

ACCOUNTABILITY STATEMENT

2026-2027

*TRANSFORMING LIVES & FULFILLING
DREAMS THROUGH EDUCATION*



KINDNESS + RESPECT = INCLUSION & SUCCESS



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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 has been 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 compliment 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.

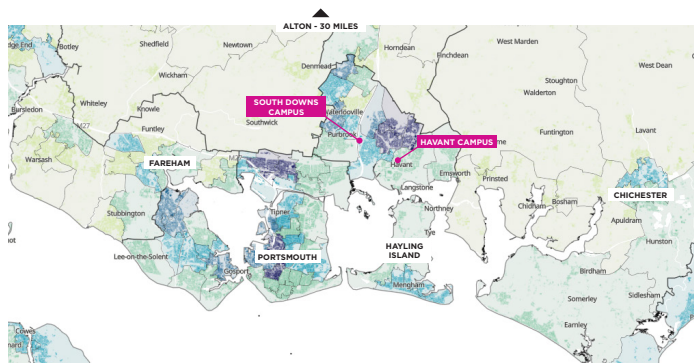
We are at the heart of our communities, building strong civic partnerships, promoting opportunity and ambition for all, and moving towards our 2040 Net Carbon Zero target.

OBJECTIVE 5: FINANCIAL STRENGTH & GROWTH.

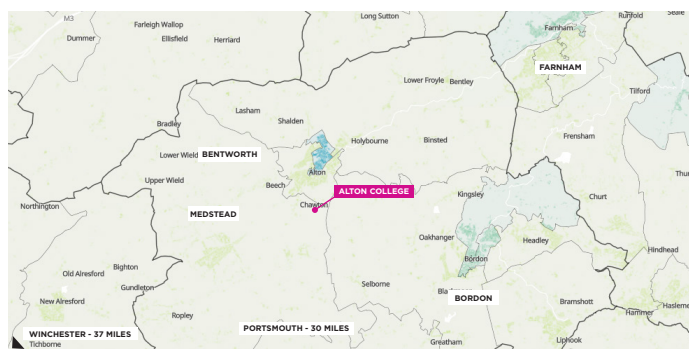
We are committed to being financially sustainable to enable investment in staff, promote the development of other College resources, including IT and the digital environment, and create sustainable facilities.

OUR CONTEXT AND PLACE

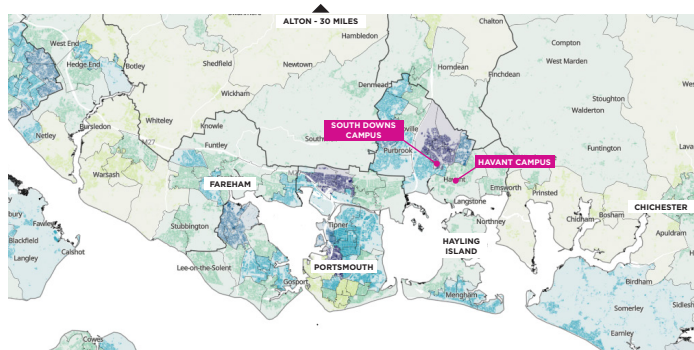
The College serves a diverse range of communities across Hampshire and the surrounding areas. These communities vary from densely-populated urban areas (such as in Portsmouth and Havant) to more rural communities (such as the areas around Alton) and from relatively wealthy areas to particularly deprived 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.



England and Wales
Household is deprived in two dimensions



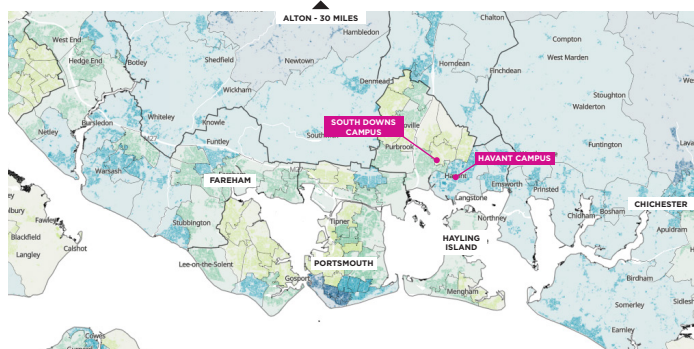
England and Wales
Household is deprived in two dimensions



England and Wales
No qualifications



England and Wales
No qualifications



England and Wales
Highest level of qualification: Level 4 qualifications or above



England and Wales
Highest level of qualification: Level 4 qualifications or above

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 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].

Hampshire is home to almost 1 million jobs, the region saw around 31,300 new jobs (+3.3%) added since 2023. Growth has been uneven across the region, with significantly lower rates of job formation in the Isle of Wight (+1%), relative to both Portsmouth and Southampton (+4% and 5% respectively), and the rest of Hampshire (+3%). The region is home to a number of strong clusters in maritime, defence and aerospace, advanced manufacturing, the creative industries, as well as health and social care. Despite this growth, labour market conditions across the region have generally weakened, resulting in lower levels of labour market engagement and higher unemployment levels. Barriers to participation vary, and include health-related and disability barriers, increasing levels of young people not in education, employment or training, as well as place-specific challenges (such as housing affordability, connectivity and demographic pressures).

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>



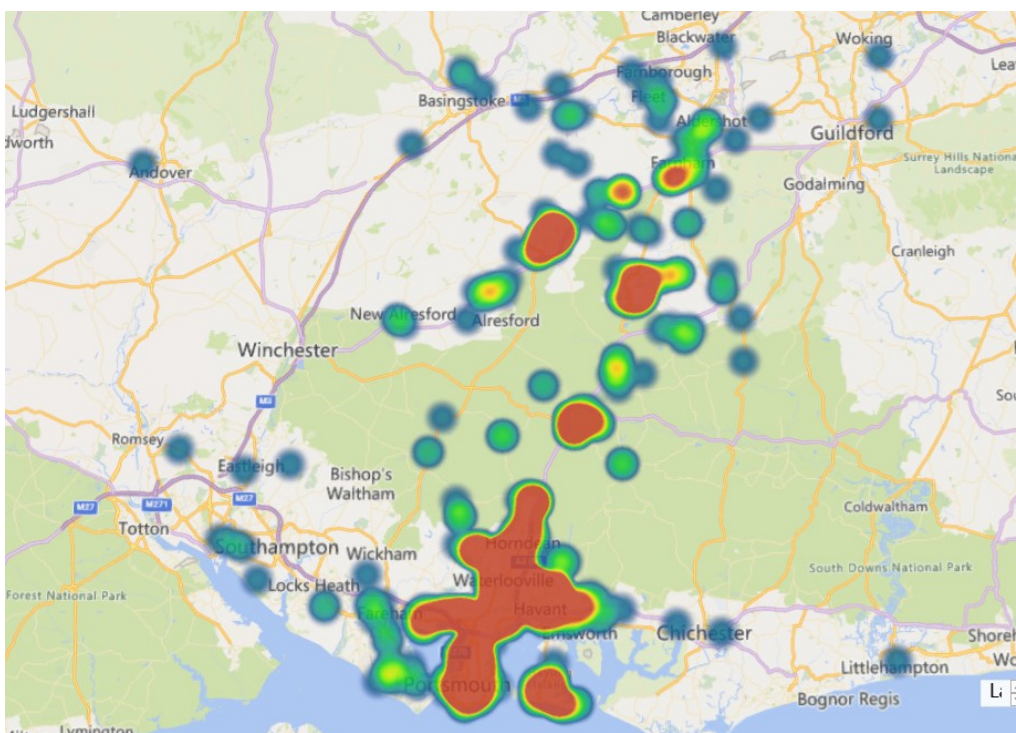
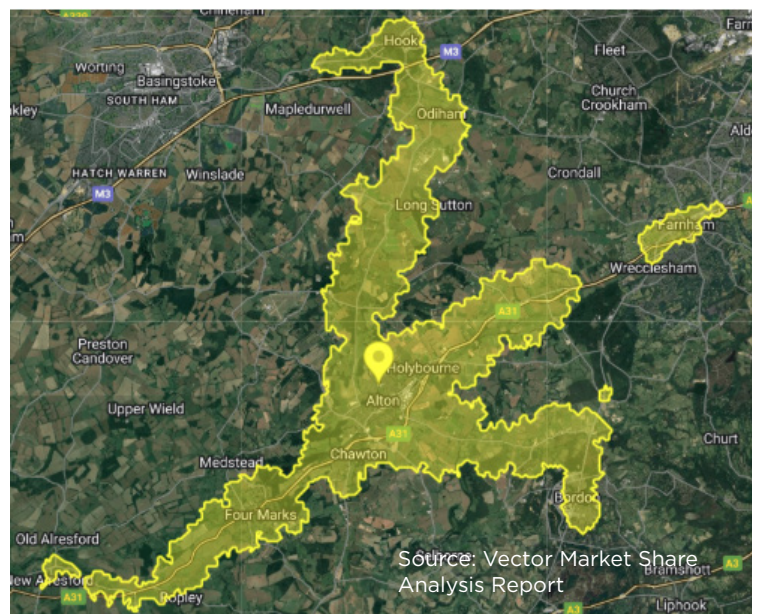
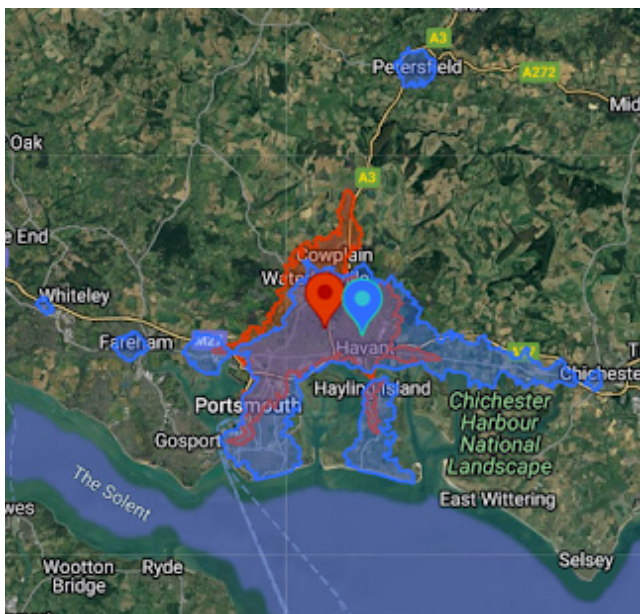
OUR STUDENTS

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 our campuses after 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 the new Local Skills Improvement Plan (LSIP) which is the first for an integrated Hampshire and Solent region and covers the period 2026-29. It brings together and updates the previous Solent and Enterprise M3 (EM3) LSIPs, drawing on the work of both the Hampshire and Surrey Chambers' of Commerce to set out a refreshed and coherent vision for skills across the region. It is grounded in the region's economic strategy, labour market intelligence, and emerging priorities of the Hampshire and Solent County Combined Authority (HSCCA).

Structure of Local Government in Hampshire and the Solent from April 2028

- North Hampshire**
Basingstoke, Hart and Rushmoor
Population size: 407,465
- Mid Hampshire**
New Forest, Test Valley, Winchester and East Hampshire
Population size: 484,636
- South West Hampshire**
Eastleigh and Southampton
Population size: 502,273
- South East Hampshire**
Portsmouth, Havant, Gosport and Fareham
Population size: 589,876
- Isle of Wight**
Population size: 144,100



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 is a member of the Hampshire Colleges Group, Wessex Group Principals Network, AOC Technology Reference Group, Havant Schools Federation, Solent Growth Partnership- Skills Providers Group, Tertiary Colleges Group, Ark All Saints Academy- Local Board Chair and Ofqual Board member.
- 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 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 College 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 focused 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.
- 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 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 region. This exemplifies HSDC's leading role and ability to collaborate successfully with a range of stakeholders including other providers.
- HSDC is launching Construction Skills provision at both South Downs and Alton campuses on September 2026 to support priority industries and provide skills for the community to access good quality jobs and reduce NEETs. Looking beyond 2026/27, HSDC will continue to develop its Construction curriculum to meet the future needs of the economy, expanding provision in retrofit, sustainable construction and low-carbon technologies to support regional growth and the UK's net zero ambitions.
- HSDC has established a Post-16 Pathways Implementation Plan to prepare for national curriculum and qualification reform. This programme is informed by the Government's Curriculum and Assessment Review, the Post-16 Education and Skills White Paper and Skills England priorities. It is reviewing academic, technical and vocational pathways across Levels 1-5, strengthening progression into Higher Technical Qualifications, apprenticeships and higher education, embedding digital and AI capability across the curriculum, and ensuring every curriculum area has clearly defined employer-informed progression routes.
- In parallel, HSDC is responding proactively to the findings emerging from Alan Milburn's Young People and Work Review, which highlights the need for stronger transitions from education into employment, improved work readiness, meaningful employer engagement and better support for young people at risk of becoming NEET. Through expanded careers education, increased work experience, new Level 1 pathways, Construction Skills, KS4 Alternative Provision, apprenticeship growth and a "No Glass Ceiling" approach for learners with SEND, HSDC is strengthening progression opportunities and ensuring every learner is equipped for successful participation in education, employment or training.
- The College adopts a high-expectation approach to learner progression, ensuring that all students are supported to reach their fullest academic and professional potential through ambitious curriculum pathways, excellent teaching and meaningful progression opportunities aligned to future workforce and societal needs.
- Looking forward, HSDC will be even better equipped to address adult skills needs through devolution where a regional Mayor will be elected in 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 Annual Skills Report 2026, 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).S



LOCAL SKILLS PLANS

The Hampshire and the Solent Local Skills Improvement Plan (LSIP) area is one of the UK's most economically significant regions, characterised by high productivity, a diverse business base, and strong educational infrastructure. However, headline strength masks a more complex and evolving picture shaped by demographic change, uneven productivity, changes in recruitment activity, and skills mismatches.

In 2023, the Hampshire and the Solent area generated £72.6 billion in gross value added (GVA), accounting for 21% of the South East's total output. Labour productivity is above the national average: North Hampshire is the most productive sub-area outside of London and Rushmoor is the most productive local authority in England. That said, productivity growth has slowed since 2019, and disparities persist across the area, particularly in places such as the Isle of Wight and Gosport.

The business base is dominated by small and micro firms, supported by a wide network of business support organisations. However, patterns of business growth and survival vary across the area, reflecting differences in sector mix, local infrastructure, and access to skills.

Labour demand (online job postings) has returned to pre-pandemic levels, following strong growth post-pandemic, with demand falling sharply in 2025. High skilled occupations account for around a third of job demand, though this remains below national averages. Education, Health and Social Care, and Hospitality are the largest career areas by demand, with Construction and Transport and Logistics showing continued growth.

With just under half of residents holding qualifications at RQF Level 4 or above, this places the area below regional and national averages and could constrain growth in some higher value sectors. Attainment and participation also vary significantly, with parts of Gosport, Havant and the Isle of Wight lagging behind. While GCSE and post 16 attainment is strong in much of Hampshire, outcomes are weaker in Southampton and Portsmouth. Participation in further education and skills – particularly among adults – has declined.

Skills shortages remain widespread, particularly in Health and Care, Education and Construction. Around a third of vacancies are reported as hard to fill due to skills shortages, while skills gaps affect around one in five employers. At the same time, skills underutilisation is common, with a substantial proportion of employers reporting staff with qualifications above those required for their roles.

The area is relatively prosperous, with over half of working age residents employed in higher skilled occupations. However, strong commuting links to London and other high wage areas create challenges for local employers in attracting and retaining skilled workers. Pockets of deprivation persist, particularly among lower and mid skilled residents and those in sectors more exposed to automation and technological change. The increasing use of artificial intelligence is expected to reshape skills demand, particularly in graduate entry roles, with future job growth projected to be modest and driven largely by replacement demand rather than expansion.

HAMPSHIRE & SOLENT LSIP 2026–2029: KEY PRIORITIES & TARGETS

The LSIP identifies four overarching priorities:

1. Improve Awareness, Navigation and Access

The skills system should be easier for learners, employers and adults to understand and access. This includes improving careers education, strengthening progression pathways and ensuring technical education routes are clearly understood.

2. Strengthen Employer Participation

Employers should play a greater role in shaping skills provision through curriculum co-design, industry placements, workforce development and stronger partnerships with education providers

3. Build a Responsive and Inclusive Skills System

Skills provision should respond more quickly to labour market demand, particularly in priority sectors, while improving inclusion, SEND participation and access for disadvantaged groups and adult learners.

LOCAL SKILLS PLANS CONT.



4. Support Pathways, Progression and Workforce Transitions

The region should reduce economic inactivity and support more people into employment, including young people at risk of becoming NEET, career changers, adults requiring reskilling and learners with additional needs.

Priority Sectors

The LSIP identifies the following sectors as critical to regional economic growth:

- Advanced Manufacturing
- Defence and Aerospace
- Digital and Technology
- Construction
- Health and Social Care
- Creative Industries
- Professional and Business Services
- Hospitality and Visitor Economy
- Marine and Maritime
- Logistics and Distribution
- Low Carbon and Clean Energy Technologies
- Agri-tech and Rural Industries

Cross-Cutting Skills Priorities

Across all sectors the LSIP highlights the need to develop:

- Digital and AI skills
- Employability and transferable skills
- Leadership and management capability
- Sustainability and green skills
- Higher technical skills (Levels 4 and 5)
- Workforce adaptability and lifelong learning

LSIP Regional Targets and Ambitions

Whilst the LSIP is not prescriptive at individual provider level, it establishes regional ambitions to:

LSIP Ambition	Regional Direction
Increase workforce participation	Reduce economic inactivity and support more people into work
Reduce NEET levels	Improve pathways for young people into education, training and employment
Address skills shortages	Increase provision in priority sectors
Strengthen employer participation	Increase employer involvement in curriculum design and workforce development
Grow higher technical skills	Increase participation at Levels 4 and 5
Expand digital capability	Improve digital and AI skills across all sectors
Support net-zero transition	Increase green and low-carbon skills provision
Improve inclusion	Increase participation and progression for SEND and disadvantaged learners
Strengthen adult learning	Support upskilling and reskilling throughout working lives
Improve progression	Increase movement into employment, apprenticeships and higher-level study

INCLUSIVE MAINSTREAM FUND

In 2026/27, HSDC will use the Inclusive Mainstream Fund to support the College's transition towards the reformed SEND system and strengthen inclusive practice across all campuses.

The funding will support our ambition that more learners with SEND and Education, Health and Care Plans (EHCPs) are able to access, participate in and progress through mainstream vocational and technical education wherever this is appropriate to their needs and aspirations.

From September 2026, HSDC will adopt a "No Glass Ceiling" approach to progression for learners with EHCPs. Progression decisions will be based on each learner's potential, aspirations, readiness and long-term outcomes rather than assumptions relating to the ability to pass a qualification. Learners will be supported and encouraged to progress to the highest appropriate level of study and into ambitious destinations including apprenticeships, supported internships, employment and higher-level learning.

A key element of this approach will be the introduction of additional specialist Teaching Assistant support across lower-level provision. All Level 1 and below vocational and foundation learning groups will benefit from dedicated Teaching Assistant or Learning Support Assistant support within the classroom. This investment will enable more learners with additional needs to access mainstream vocational pathways, receive timely interventions, develop independence and successfully progress through their chosen programme.

The Inclusive Mainstream Fund will be used to:

- strengthen inclusive teaching, learning and assessment across all curriculum areas;
- provide staff training in adaptive teaching, neurodiversity, SEND support and inclusive curriculum design;
- increase specialist Teaching Assistant capacity within lower-level vocational and foundation learning provision.
- improve transition planning for learners moving from school into college, between levels and into employment or further study.
- support the development of accessible Level 1 vocational pathways across all curriculum areas;
- enhance specialist support for learners with EHCPs within mainstream settings.
- develop progression routes into apprenticeships, Foundation Apprenticeships, supported internships and employment.
- invest in assistive technology, specialist resources and reasonable adjustments that enable learners to participate more independently.
- strengthen learner voice and parent/carer engagement in planning support and progression pathways.
- improve the distance travelled for learners with SEND.

This investment will support HSDC's commitment to creating an inclusive learning environment where learners with SEND can participate fully in college life, access ambitious curriculum pathways and achieve positive long-term outcomes. It will also contribute to regional priorities around workforce participation, social mobility and reducing barriers to employment for young people with additional needs.

The impact of the fund will be monitored through learner retention, attendance, achievement, progression to higher levels, learner and parent feedback, destination outcomes and the proportion of learners with EHCPs successfully progressing into employment, apprenticeships, supported internships or further study.

REVIEW OF PROGRESS AGAINST 2025/26 ACCOUNTABILITY STATEMENT

The 2025/26 Accountability Statement established ten strategic objectives designed to align HSDC's curriculum with local, regional and national skills priorities. Overall, the College has made strong progress, with six objectives fully achieved and four partially achieved. The review below summarises the original commitments together with progress made during the year.

2025/26 Strategic Objective	Status	Year-End Progress
1. Increase enrolments in Health & Social Care by 20% at Level 2 and above across all campuses.	 Achieved	Strong growth was achieved across all campuses. Alton increased Level 3 recruitment by 36%, South Downs by 17%, and Havant by approximately 15%. Adult and apprenticeship recruitment remained in line with the previous year.
2. Increase Digital enrolments by 10% at Level 2 and above across all campuses.	 Achieved	Recruitment increased by 20% at Alton, 10% at Havant and 22% at South Downs. A new Level 4 Cyber Security Apprenticeship has been developed for 2026/27 and 20% of Level 3 learners completed the College's AI short course.
3. Increase Defence-related enrolments by 10%, including Space and Satellite provision at Alton.	 Achieved	Public Services recruitment increased at South Downs and the specialist Space & Satellite programme at Alton grew by almost 50%, further strengthening HSDC's regional specialism.
4. Increase Creative Industries enrolments by 10% across all campuses.	 Achieved	Recruitment increased across Visual Arts, Music and Performing Arts, including over 20% growth in several curriculum areas. The College further strengthened employer engagement through Artsmark accreditation and Royal Shakespeare Company partnerships.
5. Increase Engineering enrolments, including apprenticeships, by 10%.	 Achieved	Engineering recruitment increased by approximately 20% across Alton and South Downs. Higher Technical Qualifications and apprenticeships also grew, supporting regional engineering priorities.
6. Increase Green Economy provision by 10%, including Environmental Science.	 Achieved	Strong recruitment growth was achieved across Environmental Science, Geography and Automotive provision, alongside successful Green Skills adult programmes delivered with employers.
7. Develop clear internal and external progression pathways across vocational, technical and essential skills provision.	 Partially Achieved	Significant progress has been made through the introduction of Foundation Apprenticeships, expanded Level 1 provision, Level 4 Cyber Security and strengthened progression routes. Further work continues to expand progression into Higher Technical Qualifications within Creative Industries, Engineering and Business.

REVIEW OF PROGRESS AGAINST 2025/26 ACCOUNTABILITY STATEMENT

2025/26 Strategic Objective	Status	Year-End Progress
8. Reduce the number of young people who are NEET by increasing participation in Entry Level, Level 1 and Level 2 vocational education by 10%.	● Partially Achieved	Entry Level and Level 1 provision expanded across South Downs and Alton, particularly for learners at risk of becoming NEET. Retention remains an area for further improvement and has informed the expanded Level 1 curriculum and KS4 Alternative Provision for September 2026.
9. Strengthen careers education and school engagement to increase recruitment to HSDC.	● Partially Achieved	The College significantly expanded careers events, taster programmes, employer engagement and school partnerships. Whilst applications reduced by around 13%, reflecting wider demographic and sector trends, learner destination outcomes remained strong and the admissions process has been redesigned to improve future conversion.
10. Define and enhance enrichment to develop employability, personal and social skills for all students.	● Partially Achieved	More than 1,200 enrichment hours were recorded through the MyHSDC App by May 2026. Building on this progress, the College will launch HSDC Elevate in September 2026 as a comprehensive enrichment framework across all campuses.

Overall Assessment

The College has successfully delivered the majority of its strategic commitments for 2025/26, particularly within the priority growth sectors identified through the Local Skills Improvement Plan. Significant increases in recruitment have been achieved across Health & Social Care, Digital, Engineering, Creative Industries, Defence and Green Skills, demonstrating strong alignment between curriculum planning and regional workforce demand.

The objectives identified as partially achieved have directly informed the priorities within this 2026/27 Accountability Statement. In particular, the College will continue to strengthen learner recruitment, progression into higher technical education and apprenticeships, support for young people at risk of becoming NEET, and implementation of its Post-16 Pathways Implementation Plan to prepare for future curriculum and qualification reform.



OBJECTIVE BY SEPTEMBER 2027

HSDC Objective by September 2027	Contribution towards national, regional and local priorities for learning and skills	Ambition 2030 reference
1. Increase participation in priority sectors that support Hampshire & Solent economic growth, including Construction, Engineering, Digital & AI, Health & Social Care, Creative Industries, Defence & Aerospace and Professional Services.	National: Skills England identifies Construction, Digital & Technology, Engineering, Defence, Creative Industries and Health & Social Care as priority growth sectors. Industrial Strategy priorities include Clean Energy, Defence, Digital Technologies and Advanced Manufacturing. Regional: Hampshire & Solent LSIP Priority 3 – Build a Responsive and Inclusive Skills System. Local: Address regional workforce shortages and productivity challenges through growth in priority sectors.	KPI 3: Employers and Skills We will be a leading college for the development of skills through strategic partnerships in nurturing talent and growing prosperity in the region.
2. Expand employer-led technical education and apprenticeships, increasing apprenticeship starts from 250 to 400 annually, including growth in Digital, AI and Foundation Apprenticeships.	National: Skills England focus on apprenticeships, Foundation Apprenticeships, Growth & Skills Levy and employer investment in skills. Regional: Hampshire & Solent LSIP Priority 2 – Strengthen Employer Participation. Local: Support employers to address workforce shortages and upskill existing staff.	KPI 3: Employers and Skills
3. Deliver clear progression pathways from KS4 through to Level 5, apprenticeships, employment and higher education.	National: Skills England identifies progression pathways and higher technical skills as critical priorities. Regional: Hampshire & Solent LSIP Priority 1 – Improve Awareness, Navigation and Access. Local: Improve progression opportunities and workforce participation.	KPI 1: Student Success and Progression We will deliver high quality learning experiences to ensure our students progress to an ambitious life beyond college.
4. Launch KS4 Alternative Provision and provide a full Level 1 vocational offer across all curriculum areas to increase participation and reduce the risk of young people becoming NEET.	National: Youth Guarantee, Skills England focus on youth employability and reducing NEET participation. Regional: Hampshire & Solent LSIP Priority 4 – Support Pathways, Progression and Workforce Transitions. Local: Improve social mobility and participation across Hampshire and the Solent.	KPI 1: Student Success and Progression

OBJECTIVE BY SEPTEMBER 2027

HSDC Objective by September 2027	Contribution towards national, regional and local priorities for learning and skills	Ambition 2030 reference
5. Through HSDC Elevate, ensure every learner develops employability, leadership, communication, resilience, teamwork, digital and sustainability skills required for future employment.	National: Skills England identifies employability skills, communication, adaptability, problem-solving and digital literacy as essential workforce skills. Regional: Hampshire & Solent LSIP cross-cutting skills priorities.	KPI 1: Student Success and Progression
6. Embed digital, artificial intelligence, sustainability and green skills across all curriculum areas and prepare learners for future workforce demands.	National: Skills England Challenge 3 – AI Adoption. Industrial Strategy and Clean Energy priorities. Regional: Hampshire & Solent LSIP Digital, Technology and Low Carbon priorities. Local: Support employer demand for future skills and workforce productivity.	KPI 3: Employers and Skills
7. Work collaboratively with employers, schools, universities, local authorities, Skills England and the Hampshire & Solent Combined County Authority to create a responsive and inclusive local skills system aligned to economic need.	National: Skills England Challenge 5 – Place-Based Skills Systems. Regional: Hampshire & Solent LSIP Priorities 1-4. Local: Support economic growth, social mobility, workforce participation and employer engagement across Hampshire and the Solent.	KPI 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.



ACCOUNTABILITY STATEMENT TARGETS 2026/27

Measure	Target
Apprenticeship Starts	Increase to 400 (from 250)
Construction Skills Provision	Launch at Alton and South Downs in September 2026 & recruiting >30 students
KS4 Alternative Provision	Launch in South Downs September 2026 & recruit >20 students
Level 1 Vocational Pathways	Available across all curriculum subject areas
Priority Sector Enrolments	+10% overall growth
Industry Placements	90%+ 16-18 learners engage in work experience
Positive Destinations	95%+
New 16-18 Learners have the opportunity participate in Elevate	100%
Adult Learner Participation	+10% increased participation in priority sector areas
SEND Learner Progression Outcomes	+10% progressing to next level of study



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 6 July 2026.

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:



Principal and Chief Executive:



SOURCES

Skills for Jobs:

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

Skills England: Annual Skills Report 2026

Post-16 pathways: implementation plan

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 Hampshire and Solent Local Skills Improvement Plan 2026

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

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