

ANNUAL ACCOUNTABILITY STATEMENT 2026-27



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 (2024-2027) provide the ‘roadmap’ for us on our journey to realising our vision to ‘ensure that every learner who chooses to study with us, at whatever level, is inspired to realise their ambitions’.

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

► Excellence

- ▷ Deliver an outstanding teaching and learning experience which results in outstanding outcomes for all learners
- ▷ Support for learners and learning which is externally assessed as outstanding
- ▷ Develop highly ambitious learners able to progress and excel in their chosen field

► Resilience

- ▷ Maintain sound financial health so we can continue to invest in our future
- ▷ Achieve targeted growth which enhances the student community and experience
- ▷ Invest in and empower our people to develop a resilient workforce with a high-performance culture

► Research and Innovation

- ▷ Delivering industry-standard training in well-equipped learning spaces
- ▷ Embracing the use of digital and technological advancements to enrich the learning experience
- ▷ Establish a culture of research and knowledge exchange

► Collaboration

- ▷ Developing effective partnerships which secure our market prominence and add value to the College Group
- ▷ Design and deliver a curriculum which is informed and endorsed by key stakeholders
- ▷ Deliver a responsive curriculum which meets the skills needs of both the region and the industries we serve

► Sustainability

- ▷ Work in partnership to deliver a sustainable future

CONTEXT AND PLACE

- **ANDOVER COLLEGE, THE VIBRANT COMMUNITY COLLEGE AT THE HEART OF TEST VALLEY**
- **SPARSHOLT COLLEGE, THE SPECIALIST LAND-BASED COLLEGE SET IN RURAL HAMPSHIRE**

The college campuses are both located within the **newly established Hampshire and the Solent Local Skills Improvement Plan (LSIP)** geographical area (**Reference: [Hampshire LSIP](#)**). Currently this includes 11 district councils and Hampshire County Council plus separate unitary authorities in Southampton, Portsmouth and the Isle of Wight.

On 01 April 2024, the Local Enterprise Partnerships' (LEPs) economic development functions and responsibilities - including skills - transferred to upper-tier local authorities, namely Hampshire County Council and Surrey County Council.

Hampshire County Council (HCC) subsequently developed the Hampshire Prosperity Partnership Board (HPPB) in June 2024 (replacing the role of the LEP in Hampshire) to work collectively across sectors and geography to the benefit of the regional economy.

The Hampshire Skills Partnership advise the HPPB on skills and employment challenges and priorities and key policy developments. Its purpose is to work across Hampshire's skills system to influence and shape provision to meet the current and future needs of employers, individuals and communities; to support participation, opportunity and prosperity for all. It supports the work of the HPPB by raising questions related to skills and encouraging a two-way dialogue.

The Hampshire and Solent devolution programme is developing a new Mayoral Combined County Authority which will see the transfer of powers and funding from central government to the new body, with a regional mayor to be elected in May 2028. The Hampshire and Solent Combined County Authority (HSCCA) was formally established and became legally active on 04 June 2026. The government have announced the creation of five new unitary councils which will be established on 01 April 2028 (four unitary councils on the Hampshire mainland and a single unitary council on the Isle of Wight replacing HCC and the current local authorities). As a consequence, Hampshire Chambers of Commerce were commissioned to develop an LSIP for the whole Hampshire and Solent region, bringing the north, mid and south of the county together.

Both the Sparsholt and Andover campus will be geographically located in the newly formed Mid Hampshire council which includes the New Forest, Test Valley, Winchester and East Hampshire.

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, including Harrow Way, John Hanson and Winton, to further afield (but still accessible) in Wiltshire, such as Wellington Academy (Ludgershall), Stonehenge (Amesbury), St Josephs/Wyvern St Edmunds (Laverstock, Salisbury) and Avon Valley (Durrington), as well as Danebury (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 or Animal Care), including some part-time adult provision. The dedicated Sixth Form Centre provides a range of subjects at A Level, which students can also combine with our extensive 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 five subject sector areas, from level 2 to level 4.



THE COMMUNITIES WE SERVE (ANDOVER)

At the Andover Campus, 62% of 16-19 funding is generated from South-East residents (almost all in Hampshire), with 37% from South-West residents (almost all in nearby Wiltshire) and only 1.1% from learners whose home residence is not in Hampshire or Wiltshire. When the analysis is taken down to Local Authority level, it shows 55% of the provision is to residents of the Campus's home Local Authority (Test Valley), with 17% from Salisbury and 11% from Kennet, leaving 18% from LAs that are further afield.

At the Andover Campus, 79% of adult non-apprenticeship funding is generated from South-East residents (mostly in Hampshire), with 20% from South-West residents (almost all in nearby Wiltshire) and 1% from learners whose home residence is further afield. When the analysis is taken down to Local Authority level, it shows 41% of the provision is to residents of the Campus's home LA (Test Valley), with 3% from Salisbury and 10% from Kennet, leaving 46% from LAs that are further afield (including 24% from other Hampshire LAs).

At the Andover Campus, 62% of 16-19 funding and 65% of our adult non-apprenticeship funding is generated from learners resident in Hampshire, with a further 37% 16-19 and 18% adult non-apprenticeship funding generated by learners resident in Wiltshire. This leaves 1% of 16-19 and 16% of adult non-apprenticeship funding generated from learners not resident in Hampshire or Wiltshire.

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 76% of FE and all HE students in 2024-25 studying 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, sports pitches and climbing wall. Foundation Learning provision (Special Educational Needs) occupy their own area of the campus offering 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, at levels 2, 3 and 4. Approximately 400 students reside in on-site accommodation and a further 900 students make use of the College's Campus Bus transport, 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 2024-25 16-19 funding generated, split by College Campus and learner home region, shows that at the Sparsholt land-based campus the College generates 83% of its business from South-East residents, with a further 15% from the Southwest region (starting a few miles to the west). 2% of business is from learners from further afield, with some from outside the borders of England.

A regional analysis of 2024-25 adult non-apprenticeship funding, split by College Campus and learner home region, shows that at the Sparsholt land-based campus the College generates 74% of its business from South-East residents, with a further 19% from the South West region (starting a few miles to the west). 7% 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 72%, and 65% of our adult non-apprenticeship funding is generated from learners resident in Hampshire. 90% of 16-19 and 83% of adult non-apprenticeship funding is generated by learners resident in Hampshire, Wiltshire, Berkshire or Dorset.

ECONOMIC AND BUSINESS PROFILE

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.

Employment within Hampshire and the Solent is concentrated in Local Services, followed by High-Value-Added Traded Services and Primary and Secondary Industries. The area has notable strengths in sectors such as Marine and Maritime, Aerospace and Defence, Construction, Health and Social Care, Life Sciences and Digital and Technologies. More recent trends show growth in Health and Social Care and the Visitor Economy. Employment in computing, IT services and telecoms has contracted in recent years. However, the IS-8 creative sector has experienced strong growth relative to the regional and England averages since 2019.

Overall, employment growth across most sectors has lagged behind both national and regional averages. While Digital and Technologies is identified nationally as a priority growth sector, and employment concentration is strong in the area (especially in North Hampshire and parts of Central Hampshire), local performance has been weaker, highlighting an ongoing challenge in realising digital opportunity.

The labour market remains tight. In 2024, the Hampshire and the Solent area had a larger workforce, more people in employment, and fewer unemployed people than in 2019. The labour market, while relatively resilient compared to pre-pandemic levels, has shown signs of softening, with employment rates declining and unemployment edging upward since 2023. Economic inactivity, however, has increased in most areas, with the exception of Portsmouth, largely driven by long-term ill health and disability. Gender and age disparities persist, with lower participation among younger and older workers, and women disproportionately represented among the economically inactive. An ageing workforce is expected to place further pressure on labour supply and workforce replacement in coming years.

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.

ECONOMIC AND BUSINESS PROFILE

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.

SKILLS NEEDS: NATIONAL PRIORITIES

The National Skills Priorities, agreed across Government (republished in January 2026), are areas with high volumes of vacancies which are expected to increase, long term structural barriers to recruitment, retention and progression issues, and those important in providing opportunities for employment in key growth areas such as green jobs and net zero, creative industries and science and technology. These sectors are:

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

The LSIP (published in July 2026) identifies twelve emerging priority sectors for the Hampshire and Solent region and four unified priorities deemed crucial to support local economic growth, boost productivity, and improve employability and progression. The refreshed LSIP aims to create a more coherent, employer-led skills ecosystems that aligns training with the region's economic priorities and strengthens pathways into good jobs for residents. Crucially, it recognises the distinct needs of locations within our region - from the Isle of Wight to rural and urban communities.

Emerging Priority Sectors for Hampshire & Solent LSIP
Advance Manufacturing
The Creative sector
Digital and Technology
Health and Social Care
Marine and Maritime
Hospitality and the Visitor Economy
Agri-tech and Rural Industries
Low-carbon Technologies
Defence and Aerospace
Construction
Logistics and Distribution
Professional and Services sector

Unified Priorities for 2026-2029
Improve awareness, navigation and access to the skills ecosystem
Stengthen employer participation
Build a responsive and inclusive ecosystem
Support pathways, progression and workforce transition

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT (AAS)

The College has engaged with a wide range of stakeholders to inform both the overarching Strategic Plan 2024-27 and the Annual Accountability Statement. It has been developed considering the following:

- The national skills priorities identified by the government (Accountability Agreement Guidance)
- The UK's Modern Industrial Strategy and Sector Plans
- Hampshire Skills Strategy 2025
- The twelve emerging priority sectors identified in the Local Skills Improvement Plan report (June 2026). This new LSIP covers the entire Hampshire region
- The four unified priorities for the LSIP
- The 'Get Hampshire Working' Plan
- The key conclusions and outcomes from the Regional Accountability Statement (covering the EM3 +Surrey region) which was developed and published following the Local Needs Duty to Review forum in this region
- Ongoing engagement with Hampshire Chambers of Commerce who are leading the LSIP for the Hampshire region
- Termly dialogue with local and county councils to ascertain their priorities in the region
- Labour Market Intelligence gathered directly through Employer Engagement activities and Industry Curriculum Boards (ICBs)

SUMMARY OF OUR CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES IN 2025-26

- Continued with launch and rollout of new T Levels in Engineering and Mental Health Nursing
- Developed an alternative Level 3 construction offer following the withdrawal of the T Level
- Retained a funded offer at Level 3 for adult learners unable to access T Levels
- Successfully introduced 'Transition to College' provision
- Extended the apprenticeship offer across Level 3 to 5 in regional and national skills priority sectors
- Delivered a range of transition to work programmes for local residents including Building Heroes, Skills Bootcamps and 'Life beyond the Military'
- Delivered a range of careers events to raise awareness of employment opportunities/ careers that are in high demand regionally
- Developed staff skills in the use of artificial intelligence in industry and emerging digital technologies

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	2026/27 Objectives	Learner Targets	National Skills Priority (N) LSIP Priority Sector (R)
Excellence: Deliver an outstanding teaching and learning experience that results in outstanding outcomes for all learners Collaboration: Design and deliver a curriculum which is informed and endorsed by key stakeholders Collaboration: Deliver a responsive curriculum which meets the skills needs of both the region and the industries we serve	Increase in learners able to access the government's high quality priority programmes in identified skills priority sectors	a) Continue with launch and roll out of new T Levels (and linked Foundation programmes) New T Level offer (2026/27): - Media, Broadcast and Production - Land-based Engineering New Foundation offer (2026/27): - Business b) Extend apprenticeship offer: - L2 General Welder - L3 Crop Technician (Viticulture) - L3 Laboratory Technician - L3 Senior Healthcare Support Worker - L4 Assistant Farm Manager - Apprenticeship unit in solar PV installation - Apprenticeship unit in EV charging point installation c) Skills Bootcamps offer: - Butchery, Greenkeeping, Horticulture, Tree Surgery, Urban Greening d) Free Courses for Jobs: - Raise awareness of key changes to the scheme: earnings threshold and addition of new funded qualifications e) Upskill staff and develop resources to prepare for transition to the reformed curriculum	12 learners 16 learners 14 learners 10 learners 10 learners 10 learners 10 learners 8 learners 40 learners 12 learners	Rural Industries (R) Creative (N,R) Health (N,R) Professional and Business Services (N,R) Hospitality & Visitor Economy (R) Adv Manufacturing (N,R) All unified LSIP Priorities HSS P1: Curriculum Development

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	2026/27 Objectives	Learner Targets	National Skills Priority (N) LSIP Priority Sector (R)
Collaboration: Deliver a responsive curriculum which meets the skills needs of both the region and the industries we serve	Increase in learners able to access technical careers in regional skills priority sectors	Launch new curriculum offer in maritime: - L2 Pre-Cadetship - L3 Marine Cadet programme	14 learners 10 learners	Marine and Maritime (R) Defence (N,R)
Collaboration: Design and deliver a curriculum which is informed and endorsed by key stakeholders Collaboration: Deliver a responsive curriculum which meets the skills needs of both the region and the industries we serve Research and Innovation: Embrace the use of digital and technological advancements to enrich the learning experience Sustainability: Work in partnership to deliver a sustainable workforce	Adapt to changing labour market needs and support demand for employees with specific skills needs	Development of curriculum in transferable core and professional skills: a) Development and delivery of an online training package to ensure all staff and learners are competent in the skills set out in the Essential Digital Skills Framework b) Introduce Entrepreneurialism within the College Tutorial Programme (CTP) and 'Business Start-Up' as a Study+ option Increase number of employees with supervisory skills within the construction and H&SC sectors: c) Launch Leadership Academy	(3 courses)	Digital & Technology (N,R) Professional Services (N,R) Construction (N,R) Health (N,R) Clean Energy/Low Carbon (N,R) LSIP P3: Build a responsive and inclusive ecosystem HSS P1: Curriculum Development HSS P4: Future ready skills

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	2026/27 Objectives	Learner Targets	National Skills Priority (N) LSIP Priority Sector (R)
Excellence: Deliver an outstanding teaching and learning experience that results in outstanding outcomes for all learners Excellence: Support for learners and learning which is externally assessed as outstanding	Transition towards the reformed SEND system to improve both access and outcomes for young people with SEND	The Inclusive Mainstream Fund will be used to effectively support transition and retention: a) Extend the GROWTH programme to develop two further cohorts (specific strands) b) Introduce a GROWTH programme offer for Year 11 pupils c) Deliver training to staff to ensure effective delivery of the Inclusion Strategy	20 learners 10 learners	LSIP P4: Support pathways, progression and workforce transitions HSS P2: Opportunities to learn
Excellence: Deliver an outstanding teaching and learning experience that results in outstanding outcomes for all learners	Identify, engage and re-engage young people (16-24) who are Not in Education, Employment or Training- or at risk of (NEET) improving progression into learning, apprenticeships and employment	Get Hampshire Working response: a) Refresh 14-16 Futures programme aligned to regional priorities: Construction, Advanced Manufacturing, Creative, Digital and Health & Social Care b) Work with Hampshire Futures and DWP to establish a joint framework and roadmap to facilitate referrals into learning, apprenticeships and employment	10 learners per sector	All priorities LSIP P4: Support pathways, progression and workforce transitions HSS P2: Opportunities to learn

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	2026/27 Objectives	Learner Targets	National Skills Priority (N) LSIP Priority Sector (R)
Excellence: Develop highly ambitious learners able to progress and excel in their chosen field Resilience: Achieve targeted growth which enhances the student community and experience	Increase in learners accessing higher education in line with the new two-thirds target for young people engaging in higher education by age 25	a) Increase the number of learners securing places to study subjects allied to skills priority sectors at university b) Increase the number of learners progressing to higher education at SCG c) Increase the number of learners progressing internally from L3 to L4 at SCG		LSIP P4: Support pathways, progression and workforce transitions HSS P2: Opportunities to learn
Collaboration: Develop effective partnerships which add value to the College Group Collaboration: Design and deliver a curriculum which is informed and endorsed by key stakeholders Collaboration: Deliver a responsive curriculum which meets the skills needs of both the region and the industries we serve	Strengthen our understanding of higher education and employer needs in Rural Industries	a) Establish Rural Industries Skills Council with key representatives from education, civic, community and employers b) Develop Agri-tech Professional Development offer to advance the skills of the regional agricultural community c) Host annual conference for the regional agricultural community and SCG learners to showcase emerging technologies		Rural Industries (R) Digital & Technology (N.R) LSIP P2: Strengthen employer participation HSS P1: curriculum development

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	2026/27 Objectives	Learner Targets	National Skills Priority (N) LSIP Priority Sector (R)
Resilience: Achieve targeted growth which enhances the student community and experience	Improve awareness of skills ecosystem	a) Develop and publish Employer guides for the twelve LSIP priority sectors b) Develop and publish a parent's guide to support understanding of the reformed curriculum		LSIP P1: Improve awareness navigation and access to the skills ecosystem HSS P3: Careers navigation and support
Collaboration: Design and deliver a curriculum which is informed and endorsed by key stakeholders Collaboration: Deliver a responsive curriculum which meets the skills needs of both the region and the industries we serve	Develop opportunities to widen participation in skills training	a) Expand range of short, stackable training aligned to employer needs, focussing upon L3 and L4 b) Engagement with regional clusters to understand employers needs to inform curriculum development - Defence, Life Sciences, Creative & Digital, AIGA		All unified LSIP Priorities HSSP1: curriculum development HSS P2: Opportunities to learn

LOCAL NEEDS DUTY

We are committed to our statutory duty to review how well education and training provided by the college meets local needs and to consider what actions may be taken to better meet those needs. In 2024, the governing bodies across the EM3 & Surrey LSIP area conducted a review of the existing curriculum offer for the area (required every three years), determining how well this meets local needs and ensuring that learners have the skills needed to secure local employment.

We concluded that collectively we make a strong contribution to meeting local and national skills needs, and wish to continually improve this by proposing to:

- 1. Expand** the curriculum offer to respond to emerging needs, relating to securing employment in both local and national skills priority sectors
- 2. Collaborate** with other providers and organisations to strengthen the quality and resilience of local provision
- 3. Promote** clearer progression pathways into local employment opportunities in priority sectors
- 4. Capitalise** on duplication, as opposed to saturation, to offer more choice and opportunities to employers

In 2025 Local Needs Duty discussions focussed on strategic insights to help prepare for devolution and local government reorganisation.

The new LSIP covering the entire Hampshire geography was published on 10 July 2026. The governing bodies of colleges within the region attended the annual Local Needs Duty Forum in May 2026 which comprised of:

- An update on the new LSIP priorities presented by Mandy Boughton (President of Hampshire Chamber of Commerce)
- The skills priorities being taken forward by Hampshire County Council in the 2025 Skills Strategy and alignment to Get Hampshire Working plans presented by Jamie Mackay (Strategic Skills Lead at Hampshire County Council) and Steve Curtis (Funding Manager, Portsmouth City Council)
- Progress towards establishing the Hampshire and Solent Combined County Authority - HSCCA by Clare Fuller (Devolution Programme Director)

A full review is scheduled to take place in October 2026.

CORPORATION STATEMENT

This document, approved by the Board of Governors on 10 July 2026, is an agreed statement of purpose, aims and objectives to support local, regional and national skills needs and fulfils the statutory Local Needs Duty.

SUPPORTING DOCUMENTATION

- ▶ Local Skills Improvement Plan
- ▶ Sparsholt College Group Strategic Plan
- ▶ Sparsholt College Group Annual Report and Accounts
- ▶ Ofsted Inspection Report
- ▶ Ofsted Inspection of Residential Provision



SPARSHOLT
COLLEGE GROUP



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