



**2026-2027**

# ACCOUNTABILITY STATEMENT



**HARTPURY**  
COLLEGE



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# STRONGER TOGETHER

1.0

## PURPOSE

Hartpury is the only specialist land-based education provider in Gloucestershire. Our 2030 vision for the College is to become the UK's leading provider of land-based and sports education, delivering high-quality learning that integrates technical, digital, and sustainability skills.

With a strong focus on industry needs and emerging trends, we will prepare students for lifelong success, empowering them to make valuable contributions to the industries we serve. We will support local, regional, and national skills priorities while fostering economic growth through financially sustainable practices.

The College and University strategies are underpinned by a number of enabling strategies, including those relating to the College, University, Digital, Estates, People, and Sustainability. Discussions informing the development of our Accountability Statements have been fully considered during the development and consultation phases of the Hartpury College 2030 Strategy, particularly in relation to our provision type and curriculum offer. As a result, these strategies are fully aligned.

We remain strategically committed to being a specialist and niche provider, offering T Levels in our specialist areas where available and increasing apprenticeship numbers within these sectors. This approach is aligned with local, regional, and national skills priorities. We will also continue to explore opportunities for targeted growth that are highly relevant to industry needs and consistent with Qualification Reform and the Post-16 Education and Skills White Paper.

As a well-established provider, Hartpury College is currently rated Outstanding by Ofsted across all areas (May 2018 and March 2024). The College also maintains strong industry connections, a deliberate and essential feature embedded throughout our provision. This ensures that industry skills demands are met while equipping students with the core transferable skills required for future success.

The impact of Hartpury's offer can be seen at both ends of the student journey, through consistently high levels of recruitment, which have increased over the past eight years, and strong rates of positive progression. The most recent progression data, from June 2025, shows an overall positive progression rate of 98%.



Our specialist and targeted provision aligns with the following national skills priority sectors:

- Advanced Manufacturing (Agri-Tech);
- Life Sciences (indirectly, through increasing knowledge and skills in biology-, chemistry-, and physics-related subjects);
- Digital and Technologies;
- Professional and Business Services; and
- Health.

It also aligns with the following local skills priorities identified in the Local Skills Improvement Plan (LSIP) Phases 1 and 2, the Gloucestershire Economic Strategy 2024-2034, and the Gloucestershire Local Growth Plan 2025-2035:

- Agri-Tech, Agriculture and Land Management;
- Security, Cyber and Digital Technologies; and
- Health and Social Care.

As such, our Accountability Statement commitments make a clear and highly effective contribution to national, regional, and local priority skills needs and economic growth through the delivery of our strategically targeted specialist provision.

## Strategic Infrastructure Developments

Hartpury University and Hartpury College have recently implemented a significant capital investment programme, drawing on funds such as the Shared Prosperity Fund (£500k), supporting agri-innovation; the Local Skills Improvement Fund (LSIF), supporting further Agri-Tech developments; T Level Capital and Equipment Funding of £2.49m, supporting agricultural engineering; and Levelling Up funding (£10m), supporting a University Learning Hub, working closely with the Forest of Dean District Council. Hartpury has also been working with Gloucester City Council to support a Sport Business Hub project and with Forest of Dean District Council to support a cycle route feasibility study.

This investment has supported improved infrastructure across the organisation, enabling it to continue to deliver a targeted and specialised curriculum linked to local, regional, and national skills needs within the sectors we serve.

## Further Strategic Context

Strategically, the curriculum areas provided by Hartpury College are niche, focusing on Land-based Diplomas, Apprenticeships and T Levels, Sport Diplomas, and A-level programmes. The areas of specialism offered reflect local, regional, and national economic needs, for example, the need to produce more individuals skilled in STEM; the requirement to produce highly skilled and technologically advanced workers for agriculture and agricultural engineering in pursuit of the Agri-Skills Strategy and Local Skills Improvement Plan (LSIP); and the 'health' skills priority through our significant sport provision focus.

'Health' is also recognised in the Gloucestershire LSIP as part of the foundational economy, alongside education, retail, and public services, underpinning employment and everyday economic functioning. Our significant agri-focus, underpinning our Agriculture programmes, also directly aligns with the Advanced Manufacturing National Skills Priority, of which Agri-Tech is included within Gloucestershire's LSIP.



The College's areas of specialism are very attractive to 16–19-year-olds, providing a STEM 'hook' using animals or sport, for example, which also helps to attract a diverse range of students to the study of STEM-based subjects. All of these subjects also develop contextualised digital skills through industry-specific technology, this being a further National Skills Priority.

The A-level offering strategically aligns with the vocational areas offered, allowing students to combine A Level study with their sporting or equestrian interests, in addition to a further enrichment offering such as Pre-vet programmes, all elements of which are designed to support students with successful and competitive UCAS applications and, ultimately, progression to their university of choice and employment. Over half of our A-level population is involved with our Sports Academy alongside their A-levels, a unique offer that supports the dual-career pathway of an elite athlete combined with a high-level academic offer. The remaining A-level cohort supports the economy of scale required to create an efficient and high-quality student experience. We have clear career pathways for our A-level combinations of offer, many of which directly align with the National Skills Priority sectors, as defined on our website.



Hartpury is unique in that it has a University and a College co-located on a single campus. The University offering mirrors the subject areas of the College and very much focuses on ensuring that courses offered and associated research reflect current and future industry demand.


This unique structure supports the development of shared specialist resources for both College and University students, yet at the same time positions specific academic and practical resources for university-level study, supporting the raising of aspirations amongst the College student population. Positive progression statistics demonstrate the effectiveness and impact of this approach. This model aligns very effectively in support of the ambitions of the Gloucestershire LSIP, which references the importance of coherent progression pathways between schools, further education, higher education, apprenticeships and workforce upskilling routes, and the associated value of collaboration between higher education and further education.

Our regular, extensive contact and collaboration with industry, coupled with the outcome of our Skills Review, 2023-2024, continues to ensure that programmes are refreshed, reshaped, and fit for purpose to meet industry needs.

Hartpury is focused on ensuring that students are highly employable on completion of their programme, with the technical and academic skills required for university study and/or employment in the industry related to the subject area in which they are studying, in addition to providing key transferable skills, knowledge, and behaviours that will enable them to 'make a difference' to the sectors we serve.

Curriculum rationalisation was undertaken a number of years ago in relation to entry level and Level 1 provision following full appraisal and consideration of the countywide Further Education offer to ensure provision of the best possible student experience within the county and avoidance of duplication. As such, the majority of Hartpury College provision is currently focused at Levels 2 and 3, although we recognise the demand for lower-level study has significantly increased, as detailed in the Post-16 Education and Skills White Paper and the Gloucestershire Post-16 Sufficiency Review, and we are committed to broadening our offer in line with demand, as detailed in our Hartpury College 2030 Strategy.

In addition to the regional and national reach, from a local perspective, Hartpury complements the county educational offer with regard to subjects offered and provides unique opportunities for the residential study of Sport, Animal Management, A-levels, Equine and Agriculture, in addition to the ability for students to combine their sporting interests in pursuit of excellence with their chosen academic studies through the significant Sports Academy structure mentioned previously.

A photograph of three young women with long hair, smiling and posing for a photo. They are positioned behind a large, stylized graphic cutout that is red with a white outline. The woman in the foreground is wearing a white top with pink floral patterns and a gold necklace with a flower pendant. The woman behind her is wearing a gold necklace with a pearl pendant. The woman on the right is partially visible, smiling. The background is blurred, showing other people and greenery.

International recruitment for the College is deliberately small but focused, adding an international flavour to the overall student experience and allowing students to further explore cultural diversity.

Curriculum planning and development through annual strategic review constantly monitors the local, national, regional, and international demographic, skills need, economy and Labour Market Information (LMI) to ensure continuation of both a unique and cost-efficient offer that meets the needs of the industries we serve and government skills priorities, not just for today but for the future.

Our Employer and Industry Partnership Scheme was introduced in 2022-23. This has proven beneficial in further enhancing the extensive work previously undertaken to place employers firmly at the heart of our delivery through a formalised partnership approach. It also supports employers with understanding and navigating the skills system, an identified gap in the LSIP Phase [reference incomplete].

In May 2026, we hosted our Business West partnered Hartpury College Skills and Careers Fest, supported by over 70 employers.



**MATT  
TUDGE**

**Head of Skills  
Business West**



*'Hartpury is a highly valued and longstanding partner of Business West, both through our wider Chamber of Commerce relationship and through our work together on the Gloucestershire Local Skills Improvement Plan. Their specialist role in land-based, agri-tech, animal, equine and sport provision is a real asset to the county, supported by strong employer relationships and a clear commitment to high-quality, industry-led education.'*

*Our collaboration with Hartpury throughout the LSIP has been excellent. Their insight, feedback and constructive challenge have helped us make significant amendments and improvements to the Gloucestershire LSIP, ensuring it better reflects the needs of specialist sectors, rural employers and future skills priorities. Hartpury has been instrumental in strengthening the discussion around emerging skills needs and connecting LSIP activity with real employer demand. We greatly value our open and collaborative relationship with Hartpury and look forward to continuing to work together through the Chamber, the LSIP and wider skills activity to support learners, employers and economic growth across Gloucestershire.'*

*'We are committed to ensuring our curriculum remains aligned with local, regional, and national skills priorities. By placing employers at the heart of our curriculum design, we enable their valuable expertise and insights to directly shape our provision. This collaborative approach ensures we can respond effectively to current, emerging, and future technical and core skills demands across the sectors we serve. As a result, our students are well-prepared to make a meaningful contribution to industry, while we play an active role in supporting the economic growth of Gloucestershire and beyond.'*



**CLAIRE  
WHITWORTH**

**Principal  
Hartpury College**



# 2.0

# CONTEXT AND PLACE

Located in the Forest of Dean District in Gloucestershire and originally formed as an Agricultural College in 1948, Hartpury has a long and established history of delivering high-quality, specialist education in Sport and Land-based studies on a local, regional and national scale. In September 2018, the organisation evolved to become a University and a College co-located on a single site, creating a unique organisation within the sector and providing a number of strategic and operational benefits to the student experience. Hartpury’s 2030 mission is to deliver outstanding University and College education in land-based, sport & related disciplines, to equip our students with real-world skills for the benefit of local, regional, national & global communities.

This mission is reflected in the way that the portfolio of Hartpury College courses in particular has evolved, in line with DfE guidance. Hartpury offers small number of high-quality programmes that have been co-designed with employers and have a strong track record of delivering good outcomes for learners and meeting skills needs.

The nature of this mission and the specialist nature of the educational provision means that the organisation’s reach extends beyond the local geography to serve specialist sectors across the country. As a result, Hartpury has become one of the largest residential colleges in England, with a maximum occupancy of 1,140 bed spaces on campus for college students who come from beyond the local area (typically from Gloucestershire, Herefordshire, and Worcestershire). Figure 1.1 shows the typical distribution of students who attend Hartpury College, based on acceptances of college places in the 2025-2026 academic year. Due to this reach, Hartpury recruits from 190 local authorities across the UK.

## Hartpury College recruits from **190** local authorities across the UK

It should also be noted that whilst Gloucestershire’s labour market is characterised by relatively strong overall performance, supported by a skilled population and high levels of employment, deprivation remains a challenge in both urban and rural areas as referenced in both the Gloucestershire LSIP and Gloucestershire Local Growth Plan, with some neighbourhoods falling within the most deprived nationally, with issues relating to income, employment, education and health acting as interconnected barriers to opportunity (Gloucestershire Local Growth Plan, 2025-2035). As such, Hartpury plays an important role in raising aspiration locally.

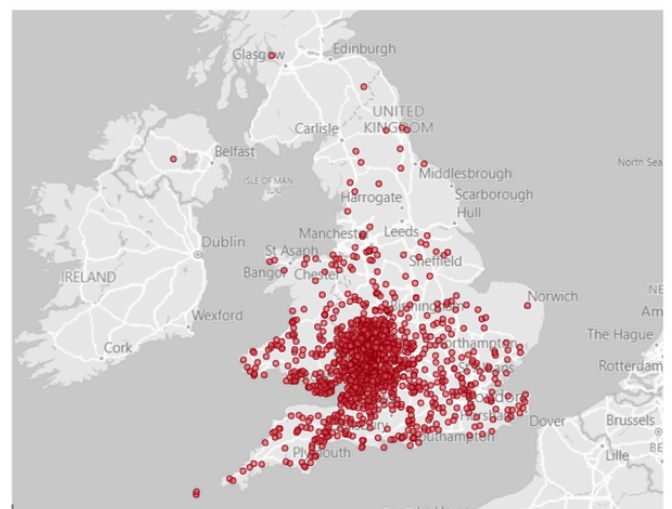
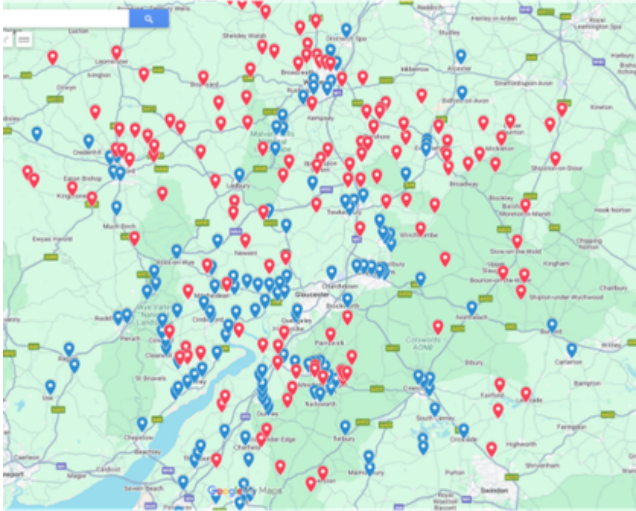


Figure 1.1 Typical Distribution of Students at Hartpury College 2025-26



We also provide heavily subsidised travel for 900 students, typically within a thirty-mile radius, offering 320 stops on the home-to-college network, as shown in Figure 1.2, to support accessibility for those within the local area, and especially serving the rural communities.

**Figure 1.2** 2025-2026 Home-to-college transport network (red denotes transport by a minibus, blue denotes transport by a coach)

Travel-to-work patterns are variable, with many staff commuting locally from the Gloucester, Cheltenham, and Herefordshire areas. A small number of staff also commute to Hartpury from across the border in Wales. A proportion of staff have relocated to the Hartpury area for job roles, particularly lecturers or managers, and a number were already living locally prior to taking up employment at Hartpury.




























**Figure 1.3** Gloucestershire LSIP Region

Much of Gloucestershire’s local skills needs are well documented in key regional strategic documentation such as Gloucestershire’s Skills Strategy 2022-2027, Gloucestershire’s Economic Strategy 2024-2034, and the Gloucestershire Local Skills Improvement Plan (LSIP), phases one and two. The Gloucestershire LSIP area is shown in Figure 1.3.



Further documents such as ‘Invest in Gloucestershire’ outline the key priorities for regional growth moving forward. Table 2.1 shows a summary of priority areas for skills in Gloucestershire taken from these documents.

The Devolution White Paper and Gloucestershire’s position also need to be considered in relation to the implications of the devolved region that Hartpury will reside in and related boundaries. Ambitions will be set by Strategic Authorities, when agreed for Gloucestershire, which will jointly own, with Employer Representative Bodies, the Local Skills Improvement Plans. Devolution-related activity will align with the lifetime of our Strategic Plan, so it will be crucial to engage proactively with the challenges, change, and opportunities presented.

Sector	Source	Gloucestershire Skills Strategy 2022-2027	LSIP Priority Areas, Phases 1 & 2	Invest in Gloucestershire	Gloucestershire Local Growth Plan 2025-2035
Advanced Manufacturing and Engineering / Aerospace					
Agri-Tech / Agriculture, Food and Rural Business					
Banking and Finance Professional Services					
Construction and Infrastructure					
IT, Tech, and Business Services / Cyber-Tech / Secure Technologies & Digital					
Energy and Green Renewables / Digitisation, Net Zero and Climate Change					
Health and Social Care				LSIP Phase 2 foundational economy	
Retail				LSIP Phase 2 foundational economy	
Tourism and Visitor Economy					
Transport					

**Table 2.1** Identified Local Skills Needs



There is synergy between the national and local skills needs outlined above, with a clear emphasis on driving skills growth in Agri-Tech, and with cross-cutting needs to support the development of skills in growth areas of digital skills and green skills across all sectors. Agriculture and sustainable food production underpins all priorities, with many examples of indirect and direct links.

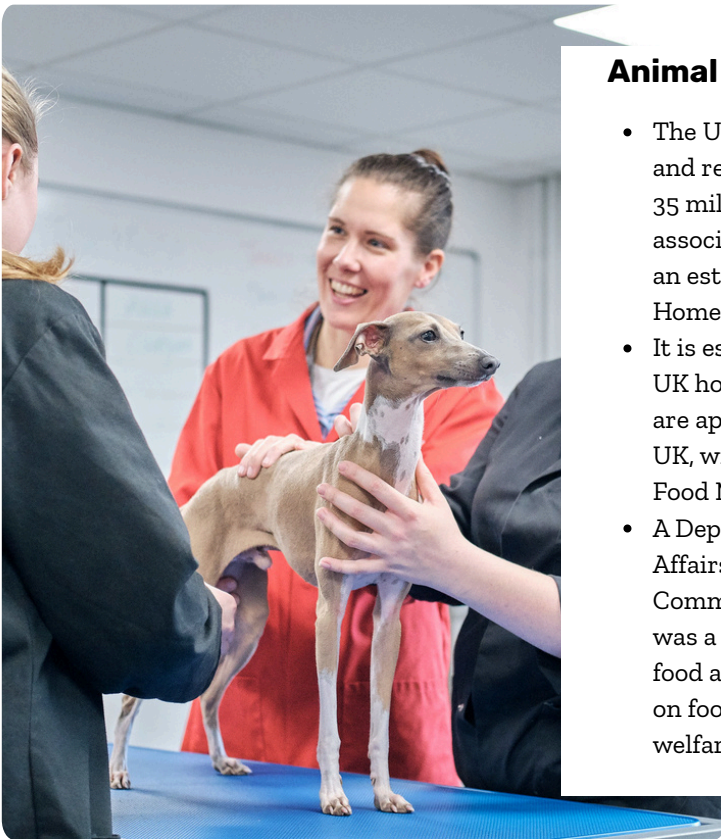
Using identified skills priorities as well as their underpinning economic drivers, Table 2.2 summarises where and how Hartpury’s core subject provision supports local and national skills priorities.

**Table 2.3** Hartpury specialisms and their alignment to national and local skills priorities

<b>Source</b>  <b>Hartpury Subject Offer</b>	<b>Direct links to National Skills Priorities (taking account of Skills England Report, Industrial Strategy Priorities and Plan for Change)</b>	<b>Direct links to Local Skills Priority (as identified in Gloucestershire's Skills Strategy 2022-2027, the Gloucestershire's Economic Strategy 2024-2034, Gloucestershire's Local Growth Plan 2025-2035, and the Local Skills Improvement Plans, LSIP, Phases 1 and 2)</b>
<b>A Levels</b>	<ul style="list-style-type: none"> <li>• Life Sciences</li> <li>• Professional and Business Services</li> <li>• Digital &amp; Technologies</li> <li>• Advanced Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>• All aspects</li> <li>• Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI</li> </ul>
<b>Animal Management and Science</b>	<ul style="list-style-type: none"> <li>• Advanced Manufacturing (Agri-Tech)</li> <li>• Life Sciences (indirectly)</li> <li>• Professional and Business Services</li> <li>• Digital &amp; Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Food and Rural Business</li> <li>• Tourism and Visitor Economy</li> <li>• Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI</li> </ul>
<b>Agriculture &amp; Agricultural Engineering</b>	<ul style="list-style-type: none"> <li>• Advanced Manufacturing (Agri-Tech)</li> <li>• Digital &amp; Technologies (including AI and data economy)</li> <li>• Professional and Business Services</li> <li>• Global Food Production &amp; Security</li> <li>• Life Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture, Food and Rural Business</li> <li>• Agri-tech</li> <li>• Regenerative agriculture</li> <li>• Energy and Green Renewables / Digitisation, Net Zero and Climate Change</li> <li>• Secure Technologies and Digital Health and Social Care</li> <li>• Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI</li> </ul>
<b>Equine</b>	<ul style="list-style-type: none"> <li>• Life Sciences (indirectly)</li> <li>• Professional and Business Services</li> <li>• Digital &amp; Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism and Visitor Economy</li> <li>• Energy and Green Renewables / Digitisation, Net Zero and Climate Change</li> <li>• Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI</li> </ul>
<b>Sport</b>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Life Sciences (indirectly)</li> <li>• Professional and Business Services</li> <li>• Digital &amp; Technologies</li> <li>• Defence (Uniform Protective Services)</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Social Care</li> <li>• Tourism and Visitor Economy</li> <li>• Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI</li> </ul>

A more in-depth analysis of national and local sector skills needs, and other published skills priorities highlights the following underpinning evidence of economic drivers specific to Hartpury’s subject specialisms in Animal Management & Science, Agriculture & Agricultural Engineering, Equine and Sport.

## National Economic Sector Drivers informing skills needs:



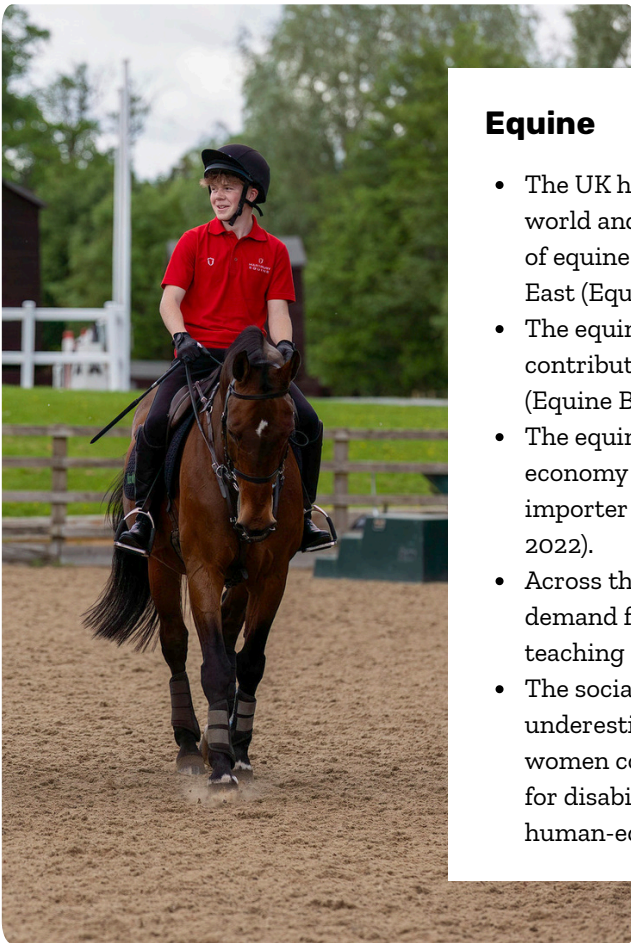
### Animal

- The UK companion animal market is growing and resilient. There are currently approximately 35 million companion animals in the UK with an associated companion animal market valued at an estimated £6.7 bn to the UK economy (Pets at Home Annual Report 2022).
- It is estimated that in 2023, 16.2 million (57%) UK households had companion animals. There are approximately 12 million dogs as pets in the UK, with 31% of households owning a dog (Pet Food Manufacturers Association 2023).
- A Department for Environment, Food and Rural Affairs (DEFRA) report delivered to the House of Commons in March 2022 suggested that there was a current shortfall in the labour market for food and farming roles, with knock-on impacts on food production, hospitality, and animal welfare.

### Agriculture

- DEFRA estimates a current shortfall in the labour market nationally for food and farming roles of around 0.5 million out of 4.1 million total jobs.
- Agriculture is listed in the UK shortage occupation list (Skilled Worker Visa, 2024).
- The UK Agri-food supply chain is worth £120 billion to the UK economy (Defra 2022).
- The sector faces challenges of an aging population with a high, and increasing, dominance of business owners and other staff employed in the sector of advanced age. The median age for the most recent year available (2016) is 60 (Defra 2022).





## Equine

- The UK has one of the highest quality equine industries in the world and is internationally recognised as the leading source of equine expertise with rapidly developing markets in the Far East (Equine Business Association 2023).
- The equine industry in the UK is both vibrant and valuable, contributing an estimated total of £8 bn a year to the economy (Equine Business Association 2023).
- The equine sector contributes an estimated £4.7 bn to the UK economy in consumer spending each year and is the largest importer and exporter of livestock (National Equine Forum 2022).
- Across the sector, supply of employees is not meeting the demand from employers, with shortages identified in yard and teaching staff (National Equine Forum 2022).
- The social value of the equine industry cannot be underestimated. It is one of very few sports where men and women compete equally, it provides significant opportunities for disability sport in the UK, and it supports the study of human-equine interactions.

## Sport

- Sport England has placed the economic value of sport in Britain at a figure of £20.3 bn per annum, with grassroots sport responsible for well over half of this total. This places sport within the top 15 industry sectors in England.
- Sport England places an annual value of health benefits generated by grassroots sport at £11.2 bn, with a £1.7 bn saving in healthcare costs.
- Sport and sport-related activity is estimated to support over 440,000 full-time equivalent jobs – 2.3% of all jobs in England – and generates a range of wider benefits, both for individuals and society.



## Local Economic Sector Drivers informing skills needs:

### Agriculture (linking to Animal Management, Health and Welfare)

- The Gloucestershire Agri-food supply chain alone employs over 50,000 people, 14.9% of the workforce, and generated a GVA of £1.4bn in 2017, or 8.8% of the local economy, both higher shares of the economy than seen nationally.
- Extrapolation of national shortfalls in the labour market to regional roles of 50,000 would give a vacancy figure of approximately 6,250 unfilled roles.
- GFirst LEP has a 4.1% projected growth rate for employment volume change in the Agriculture Industry over the next 12 years from 2023–2035 (Local Skills Dashboard 2024).
- Agri-Tech is identified as a future inward investment area in the Invest in Gloucestershire strategy.

### Equine

- The equine industry is a significant contributor to the Gloucestershire economy. Economic Impact Analysis of the four-day Cheltenham Festival, for example, reveals that it brings more than £274m to the local economy.
- Gloucestershire is home to the famous Cheltenham Gold Cup, Badminton Horse Trials, and Festival of British Eventing. Hartpury University and Hartpury College (Hartpury) also host 60 competitions, including three major international events, the NAF Hartpury Festival of Dressage, Hartpury Showjumping Spectacular, and the NAF Hartpury Horse Trials and British Eventing Championships, all of which have a significant and positive impact on the Gloucestershire economy.

### Sport

- Figures released by GFirst LEP show the sport industry directly employs more than 5,000 people and puts the total direct social value of sport to the regional economy at £938m.
- Sports coaches, instructors and officials are listed in the South West as skills shortage areas (Prospects 2020).
- The evidence of skills needs underpinned by economic need across Hartpury's specialisms suggests that the College is serving areas where there are demonstrable skills needs.

### Young people within the County:

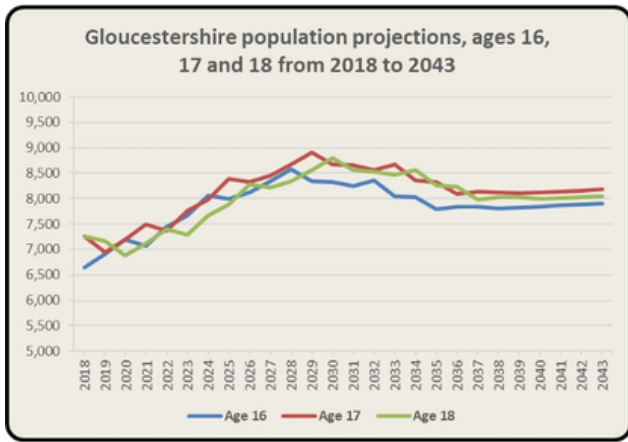


Figure 2.4: Gloucestershire Population Projections for 16-18 from 2018-2043

The number of 16-year-olds is on an upward trajectory until 2028–2030, after which there is a drop (shown in Figure 2.3). This suggests that a greater quantity of local learners will need to access further education and training courses and Hartpury has consequently increased its number of opportunities for new students in alignment, reflecting growth year on year. The Gloucestershire County Council Post-16 Sufficiency Report, 2025, outlines challenges and opportunities as the county experiences sustained growth in its 16–19 population, driven by demographic trends and housing developments, and the sharp rise in young people at risk of becoming ‘Not in Education, Employment or Training’ (NEET), and current NEET rates.



## 3.0

# APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

The Hartpury 2026-2027 Accountability Statement draws on numerous sources and stakeholder engagements and has been developed, considering the following:

### **Hartpury 2030 Strategy Stakeholder Engagement**

As we developed our overarching 2030 Strategy, with a particular focus on our 2030 mission, vision, values, and strategic priorities, all of which directly align with our Hartpury College Accountability Statement commitment, we consulted with the following internal and external stakeholders, all of whom have helped to shape the final approved 2030 Strategy: 410 university, college, and professional services staff; 100 students; and 26 external stakeholders (for example, Local Enterprise Partnership, District Councils, Borough Council, educational membership organisations, industry, etc.).

Furthermore, as part of the development and consultation phase of the underpinning Hartpury College 2030 Strategy, it was pertinent to gather intelligence internally and externally through an extensive consultation period that began in June 2024 and concluded in January 2025. Consultations included College staff, wider organisational professional services team staff, Hartpury University staff, students, parents/carers, governors, employers, and key external educational and industry stakeholders, including:

FE Commissioner, Shelagh Legrave CBE; Pearson (BTEC) Policy Advisor; Landex; AoC; DfE; Employer Representative Body (ERB), Business West; Gloucestershire County Council.

### **Hartpury Skills Review 2023-2024**

The Hartpury College Skills Review was completed in 2023-2024. This included the analysis of a vast amount of literature including key national and local policies and papers, national data collected through the Unit for Future Skills, institutional-level strategy and governance documents and industry meeting minutes. In addition, the following also provided sources of evidence to help inform and shape the review.

**Industry Focus Groups;** a series of five subject-led industry (Agriculture, Equine, Sport, Animal Management and A Levels) focus groups were held between June and August 2023 to gather input from employers as to how the College's curriculum could be designed and sequenced to suit the needs of the industry.

**Surveys;** participants from three specific stakeholder groups were invited to participate in surveys designed to capture their views on skills provision. In total, surveys were sent to the following groups of stakeholders:

- University staff from Hartpury University
- Hartpury College students in their final year of study
- Employers across agriculture, animal, equine and sport industries
- Schools

These methodologies of in-depth, lower volume qualitative analyses were selected to add meaningful depth to the extensive national, regional, local, and sectoral understanding of skills needs.

## Local Skills Improvement Plan (LSIP) Phases 1 and 2

The Chamber of Commerce, Business West, was successful in securing the development of Phase 1 of the Gloucestershire and South West LSIP. In parallel, Gloucestershire Colleges Group, led by SGS College, secured a Strategic Development Fund (SDF) of £2.6m (£750k specifically for Hartpury), which focused on collaboratively supporting a number of key industry priority skills areas, including Agri-Tech, agricultural production, digital and sustainability, all projects of which were delivered successfully. Since then, the consortium was also successful in securing a further £2.5m through the Local Skills Improvement Fund (LSIF), directly supporting skills needs identified through the Local Skills Improvement Plan (LSIP) project and as aligned to our different college specialisms. Again, all related projects were delivered successfully.

Hartpury has worked collaboratively with Business West to facilitate access to our agriculture network. A number of our stakeholders and partners were engaged in providing valuable contributions to the LSIP Phase 1 development, defining the importance of current and emerging skills needs. Effective LSIP collaboration supported the development of a series of strong Hartpury College Accountability Statements, drawing on LSIP findings and other local, regional, and national evidence of skills needs.



The Gloucestershire LSIP Phase 1 skills priorities are listed below with those in bold aligning to the Hartpury offer:

- Agriculture, Agri-Tech and Land Management (also for Swindon and Wiltshire)
- IT, Tech and Business Services
- Construction
- Advanced Manufacturing & Engineering
- Digitisation, Net Zero and Climate Change
- Creative
- Health and Social Care

LSIP Phase 2, also developed by Business West, outlines a series of actions focused on improving the clarity and accessibility of training provision, embedding core and transferable skills across the system, strengthening workforce pipelines, and enabling more flexible and responsive approaches to upskilling and reskilling. Hartpury has continued to be involved throughout the development of Phase 2, aligning commitment to actions within this Accountability Agreement accordingly, with a specific emphasis on the continued focus on workforce readiness.



### Ofsted Inspection Report, 2024

In March 2024, Hartpury College was inspected under the current Ofsted Education Inspection Framework (EIF), which places emphasis on 'skills' development. Ofsted concluded that Hartpury College is 'outstanding' in all areas and makes a 'strong contribution' to local, regional, and national skills.

Extracts from the full Hartpury College 2024 Ofsted Report which can be found [here](#) (and on the Hartpury website) include:



*'Senior staff work exceptionally well with the Employer Representative Body, Business West, and the Federation of Small Businesses to understand the needs of employers, almost all of whom are small- and medium-sized enterprises. Leaders have responded very effectively to employers' requests for learners to gain employability skills such as written and verbal communication, presentation skills and how to be resilient at work. Staff work closely with small business partners to provide learners with the skills and knowledge to work on a self-employed basis. For example, using the expertise of small business owners in the college's Tech Box Park to teach learners about wealth planning, to read financial data and to create enterprise proposals. Leaders have invested heavily in capital and physical resources to meet gaps in digital skills in agriculture identified by strategic stakeholders and strategies such as, for example, the Local Enterprise Partnership, Employer Representative Bodies, the Local Skills Improvement Plan, and the Gloucestershire Economic Strategy'*

**Ofsted, March 2024**

## **Gloucestershire Economic Strategy 2024-2034**

This key county Strategy builds on the Strategic Economic Plan (SEP) and Gloucestershire's Skills Strategy to support our county's short-term economic priorities for the next ten years and provide a long-term view to 2050. It includes an overview of the Gloucestershire economy, plus a set of actions to deliver a strong and inclusive economy for our communities and businesses. Hartpury, along with all other educational providers within the county, was involved with the consultation phase of development and, as such, this is a key document that we have considered in developing this document.

It focuses on the following priorities aligned to the local sector priorities identified in the LSIP:

- Zero carbon;
- Inclusive growth;
- Skills and employment;
- Supporting sustainable growth;
- Business support;
- Inward Investment; and
- Digital.

## **Hartpury College Industry-Curriculum Co-creation Events**

These events, operating in all five curriculum areas in the College, provide the opportunity annually for key industry professionals to collaboratively shape the curriculum and provide details of any skills gaps that can be directly fed into curriculum design and delivery. They also define opportunities for industry co-delivery and industry co-assessment, which are invaluable elements to further enrich the curriculum for our students. Over the last two years, over 400 industry professionals/organisations have been involved with industry-curriculum co-creation or delivery. As such, this is a key mechanism that we use to be at the forefront of understanding current sector skills needs, emerging needs, and predictions for the future.

For Agriculture specifically, we have also operated a supplementary Agri-tech Industry Advisory Board since 2019 which has been invaluable in supporting our understanding of and aligning our agricultural capital developments and projects with industry skills needs.

## **The Gloucestershire Agri, Food and Rural Business Group**

There are nine business groups within the county, each representing priority sectors. Gloucestershire County Council's Growth Hub says, 'Business Groups are the "engine-room" with experts in their field who advise on business and economic growth decisions, to help Gloucestershire improve skills, innovation, and reach economic potential'. The Gloucestershire Agri, Food and Rural Business Group, chaired by Hartpury College's Principal, has supported the alignment of LSIP skills priorities to bids for funding to aid the acceleration of agriculture county priorities that are of importance to, and benefit, the county, amongst a number of other projects. It has also supported government discussions, helping to inform the Industrial Strategy around the topic of Agri-Tech.

## **LMI from the Hartpury Business Development Team**

Hartpury invested in a Business Development Team in 2019. Their primary focus is to offer a wide range of opportunities for businesses, from sponsorship and partnership opportunities, which in turn supports bringing together business and education in line with priority skills areas. The Business Development Team work closely with the Local Authority, the Federation of Small Businesses, District Councils, Gloucestershire County Council (GCC), and Business West Chamber of Commerce, as a result gathering current and forward-looking LMI to ensure we continue to align our offer with local and national skills needs.

## Review of the Gloucestershire colleges offer

Colleges within Gloucestershire work collaboratively to ensure complementary provision that avoids duplication across the county and allows students the opportunity to follow their choice of career with clear career progression pathways. An example of this was reflected in the collaborative county approach used to successfully bid for £2.5m of Local Skills Improvement Funding (LSIF), aligned with local skills priority areas and our complementary specialisms, and more recently the partnership approach to the development of a Digital Technical Excellence College (TEC), with Gloucestershire College as lead provider, resulting in a successful bid outcome.

## Gloucestershire's Skills Strategy 2022-2027

The skills strategy brings together an overview of the employment, recruitment and skills needs of local businesses and employers together with the skills that individuals need to achieve their potential and highlights the importance of working with local employers, local and national careers, employability, and skills providers to ensure that provision aligns with the current and future skills and employment needs of local employers. The strategy has highlighted the following sectors as key for the county with those displayed in bold relating to the Hartpury College curriculum offer where we are aligned with local skills needs:

- Advanced Manufacturing and Engineering
- Agriculture, Food and Rural Business
- Banking and Finance Professional Services
- Construction and Infrastructure
- Cyber-tech
- Energy and Green Renewables
- Health and Social Care
- Retail
- Tourism and Visitor Economy
- Transport

## National Skills Priority Sectors

National Skills Priority Sectors are listed below with those displayed in bold relating to the Hartpury College curriculum offer where we are aligned with national skills needs.

- Advanced Manufacturing (Agri-Tech)
- Creative Industries
- Defence
- **Digital and Technologies**
- Financial Services
- **Life Sciences (indirectly)**
- **Professional and Business Services**
- Clean Energy Industries
- Construction
- **Health**

## Unit for Future Skills

Analysis of this data has further supported a better understanding of current skills requirements and future demand throughout the country and consolidated our strategic curriculum direction.

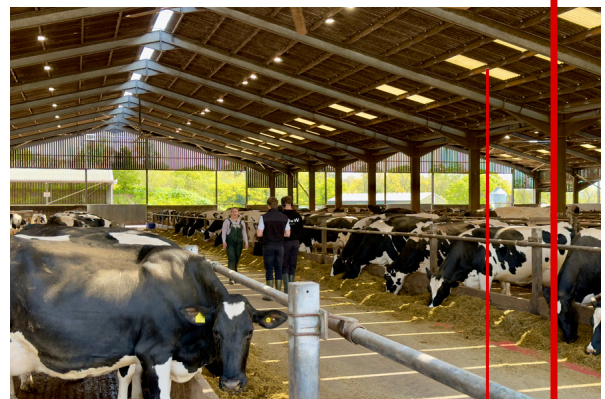
## Landex data sources

Landex represents the interests of land-based Colleges and the industries they serve and therefore is well informed on matters such as education and industry-related land-based policy, inclusive of current, evolving, and future skills needs. As such, it is an important data source and has been utilised to support development of our Skills Review and Accountability Statement.

Our Board of Governors has been significantly involved at every stage of the development and evolution of our annual Accountability Statements, from inception and involvement in industry-specific sessions informing the LSIP through to review and the relationship with the Hartpury Skills Review. The annual review of the Accountability Statement is integrated into the governance cycle, inclusive of our strategic planning events, and has informed and is aligned with our 2030 Hartpury College Strategy.

## Gloucestershire's Local Growth Plan 2025-2035

Gloucestershire's Local Growth Plan, released in April 2026, outlines an ambitious, collective vision for creating a fairer, greener, and more prosperous county. It highlights Agri-Tech and Regenerative Agriculture, Secure Technologies and Digital as two of four high-growth sectors for the county. It states that 'these sectors combine world-class expertise with strong local assets, providing a foundation for productivity and future investment'. It also mentions 'Agri-Tech: led by Hartpury and Royal Agricultural University (RAU), focusing on regenerative agriculture and food security' and therefore aligns directly with the Hartpury provision.



## 4.0

# CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

Hartpury College has a long standing, clearly defined and industry-connected curriculum, focusing specifically on our specialist areas, thus meeting local, regional, and national needs, skills gaps and emerging trends identified as government priorities within the industries that we serve as reflected throughout this document.

Our offer very much considers the demographic, the economy and skills related labour market intelligence informing and shaping the new five-year Hartpury Strategy, Hartpury College, 2030. We have ensured that the aims and objectives of this Accountability Statement align directly with our overarching Hartpury 2030 Strategy and the Hartpury College 2030 Strategy.

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## WHAT WE COMMITTED TO DO IN OUR 2025-26 ACCOUNTABILITY STATEMENT AND WHAT HAVE WE ACHIEVED?



**Fully embed Agriculture Plant and Crop Production, Agriculture Livestock Production and Agriculture Engineering T Levels, and introduce Animal Management and Behaviour and Animal Science T Levels. Review the effectiveness of associated Foundation Programmes.**

We successfully recruited to and are delivering T Levels in the following areas in September 2025, almost meeting our ambitious, targeted recruitment predictions.

- Agriculture Crop Production, new starts and returners
- Agriculture Livestock Production, new starts and returners
- Agricultural Engineering, new starts and returners.
- Animal Management and Behaviour, new starts.
- Animal Management and Science, new starts.

We also reviewed our Foundation Programmes for effectiveness and adapted in accordance with our review to ensure an appropriate provision for those wanting to study at level 3 but who don't quite meet the entry requirements for T Levels.



## DEVELOPING DIGITAL SKILLS

We have continued to embed and consolidate the LSIP findings relating to further developing the digital and communication skills of young people into our Hartpury Certificate Programme, monitoring student progress made throughout the year relating to these specific skills to determine the impact.

We have continued to use the LSIP findings around Digital Skills for our current Agriculture Diploma and T-Level students to further develop Agri-digital skills and knowledge using our Agri-Tech Centre and SDF-funded Agri-digital Studio.

During 2023-2024, we were successful in securing £500k of LSIF funds through the Gloucestershire colleges collaboration led by SGS College to support a SMART Farming Hub capital development, delivered on time and on budget by 31st March 2025, with an official opening planned for June 2025. This provided further invaluable opportunities for the development of Agri-digital skills during 2025-2026 and beyond.

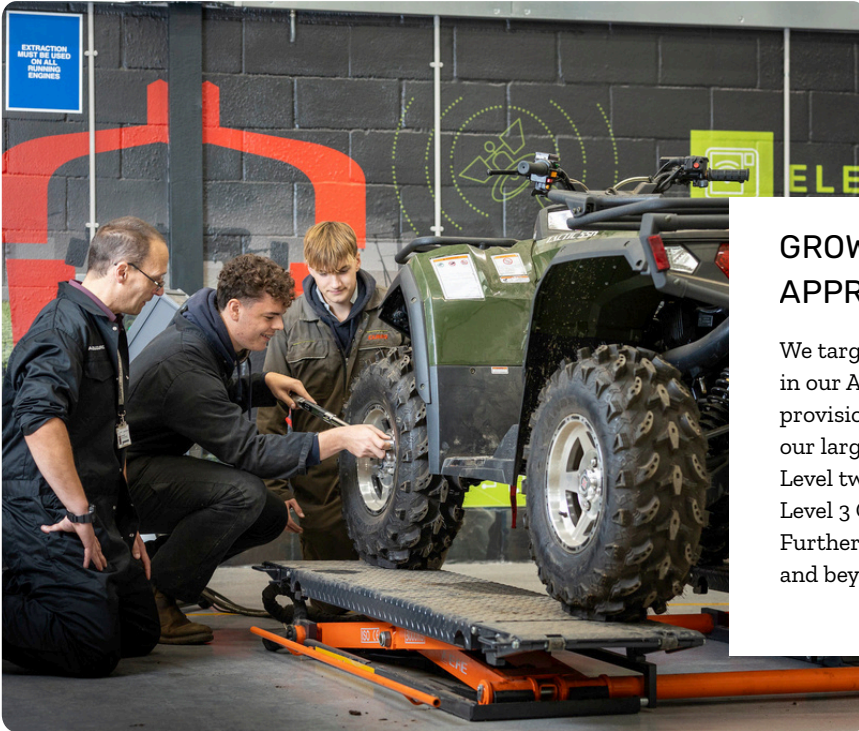
Development of industry-specific digital skills is a focus within all our curriculum areas, for example biomechanics and performance analysis for our Sport students and robotic milking and feeding for our Agriculture students within our Home Farm Dairy, coupled with access to the data sets provided for analysis and interpretation. Furthermore, we have plans to continue the investment we have made in industry-specific technology in support of this.

## DEVELOPING AN AGRI-TECH PROFESSIONAL DEVELOPMENT OFFER FOR ADULTS

Last year, our LSIF revenue fund was targeted to enable implementation and delivery of agri-tech professional development workshops for adults employed within the industry in support of advancing agri-tech skills. These were well attended, attracting thirty-two delegates over three workshops last year, and we have continued to use this model and our industry partners to provide further workshops and support for industry in the agri-tech and agri-digital space.

We have continued the momentum with supporting those in the agricultural industry with development of Agri-Tech and data skills through our Agri-Tech outreach workshops, proactively securing funding to support this activity delivered at farmers' markets, for example, to support further accessibility and engagement.





## GROWING AGRICULTURE APPRENTICESHIPS

We targeted and achieved further growth in our Agriculture Apprenticeship provision again during 2025-2026, with our largest cohort yet, which includes the Level two General Farmer Worker and Level 3 Crop Technician Apprenticeship. Further growth is targeted for 2026-2027 and beyond.

## EXPLORING OPPORTUNITIES TO GROW AND DIVERSIFY THE CURRICULUM THROUGH PARTNERSHIPS WITHIN THE SECTORS THAT WE SERVE

An exciting proposal to support the outputs required from the Post-16 Gloucestershire Sufficiency Report and the Post-16 Education and Skills White Paper has been developed and approved by the Hartpury College Board to reflect our commitment to supporting the NEET challenge and SEN provision gaps, as well as aiming to attract new entrants to the land-based sector. Implementation is subject to securing external capital funds.



## FURTHER DEVELOPING CAREER PATHWAYS FOR SPORTS QUALIFICATIONS AND A-LEVEL OPTION COMBINATIONS

Clearly defined careers pathways are now available on our website for our A-level and Sport provision with mapping to specific job roles and also to local, regional and national skills priorities.

Landbased course career pathways are already well defined and feed into the development and approval process of the qualifications by the awarding organisations.

## TARGET OUTCOMES REFLECTING NATIONAL, REGIONAL AND LOCAL PRIORITIES

Our contribution to meeting national, regional, and local needs, our Accountability Commitments for 2026-2027 are set out in the table overleaf.

Table 3.0 shows the correlation between our 2030 Strategy, our Accountability Statement Commitments for 2026-2027 and linkage to the National, Regional and Local Skills Priorities, Gloucestershire Local Skills Improvement Plan, Gloucestershire Economic Strategy 2024-2034, Gloucestershire Skills Strategy 2022-2027 and our own direct industry intelligence gathered through our extensive industry partnership work inclusive of our Industry-Curriculum Co-Creation forums.

**Table 3.0:** Hartpury College Outcomes Reflecting National, Regional and Local Priorities 2026-2027

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIPs, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027, Gloucestershire Local Growth Plan 2025-2026, & Hartpury Skills Review 2023-2024	Target Date
<p><b>Strategic Priority, Passion: We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.</b></p>	<p>1.0 Fully consolidate Land-based T Levels from September 2026 in:</p> <p>Year 3 of delivery for Agriculture, Land Management and Production with specialisms in:</p> <ul style="list-style-type: none"> <li>·Plant and Crop Production</li> <li>·Livestock Production</li> <li>·Landbased Engineering</li> </ul> <p>and Year 2 of delivery for</p> <ul style="list-style-type: none"> <li>·Animal Management and Behaviour</li> <li>·Animal Management and Science</li> </ul> <p>Provide a suitable, smaller level 3 alternative for those students who do not meet entry requirements for a T Level yet exceed entry requirements for a Level 2 programme.</p>	<p>Full implementation year 3 of Agriculture T Levels for September 2026 and year 2 of Animal Management &amp; Science T Levels from September 2026 thus providing students with high quality and relevant education and training to meet current industry skills requirements and demand for the land-based sector.</p> <p>Successful recruitment to strategic target in 2026-2027 reflecting targeted T Level growth year on year where there is capacity to do so.</p> <p>Provision of a viable offer at level 3 for students not able to access a T level pathway immediately post-16, ensuring students currently on smaller level 3 vocational and technical courses still have a viable route into work or higher levels of study in agriculture and animal management/science aligned with occupations/skills shortages prioritised within the LSIP. Recruit to target.</p>	<p>Digital and Technology Life Sciences (indirectly) Advanced Manufacturing: Agri-Tech</p>	<p><b>Gloucestershire LSIP sectoral priority - Agriculture, Agri-tech and pregate food production thematic foci:</b></p> <ul style="list-style-type: none"> <li>• Core and soft skills</li> <li>• Core digital skills</li> <li>• Technological change and the impact of digitisation</li> <li>• Needs attached to the UK's Net Zero Strategy, decarbonisation, sustainability and 'green skills and technologies'</li> </ul> <p><b>Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs:</b></p> <ul style="list-style-type: none"> <li>• Agri-data analysis</li> <li>• Demand for agricultural engineers</li> <li>• Demand for vets and vet nurses</li> <li>• Awareness of where food comes from</li> <li>• Reduce barriers to new entrants into farming</li> <li>• Improve perception for young people</li> </ul> <p><b>Gloucestershire Local Growth Plan 2025-2026</b></p> <p>Agri-Tech and regenerative agriculture</p>	<p>Sept 2026</p>

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIPs, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027, Gloucestershire Local Growth Plan 2025-2026, & Hartpury Skills Review 2023-2024	Target Date
<p><b><u>Strategic Priority, Passion:</u></b>  <b>We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.</b></p>	<p>2.0 Continue to consolidate and build upon the LSIP findings to help shape the content of our Hartpury Certificate Plus 'Prep for Success Programme' in relation to core employability and work readiness skills identified by employers inclusive of digital skills &amp; capability / skills for AI and industry-specific technologies within curriculum delivery, communication, confidence, reliability and punctuality, building on the initial implementation identified in our prior Accountability Statements and building on outputs achieved previously.</p> <p>To be implemented across all provision – Agriculture, Equine, Sport, Animal Management/Science &amp; A-levels</p> <p>Our Hartpury Certificate extends beyond the requirements of the qualification, placing emphasis on employability skills and attributes to support high levels of progression to work and university. It provides a flexible framework to align with emerging industry needs.</p>	<p>Students – 95% students each year self-assessing as developing skills to support future job roles</p> <p>A minimum of 95% of completing students progressing to a positive destination each year (employment or university /further study)</p> <p>Employers confirming a tangible improvement to these skills through the future LSIP findings in relation to work readiness</p>	<p>Digital and Technology</p> <p>Health</p> <p>Life Sciences (indirectly)</p> <p>Advanced Manufacturing: Agri-Tech</p>	<p><b>Gloucestershire LSIP sectoral priority - Agriculture, Agri-tech and pregate food production Thematic Foci:</b></p> <p>Core and soft skills</p> <p>Core digital skills</p> <p>Technological change and the impact of digitisation</p> <p><b>LSIP Phase 2</b>, Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy</p> <p><b>Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs:</b></p> <p>Agri-data analysis</p> <p><b>LSIP Phase 2</b>, Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI, industry-specific technologies</p> <p>Annex A of LSIP Phase 2 - Agri-Tech</p>	<p>June 2027</p>

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIPs, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027, Gloucestershire Local Growth Plan 2025-2026, & Hartpury Skills Review 2023-2024	Target Date
<p><b>Strategic Priority: People</b>  <b>We are committed to fostering and strengthening collaborative partnerships with students, staff, parents/carers, employers, other industry professionals and representative bodies, educational providers, and other key stakeholders. Together, we share a common goal and dedication to support the growth and success of our students, staff, and the economy.</b></p>	<p>3.0 Continue to roll out short Workforce Development Advisory Support Agri-Tech / Agri-digital CPD events for a further year, proactively securing funding for equipping the agricultural workforce with skills such as those outlined below and to attract new entrants to the sector to diversity the workforce:</p> <ul style="list-style-type: none"> <li>• data interpretation skills to support key business decisions</li> <li>• use of agricultural technology to support farming efficiency gains and sustainability (linked to LSIF funded project of SMART Livestock Hub)</li> <li>• raising awareness of current and emerging jobs roles around data security and technology</li> </ul>	<p>Equipping the local and regional agricultural community with further advancing their skill set to support the future work force and be able to make key business decisions in support of efficiency and economic gain</p> <p>Diversification of those within the sector to attract those with new / different skills set into support of sustainable farming solutions</p> <p>Increasing productivity and confidence of existing workforce staff through training and support</p>	<p>Digital and Technology</p> <p>Advanced Manufacturing: Agri-Tech</p>	<p><b>Gloucestershire LSIP sectoral priority - Agriculture, Agri-tech and pregate food production</b></p> <p>Gloucestershire Phases 1 and 2 LSIP Thematic Foci:</p> <ul style="list-style-type: none"> <li>• Core and soft skills</li> <li>• Core digital skills</li> <li>• Technological change and the impact of digitisation</li> <li>• Needs attached to the UK's Net Zero Strategy, decarbonisation, sustainability and 'green skills and technologies'</li> </ul> <p>Demand for flexible adult upskilling, modular learning and workforce development opportunities to support career progression, productivity improvement and adaptation to technological and sectoral change</p> <p>Annex A of LSIP Phase 2 - Agri-Tech</p> <p><b>Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs:</b></p> <p>Agri-data analysis</p> <p>Demand for agricultural engineers</p> <p><b>Gloucestershire Local Growth Plan 2025-2026</b></p> <p>Agri-Tech and Regenerative agriculture</p>	<p>Sept 2026 - Aug 2027</p>

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIPs, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027, Gloucestershire Local Growth Plan 2025-2026, & Hartpury Skills Review 2023-2024	Target Date
<p><b><u>Strategic Priority, Passion:</u></b>  <b>We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.</b></p>	<p>4.0 Continue to further increase Agriculture apprenticeship starts each year at levels 2 and 3, with a specific focus on supporting further progression from level 2 to level 3 and explorations of suitable and attractive technical opportunities at level 4.</p>	<p>Supports the current landbased workforce and students as they learn whilst they earn; contribute learnings to support business decisions on farm and positively impact farm efficiency</p> <p>Increased apprenticeship student recruitment</p> <p>40 in learning 2022-2023</p> <p>64 in learning 2023-2024</p> <p>92 in learning 2024-2025</p> <p>99 in learning in 2025-2026</p> <p>Target: 115 in learning for 2027-2028.</p>	<p>Digital and Technology</p> <p>Advanced Manufacturing: Agri-Tech</p>	<p><b>Gloucestershire LSIP sectoral priority - Agriculture, Agri-tech and pregate food production Thematic Foci:</b></p> <p>Core and soft skills</p> <p>Core digital skills</p> <p>Technological change and the impact of digitisation</p> <p>Needs attached to the UK's Net Zero Strategy, decarbonisation, sustainability and 'green skills and technologies'</p> <p>Annex A of LSIP Phase 2 - Agri-Tech</p> <p><b>Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs:</b></p> <p>Agri-data analysis</p> <p>Demand for agricultural engineers</p> <p>Awareness of where food comes from</p> <p>Reduce barriers to new entrants into farming</p> <p>Improve perception for young people</p> <p><b>Gloucestershire Local Growth Plan 2025-2026</b></p> <p>Agri-Tech and Regenerative agriculture</p>	<p>Oct 2026</p>

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIPs, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027, Gloucestershire Local Growth Plan 2025-2026, & Hartpury Skills Review 2023-2024	Target Date
<p><b><u>Strategic Priority, Passion:</u></b>  <b>We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.</b></p>	<p>5.0 Plan for a successful transition to the newly reformed qualifications, with a specific focus on Sport, Uniformed Protective and A Level provision, in accordance with de-funding time scales.</p>	<p>Ensure suitable alternative qualifications to the current suite are provided for students who wish to study Sport and Uniformed Protective Service qualifications, supporting continued and increased progression to higher education in line with the new two-thirds target for young people engaging in higher education by age 25.</p> <p>Suitable options for combining A-levels with V Levels considered and planning phase implemented where required, also supporting continued and increased progression to higher education in line with the new two-thirds target for young people engaging in higher education by age 25.</p>	<p>Digital and Technology</p> <p>Health</p> <p>Life Sciences</p> <p>Defence</p>	<p>Local Skills Priorities</p> <ul style="list-style-type: none"> <li>· Health</li> <li>· Cyber-tech</li> <li>· Energy and Green Renewables</li> </ul> <p><b>LSIP Phase 2</b>, Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy/skills for AI</p>	<p>Sept 2027 onwards</p>

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIPs, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027, Gloucestershire Local Growth Plan 2025-2026, & Hartpury Skills Review 2023-2024	Target Date
<p><b>Strategic Priority, Place: We will further develop our provision to accommodate a full-time student population of over 2,100, a growing part-time apprenticeship population and further potential growth through partnership opportunities and commercialisation.</b></p>	<p>6.0 Further develop approved <b>Land-based Academy</b> proposal to grow and diversify the curriculum (within the core sectors that we serve), to ensure 'shovel ready' and seek suitable external capital funds to enable implementation.</p> <p>Continue to invest in campus specialist resources to support demographic growth in alignment with the strategic campus master plan: strategic focus – Animal Management and Science</p>	<p>Proposal is shovel ready Curriculum plan is in place Implementation started if external capital funds are in place</p> <p>Targeted and planned investment in specialist resources in progress achieved</p>	<p>National identification of need for NEETs, post 16 SEN provision gaps</p>	<p>Gloucestershire County Council identification of need for NEETs, post 16 SEN provision gaps and Post-16 Sufficiency Report</p> <p><b>Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs:</b></p> <p>Awareness of where food comes from</p> <p>Reduce barriers to new entrants into farming</p> <p>Improve perception for young people</p> <p>Supporting demographic growth</p> <p>Skills priorities – Animal Health, Welfare, Veterinary Science</p> <p><b>LSIP Phase 2</b>, Work readiness – communication skills, confidence in workplace settings, reliability, punctuality and digital literacy, engaging NEETs and economically inactive</p>	<p>Sept 2028 (subject to external capital support)</p> <p>First phase, Sept 2027</p>



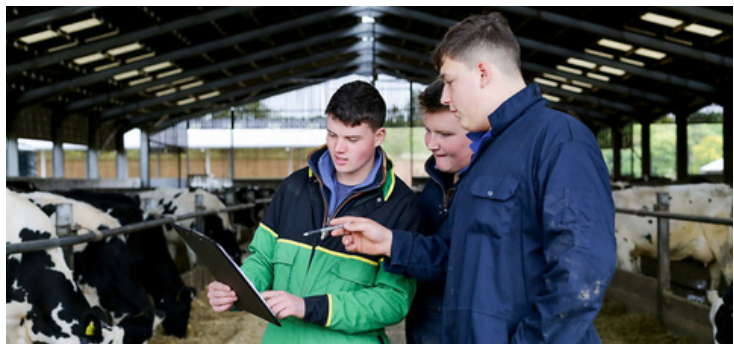
## 5.0 INCLUSIVE MAINSTREAM FUND

As per the guidance from DfE, we are requested to detail how we plan to use our Inclusive Mainstream Fund in accordance with SEND reform: putting children and young people first (GOV.UK).

We plan<sup>[1]</sup> to utilise the funds to accelerate our practice in line with our inclusion vision and journey, supporting all students to flourish and thrive, specifically through:

- strengthening our systems and systems integration for data collection and analysis to further develop our understanding of the needs of our cohort.
- Further developing our training programme for our teachers around inclusive practice, as a continuation of our June 2026 'SEND Fest'.
- Investing in further assistive technology such as AV1 robots.
- Development of our 'Engage' inclusive space.

[1] Subject to final allocation to be received in July 2026





## 6.0

# LOCAL DUTY NEEDS

As previously referred to earlier within this document, in 2023-2024, in response to The Skills Act (2022) and in alignment with the development of the 2030 Hartpury Strategy, the Hartpury Board of Governors instigated a review of provision and how responsive it is to meeting local, regional, and national skills needs for the sectors we serve and how well it prepares our students for the current, emerging, and future skills needs.

To answer each of the recommended review questions provided by the Department for Education, the Hartpury College Skills Review has examined local, regional, and national skills need, as well as current skills provision at Hartpury and in Gloucestershire. The Review has identified current measures used to assess the impact of skills provision and, by analysing these, is able to evaluate how well Hartpury, and Gloucestershire's provision more broadly, is meeting local skills need.

From the review, it was clear to see how Hartpury is continuing to meet the skills needs for the sectors we serve, supported by targeted investment in campus infrastructure and specialist equipment to ensure we can effectively equip our students with the 'tools' to make a difference to the sectors we serve. This was supported by the findings of the March 2024 Ofsted inspection and report, determining that Hartpury makes a strong contribution to meeting skills needs. Hartpury College enrolled 2,106 full-time students, 99 apprentices and a small number of adults across Sport, Land-based, A-level and Uniformed Protective Services programmes in 2025-2026, all of which align with local, regional and national skills needs as illustrated in previous sections.

The College is strategic in both its curriculum provision and its curriculum development. Evidence and input from a variety of sources (including population demographics, economic indicators, stakeholder engagement and industry co-creation) informs decisions at all levels of the organisation. Overall, this means that Hartpury can maintain a balance between keeping its strong identity as a niche, specialist provider whilst excelling in its understanding of, and contribution to, the skills needs of the local area. As the College also has a regional and national reach, a number of students who attend from further afield often seek employment in the local area after they complete their studies, further supporting the local economy within the industries that we serve.



# CORPORATION STATEMENT

On behalf of the Hartpury College Corporation, it is hereby confirmed that the Accountability Statement as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 24<sup>th</sup> June 2026. It is also hereby confirms this document as having fulfilled the statutory Local Needs Duty.

Chair of Governors

Executive Principal, Chief Executive and  
Accountable Officer



Edward Keene  
24 June 2026

Prof. Andy Collop  
24 June 2026

## SUPPORTING DOCUMENTATION

[Hartpury 2030 Strategy](#)

[Gloucestershire's Economic Strategy \(2024-2034\) | Gloucestershire County Council](#)

[Gloucestershire Local Skills Improvement Plan LSIP Gloucestershire | Business West](#)

[Gloucestershire Local Skills Improvement Plan LSIP Stage Two Update | Business West](#)

[Gloucestershire's Local Growth Plan 2025 - 2035 - Appendix A](#)

[Hartpury College Ofsted Inspection Reports](#)

[Hartpury College Ofsted Inspection Report 2018](#)

[Hartpury College Ofsted Inspection Report 2024](#)

[Hartpury College news article following retention of Ofsted Outstanding](#)

[Blueprint for economic growth outlined in new strategy | Gloucestershire County Council](#)

[Hartpury College Annual Accountability Statement 2025](#)

[Invest in Gloucestershire Agri-Tech](#)

[Financial Statement 2024-2025](#)