

# Accountability Agreement

## Farnborough College of Technology

### 2023/24

Available online at [www.farn-ct.ac.uk/about-us/quality-assurance-and-governance](http://www.farn-ct.ac.uk/about-us/quality-assurance-and-governance)



# Accountability Agreement Intent

The Accountability Agreement (AA) is a new annual requirement from the Department for Education (DfE). It has a prescribed format, designed to provide a public overview of our key objectives and targets for 2023-24.

In line with the purpose of the AA, Farnborough College of Technology (FCoT) has over the last six years demonstrated its ability to be responsive to the needs of employers, learners, government, and other civic and community leaders. It has also wisely used its financial independence to attract funds for improving the learning/training environment in line with its 2017-22 Transformational Goal to be both learner and employer-centric. We are therefore no stranger to aligning our curriculum annually to Labour Market Intelligence (LMI) with demonstrable increasing participation amongst 16-19 and adults, undertaking apprenticeships, technical education, Higher Technical Qualifications (HTQ), English for Speakers of Other Languages (ESOL) and other transferrable skills provision. The result includes the growth of inclusive participation and income. Consequently, subject to challenges such as significant labour shortages affecting all sectors (including ours), we are confident FCoT will be amongst those colleges well positioned to meet key objectives and targets aligned to the College's externally commissioned curriculum plans, national priorities as outlined in the AA guidance, and draft Local Skills Improvement Plan (LSIP) priorities for 2023-24.

## College Mission and Purpose:

FCoT is a growing Ofsted Outstanding rated Further and Higher Education Technical College with two campuses in Farnborough and Aldershot. At Farnborough, the offer includes University Centre Farnborough (UCF), whose degrees are awarded by the University of Surrey, most being our two-year accelerated degrees, firmly positioned as a part of our responsive HTQs. FCoT also has a strong aviation history going back to RAF classes on Farnborough Airfield in 1913, progressing to become an RAE Technical School by 1944 which merged in 1960 with the Farnborough Technical College three years after the latter opened. Farnborough is the home of aviation. We are therefore proud of our Aerospace Research and Innovation Centre (ARIC), opened by then-PM Boris Johnson. ARIC is a £5m investment in response to employers' demand for an up-to-date training and research facility. It has resulted in resurgent demand and overall growth in 2022-23 of 349 learners (Apprenticeships, HTQs such as HNC/D and full-time FE). Engagement with new and existing partners suggests participation will further increase in 2023-24.



Being a Technical Institution serving Hart, Rushmoor, Surrey Heath and the wider EM3 area, the College's mission is, **'To be a Technical Community University, facilitating learners' social mobility, fuelling sustainable industries, and empowering inclusive lifelong learning communities'**. Consequently, the College offers a diverse and inclusive provision in all subject areas except for agriculture, horticulture, and animal care.

In light of our very successful Transformation Strategy 2017-22, formulated in response to an Area Based Review (2016), FCoT has been repositioned as a viable regional provider, having grown by over £7m since 2016. Thereby exceeding a stretch overall annual income target of £20m, to be a viable, reliable, local and regional asset with outstanding financial health and an Outstanding Ofsted revalidation (May 2022).




Our new Sustainable Transformations Strategy (STS) 2022-2032, approved by the Governing Board in July 2022, aims to build on the success of the 2017-2022 Transformation Strategy. Figure 1 below, summarises our purpose, our offering, our ambitions to serve a diverse range of customers and enabling goals that are our pillars of success. We are very pleased our in-year performance for 2022-23 demonstrates a continued growth of c£22.5m. Our value, therefore, goes beyond being a highly regarded training provider, supporting our businesses and individuals to retain and train through to Higher Technical Levels, as we also contribute to the local economy as a large employer within Rushmoor.



# SUSTAINABLE TRANSFORMATION STRATEGY 2022-2032

## WHERE THERE'S A WILL, THERE'S THE FCOT WAY

### OVERVIEW:

			
<b>OUR PURPOSE</b>	<b>OUR OFFERING</b>	<b>OUR STAKEHOLDERS</b>	<b>OUR SUCCESS</b>
<p>Our vision is to create learners who will be a success for themselves, the economy, and society.</p> <p>Our mission is to be a Technical Community University, facilitating learners' social mobility, fuelling sustainable industries, and empowering inclusive lifelong learning communities.</p>	<ul style="list-style-type: none"> <li>• Further Education Qualifications</li> <li>• Higher Education Qualifications</li> <li>• Apprenticeships</li> <li>• Technical Qualifications</li> <li>• Academic Qualifications</li> <li>• Special Educational Needs and Disabilities Education</li> <li>• Lifelong Learning</li> <li>• Continuing Professional Development</li> <li>• Community/Leisure Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Learners</li> <li>• Staff</li> <li>• Governors</li> <li>• Employers</li> <li>• Community/Civic (including schools and local authorities)</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Advancing through the richness of diversity</li> <li>• Advancing a modern learning experience</li> <li>• Delivering a beyond outstanding institution:               <ul style="list-style-type: none"> <li>• Outstanding kitemarks</li> <li>• Outstanding financial health</li> <li>• High satisfaction levels</li> </ul> </li> <li>• Advance responsibly to support the environment and society, enabling learning to fulfil their potential</li> </ul>

FCoT is responsive to the needs of employers and committed to delivering on government priorities. This includes T Levels, National Skills Funded (NSF) Level 3 adult entitlement, growing and responsive Higher Technical Qualifications (HTQs) (Accelerated Degrees, Level 4 and 5), being an early adopter of Apprenticeship Standards, embedding the use of LMI which informs our learner and employer-centric environment and the nature of our organisation.

Stakeholders are at the heart of our success, including employers, communities, learners, and staff. Accordingly, the Sustainable Transformations Strategy was written over the course of a year in consultation with a range of stakeholders and therefore reflects their insights and demands. For example, based on employers' feedback on the importance of common skills (soft skills), the College is rolling out its T-Shape learner framework in 2023-24 (see page 8). The skills needed have also been highlighted on the LSIP and the College's latest curriculum plans commissioned through LMI specialists Lightcast. Additionally, stakeholders supported a 10-year strategy with employers, sustainability, and diversity at its core.

#### Examples of FCoT Community of Stakeholders

Employers & Employer Representative Groups	Community / Civic	Other Education Institution	Parents	Learners	Staff
<b>FCoT's CIAC - Careers Industry Advisory Committees</b> <b>FCoT's CIAB - Careers Industry Advisory Board</b> <b>Chamber of Commerce</b> <b>FAC- Farnborough Aerospace Consortium</b> <b>CBI</b>	Rushmoor Borough Council (RBC) Hart District Council (HDC) Rushmoor & Hart District Councillors Hampshire County Council (HCC) JCP A range of safeguarding groups EM3 Board FE Representative EM3 Skills Advisory Group	Hart and Rushmoor Heads Group Annual Conference for Careers' Advisors & Senior Leads in School Hampshire Principals (Termly meet) EM3 Principals (Termly meetings) University of Surrey AoC Groups	Surveys: Open Evenings Parent evenings	Student Leadership Groups - Student Reps, Governors, Student Conference	c400 staff, leadership is encouraged throughout the organisation.

FCoT collaborates in the interests of the people and businesses it serves. As examples:

- Consultation on the new strategy took place with key stakeholders, employer representative groups such as the Chamber of Commerce, schools, colleges, Rushmoor Borough Council, Hampshire County Council, Hart District Council and others.
- In collaboration with schools, the College has improved its inclusive intake.
- In conjunction with the University of Surrey we are enabling inclusive Higher Technical progression for young people & adults, as well as widening participation through the Higher Education Outreach Network (HEON) and facilitating progression for T-Level graduates.
- With EM3 Principals, secure funds to improve the learning environment and experiences (EM3 Capital bids and more recently Strategic Development Fund [SDF]).

## Context and place:

Hampshire, the home of FCoT, is a fairly affluent county. However, the College's two campuses are located within the Borough of Rushmoor which has three areas of multiple deprivation that are in the 20% most deprived in the country:

- Cherrywood ward (Ranked 3,693 most deprived of 32,844)
- Aldershot Park ward (Ranked 4,053 most deprived of 32,844)
- Wellington ward (Ranked 5,123 most deprived of 32,844)

Amongst other activities, the College hosts meetings with elected councillors where participation and outcomes from our communities, are shared and discussed. Additionally, the UCF funded by EM3 LEP and FCoT, supports place shaping, raising aspirations and improving the number of residents retained locally through the level 4 and 5 skills needed by local businesses.

Section 52B of the Further and Higher Education Act 1992 (reinforced in the Skills and Post-16 Education Bill 2022) places a duty on governing bodies of FE institutions to review how well the education or training meets local needs. Governing bodies should also consider what action might be taken in order to meet those needs better. FCoT annually reviews its curriculum and takes steps to ensure it is responsive to local, regional and national needs. As an example, since 2016 the College has been embedding the use of LMI in annual curriculum plans, using:

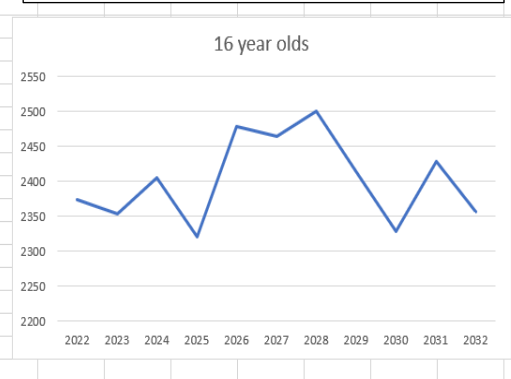
- Career Industry Advisory Committees (CIAC) and an annual Career Industry Advisory Board (CIAB)
- Priorities for the Government, EM3 LEP, HCC, Rushmoor Borough Council, and Hart District Council.

This approach ensures the stakeholder voice informs the College's offer.

As can be seen in the 16+ demographic trends below, 16-17 participation is expected to be broadly steady across the College's combined catchment areas, over the next 10 years.

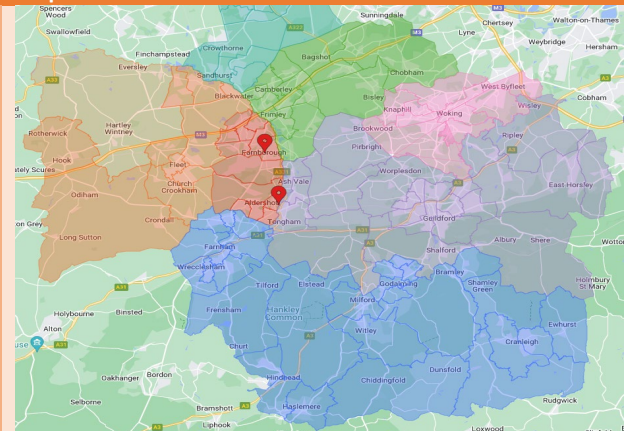
Rushmoor												
Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
16 year olds	1116	1076	1094	1058	1120	1096	1122	1090	1050	1080	1059	
Hart												
Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
16 year olds	1258	1278	1311	1263	1359	1368	1379	1322	1279	1349	1298	
Surrey Heath												
Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
16 year olds	1151	1171	1163	1196	1187	1263	1256	1135	1166	1165	1193	
Rushmoor and Hart Combined												
Year	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
16 year olds	2374	2354	2405	2321	2479	2464	2501	2412	2329	2429	2357	

16-17 Year Old Demographic Trends



## Travel to Learn Pattern 2022-23:

Coupled with increasing demographic trends, due to the College's reputation and specialist areas such as aviation, learners travel from a range of counties, however, most learners are from Rushmoor, Hart and Surrey Heath.

Map of Catchment Areas	Areas 2022-23	16-19 incl. Apprentices	Adults incl. Apprentices
	Rushmoor	834	704
	Hart	394	362
	Surrey Heath	424	308
	Guildford District	193	152
	Waverley District	178	159
	Bracknell Forest Unitary	145	106
	Wokingham	83	63
	Basingstoke & Deane	28	59
	Woking District	78	57
	Other	139	343

FCoT has a proactive and responsive range of collaborative and networking events to support 'the student journey'. For instance, we aim to see each school pupil three times before they submit an application and start college. As a result, we offer pupils in Years 9, 10 and 11 the opportunity to engage with a number of activities across each academic year to support informed application and progression:

- School visits: Face-to-face consultation with schools and their pupils at assemblies, parents' evenings, school career fairs and post-16 options evenings.
- College Campus visits: Schools visit the College for a tailored campus visit that can include lesson observations and workshops session for a 'hands-on experience'. All of which support pre-16s to make more informed decisions.
- Careers/Progression Events Programme: The College has a large events programme that aims to engage with as many target students in the area as possible. These include FE Open Evenings for parents, young people and adults, Year 9 Interactive Fair and Year 10 Taster sessions, open events, careers fair, and parents' evenings.
- Internal progression events, careers fairs and additional upskilling opportunities are also offered for FCoT's 16-18 and 19+ learners.
- Dedicated HE Open Evenings also promote higher apprentices, HTQs and undergraduate programmes.

Linked to LSIPs collaboration and networking priority, the College also holds an annual Careers' Conference (introduced in 2017) for schools' careers advisors and deputy leads. The event updates on post-16 courses and national curriculum changes such as T-Levels and apprenticeships as viable alternatives. It also provides opportunities for networking and feeding back. FCoT also sits on the Hart and Rushmoor Headteachers forum and works closely with schools to provide meaningful IAG and progression. Notably, under the 2013 Raising the Participation Age (RPA) Legislation, 16–17-year-olds are required to remain in education and training in England. Accordingly, in response to Heads' feedback, since 2017-18 the College ensures all Hart and Rushmoor learners have an offer from the College on application. This is facilitating increasing young people's participation each year (combined FE and apprentices currently 2496 in 2022-23):

- Approximately 50% of 16-18 learners study levels 1 and 2 technical programmes. The remainder are level 3 learners. Progression is encouraged to level 3 to meet the demand for technical skills at this level. For this reason, level 3 now includes occupationally led **T Level** pathways and enrolments on wave 1 routes are improving annually, a 27% increase in 2022-23 to 153. However, other routes have been affected by adverse summer 2022 publicity and the recent late communication delaying 2023-24 routes. In line with our USP as a technical college, the offer also includes a small career-focused A Level pathway for learners choosing this option at the College.
- **All Apprenticeship Standards:** The College was amongst the first to roll out the new Apprenticeship Standards in 2017 and currently no longer offers frameworks. Where required the College provides additional skills training/qualifications not included in Standards but are business critical for productivity in the workplace.

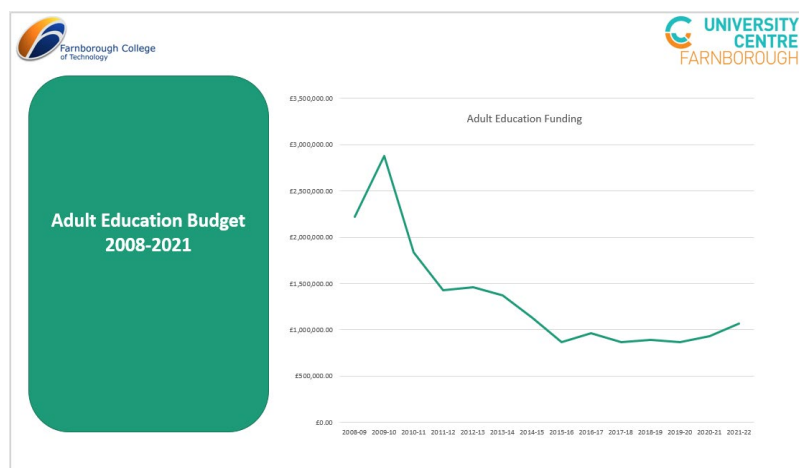
- FCoT has been increasing access for high-needs learners since 2017. More recently, in response to **Hampshire County Council's request for Independence Hubs** to increase local, accessible, and more affordable high needs places, the College invested c£750k in a dedicated block. The College is now working with Henry Tyndale School to accommodate its 6<sup>th</sup> Form with the track record and expertise to meet growing demand. This is currently on track to be re-located in 2023-24. Additionally, 19+ learners, capable of developing maths, English and digital skills for supported employment, will progress from the centre and elsewhere in the County, onto a new adult SEND 'essential skills' pathway.
- The offer is therefore inclusive, enabling participation from pre-entry with high-needs learners to Higher Education in collaboration with the University of Surrey. Most 16-19 learners study full time but in light of buoyancy in the job market and the current economic climate, for 2022-23 some learners went into full-time work at 16 and 17. Under RPA they do have the option to work and study part-time, and the College is therefore trialling part-time provision for young people and aims to extend this programme in 2023-24.

In line with our diversity and inclusion ambitions, the College also offers dedicated IAG and targeted **adult** careers information. Accordingly, there is a fully subscribed adult provision:

- **Professional Courses:** Aligned to Hampshire's requirements as detailed in the LSIP, the College has an established professional services Programme Area (CIPD, AAT, CMI, Teacher Training, Counselling, and more).
- Following the annual contraction of AEB from 2010, grant-funded provision on site has been prioritised to support personal development/**transferrable skills, with primarily maths, English and ESOL**. Together these courses continue to meet the needs of unemployed learners, under-utilised in part-time jobs, those in low-skill jobs and additionally, those seeking to return to work, including women who take time out for their young families. Added to the mix of funded provision since 2021-22, is the **Digital** qualification as a complementary offer.
- **Focal in the workplace:** In response to demand and research, the College formally launched Focal (Farnborough Online College: Advancing Learning) during the height of the Covid-19 pandemic. Focal, copyrighted in 2021, now caters for a growing number of learners in the workplace. For 2022-23 it includes 224 learners, on AEB and NSF programmes. Growing participation includes demand from employees within the care sector, upskilling and engaging in CPD.
- **Adult Bootcamp type provision:** The responsive nature of the College means the offer includes short demand-led adult employability and CPD programmes that are Bootcamp provision by nature. For instance:
  - Working with JCP the College launched a new ESOL Transition programme which supports newly arrived professionals from Ukraine to progress into vacancies including within the NHS;
  - A 12-week site-ready brickwork programme promoted through Job Centre Plus and others for the unemployed;
  - Unemployed short courses are offered on behalf of HCC. It trains for the CSCS card and additional site-ready skills.
  - Furthermore, there are a growing number of CPD courses including for the green economy. To exemplify, an electric vehicle short course for car mechanics, a decarbonisation three-day course for construction workers and an introduction to welding as an additional skill for motor vehicle apprentices and other employees.
- **Adult Free short courses** offered in 2022-23 includes, 'Managing Personal Finances', 'Cooking on a Budget', and 'Basic Car Maintenance'. These short courses were offered to Hart and Rushmoor residents in response to requests from Hart and Rushmoor Councillors at community events. They requested these as means of alleviating financial pressures during the current economic challenges of high food inflation, energy bills, and more. Feedback suggests these courses were well received.
- **Hart Professional College:** For more than a decade, as national funding for adult learning halved, FCOT streamlined its adult offer to 'funded' provision and 'high demand' full-cost courses. As can be seen below, funding declined from c£3m to c£900k by 2015-16.

The College has been training entrepreneurs for the future through its Dragon's Den-style initiative. It has funded projects such as the Gallery Box, a mobile street food enterprise, based on the College's own Gallery Restaurant experience.





Several changes in government policy have provided opportunities for FCoT to work with local stakeholders to re-develop a coherent approach to adults' skills and progression:

- Prior to the pandemic, the government signalled a significant expansion of level 3 eligibility.
- Flexible lifelong loan entitlement equivalent to four years of post-18 education from 2025.
- FE teacher training to address lack of quantity and quality.
- Outcomes-based provision that improves progression and respond to employer demand.

Integrating adults into young people's classes has however proved challenging. It was standard practice a few years ago to integrate adults with 16-18. This has however declined due to safeguarding concerns, divergent funding streams, and approved courses. Furthermore, Farnborough and Aldershot are largely 16-19 and apprenticeship campuses. Consequently, the Board approved acquiring a centre in Hart which currently does not have a college and is a central location for an adult campus, serving Hart and Rushmoor. As a precursor, for 2023-24, working with Hart District Council, a specialist Health Professional College will be launched.

In line with the above, embedding LMI and industry needs within the curriculum has also enabled the College to respond to employer needs whilst also addressing categories C and D buildings identified as areas of weakness during the ABR. As a result, to date, the College has used a combination of grant funding, EM3, DfE capital funds, and college funds to modernise its learning environment (£18m). Developments to date include:

- Emerging Technologies Centre (ETC)** was developed in response to employer feedback, the ETC has new courses for the gaming and esports industry. The ETC is also a hub for learners across the College to research and use emerging technologies within their sectors and understand their applications to support innovation, productivity and more.
- ARIC** was developed and is evolving in collaboration with Farnborough Airport, Aviation employers, HCC, EM3, and RBC.
- T Level Digital, Medtech Centres & ESOL Hub**
- ICE** – Institute of Career Enhancement to develop common/soft skills.
- A new **Logistics Hub** was developed in direct response to employer demand in the Enterprise M3 area. Unfortunately, in 2022-23, a lack of staffing impeded delivery.

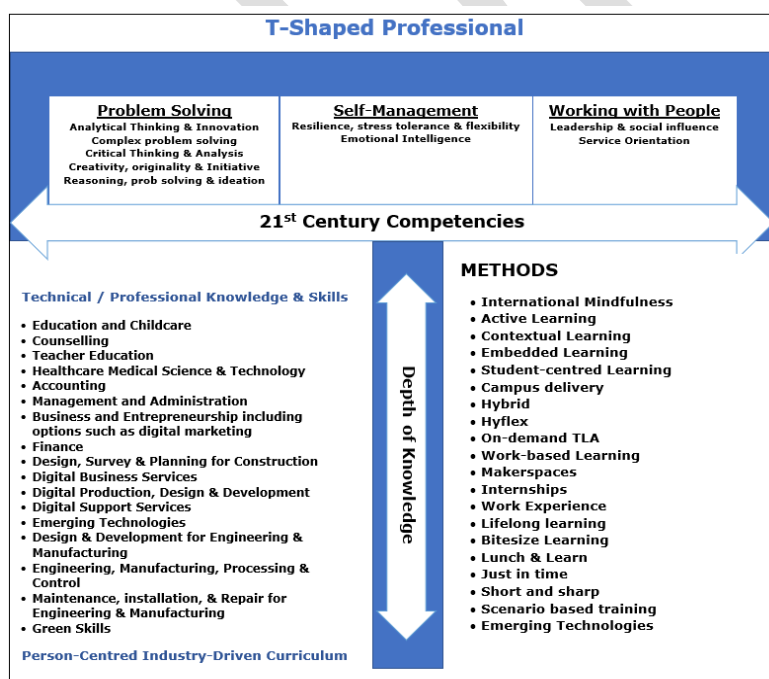
## Approach to developing the Accountability Agreement (AA)

For 2023-24 planning, the College attended a range of LSIP consultations and feedback to ensure emerging findings for the LSIP informs our priorities for the coming year. The College's priorities are therefore aligned with LSIP priorities. Furthermore, in line with previous years, the College takes a bottom-up approach to curriculum planning which is informed by employers linked to each programme area. Considering labour shortages locally and across the country, the approach also included commissioning Lightcast to prepare a demand-led curriculum plan for each programme area and this has informed the AA. As can be seen from the excerpt below, the plan incorporates priorities from local through to national level.

Lightcast sector demand findings	Rushmoor & Surrey Heath	EM3 incl. Hart	SE	UK	FCoT Response
Aeronautical	0.7	0.3	0.3	0.1	Regional Provision
Art & Design	23.7	10.6	10.5	7.4	Training inclusive of Sole Traders and Freelancers continues
Business	1.0	0.6	0.5	0.4	Regional Provision &
Carpentry / Brickwork*	11.2	2.9	3.6	3.2	Regional & Sustainability Centre
Catering/Hospitality*	0.4	0.1	0.2	0.1	Develop hospitality offer
Counselling	7.7	3.2	3.6	3.3	Training inclusive of Sole Traders and Freelancers continues
Engineering	1.2	0.6	0.9	0.9	Regional provision
Floristry	0.6	0.3	0.4	0.3	Review
Hair & Beauty	0.8	1.0	1.7	1.5	Local provision
HSC / Early Years	0.5	0.5	0.7	0.7	Regional Provision
ICT*	0.7	0.5	0.7	0.9	Regional provision
Motor Vehicle	3.0	1.6	2.0	1.4	National provision
Performing Arts & Media	13.2	4.8	7.0	4.6	Training inclusive of Sole Traders and Freelancers continues
Plumbing / Electrical*	1.6	0.8	1.3	1.3	Regional & Green Provision
Professional*	0.2	0.1	0.1	0.1	Regional Provision
Sport	12.3	4.7	4.0	3.5	Training inclusive of Sole Traders and Freelancers continues
Teacher Ed	0.1	0.1	0.1	0.1	Launch new regional ITT Provision
Travel & Tourism*	0.7	1.0	1.0	0.8	Regional Provision
Uniformed Protective Services	0.0	0.7	1.0	0.6	Review to integrate sports
1= Equilibrium of labour supply & demand ratio, Below 1 = Labour supply below demand, Above 1 = Labour supply above demand					

## T-Shaped Professional

Further to the above, in line with LSIP priorities, the following T-shaped professional sample is detailed within the STS. It evolves annually with continuous feedback from employers and our staff. 2023-24 will include amendments considering further insights from the LSIP and the Lightcast review.





## Statement of Intent

In line with the College's mission and vision, FCoT will ensure its diverse technical education, enables learners (young people and adults) to develop skills needed for personal, economic, and societal success. To do so, we will remain active in our communities (Employers, LSIP, Councils etc.) and responsive to individual as well as economic priorities, be they local, regional, or national.

Working with key stakeholders, our aim is to embed FCoT as a local and regional provider, planning and responding to needs that supports LSIP EM3 LEP area and beyond. As a result, FCoT has established a track record over the last six years, rising above challenges to successfully meet local, regional and national skills needs. This includes equipping people to look after themselves and others (such as those with mental health illnesses and/or carers). The College has also developed the strategic and financial independence required to respond confidently to needs at all levels as a sustainable organisation. Consequently, notwithstanding challenges such as teaching vacancies being the highest labour shortage in the UK, increasingly uncompromising high cost of labour, mental health challenges and sickness absences since Covid, the College is best placed to address these and other priorities. The targets and objectives for doing so in 2023-24, include those outlined below.

## Contribution to National, Regional, Local Priorities (5 to 10 Short Objectives)

Our objectives to contribute to national, regional, and local skills priorities for recruitment, retention, and progression:

1. Maintain focus on achieving ambitions of the College's Sustainable Transformations Strategy including serving greater student diversity, diversifying the curriculum in line with employer demand/LMI and enabling access anywhere, anytime for adults through FOCAL.
2. Providing a more comprehensive adult provision aimed at progressing directly into work and priority skills areas.
3. Achieving 20% growth in adult enrolments with a new Hart Professional College
4. Ensure reactive 90-day boot camp programmes throughout the year, in response to stakeholder requests: employers, JCP and more.
5. Aligning the College's curriculum to LSIP, local, regional and national skills priorities/LMI
6. Evaluating new opportunities and where required, launch new programmes within our capabilities for 2023-24 (T Levels, Apprenticeships, HTQs, high volume vacancy areas, growth areas such as green skills/jobs, common skills)
7. Evaluating the approach to work experience to increase placement opportunities in response to new ways of working
8. By 31 August 2023, supporting all managers to be fully staffed or to ensure staffing structure, curriculum design, and delivery, are effectively planned and managed where staff shortages persist.
9. Improving environmental outcomes for the College's estate, learners, and businesses, including meeting Salix March 2024 target, and improving Green Jobs facilities and offer.
10. By May 2024, ensure staffing / timetabling arrangements are in place to launch a fully subscribed ITT programme.

## Enrolment Targets from LSIP and Key Stakeholders Priorities

The following targets mapped to key stakeholder priorities, support the objectives above for 16-18 and Adults. Coupled with this, the College has an Annual Operating Statement linked to its Strategy and these targets will be incorporated within the Statement for 2023-24.

Growth Sectors / Priorities	LSIP Priorities	Hampshire County Council	Government Priorities – Areas	EM3 LEP (Incl. Rushmoor & Hart Council)	2022-23 Enrolment		16-19 Targets	19+ Targets
					16-19	19+		
Advanced Manufacturing		(Manu & Engineering)		Rushmoor	42	56	46	62
Aerospace		(& Defence)		Jetzero	56	36	62	40
Business Administration					123	31	135	34
Catering				Hart	149	32	164	35
Construction		(esp. retro fit)		(Retro fit, Scaffolding)	551	437	606	481
Creative Industries				Hart	364	57	400	63
Customer Services				Rushmoor	0	2	0	10
Data				Rushmoor	10	0	11	10
Digital	Cross Cutting Skills	(incl. Cyber S.)	(& Technology)	(incl. Cyber S.)	46	20	51	22
Engineering				Rushmoor	255	113	281	124
Financial Services				Rushmoor	11	156	12	172
Health & Social Care				Rushmoor	181	459	199	505
Hospitality		(Incl. Visitor Economy)		Rushmoor	8	0	9	10
ICT				CreateTec	95	11	105	12
Law				Rushmoor	32	4	35	4
Leadership & Management		Incl. Higher Apprentice		Hart & Rushmoor	31	201	34	221
Leisure, Tourism		(Incl. Visitor Economy)		Hart	176	26	194	29
Life Science					32	15	35	17
Low carbon Growth, Green	Cross Cutting Green Skills			Incl. Jet Zero	16	19	18	21
Professional Services	& Cross Cutting Skills			Rushmoor			0	10
Retail & Commercial Enterprise				Rushmoor	225	103	248	113
Rural economy				Hart			0	10
Sales					6	42	7	46
Space & Satellite							0	10
Science & Technology			(Including AI & quantum computing		2	17	2	19
Science & Mathematics					105	19	116	21
Transport/ Haulage & Logistics			Import Coordinators etc.		165	37	182	41
Growth of micro-businesses				Rushmoor	1	10	1	11
Employability Skills	Cross Cutting Skills				50	8	55	9
Basic Skills				Rushmoor	302	622	332	684
T levels, Apprenticeships, Free Job Courses, Skills Bootcamps, & HTQs			Outcomes based Provision, green jobs.....		577	382	635	420

## Corporation Statement:

On behalf of FCoT, the Board confirms the College's commitment to our duty under section 52B, of the Further and Higher Education Act 1992 (reinforced in the Skills and Post-16 Education Bill 2022). Accordingly, this Accountability Agreement reflects demands as outlined in the draft LSIP, findings from our annual curriculum plans, national priorities, and other local and regional priorities for the County and the EM3 LEP region. The Agreement will be published on the College's website for the new academic year 2023-24 and can be accessed from the following link:

<https://www.farn-ct.ac.uk/about-us/quality-assurance-and-governance/>

**Chair of Governors**      **Principal/Chief Executive and Accounting Officer**

Dr Femi Oduneye      Virginia Barrett

**Dated:** 26 May 2023

## Supporting documentation

1. Annual financial statements: <https://www.farn-ct.ac.uk/wp-content/uploads/2023/02/Financial-Statement-2022.pdf>
2. Ofsted inspection report: <https://reports.ofsted.gov.uk/provider/31/130689>
3. The STS can be viewed here: <https://www.farn-ct.ac.uk/about-us/quality-assurance-and-governance/>