skills - e.g. project management)
- Maritime (inc responsiveness to technological advancements)
- Freeport Target Sectors (inc engineering, business admin, transport & logistics)
- Health & Social Care
- Hospitality
- Construction
- Logistics



The Solent LSIP has identified six cross-cutting priorities to address these findings:

- 1. AWARENESS AND ASPIRATIONS:** Ensure the skills ecosystem improves life chances for all communities across the Solent by tackling low awareness and challenging perceptions, stimulating interest, and raising aspirations.
- 2. NAVIGATING THE SKILLS ECOSYSTEM:** Reduce complexity and improve complementarity within the skills ecosystem in the Solent, making it easier for employers to understand and engage.
- 3. PROACTIVE EMPLOYER ENGAGEMENT:** Encourage employers to play a greater role in shaping local provision and promote the benefits of engagement to ensure provision meets their needs.
- 4. A MORE AGILE ECOSYSTEM:** Improve the responsiveness of the skills ecosystem by building on increased digitization and employers' desire for flexibility in accessing training.
- 5. CO-ORDINATED PROVISION:** Coordinate relevant, purposeful, and high-quality skills provision that addresses both current and future employer needs by working with the provider network.
- 6. DRIVING DEMAND:** Drive employer and learner demand for skills to optimize performance, increase productivity, and enhance the capabilities of the local talent pool to contribute to economic growth.

In essence, the Solent LSIP emphasises the need for a more employer-led, agile, and accessible skills system that addresses current skills gaps, anticipates future needs in key sectors, and ultimately boosts economic growth and improves opportunities for residents.

# LOCAL SKILLS PLANS CONT.

## THE ENTERPRISE M3 LOCAL SKILLS IMPROVEMENT PLAN:

The Enterprise M3 Local Skills Improvement Plan (LSIP) identifies both main regional skills gaps and priorities to address them.

- Advanced Manufacturing & Engineering
- Aerospace, Space & Satellite
- Construction
- Creative (inc Gaming & Immersive Tech, Film & TV Production, Technical Skills)
- Health & Social Care
- Hospitality & Tourism
- IT
- Land-Based (inc Animal Health & Welfare)
- Professional Services (inc Finance, Accounting, Marketing, Sales, Management, Customer Service)
- Green Economy



## CROSS-CUTTING SKILLS FOR THE LSIP:

- **EMPLOYABILITY SKILLS** - Concerns around basic work readiness, including communication, teamwork, problem-solving, and resilience, particularly among younger people entering the workforce.
- **PROFESSIONAL SKILLS** - A need for effective leadership and management capabilities across businesses of all sizes.
- **DIGITAL SKILLS** - A significant and persistent shortage across all sectors, ranging from basic digital literacy to advanced skills in areas like cyber security and data analytics. This is crucial for the region's strong digital economy and future growth.

## MAIN PRIORITIES:

The Enterprise M3 LSIP outlines four main priorities to tackle these skills gaps:

1. **IMPROVE INFORMATION, ADVICE, AND GUIDANCE:** Enhancing the quality and accessibility of information and guidance for both employers and individuals to navigate the skills and training landscape effectively. This aims to increase awareness of available support and opportunities.
2. **FACILITATE RESPONSIVE AND INCLUSIVE CURRICULA:** Ensuring that vocational education and training provision is more flexible, adaptable, and inclusive to meet the specific and evolving skills needs of employers. This involves closer collaboration between providers and businesses in curriculum design.
3. **COORDINATE NETWORKS AND COLLABORATION:** Fostering stronger and more sustainable partnerships between employers, education/training providers, and other stakeholders within the local skills system. This aims to reduce complexity and improve the overall responsiveness of the system.
4. **BUILD DYNAMIC RELATIONSHIPS BETWEEN BUSINESSES AND PROVIDERS:** Encouraging more active and direct engagement between employers and providers to break down barriers, ensure skills supply meets demand, and foster a more employer-led system.

These priorities are interconnected and aim to create a more agile, demand-driven skills system that supports economic growth, boosts productivity, and improves employment opportunities for residents in the Enterprise M3 region.

# OUR CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES 2025-26

| HSDC Objectives<br>By September 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Contribution towards national, regional and local priorities for learning and skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Ambition 2030 reference                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Subject Sector Area Priorities:</p> <ul style="list-style-type: none"> <li>- Health &amp; Social Care - to increase enrolments by 20% at Level 2 and above at all campuses.</li> <li>- Digital - to increase enrolments by 10%, at Level 1 and above at all campuses, including essential digital skills.</li> <li>- Defence - to increase enrolments by 10%, including the space and satellite programme at Alton</li> <li>- Creative - to increase enrolments by 10% overall, across all levels on all campuses</li> <li>- Engineering - to increase enrolments across all provision, including apprenticeships, by 10% overall, through creative staff recruitment solutions</li> </ul> | <p><b>National:</b> <a href="#">Skills England</a> Build an NHS fit for the future (p.16). Occupations in critical demand, p48 <a href="#">Plan for Change</a> 'reduce hospital backlogs'</p> <p><b>Local:</b> <a href="#">The Solent LSIP</a> and <a href="#">EM3 LSIP</a></p> <p><b>National:</b> <a href="#">Skills England</a> 'megatrend: AI and technology adoption' (p41)</p> <p><b>Local:</b> <a href="#">EM3 LSIP</a> 'cross cutting skills'. <a href="#">The Solent LSIP</a> 'increase digitisation'</p> <p><b>National:</b> <a href="#">Invest 2035: Industrial Strategy</a>,</p> <p><b>Local:</b> <a href="#">EM3 LSIP</a> 'Space South Central is the largest regional space cluster in the UK', p10.</p> <p><b>National:</b> <a href="#">Skills gaps in the creative industries</a>, <a href="#">Invest 2035: Industrial Strategy</a></p> <p><b>Local:</b> <a href="#">The Solent LSIP Deep Dive</a>: Creative Sector 'projected growth in media services'.</p> <p><b>National:</b> <a href="#">Invest 2035: Industrial Strategy</a></p> <p><b>Local:</b> <a href="#">EM3 LSIP</a> Manufacturing and Engineering</p> | <p><b>KPI 3: Employers and Skills</b></p> <p>We will be a leading college for the development of skills through strategic partnerships in nurturing talent of our students to grow prosperity in the region</p> |

# OUR CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES 2025-26 CONT.

| HSDC Objectives<br>By September 2026                                                                                                                             | Contribution towards national, regional and local priorities for learning and skills                                                                                                                                                                       | Ambition 2030 reference                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Develop clear ladders of internal and external progression within vocational and technical education, including in essential skills (such as English & Maths) | <p><b>National:</b> <a href="#">Skills England</a> 'essential skills for work', 'UK workforce particularly underqualified' (p32)</p> <p><b>Local:</b> <a href="#">The Solent LSIP</a> 'pathway to skills'.</p>                                             | <p><b>KPI 1: Student Success and Progression</b></p> <p>We will deliver high quality learning experiences to ensure our students progress to an ambitious life beyond college, having developed outstanding values, knowledge, skills and behaviours throughout their journey with us.</p> |
| 3. Reducing young people who are 'NEET' and increasing vocational and technical education participation by 10% overall across all campuses                       | <p><b>National:</b> <a href="#">Skills England</a> 'Break down barriers to opportunity' p.16</p> <p><b>Local:</b> <a href="#">Hampshire Prosperity Partnership</a>: Social capital and social mobility p.15</p>                                            |                                                                                                                                                                                                                                                                                            |
| 4. Continue to work closely with local schools to provide high quality careers, advice, and taster sessions that raise awareness of local career opportunities.  | <p><b>National:</b> <a href="#">Skills England</a> 'Break down barriers to opportunity' p.16</p> <p><b>Local:</b> <a href="#">The Solent LSIP</a> 'pathway to skills' &amp; <a href="#">EM3 LSIP</a> 'information, advice and guidance'.</p>               | <p><b>KPI 4: Community, Environmental and Social Responsibility</b></p> <p>We are at the heart of our communities, building strong civic partnerships, promoting opportunity and ambition for all, and moving towards our 2040 Net Carbon Zero target.</p>                                 |
| 5. Clearly define 'enrichment' at HSDC to ensure the development of employability, personal and social skills for all students at all campuses.                  | <p><b>National:</b> <a href="#">Plan for Change</a> 'help every young person to thrive', 'create a sense of belonging'.</p> <p><b>Local:</b> <a href="#">The Solent LSIP</a> &amp; <a href="#">EM3 LSIP</a> cross cutting skills: employability skills</p> |                                                                                                                                                                                                                                                                                            |

# LOCAL NEEDS DUTY CORPORATION STATEMENT & SIGNATURE

## **College makes a strong contribution to meeting local skills needs (Ofsted, May 2024).**

College leaders, governors and staff engage very effectively with a broad range of stakeholders. They are highly aware of and responsive to the needs of their area as articulated in the local skills improvement plan and their external partners. Stakeholders describe college staff as highly trusted partners whose role is one of 'real substance'.

On behalf of the HSDC Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting of 23rd June 2025.

This document fulfills the College's statutory Local Needs Duty. 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: <https://www.hsdac.ac.uk/governance-and-management/policies/>.

Chair of Corporation:

*C B Dobbin*

Principal and Chief Executive:

*Michael Gorn*

# SOURCES

## Skills for Jobs:

<https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

## Skills Gaps in the Creative Industries:

<https://www.gov.uk/government/statistics/skills-gaps-and-shortages-in-the-creative-industries-employer-perceptions-and-actions-uk-2022/skills-gaps-and-shortages-in-the-creative-industries-employer-perceptions-and-actions-uk-2022-research-report>

## Plan for Change:

<https://www.gov.uk/missions/opportunity>

Hampshire Chamber of Commerce: <https://www.hampshirechamber.co.uk/chamber-of-solutions/local-skills-improvement-plan/>

## The Solent Local Skills Improvement Plan

<https://www.surrey-chambers.co.uk/wp-content/uploads/2024/08/Solent-LSIP-Progress-Report-2024.pdf>

## Enterprise M3 Local Skills Plan

<https://www.surrey-chambers.co.uk/wp-content/uploads/2024/08/Updated-Enterprise-M3-including-all-of-Surrey-LSIP-Progress-Report-June-2024.pdf>

## Hampshire Prosperity Partnership:

<https://documents.hants.gov.uk/hampshire-prosperity-partnership/Economic-Strategy-For-Hampshire-2025-27-FINAL.pdf>

## Vector Market Share Analysis



## HSDC

### Alton Campus

Old Odiham Road, Alton, Hampshire, GU34 2LX

### Havant Campus

New Road, Havant, Hampshire, PO9 1QL

### South Downs Campus

College Road, Waterlooville, Hampshire, PO7 8AA

023 9387 9999

[customerservices@hsvc.ac.uk](mailto:customerservices@hsvc.ac.uk)

[hsvc.ac.uk](https://www.hsvc.ac.uk)

