



Annual Accountability Statement 2025-2026

For Full Board approval

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, resulting in the insertion of performance measures to reflect the outcome of our 2021 Ofsted inspection, specifically, our commitment to enhancing enrichment opportunities. We have subsequently gone on to achieve an Outstanding Ofsted grade in October 2024 and have developed an extensive enrichment programme. The next strategic planning cycle will commence in 2026, and we have already begun the early stages of preparation and reflection.

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 [Meeting skills needs Guidance on annual accountability](#). As part of the recent Ofsted inspection in October 2024, the College received a judgement of Reasonable for how effectively it is meeting skills needs.

A review of our curriculum in 2023 led to further T levels will be rolled out in 2024, alongside the addition of A level subjects lost to the city over the last 10 years, in order to prevent students travelling out of the city to access subjects. A further review of Entry and Level 1 provision has ensured 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



Context and Place: Itchen Sixth Form College and the Southampton Area

Itchen Sixth Form College is a well-regarded institution located in the eastern part of Southampton, known for its inclusive ethos. As of 2024, the college enrolls over 1,850 full-time students aged 16–19, reflecting steady growth in recent years. Additionally, the college has expanded its adult education programs, which now contribute more than 10% of its overall income.

The college serves a diverse student body, drawing approximately 50% of its 16–18 learners from Southampton and the remainder from neighbouring Hampshire areas such as Eastleigh, Locksheath, and Fareham. This demographic mix is similarly reflected in its adult education programs which covers the wider Hampshire area.

Socioeconomic Context in Southampton: Southampton continues to face significant socioeconomic challenges. According to the Index of Multiple Deprivation (IMD) 2019, the city ranks as the 55th most deprived out of 317 local authorities in England. Notably, 19 Lower Super Output Areas (LSOAs) in Southampton fall within the 10% most deprived nationally. Approximately 12% of the city's population resides in these highly deprived neighbourhoods, with the figure rising to 18% among those under 18 years old.

Child Poverty and Free School Meals: Child poverty remains a pressing issue in Southampton. In the year ending April 2022, 25% of the city's children were living in relative poverty, equating to over 11,000 children. This is higher than the national average of 23.8% for the same period. Correspondingly, 34% of pupils in state-funded schools in Southampton were eligible for free school meals in 2022/23, significantly above the national average.

Ethnic Diversity: Southampton's population is increasingly diverse. The 2021 Census revealed that 68.1% of residents identify as White British, a decrease from 77.7% in 2011. The proportion of residents identifying as Asian or Asian British rose to 10.6%, and those identifying as Black or Black British increased to 3.0%.

Educational Attainment and Progression: Itchen Sixth Form College offers a broad curriculum, including A-levels, T-levels, and vocational courses, catering to a wide range of student abilities from Foundation to Level 3. The college has a strong track record of supporting students from diverse backgrounds, including those with moderate learning difficulties and physical disabilities. Notably, students from non-White British backgrounds achieve outcomes at least equal to their peers. The college actively works to improve higher education participation among students from low-participation areas. In 2023, 64% of applicants from Itchen Sixth Form College residing in POLAR quintiles 1 and 2 progressed to higher education, compared to the national average of 29%.

Community Engagement and Support

Itchen Sixth Form College collaborates closely with local organisations, including the Department of Work and Pensions, Paladium, and Southampton City Council, to provide sector-based work programs and skills Bootcamps, particularly in health and social care and Early Years. The college also offers tailored programs for NEET (Not in Education, Employment, or Training) young people and adults seeking employment, including refugees from Afghanistan and Ukraine and Southampton residents who have resettled from Hong Kong.

The college's commitment to inclusion is evident in its support for vulnerable students. In 2023, 24% of its 16–18 student population were identified as potentially 'at risk' and were provided with dedicated key support workers.

Development of our Annual Accountability Statement

In preparing this statement the College has previously consulted with Southampton City Council 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 hosted by South Hampshire Colleges Group and Havant and South Downs College.

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 maintains strong collaborative links with the two other colleges in Southampton. Southampton College (formerly City College Southampton) is now part of The South Hampshire Colleges Group, and the reorganisation of their provision has led to an increase in student numbers at Itchen. A Memorandum of Understanding (MoU) formalises the relationship between Itchen and Richard Taunton College / The Lighthouse Learning Trust. This MoU supports joint curriculum planning to ensure a comprehensive 16–18 offer across the city, facilitates subcontracting arrangements to address local and regional needs, and promotes the development of further collaborative initiatives that strengthen and consolidate post-16 provision. A comprehensive curriculum mapping exercise—including school sixth forms is completed annually to inform future developments and ensure a cohesive and responsive post-16 offer across the city.

The support Itchen has been able to offer our customers has been incredibly valuable. The courses have supported many of our customers into employment, through pre-work confidence and motivation building, or upskilling courses and bootcamps that they have been able to add to their CV's. The structure of was planned with the customers' needs and reasonable adjustments in mind. This has meant we have achieved a high success rate. For me, the fact I can call on the team at Itchen to discuss the type of individualised support sessions or training we need, and you are able to create this quickly and efficiently, has led to Seetec using you more and more throughout the year. Your tutors now feel part of our team and customers have returned to complete multiple sessions before finding employment. You continue to support our open days which have been very successful regarding referrals due to your team's presence. I have no doubt we will continue to work with you and wish we had Itchen in all our areas. Thank you to you and your team for all you continue to do for Seetec and your community.

David Watt (Team Leader) Seetec Plus

Contribution to Local, Regional and National Priorities

While Itchen College is designated as a sixth form college, its broad curriculum, spanning multiple levels of learning and featuring a substantial general vocational offer, along with a growing adult and community learning provision, makes it relatively unique within its sector.

All 16–18 students are offered work experience or work placement opportunities as preparation for future employment, supported by the College's extensive employer network. Dedicated employer groups support vocational learning in key areas such as Early Years, Health and Social Care, and Uniformed Services. In addition, strategic partnerships with major local employers, including Carnival and SMS International, provide tailored opportunities for Business and Travel and Tourism students.

Curriculum provision is designed to meet local needs wherever possible. For example, Travel and Tourism and Business students explore the cruise industry and gain relevant work experience that can lead to part-time employment. Sport students can also enhance their learning by taking an additional Multisport qualification, which embeds them in local schools and opens up employment opportunities.

The College's adult learning offer focuses on retraining and supporting unemployed adults, working closely with the Department for Work and Pensions, Southampton City Council, and Hampshire County Council. As a subcontractor to both councils, the College has expanded its partnership base to deliver a wider range of opportunities. This includes engaging with national funding initiatives such as *Multiply*, which concluded having supported 3,596 adults over two years, and *Skills Bootcamps*, which began in 2024 and is set to grow with new contracts already secured for 2025/26. The College's overarching aim is to foster a positive cycle of engagement with education. By offering multiple entry points and responsive learning pathways, Itchen seeks to challenge long-standing attitudes towards education and improve life chances for learners across the community.

Over the last 3 years we have built a very strong relationship with Itchen College, which I firmly believe has been proven to be mutually beneficial for both SMS-ISO & your students. We are now one of the most significant shore operations companies in Southampton and the good reputation that we have gained, with the assistance of Itchen College students, has been noted by all our cruise line clients which are mainly located in the US. This enviable reputation has a profound effect on the rest of our operations, further strengthening our presence on a global scale. In summary our Southampton operation has set the bar for the rest of our international teams to measure themselves against. We would sincerely like to continue our collaboration for the foreseeable future.

Christopher J. Blanchard

Executive Vice President - Worldwide Operations

SMS - INTERNATIONAL SHORE OPERATIONS

Outcomes for specific objectives for 2024-25 are below, with objectives for 2025-26. All are referenced against the Operational Plan from the Strategic Plan, and set against local, regional and national skills priorities.

Objective 1	Outcome	Objective 2025-26
Further development of opportunities to enhance employability for 16-18 learners: additional qualifications; work experience and work placement; trips and visits; guest speakers. 1 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.	Achieved. Additions 2024/25 – T level Health, A level Dance, RS, Music Tech and Computer Science. CTEC Engineering, Level 3 Health and Social Care Award. Level 1 Protective Services. Proposed additions 25/26 – T Level Digital (Media Content Creation), Marketing, Law. BTEC Ext Dip Applied Science, Award BioMed Science. Larger qualifications at Level 2 in Business, IT and Applied Science. Level 1 pathways in Creative Arts and Business. 862 learners went on wex or undertook similar activity in 2024. Guest speakers have included the Governor of the Bank of England, and will include the CEO of Lloyds Banking Group.	Successful implementation and delivery of revised curriculum offer.

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 2025-26
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.		Grown enrichment programme – 70% of students now involved in enrichment, from 20% in 22/23. Recognition system under development.	Further strengthen opportunities to enhance employability, develop transferable skills and cultural capital through wider enrichment. Target 75% involvement. Launch recognition system.
Reference: Strategic / Operational Plan		Reference: Local, Regional, National Skills Priorities	
2	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 and guest speakers to support study programmes, develops cultural capital and a range of skills to support progression	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), 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 2025-26
	Develop a sustainable programme to maintain provision for NEET young people	Achieved Ongoing commitment to review and expand E/L1 provision, keeping 'at risk of NEET' in formal learning. Working in partnership with SCC to offer drop-in sessions for 'at risk of NEET' learners. King's Trust Team programme to commence delivery in Sept 2025	Successful introduction of NEETs programme in partnership with King's Trust.
	Reference: Strategic / Operational Plan	Reference: Local, Regional, National Skills Priorities	
3	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 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 2025-26
4	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	ASF being deployed strategically to link employers to SWAPs and employment opportunities.	Continue to seek additional funding to further restore SWAPs provision. Develop Skills Bootcamp provision to offset restriction of ASF funding.

	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.	Limited by ASF allocation, but additional funding secured to allow learners to access interviews for jobs (eg Bootcamps).	
	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 <i>Better articulation of local employers' needs, resulting in better alignment with the offer provided by the skills ecosystem.</i> SCC Corporate Plan Theme: A Prosperous City <i>Bring in new skills and employment opportunities for local people</i> <i>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</i> SCC Corporate Plan Theme: Strong Foundations for Life <i>Provide employment support to at least 1,200 local residents</i> 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 <i>Skills need/priority 1: Addressing acute skills shortages and recruitment challenges currently being experienced across many of our key sectors</i> <i>Skills need/priority 9: The need to ensure a strong supply of labour to replace those leaving the labour market</i> 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 5	Outcome	Objective 2025-26
5	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	Achieved. ESOL for Inclusion programme running across city and county.	Successful appointment of Curriculum Manager for ESOL. Revision and consolidation of ESOL curriculum to better meet need.

	language and community integration and skills for finding work for refugees, and developing skills within the workplace for career progression for ESOL learners.	Growth supported by SCC and HCC funding, but competing demands means need isn't fully met. New post about to be recruited to – CM for ESOL. Considering development of 16-18 programme. New funding identified to support people resettled from Hong Kong Further funding opportunities being explored through Palladium to enable expansion of support.	Development of 16-18 pathway.
	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 <i>Unleashing economic growth</i> - 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 <i>Focus on core competencies and building resilience</i> - 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 <i>Increase local retention</i> - 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 6	Outcome	Objective 2025-26
6	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.	Achieved Skills Boot Camp funding secured for a further year with potential to extend. Kings Trust provides an opportunity to attract additional funding although this will be lagged. Sub Contracts with SCC and HCC remain stable Contracts through Palladium and Abri provide additional funding opportunities in year.	Continue to develop strategic position of the College to ensure it is in the best place to take advantage of devolved local government.

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 and Regional Skills Priorities

Itchen College offers a comprehensive curriculum spanning Entry Level to Level 3, encompassing both academic and general vocational qualifications. Our objective is to provide diverse pathways that facilitate progression to higher education, apprenticeships, or direct employment. While we currently offer a range of vocational qualifications, we are prioritising the expansion of T Level pathways over the next two years to better meet evolving industry demands.

National Skills Priorities, as identified by the UK Government, focus on sectors experiencing significant vacancies and long-term recruitment challenges. These include:

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

In alignment with these priorities, Itchen College is enhancing its curriculum to support sectors such as Health and Social Care, Digital Technology, and Engineering. Additionally, we continue to emphasise the development of Essential Skills, offering fully funded courses up to Level 2 in English and Mathematics, and up to Level 1 in Digital Skills, particularly targeting adult learners in collaboration with Southampton City Council and Hampshire County Council.

Regionally, the Solent LSIP, led by the Hampshire Chamber of Commerce, has identified key sectors vital to the local economy, including:

Creative Industries	Construction and the Built Environment	Hospitality and Tourism	Health and Social Care
Low Carbon and Renewable Energy	Logistics and Supply Chain Management	Maritime and Marine	

Itchen College is actively aligning its provision with these regional priorities. For instance, our Travel and Tourism programmes incorporate studies related to the cruise industry, a significant sector in the Solent region. Our Health and Social Care courses are designed to meet the growing demand for skilled professionals in the local healthcare sector. Furthermore, we are exploring opportunities to expand our curriculum in areas such as Maritime Studies and Renewable Energy Technologies to support the region's strategic growth sectors.

Please note that subcontracted and project-based activities, such as those delivered in partnership with Southampton City Council and Hampshire County Council, are integral to our strategy but may not be reflected in our Individualised Learner Record (ILR). These initiatives, including the Multiply programme and Skills Bootcamps, play a crucial role in addressing local skills gaps and supporting community engagement.

National Skills Priorities		16-18 Starts				19+ Starts				19+ Subcontract Starts			
Construction	Haulage and Logistics	23/24	Target 24/25	Actual 24/25	Target 25/26	23/24	Target 24/25	To date 24/25	Target 25/26	23/24	Target 24/25	Est 24/25	Target 25/26
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	32	60	14	15	14	20				
1.3 - Health and social care		146	160	175	190	42	50	18	20	56	100	125	160
1.4 - Public services		121	130	145	160			1					
1.5 - Child development and well being		27	35	43	45	14	30	39	40	275	300	250	250

2 - Science and Mathematics												
2.1 - Science	427	450	440	460	11	15	5	-				
2.2 - Mathematics and statistics	550	600	518	550	31	30	24	25	1306	1500	1000	-
4 - Engineering and Manufacturing Technologies												
4.1 - Engineering		15	24	40								
4.3 - Transportation operations and maintenance	14	15	20	20					0	0	12	-
5 - Construction, Planning and the Built Environment												
5.2 - Building and construction									24	25	0	-
6 - Information and Communication Technology (ICT)												
6.1 - ICT practitioners	102	100	141	150			1					25
6.2 - ICT for users									224	250	250	250
7 - Retail and Commercial Enterprise												
7.1 - Retailing and wholesaling					0	0	1	-	24	25	20	15
7.2 - Warehousing and distribution									15	15	10	-
7.4 - Hospitality and catering									7	10	20	15
8 - Leisure, Travel and Tourism												
8.1 - Sport, leisure and recreation	650	700	771	780			5	-				
8.2 - Travel and tourism	133	135	164	165			2	-				
9 - Arts, Media and Publishing												
9.1 - Performing arts	85	100	81	90								
9.2 - Crafts, creative arts and design	221	225	287	290								
9.3 - Media and communication	187	190	156	180								
10 - History, Philosophy and Theology												
10.1 - History	88	100	94	100	1	0	0	-				
11 - Social Sciences												
11.1 - Geography	53	55	53	55								
11.2 - Sociology and social policy	356	375	392	400	8	10	5	5				
11.3 - Politics	25	25	28	30								

11.4 - Economics	72	75	73	75								
12 - Languages, Literature and Culture												
12.1 - Languages, literature and culture of British Isles	579	600	610	630	14	20	27	25	268	300	250	300
12.2 - Other languages, literature and culture	24	30	28	30			1					
13 - Education and Training												
13.2 - Direct learning support					30	30	14	15				
14 - Preparation for Life and Work												
14.1 - Foundations for learning and life	184	190	475	400	184	200	107	200	2212	2000	2000	2000
14.2 - Preparation for work	1261	1250	1542	1500	132	150	63	70	2000	2000	2000	2000
15 - Business, Administration and Law												
15.1 - Accounting and finance	38	40	34	40			4	-				
15.3 - Business management	321	340	383	390	4	5	7	-				
15.5 - Law and legal services	202	200	261	280			2					

Local Needs Duty

The governing body annually undertakes 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 previously 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. The plan will be further strengthened with additional provision in 2025-26.

This statement will form part of our annual strategic conversation with the DFE and will be supported by the FE provider dashboard alongside other data.

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: Mr Beverley Jones



Principal and Chief Executive Officer: Mr Alex Scott

Dated: May 2025

Supporting Documentation

[Itchen College Strategic Plan 2021-26](#)

[Itchen College Financial Statements 2023/24](#)

[Itchen College Ofsted Inspection Report 2024](#)

[Solent LSIP Priorities Paper](#) and [Solent LSIP](#)

[Southampton City Council Corporate Plan 2022-30](#) and [Update 2024](#)

[Solent LEP Skills Action Plan Local Skills Report 2022](#)

[RSA Foundation Southampton Skills](#)

[National Skills Priorities \(in Guidance on annual Accountability Agreements 2025/26](#)