

HERTFORD REGIONAL COLLEGE

ANNUAL ACCOUNTABILITY STATEMENT

JULY 2026



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REGIONAL
COLLEGE

Hertford Regional College

Annual Accountability Statement

July 2026

College Mission and Purpose:

Achieving sustainable economic and social impact through high quality responsive education and training, we are:

- *Partnered by employers;*
- *Defined by our communities;*
- *Enriched by our staff;*
- *Inspired by individual success.*

Ambition and Vision:

The College's ambition over the lifetime of the current five-year Strategic Plan (2022 to 2027) is to become widely recognised as an **Anchor Institution** and, as a consequence, play a key, distinct and locally/regionally understood role in building successful local economies and communities. At the heart of this is the desire to support community wealth building, a people-centred approach to local economic development that succeeds in redirecting wealth back into the local economy.

Hertford Regional College believes that it has a social role, namely a social purpose, which enables the institution to develop mutually beneficial and sustainable relationships within the communities it serves and, in so doing, raising the aspirations of and improving the employment and life prospects of local people. The College must be recognised as adding **Social Value** which can be expressed generally as the quantification of the relative importance that people place on the changes they experience in their lives, in this case though interactions with the College specifically.

In addition, the College's strategic decision making must take account of a broader definition of value than just financial impacts and imperatives, where the effects on people and the environment are valued and included in how we make decisions, and where our activities can play a part in creating the changes we need for a more equitable society and sustainable planet.

Finally, this requires a change in relationships, both internally and externally, continuing the journey to move from **Transactional to Transformational** in our approach to relationship management whilst continuing to meet the needs of individuals and the wider communities we serve, including students, staff, employer partners, collaborative partners and stakeholders in general.

Strategic Objectives:

Hertford Regional College’s overall strategic objectives for the five-year Strategic Plan (2022 to 2027) are grouped under six key themes plus individual associated overarching objectives, namely:

- Students** **“Preparing today’s students to take advantage of tomorrow’s opportunities.”**
- Society** **“Creating positive community impact by adding social value.”**
- Product** **“Meeting the skills needs of employers and ambitions of our students.”**
- People** **“Collaborating to deliver excellence.”**
- Finance** **“Achieving sustainability through investment.”**
- Quality** **“Moving towards demonstrable and sustainable excellence.”**

Background and Context:

Hertford Regional College is a medium-sized, general further education college with two campuses located in Broxbourne and Ware. Rated as “Good” by Ofsted in the most recent inspection in May 2024, and “Outstanding” in terms of financial health (DfE 2024/25), the College provides a wide range of post-16 professional and technical education and training to meet the needs of local employers in key sectors, study programmes for 16- to 19-year-old learners including T Levels, adult education, apprenticeships, discrete provision for learners with high needs (for which it is judged to be Outstanding by Ofsted in May 2024), higher education and commercial programmes. The College has experienced further significant growth in 16 to 18 learners in 2025/26.

The large majority of the College’s learners live in Broxbourne, East Herts, London Borough of Enfield, Epping Forest, and Harlow. As will be seen in the data that follows, these recruitment/travel to learn areas vary considerably in respect of deprivation, overall attainment, and specific achievement at Key Stage 4.

According to the most recent Indices of Multiple Deprivation, which ranks 317 local authority districts in England (with 1 being the most deprived), Enfield is the most deprived within the College’s catchment area, ranked 56th overall. It is followed by

Harlow (91), Broxbourne (256), Epping Forest (268), and East Herts (301). The following two tables illustrate the links between relative deprivation and both attainment and Key Stage 4 achievement.

Regulated Qualifications Framework (NQF) attainment by NVQ level and percentage of residents (aged 16-64) qualified to that level by area:

Area	% L4+	% L3+	% L2+	% L1+	% None	% Other
Broxbourne	52.2	70.3	87.9	91.4	#	5.6
East Herts	59.1	79.8	94.2	95.8	#	3.0
Enfield	49.3	67.2	79.9	84.1	9.7	6.2
Epping Forest	46.0	68.5	90.2	90.2	5.3	4.5
Harlow	34.2	58.9	74.8	83.3	5.4	11.2
Hertfordshire	55.6	72.1	90.6	92.5	3.3	4.3

indicates an insufficient sample size.

Average Academic Attainment 8 Scores by Area

School Location	2021/2022	2022/2023	2023/2024	2024/2025
Broxbourne	48.2	46.0	45.6	46.3
East Herts	55.9	52.9	52.7	52.7
Enfield	48.6	47.0	46.9	46.7
Epping Forest	50.2	46.5	45.9	46.5
Harlow	41.0	40.5	38.9	40.3
Hertfordshire	53.3	51.0	50.2	50.6

Analysis of Attainment 8 performance across the local area indicates a general decline in academic attainment since 2021/22, reflecting wider regional and national trends. East Hertfordshire continues to achieve the highest attainment levels, while Broxbourne's performance remains below the Hertfordshire average and comparable neighbouring districts with the exception of Harlow. Although most areas experienced reductions in attainment between 2021/22 and 2023/24, the latest data for 2024/25 suggests that performance is beginning to stabilise, with modest improvements evident in Broxbourne, Epping Forest and Harlow. These outcomes highlight the continued

importance of targeted interventions to raise attainment, improve progression opportunities and address skills gaps across the local area.

In addition to the two main campuses, the College owns a profitable subsidiary company, CK Assessment and Training Ltd, located in Nazeing on the border of Broxbourne and Epping Forest, which provides study programmes and apprenticeships in plumbing and gas engineering as well as professional gas training courses. The board of CK Assessment and Training Ltd has its own ambitious vision for developing the company further over the next five years to become a regional education and training hub for renewable and sustainable energy businesses, as well as meeting their ongoing traditional energy and utilities training needs, serving the long-term business requirements of sector employers in Hertfordshire, Essex and North London. It achieved prime contractor status for apprenticeships with the DfE in early 2025 and achieved a positive outcome in the New Provider Monitoring Inspection conducted by Ofsted in March 2026. Significant progress was noted in the Inclusion aspect of the report.

Meeting Local Skills Needs

Local Skills Improvement Plan:

The original Local Skills Improvement Plan (LSIP) for Hertfordshire was approved by the Secretary of State for Education in August 2023. The priority sectors identified for Hertfordshire at that time were:

- Property and Construction
- Creative Industries
- Hospitality and Tourism
- Life Sciences
- Health and Care
- Education and Childcare
- Engineering and Manufacturing

There were also skills needs identified as being specific to niche/specialised industries or employers local to sub-regions. Essential Skills, Digital Skills, and Green Skills were seen as underpinning all priority sectors.

The College has worked collaboratively with our education partners in the county to deliver against these objectives over the past three years and has supported Hertfordshire Chamber of Commerce in their awareness raising activities as well as being fully engaged with the data and reporting requirements.

LSIP 2.0 has identified the following key sectors going forward:

Tier	Priority Sectors
Core	Health and Social Care Construction and Green Skills Education and Childcare Professional and Business Services (including Retail)
Growth	Creative Industries Defence and Advanced Manufacturing (including Logistics) Life Sciences Digital and Technology Clean Energy Industries
Incubator	Hospitality Sport and Physical Activity

The tiers reflect the different roles sectors play in the county's economy:

- Core sectors have large employment bases with persistent skills gaps;
- Growth sectors are aligned to the Industrial Strategy with strong Hertfordshire anchors;
- Incubator sectors are those that build transferable, work-readiness skills underpinning performance across the others.

Three cross-cutting themes run across all of them: green / clean energy skills; SME and work-based learning access; and Level 3–5 progression pathways.

Actions identified by the College, following dialogue with Hertfordshire Chamber of Commerce, to support LSIP 2.0 include:

- To continue to Increase the number of SMEs engaged in industrial placements, general work placements and apprenticeships/work-based learning year on year;
- To continue to Increase the number of HRC leavers progressing into employment in priority sectors identified in LSIP 2.0;
- To continue to expand and enhance skills delivery aligned to the priority sectors identified in LSIP 2.0;
- To continue to strengthen employer engagement and apprenticeship take-up among SMEs through collaborative awareness raising activities cross county and as an individual institution;
- To continue to align curriculum with the priority sectors and cross-cutting themes identified.

The College remains committed to supporting the Chamber deliver against the LSIP priorities and working collaboratively with our sector partners to achieve its aims.

Essential Skills:

LSIP 2.0 reaffirms that Essential Skills remain fundamental to workforce development and the College equally remains committed to developing the skills that people need to succeed in the workplace. As a consequence, “Skills for Success” was launched in September 2025 as our internally designed and derived framework to promote and develop such skills



These are supported by termly awards ceremonies that celebrate student success in these key areas.

Hertfordshire Futures – Hertfordshire Economic Strategy and Get Hertfordshire Working:

The College has benefited over the years from being part of a county that works exclusively for the communities it serves whilst acknowledging surrounding geography and place, particularly London. Forthcoming local government reform will maintain that

position. Following the publication of the *Get Hertfordshire Working Plan* in 2025, Hertfordshire Futures have recently published their *Economic Strategy* for the county in March 2026 following extensive consultation.

The vision it articulates for the county is as follows:

By 2036, Hertfordshire will be recognised globally as the UK’s innovation heartland – a high-value, productive and sustainable economy where businesses and people thrive, and everyone will feel that life is tangibly better.

The priorities are as follows:

Priority 1: Digital creativity at the heart of business

A new digital economy, at the forefront of Artificial Intelligence, and with strong digital skills throughout

Priority 2: Hertfordshire works for everyone

Supporting the foundational economy, improving productivity and giving everyone the chance to progress through work

Priority 3: Commercialisation, innovation and sustainability

Unlocking science and technology across the IS-8, with a commitment to innovation diffusion and the energy transition

Priority 4: Places and communities thrive

Nurturing business and enterprise across all places in Hertfordshire and unlocking the investment potential of its ‘virtual cities’

Priority 5: Hertfordshire’s place in the world

Building relationships with neighbouring areas – especially London and the Oxford/Cambridge Growth Corridor – and enhancing Hertfordshire’s international profile

Local Government Reform is underway in the county, and the Economic Strategy emphasises that “A new relationship with UK government is also needed, framed in this investment-led context. The asks of government are proportionate, and they will pave the way for a devolved investment fund linked to a Local Growth Plan once arrangements for a strategic authority are fully in place.”

Hertford Regional College was involved in the consultation process on multiple occasions, including at Governing Body level, and welcomes the vision it articulates for the county.

Local Business Profile:

Over 90% of local businesses are categorised as “micro” in 4 out of the 5 areas the College serves as can be seen from the data taken from the Inter-Departmental Business Register (IDBR – 2025). SMEs are truly the focus of the College’s work.

Area:	Micro 0-9 employees		Small 10-49 employees		Medium 50-249 employees		Large 250+ employees		Total Number of Businesses
	No.	%	No.	%	No.	%	No.	%	
Broxbourne	4,060	91.8	300	6.8	45	1.0	20	0.4	4,425
East Herts	7,200	90.7	585	7.5	130	1.6	20	0.2	7,935
Enfield	13,985	93.0	905	6.0	120	0.8	30	0.2	15,040
Epping Forest	7,835	91.7	585	6.9	100	1.2	15	0.2	8,535
Harlow	3,100	88.7	315	9.0	65	1.8	15	0.5	3,495

Source: ONS & IDBR June 2025

The communities served by the College share current and anticipated skills needs in key sectors such as Construction and the Built Environment, Health and Social Care, Education and Childcare, Professional Services, Business Administration and Support Services, as well as Retail and Commercial Enterprise. These are complemented by more locally focused demands across everyday economy sectors such as Creative Industries, Hospitality and Leisure, and Sport and Wellbeing. While important, sectors like Digital, Life Sciences, and Engineering and Manufacturing are less prominent in the College’s immediate geographic area compared to other parts of the county.

National Policy

The UK’s Modern Industrial Strategy, published in June 2025 and updated in March 2026, identifies 8 national skills priority sectors to drive growth – referred to as the IS-8:

- advanced manufacturing
- clean energy industries
- creative industries
- defence
- digital and technologies

- financial services
- life sciences
- professional and business services

Skills England published their assessment of the national skills needs for 10 priority sectors in June 2025 – the IS-8 as well as:

- health
- construction

This data driven work, a priority identified for Skills England by the Secretary of State for Education, is informing the College’s planning alongside regional and sub regional data that supports both LSIP 2.0 and the county’s new Economic Strategy. The College’s significant recent investments in facilities for clean energy and creative industries, as well as our CSCS Centre, aligns well with the government’s priority areas. This is also true of our planned development of a new STEM Centre at Broxbourne.

The College continues to embrace opportunities deriving from policy reforms such as the delivery of apprenticeship units, continued focus on Levels 4 and 5, current and, in the future, reformed, T Levels and the supporting progression pathways. Due consideration has been given to further curriculum and qualification reforms commencing in 2027 and this thinking will be factored into the next College Strategic Plan commencing academic year 2027/28.

Developing the Annual Accountability Statement:

Strategic Drivers:

Notwithstanding the national policy picture outlined, and the planned further curriculum reforms, the following are considered as the current key strategic drivers for 2026/27 and remain coherent with those articulated in the five-year Strategic Plan (2022 to 2027):

1 – Local Skills Improvement Plan (LSIP)

The important findings of the original LSIP have been key drivers for previous statements. The College has an excellent working relationship with local employers and stakeholders and looks forward to continuing to deliver in respect of the future skills needs of the local communities it serves and in responding to the wider county based technical skills needs that have been identified in LSIP 2.0.

2 – Place and Community

This statement will prioritise provision that is relevant to the communities we serve and that meet local employer needs thus reinforcing our standing as a place-based Anchor Institution. The College works closely with the two local authority areas in Hertfordshire in which its campuses are located, as well as employer partners and other stakeholders such as DWP. Local Government Reform is underway with a set timeline. Strategic level conversations have commenced to ensure that the College and sector partners are well placed to respond to any changes to patterns of delivery and funding.

3 - T Levels

The College commenced delivery of T Level qualifications in September 2023 and now delivers programmes in Digital, Built Environment, Science, Engineering and Early Years. Destinations are positive generally and particularly noteworthy in Construction/Built Environment. Further T Levels will be introduced in subsequent years.

4 –Adult Education

Adult Education (both funded and non-funded) continues to be developed further to meet local community and employer needs. The key focus of the delivery of adult funding will be to support the upskilling of both existing and new communities in Hertfordshire and Essex. Partnership working with DWP is addressing specific local needs and the College is fully engaged with Get Hertfordshire Working.

5 – Higher Level Skills

Given the low achievement levels of specific communities we serve, ongoing consideration needs to be given as to how place-based provision is developed and participation is increased in this space to raise aspirations and strengthen the employment opportunities of local residents.

6 – Learners with Additional Needs

Current levels of demand and continued significant future growth in this demand will drive our response to local needs. The College is committed to excellence in this area by providing outstanding education and support appropriate to the needs of individual learners in both specialist and mainstream curriculum areas. This was recognised in the College's most recent Ofsted inspection in May 2024. The College is currently considering how it can respond to forecast growth in terms of a prospective capital project at our Ware Campus specifically and the planned national SEND reform generally.

7 – Sustainability

This will underpin all facets of our delivery and stakeholder engagement with further increased strategic significance going forward. The College aspires to having a curriculum offer with sustainability at its heart.

8 – Equity, Diversity, and Inclusion

We look to embrace difference and diversity of identity, experience, and thought, and actively strive for inclusive behaviours across our workforce and student body whilst demanding the same from our partners and stakeholders.

9 – Collaboration

Section that follows refers.

10 – Strategic Investment

The College will continue to prioritise investment in capital and other projects that support the enhancement of facilities for learners and/or provide commercial opportunities for the College, building on significant financial outlay to date particularly since the turn of the century.

Collaboration – Further Details:

Collaborative working is an essential part of the way Hertford Regional College has and will continue to meet local skills needs.

Local FE Colleges:

The College works collaboratively with the three other Hertfordshire based FE Colleges. This has enabled the four colleges to continue to work together in order to support Herts Chamber of Commerce, as the nominated Employer Representative Body, to plan for the effective delivery of a successful and meaningful Local Skills Improvement Plan (LSIP) for the betterment of those that reside and work in the county. This continues to apply for the delivery of LSIP 2.0.

The four colleges have worked effectively to deliver solutions relating to particular place-based priorities such that geographic characteristics or areas of technical expertise have been identified and form part of established working practice. The LSIF investment programmes and associated projects built strong relationships at senior level, leading to effective working between staff across all four colleges and at all levels. Ongoing professional development, the sharing of best practice, and other collaborative activities are well established. In addition, in the past 12 months, closer working relationships have been developed with Harlow College and knowledge exchange has taken place in key areas of focus.

Secondary Schools:

All schools in Broxbourne and East Herts currently operate Sixth Forms, apart from Goffs Churchgate which forms part of an academy trust with Goffs School. Relations have continued to strengthen, particularly in Broxbourne, with a notable impact on the pattern of post Key Stage 4 recruitment, and this has resulted in further significant 16 to 18 learner number growth in 2025/26 (circa 150 more learners). We also provide technical and vocational tasters and immersive visits for year 10 and 11 school groups, significant bespoke provision for Pupil Referral Units, as well as learning opportunities for home schooled young people, all as part of our NEET prevention activities.

Higher Education:

The four Hertfordshire FE colleges form part of the University of Hertfordshire Consortium which has been in place for 25 years. The Consortium validates the delivery of a range of Foundation Degrees and Extended Degrees at the colleges and, uniquely at Hertford Regional College, three Level 6 “top ups” to “full degree” at the College. These offerings complement our own HE offerings such as HNDs and professional qualifications in specific sectors.

Independent Training Providers:

The College works with a very small number of Independent Training Providers, mainly our own subsidiary company for study programmes and a specialist welding training organisation for apprenticeships.

Local Needs Duty:

The Governing Body discharged its responsibilities under the Local Needs Duty in 2023/24, and the outcomes were stress tested by Ofsted in May 2024. Although the statutory requirement for colleges is based a three year cycle, unless there has been significant structural or other changes, the Governing Body continues to review how the College is meeting needs, on a regular basis, through the long-term strategic planning process and associated reporting which is in addition to their regular strategic oversight and engagement work through the Curriculum, Quality and Business Planning Committee, Corporation Board and at the Corporation Conference. The next review is planned for 2026/27.

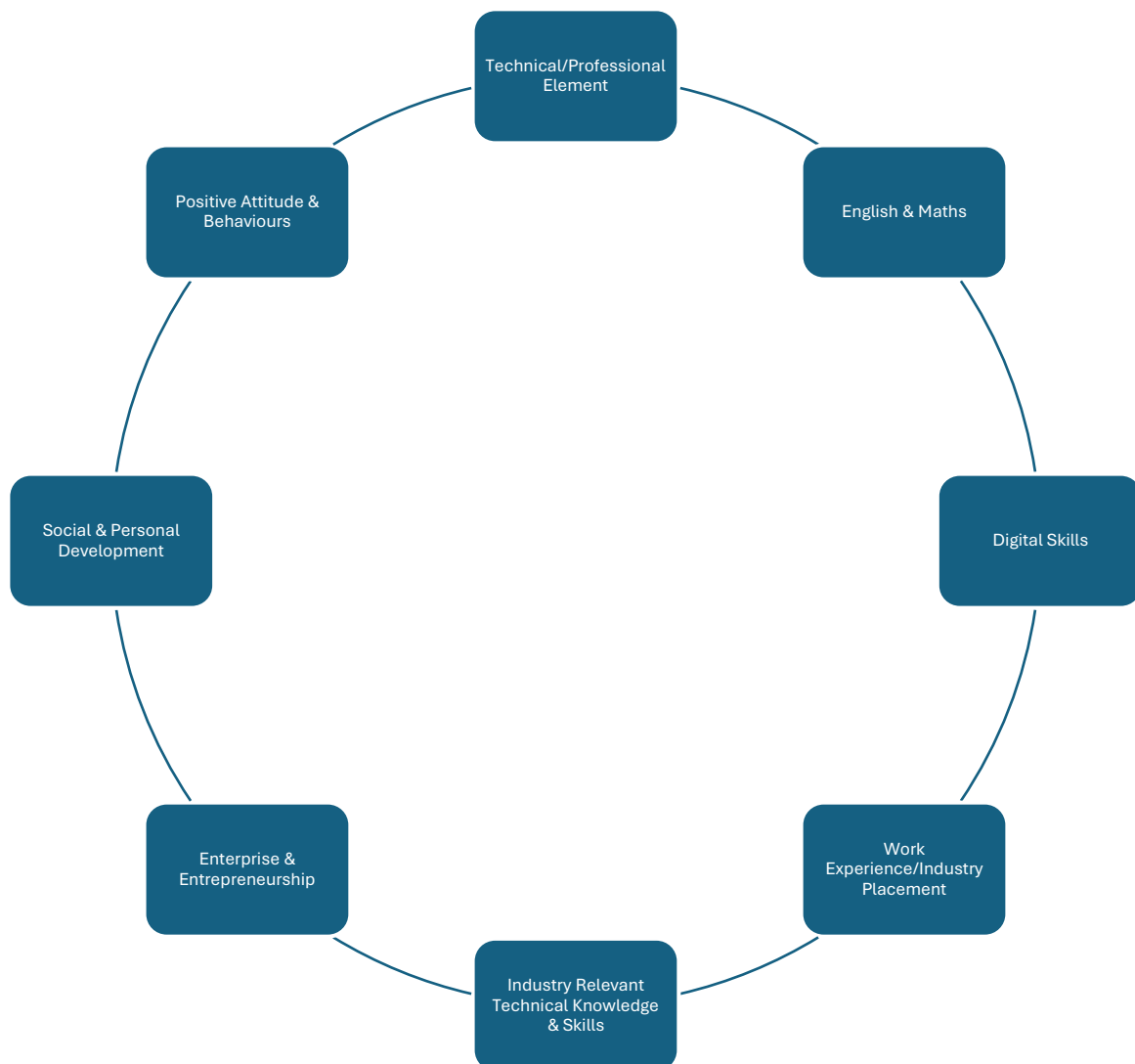
At the Corporation Conference in January 2026, governors once again interrogated the College’s proposed curriculum delivery plan supported by external inputs, specifically on curriculum and qualification reform, thus satisfying themselves that the established principles of curriculum planning were being met and that there were clear links in said plans to meet the needs of the employers and clear evidence of the co-creation of

curriculum that meets local and regional skills needs as well as national priorities. This was further supported by learning walks and conversations with staff and students.

The Corporation regularly receives updates on collaborative working with other providers through reports to Curriculum, Quality and Business Planning Committee and the Board on topics such as relations and activities with local schools including 14 to 16 provision, the work of the HE Consortium with the University of Hertfordshire, joint working with the three other Hertfordshire FE colleges, the work of Hertfordshire Futures and any specific LSIP updates.

Curriculum Delivery Model:

The College has developed the Destination Curriculum Model to meet the needs of its learners and drive the requisite outcomes that benefit the communities it serves. The development of essential skills is embedded within the model.



Student Support:

Students at the College benefit from a wide range of student support services. These cover the full range of in-house services, including counselling which the College has retained unlike many providers. This is complemented by a range of external agencies and bespoke software solutions that the College invests in to provide additional support services, particularly in response to the ongoing mental health crisis impacting on young people and adults.

Specialist support for individuals and groups is provided both in and outside of the classroom/workshop to an increasing number of learners and not just those with Education and Health Care Plans.

As of June 2026, the College had 370 students with Education, Health and Care Plans (EHCPs), compared with 287 students at the same point in June 2025.

The College also had 238 High Needs Funded (HNF) students. Of these, 117 were enrolled in Inclusive Learning programmes and 121 were studying within Mainstream Vocational provision.

Within Inclusive Learning, there has been a notable increase in students with Autism Spectrum Condition (ASC), rising to 41% in 2026 from 29% in 2025. The numbers of students with Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), and other diagnosed conditions have remained broadly consistent with 2025 levels.

Among HNF students and those with EHCPs in Mainstream Vocational provision, the most common identified needs are ASC (28%), MLD (11%), and Dyslexia (10%). Social, Emotional and Mental Health (SEMH) needs are the most frequently self-reported need within this group, accounting for 15% of students. However, when wider indicators such as welfare concerns and safeguarding records are considered, SEMH appears to be the most common area of need across the wider mainstream College population.

HRC is committed to a whole-student, whole-college approach to identifying needs and providing effective support for students with special educational needs and disabilities.

All young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment or higher education or training.

In addition, a tutorial programme is delivered to all learners on study programmes that is reviewed annually and amended as appropriate to ongoing and emerging needs as well as societal challenges and context.

Through the curriculum and/or the enrichment team our students have the opportunity to be active in the local community by undertaking a range of voluntary activities for the betterment of the local environment and residents.

Inclusive Mainstream Fund

The College welcomes the introduction of the Inclusive Mainstream Fund for 2026/27 and the opportunity to further enhance support for our students. It intends to use funding for:

- Further enhancement of existing support for mainstream students both inside and outside of the classroom, for example through small group working, workshops, peer support and study clubs particularly at Levels 2 and below;
- Greater data analysis and interrogation to inform inclusivity, support needs and planning;
- CPD activities for teachers/lecturers and support workers, including assistive technologies, and, in addition, cross College;
- Stress testing specific strategies to support inclusion and progression for disadvantaged learners from identified best sector practice;
- Transitioning pupils/students from school (or outside of traditional education) to the College where current funding does not apply.

Careers Education, Advice and Guidance:

The College employs two members of staff to deliver careers education, advice and guidance and this is enhanced by work placement co-ordinators who manage industrial and work placements as well as apprenticeship trials and internships. This is also delivered through the annually reviewed tutorial programme and enhanced by careers fairs, employer visits (inward and outbound), higher education fairs and visits as well as ever increasing participation in skills competitions. The College achieved cross-College Matrix Re-accreditation in March 2025 and had a continuous improvement check in March 2026.

Review of Actions – 2025/26

The College has successfully continued its journey to implementing qualification reform and, in addition to consolidating its existing T Level offer with strong learner outcomes

and progression, introduced the Education and Childcare T Level as planned in September 2025. To support further growth and strengthen progression pathways, T Level Foundation programmes in Science and Engineering were effectively developed and introduced with satisfactory numbers across the two pathways overall.

Additional programmes were successfully introduced to meet local demand, support widening participation and as a key part of the College's ongoing actions to support the NEET agenda. This included two groups in both Level 1 Plastering and Dry Lining and Level 1 Travel and Tourism and one large group in both Level 2 Cabin Crew and Level 2 Digital Design. Finally, there were slightly smaller groups in both the Level 1 Award and Level 2 Award in Art and Design. Level 1 Engineering did not run due to insufficient numbers but those learners that applied were migrated to Level 1 Electrical to support their progression.

The CSCS centre continues to flourish, and both internal and external business has continued to grow, with delivery volumes above planned levels. The SWAPs in Construction have exceeded planned numbers and these learners have used the centre to complete their site certification. The SWAP provision, supported by a strong partnership with DWP, has expanded significantly and now offers provision in customer service, hospitality and security sectors in response to specific needs in the local employment market.

Two new apprenticeship standards have been developed and introduced, namely the Level 3 Motor Vehicle Service and Maintenance Technician and Level 3 Multi-channel Marketer. The Level 2 Administration Assistant did not run as planned because the release of this standard was delayed by Skills England until 1st August 2026.

The College's higher-level offer was expanded with the introduction of the Level 4 in Advanced Aesthetics Treatments for Beauty. This was delivered in place of the planned Level 4 Hairdressing pathway, and in order to respond directly to local and sub regional need. The HND in Music was also successfully reintroduced. Planned courses in Level 4 Leadership and Management and HND Art and Design did not run due to insufficient learner numbers.

Adult ESOL numbers remained relatively steady this year due to challenges relating to learner withdrawal due to relocation and changes in local demand. ESOL 16 -18 provision recruited one cohort of learners this year.

Additional programmes introduced specifically for adults included Level 2 Patisserie, Level 2 Culinary Skills and Level 3 Access to HE – Education and Teaching. Level 1 Digital Skills did not run due to insufficient numbers.

Contribution to National, Regional and Local Priorities 2026/27:

Specifically, for the purpose of this document and in response to the skills needs highlighted in the Modern Industrial Strategy, Hertfordshire’s Local Skills Improvement Plan, Hertfordshire’s Economic Strategy and Get Hertfordshire Working:

Aims and Objectives	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p><i>1 - To further consolidate our current T Level offer with planned growth in numbers from September 2026</i></p> <ul style="list-style-type: none"> • <i>Design, Surveying and Planning for Construction</i> • <i>Education and Childcare</i> • <i>Maintenance, Installation and Repair for Engineering and Manufacturing</i> • <i>Science</i> • <i>Digital Software Development</i> <p><i>to benefit up to 40 learners.</i></p> <p><i>And continue T Level Foundation Programmes in:</i></p> <ul style="list-style-type: none"> • <i>Science</i> • <i>Engineering</i> <p><i>benefitting up to 30 learners.</i></p>	<p><i>Continue to develop and roll out key government priority curriculum in areas that meet national, regional and local needs, as identified in the Modern Industrial Strategy, the Local Skills Improvement Plan and the College’s Strategic Plan thus meeting specific sectoral needs as identified by employers.</i></p>
<p><i>2 – To widen and scale up responsive, outcome focused provision, locally and regionally, through Sector Based Work Academies (SWAPs) and the associated utilisation of the CSCS testing centre.</i></p> <p><i>Further expansion of SWAP provision in partnership with DWP and local employers, to include</i></p>	<p><i>Continue to develop a curriculum and offering that meets specific regional and local skills needs, as well as National Skills Priorities, as defined by the agencies (specifically DWP), employers and communities the College serves, befitting its role as a place-based anchor institution and improving the employment and economic prospects of local people.</i></p>

<ul style="list-style-type: none"> • Customer Service • Hospitality • SIA Security provision <p>to a total of 60 learners.</p> <p>To continue the development of the CSCS Tests and SWAPs in Construction in 2026/27 academic year.</p> <p>There are a further 111 CSCS tests planned in 2026/27, and 51 candidates planned for SWAP Construction courses.</p>	<p>In addition, this meets needs identified in LSIP 2.0, the Hertfordshire Economic Strategy and the aims of Get Hertfordshire Working.</p>
<p>3 - To introduce two new apprenticeship standards in:</p> <ul style="list-style-type: none"> • L2 Administration Assistant • L2 Interior Systems Installer (Pathway: Drylining Systems) <p>benefitting up to 14 apprentices.</p>	<p>Continue to develop an apprenticeship offer that meets that meets specific regional and local skills needs, as well as National Skills Priorities, by further enhancing progression pathways from study programmes with a renewed focus on younger apprentices.</p>
<p>4 – To introduce the delivery of apprenticeship units for renewable energy in:</p> <ul style="list-style-type: none"> • L3 Solar PV installation and maintenance • L3 Electric Vehicle (EV) charging point installation and maintenance <p>benefitting up to 24 learners.</p> <p>In addition, pilot delivery of:</p> <ul style="list-style-type: none"> • Level 2 Certificate in Retrofit <p>benefitting up to 12 learners.</p>	<p>Continue to develop and roll out key government priority curriculum in areas that meet national, regional and local needs, as identified in the Modern Industrial Strategy, the Local Skills Improvement Plan and the College’s Strategic Plan thus meeting specific sectoral needs as identified by employers.</p> <p>This offer enhances existing programmes to provide significant opportunities to adults and young people in construction generally and Green Skills specifically, as well as meeting specific targets as identified in LSIP 2.0, the Hertfordshire Economic Strategy and the aims of Get Hertfordshire Working.</p>

<p>5 – To further develop the Level 4 and 5 offer in the college by introducing a programme in:</p> <ul style="list-style-type: none"> • Level 4 Media (one year) <p>benefitting up to 10 learners to support learners progressing onto a higher-level qualification or employment – with the opportunity of progression to a full degree at our partner university, the University of Hertfordshire, conditional on outcomes.</p>	<p>Continue to develop the College’s Level 4 and above curriculum offer, in line with the national focus on this area, so that it meets specific regional and local needs, including progression pathways for our Level 3 learners, as identified in the College’s Strategic Plan, and that are valued by employers in the communities the College serves. This a pilot model with other areas being explored for subsequent delivery.</p>
<p>6 – To introduce additional and re-focussed programmes for 2026/27, following on from significant growth in this space in 2025/26, to meet local demand and the NEET agenda including:</p> <p>16 to 18 learners:</p> <ul style="list-style-type: none"> • Level 1 Electrical with progression routes to Level 2 Electrical and Engineering T Level Foundation Programme <p>benefitting up to 90 learners.</p> <ul style="list-style-type: none"> • Level 3 Brickwork • Level 3 Site Carpentry <p>benefitting up to 20 learners.</p> <p>14 to 16 learners:</p> <p>Growing and delivering specific provision in:</p> <ul style="list-style-type: none"> • Construction • Motor Vehicle • Music • Hospitality • Tourism 	<p>Continue to develop and roll out key government priority curriculum in areas that meet national, regional and local needs, as identified in the Modern Industrial Strategy, the Local Skills Improvement Plan and the College’s Strategic Plan thus meeting specific sectoral needs as identified by employers.</p> <p>Continue to work with local partners on NEET intervention, specifically bespoke commissioned 14 to 16 programmes.</p> <p>Continue to further enhance existing funded 16 to 18 and adult provision and introduce specific new provision in 2026/27 based on learner feedback and local employment opportunities.</p>

- *Hairdressing*

*Provision is delivered to small groups up to a maximum of **6 learners** in each subject area.*

Adults:

- *Entry Level/Level 1 Functional Skills Digital qualifications offered as both full-cost and via the funded route in partnership with the DWP*

No limit on learner numbers.

Commercial courses/recognised industry qualifications offered as both full-cost and via the funded route:

- *Gel Polish*

*4 groups benefiting **40 learners**.*

- *Lash Lift*

*2 groups benefiting **12 learners**.*

In addition, continue to grow the highly successful community based short courses across a number of different art and design mediums.

Corporation statement:

On behalf of the Corporation of Hertford Regional College, it is hereby confirmed that the Annual Accountability Agreement statement sets out an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 1st July 2026.



Nick Buckland OBE

Chair of Governors



Tony Medhurst

Principal/Chief Executive & Accounting Officer

Date – 1st July 2026

Supporting documentation:

Hertfordshire LSIP

<https://www.hertschamber.com/lsip>

Hertfordshire Economic Strategy

<https://www.hertfordshirefutures.co.uk/economic-strategy/>

Get Hertfordshire Working Plan

<https://www.hertfordshirefutures.co.uk/media/ywolyfao/get-hertfordshire-working-plan-2025-2035.pdf>

College Strategic Plan 2022/2027

https://hrc.ac.uk/wp-content/uploads/2024/04/HRC_Strategic_Plan_2022_to_2027.pdf

College Inspection Report May 2024

<https://files.ofsted.gov.uk/v1/file/50251188>

College Financial Statements 2024/202

<https://hrc.ac.uk/wp-content/uploads/2026/01/HRC-Report-Financial-Statements-2024-25.pdf>