

Our Purpose

West Herts College Group Vision

Our vision is to transform life chances and create a better everyday life for many people.

Mission

Our Mission is to provide high-quality education and training in a safe, respectful and inclusive environment that prepares people for success in work and life and builds a foundation for lifelong learning.

Public Value Statement

We will provide a broad range of provision and services to meet the needs, interests and aspirations of the communities we serve.

The College

- Will inspire interest in lifelong learning, working with employers to develop the skills needed for success in life and at work. We commit to this in the knowledge that:
 - Professional skills are central to individual earning power and the collective productivity of our local, regional and national economies
 - English, Maths and Digital skills are essential to accessing opportunities
 - The aspirations of many in our communities are challenged by economic, health and social pressures
- We will engage with as many people and organisations as possible, working in partnership to maximise benefits across our communities, with the views of stakeholders represented at College Board level.
- We recognise our responsibilities as a community asset for the people we serve, understanding community issues and making a meaningful contribution to providing solutions to these challenges.
- We will maintain a thorough understanding of local labour markets and facilitate positive relationships between employers and prospective employees.
- We value community well-being and are fully committed to providing lifelong learning opportunities through a range of courses.

- We ensure the College secures and develops a workforce that is able to provide the skills and experiences required to deliver provision of the highest quality.
- We will be professional in all undertakings and accessible wherever possible, providing a safe and welcoming place for people to gather and engage in learning and recreational activities
- We will take responsible decisions, utilising public funds appropriately and always seeking to prioritise expenditure and investment to benefit local people.
- We will play our part in the net zero economy – taking action to reduce our climate impact, calculating our emissions annually and taking action to reduce them.

Relationship between strategic plan and annual Accountability Statement

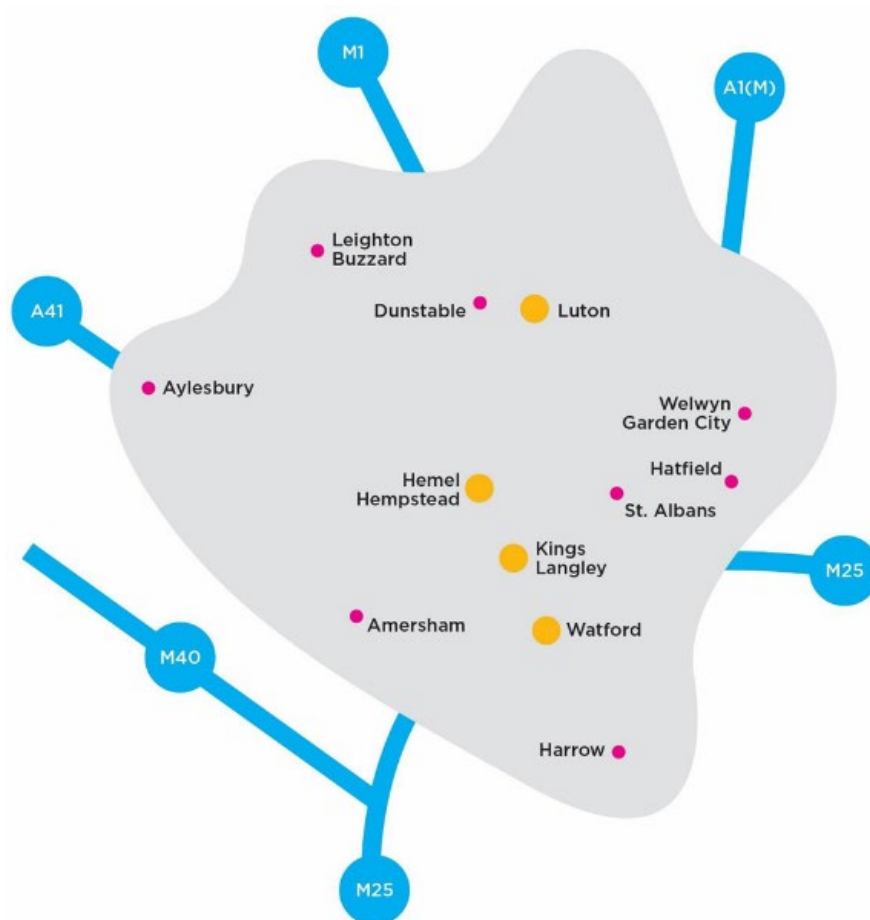
Our Strategic Plan sets the direction for all work. This Accountability Statement offers a top-level summary of the way in which we work to meet local and national skills needs. Beneath this sit sector-level skills plans for the implementation of our strategic planning.

Context and Place

West Herts College Group is a large, general Further Education college group comprising West Herts College, with campuses in Watford and Hemel Hempstead, and Barnfield College in Luton. Annually, we deliver a broad range of full- and part-time courses to around 7,400 16-18 year-olds and 2,900 adults.

Geographical areas we serve

The college group falls into two Local Skills Improvement Plan (LSIP) regions: Hertfordshire, and the South Midlands. The main geographical areas served by the group are Dacorum District (including Hemel Hempstead), Watford, the wider Hertfordshire area, North London, Luton, Dunstable, and the wider South Midlands. This diagram shows the areas within one hour's travel of our campuses by public transport. Transport links are good. Where travel costs are a barrier to attending college, we provide financial support; annually, over 1,500 learners are currently in receipt of a bursary to enable them to attend college.



Economic and social characteristics of the areas we serve

Both Hertfordshire and Bedfordshire are a mix of semi-rural areas and towns. Luton is a large town with a population of over 225,000 people. Watford, with a population of 102,000 people, is the smallest of the College's three main boroughs, with its eight square miles dominated by the town centre and surrounding mixed-use areas. Our Hemel Hempstead campus lies in Dacorum, which has a population of 155,000. In Dacorum, the requirement from central government for substantial

house building had led to the development of a 25-year plan of building and infrastructure expansion, including developing Hemel Hempstead into a Garden Community.

Luton is ranked 12,124 in the 2019 Index of Multiple Deprivation (this ranks Lower-layer Super Output Areas from 1, most deprived, to 32,844, least deprived). Watford (at 19,649) and Dacorum (at 22,055) are comparatively less deprived. Although Hertfordshire ranks 135 of 151 upper-tier local authorities in England on indices of multiple deprivation, some parts of Hertfordshire rank more highly for neighbourhood deprivation. Hertfordshire is a county characterised by inequality: at the last assessment in 2019, 45 wards were in the bottom 3 percentiles of deprivation in England. There are pockets of deprivation in all of the regions we serve, and we offer a range of financial support to learners according to need.

In Luton the unemployment rate is 5.95%, a little higher than the unemployment rate in England published by the Office for National Statistics (ONS) in November 2024, which for those aged 16 and over was 4.4%. Helping adults into employment, and helping prevent young people from becoming NEET (Not in Education, Employment or Training) is a priority. In Luton, youth unemployment is also higher than the national rate. Addressing poverty is a key focus of Luton Borough Council, which aims to ensure the town is free of poverty by 2040. Unemployment is better than the national rate in Watford and Dacorum, at 4.2% and 4% respectively (ONS, May 2024). This does not mean that there is no need to help those furthest from work to gain employment, however. Those over 50 and the disabled are priority groups identified by Hertfordshire County Council for support into work.

Education levels in Watford and Dacorum are good compared to the national picture. The rate of those over 16 with no qualifications is below the national rate (18.08%) in both Watford (15.86%) and Dacorum (14.68%). Luton has more residents with no qualifications than the national rate, at 22.86% (Census, 2021). One-third of those living in Luton were born outside the UK and double the UK percentage hold qualifications not recognised in the UK.

Across both regions we serve, transport links are strong and residents often travel to work in London and other major cities such as Milton Keynes. Businesses are predominantly SMEs: there are some large but few medium-sized businesses.

The South-East Midlands is an innovative area with cutting-edge high-tech industry. It has experienced rapid growth in recent years, and the population is also growing quickly. Luton is located between Oxford, Cambridge, and London, with excellent rail, road and air transport links. It also has one of the highest rates of business start-ups in the country, and excellent high-speed internet.

The Vauxhall vehicle manufacturing plant has until this year been a key employer in this area. Barnfield College has been working with Luton Council and Vauxhall on actions to support those losing their employment with the closure of the vehicle manufacturing plant.

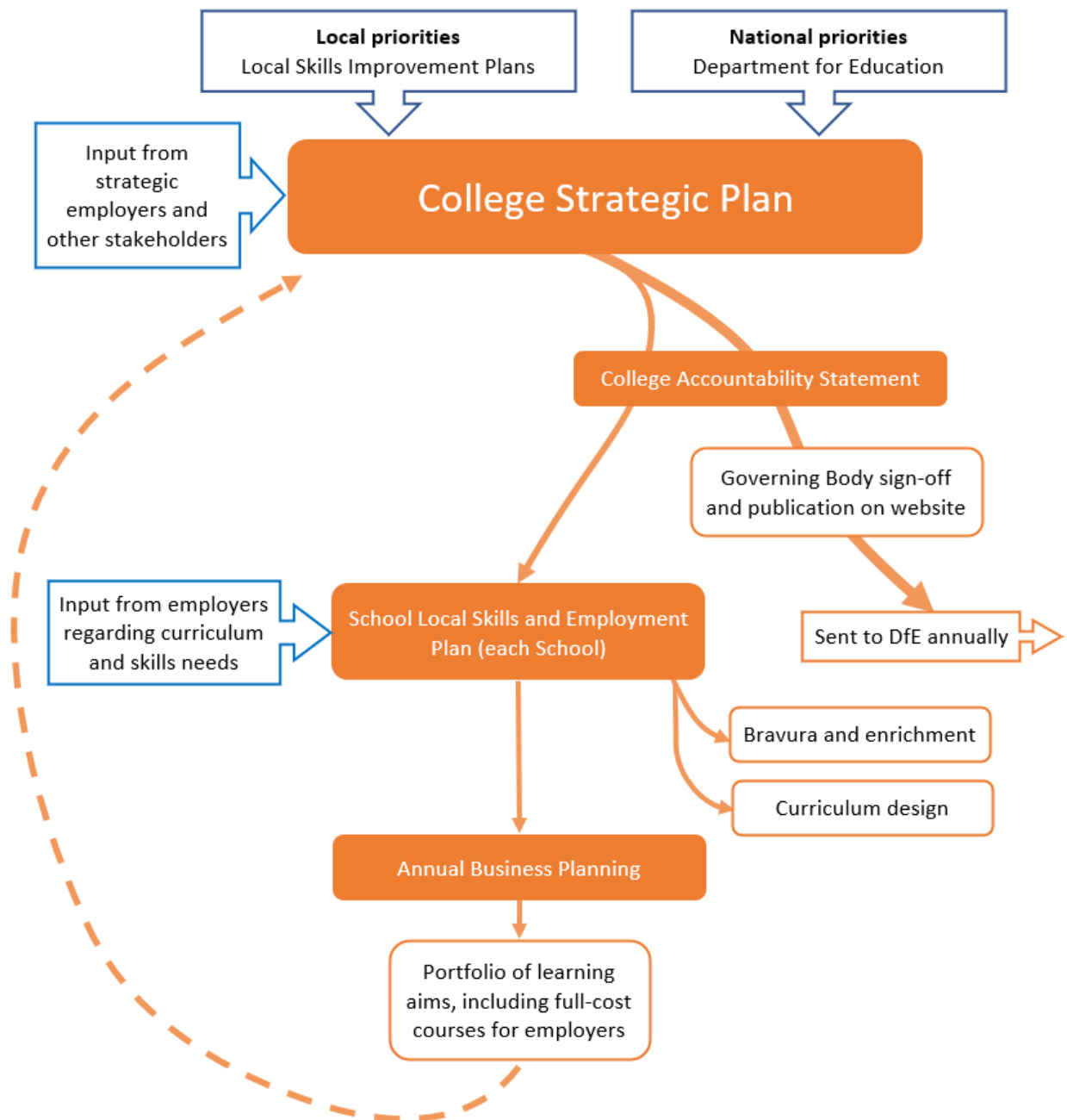
The expansion of London Luton Airport has now been approved. This is anticipated to create up to 11,000 new jobs, increasing the opportunities locally for employment in roles such as aeronautical maintenance operations, baggage handling, customer service, business, cabin crew, and hospitality. The new stadium at Power Court for Luton Town Football Club, which is currently under construction, will also include a hotel and music venue; this is anticipated to generate around 1,200 new local jobs in hospitality, entertainment, event management, retail, and other related functions. In the shorter term, both of these substantial projects will increase construction-related work in Luton.

Stevenage has the third-largest cell and gene therapy cluster globally; the enterprise zone in Hemel Hempstead is a centre for agri-tech, construction, and digital technologies; and the UK's film industry is based in the south-west of the county. The creative industries are a significant source of employment and growth in West Hertfordshire. TV and film production is of particular importance in this region: key employers include Warner Bros based in Leavesdon, and Sky and BBC studios in Elstree. Construction has also begun for a new studio in Bedfordshire, only a little over ten miles North of our campus in Luton. Both regions are home to large NHS hospital trusts. Employment opportunities are diverse, however, and are not limited to these key sectors.

LSIP priorities across both regions are not dissimilar to national priorities published by the Department for Education: they include construction, manufacturing, digital and technology, health, engineering, and science. Hospitality and tourism, and the creative industries, are also priorities in Hertfordshire. In the South Midlands, additional focus areas are specified in business; catering and hospitality; legal, finance, and accounting; sales, marketing and procurement; cleaning; and logistics. Both LSIPs also emphasise the importance of soft skills for employers, particularly communication skills. Digital skills for work, and green skills, are important in both regions.

Approach to developing annual accountability statement

We undertake annual business planning to evaluate and develop our response to national and local priorities. This process is shown here:



The business planning process takes into account a range of intelligence on skills and training needs. It also takes account of the UK government's Missions. Staff at all levels are involved, and input is sought from stakeholders and employers to inform curriculum portfolio planning, curriculum design, and enrichment.

Employer input into the curriculum

Employer input into the curriculum occurs at strategic level, confirming local needs and priorities. This helps to shape our curriculum portfolio, the learning aims and other courses which we offer. A key part of this employer input is through the Local Skills Improvement Plan (LSIP). LSIPs were published in both of our regions (Hertfordshire and the South Midlands) in Spring 2023. We worked closely with the Employer Representative Bodies (ERBs) to support in preparing these, and have continued our close involvement in this process. Updates on progress against the first round of LSIPs are due in summer 2025. This Statement, therefore, takes into account the priorities published in 2023. It also takes into account the updated national priorities published by the Department for Education (DfE) in February 2025.

As well as influencing the portfolio of qualifications that we offer, employer input into curriculum design shapes the structure of our courses (including the units or modules offered within a qualification), the content we teach (such as topics and scenarios), and the way in which training is delivered (for example, the equipment used). Employers are involved in delivering training and assessment, as well as providing on-the-job training, through placements and other workplace experiences. Employers also help with upskilling teaching staff, to ensure they are updated in new skills and knowledge in their industry sectors.

Each subject area within the College Group prepares a 'Skills and Employment Plan' which highlights sector-specific skills priorities for the curriculum area. Heads of School work together on these across colleges. These plans are live documents which record new information throughout the year. This process informs decisions about the courses we offer as well as the content of these courses plus additional skills delivery, and guides planning for the future.

Although a formal annual activity, our business planning is an iterative process. Employer input is routine, whether through our own strategic engagement, forums and consultations, and ongoing dialogue with the large number of employers with whom we have sustained relationships, or through informal conversations, such as with employers seeking assistance with recruitment or enquiring about commercial training. For example, we work with local leisure centres in both Watford and Luton to provide our sports learners with the National Pool Lifeguard Qualification to enable them to work in hard-to-fill vacancies for these businesses; we have an ongoing relationship with an innovative construction company who supports training our carpentry learners in Modern Methods of Construction (MMC).

We deliver a formal programme of work-related skills for our full-time learners, which provides skills that extend beyond the core content of technical and vocational qualifications. It also includes English and maths skills informed by what employers in different sectors have told us are important in their industries. Through this programme, learners complete activities to gain a set of skills and knowledge related to their chosen occupational pathway. These are shaped by employer input and other priorities (such as digital skills needs and English and maths development), and they are designed to help learners close the gap between completion of their main learning aim and readiness for work.

Examples of these activities include:

- Smoke alarm and Carbon Monoxide alarm installation certificates, for electrical installation learners
- Essential Digital Skills qualifications, for ESOL learners
- 18th Edition Wiring Regulations, for electrical installation level 3 learners
- Safeguarding, first aid, and coaching qualifications, for sports learners
- Air Cabin Crew course readiness, for travel learners
- Mental health first aid awareness
- Self-employment masterclasses
- Wella Salon Sustainability online course, for hairdressing learners
- Football Excellence Active IQ gym instructor and personal training courses, for sports learners
- Retrofit installation, for plumbing and electrical learners
- Mindset and resilience virtual reality courses

Learners also participate in World Skills and other national skills competitions. We collaborate with six other local colleges in the South-East Midlands Inter-College Competitions project, which provides additional opportunities for students to participate in skills competitions, including a wider selection of competitions and more accessible opportunities, and promotes competitive activity as an effective and important method of teaching, learning, and assessment for skills development and attitudes and behaviours.

Our provision covers all national priority sectors. While we do not offer courses badged as 'logistics', employers in this sector have reported through the LSIP consultation that they do not require training with a narrow logistics focus, but instead prefer to access business and digital courses, which give learners better prospects. We offer a broad portfolio of business and digital courses across a range of levels.

We have responded to specific employer demands, which have arisen from the LSIP consultation:

- Green skills for sustainability, in particular retrofit, are a priority need in our regions. To enable us to provide installation qualifications in clean energy, we have trained our staff in installation for solar PV, EV charging, and heat pumps, and invested in training equipment for these courses.

- Employers reported through the LSIP process that they can struggle to understand the skills offer in our regions. We engage widely with employers to understand their needs and support the ERBs in their work with employers. We also took part in the Local Skills Improvement Fund (LSIF) project on communication with employers, which helped to develop our understanding of employer priorities.
- We deliver maths and English at L2 for those who need it and are working to create bespoke Functional Skills courses for our local hospital Trust.

A key priority for employers in both regions remains what are often described as ‘soft’ skills. These include, for example, communication for the workplace, confidence, and digital skills. We have responded in several ways:

- Employers reported that they need employees to have better digital skills. We have introduced digital courses for our ESOL learners to prepare them for the workplace; these courses include topics like cyber security. Our full-time learners take our digital passport programme.
- Employers told us that soft skills, including communication and confidence, are often more important than technical skills. We have invested in the creation of virtual reality personal development modules on workplace communication, which our full-time learners complete as part of their personal development programme.
- Skills such as resilience, self-motivation, and adaptability have also been highlighted as particularly valued by employers. We worked with an expert in motivation and resilience for young people to commission a virtual reality module on resilience and mindset. This is taken by our full-time learners.
- Other ‘soft’ skills include time management, teamwork, and planning. Our Bravura activities, including employer-led Live Briefs, give learners the opportunity to develop these skills by participating in projects over and above what their main programme of study requires.

Work with stakeholders

The College has very strong links with regional employer groups and these have been extended through our participation in preparing the Local Skills Employment Plans (LSIPs). We maintain situational awareness of the local and regional economy and labour market through our work with Chambers of Commerce (Bedfordshire, Northamptonshire, Hertfordshire), Local Enterprise Partnerships (Hertfordshire, South East Midlands), and local councils (Luton Borough, Watford Borough, Dacorum Borough). We also make use of labour market intelligence services such as Vector and Lightcast, and through commissioning research where appropriate. We are represented on a range of local skills panels and other groups.

We work with a wide range of other stakeholders including:

Local councils

In Watford, we have worked closely with the Borough Council on the development of the Watford Local Skills and Employment Plan and the ongoing action reporting and planning related to this plan. West Herts College led on convening local stakeholders and coordinating their responses. We are also part of the Watford Developer Forum, a construction sector group which meets to oversee the response to skills needs for major construction projects in the town, and Watford Business Connect, which connects us to a wide range of employer stakeholders.

In Luton, we chair Luton Council's Employment and Skills Partnership Board, which brings stakeholders together to operationalise the town's 2040 Vision. We are an integral part of the Inclusive Economy Board which aims to build an inclusive economy that delivers inward investment to support the growth of businesses, jobs and incomes. The board oversees the development of the Economic Strategy and detailed delivery plans.

In Dacorum, we sit on the Borough Council Economic Board, and lead its employment and skills aspect; we are also represented on the Hemel Place Board and Strategic Business Board.

Other groups

We participate in the Get Britain Working planning groups in both Hertfordshire and Luton.

Partnerships with Watford's key cultural employers and organisations is strong and is sustained by the Watford Cultural Leaders Group (Watford Palace Theatre, The Pump House Theatre, Watford Museum, the Colosseum, Watford Football Club, Warner Bros, the Pumphouse, Hertfordshire Libraries, and Visit Watford).

We work with employers to ensure that our studios and workshops are kept updated to reflect industry needs. For example: we have worked with a modern methods of construction (MMC) company to install a model MMC house in the construction and homebuilding hub at our Hemel Hempstead campus; we consulted with our local NHS hospital Trust on equipment for our new Training Ward facilities; and have worked with Sky Studios to ensure our creative media equipment reflects industry training needs.

We work closely with Luton Council on issues relating to skills and employment, for example to identify opportunities to provide training for retrofit installers to contribute to the upgrading of the town's housing stock. We also work closely with two charitable organisations, Love Luton and Community Interest Luton, which bring businesses together for

community purposes. We work to support other groups in Luton: for example, we provide community provision for ESOL learners.

We are a member of the Hertfordshire Screen Skills Board and the Hertfordshire Sports Skills Board.

We work closely with the Hertfordshire Chamber of Commerce and the Bedfordshire and Northamptonshire Chambers of Commerce, who lead the South Midlands LSIP. We also work with the Hertfordshire Local Enterprise Partnership.

Work with the other local providers

We work with a range of local providers, including:

Universities

We provide a range of courses for the University of Hertfordshire as part of our wider HE offer, and work with the university on initiatives including learner progression opportunities. We also work with the University of Huddersfield to deliver teacher training. We work with the University of Bedfordshire as part of our widening participation strategy in Luton.

Local schools

We run careers events for pupils and career advisors; taster sessions promoting specific occupations and skills; and events in collaboration with employers to break gender stereotypes across specific occupations.

In the South Midlands, strategic engagement with schools centres on the Secondary Heads Networks, where the focus is on supporting school children to transition from school to college (Luton schools do not have sixth forms) and also establishing alternative provision for 14 to 16 year-olds.

We are part of the steering group for the Hertfordshire Cultural Education Partnership, which comprises schools, the County music service, and a range of creative providers, and which works to develop cultural education across the region. We supported the Hertfordshire Music Service by providing facilities and staffing for a project making recordings of the submissions for their 2025 songwriting competition.

Further Education colleges

We have established a routine of collaborative working with the other FE colleges in our regions and have developed strong relationships between college leaders. We also work to avoid overlap in our provision. For example:

- North Herts College leads on work with life sciences employers in Hertfordshire due to the college's proximity to the Gene and Stem Cell Therapy Catapult in Stevenage. To share the expertise they have developed through this work, North Herts College led a project within the Local Skills Improvement Fund (LSIF) project, which ended in March, on upskilling science staff from other Hertfordshire colleges in laboratory skills for life sciences and use of the virtual laboratory resource.
- Oaklands College is leading on the development of the town planning curriculum in Hertfordshire and also delivers Hertfordshire's land-based provision.
- West Herts College is leading on establishing a collaboration between the Herts FE colleges and the County Council to improve partnership working across SEND provision, to deliver improvements and cost-savings. We have also led the Hertfordshire LSIF and the South-East Midlands LSIF health project.
- Hertfordshire Regional College led one of the projects within the LSIF on capacity building for the creative industries, including sustainable ways of working in this sector.
- Milton Keynes College led the South-East Midlands LSIF, which ended in March, including projects focused on best practice for communications with employers, and on digital technology for skills teaching.
- Bedfordshire College led a project within the South-East Midlands LSIF on sustainability technology.
- Northampton College is the regional specialist in international logistics. We do not deliver haulage (driver) training because this is provided by private training providers.

Collective actions to meet local needs include collaboration on staff training and the development of a virtual campus. We routinely support each other with referrals and guidance to employers, where another college is best placed to assist with their skills needs.

Private training providers

We work with private training providers where this enhances our offer to local people. For example, we work with the Code Institute to offer specialist high-level digital skills, and with iSales on specialised apprenticeship provision in Hertfordshire. We have worked with Bodyswaps, a leading international provider of immersive skills development software, on several bespoke projects in response to employer demand. We have strong links with the Bedfordshire, Luton and Milton Keynes (BLMK) NHS Integrated Care Board healthcare academy.

Contribution to national, regional, and local priorities

These short-term objectives reflect provision planned to meet specific national and/or local skills priorities in the academic year 2025/6, including new provision or growth. This list is therefore not an exhaustive picture: the wider, ongoing work of the college, not detailed here, also relates closely to skills priorities.

The college will continue to recruit to a curriculum portfolio aligned to a wide range of national and local skills priorities and will deliver training to over 10,000 learners. In addition, further work targeted at specific priorities will be developed during the course of normal college business as the academic year progresses.

	Priority				Objective	Achieved to date	Target output 2025/26
	Skill	National	S Mids	Herts			
1	Health A/so Science and mathematics	✓	✓	✓	a. Support the government's mission to strengthen the early years system, by providing high-quality routes for school leavers and adults to train for careers in health, education, and childcare b. Deliver skills training to 16-18 year-olds on health and care programmes which provides a secure pathway into the health sector	a. Level 3 T Level in Education and Childcare - Early Years Educator was introduced in 2023 b. This skills training was delivered to those taking health and social care courses for 16-18 year-olds; this will be continued in 2025/26	a. and b.: These will continue to be part of our offering in 2025/26

	Priority				Objective	Achieved to date	Target output 2025/26
	Skill	National	S Mids	Herts			
					<p>workforce</p> <p>c. Provide training in priority skills in science, maths, and health</p> <p>d. Provide route-into-work training for adults to support the NHS workforce pipeline, through our innovative NHS Careers Gateway programme</p>	<p>c. The new courses introduced in 2024 will be continued in the 2025/26 academic year</p> <p>d. The first cohort of NHS Careers Gateway learners are now employed at the West Hertfordshire Teaching Hospitals Trust and a second cohort is in training as at April 2025 (employed by the Trust from the start of this training). We have secured a progression agreement with the University of Hertfordshire which enables learners who complete the NHS Career Gateway programme to progress to the Level 4 and then Level 6 Degree Apprenticeships.</p>	<p>c. We will extend A Level science and maths offering across all of our campuses</p> <p>d. The NHS Career Gateway course will continue to run in 2025/26 and we intend to increase the number of cohorts, aligned to the West Hertfordshire Teaching Hospitals Trust workforce pipeline requirements and funding for new starts in early-career roles</p>
2	Clean energy industries	✓	✓	✓	<p>a. Train school leavers in the skills for the installation of clean energy technologies, to support their transition to this sector's workforce</p> <p>b. Support the local</p>	<p>a. Skills training on green technologies in EV charging, solar PV and heat pumps was introduced in 2023 for 16-18 year-olds on construction trades programmes in electrical installation and plumbing</p> <p>b. Commercial programmes</p>	<p>a. and b.: These will continue to be part of our offering in 2025/26</p> <p>New courses planned for September 2025:</p> <ul style="list-style-type: none"> Level 3 Technical Occupational Entry in Electrical Installation

	Priority				Objective	Achieved to date	Target output 2025/26
	Skill	National	S Mids	Herts			
					workforce and local businesses to make the most of the opportunity for growth in the clean energy and low-carbon industries, enabling those working in construction trades in electrical installation and plumbing to gain the qualifications they need to install clean energy technologies	have been introduced in these technologies and we will continue to develop this offering	(Diploma) <ul style="list-style-type: none"> Level 3 Award in the Installation and Maintenance of Small Solar Photovoltaic Systems
3	Construction	✓	✓	✓	a. Support the government's homebuilding plans by preparing young people and adults with the skills, knowledge, and behaviours they need to join the construction workforce in a wide range of roles	<p>a. We have opened a new construction homebuilding centre in Luton, equipped with industry-standard equipment; this complements our industry-standard homebuilding hub in Hemel Hempstead, which includes a modern methods of manufacturing (MMC) training facility</p> <p>b. We offer a broad portfolio of construction courses from level 1 to level 3 including full-time training for young people, apprenticeships, and adult courses including those required for converting to working on clean energy</p>	<p>b.: These will continue to be part of our offering in 2025/26</p> <p>New course planned for September 2025: T Level in Design, Surveying and Planning for Construction, with two occupational specialism routes:</p> <ul style="list-style-type: none"> Civil engineering Surveying and design for construction and the built environment

	Priority	National	S Mids	Herts	Objective	Achieved to date	Target output 2025/26
	Skill						
4	Defence and Advanced manufacturing	✓	✓	✓	<p>a. Support the government's mission to strengthen our armed forces, by providing training programmes which prepare our learners for careers in the armed services, as well as high-quality information and guidance on careers in the armed forces, and support for those applying for roles in defence-related industries</p> <p>b. Provide training in engineering, science, technology, and mathematics which supports defence industry and advanced manufacturing employment locally as well as preparing learners to progress to higher-level study in these priority areas</p>	<p>a. We provide a comprehensive suite of courses from Level 1 to Level 3 in public services and uniformed protective services, and work with the armed forces on delivery, enrichment, and careers guidance</p> <p>b. We provide a very wide range of science, maths, and engineering courses. In particular, we introduced aeronautical engineering in 2023 and this supports progression to employment in aerospace and defence sectors as well as higher education</p>	<p>a. and b.: These will continue to be part of our offering in 2025/26</p> <p>New courses planned for September 2025:</p> <ul style="list-style-type: none"> • Engineering with Foundation Year (Higher Education course through University of Hertfordshire Consortium) • Level 2 First Extended Certificate in Engineering • Level 2 Civil Engineering
5	Digital and technologies	✓	✓	✓	<p>a. Train young people in digital skills which employers need,</p>	<p>a. We provide a wide range of digital qualifications including employability-</p>	<p>a. and b.: These will continue to be part of our offering in 2025/26</p>

	Priority			Objective	Achieved to date	Target output 2025/26	
	Skill	National	S Mids				Herts
				<p>supporting the adoption of technology in our workforce, including cyber skills</p> <p>b. Provide basic digital skills for employment for adult learners, as well as higher-level training in software development</p> <p>c. Provide higher-level training in digital skills including those necessary to make the UK more resilient to cyber threats</p>	<p>related skills, and Level 2 and 3 courses which prepare learners for progression to employment or higher education, for example to continue the study of computing. All young learners also complete bespoke digital skills training on top of their main learning aims.</p> <p>b. Adult learners taking English as a Second or Other Language courses take Essential Digital Skills qualifications which give the digital skills for life and work</p> <p>c. A Level 5 software development course was introduced in 2023. We also provide Higher Education courses including software development, web application development, networks and cyber security</p>		
6	Life sciences	✓		✓	<p>Provide a workforce with skills fit for the future, including supporting Hertfordshire's world-leading green technology and life sciences employers</p>	<p>We provide a full range of science courses at levels 2 and 3, including A Levels in Biology and Chemistry.</p> <p>We also offer an 'Extended Degree Year 1' course through our consortium with the</p>	<p>These will continue to be part of our offering in 2025/26</p>

	Priority				Objective	Achieved to date	Target output 2025/26
	Skill	National	S Mids	Herts			
						University of Hertfordshire	
7	Creative industries	✓		✓	<p>Support local people to gain the skills they need to work in this key sector in our region</p>	<p>This is a specialism at West Herts College Group and we hold Screen Skills endorsement which recognises the very high quality of our provision.</p> <p>In recent years we have extended our creative provision, aligned to the fast growth in demand for creative skills in motion capture, animation, digital media, interior design/architecture, TV and film.</p> <p>In 2024 we introduced new courses in Digital Illustration and Animation, Interior Design, Game Design and Game Development, Music Production and Technology, Film and Television, and increased our capacity in Luton.</p>	<p>This portfolio of courses will continue in 2025/26</p> <p>New course planned for September 2025: Interior Design - Intermediate</p>
8	Professional and business services	✓	✓	✓	<p>a. Full-time learners will gain a set of skills and knowledge related to their chosen occupational pathway, informed by employer input, which will help them close the gap between completion of their</p>	<p>a. Full-time learners complete a portfolio of Bravura activities.</p>	<p>This portfolio of courses will continue in 2025/26.</p>

	Priority				Objective	Achieved to date	Target output 2025/26
	Skill	National	S Mids	Herts			
					<p>main learning aim and readiness for work.</p> <p>b. We will provide courses to meet the fast-growing demand for a range of business roles, as well as entry-level employment</p>	<p>b. We offer a range of business learning aims from L1 to L4 including specialisms in law, marketing, enterprise, accounting, management, and human resources. In September 2024, we created additional capacity in our courses in Business, Personal and Social Development Skills, and Employability Skills.</p>	
9	Financial services	✓		✓	Provide training in skills and knowledge which supports financial services employment locally as well as preparing learners to progress to higher-level study in this priority area	Our business and A Level provision align to this need and learners on relevant courses benefit from masterclasses from the financial services industry, which develop their skills and knowledge beyond their qualification specifications	In September 2025 we will be extending provision of Economics A Level to Barnfield College

Local Needs

The Corporation has reviewed the curriculum offered by the College, and considers that it meets local needs.

West Herts College offers a broad range of academic, vocational, and professional training from foundation level to level 5, including apprenticeships and non-accredited provision. The college continues to develop courses identified by the DfE as priority high quality provision including apprenticeships and T Levels and has continued to expand its A Level offering for those for whom occupational courses are not yet appropriate.

West Herts College provision covers the skills required for national priority sectors and local needs, working with other providers to avoid overlapping curriculum offers. The college has been responsive to employer feedback through the LSIP consultation, as detailed in this Statement, and works with a range of stakeholders on other local needs, some of which arise quickly and require a rapid response, such as provision for refugees.

The table on pages 15-21 of this Statement outline our longer-term strategic outcomes and actions.

Corporation statement

On behalf of the West Herts College Group corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 21st May 2025.

The plan will be published on the college's website within three months of the start of the new academic year and can be accessed from the following link: <https://www.westherts.ac.uk/about/policies-statements>

Chair of Governors

Handwritten signature of Tony Breslin in black ink, with a horizontal line underneath the name.

Dr Tony Breslin

Chief Executive and Accounting Officer

Handwritten signature of Gill Worgan in blue ink.

Gill Worgan

Dated: 21 May 2025

Supporting documentation

Hertfordshire [Local Skills Improvement Plan](#)

South-East [Midlands Local Skills Improvement Plan](#)

The college was inspected by Ofsted in April 2024; the report is here:
<https://reports.ofsted.gov.uk/provider/31/130720>

West Herts College Group [Strategic Plan](#)