

**LOCAL NEEDS  
DUTY & ANNUAL  
ACCOUNTABILITY  
AGREEMENT**

***2026-27***



Buckinghamshire  
College Group

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# Purpose

Buckinghamshire College Group's purpose is to transform futures through learning by delivering high-quality, employer-focused technical, vocational and professional education. This improves life chances and supports individuals across Buckinghamshire and beyond to achieve their career ambitions.

This purpose is underpinned by the College's Strategic Plan 2023–2028 and five goals: delivering exceptional learning experiences; developing a future-focused, careers-led curriculum; empowering staff to thrive; ensuring financial sustainability; and strengthening local and regional economic impact.

This Accountability Statement is the annual expression of that strategy. It sets out the College's priorities, actions and intended outcomes for 2026–27, showing how it will use public funding, employer engagement and partnerships to meet local, regional and national skills needs. In line with DfE guidance, it also explains how provision aligns with LSIP priorities and wider growth and employment needs.

Two key developments shape this year's statement. First, construction has begun on a new High Wycombe town-centre campus, due to open in 2028, with transition from Flackwell Heath and Amersham underway. Second, 2026–27 marks the first year of Buckinghamshire Council's devolved responsibility for the Adult Skills Fund, enabling a more locally led approach to adult skills.

Reflecting the College's Local Needs Duty, this statement bridges strategy and delivery, drawing on the Strategic Plan, reviews how provision meets needs, and sets out the priorities and actions for 2026–27.



# Buckinghamshire College Group Mission and Vision

# TRANSFORMING

# FUTURES

# THROUGH

# LEARNING

## OUR VISION

We will deliver excellence in employer focused technical, vocational and professional education, improving life chances for individuals and supporting communities throughout Buckinghamshire and beyond to realise their career ambitions.



# Context and Place

## BUCKINGHAMSHIRE COLLEGE GROUP AND THE AREA IT SERVES

The College is a general further education college serving learners, employers and communities across Buckinghamshire through its campuses in Aylesbury, Flackwell Heath (Wycombe) and Amersham, alongside county-wide apprenticeship, adult and employer-focused provision.

Its primary geography is Buckinghamshire, which aligns with the local authority area and the Local Skills Improvement Plan footprint. In 2026–27, Buckinghamshire Council assumes devolved responsibility for the Adult Skills Fund, strengthening the connection between local skills planning and post-19 provision.

Buckinghamshire operates a selective education system, with 13 grammar schools and a mixed post-16 landscape that includes upper schools, sixth forms, a UTC, independent providers, universities and the College. Grammar schools are concentrated near the College's campuses – three in Aylesbury, two near Amersham and three in High Wycombe – shaping a competitive post-16 market and reinforcing the College's role in delivering inclusive, flexible technical, vocational and professional pathways.

## TRAVEL TO LEARN, TRAVEL TO WORK AND ACCESS TO OPPORTUNITY

Travel and access shape the College's context. Students attending Amersham and Wycombe typically travel further by public transport than those at Aylesbury, though the new High Wycombe campus is expected to improve accessibility.

### **This reflects wider geographic factors:**

Buckinghamshire is largely rural, particularly in central and northern areas, which can limit access to employment and training. Around 2,000 more 19-year-olds leave the county each year than move in, mainly for university, affecting the local talent pipeline.

The county is also not a self-contained labour market, with high levels of outward commuting. As a result, curriculum planning must consider realistic travel-to-study and travel-to-work patterns



# Context and Place

## ECONOMIC AND SOCIAL CHARACTERISTICS INFORMING SKILLS NEEDS

Buckinghamshire's economy, worth £19.2bn GVA in 2023, is characterised by self-employment, micro businesses and SMEs, with strengths in construction, digital, engineering, film and TV, life sciences, medtech, and health and social care. It also hosts globally significant clusters in space (Westcott), high-performance engineering (Silverstone), and creative industries linked to Pinewood Studios and the National Film and Television School.

### **Structural challenges shape skills demand:**

productivity growth has lagged national trends; the tradable economy is relatively small; housing costs are high; outward commuting is significant; and employers report recruitment difficulties, skills shortages, and gaps in work-readiness and professional behaviours.

Social factors are also important. Despite overall affluence, there are marked inequalities, particularly in parts of Aylesbury and High Wycombe. Initiatives such as Opportunity Bucks target improved education, employment and wellbeing in the most disadvantaged communities.

The county has rising numbers of young people who are NEET, increasing SEND needs, and disparities in participation and achievement between disadvantaged areas and the rest of the county. These factors mean the skills challenge is not only about sector growth, but also participation, progression and access.

## WHAT THIS MEANS FOR BUCKINGHAMSHIRE COLLEGE GROUP

The College operates in a county with strong economic assets and clear growth sectors, but with structural and social barriers that affect how learners and employers access skills. The College needs to be both place-sensitive and economically responsive: rooted in the communities it serves, but aligned to county-wide priorities, employer demand and the longer-term strategic direction set by LSIP 2.0, local growth planning and devolved adult skills funding.



# Approach to developing the annual Accountability Statement

The College has developed this Statement through an evidence-led and collaborative process, drawing on the College's strategic planning, the review undertaken under the Local Needs Duty, LSIP 2.0 and its annexes, labour market intelligence, and sustained engagement with employers, the local authority and other providers. This approach has been designed to ensure that the College's priorities for 2026–27 are informed by current labour market need and support coherent local planning.

## Engagement with Buckinghamshire Business First and the LSIP

The College has worked closely with Buckinghamshire Business First (BBF) as the designated Employer Representative Body for Buckinghamshire. The College engages regularly with BBF-led sector employer groups, the Buckinghamshire Skills Education and Training Provider Forum, and direct dialogue with BBF colleagues. The College presented its draft three-year curriculum plan at the May 2026 provider meeting to invite challenge and input from the wider provider network. In addition, a BBF representative attended the College's governing body strategy day in May 2026 to present draft LSIP 2.0 findings and support governors in challenging the College's response.



## Engagement with Buckinghamshire Council

The College has worked closely with Buckinghamshire Council, building on established representation on county structures such as the Growth Board, Skills Strategy Board and related working groups. This engagement has become more important in 2026–27 as the Council takes on devolved responsibility for the Adult Skills Fund. The College shared its draft curriculum response with the Council, and the Council confirmed that the College's Accountability Statement aligns with LSIP priorities and confirms where the College should respond to genuine gaps.

## Engagement with other providers and stakeholders

The College has engaged with a wide range of other providers and stakeholders, including Bucks Adult Learning, Buckinghamshire New University, Bucks Healthcare Trust, Milton Keynes College, the University of Bedfordshire, the University of Buckingham, Bucks Secondary School Heads, independent training providers and employer-led groups. Through the BBF provider forum and other partnership structures, the College has worked to reduce unhelpful duplication, strengthen progression routes and identify collective responses to local need. Previous accountability statements also record collaboration with Bucks Adult Learning to reduce duplication in adult English and maths and with Buckinghamshire New University to strengthen progression from College programmes into higher education.

# Approach to developing the annual Accountability Statement

## How priorities and target outcomes were identified

The College has identified its key priorities and target outcomes using a combination of:

- LSIP 2.0 and Subsidiary LSIP evidence
- RCU Vector labour market intelligence and analysis of learner data over recent years
- Intelligence gathered from employers, BBF, Buckinghamshire Council and other stakeholders
- Discussion with the wider local provider network, including presentation of the College's draft three-year curriculum plan for feedback and challenge.

The College's priorities for 2026–27 are shaped not only by internal curriculum planning, but by employer-led evidence, partnership working and a clear understanding of where collaboration is needed to better meet local skills needs.

The College will continue to use employer engagement, BBF sector intelligence, careers events, school liaison and the Buckinghamshire Skills Show to translate local labour market need into clearer messages for prospective learners about progression opportunities in priority sectors.



# Contribution to national, regional, local priorities

Buckinghamshire College Group's priorities for 2026–27 align with its Strategic Plan 2023–2028, Local Needs Duty review, the Buckinghamshire LSIP, and wider local and national skills priorities. These reflect DfE focus areas including advanced manufacturing, creative industries, digital, life sciences, clean energy, construction, health, and core English, maths and digital skills.

In setting priorities, the College has balanced employer demand with delivery realities such as funding, commissioning and local capacity, ensuring growth is both needed and achievable. The College recognises that AI is not solely a digital-sector issue. Its growing influence is being felt across multiple sectors, reshaping job design, entry-level roles, workflow expectations and aspects of work placement activity.

This increases the importance of ensuring that learners develop digital confidence, critical reasoning, sound judgement and the ability to use AI responsibly and productively in workplace contexts. Successful delivery will depend on more than curriculum planning.

It requires access to the specialist staff, leadership capacity and workforce development needed to implement change effectively. During 2026–27, the College will continue to align curriculum growth with its people strategy, including targeted recruitment, staff development and partnership approaches that strengthen specialist delivery capacity in priority areas.

## SCALE OF NEED AND SCALE OF RESPONSE

Buckinghamshire's skills needs are significant in volume and range, spanning priority sectors, cross-cutting skill gaps, and increasing demand for inclusive and flexible progression routes.

**The College's response is targeted rather than universal:** it will grow provision where demand is strongest and where it can add the greatest value, while avoiding duplication and aligning its plans to funding, staffing and delivery capacity.

To remain responsive to a dynamic skills environment, the College will keep provision under review through its annual curriculum planning cycle, governing body scrutiny, continued engagement with Buckinghamshire Business First and Buckinghamshire Council, and ongoing analysis of labour market, learner and employer intelligence. This will enable the College to adjust growth, partnership and curriculum decisions as local conditions change.



# Outcome targets

| SKILLS PRIORITY AREA                                 | NATIONAL PRIORITY | LOCAL PRIORITY (LSIP) | GET BRITAIN WORKING | BUCKINGHAMSHIRE COLLEGE GROUP PRIORITIES AND OBJECTIVES FOR 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|-------------------|-----------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Construction, clean energy and the built environment | ✓                 | ✓                     | ✓                   | <p><b>Grow construction and green skills provision</b> by launching or expanding pathways in property maintenance, civil engineering, renewable technologies and linked apprenticeships. Continue to develop green skills relevant to sectors and occupations, recognising that needs vary across the economy rather than being generic. The College is a 'spoke' partner to two Construction Technical Excellence Colleges led by Bedfordshire College Group and North Kent College.</p> <p><b>Target:</b> Increase enrolments from the 2025-26 baseline of 935 enrolments in 2025-2026 to 1574 in 2026-2027, supported by at least: (i) delivery of <b>T Level Civil Engineering</b>, (ii) continuation of green energy skills bootcamps and DESNZ-funded green skills provision, and (iii) implementation of new apprenticeship pathways or units in green technologies.</p> <p>This objective supports national priorities in construction and clean energy industries, and local priorities arising from housing growth, retrofit and employer demand.</p> |
| Health, social care and early years                  | ✓                 | ✓                     | ✓                   | <p><b>Grow</b> health, care and early years pathways by increasing the scale and range of provision that leads directly into work, progression and higher-level training.</p> <p><b>Target:</b> increase enrolments from the 2025-26 baseline of 1,400 enrolments in 2025-2026 to 1,540 in 2026-2027. Including expanding the adult health and care offer through (i) delivery of Adult Care apprenticeships and diplomas, (ii) growth in HealthTec CPD / workforce training, (iii) introduction or preparation for Level 4 progression where approved, and (iv) reintroduction / expansion of Early Years apprenticeship and adult learning pathways.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |
| Digital and AI capability                            | ✓                 | ✓                     | ✓                   | <p><b>Improve and grow digital and AI capability</b> by embedding AI, digital literacy and digital skills across the curriculum, while sustaining and strengthening specialist digital routes. The College is a 'spoke' partner of the Milton Keynes Technical Excellence College.</p> <p><b>Target:</b> By July 2027, all full-time study programme areas and T Level routes will include explicit digital / AI learning relevant to the sector, and the College will sustain current digital T Level delivery while implementing a new progression partnership with Buckinghamshire New University and planning further digital route growth based on enrolment demand.</p>                                                                                                                                                                                                                                                                                                                                                                                   |
| Apprenticeships in priority sectors                  | ✓                 | ✓                     | ✓                   | <p><b>Grow apprenticeship starts in priority sectors</b> and progression routes by focusing employer engagement and curriculum development on the areas identified in the three-year curriculum plan and business development strategy.</p> <p><b>Target:</b> Increase apprenticeship starts from the 2025-26 baseline of 95 in 2025-26 to 180 in 2026-2027, with a focus on construction, green technologies, health and care, early years, and higher-demand vocational sectors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# Outcome targets

| SKILLS PRIORITY AREA                                           | NATIONAL PRIORITY | LOCAL PRIORITY (LSIP) | GET BRITAIN WORKING | BUCKINGHAMSHIRE COLLEGE GROUP PRIORITIES AND OBJECTIVES FOR 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------|-------------------|-----------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T Levels and higher technical progression                      | ✓                 | ✓                     | ✓                   | <p><b>Grow and improve technical pathways</b> that support progression from Level 3 into higher technical learning, apprenticeships and higher education.</p> <p><b>Target:</b> Increase T Level student numbers from 239 in 2025-26 to 300 in 2026-27</p> <p>Maintain and grow the College's T Level offer from the 2025-26 baseline of 10 T Levels by: (i) launching or expanding T Levels in identified priority areas such as Civil Engineering and Social Care, (ii) strengthening progression links with Buckinghamshire New University, and (iii) increasing the proportion of learners on technical Level 3 programmes who progress to HE, HTQs or higher apprenticeships.</p>                                                                                                                                                                                                      |
| Free Courses for Jobs, Adult Skills Fund and Tailored Learning | ✓                 | ✓                     | ✓                   | <p><b>Improve adult responsiveness</b> by using the first year of devolved ASF to introduce a stronger, more flexible adult offer, including tailored learning and provision that supports adults with low prior attainment, barriers to participation or a need to retrain.</p> <p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Use ASF, Free Courses for Jobs and Tailored Learning to launch or commission at least three new adult pathways in areas of identified need, including essential language and digital skills, employability and gap-filling provision where local demand is evidenced.</li> <li>Improve Functional Skills outcomes for adults from predicted 68.2% in 2025-2026 to at or above the published national average in 2026-2027.</li> </ul> <p><b>Baseline:</b> no established Tailored Learning pipeline through this route in 2025-26.</p>        |
| Essential skills, work readiness and progression into work     | ✓                 | ✓                     | ✓                   | <p><b>Improve social skills</b>, work-readiness, essential skills and employability pathways so that more learners and adults can progress into jobs, apprenticeships and higher-level study.</p> <p><b>Targets: by July 2027,</b></p> <ul style="list-style-type: none"> <li>All study programme and T Level learners will experience the College's refreshed work-readiness model and sector-relevant digital / AI development;</li> <li>Adult English and maths provision will move further towards a blended model; and adult English and maths enrolments will increase above the 2025-26 baseline.</li> <li>Inclusive Practice – growth of Accelerate and Ignite and addition of Sparks and Thrive courses to grow learner numbers from 131 enrolments in 2025-2026 to 163 in 2025-2026. This is a crucial step to address those who are NEET or at risk of becoming NEET.</li> </ul> |

# Outcome targets

| SKILLS PRIORITY AREA                                           | NATIONAL PRIORITY | LOCAL PRIORITY (LSIP) | GET BRITAIN WORKING | BUCKINGHAMSHIRE COLLEGE GROUP PRIORITIES AND OBJECTIVES FOR 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|-------------------|-----------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reducing duplication and focusing growth where the gap is real |                   | ✓                     | ✓                   | <p><b>Reduce / refocus</b> growth in areas where there is already sufficient provision or weak, unfunded demand, and concentrate resource on clear gaps and progression opportunities.</p> <p><b>Target: The College will</b></p> <ul style="list-style-type: none"> <li>Not pursue expansion of generic unfunded Leadership and Management provision, avoiding duplication of provision available locally; instead it will target curriculum growth and adult funding toward agreed local gaps and funded demand, including health, early years, digital/essential skills, green skills and progression routes.</li> <li>Work collaboratively with Buckinghamshire Council and Buckinghamshire Adult &amp; Community Learning to map provision across the county to improve accessibility for adult learners. This will include developing clearer progression pathways and referral mechanisms with the overall aim of increasing adult participation.</li> </ul> |

These objectives are a focused set of grow, improve and reduce / refocus priorities for 2026–27. They are rooted in the College's Strategic Plan, respond directly to the evidence in LSIP 2.0 and the wider Buckinghamshire skills and employment agenda, and reflect the College's role in supporting both local growth sectors and Buckinghamshire Works priorities around participation, progression and access to employment. Not all occupational priorities identified in the LSIP require direct College expansion, particularly where provision is available elsewhere or where the issue is one of wider labour market conditions rather than a clear curriculum gap such as chefs and HGV drivers.

These priorities should be read within the context of the College's wider three-year curriculum strategy, which brings together immediate 2026–27 changes, planned growth in priority areas, and future development linked to the new High Wycombe campus and longer-term local skills needs.

## COLLEGE COLLABORATION

The College recently become a founding member of the Further Education Skills Alliance (FESA). This group brings together colleges across the Oxford–Cambridge Growth Corridor to work collaboratively with the Arc Universities Group and other partners to support the development of a coherent, integrated post-16 education and skills system across the Corridor. The College also works closely with colleges across the Thames Valley to ensure alignment of skills provision and sharing of good practice.

# Inclusive Mainstream Fund

In 2026–27, the College will use the Inclusive Mainstream Fund to further embed an inclusive post-16 system in line with SEND reform, supporting earlier and more effective identification and support through adaptive teaching, inclusive practice and targeted interventions.

Building on strong foundations, such as support plans, one-page profiles, SEND coaches and established interventions, the College will strengthen whole-college inclusive practice, develop more consistent tiered support pathways, and improve environments and systems that enable learners with SEND to succeed in mainstream provision.

The fund will be used in three ways. First, to enhance capability in adaptive teaching, co-regulation, trauma-informed approaches and inclusive classroom strategies, alongside collaboration with the Local Authority to expand capacity in areas such as speech and language and emotional literacy. Second, to develop inclusive learner pathways, including growth in IGNITE and ACCELERATE and the introduction of SPARKS and THRIVE to support re-engagement, confidence-building and progression. Third, to improve inclusion infrastructure through accessible environments, sensory resources and regulation support.

Together, these actions will further embed inclusion within everyday practice, supporting aspirational pathways, independence and progression for learners with SEND.



# Local Needs Duty

Buckinghamshire College Group has reviewed how well its provision meets local needs, drawing on LSIP 2.0, stakeholder engagement, Buckinghamshire Council feedback and governor scrutiny. The College delivers a broad offer, including study programmes, T Levels, apprenticeships and adult courses.

The review found strong alignment with local priorities in construction, digital, film and TV, and health and care, as well as cross-cutting needs such as work-readiness, digital and AI, and inclusive progression. Engineering is broadly aligned, with further employer engagement planned. Governors supported this direction while challenging the College to sharpen its understanding of demand, strengthen its adult offer, and remain responsive to change.

In response, the College will take forward actions in 2026-27 to grow provision in priority areas, strengthen work-readiness, digital and AI capability, and make more targeted use of devolved adult funding to support progression into work. It will also focus growth where need and impact are strongest, avoiding unnecessary duplication.

Overall, the review confirms a strong contribution to local needs, with continued impact dependent on close partnership working and ongoing responsiveness to changing priorities.



# Corporation Statement of Endorsement

It is hereby confirmed that this Accountability Statement reflects an agreed statement of purpose, aims and objectives for 2026-27, informed by the College's Strategic Plan, the outcomes of the Local Needs Duty review, LSIP 2.0 and wider national, regional and local priorities.

[VIEW ON WEBSITE](#)

The Corporation has reviewed how well the College's provision meets local needs and has provided challenge and support to ensure that the priorities are evidence-led, proportionate and responsive to the needs of learners, employers and communities across Buckinghamshire.

This Accountability Statement was approved by the Corporation Board on 8 July 2026 and will be published on the College's website in line with Department for Education requirements.



**Martin Tugwell**  
Chair of Governors



**Jenny Craig**  
Principal / Chief Executive  
and Accounting Officer

**Dated: 8 July 2026**

# Supporting documentation

## PUBLICLY AVAILABLE DOCUMENTS AND PUBLISHED SOURCES

- **Buckinghamshire College Group Strategic Plan 2023–2028 (“Beyond Ambition”)** – the College’s core strategic document, setting out mission, vision and strategic goals.
- **Buckinghamshire Local Skills Improvement Plan 2.0 (2026)** – employer-led evidence and priorities for Buckinghamshire, including priority sectors, cross-cutting skills and system recommendations.
- **Buckinghamshire Local Skills Improvement Plan 2.0 Annexes (2026)** – supporting annexes, including more detailed recommendations, participation barriers and collaborative actions across the local skills system.
- **Buckinghamshire Council, Data and local insight** – council gateway for local data sources, including economy and labour market intelligence.
- **Buckinghamshire Economic Intelligence Observatory** – county economic intelligence resource providing up-to-date data and analysis to support local strategy and policy development.
- **Buckinghamshire Council, Strategic growth, investment and regeneration** – council overview of the county’s economic growth planning, growth board structures and related strategic priorities.
- **The Buckinghamshire Grammar Schools (TBGS)**
  - reference source listing the grammar schools that form part of the Buckinghamshire grammar school system.
- **Skills England, Assessment of priority skills to 2030** – national analysis of future skills demand and priority occupations to 2030.
- **Industrial Strategy Sector Definitions List** – government definitions of the growth-driving Industrial Strategy sectors (IS-8).
- **Get Britain Working White Paper** – national policy framework for employment, economic inactivity, youth guarantee and joined-up work/skills support.
- **Inclusive mainstream fund: 2026 to 2027** – DfE guidance setting out the purpose of the Inclusive Mainstream Fund and its link to SEND reform.
- **Inclusive mainstream fund for 16 to 19 providers: methodology 2026 to 2027** – DfE methodology guidance for 16–19 providers, including expectations for colleges to explain use of the fund in their accountability statements.
- **Inclusive mainstream fund: best practice for 16 to 19 settings** – DfE best practice guidance on inclusive mainstream approaches in post-16 settings.
- **SEND reform: putting children and young people first** – DfE consultation document outlining the proposed SEND reform direction for children and young people aged 0–25.

# Appendix 1 – Accountability Statement 2025–2026 review

| Outcome / Accountability                  |                                                                                                  | 2024-25 Actual | 2025-26 Target | Current position |
|-------------------------------------------|--------------------------------------------------------------------------------------------------|----------------|----------------|------------------|
| <b>Priority: Engineering</b>              |                                                                                                  |                |                |                  |
| 1                                         | Explore viability of provision at Westcott as an interim measure ahead of new campus completion. | n/a            | n/a            |                  |
| 2                                         | Develop student pipeline for T levels and apprenticeships in mechanical & electrical for 2027.   | n/a            | n/a            |                  |
| <b>Priority: Film &amp; Television</b>    |                                                                                                  |                |                |                  |
| 3                                         | Secure Cornerstone employer for Media T-level.                                                   | 0              | 1              | 1                |
| 4                                         | Increase enrolments on creative industry courses.                                                | 632            | 779            | 965              |
| <b>Priority: Digital</b>                  |                                                                                                  |                |                |                  |
| 5                                         | Develop five new courses for 2026-27 to meet demand identified by Bucks Business First.          | 0              | 5              | 0                |
| <b>Priority: Cross-sectoral skills</b>    |                                                                                                  |                |                |                  |
| 6                                         | Increase T-level Business enrolments by adding the Marketing T-level.                            | 34             | 68             | 110              |
| 7                                         | Increase part-time adult learners and introduce CIPD courses at L3 & L5                          | 32             | 100            | 116              |
| <b>Priority: Green Skills</b>             |                                                                                                  |                |                |                  |
| 8                                         | Develop a range of green energy courses and grow enrolments.                                     | 0              | 150            | 127              |
| <b>Priority: Construction</b>             |                                                                                                  |                |                |                  |
| 9                                         | Increase enrolments through T-level Civil Engineering, maintenance apprenticeship and bootcamps  | 854            | 1092           | 1291             |
| <b>Priority: Health &amp; Social Care</b> |                                                                                                  |                |                |                  |
| 10                                        | Increase enrolments through CPD, apprenticeships & professional development.                     | 456            | 1006           | 1288             |
| <b>Priority: Essential Skills</b>         |                                                                                                  |                |                |                  |
| 12                                        | Increase enrolments through online and in-person model to deliver adult English & maths.         | 208            | 384            | 144              |

# Appendix 2– Readiness, capacity and responsiveness to meet local skills needs

This appendix summarises Buckinghamshire College Group's current position in relation to the delivery of its 2026–27 Accountability Statement priorities, in response to governors' request for a clearer view of the College's readiness, capability and flexibility in a dynamic skills environment.

## Strengths

- The College has a clear strategic direction through its Strategic Plan 2023–2028 and a three-year curriculum plan aligned to LSIP 2.0, wider local priorities and national skills priorities.
- The College is strongly connected to the local skills system through regular engagement with Buckinghamshire Business First, Buckinghamshire Council, the Skills Strategy Board, the Provider Forum and a wide range of employers and partners.
- The College already delivers a substantial volume of provision across study programmes, T Levels, apprenticeships and adult learning, giving it a broad platform from which to grow provision in priority areas.
- Planned capital developments, including the new High Wycombe campus, strengthen the College's future ability to reshape provision and respond to changing local demand.
- The College has recognised areas of strength in specialist environments and provision development, including work linked to construction, green skills, health pathways and inclusive SEND provision.

## Constraints and risks

- Delivery in some priority areas depends on access to specialist staff, targeted recruitment and sustained workforce development.
- Some growth ambitions depend on external funding, commissioning decisions and the evolving local adult skills landscape under devolved Adult Skills Fund arrangements.
- The College is operating in a dynamic labour market in which employer demand, recruitment patterns and technologies such as AI are changing quickly, creating uncertainty in some areas of provision and work placement design.
- Not all skills priorities identified in the LSIP translate into areas where direct College expansion is appropriate, particularly where provision already exists elsewhere or where the issue is more one of labour market challenge than curriculum gap.

# Appendix 2– Readiness, capacity and responsiveness to meet local skills needs

## Mitigating actions

- The College will continue to align curriculum growth with its people strategy, including staff development, targeted recruitment and partnership-based approaches to specialist delivery.
- Growth will be prioritised in areas where local need, employer demand, funding opportunity and delivery capacity are strongest, while avoiding unnecessary duplication.
- Adult and workforce provision will be reviewed alongside Buckinghamshire Council's devolved funding priorities to ensure that the College responds to genuine gaps and progression needs.
- The College will use annual curriculum planning, governing body oversight, employer engagement and labour market intelligence to keep provision under active review and adjust plans where needed.

## Overall Assessment

The College is well placed to make a strong contribution to meeting local skills needs in 2026–27. Its strategic direction, employer and stakeholder engagement, and planned curriculum developments give it a sound platform for delivery. At the same time, governors recognise that successful implementation depends on maintaining specialist staffing capacity, responding effectively to funding and commissioning conditions, and retaining the flexibility to adapt to local economic and labour market changes.



Buckinghamshire  
College Group