



**ANNUAL  
ACCOUNTABILITY  
STATEMENT**

Hertford Regional College  
July 2023



## **College Mission and Purpose:**

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

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

## **Ambition and Vision:**

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

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

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

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

## **Strategic Objectives:**

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

<b>Students</b>	<b>"Preparing today's students to take advantage of tomorrow's opportunities."</b>
<b>Society</b>	<b>"Creating positive community impact by adding social value."</b>
<b>Product</b>	<b>"Meeting the skills needs of employers and ambitions of our students."</b>

<b>People</b>	<b>“Collaborating to deliver excellence.”</b>
<b>Finance</b>	<b>“Achieving sustainability through investment.”</b>
<b>Quality</b>	<b>“Moving towards demonstrable and sustainable excellence.”</b>

**Background and Context:**

Hertford Regional College is a medium-sized, general further education college with two campuses located in Broxbourne and Ware. Rated as “Good” by Ofsted in the most recent inspection in November 2021, and “Outstanding” in terms of financial health (ESFA 2021/22), the College provides a wide range of post-16 professional and technical education and training to meet the needs of local employers in key sectors, study programmes for 16- to 19-year-old learners including T Levels from September 2023, adult education programmes, apprenticeships, discrete provision for learners with high needs, higher education and commercial programmes.

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

The most recent multiple deprivation index (ONS 2019) ranks Enfield as the most deprived of the college’s catchment areas (74), followed by Harlow (124), Broxbourne (164), Epping Forest (205) and East Herts (307). Looking at education as a separate component, the picture changes with Harlow ranked as the most deprived (85), followed by Broxbourne (107), Enfield (145), Epping (151) and East Herts (295).

Looking at achievement by NVQ level and percentage of residents qualified to that level by area:

Qualifications by Area (% of Age 16-64) 2021	NVQ4+	NVQ3+	NVQ2+	NVQ1+	Other	No qualifications
Broxbourne	29.4	49.0	70.7	84.2	9.5	6.3
East Herts	49.8	65.2	81.7	93.5	2.0	4.5
Enfield	49.2	67.9	80.1	87.5	7.9	4.5
Epping Forest	43.4	56.8	75.4	87.9	7.9	4.2
Harlow	23.9	38.4	59.9	81.0	14.2	4.8
<i>Hertfordshire</i>	<i>48.8</i>	<i>63.7</i>	<i>80.9</i>	<i>90.2</i>	<i>5.4</i>	<i>4.4</i>

And Attainment 8 Scores by Area (2020/21):

School Location	No of Schools	No of Pupils at end of KS4	Average Attainment 8 Score
Broxbourne	8	1,146	50.8
East Hertfordshire	14	2,035	56.5
Enfield	25	3,783	51.1
Epping Forest	8	1,113	51.6
Harlow	7	1,008	46.0

<i>Hertfordshire</i>	<i>96</i>	<i>13,487</i>	<i>54.8</i>
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In addition to the two main campuses, the College owns a profitable subsidiary company, CK Assessment and Training Ltd located in Nazeing on the border of Broxbourne and Epping Forest, which provides study programmes and apprenticeships in plumbing and gas engineering as well as professional gas training courses. The board of CK Assessment and Training Ltd has its own ambitious vision for developing the company further over the next five years to become a regional education and training hub for renewable and sustainable energy businesses, as well as meeting their ongoing traditional energy and utilities training needs, serving the long term business requirements of sector employers in Hertfordshire, Essex and North London.













**Meeting Local Skills Needs:**

The Local Skills Improvement Plan (LSIP) consultation process (Autumn 2022 to Spring 2023), led by the Hertfordshire Chamber of Commerce identified the following priority sectors for Hertfordshire:

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

There are also skills needs specific to niche/specialised industries or employers local to particular sub-regions with the need for Essential Skills, Digital Skills, and Green Skills underpinning all sectors.

Essential Skills have long been identified as an underpinning skills need and the following was produced following a LEP survey of Hertfordshire employers pre pandemic. Subsequent evidence obtained through the LSIP process would confirm that this is still relevant today.

Personal & people		Hertfordshire understanding
<b>Motivation and ambition</b>		<ul style="list-style-type: none"> <li>▶ Actively participate</li> <li>▶ Show enthusiasm</li> <li>▶ Knowledge of the sector</li> <li>▶ Pursue aspirations and goals</li> </ul>
<b>Confidence</b>		<ul style="list-style-type: none"> <li>▶ Willing to meet new people</li> <li>▶ Able to hold conversations with peers, managers and customers</li> <li>▶ Recognise own strengths and able to present these</li> </ul>
<b>Respect and good manners</b>		<ul style="list-style-type: none"> <li>▶ Listen and learn</li> <li>▶ Recognise the feelings of others</li> <li>▶ Be polite</li> <li>▶ Remain calm</li> </ul>
<b>Determination and resilience</b>		<ul style="list-style-type: none"> <li>▶ Commitment to get things done</li> <li>▶ Learn from mistakes and accept criticism</li> <li>▶ Resist distractions</li> <li>▶ Adapt to changes</li> </ul>
<b>Adaptability</b>		<ul style="list-style-type: none"> <li>▶ Flexible to cope with changing demands</li> <li>▶ Able to apply knowledge to different situations</li> </ul>
<b>Teamwork</b>		<ul style="list-style-type: none"> <li>▶ Cooperate with others</li> <li>▶ Recognise skills in others</li> <li>▶ Value contribution from others</li> </ul>
Technical & practical skills		Hertfordshire understanding
<b>Numeracy</b>		<ul style="list-style-type: none"> <li>▶ Apply simple mathematical concepts</li> <li>▶ Understand simple arithmetic</li> <li>▶ Understand costs and expenditure</li> </ul>
<b>Literacy</b>		<ul style="list-style-type: none"> <li>▶ Able to express yourself in writing</li> <li>▶ Understanding of business etiquette verbally and in writing</li> <li>▶ Able to explain yourself verbally</li> </ul>
<b>Business and customer awareness</b>		<ul style="list-style-type: none"> <li>▶ Understand commercial realities</li> <li>▶ Able to professionally communicate with customers</li> <li>▶ Manage your time effectively</li> </ul>
<b>Analytical and problem-solving skills</b>		<ul style="list-style-type: none"> <li>▶ Investigate systematically</li> <li>▶ Identify problems</li> <li>▶ Look for better ways and suggest solutions</li> <li>▶ Plan and organize tasks</li> </ul>
<b>Digital technology</b>		<ul style="list-style-type: none"> <li>▶ Understand the development in technology for business</li> <li>▶ Basic knowledge of IT</li> </ul>
<b>Qualifications</b>		<ul style="list-style-type: none"> <li>▶ Achieve qualifications valued by employers</li> </ul>



The College benefits from being part of a county based LEP area that works exclusively for the communities of the county it serves whilst acknowledging surrounding geography and place, particularly London. This brings some challenges especially when looking at specific skills needs by local area vis a vis the county of Hertfordshire as a whole. For example, Life Sciences and Gene Therapies is an identified key skills need in the county but in specific clusters, such as Stevenage which is outside of the College’s immediate catchment area where North Herts College is the key FE partner for that location. This compares to Creative Industries (plus ancillary industries and supply chain) which is currently focussed on the west of the county but is extending to the east as a consequence of multiple studio developments in north London and the opening of Sunset Studios in Broxbourne in 2025. Thus, the College has been directly partnering with West Herts College since 2021 to meet current and future needs.

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

Area:	Micro 0-9 employees		Small 10-49 employees		Medium 50-249 employees		Large 250+ employees		Total Number of Businesses
	No.	%	No.	%	No.	%	No.	%	
Broxbourne	4,010	91.4	310	7.1	45	1.0	15	0.3	4,380
East Herts	7,375	90.9	605	7.5	110	1.4	20	0.2	8,110
Enfield	14,100	92.9	910	6.0	130	0.9	30	0.2	15,170
Epping Forest	7,680	91.9	565	6.8	95	1.1	20	0.2	8,360
Harlow	2,955	85.5	310	9.3	60	1.8	15	0.4	3,340

Source: ONS & IDBR June 2022

All of the communities that the college serves have common current and projected future skills needs in Construction and the Built Environment, Health and Social Care, Education and Childcare, Professional Services, Business Administration and Support Services plus Retail and Commercial Enterprise. These are supported by more local needs in Creative Industries, Hospitality and Leisure Industries plus Sport and Wellbeing. Although important, Digital as a specific sector, Life Sciences and Engineering and Manufacturing are not as significant within the College’s geographic area as they are elsewhere in the county.

## **Developing the Annual Accountability Statement:**

### **Strategic Drivers:**

The following are considered as the current key strategic drivers for 2023/24 and are coherent with those articulated in the five-year Strategic Plan (2022 to 2027):

#### **1 – Local Skills Improvement Plan (LSIP)**

The key findings of the initial LSIP for Hertfordshire will be a key driver for this statement. The College has an excellent working relationship with local employers and stakeholders and looks forward to continuing to deliver in respect of the future skills needs of the local communities it serves and in responding to the wider county based technical skills needs evidence by the LSIP.

#### **2 – Place and Community**

This statement will prioritise provision that is relevant to the communities we serve and that meet local employer needs reinforcing our standing as a place-based Anchor Institution. The College works closely with the two local authority areas it serves in Hertfordshire in which its campuses are located as well as employer partners and other stakeholders. We are also involved in the Gilston Garden Town development along with partners in Harlow and Epping Forest which is a more long-term commitment.

#### **3 - T Levels**

The College will commence delivery of the government's flagship "T Level" qualifications in September 2023 and many of our students are already benefiting from the industry placement model that forms an important part of the T Level offer.

#### **4 –Adult Education**

Adult Education (both funded and non-funded) needs to continue to be developed further to meet local community and employer needs. The key focus of the delivery of the ESFA national adult education budget will be to support the upskilling of both existing and new communities in Hertfordshire and Essex, including communities linked directly to significant residential/commercial development and those recently arrived from Ukraine, to enable individuals to access new and better jobs.

#### **5 – Higher Level Skills**

Given the low achievement levels of specific communities we serve, further consideration needs to be given as to how place-based provision is developed and participation is increased in this space to raise aspirations and strengthen the employment opportunities of local residents. This is likely to be provision driven through our new "Level 4 and Above Strategy" that is being implemented from September 2023.

#### **6 – Learners with Additional Needs**

Current levels of demand and continued significant future growth in said demand will drive our response to local needs. The College is committed to excellence in this area by providing outstanding education and support appropriate to the needs of individual learners in both specialist and mainstream curriculum areas.

## 7 – Sustainability

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

## 8 – Equity, Diversity, and Inclusion

This will continue to underpin all facets of our delivery and stakeholder engagement. We look to embrace difference and diversity of identity, experience, and thought, and actively strive for inclusive behaviours across our workforce and student body whilst demanding the same from our partners and stakeholders.

## 9 – Collaboration

Section that follows refers.

## 10 – Strategic Investment

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

### **Collaboration – Further Details:**

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

#### Local FE Colleges:

The College works collaboratively with the three other Hertfordshire based FE Colleges. This has enabled the four colleges to work together in order to support Herts Chamber of Commerce to plan for the effective development and delivery of a successful and meaningful Local Skills Improvement Plan for the betterment of those that reside and work in the county. This has included directly supporting the Chamber's working with employers to develop the evidence base and working together to review and provide a response to the Chamber on their draft local skills priorities.

The four colleges have worked effectively to deliver solutions relating to particular place-based priorities such that geographic characteristics or areas of technical expertise have been identified and form part of established working practice including delivery of national programmes such as the Strategic Development Fund in 2022/23. This programme/project has built upon strong relationships at senior level leading to effective working between staff across all the colleges and at all levels. This has enabled us to develop a shared platform for ongoing collaborative CPD in the form of a virtual campus. The successful delivery of the SDF project has resulted in a further collaborative project, this time a joint application for LSIF.

We also work closely with West Herts College through our CreativeWOW partnership, which has close links to the Hertfordshire film and television industry. Amongst other things, this work has led to our decision to apply (successfully) for endorsement from the industry body ScreenSkills; it has also enabled us to jointly meet with representatives from the studios.



### Secondary Schools:

All schools in Broxbourne and East Herts currently operate Sixth Forms, with the exception of Goffs Churchgate which forms part of an academy trust with Goffs School. Relations have changed for the better over the past four years, particularly in Broxbourne, with notable impact on the pattern of post Key Stage 4 recruitment. We also provide technical and vocational tasters and immersive visits for year 10 and 11 school groups as well as learning opportunities for home schooled young people and bespoke programmes for secondary pupil referral units.

### Higher Education:

The four colleges form part of the well-established University of Hertfordshire Consortium that validates the delivery of a range of Foundation Degrees, Extended Degrees at the colleges and, uniquely at Hertford Regional College, Level 6 “top ups”. These offerings complement our own HE offerings such as HNDs and professional qualifications such as AAT.

### Independent Training Providers:

The College works with a very small number of Independent Training Providers, mainly our own subsidiary company, a specialist welding training organisation and established and trusted partners to deliver the Greater London Authority contract specifically.

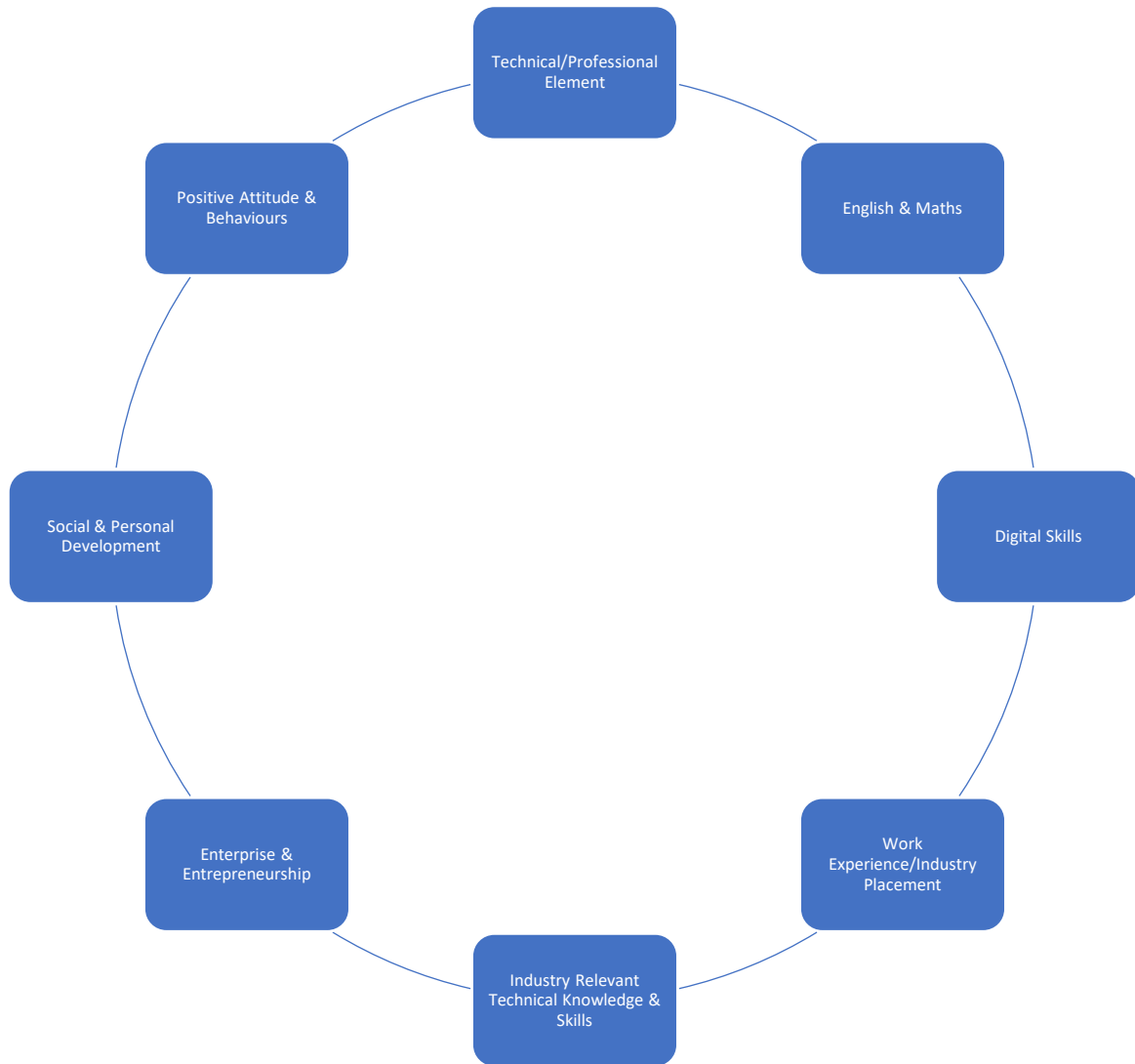
### **Curriculum Planning:**

The College Level Curriculum Planning process can be effectively summarised as follows:

- Reviewing and revitalising the curriculum offer in each curriculum area through use of LMI and SWOT analysis
- Preparing curriculum area maps for each area that outline curriculum intent and progression pathways
- Completion of Programme Approval process for each planned course, including the rationale and unique characteristics of each course along with market analysis informed by local LMI data, evidence of employers’ skills requirements and, from April 2023 LSIP outcomes.

**Curriculum Delivery Model:**

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



**Student Support:**

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

Specialist support for individuals and groups is provided both in and outside of the classroom/workshop to an increasing number of learners and not just those with Education and Health Care Plans. In 2022/23, the College had 267 students with EHCPs (14% approx.). HRC aims to operate a whole student, whole college approach to the management and provision of support for special educational needs.

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

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

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

Through the curriculum and/or the enrichment team our students have the opportunity to be active in the local community by undertaking a range of voluntary activities for the betterment of the local environment and residents. In 2022/23 these have included:

- Lea Valley – clearing water vole habitats, an important part of the eco system – Art, Gaming and IT students
- Cooking and providing dinners for care homes at Christmas – Catering and Events students
- Litter picking at Lea Valley – Public Services, LDD and Gaming students
- Weekly dinner serving at Ware Age Concern – LDD, Health & Social Care and Fashion students
- Queens Green Canopy - 40 students from across all curriculum areas of the College involved in the event
- Hertford Methodist Church – clearing patio and garden area & car park – Public Services students
- Painting bird hides in the Lea Valley Lakes area - Student Services Team

### **Careers Education, Advice and Guidance:**

The College employs two members of staff to deliver careers education, advice and guidance and this is enhanced by work placement co-ordinators who manage industrial and work placements as well as apprenticeship trials and internships. This is also delivered through the annually reviewed tutorial programme and enhanced by careers fairs, employer visits (inward and outbound), higher education fairs and visits and skills competitions. The College has had success and outright wins in regional skills competitions in 2022/23 in both catering and brickwork, national skills competitions in brickwork, as well as participating successfully in World Skills UK for the first time and getting through to the long list stage in Media Makeup/Beauty. It has achieved cross-College Matrix Accreditation and in our most recent Compass assessment we were compliant in all 8 of the Gatsby Benchmarks.

### **Contribution to National, Regional and Local Priorities:**

Specifically, for the purpose of this document and in response to the skills needs highlighted in the Local Skills Improvement Plan:

<b>Aims and Objectives</b>	<b>Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills</b>
<p>1 - To introduce T Levels from September 2023 benefitting up to 60 young learners commencing with:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Design Surveying and Planning for Construction</a></li> <li>➤ <a href="#">Digital Production Design and Development (Digital Support Services)</a></li> <li>➤ <a href="#">Education and Childcare (Early Years)</a></li> </ul>	<p>Continue to develop key curriculum that meets national, regional and local needs, as identified in both the College’s Strategic Plan and the Local Skills Improvement Plan, thus meeting specific sectoral needs as identified by employers.</p>
<p>2 - To embed sustainability and green skills in every study programme from September 2023 benefitting 1869 young learners (ESFA allocated learner numbers 2023/24)</p>	<p>Continue to place sustainability at the heart of the curriculum as identified in the College’s Strategic Plan and, specifically, as a key priority by employers contributing to the Local Skills Improvement Plan, and also meeting the expectations of young people themselves.</p>
<p>3 - To further develop the Destination Curriculum Model from September 2023 through enhancement of Essential Skills development, specifically via skills workshops, underpinned by the Skills Builder framework, thereby benefitting 1869 young learners (ESFA allocated learner numbers 2023/24).</p>	<p>Continue to develop the College’s curriculum model so that it meets specific regional and local needs, as identified in both the College’s Strategic Plan and as a key priority in the Local Skills Improvement Plan, such that are regularly and clearly articulated by employers in the communities the College serves.</p>
<p>4 - To continue to grow ESOL provision to meet the needs of existing and recently arrived communities (especially those from Ukraine) to enable adults to access education and training opportunities in higher level language and technical skills and well as the workplace</p> <p>Planned growth in 2023/24 is a further 25 learners (22%), benefitting a total of 140 learners overall.</p>	<p>Continue to develop the curriculum so that it meets specific regional and local needs defined by the communities the College serves as befits its role as a place-based anchor institution.</p>
<p>5 - To give further consideration as to how place-based provision in Level 4 and above qualifications (including higher technical qualifications) is developed and participation is increased to raise the aspirations and strengthen the employment opportunities of local residents.</p>	<p>Plan successfully to further enhance existing provision and introduce new provision in 2024 driven through the new “Level 4 and Above Strategy” in place from September 2023.</p>

<p>6 - To grow the direct delivery of adult learning, including AEB (National and Greater London Authority), Advanced Learner Loans and Full Cost, in order to widen and increase participation in the communities the College serves.</p> <p>Planned growth in adult numbers (direct delivery) in 2023/24 is 256 learners (29%) benefiting a total of 1134 learners – 107 through AEB. Sectors with significant planned growth through AEB include Childcare, Electrical, Hospitality and Science as well as English and Mathematics.</p>	<p>Continue to develop and extend an adult curriculum offer, across multiple funding streams, that meets regional and local needs defined by the specific communities the College serves, both learners and employers and, simultaneously, adding social value.</p>
<p>7 - To build capacity in order to increase the number of supported internships by 50% over the next two years starting with 8 in 2022/23.</p>	<p>Continue to develop a curriculum that meets specific regional and local needs, as defined by the communities the College serves, befitting its role as a place-based anchor institution whilst working closely with local employers to facilitate the growth of supported internship opportunities.</p>
<p>8 - To further develop the College's apprenticeship provision through broadening and extending the curriculum offer.</p> <p>This will be achieved through further growing the new Motor Vehicle Level 2 cohort by 10 apprentices (111% growth) to 19 in total, as well introducing two further standards in Property Maintenance Operative and Hair Professional, which will benefit 10 and 12 new apprentices respectively.</p>	<p>Continue to develop an apprenticeship offer that meets specific identified employer needs in the communities the College serves.</p> <p>This offer continues to provide significant opportunities in key local and regional employment sectors such as construction, engineering, childcare, professional services, business administration and retail and commercial.</p>

**Corporation statement:**

On behalf of the Corporation of Hertford Regional College, it is hereby confirmed that the College Plan as set out in this document reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on 5<sup>th</sup> July 2023.

The plan will be published on the Hertford Regional College website within three months of the start of academic year 2023/24.



**Chair of Governors**

**Principal/Chief Executive and Accounting Officer**

**Date – 5<sup>th</sup> July 2023**

**Supporting documentation:**

Hertfordshire LSIP

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

College Strategic Plan 2022/2027

[https://www.hrc.ac.uk/images/final\\_HRC\\_Strategic\\_Plan\\_2022\\_to\\_2027.pdf](https://www.hrc.ac.uk/images/final_HRC_Strategic_Plan_2022_to_2027.pdf)

College Inspection Report November 2021

<https://reports.ofsted.gov.uk/provider/31/130722>

College Financial Statements 2021/2022

[https://www.hrc.ac.uk/images/documents/Consolidated\\_Report\\_and\\_Financial\\_Statements\\_2022.pdf](https://www.hrc.ac.uk/images/documents/Consolidated_Report_and_Financial_Statements_2022.pdf)