



HARTPURY
COLLEGE

ACCOUNTABILITY

STATEMENT | 2025-2026

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STRONGER TOGETHER

1.0 PURPOSE

Hartpury is the only specialist landbased provider in Gloucestershire. In 2020, as part of our 2025 strategy development we set our overall mission to be ‘a specialist niche provider delivering relevant, effective and high-quality education and training for employment in sport, equine, animal and agricultural industries; locally, regionally, nationally and internationally’ (Hartpury Strategy, 2025) which we believe we have achieved.

Our Hartpury College 2030 vision is to be the UK’s leading provider of land-based and sports education, delivering high-quality provision that integrates technical, digital, and sustainability skills. Focused on industry needs and future trends, we will prepare students for lifelong success, empowering them to make valuable contributions to the industries we serve, supporting local, regional, and national skills priorities and fostering economic growth through financially sustainable practices.

The College and University strategies are underpinned by a number of enabling strategies including, Digital, Estates, People and Sustainability. Discussions informing the development of this Accountability Statement have been effectively considered in the development and consultation phases of Hartpury College 2030 regarding our provision type and curriculum offer and are therefore in full alignment.

We continue to be fully strategically committed to being a specialist and niche provider, introducing T-Levels in our specialist areas where they are available and growing apprenticeship numbers in our specialist areas, aligned to local, regional, and national skills needs and also explore further opportunities for highly relevant and targeted growth.



As a well-established provider, Hartpury College is currently rated as Ofsted Outstanding across all areas (May 2018 and March 2024).

The College also has strong industry connectivity, this being a deliberate and essential feature evident throughout all of our provision to ensure industry skills demands are being met in addition to equipping all students with core transferable skills.

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

- Life Sciences;
- Digital and Technology;
- Professional and Business Services;
- Health;

It also aligns with the following local skills priorities defined in the Local Skills Improvement Plan (LSIP), Gloucestershire Economic Strategy 2024-2034 and the 'Plan for Growth':

- Agriculture, Food and Rural Business; Tech and Business Services;
- Digitisation, Net Zero and Climate Change;
- Health and Social Care.

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

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

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



The impact of Hartpury’s offer can be seen at both ends of the student journey - through high levels of recruitment (which has increased over the past 5 years) and high levels of positive progression each year (the most recent in June 2024 of which reflects 97% positive progression overall).

> Further Strategic Context

Strategically, the curriculum areas provided by Hartpury College are niche, focusing on Land-based Diplomas, Apprenticeships and T-Levels, Sport Diplomas and A Level programmes. The areas of specialism offered reflect local, regional, and national economic needs, for example, the need to produce more individuals that are skilled in STEM and Life Science subjects, the requirement to produce highly skilled and technological advanced workers for agriculture and agricultural engineering in pursuit of the Agri-Skills Strategy and the 'health' skills priority through our significant Sport provision focus. The College's areas of specialism are very attractive to 16–19-year-olds, providing a STEM 'hook' using animals or sport for example which also helps to attract a diverse range of students to the study of life science subjects, all of which also develop contextualised digital skills through industry specific technology, this being a further National Skills Priority.

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

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

This unique structure supports the development of shared specialist resources for both the College and University students, yet at the same time, positions specific academic and practical resources for university level study, supporting the raising of aspiration amongst the College student population. Positive progression statistics demonstrate the effectiveness and impact of this approach.

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

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

Curriculum rationalisation was undertaken a number of years ago in relation to entry level and level 1 provision following full appraisal and consideration of the countywide Further Education offer to ensure provision of the best possible student experience within the county and avoidance of duplication. As such, the majority of Hartpury College provision is focused at Levels 2 and 3, although we recognise the demand for lower level study has increased within the sectors that we serve and this position is regularly reviewed.

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

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

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

Our Employer and Industry Partnership Scheme was introduced in 2022-23. This has proven beneficial in further enhancing the extensive work previously undertaken to place employers firmly at the heart of our delivery through a formalised partnership approach.



"We remain committed to ensuring our curriculum aligns with local, regional, and national skills needs. By placing employers at the centre of our curriculum design, we ensure their insights directly shape and influence our offer. This collaborative approach allows us to respond effectively to current, emerging, and future technical and core skills requirements across the sectors we support. As a result, our students are well-equipped to make a meaningful impact, and we actively contribute to the economic growth of Gloucestershire and beyond."

Claire Whitworth
Deputy Principal FE



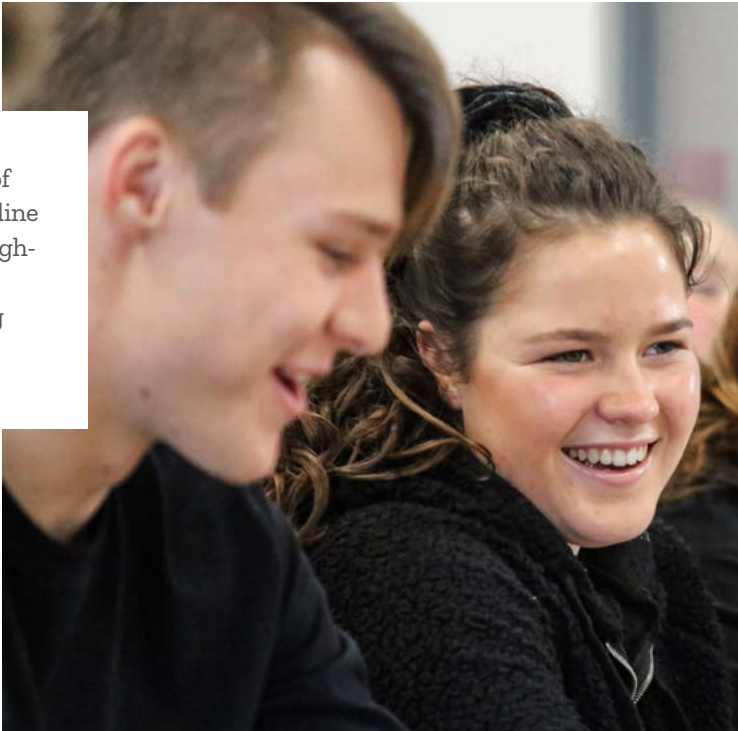
2.0 CONTEXT AND PLACE



Located in the Forest of Dean District in Gloucestershire and originally formed as an Agricultural College in 1948, Hartpury has a long and established history of delivering high quality, specialist education in Sport and Land-based studies on a local and national scale.

In September 2018 the organisation evolved to become a University and a College co-located on a single site, creating a unique organisation within the sector, and providing a number of strategic and operational benefits to the student experience. Hartpury's 2030 mission is to deliver outstanding University and College education in land-based, sport & related disciplines, to equip our students with real-world skills for the benefit of local, regional, national & global communities.

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



The nature of this mission and the specialist nature of the educational provision means that the organisation's reach extends beyond the local geography to serve specialist sectors across the country. As a result, Hartpury has become one of the largest residential colleges in England with a maximum occupancy of 1,140 bed spaces on campus for college students who come from beyond the local area (typically of Gloucestershire, Herefordshire, and Worcestershire). Figure 1.1 shows the typical distribution of students who attend Hartpury College, based on acceptances of college places in the 2024-2025 academic year. Due to the reach, Hartpury recruits from 190 local authorities across the UK.

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

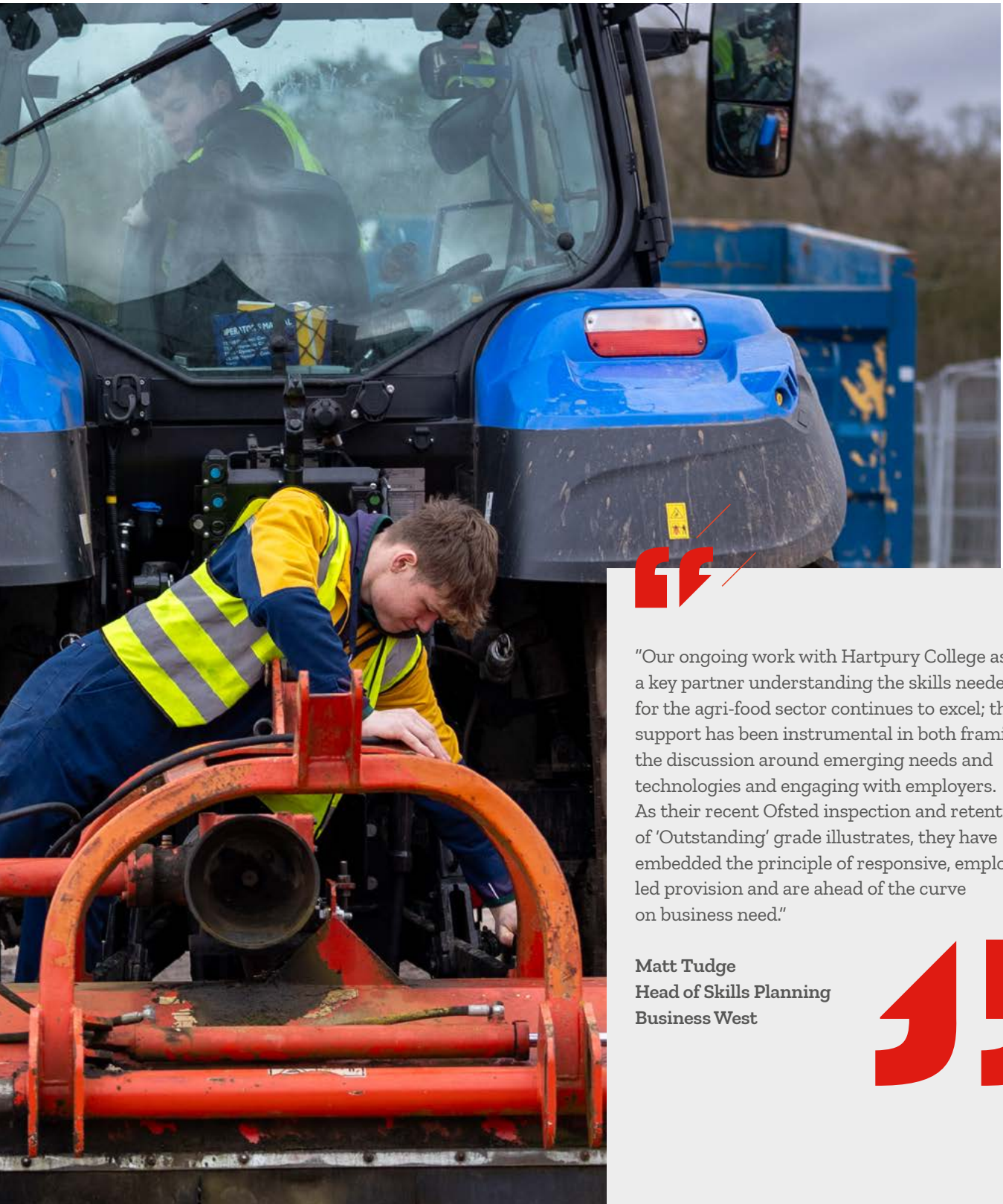


^ FIGURE 2.1
Typical Distribution of Students at Hartpury College
2022-2023

due to the specilaist offer, **Hartpury recruits from 190 local authorities** across the UK.

> **Business and Economic Profile:**

Much of Gloucestershire’s local skills needs are well documented in key regional strategic documentation such as Gloucestershire’s Skills Strategy 2022-2027, Gloucestershire’s Economic Strategy 2024-2034, and the Gloucestershire Local Skills Improvement Plan (LSIP). The Gloucestershire LSIP area is shown in Figure 1.2.

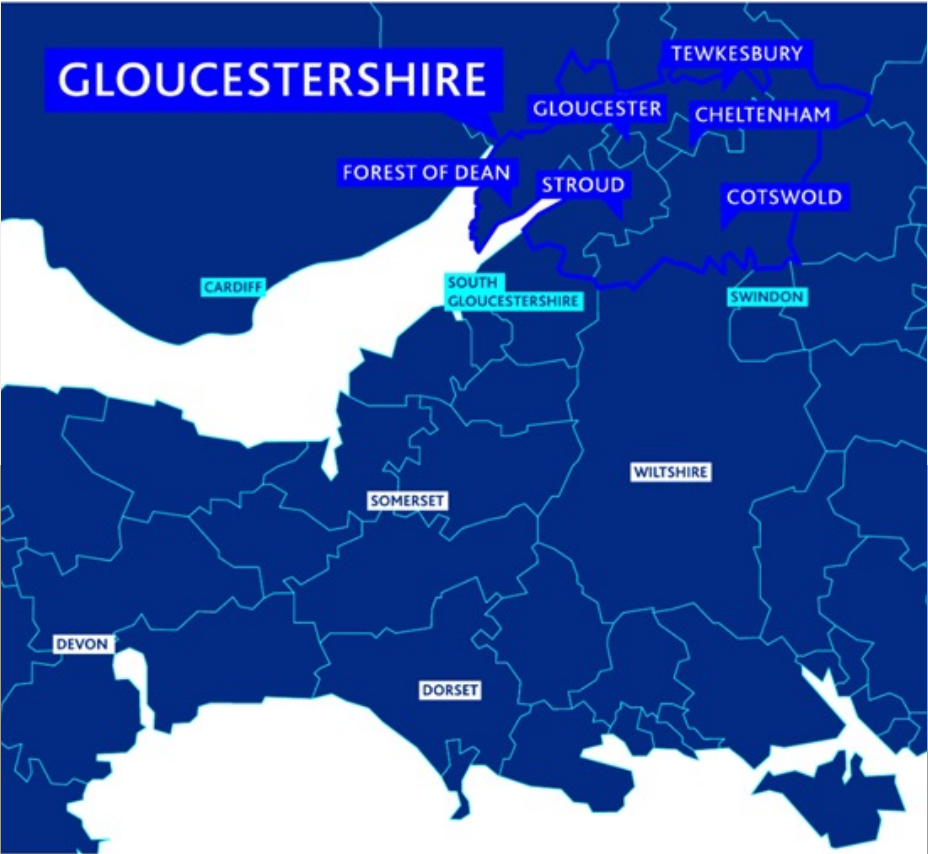


“Our ongoing work with Hartpury College as a key partner understanding the skills needed for the agri-food sector continues to excel; their support has been instrumental in both framing the discussion around emerging needs and technologies and engaging with employers. As their recent Ofsted inspection and retention of ‘Outstanding’ grade illustrates, they have embedded the principle of responsive, employer-led provision and are ahead of the curve on business need.”

Matt Tudge
Head of Skills Planning
Business West



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



< FIGURE 1.2

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

TABLE 2.1
Identified Local Skills needs

Source > Sector	GFirst LEP Skills Strategy 2022-2027	LSIP Priority Areas	Invest in Gloucestershire
Advanced Manufacturing and Engineering	✓	✓	✓
Agriculture, Food and Rural Business /	✓	✓	✓
Banking and Finance Professional Services	✓		
Construction and Infrastructure	✓	✓	
IT, Tech, and Business Services / Cyber-Tech	✓	✓	✓
Energy and Green Renewables / Digitisation, Net Zero and Climate Change	✓	✓	✓
Health and Social Care	✓	✓	
Retail	✓		
Tourism and Visitor Economy	✓		
Transport	✓		



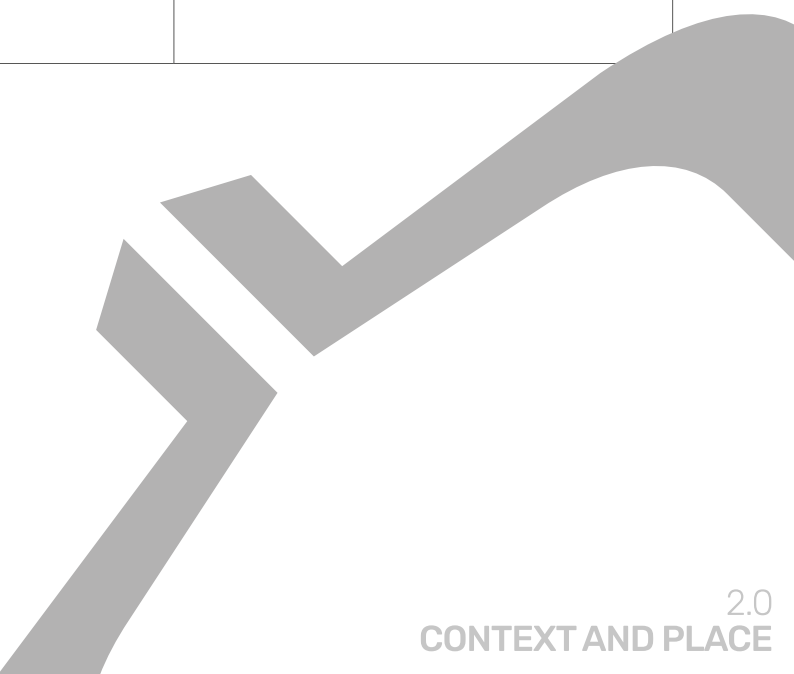
There is synergy between the national and local skills needs outlined above with a clear emphasis on driving skills growth in life science related subjects and with cross-cutting needs to support the development of skills in growth areas of digital skills and green skills across all sectors.

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

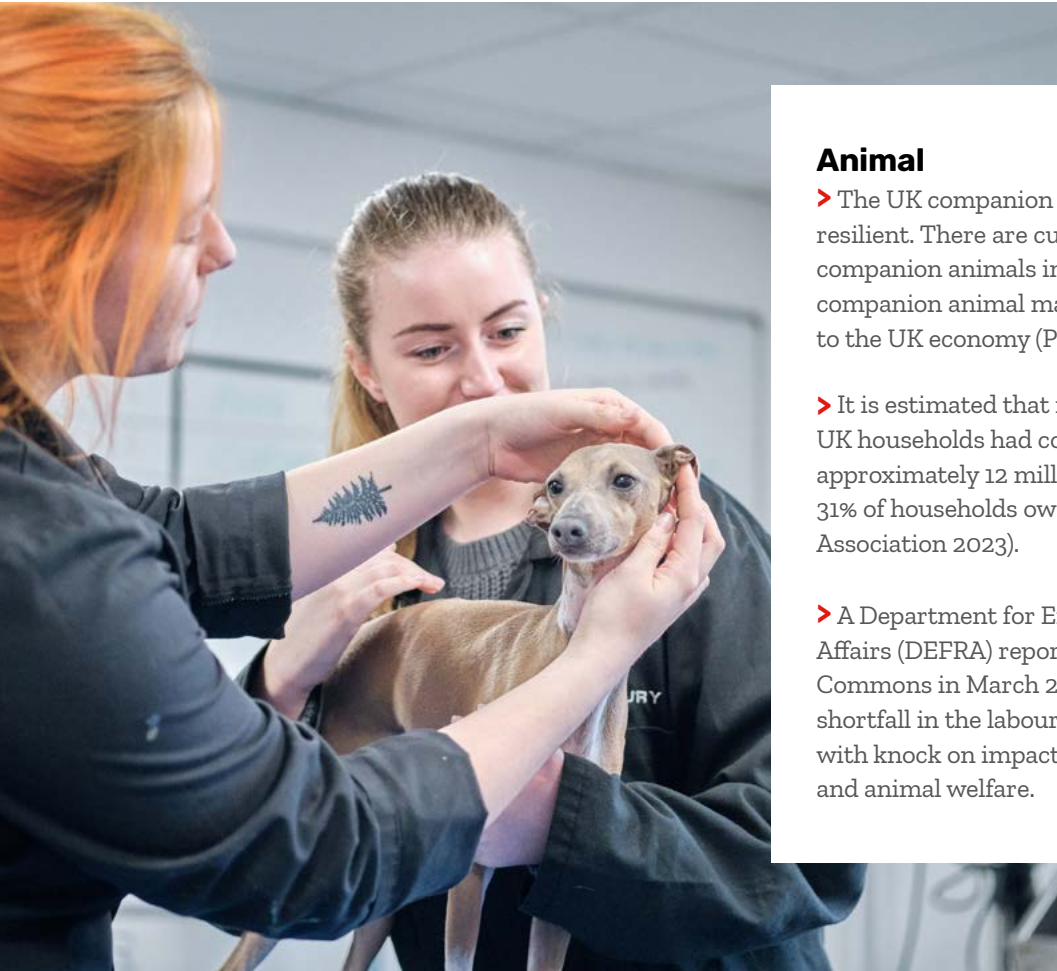
TABLE 2.2
Hartpury specialisms and their alignment to national and local skills priorities

Source > Hartpury Subject Offer	Direct links to National Skills Priorities (taking account of Skills England Report, Industrial Strategy Priorities and Plan for Change)	Direct links to Local Skills Priority (as identified in Gloucestershire’s Skills Strategy 2022-2027, the Gloucestershire’s Economic Strategy 2024-20234, and the Local Skills Improvement Plan, LSIP)
A Levels	<ul style="list-style-type: none">• Life Sciences• Professional and Business Services• Digital & Technologies	<ul style="list-style-type: none">• All aspects
Animal Management and Science	<ul style="list-style-type: none">• Life Sciences• Professional and Business Services• Digital & Technologies	<ul style="list-style-type: none">• Agriculture, Food and Rural Business• Tourism and Visitor Economy
Agriculture & Agricultural Engineering	<ul style="list-style-type: none">• Digital & Technologies (including AI and data economy)• Life Sciences• Professional and Business Services• <i>Global Food Production & Security</i>	<ul style="list-style-type: none">• Agriculture, Food and Rural Business• Agri-tech• Energy and Green Renewables / Digitisation, Net Zero and Climate Change
Equine	<ul style="list-style-type: none">• Life Sciences• Professional and Business Services• Digital & Technologies	<ul style="list-style-type: none">• Tourism and Visitor Economy• Energy and Green Renewables / Digitisation, Net Zero and Climate Change
Sport	<ul style="list-style-type: none">• Health• Life Sciences• Professional and Business Services• Digital & Technologies	<ul style="list-style-type: none">• Health and Social Care• Tourism and Visitor Economy

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



> National Economic Sector Drivers informing skills needs:

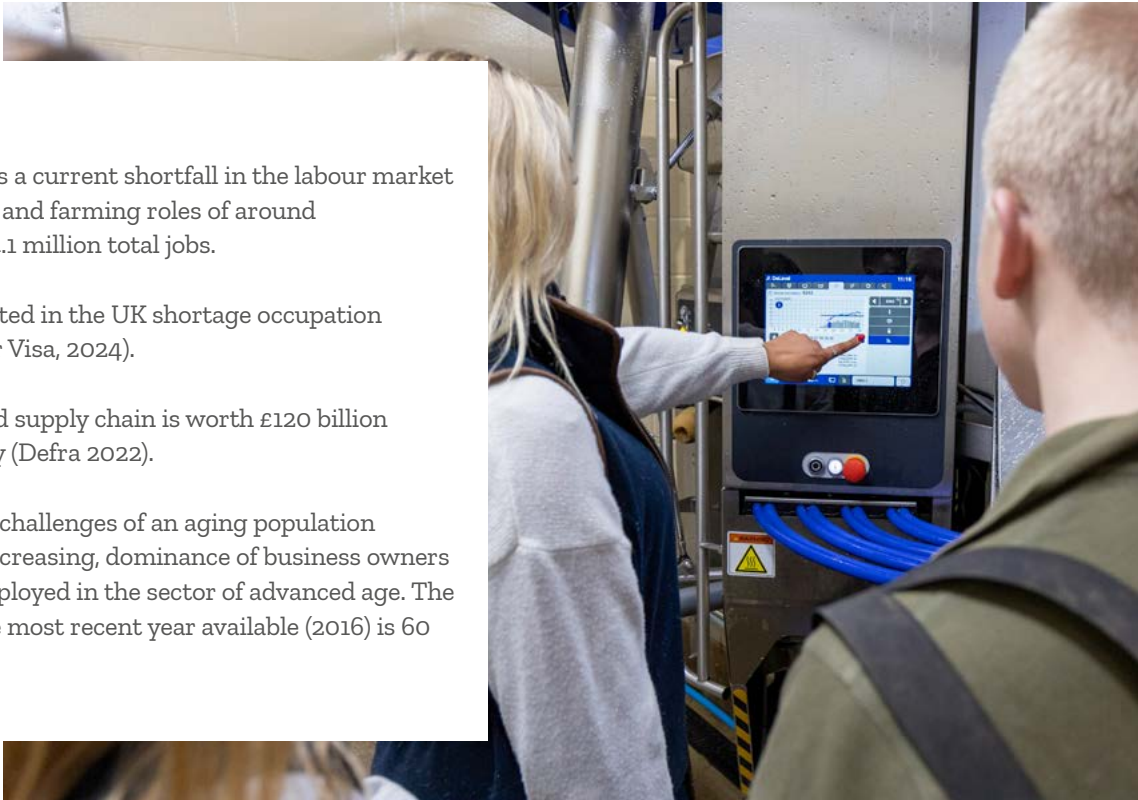


Animal

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

Agriculture

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



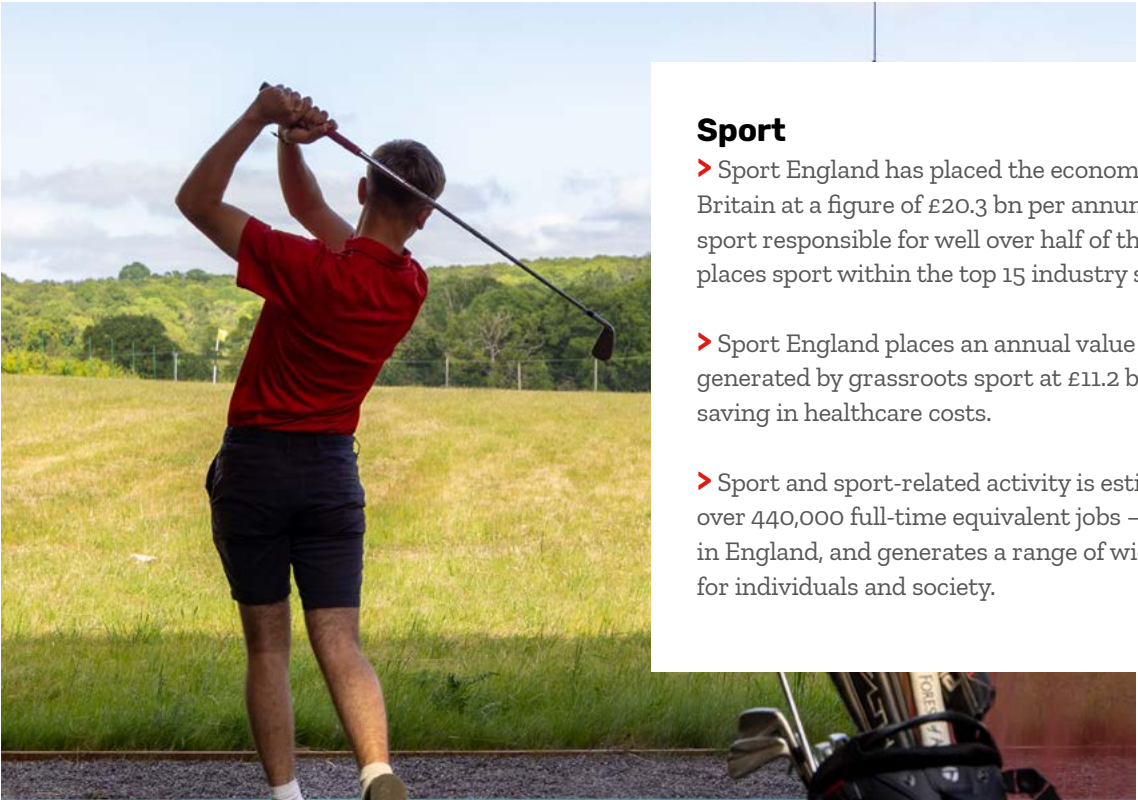
Equine

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



Sport

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



> Local Economic Sector Drivers informing skills needs:

Agriculture

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

Equine

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

Sport:

- > Figures released by gFirst (now GCC) show the sport industry directly employs more than 5,000 people and puts the total direct social value of sport to the regional economy at £938m
- > Sports coaches, instructors and officials listed in the Southwest as skills shortage areas (Prospects 2020)

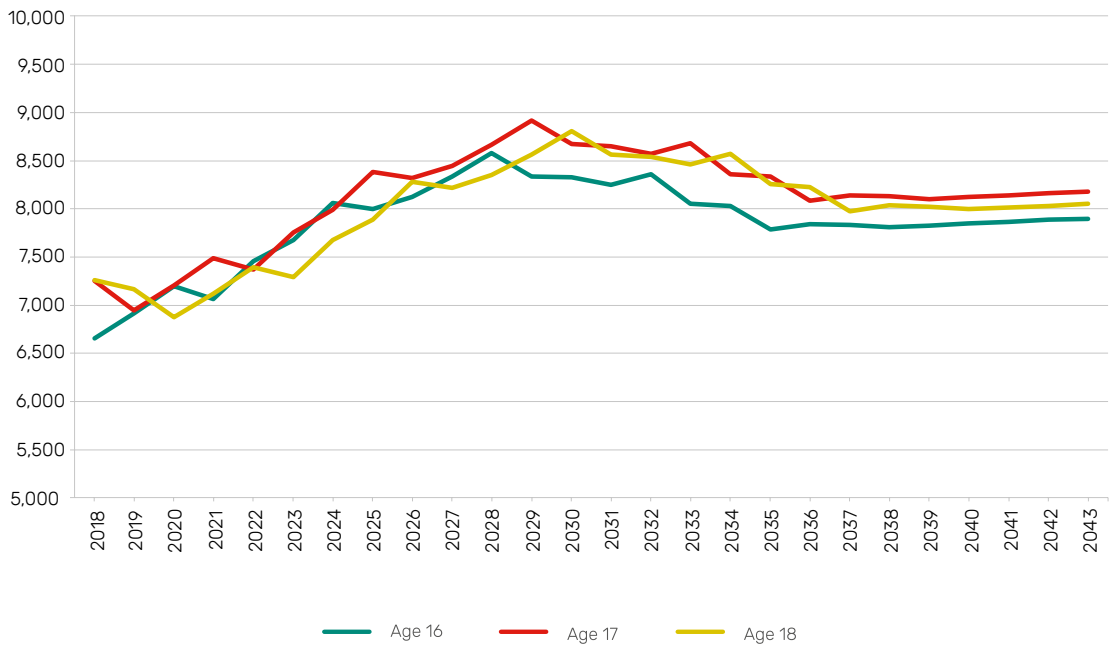
The evidence of skills needs underpinned by economic need across Hartpury’s specialisms suggests that the College is serving areas where there are demonstrable skills needs.



> Young People within the County:

Following a period of contraction, the number of 16-year-olds is on an upward trajectory until 2028-2030, after which there is a drop (shown in Figure 2.3). This suggests that a greater quantity of local learners will need to access further education and training courses and, Hartpury has consequently increased its number of opportunities for new students in alignment, reflecting further growth in the academic year 2024-2025.

FIGURE 2.3



Source: Gloucestershire Population Projections for 16-18 from 2018-2043



3.0

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

The Hartpury 2025-2026 Accountability Statement draws on numerous sources and stakeholder engagements and has been developed, considering the following:

Hartpury 2030 Stakeholder Engagement
As we have developed our overarching 2030 Strategy with a particular focus on our 2030 mission, vision, values, and strategic priorities, all of which directly align with our Hartpury College Accountability Statement commitment, we have consulted with the following internal and external stakeholders, all of which have helped to shape the final approved 2030 Strategy:

> 410 university, college, and professional services staff; 100 students; 26 external stakeholders (for example, Employer Representative Body, District Councils, Borough Council, educational membership organisations, industry, etc).

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

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

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

> Industry Focus Groups; a series of 5 subject-led industry (Agriculture, Equine, Sport, Animal Management and A Levels) focus groups were held between June and August 2023 to gather input from employers as to how the College’s curriculum could be designed and sequenced to suit the needs of the industry.

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

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

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

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

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

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

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



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

The full Hartpury College 2024 Ofsted Report can be found online at www.hartpury.ac.uk.



“Senior staff work exceptionally well with the Employer Representative Body, Business West, and the Federation of Small Businesses to understand the needs of employers, almost all of whom are small- and medium-sized enterprises. Leaders have responded very effectively to employers’ requests for learners to gain employability skills such as written and verbal communication, presentation skills and how to be resilient at work. Staff work closely with small business partners to provide learners with the skills and knowledge to work on a self-employed basis. For example, using the expertise of small business owners in the college’s Tech Box Park to teach learners about wealth planning, to read financial data and to create enterprise proposals. Leaders have invested heavily in capital and physical resources to meet gaps in digital skills in agriculture identified by strategic stakeholders and strategies such as, for example, the Local Enterprise Partnership, Employer Representative Bodies, the Local Skills Improvement Plan, and the Gloucestershire Economic Strategy.” **Ofsted, March 2024.**



Gloucestershire Economic Strategy
2024-2034

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

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

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

Hartpury College Industry-Curriculum
Co-creation Events

These events, operating in all the five curriculum areas in the College provide the opportunity annually for key industry professionals to collaboratively shape the curriculum and provide details of any skills gaps that can be directly fed into curriculum design and delivery. They also define opportunities for industry co-delivery and industry co-assessment which are invaluable elements to further enrich the curriculum for our students. Over the last two years 387 industry professionals/organisations have been involved with industry-curriculum co-creation or delivery. As such, this is a key mechanism that we use to be at the forefront of understanding current sector skills needs, emerging needs and predictions for the future.

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

The Gloucestershire Agri, Food and Rural
Business Group

There are nine business groups within the county, each representing priority sectors. Gloucestershire County Council’s Growth Hub say ‘Business Groups are the ‘engine-room’ with experts in their field who advise on business and economic growth decisions, to help Gloucestershire improve skills, innovation, and reach economic potential’. The Gloucestershire Agri, Food and Rural Business Group, chaired by Hartpury College’s Deputy Principal FE, has supported the alignment of LSIP skills priorities through bids for funding to aid the acceleration of agriculture county priorities that are of importance to and benefit the county amongst a number of other projects.

LMI from the Hartpury Business
Development Team

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

Review of the Gloucestershire
colleges offer

Colleges within Gloucestershire work collaboratively to ensure complementary provision that avoids duplication across the county that allows students the opportunity to follow their choice of career with clear career progression pathways. An example of this was reflected in the collaborative county approach used to successfully bid for £2.5m of Local Skills Improvement Funding (LSIF), aligned with local skills priority areas and our complementary specialisms.

Gloucestershire’s Skills Strategy
2022-2027

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

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

National Skills Priority Sectors

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

- > Advanced Manufacturing
- > Creative Industries
- > Defence
- > **Digital and Technologies**
- > Financial Services
- > **Life Sciences**
- > **Professional and Business Services**
- > Clean Energy Industries
- > Construction
- > **Health**

Unit for Future Skills

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

Landex data sources

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

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



4.0

CONTRIBUTION TO NATIONAL, REGIONAL, LOCAL PRIORITIES

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

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

WHAT WE SET OUT TO DO IN OUR 2024-25 ACCOUNTABILITY AGREEMENT AND WHAT WE HAVE ACHIEVED?



Embed Agriculture and Agriculture Engineering T-Levels, plan for implementation of Animal Management T-Levels and associated Foundation Programmes.

We successfully recruited to and are delivering T-Levels in the following areas from September 2024, slightly exceeding our ambitious, targeted recruitment predictions.

- > Agriculture Crop Production
- > Agriculture Livestock Production
- > Agricultural Engineering

We also successfully implemented and recruited to allied foundation programmes as a pre-cursor to T-Levels in Agriculture.

Plans are also in place for the introduction of Animal Management and Animal Science T-Levels for September 2025.



Developing Digital and Communication Skills

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

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



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

Developing an Agri-tech Professional Development Offer for Adults

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



Growing Agriculture Apprenticeships

We targeted and achieved further growth in our Agriculture Apprenticeship provision during 2024-2025 which includes the Level two General Farmer Worker and Level 3 Crop Technician Apprenticeship. Further growth is targeted for 2025-2026.

Further develop specific career pathways for Sports qualifications and A Level option combinations.

During 2024-2025, we have been working on this particular project as planned. Career pathways have been identified for our Sports and A Level provision and will feature on our website from September 2025. Landbased course career pathways are already well defined and feed into the development and approval process of the qualifications by the awarding organisations.



Target Outcomes Reflecting National, Regional and Local Priorities

Our contribution to meeting national, regional, and local needs, our Accountability Commitments for 2025-2026 are set out in the table on the following page.

Table 4.1 shows the correlation between our 2030 Strategy, our Accountability Statement Commitments for 2025-2026 and linkage to the National, Regional and Local Skills Priorities, Gloucestershire Local Skills Improvement Plan, Gloucestershire Economic Strategy 2024-2034, Gloucestershire Skills Strategy 2022-2027 and our own direct industry intelligence gathered through our extensive industry partnership work inclusive of our Industry-Curriculum Co-Creation forums.





TABLE 4.1 HARTPURY COLLEGE OUTCOMES REFLECTING NATIONAL, REGIONAL AND LOCAL PRIORITIES 2024-2025

Reference to overall Hartpury 2030 Strategy	College Aim/Objective	Intended Impact	Our alignment with National Skills Priorities	Our alignment with regional and local skills priorities as defined by the LSIP, Gloucestershire Economic Plan & Gloucestershire Skills Strategy 2022-2027 & Hartpury Skills Review 2023-2024	Target Date
Strategic Priority, Passion: We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.	1.0 Fully embed Landbased T-Levels from September 2025 in: Year 2 of Agriculture, Land Management and Production with specialisms in: <ul style="list-style-type: none">Plant and Crop ProductionLivestock ProductionLandbased Engineering New Starts: <ul style="list-style-type: none">Animal ManagementAnimal Science Review effectiveness of Foundation Programmes as a precursor to T-Levels and action curriculum changes accordingly (Agriculture, Agriculture Engineering and Animal Management T-Levels)	Full implementation year 2 of Agriculture T-Levels for September 2025 and launch Animal Management & Science T-Levels from September 2025 thus providing students with high quality and relevant education and training to meet current industry skills requirements and demand for the land-based sector. Successful recruitment to strategic target in 2025-2026 reflecting targeted T-Level growth year on year. Provision of a viable offer at level 3 for students not able to access a T level pathway immediately post-16, ensuring students currently on smaller level 3 vocational and technical courses still have a viable route into work or higher levels of study in agriculture and animal management/science aligned with occupations/skills shortages prioritised within the LSIP. Recruit to target.	Digital and Technology Life Sciences	Gloucestershire LSIP sectoral priority – Agriculture, Agri-tech and pregate food production Thematic Foci: <ul style="list-style-type: none">Core and soft skillsCore digital skillsTechnological change and the impact of digitisationNeeds attached to the UK's Net Zero Strategy, decarbonisation, sustainability and 'green skills and technologies' Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs: <ul style="list-style-type: none">Agri-data analysisDemand for agricultural engineersDemand for vets and vet nursesAwareness of where food comes fromReduce barriers to new entrants into farmingImprove perception for young people	September 2025
Strategic Priority, Passion: We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.	2.0 Continue to consolidate and build upon the LSIP findings to help shape the content of our Hartpury Certificate Plus 'Prep for Success Programme' in relation to core softer skills identified by employers inclusive of digital skills, building on the initial implementation identified in our 2023-2024 Accountability Statement. To be implemented across all provision – Agriculture, Equine, Sport, Animal Management/Science & A Levels Our Hartpury Certificate extends beyond the requirements of the qualification, placing emphasis on employability skills and attributes to support high levels of progression to work and university. It provides a flexible framework to align with emerging industry needs.	Students – 95% students each year self-assessing as developing skills to support future job roles A minimum of 95% of completing students progressing to a positive destination each year (employment or university /further study) Employers confirming a tangible improvement to these skills through the LSIP findings	Digital and Technology Health Life Sciences	Gloucestershire LSIP sectoral priority – Agriculture, Agri-tech and pregate food production Thematic Foci: <ul style="list-style-type: none">Core and soft skillsCore digital skillsTechnological change and the impact of digitisation Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs: <ul style="list-style-type: none">Agri-data analysis	June 2026
Strategic Priority: People We are committed to fostering and strengthening collaborative partnerships with students, staff, parents/carers, employers, other industry professionals and representative bodies, educational providers, and other key stakeholders. Together, we share a common goal and dedication to support the growth and success of our students, staff, and the economy.	3.0 Roll out short Agri-tech CPD events for a further year for equipping agricultural workforce with skills such as: <ul style="list-style-type: none">data interpretation skills to support key business decisionsskills associated with machinery technology to improve farming efficiencies (linked to SDF funded project)use of agricultural technology to support farming efficiency gains and sustainability (linked to LSIF funded project of SMART Livestock Hub)	Equipping the local and regional agricultural community with further advancing their skills set to support the future work force and be able to make key business decisions in support of efficiency and economic gain	National Skills Priorities Digital and Technology	Gloucestershire LSIP sectoral priority – Agriculture, Agri-tech and pregate food production Gloucestershire LSIP Thematic Foci: <ul style="list-style-type: none">Core and soft skillsCore digital skillsTechnological change and the impact of digitisationNeeds attached to the UK's Net Zero Strategy, decarbonisation, sustainability and 'green skills and technologies'Gloucestershire Skills Strategy 2022-2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs:<ul style="list-style-type: none">Agri-data analysisDemand for agricultural engineers	September 2025 – August 2026





Strategic Priority, Passion: We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.	4.0 Continue to further increase Agriculture apprenticeship starts each year at levels 2 and 3	Supports the current landbased workforce and students as they learn whilst they earn; contribute learnings to support business decisions on farm and positively impact farm efficiency Increased apprenticeship student recruitment 40 in learning 2022–2023 64 in learning 2023–2024 92 in learning 2024–2025 Target: 100 in learning for 2025–2026.	Digital and Technology Life Sciences	Gloucestershire LSIP sectoral priority – Agriculture, Agri-tech and pregate food production Thematic Foci: Core and soft skills Core digital skills Technological change and the impact of digitisation Needs attached to the UK's Net Zero Strategy, decarbonisation, sustainability and 'green skills and technologies' Gloucestershire Skills Strategy 2022–2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs: Agri–data analysis Demand for agricultural engineers Awareness of where food comes from Reduce barriers to new entrants into farming Improve perception for young people	October 2025
Strategic Priority, Passion: We aim to deliver a high-quality, industry-connected, and inspiring student experience that fosters outstanding learning and skills development, empowering students to achieve their potential and progress into their chosen careers, enabling them to lead, innovate, and drive change within the industries that we serve, positively contributing to the economy.	5.0 Further develop specific career pathways for Sports qualifications and A Level option combinations, utilising industry co-design intelligence and industry co-delivery opportunities and skills development to effectively align with identified pathways over the next two years	Further increase in positive progression in A Levels and Sport in related areas of study.	Digital and Technology Health Life Sciences	Local Skills Priorities <ul style="list-style-type: none">• Health• Cyber-tech• Energy and Green Renewables	September 2025
Strategic Priority, Place: We will further develop our provision to accommodate a full-time student population of over 2,100, a growing part-time apprenticeship population and further potential growth through partnership opportunities and commercialisation.	6.0 Explore opportunities to grow and diversify the curriculum through partnerships (within the core sectors that we serve)	Complete initial exploration exercise and business plan to ascertain demand and financials.	National identification of need for NEETs, post 16 SEN provision gaps	Gloucestershire County Council identification of need for NEETs, post 16 SEN provision gaps Gloucestershire Skills Strategy 2022–2027 – key business sector, Agriculture, Food and Rural Business with the following skills needs: Awareness of where food comes from Reduce barriers to new entrants into farming Improve perception for young people	September 2026

5.0 LOCAL DUTY NEEDS

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

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

From the review, it was clear to see how Hartpury is continuing to meet the skills needs for the sectors we serve, supported by targeted investment in campus infrastructure and specialist equipment to ensure we can effectively equip our students with the ‘tools’ to make a difference to the sectors we serve. This was supported by the findings of the March 2024 Ofsted inspection and report, determining that Hartpury makes a strong contribution to meeting skills needs.

The College is strategic in both its curriculum provision and its curriculum development. Evidence and input from a variety of sources (including population demographics, economic indicators, stakeholder engagement and industry co-creation) informs decisions at all levels of the organisation. Overall, this means that Hartpury can maintain a balance between keeping its strong identity as a niche, specialist provider whilst excelling in its understanding of and contribution to the skills needs of the local area. Whilst the College does have a national reach, many of the students who attend are from the local area and will seek employment or further study in the local area after they complete their studies.



CORPORATION STATEMENT

On behalf of the Hartpury College Corporation, it is hereby confirmed that the College Accountability Statement as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 27th June 2025. It is also hereby confirms this document as having fulfilled the statutory Local Needs Duty.

Chair of Governors



Mr Edward Keene

Dated: 26/6/25

Principal/Chief Executive
and Accountable Officer



Professor Andy Collop

Dated: 26/6/25

Supporting Documentation

- > Hartpury 2030 Strategy
- > Hartpury University Report and Financial statement 2023-24

Hartpury College Ofsted Inspection Reports

- > Hartpury College - Ofsted inspection report (2018 report)
- > Final Ofsted report (2024 report)
- > Hartpury College retains 'Ofsted Outstanding'
- > Hartpury College Annual Accountability Statement 2023-2024

- > Gloucestershire's Economic Strategy (2024-2034)
- > Gfirst LEP Gloucestershire Skills Strategy
- > Gloucestershire Local Skills Improvement Plan
- > Gloucestershire Economic Strategy
- > Invest in Gloucestershire, 2023, Agri-Tech





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