

Annual Accountability Statement



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College Mission and Purpose

'Raising Aspirations, Unlocking Potential, Advancing Futures' is the underpinning mission which defines the purpose of the Sparsholt College Group.

The Sparsholt College Group is committed to supporting all students, staff, employers and wider stakeholders to be aspirational in their ambitions, to provide support throughout their unique and personalised journey with us, to enable them to make advancements in their own careers, their organisation or as a community.

Strategic Aims and Objectives

Our strategic priorities (2021-2024) provide the 'roadmap' for us on our journey to realising our vision to be 'an organisation with a nationally renowned reputation for success'.

In order to achieve our longer term vision, we will deliver against three key strategic aims which will be our corporate priorities:

► Excellence

- ▷ Deliver an outstanding learning experience which results in outstanding outcomes for all learners
- ▷ Deliver an outstanding customer experience by embedding a personalised approach across the College Group
- ▷ Embed a whole college approach to employer engagement

► Resilience

- ▷ Maintain sound financial health so we can continue to invest in our future
- ▷ Support for learners and learning which is externally assessed as outstanding
- ▷ Invest in and empower our people to develop a resilient workforce with a high performance culture

► Growth

- ▷ Recruitment of learners across all funding lines increase in line with the College Group's strategic growth targets
- ▷ Extend the reach of the Andover campus so that it becomes an anchor institution for the community it serves

This will be enabled by:

► Innovation

- ▷ Delivering industry standard training in well equipped learning spaces
- ▷ Embracing the use of digital and technological advancements to enrich the learning experience

► Collaboration

- ▷ Developing key strategic alliances to secure our market prominence and positively influence both the extent and purpose of our curriculum offer

► Sustainability

- ▷ Establishing the Sparsholt College Group as a 'Leading College' on sustainability

Context and Place

Andover College, the successful community tertiary college

- ▶ The outstanding community tertiary college, integral to the Andover community, a key educational partner with a reputation as a highly supportive and innovative place to study

Sparsholt College, the specialist land-based college

- ▶ The specialist further education college, recognised locally, regionally and nationally for providing outstanding specialised further education in land and environment, and sustainable technology with a strong focus on providing the sector with highly skilled, technical specialists

The College campuses are both located within the **Enterprise M3 Local Enterprise Partnership (EM3 LEP)** geographical area (Reference: [https://enterprisem3.org.uk/hub/where we do it](https://enterprisem3.org.uk/hub/where_we_do_it)). This includes 13 boroughs and districts (Basingstoke & Deane, East Hampshire, Elmbridge, Guildford, Hart, Runnymede, Rushmoor, Spelthorne, Surrey Heath, Test Valley, Waverley, Winchester, and Woking) and sits across two County Councils - Hampshire and Surrey.

The College campuses also sit within the **Enterprise M3 LEP (including all of Surrey) Local Skills Improvement Plan (LSIP)** area which extends on the EM3 LEP area to include the four boroughs and districts from East Surrey (Epsom & Ewell, Mole Valley, Reigate & Banstead and Tandridge).

The EM3 area is comprised of a “twin track” economy with specialisms in knowledge based sectors and a strong service industry, powered by a high skilled, highly productive workforce. This productivity is spatially concentrated – particularly in rural areas - although the area’s prosperity is influenced by significant commuting links to London and towns/cities in neighbouring LEPs.

9/10 businesses in EM3 are micro businesses although the majority of the workforce are employed by large organisations. Businesses that form and grow in the area have a strong chance of survival and benefit from dedicated support across numerous business network organisations. The area is also rich in business led R&D, innovation and commercialisation with excellent performance in exports - especially of services.

EM3 has strong employment with a rich concentration of high skilled jobs but new jobs growth has stalled in recent years. Although the area has very low economic inactivity, it also has a tight labour market due to low unemployment and high numbers of job vacancies - especially in health, social care, sales and IT roles.

EM3 is relatively prosperous but it has a predominantly ageing workforce. Moreover, there is evidence of pockets of deprivation that are and will continue to impact on prosperity across some residents - including those with low to mid skills and in areas threatened by automation.

The LEP’s Vision for a Low Carbon, High Growth Economy presents opportunities for diversification towards clean/ low carbon technologies/products and to minimise

reliance on risky global suppliers by onshoring and growing more local supply chains. This Vision also presents opportunities for providers across the area to engage with employers to support them in identifying and addressing Green Skills needs for future jobs. This work is already underway with the Strategic Development Fund II project, focusing on skills for low carbon construction, motor vehicle and land based sectors.

The specific demographics and local geographies are set out in each college section of the plan.

Approach to developing the Annual Accountability Statement

- ▶ There are six FE college campuses located in the EM3 LEP area, namely Sparsholt College, Andover College, Alton College, Basingstoke College of Technology, Brooklands College, Farnborough College of Technology and Merrist Wood College. Sparsholt College Group (SCG) has undertaken the lead role within this partnership since 2016, delivering a number of collaborative projects across the region to benefit the staff, learners and employers within these organisations and the geographical areas they serve. Collaborative activities which have been worked on over the last seven years has put this partnership in a good place with trust, mutual understanding and supportive relationships well established.
- ▶ The Strategic Development Fund (SDF) was led by SCG; a collaboration of 8 FE Colleges with the aim of the bid to support the development of skills for green jobs in the region. The Skills Strategy Manager at EM3 was part seconded to the position of Project Director working directly from Sparsholt College. The SDF has focused upon Green Skills (EM3 LEP priority) with particular focus on retrofit, electric vehicle technologies, and land-based, but also upon the understanding of sustainability and decarbonisation across all sectors to support the journey towards net-zero. The partnership has benefited from a vast array of training materials for staff, students and business, and access to technologies across the region which were not previously in place.
- ▶ In 2022 this consortium was extended to include East Surrey College and North-East Surrey College of Technology. The College subsequently supported Surrey Chamber of Commerce in the cowriting of a successful submission for a Local Skills Improvement Plan (LSIP) for Central and North Hampshire and all Surrey Colleges. To date the LSIP group, led by the Employer Representative body (ERB), the Surrey Chambers of Commerce, has worked with circa 500 employers (nearly 1000 interactions/engagements), college leaders, and civic stakeholders in the development of the plan. Further focus group and research activity is ongoing focusing upon those sectors identified on the draft list of priorities. It is envisaged that the existing SDF infrastructure will remain in place to take the LSIF forward with new partners joining the group.
- ▶ In November 2022 the College invited the Chambers of Commerce, County Council representatives, the EM3 Local Enterprise Partnership, governors and senior leadership representation from all colleges in central Hampshire, North Hampshire and Surrey (as listed above) to the inaugural 'Meeting Skills Needs' regional event at Sparsholt. The conference provided opportunity to review demographic trends and skills needs across the region, receive an update on progress with the SDF and LSIP, including initial discussions on the future collaborative approach to working together to review skills provision within the region. The second conference took place in March 2023 (hosted by Merrist Wood) to review progress of the LSIP including a review of the draft regional priority sectors and their strategic importance, local accountability statements, implementing the LSIP priorities and future collaboration opportunities, including joint procurement of learning materials.

Approach to developing the Annual Accountability Statement

- ▶ The draft LSIP, released mid-May, has identified nine key sectors and four cross-cutting skills that are crucial to support local economic growth, boost productivity, and improve employability and progression:

Key sectors	Cross-cutting skills
▶ Advanced manufacturing and engineering	▶ Employability skills
▶ Aerospace, space and satellite	▶ Digital skills
▶ Construction	▶ Professional skills
▶ Creative	▶ Green skills
▶ Health and social care	
▶ Hospitality and tourism	
▶ IT	
▶ Land-based (incl. Animal health and welfare)	
▶ Professional services	

Contribution to national, regional, local priorities (college wide)

College Strategic Aims and Objectives	Impact and/or contribution towards national, regional and local priorities for learning and skills	2023/24 Objectives	National Skills Priority (N) LSIP Priority (L)
<p>Excellence: Deliver an outstanding learning experience that results in outstanding outcomes for all learners</p>	<p>Ensure all learners are supported to achieve positive outcomes in GCSE English and Maths which will facilitate their progression and employment opportunities.</p>	<p>100% of learners make progress in their outcomes in Maths and English when compared to their qualifications on entry.</p>	<p>Mathematics (N)</p>
	<p>Support learners to develop and practice core transferrable employability skills by extending the Study+ curriculum to ensure both the core employability skills programme (digital skills, creativity, collaboration, global citizenship, environmental stewardship) and industry specific soft skills are fully embedded.</p>	<p>100% of learners undertaking study programmes participate in Study+ offer at college incorporating both the core employability skills programme and industry specific soft skills.</p>	
	<p>Support SEND learners to access meaningful employment by advancing the SEND 'Outcomes-led' curriculum.</p>	<p>Extension of the Employability Hub (currently 10, target 16); Introduction of the Independence Hub: a 5-day offer (currently 0, target 8 funded places); Increase in the number of Supported Internships (currently 11, target 17)</p>	
<p>Excellence: Deliver an outstanding learning experience that results in outstanding outcomes for all learners</p> <p>Collaboration: Develop key strategic alliances to secure our market prominence and positively influence both the extent and purpose our curriculum offer</p>	<p>Support learners to access technical careers through the launch and roll out of T Levels (including linked transition programmes).</p>	<p>Curriculum offer:</p> <ul style="list-style-type: none"> ▶ Agriculture, Land Management and Production ▶ Digital ▶ Education and Early Years ▶ Health and Science ▶ Construction ▶ Engineering and Manufacturing <p>Target recruitment of 90 T Level learners at Andover (currently 6), 45 T Level learners at Sparsholt (currently 0) and 100 Transition level learners at Andover (currently 52)</p>	<p>Land-based (L) Construction (N,L) Digital/I.T. (N,L) Health & Social Care- H&SC (N,L) Engineering (N.L) Manufacturing (N,L)</p>

Contribution to national, regional, local priorities (college wide)

College Strategic Aims and Objectives	Impact and/or contribution towards national, regional and local priorities for learning and skills	2023/24 Objectives	National Skills Priority (N) LSIP Priority (L)
<p>Excellence: Embed a whole college approach to employer engagement</p>	<p>Deliver a curriculum which is both informed and endorsed by employers and meets identified national and LSIP priorities.</p>	<p>Work in partnership with EM3 LEP, Chambers of Commerce (EM3+ Surrey LSIP group) & Local Councils to position the College group to lead on the delivery of the Local Skills Improvement Plan for 2023-2025</p>	<p>All NSPs All LSIP priorities</p>
<p>Collaboration: Develop key strategic alliances to secure our market prominence and positively influence both the extent and purposefulness of our curriculum offer</p>	<p>Work collectively with regional colleges to both review local skills need and ensure regional skills needs are collectively met.</p>	<p>Lead on and coordinate a range of collaborative events and activities between regional colleges (EM3 + Surrey) and their governing bodies (two strategy events and one training event per annum)</p>	<p>All NSPs All LSIP priorities</p>

<p>Sustainability: Establish the College as a 'Leading College' on sustainability</p>	<p>Development of a cross campus curriculum offer that promotes sustainability and the low carbon sector, to enable and support the Hampshire 2050 vision.</p>	<p>New online learning offer (target of 1000 enrolments) in:</p> <ul style="list-style-type: none"> ▶ High Voltage Vehicle Safety ▶ Electric Vehicle Battery Systems ▶ Introduction to Electric Vehicle Technology ▶ Introduction to Hybrid Vehicles ▶ Carbon Literacy ▶ Carbon Literacy & Climate Change ▶ Sustainable Resource Management ▶ Tree Planting & Climate Change <p>New full-cost delivery in:</p> <ul style="list-style-type: none"> ▶ Introduction to Electric Vehicle Technology ▶ Introduction to Hybrid Vehicles ▶ Repair and Maintenance of Hybrid Vehicles ▶ Installation and Maintenance of Heat Pump Systems ▶ Installation and Maintenance of Small-Scale Solar PV Systems 	<p>Green Skills (L)</p>
<p>Resilience: High performance culture supported by comprehensive training, development and scholarly activity</p>	<p>Provide a pipeline of effective leaders and managers in the education sector.</p>	<p>Design and delivery of SCH internal management training programme with three levels: core, proficient and highly effective</p>	<p>Professional Services (L)</p>
<p>Resilience: Staffing resource meets the needs of the College Group</p>	<p>Support recruitment into priority subject areas and address teacher shortages.</p>	<p>Development and delivery of a bespoke Initial Teacher Education programme (Step into FE) to target priority subject areas including agriculture, engineering, and construction</p>	<p>Land-based (L) Engineering (N, L) Construction (N, L)</p>

Andover College Context and Place

The Andover campus is a tertiary college, which has long served a relatively wide catchment area recruiting from local feeder schools within a 2 mile radius in the form of Harrow Way, John Hanson and Winton to further afield (but still accessible) in Wiltshire, namely Wellington Academy (Ludgershall), Stonehenge (Amesbury), St Josephs/Wyvern/St Edmunds (Laverstock, Salisbury) and Avon Valley (Durrington), and Test Valley (Stockbridge) in Hampshire.

Learners study on a range of Further Education programmes in all bar one of the 15 sector subject areas (not Agriculture Horticulture & Animal Care), including some part time adult provision. The dedicated Sixth Form Centre provides an extensive range of subjects at A Level, which students can also combine with our extensive range of vocational qualifications such as BTECs and Diplomas. The Professions Centre and Future Skills Centre host study programmes in vocational and technical subjects, from Entry 2 level to level 3, including T Levels and apprenticeships. Foundation Learning provision (Special educational needs) offers a flexible curriculum that prepares young people for adulthood, including access to the wider college vocational offer. Apprenticeship standards are delivered across 9 subject sector areas, primarily at levels 2 and 3.



The Communities We Serve (Andover)

At the Andover Campus, 68% of 16-19 funding is generated from South-East residents (almost all in Hampshire), with 32% from South-West residents (almost all in nearby Wiltshire) and only 0.7% from learners whose home residence is not in Hampshire (Hants) or Wiltshire (Wilts). When the analysis is taken down to Local Authority level, it shows 64% of the provision is to residents of the Campus's home LA (Test Valley), with 20% from Salisbury and 12% from Kennet, leaving 4% from LAs that are further afield.

At the Andover Campus, 81% of adult non-apprenticeship funding is generated from South-East residents (almost all in Hampshire), with 19% from South-West residents (almost all in nearby Wiltshire) and only 0.7% from learners whose home residence is further afield. When the analysis is taken down to Local Authority level, it shows 73% of the provision is to residents of the Campus's home LA (Test Valley), with 6% from Salisbury and 13% from Kennet, leaving 8% from LAs that are further afield.

At the Andover campus, 67% of 16-19 funding and 80% of our Adult non-apprenticeship funding is generated from learners resident in 'Hampshire', with a further 32% 16-19 and 19% Adult non-apprenticeship funding generated by learners resident in Wiltshire. This leaves 0.7% of 16-19 and 0.7% of adult non-apprenticeship funding generated from learners not resident in Hants or Wilts.

ANDOVER CAMPUS - Contribution to national, regional, local priorities

College Strategic Aims and Objectives	Impact and/or contribution towards national, regional and local priorities for learning and skills	2023/24 Objectives	National Skills Priority (N) LSIP Priority (L)
<p>Growth: Recruitment of learners across all funding lines increases in line with College strategic growth targets</p>	<p>Target skills shortages in construction by providing for the retraining of ex-military personnel displaced in the local area.</p>	<p>Extend adult offer in construction through the delivery of a construction skills programme in collaboration with Building Heroes (currently 0, target 70)</p>	<p>Construction (N, L) Green Skills (L)</p>
<p>Growth: To extend the reach of the Andover campus so that it becomes an anchor institution for the community it serves</p>	<p>Target skills shortages in health and social care by supporting the recruitment and retraining of appropriately skilled staff in the care sector</p>	<p>Use local flexibilities to extend offer and deliver a bespoke short course offer 'Pathways into Healthcare Professional roles' (currently 0, target 30)</p>	<p>H&SC (N, L)</p>
	<p>Extend Andover apprenticeship offer to address identified regional skills shortages (LSIP priority areas or employer feedback)</p>	<p>Extend Andover apprenticeship offer by introducing five new standards:</p> <ul style="list-style-type: none"> ▶ L3 Content Creator ▶ L3 Teaching Assistant (regional shortage reported by schools) ▶ L5 Early Years Lead Practitioner ▶ L3 Electrotechnical in Dwellings ▶ L3 Team Leader/ Supervisor 	<p>Digital/I.T. (N, L) and Creative (L)</p> <p>Engineering (N, L) Professional Services (L)</p>
	<p>Maximise training and skills development opportunities for local residents aligned to local need.</p>	<p>Implementation of Andover Community Engagement Strategy actions:</p> <ul style="list-style-type: none"> ▶ Delivery of National Saturday Club (30-week programme) with Art and Creative focus ▶ Building Heroes Construction project x 6 groups ▶ 'Pathways into Healthcare Professional roles' ▶ Hampshire Futures and Youth Options collaboration to reengage NEETS in Test Valley (target 20) 	<p>Creative (L)</p> <p>Construction (N, L) H&SC (N, L)</p>

<p>Collaboration:</p> <p>Develop key strategic alliances to secure our market prominence and positively influence both the extent and purpose our curriculum offer</p>	<p>Ensure the College is well positioned in the redevelopment of the Andover campus (as part of the town centre masterplan).</p>	<p>Termly meetings with key stakeholders, central government, and ministers to continue to advance the agenda, including consultations with the appointed design team.</p>	<p>Digital /I.T. (N, L) H&SC (N, L)</p>
	<p>Support learners to access technical careers through the launch and roll out of T Levels (including linked transition programmes)</p>	<p>100% of T Level learners access a high-quality industry placement which supports their onward progression.</p> <ul style="list-style-type: none"> ▶ Extend number of key employers in Test Valley (minimum of 30 new employers) to provide a range of high-quality industrial placements ▶ Develop University articulation arrangements to provide an established pathway into H.E. 	<p>Digital/I.T. (N, L) H&SC (N, L) Construction (N, L) Engineering & Manufacturing (N, L)</p>
<p>Innovation:</p> <p>Deliver industry standard training in well-equipped learning spaces</p>	<p>Target skills shortages in Professional Services by developing a Business Centre on the campus to host an extended curriculum offer.</p>	<p>Development of Andover Business Skills Centre for launch of T Levels in Business, Law, Finance and Accounting in September 2024 (alongside a new adult and community education offer on evenings and at weekends).</p>	<p>Professional Services (L)</p>

Sparsholt College Context and Place

The Sparsholt campus, located three miles from the city of Winchester, provides extensive learning opportunities which attract a wide range of learners from the local area, from within Hampshire, nationally and internationally. The curriculum at the Sparsholt campus is predominantly specialist land based with over 80% of full time FE and all HE enrolments in 2023/24 being within provision defined as being in the land based area of learning – SSA 03 Agriculture, Horticulture and Animal Care (*). Specialist teaching facilities used to deliver technical qualifications include a 180 hectare farm, engineering centre, fully licensed zoo, veterinary training centre, aquatic centre, 5 hectare horticultural facilities, salmonid rearing and trials centre, one hectare lake, in house sawmill, equine centre, indoor and outdoor rifle ranges, game and wildlife centre, ancient woodland and wetlands area, sports centre and sports pitches, climbing wall.

Foundation Learning provision (Special educational needs) offers a flexible curriculum that prepares young people for adulthood, including access to the wider college vocational offer. Apprenticeship standards are delivered across all areas of the land based sector, primarily at levels 2 and 3. Approximately 400 students reside in on site accommodation and a further 800 students use the Campus Bus Travel, which is our private fleet of buses which pick up from across the region.

(technically speaking, the courses in Zoo Biology, Ecology & Conservation and Marine Ecology are actually in SSA2 – Science & Maths)*

The Communities We Serve (Sparsholt)

A regional analysis of 2023-24 16-19 funding generated, split by College Campus and learner home region, shows that at the Sparsholt land-based campus the College generates 84% of its business from South-East residents, with a further 14% from the South West region (starting a few miles to the west). 3% of business is from learners from further afield, with some from outside the borders of England.

A regional analysis of 2022-23 Adult non-apprenticeship funding, split by College Campus and learner home region, shows that at the Sparsholt land-based campus the College generates 68% of its business from South-East residents, with a further 16% from the South West region (starting a few miles to the west). 16% of business is from learners from further afield.

For Sparsholt campus, on a 'Hampshire' basis (including Southampton, Portsmouth and Isle of Wight) the proportion of 16-19 funding generated by learners is 73%, and 59% of our Adult non-apprenticeship funding is generated from learners resident in Hampshire. 89% of 16-19 and 75% of adult non-apprenticeship funding is generated by learners resident in Hampshire, Wiltshire, Berkshire or Dorset.

SPARSHOLT CAMPUS - Contribution to national, regional, local priorities

College Strategic Aims and Objectives	Impact and/or contribution towards national, regional and local priorities for learning and skills	2023/24 Objectives	National Skills Priority (N) LSIP Priority (L)
<p>Growth:</p> <p>Recruitment of learners across all funding lines increases in line with College strategic growth targets.</p>	<p>Provide and promote clear internal progression pathways for current L3 learners which facilitate progression onto an HE offer in regional skills priority areas</p>	<p>Extension of the current University Prep Programme (UPP) to promote the following sectors:</p> <ul style="list-style-type: none"> ▶ Land-based = Wildlife, ecology and conservation, marine ecology, agriculture, sports fisheries & aquaculture ▶ Animal health- Veterinary nursing science, animal science, zoo biology 	<p>Land-based (L)</p> <p>Animal Health & Life Sciences (L)</p>
	<p>Extend Sparsholt apprenticeship offer to address identified regional skills shortages, including progression to higher level studies (LSIP priority areas or employer feedback)</p>	<p>Extend Sparsholt apprenticeship offer by introducing five new standards:</p> <ul style="list-style-type: none"> ▶ L3 Crop Technician (container based) ▶ L4 Countryside Ranger ▶ L3 Team Leader/Supervisor ▶ L3 Advanced Sports Turf Technician ▶ L7 Ecologist <p>Support the development of the apprenticeship standard:</p> <ul style="list-style-type: none"> ▶ L4 Assistant Farm Manager 	<p>Land-based (L)</p> <p>Green Skills (L)</p> <p>Professional Services (L)</p> <p>Horticulture = EM3 growth area</p>

<p>Innovation: Embrace the use of digital and technological advancements to enrich the learning experiences and working environment</p> <p>Sustainability: Establishing Sparsholt College group as a 'Leading College' on sustainability</p>	<p>Develop opportunities and provision to showcase emerging technologies within the land-based and animal health sectors to support both the awareness of and adoption of sustainable practices, and employment opportunities in the sector (STEM focus).</p>	<p>Develop and host an annual events programme targeting key stakeholders (from civic, education, employer, and community backgrounds) to demonstrate digital and technological advancements in land-based industries.</p>	<p>Land-based (L) Green Skills (L) Animal Health (L)</p>
<p>Growth: Recruitment of Higher Education Learners increases at least in line with College growth target</p>	<p>Diversification of opportunities for learners to progress to higher education in areas identified as regional skills shortages.</p>	<p>Extend Sparsholt higher apprenticeship offer by introducing new standards:</p> <ul style="list-style-type: none"> ▶ Countryside Ranger (L4) ▶ Ecology (L7) <p>Explore future opportunities:</p> <ul style="list-style-type: none"> ▶ Veterinary Technician (Livestock) (L5) ▶ Agriculture/Horticulture Professional Advisor (L6) 	<p>Land-based (L) Green Skills (L) Animal Health (L)</p>
	<p>Promote opportunities to progress into higher level studies in green skills through the extension of the current online learning offer.</p>	<p>Develop blended short 'taster' courses:</p> <ul style="list-style-type: none"> ▶ L4 Introduction to Sustainable Resource Management ▶ L4 Next Steps in Sustainable Resource Management using Nature Based Solutions ▶ L5 Putting Sustainable Resource Management into Practice 	<p>Green Skills (L)</p>

Scale of Provision in subjects linked to National Skills Priorities

National Skills Priority	Learners in 2022/23	Planned Learners in 2023/24
Construction	155	240
Manufacturing	62	65
Digital and Technology	114	130
Health and Social Care	329	390
Haulage and Logistics	0	0
Engineering (excluding Transport Ops & Maintenance)	113	130
Science and Mathematics (excluding GCSE and functional skills)	220	250

Corporation Statement

The plans of the Sparsholt College Group, as set out above, reflect an agreed statement of purpose, aims and objectives to support local, regional and national skills needs as approved by the Board of Governors on 17 May 2023.

Supporting documentation

- ▶ [Strategic Plan](#)
- ▶ [Annual report and accounts 2021-22](#)
- ▶ [Ofsted Inspections](#)
- ▶ [Ofsted Inspection of Residential Provision](#)





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