Annual Accountability Statement 2024-2025

For approval by Full Board

23rd May 2024

College Mission and Purpose

Our Mission is to be **an inclusive and dynamic College offering excellence in learning, where all students flourish**.

We strive to achieve this Mission through delivery of our Strategic Priorities which set out our aspirations for our learners.

We expect our learners to develop **confidence** and **resilience**, be **successful** in their programme and **aspire** to move on to a destination that builds on their abilities. We do this by prioritising:

- **Excellence in Learning** – Itchen College will have an outstanding reputation based upon the quality and breadth of provision. We will develop learning through creativity and innovation, making the most of the resources available to develop opportunities for our learners.

- **Outstanding Outcomes** - The College will retain its reputation as an "inclusive" college and be noted for its pastoral care as well as excellence in teaching and results. It will deliver pathways to success for all who choose to study with us, regardless of their prior achievement or entry point.

- **Growth** – We will continue to grow our people through enriching the lives of our students and developing our staff. Close links will be maintained or forged with local business, higher education and feeder schools. We will continue our international activity and grow other activity to reduce dependence on agency funding. We will continue to develop provision that will deliver opportunities for our community.

- Sustainability - The College will develop an annual surplus with a goal of achieving a consistent operating surplus of 5% of income by 2026. This will be invested in staff and resources to ensure the best possible learning environment. The estate and its resources will be improved and extended in readiness for the demands of both the changing curriculum and demographic increase. This will be done sensitively and with due regard to our environment and our community.

Our Mission and Strategic Priorities are contained in our Strategic Plan which is reviewed by governors annually. This includes an Operational Plan for each of our Strategic Priorities, Key Performance Indicators and Summary Targets. The achievement of targets is monitored annually by the relevant committee of the governing body, with summary performance coming forward to the Full Board.

The last full review of the Strategic Plan was in preparation for academic year 2021-22. At this stage governors agreed to add 'Growth' as a Strategic Priority, in the context of developing our staff and learners, and developing provision to meet the needs of the communities we serve. At the same time the Growth and Engagement Committee was established, to monitor the achievement of this priority. In 2022 governors reviewed the Operational Plan and inserted performance measures to reflect the outcome of our Ofsted inspection in 2021 – our desire to enhance enrichment opportunities. Similarly the revised overall grading put us in a position to review and develop our international offer.

The Skills and Post 16 Education Act has subsequently placed a duty upon us to ensure our curriculum contributes towards meeting local, regional and national skills needs. This Annual Accountability Statement allows us to demonstrate how we do this, taking into account the Local Skills Improvement Plan produced by the Hampshire Chamber of Commerce through their work with employers, other providers and local stakeholders including the local authorities (Southampton, Portsmouth, Hampshire) and other agencies. It also allows us to demonstrate how we are meeting the national skills priorities articulated in the accountability framework, as set out in the document 'Implementing a new Further Education Funding and Accountability System'.
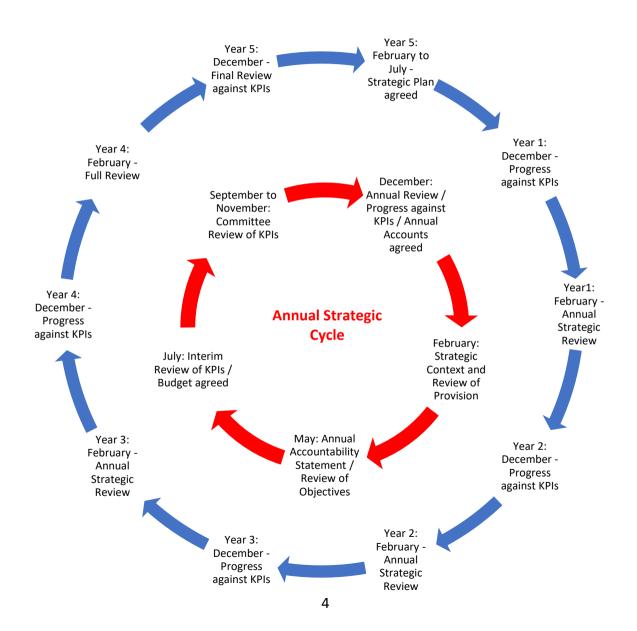
A review of our curriculum has seen the introduction of T level provision in 2023 as well as the cessation of our apprenticeship offer. In 2024 further T levels will be rolled out, alongside the addition of A level subjects lost to the city over the last 10 years, in order to stop residents travelling out of the city to access subjects. A further review of Entry and Level 1 provision is underway to ensure the needs of this group of students is being adequately met, with clear progression routes to further study and employment.

Strategic Planning Cycle

This Accountability Statement complements our Strategic Plan through explaining how Itchen College is meeting our statutory duty to contribute towards meeting skills needs. As such, review and development of this document is embedded in the strategic planning cycle of the governing body, taking place annually between strategy review sessions of the Full Board in February and May.

The diagram below outlines the annual strategic planning cycle within the context of the life of a 5-year Strategic Plan:

5 Year Strategic Planning Cycle

Year 5: December - Final Review against KPIs

Year 5: February to July - Strategic Plan agreed

Year 1: December - Progress against KPIs

Year 4: February - Full Review

Year 1: February - Annual Strategic Review

Year 4: December - Progress against KPIs

Year 2: December - Progress against KPIs

Year 3: February - Annual Strategic Review

Year 3: December - Progress against KPIs

Year 2: February - Annual Strategic Review

Annual Strategic Cycle

September to November: Committee Review of KPIs

December: Annual Review / Progress against KPIs / Annual Accounts agreed

July: Interim Review of KPIs / Budget agreed

February: Strategic Context and Review of Provision

May: Annual Accountability Statement / Review of Objectives

Context and Place

Itchen is a sixth form college on the east of Southampton, known for its inclusive character, serving a student population of approximately 1500 full time 16-18 students and some international students. There is growing provision for NEET young people and for adults studying part time on vocational and academic courses and specific courses for those seeking work. The College works closely with the Department of Work and Pensions, the University Hospital and local providers on Sector Work-Based Programmes specialising in health and care.

As a Southampton College, Itchen sits within the area formerly served by the Solent LEP, and works very closely with partner colleges in the city and Southampton City Council as the unitary local authority. However, while 50% of 16-18 learners come from the city, the remainder are Hampshire residents, mostly coming from Eastleigh, Locksheath and Fareham. This mix is broadly reflected in adult learning.

The College caters for students with a wide range of ability levels, including those aiming for Oxbridge entry and those with moderate learning difficulties and physical disabilities such as visual impairment, all of whom achieve equally well. So far in 2023/24 the College's 16-18 provision (starts) is divided between Level 3 (65%), Level 2 (29%) and Level E/1 (6%). When looking at core learning aims for individual students, 85% are at Level 3, 13% at Level 2 and 2% at Level E/1, with learners at Level 3 split equally across A level and general vocational provision. For Adult students the majority of starts are at Level E/1 (57%), with 29% at Level 2 and 14% at Level 3. This does not include subcontracted provision where the majority are also at Level E/1.

Student numbers at Itchen in the 16-18 age range have grown significantly over the past 3 years and the College draws from a wide area particularly to the north and east of Southampton. Demographic growth to 2026 will see a further 20% increase in the 16-18 population.

The strong reputation Itchen has for inclusion and support means the College attracts a significant number of vulnerable students, considered potentially 'at risk' to whom a key support worker is offered. There were 325 such 16-18 students on roll by the end of 2023, 24% of the College's student population.

Southampton has higher than average levels of child poverty. According to End Child Poverty (2023), 36.1% of children in the Southampton Itchen constituency live in poverty compared to a UK average of 29% and a South East average of 25%. In February 2024 4.4% of Southampton's working age resident population were claiming Jobseeker's Allowance and 17.5% Universal Credit, compared to South East averages of 3% and 12.9% respectively. So far in 2023/24, 20% of the Itchen student body are in receipt of free college meals and/or bursary support but this proportion has grown as high as 42% by the end of the year (2021/22), broadly reflecting pupil eligibility for Free School Meals in the locality.

Southampton is ranked 55th out of all 317 Local Authorities in England with regards to deprivation (Index of Multiple Deprivation 2019). 21% of the city's population lives in the most deprived areas, with 3 of the 5 most deprived areas in the city in the immediate catchment of the College. Southampton now has a greater number of Lower Super Output Areas (LSOAs) within the 10% most deprived in England, compared with IMD 2010 (an increase from 10 to 19); the seventh largest percentage point increase in England over that period. The city is in the lowest decile for social mobility according to the index generated by the Responsive College Unit (RCU/Vector).

The east of Southampton is an area marked by low levels of participation in HE. The immediate catchment post code areas are all in the lowest decile according to HEFCE Polar 4 data, with Bitterne specifically 27 out of 7697 post code areas. This can be seen as an indicator of low expectations and aspirations, but high employment, albeit in lower paid jobs. The College is in receipt of funding from the Southern Universities Network as a result and is a key partner in improving social mobility in the city and wider travel to learn area. There has been a significant improvement in participation in HE over the last 8 years, an average 6.1% across east Southampton postcode areas. Similarly more students from low participation postcode areas (POLAR quintiles 1 and 2) are inspired to move on to HE – in 2023 this was 64% of applicants from Itchen compared to 29% nationally. Southampton was also recognised in the top 10 areas for improvement of participation in HE by Free School Meal learners over the last 10 years by the National Education Opportunities Network, with a change of 158% between 2012 and 2022.

The 2021 census saw 31.9% of the Southampton population record their ethnicity as not 'White-British', an increase of 10.4% compared to 2011. However, the east side of the city where Itchen is located sees a much lower proportion (17.9% across all eastern wards). In 2023/24 Itchen saw 20.9% of 16-18 students identifying themselves as not 'White-British'; for all students including adults this rises to 24.9%. Historically students from a not 'White-British background achieve as least as well as the majority.

The College has seen substantial growth in adult education over the last 4 years, now contributing more than 10% of overall income. This development has been in response to local need, working closely with Southampton City Council and the Department of Work and Pensions to re-engage or engage adults with employment. Although the College has a small AEB allocation, successful bid writing and creative sub-contracting opportunities have allowed the College to develop a 'fleet of foot' and responsive offer to meet skills needs through Sector-based Work Programmes, while delivering programmes for refugees from Afghanistan and Ukraine aimed at allowing entry to employment.

Development of our Annual Accountability Statement

In preparing this statement the College has consulted with Southampton City Council, Job Centre + and the Hampshire Chamber of Commerce. The Solent LSIP has been fully considered in setting out our aims and targets with regard to contributing to the skills agenda.

Other local colleges within the Solent area have also been engaged with through involvement in the Wessex Group of sixth form colleges, the Hampshire Colleges group and through local activity sponsored last year by the Strategic Development Fund, continuing this year hosted by the South Hampshire Colleges Group. This has included a second collaborative event between governors and Principals within the Solent area, attended by a contingent of governors from Itchen.

The College is an active member of the Southampton Education Forum incorporating secondary schools, partner colleges, the local authority and the two Southampton Universities. Through this forum our offer is checked against the needs of incoming and outgoing learners through reference to schools and universities, while engagement with the City Council ensures programmes meet the needs of the city.

The College has very strong collaborative links with the two other colleges in Southampton. Itchen and City College had a longstanding subcontracting arrangement to work together to meet local need, activity that we hope to restart once the South Hampshire College's Group is more established. A Memorandum of Understanding formalises the relationship between Itchen and Richard Taunton College / The Lighthouse Learning Trust. This MOU covers curriculum planning to ensure a comprehensive 16-18 offer across the city, subcontracting to meet local and regional need, and developing further collaborative initiatives of mutual benefit to consolidate provision.

Southampton City Council recently hosted a Scrutiny Panel meeting for post 16 provision in Southampton, the outcomes of which included a resolution *'That further education providers in the city consider working collaboratively to develop a strategy with the objective of attracting more Southampton students to remain in the city for post 16 study'.* This has strengthened partnership working around curriculum planning that was already underway, and a curriculum mapping exercise, including school sixth forms, has been completed to inform future development.

'Having worked in partnership with you for the best part of a year, we all at Palladium really appreciate the support and resource Itchen College has been able to offer our customers on the Restart programme, providing accredited courses linked to employers and supporting a multitude of different industries to suit our customer's needs, both with employers we work with directly, but also the great employer links you have shared with us. You have been enormously flexible in tailoring the courses to suit our customers schedules, whether delivered at our offices, your site or on-line, meaning we are able to reach even our most hard to support groups.
We are continuously looking at what additional or different support we can offer and look forward to working with Itchen College throughout the remainder of the Restart programme and beyond.'
Beverley Neville
Business Manager, Restart Hampshire, **Palladium Group**

Contribution to Local, Regional and National Priorities

While Itchen College is designated a sixth form college, the broad curriculum across different levels of learning with a significant general vocational offer, its commitment to the development of skills, and growing adult and community learning provision makes it reasonably unique within its designation.

All 16-18 students are offered work experience or work placement opportunities in preparation for future employment, and the College has a strong network of employers as a result. Specific employer groups support vocational learning in a range of areas, including Early Years, Health and Social Care and Uniformed Services, while partnership activity with large local employers such as Carnival and SMS International provides opportunities for Business and Travel and Tourism students.

Curriculum provision is selected to meet local need where possible. This includes Travel and Tourism and Business students studying the cruise industry and following work experience opportunities that can lead to part time employment. Sport students are able to enrich their programme through taking an additional Multisport qualification that embeds them in local schools and also leads to part time employment.

Adult learning focuses on re-training and working with the unemployed, in collaboration with the Department of Work and Pensions, Southampton City Council and Hampshire County Council. The College worked as a subcontractor of AEB provision with Southampton City College and Richard Taunton College to collaborate strategically to meet local need, but both organisations have withdrawn this opportunity. The Adult and Community Team have sought to expand a portfolio of partners as a result, while seeking further opportunities through

alternative funding streams such as Multiply and Skills Bootcamps. The College's intent is to create a positive cycle of engagement with education, with multiple entry points, breaking long standing attitudes towards education and improving life chances.

> *'As we move forward, we will definitely look to strengthen our relationship with Itchen College. We are now one of the most significant shore operations companies in Southampton and the good reputation they we have gained, with the assistance of your students, has been noted by all our cruise line clients mainly located in the US. This great reputation has a profound effect on the rest of our global operations, further strengthening our presence on a global scale. In summary Southampton has set the bar for the rest of our world-wide teams must now match.'*
> **Christopher J. Blanchard**
> **Executive Vice President - Worldwide Operations**

Outcomes for specific objectives for 2023-24 are below, with objectives for 2024-25. All are referenced against the Operational Plan from the Strategic Plan, and set against local, regional and national skills priorities.

	Objective 1	Outcome	Objective 2024-25
1	**Further development of opportunities to enhance employability for 16-18 learners: additional qualifications; work experience and work placement; trips and visits; guest speakers.** - All courses to consult with employer and HE representatives to support curriculum design and delivery - Successful implementation of T Level: Education and Childcare - Prepare for further implementation of A Level and T Level provision	**Achieved.** All curriculum areas consulting with employers and HE partners, as evidenced through regular KPI meetings and documented within departmental QIPs. Education and Childcare T Level introduced, although with lower numbers than targeted. Additional A levels in Computer Science, Dance and Music Tech for 2024/25. Further implementation of T Level Media (Content and Production), Health (Adult Nursing) and Health (Care of Children and Young People). Introduction of Engineering as a single vocational option, in line with National Skills Priorities.	**Further development of opportunities to enhance employability for 16-18 learners: additional qualifications; work experience and work placement; trips and visits; guest speakers.** Successful implementation of new A Level, T level and other courses. Prepare for further implementation of A Level, T Level and other Entry and Level 1 provision.

Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities	
Key Priority 1: Excellence in Learning **Dynamic Curriculum** – Development of a curriculum that anticipates and meets changing priorities and funding shifts and provides a differentiated unique selling point for specific areas of the College offer **Key Priority 3: Growth** **Beneficial Partnerships** – the College needs to meet and anticipate the needs of local and regional partners **Responsive Engagement** – alignment of curriculum to ensure we meet the needs of our region and our students, to ensure they are able to access appropriate employment, or further study that leads to employment	**LSIP Priority 1:** Awareness and aspiration **Raise awareness and challenge perceptions** • *Raise young people's awareness of particular sectors and opportunities within it.* • *Challenge deep rooted perceptions about employment sectors (e.g. low value jobs in logistics, health or social care).* *Stimulate interest and raise aspirations* • *Raise aspirations by better articulating opportunities available in the Solent.* **SCC Corporate Plan** Theme: Strong Foundations for Life • *Help more of our city residents to get the qualifications and skills that are right for them. This includes supporting them to get ready for work and helping them understand how to access opportunities* **SCC Corporate Plan** *Key performance indicator 1 (% of 16-17 year-olds NEET); Key performance indicator 2 (% economically active population)* **National Skills Priorities**: Health and Social Care (through delivery of T level programme), Engineering	
Objective 2	Outcome	Objective 2024-25
Enhancement of enrichment opportunities to develop cultural capital, transferable skills and breadth of experience for 16-18 learners, enhancing employability. - Development of recognition system for involvement and contribution to enrichment, employability skills and personal development.	**Achieved in part.** Significant expansion of enrichment offer with significant take-up. Growth of work experience and work placement opportunities. Recognition system under development.	**Further enhancement of enrichment opportunities to develop cultural capital, transferable skills and breadth of experience for 16-18 learners, enhancing employability.** Further expansion of opportunities. Launch of recognition system.
2 Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities	
Key Priority 1: Excellence in Learning **Dynamic Curriculum** – develop enrichment opportunities post pandemic to enhance the student experience **Key Priority 3: Growth** **Student and Staff** - maintaining and developing enrichment activity such as sport, work experience and volunteering, educational visits	**LSIP Priority 4:** A more agile skills ecosystem *Focus on core competencies and building resilience* • *Embed a focus on developing core competencies as well as wider employability skills (e.g. time management, communication, etc.) and resilience amongst future workers.* **LSIP Priority 5:** Pathways to skills *Building on transferable skills* • *Analysis of job postings data suggests that there are a number of shortages in specialised skills, across multiple sectors (e.g. health and social care, hospitality and logistics),*	

and guest speakers to support study programmes, develops cultural capital and a range of skills to support progression	*representing a unique opportunity for learners to build on their core competencies and deploy transferrable skills.* **SCC Corporate Plan** Theme: **Strong Foundations for Life** • *Help more of our city residents to get the qualifications and skills that are right for them. This includes supporting them to get ready for work and helping them understand how to access opportunities*	
Objective 3	**Outcome**	**Objective 2024-25**
Develop a programme to maintain provision for NEET young people, following closure of ESF funded scheme	**Achieved in part.** Study Programme course trialled in June 2023. Funding achieved for NEET Skills Boot Camps in Construction, Carpentry, Digital Skills and Enterprise, giving young people 14-19 NEET or at risk of becoming NEET the opportunity to try a sector-specific activity and learn more about potential future pathways, into education and employment. Youth sessions running in school holidays to support those who are NEET / at risk of NEET.	**Develop a sustainable programme to maintain provision for NEET young people**
Reference: Strategic / Operational Plan	**Reference: Local, Regional, National Skills Priorities**	
Key Priority 3: Growth **Beneficial Partnerships** – the College needs to meet and anticipate the needs of local and regional partners **Responsive Engagement** – alignment of curriculum to ensure we meet the needs of our region and our students, to ensure they are able to access appropriate employment, or further study that leads to employment	**LSIP Priority 1: Awareness and aspiration** *Unleashing economic growth* • *Low levels of aspiration are constraining the growth potential of the Solent region.* *Tackling deprivation and promoting diversity* • *Within the Solent, pockets of long-term deprivation and inequality persist.* • *Too many young people are falling out of the skills system before they reach maturity and are ready to join the labour market.* **LSIP Priority 2: Navigating the skills ecosystem** *Reduce exclusion* • *Given the challenges (usually tied to operational pressures) a complex skills ecosystem has potential to disproportionately impact hard-to-reach groups and SMEs, impacting on diversity.* **SCC Corporate Plan** *Key performance indicator 1 (% of 16-17 year-olds NEET)* **Solent LEP Skills Action Plan**	

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		Skills need/priority 7: Reducing the rate of young people Not in Education, Employment or Training (NEET) through skills participation and a more flexible and localised response.
	Objective 4 / **Outcome** / **Objective 2024-25**	
	Successful delivery of Multiply contracts (£350k across SCC and HCC), through a range of innovative and interactive Maths based programmes linked to community learning, family learning and supporting employers to upskill the workforce.	**Achieved.** Both contract values achieved and growth opportunities secured (£340k), with over 1300 learners supported. Successful applications for next round of delivery.	**Successful delivery of Multiply contracts** (£450k across SCC and HCC), through a range of innovative and interactive Maths based programmes linked to community learning, family learning and supporting employers to upskill the workforce.

	Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities
4	**Key Priority 3: Growth** **Beneficial Partnerships -** Strongly position the College within the local and regional infrastructure through maintenance and development of strategic partnerships: Our neighbours, offering a community learning programme that meets their needs	**LSIP Priority 4: A more agile skills ecosystem** *Focus on core competencies and building resilience* • *Embed a focus on developing core competencies as well as wider employability skills (e.g. time management, communication, etc.) and resilience amongst future workers.* **LSIP Priority 5: Pathways to skills** *Increase local retention* • *Improved pathways, sign-posting and brokering new relationships has potential to increase local retention, and reduce economic inactivity.* **SCC Corporate Plan** Theme: **Strong Foundations for Life** • *Improve basic maths skills for adults by providing classes and support to those who need it* • *Provide at least 4,000 adult community learning opportunities to local residents* **Solent LEP Skills Action Plan** *Skills need/priority 8: Tackling persistent pockets of skills deprivation and inequality across the Solent* **National Skills Priorities**: Mathematics (and 'essential skills')

	Objective 5 / **Outcome** / **Objective 2024-25**		
5	**Maintain programme of Sector Work Academy Programmes (SWAPs)** to ensure partnership working with employers and Department of Work and Pensions, to meet local skills needs and develop employability skills allowing individuals to be in the best position to find	**Achieved in part.** Withdrawal of subcontracting opportunities constrained funding for SWAPs, despite demand increasing. 45 delivered.	**Restore programme of Sector Work Academy Programmes (SWAPs)** to ensure partnership working with employers and Department of Work and Pensions, to meet local skills needs and develop employability skills allowing individuals to be in the best position to find meaningful employment across a variety of

		industries. Target 100 courses utilising AEB funding and securing additional funding through partnership working.
meaningful employment across a variety of industries. Target 150 courses.		
Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities	
Key Priority 3: Growth **Beneficial Partnerships -** Strongly position the College within the local and regional infrastructure through maintenance and development of strategic partnerships: Employers through dedicated programmes	**LSIP Priority 3: Proactive employer engagement** **Employer driven** • *Better articulation of local employers' needs, resulting in better alignment with the offer provided by the skills ecosystem.* **SCC Corporate Plan** Theme: **A Prosperous City** • *Bring in new skills and employment opportunities for local people* • *Identify and support development of the skills and specialisms needed to deliver a local talent pool that can help existing and new business to the city succeed* **SCC Corporate Plan** Theme: **Strong Foundations for Life** • *Provide employment support to at least 1,200 local residents* **National Skills Priorities**: Health and Social Care (through adult care and early years programmes), Construction (through delivery of CSCS), Digital and Technology (through delivery of entry digital qualifications) **Solent LEP Skills Action Plan** *Skills need/priority 1: Addressing acute skills shortages and recruitment challenges currently being experienced across many of our key sectors* *Skills need/priority 9: The need to ensure a strong supply of labour to replace those leaving the labour market* **Skills for Care Workforce Intelligence 2021**: *28% of the direct care providing workforce in Southampton hold a relevant adult social care qualification (42% in South East and 46% in England)*	
Objective 6	Outcome	Objective 2024-25
Deliver programmes in support of refugees and ESOL learners across the region. Developing a range of courses to meet specific needs, through improving English language and community integration and skills for finding work for refugees, and developing skills within the	**Achieved.** Rolling programme of ESOL courses for Afghan and Ukraine learners across Hampshire to support with community inclusion and employability. Intensive functional skills courses launched for ESOL learners across the county working in	**Consolidate delivery of programmes in support of refugees and ESOL learners across the region.** Further developing a range of courses to meet specific needs, through improving English language and community integration and skills for finding work for refugees, and developing skills within the

	workplace for career progression for ESOL learners.	partnership with Ukraine hubs, refugee organisations and local community partners. Specific courses for Hong Kong BNO learners developed. Contract achieved through Palladium to run intensive support over 6 weeks in Eastleigh, Southampton and Winchester.	workplace for career progression for ESOL learners.
	Reference: Strategic / Operational Plan	**Reference: Local, Regional, National Skills Priorities**	
	Key Priority 3: Growth **Beneficial Partnerships -** Strongly position the College within the local and regional infrastructure through maintenance and development of strategic partnerships: Our neighbours, offering a community learning programme that meets their needs	**LSIP Priority 1: Awareness and aspiration** *Unleashing economic growth* • *Low levels of aspiration are constraining the growth potential of the Solent region.* *Tackling deprivation and promoting diversity* • *Within the Solent, pockets of long-term deprivation and inequality persist.* **LSIP Priority 4: A more agile skills ecosystem** *Focus on core competencies and building resilience* • *Embed a focus on developing core competencies as well as wider employability skills (e.g. time management, communication, etc.) and resilience amongst future workers.* **LSIP Priority 5: Pathways to skills** *Increase local retention* • *Improved pathways, sign-posting and brokering new relationships has potential to increase local retention, and reduce economic inactivity.* **SCC Corporate Plan** Theme: **Strong Foundations for Life** • *Provide employment support to at least 1,200 local residents* • *Provide at least 4,000 adult community learning opportunities to local residents*	
	Objective 7	**Outcome**	**Objective 2024-25**
7	**Securing sufficient additional funding to maintain and develop Adult and Community provision**. There are currently 6 additional funding routes / contracts totalling £1m allowing us to deliver a variety of programmes to meet the needs of our communities, in addition to the College's AEB allocation (£170k).	**Partially achieved.** Withdrawal of subcontracting opportunities by city partners restricted development of provision. Counterbalanced in part by successful delivery of Multiply contracts (with growth), and application to deliver Skills Bootcamps (Social Care, Childcare).	**Securing sufficient additional funding to maintain and develop Adult and Community provision.** Consolidation of Multiply partnerships with local authorities. Successful delivery of Skills Bootcamps. Seeking other partners and sources of funding to meet need.

Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities
	Contracts achieved with Palladium, Winchester City Council, Abri Housing and growth on learner loans facility. Achievement of budget target of £1m in additional income.

Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities
Key Priority 3: Growth **Beneficial Partnerships –** Strongly position the College within the local and regional infrastructure through maintenance and development of strategic partnerships: Employers through dedicated programmes	**LSIP Priority 4:** A more agile skills ecosystem ***Changing needs*** • *The skills ecosystem also needs to be agile enough to respond to changing economic needs, whilst maximising the benefits associated with the evolution of strategic opportunities locally (such as Solent Freeport).* ***Responding to limited time and resources*** • *Employers highlight the need for delivery to be modular and bite-size in nature to provide for a responsive "mix and match" and technical approach to skills development.* **SCC Corporate Plan** Theme: A Prosperous City • *Bring in new skills and employment opportunities for local people* • *Identify and support development of the skills and specialisms needed to deliver a local talent pool that can help existing and new business to the city succeed* **SCC Corporate Plan** Theme: Strong Foundations for Life • *Provide employment support to at least 1,200 local residents* • *Provide at least 4,000 adult community learning opportunities to local residents* **Solent LEP Skills Action Plan** *Skills needs/priorities 1, 5, 7, 8, 9*

Current and Targeted Provision against National Skills Priorities

The College offers a broad mix of academic and general vocational qualifications, from Entry Level to Level 3. Our aim is to ensure a mix of qualifications to enable progression to higher levels of study, to employment or an apprenticeship or on to HE. We do not yet offer a broad range of vocational specific qualifications, but further adoption of T level pathways is prioritised over the next three years. However, many of our courses allow direct progression or enable longer term progression to employment in areas designated as National Skills Priorities.

National Skills Priorities have been agreed across Government 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 green jobs, creative industries and science and technology. Current priorities have been defined as:

Construction	Haulage and Logistics
Manufacturing	Engineering
Digital and Technology	Science and Mathematics
Health and Social Care	Essential Skills (see below)

These priorities are focused on sectors and priority programmes, but the Government still wants providers to offer more Essential Skills up to Level 2 in English, mathematics, and Level 1 for digital. These are statutory entitlements to full funding for adults who need them and are priority areas for our work with the City Council, the Department for Work and Pensions and for our Multiply contracts.

The table below demonstrates our current provision mix, mapped against national priorities including 'essential skills'. The table also indicates our ambition to grow specific areas in support of national priorities, while reflecting current applications.

Subcontract and project work are included to better represent the volume of priority activity in support of local need. We deliver this activity, but it will not be represented on our individualised learner record (ILR) as it will appear on the organisation from whom we subcontract (Southampton City Council, Hampshire County Council), or it will be reported under a specific project funding stream (for example the Multiply contracts we hold with SCC and Hampshire County Council).

National Skills Priorities		16-18 Starts				19+ Starts				19+ Subcontract Starts			
Construction	Haulage and Logistics	22/23	Target 23/24	Actual 23/24	**Target 24/25**	22/23	Target 23/24	Actual 23/24	**Target 24/25**	22/23	Target 23/24	Actual 23/24	**Target 24/25**
Manufacturing	Engineering												
Digital and Technology	Science and Mathematics												
Health and Social Care	Essential Skills												
1 - Health, Public Services and Care													
1.2 - Nursing, subjects & vocations allied to medicine					**15**	13	15	14	**15**				
1.3 - Health and social care		116	128	146	**160**	36	40	42	**50**	25	24	56	**100**

1.4 - Public services	131	144	121	**130**								
1.5 - Child development and well being	36	40	27	**35**	15	17	14	**30**	245	250	275	**300**
2 - Science and Mathematics												
2.1 - Science	430	473	427	**450**	18	20	11	**15**				
2.2 - Mathematics and statistics	462	508	550	**600**	24	27	31	**30**	902	1100	1306	**1500**
4 - Engineering and Manufacturing Technologies												
4.1 - Engineering				**15**								
4.3 - Transportation operations and maintenance	15	17	14	**15**					8	12	0	**0**
5 - Construction, Planning and the Built Environment												
5.2 - Building and construction									60	100	24	**25**
6 - Information and Communication Technology (ICT)												
6.1 - ICT practitioners	86	95	102	**100**								
6.2 - ICT for users									210	250	224	**250**
7 - Retail and Commercial Enterprise												
7.1 - Retailing and wholesaling					4	5	0	**0**	48	48	24	**25**
7.2 - Warehousing and distribution									12	12	15	**15**
7.4 - Hospitality and catering									16	24	7	**10**
8 - Leisure, Travel and Tourism												
8.1 - Sport, leisure and recreation	632	696	650	**700**								
8.2 - Travel and tourism	141	155	133	**135**								
9 - Arts, Media and Publishing												
9.1 - Performing arts	96	106	85	**100**								
9.2 - Crafts, creative arts and design	204	225	221	**225**								
9.3 - Media and communication	184	202	187	**190**								
10 - History, Philosophy and Theology												
10.1 - History	69	76	88	**100**	1	2	1	**0**				

11 - Social Sciences												
11.1 - Geography	55	61	53	**55**								
11.2 - Sociology and social policy	383	421	356	**375**	3	4	8	**10**				
11.3 - Politics	22	25	25	**25**								
11.4 - Economics	51	57	72	**75**								
12 - Languages, Literature and Culture												
12.1 - Languages, literature and culture of British Isles	398	438	579	**600**	22	25	14	**20**	200	300	268	300
12.2 - Other languages, literature and culture	15	17	24	**30**								
13 - Education and Training												
13.1 - Teaching and lecturing					4	5	0	**0**				
13.2 - Direct learning support					22	25	30	**30**				
14 - Preparation for Life and Work												
14.1 - Foundations for learning and life	164	180	184	**190**	210	231	184	**200**	1445	1500	2212	**2000**
14.2 - Preparation for work	1010	1111	1261	**1250**	21	24	132	**150**	1650	1700	2000	**2000**
15 - Business, Administration and Law												
15.1 - Accounting and finance	43	48	38	**40**								
15.2 - Administration	1	2	1	**0**	1	2	3	**0**	8	10	0	**0**
15.3 - Business management	308	339	321	**340**	2	3	4	**5**				
15.5 - Law and legal services	172	190	202	**200**								

Local Needs Duty

The governing body has undertaken a review of provision in the context of the Local Skills Improvement Plan, taking into account the latest data on post 16 destinations and recruitment patterns, proposed curriculum change at the College and partner/competitor activity. **This review confirmed the significant contribution the College is making to address local need.** Governors also sanctioned the plan to extend provision at 16-18 to enable learners a greater choice of qualification in the city, removing reasons to travel further afield.

Corporation Statement

On behalf of Itchen College's governing body, it is hereby confirmed that this statement as set out above reflects the agreed purpose, aims and objectives as approved by the Full Board at their meeting of 23rd May 2024.

The plan will be published on our website within one month of the approval date, and can be accessed from this link: Annual Accountability Statement

Chair of Governors: Principal and Chief Executive Officer:

Dated: 23rd May 2024

Supporting Documentation

Itchen College Strategic Plan 2021-26

Itchen College Financial Statements 2021-22

Itchen College Ofsted Inspection Report

Solent LSIP Priorities Paper and Solent LSIP

Solent LEP Skills Action Plan 2022

Southampton City Council Corporate Plan 2022-30 and Update 2024

Solent LEP Skills Action Plan Local Skills Report 2022

Skills for Care Workforce Intelligence Southampton Summary 2021

RSA Foundation Southampton Skills Framework 2022

National Skills Priorities (in Guidance on annual Accountability Agreements 2024/25)