

Accountability Statement

2025/26



Be You. Be Extraordinary.

Section 1: Background and Approach

1.1 Background

In the Skills for Jobs White Paper the government set out their vision to transform further education. As part of this transformation, all further education colleges are now required to develop and submit an annual accountability statement that outlines what provision they are intending to deliver to support local, regional and national needs in return for funding from the Department of Education.

Department for Education guidance explains that Accountability Statements should set out a small number of outcome targets focused on curriculum changes and adaptations to provision planned for the coming year. These targets should reflect how the college is contributing to priorities outlined in Local Skills Improvement Plans (LSIPs) led by Employer Representative Bodies (ERBs), working with employers, providers and local stakeholders such as LEPs and other agencies. All further education provision is in scope, and the statement should be a relatively concise public statement of key aims, targets and outcomes for the year ahead, which has been approved by the college's Governing Body.

1.2 Approach to developing the annual accountability statement

During 2021/22 the college leadership team and Corporation Board carried out a full review of the college's strategic direction and purpose, leading to a launch of a new strategic plan at the start of the 2022/23 academic year. The review process included extensive analysis of local and national labour market information and other data sources, as well as consultation with various external stakeholders, students and staff, and other local education and training providers. This exercise was repeated during 2024/25, the mid-point of the current strategic plan, with some slight revisions made to the delivery plan in order to ensure it remain clearly focused on current national and local priorities.

The Board carries out regular review of the college's strategic direction and oversees the implementation of the Strategic Plan. The Board monitors progress towards the strategic objectives and KPIs included within the plan, and similarly oversees those targets and plans committed to within the Accountability Statement.

We have long-established collaborative working with other partners including the Employer Representative Body (ERB) for Berkshire and Oxfordshire (Thames Valley Chamber of Commerce) which has included close partnership work driven by the Local Skills Improvement Fund (LSIF). During 2025, this collaboration has evolved into a new Thames Valley FE Partnership across Berkshire and Oxfordshire which allows key representatives from FE Colleges across the region, with the ERB and other partners, to discuss their goals and objectives for skills growth, identifying areas in which greater collaboration would help. We also work collaboratively with the ERB in Berkshire and Oxfordshire through the LSIP Workforce Development Partnerships across identified priority sectors to co-create solutions for skills and workforce development. The ERB has reviewed and endorsed this accountability agreement.

1.3 Corporation Statement

This Statement was approved by the Corporation Board on 23rd June 2025. The Accountability Statement can be found [here](#).

Section 2: Purpose

2.1 Mission, vision and strategic objectives

Be You. Be Extraordinary.

By nurturing and empowering individual students and staff to be the best they can be, we improve lives, communities and the economy through education. Together, we achieve the extraordinary.

Our vision is to be a college where everyone achieves more than they believe possible

We are ambitious for our students, staff, community and partner organisations. We are passionate about creating a sustainable College that supports everyone to achieve their goals, whatever their starting point.

Our students enjoy an extraordinary experience:

- Students look forward to engaging with a vibrant life at college; they are supported to be themselves and to achieve more than they believe possible
- Learning is inspiring, engaging, dynamic and transformative
- We go the extra mile to ensure students can succeed in their lives and their careers

Our staff are empowered to achieve extraordinary things:

- We are the Oxfordshire employer of choice; our team enjoy working here and are motivated by what we achieve alongside our students
- Our shared purpose and values enable each of us to develop and grow as individuals, within a team that inspires us

Our community and partners benefit from our commitment to the extraordinary:

- Together, our programmes, skills development, social responsibility and citizenship enhance community cohesion and strengthen the economy
- Our partners choose to work with us because of our values; we are embedded within our community, who see us as an important part of their success

2.1 Mission, vision and strategic objectives (continued)

Strategic Objectives 2022/23 – 2026/27

Delivering the highest quality student experience

Developing a transformative and dynamic curriculum

Maintaining financial security

Shaping an environmentally sustainable future

Being the employer of choice

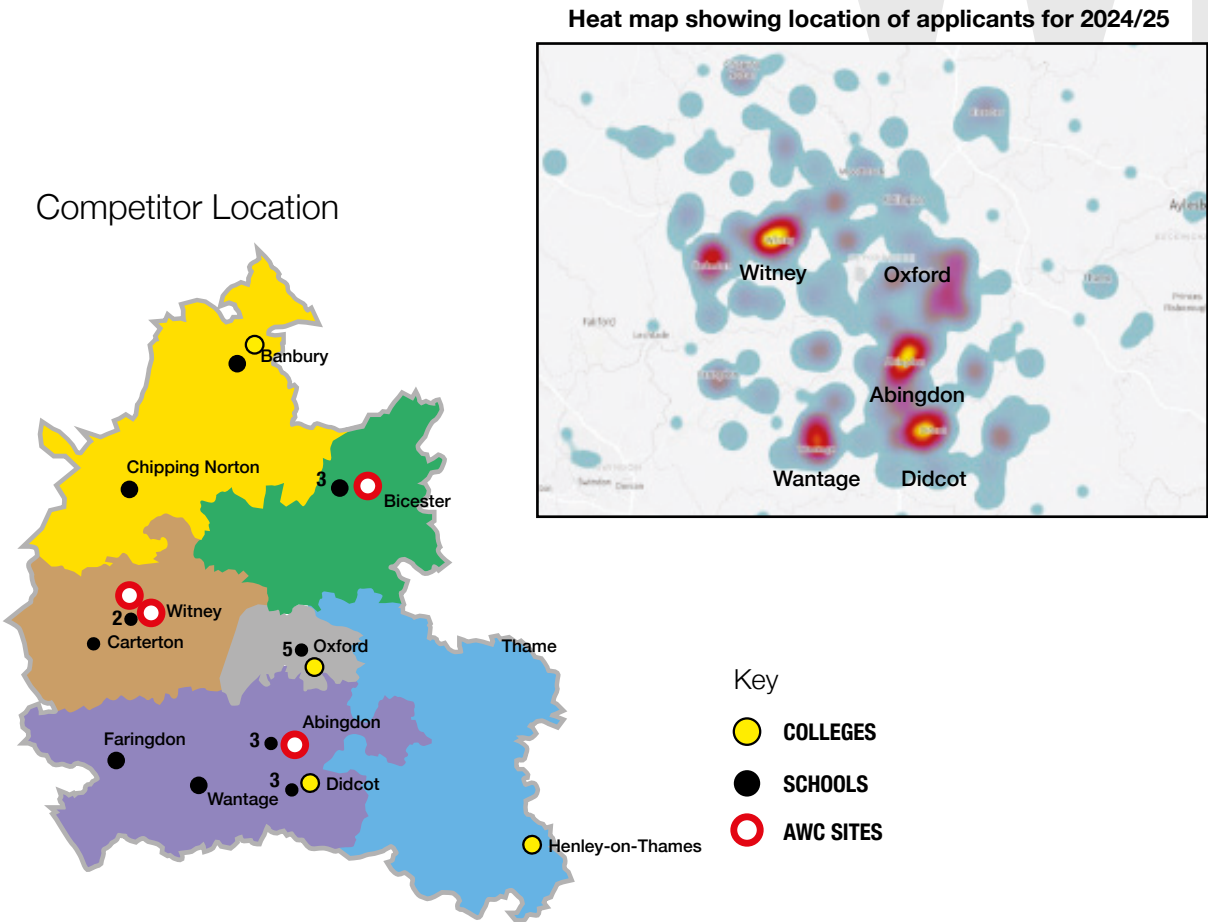
Section 3: Context and Place

3.1 About Abingdon & Witney College

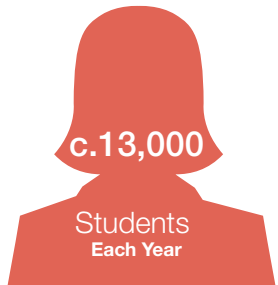
Abingdon & Witney College is a small to medium sized general Further Education College in Oxfordshire. The college has a strong reputation for its work across the county, particularly in relation to support for SEND learners aged 16 – 24, apprenticeships, and adult learners in the community. Full time provision for 16 – 18 year olds is of very high quality and for the third year running has experienced a greater than 10% increase in 16 - 18 student numbers.

Abingdon & Witney College’s primary focus is to support individuals and communities, including the business community, within Oxfordshire. The college works collaboratively and successfully with local and regional stakeholders, employers, education providers and community organisations in order to meet local and regional needs well. The college contributed to the production of the Oxfordshire Local Skills Improvement Plan (LSIP) developed by the Thames Valley Chamber of Commerce and continues to work closely with Oxfordshire Local Enterprise Partnership (OxLEP – now Enterprise Oxfordshire) and other significant local stakeholders such as the local authority and district councils.

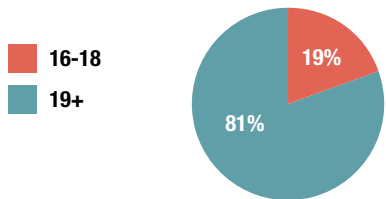
The College’s main campuses are in Abingdon and Witney, with a farm campus on the outskirts of Witney, and a recently expanded Construction Skills Centre for apprentices in Bicester. Provision for adults also takes place in community venues across the county. The vast majority of learners live in Oxfordshire, near to our main campuses.



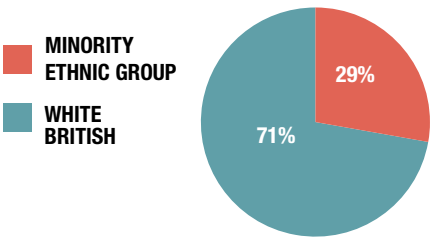
3.2 Abingdon & Witney College students



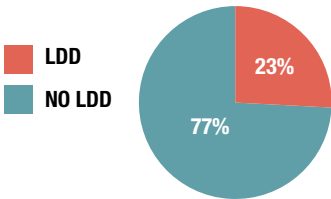
Age group



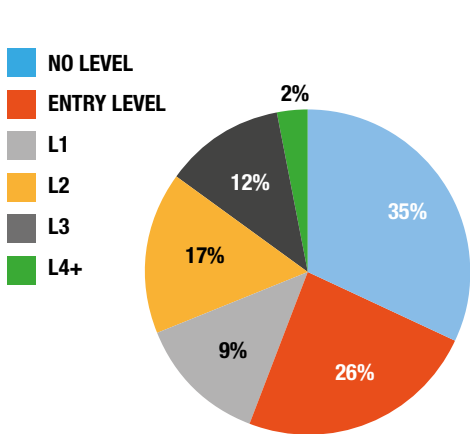
Ethnic group



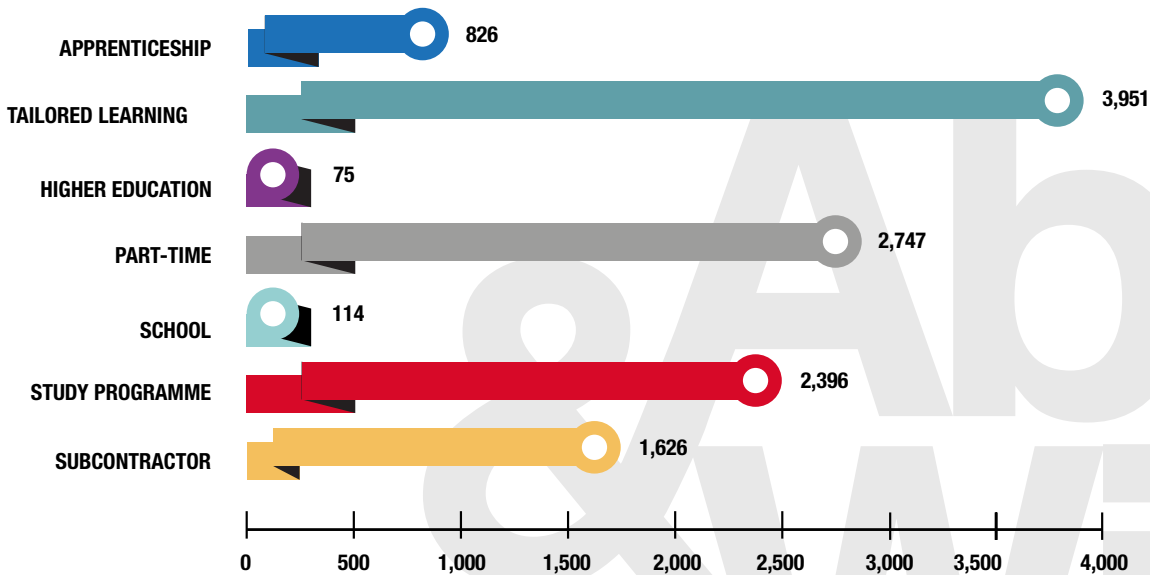
Learning Disability



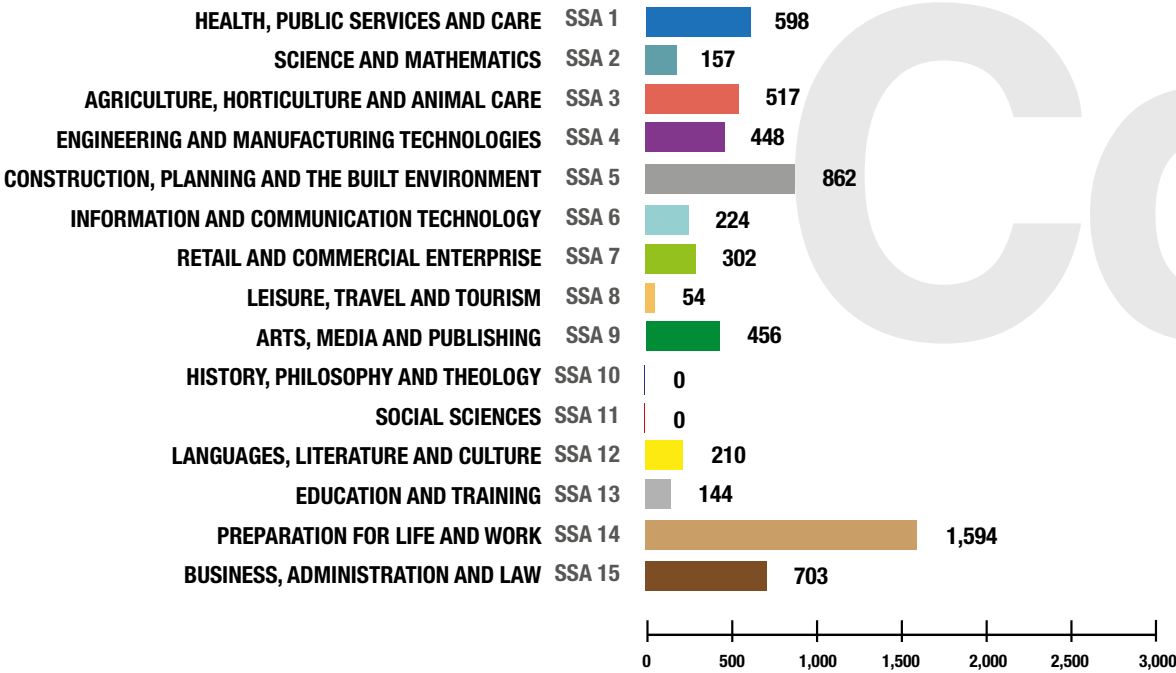
Students by Level



Students by course type



Students by Sector Subject Area



3.3 The Oxfordshire economy

Oxfordshire has one of the strongest economies in the UK, growing at an average of 3.9 per cent year on year between 2006 - 2019. The county has significant assets in research and development, being home to one of the top performing universities in the world, the University of Oxford, as well as Oxford Brookes, a leading university in the UK for teaching and research. These anchor institutions support an international brand that draws talent and investment to Oxfordshire, and has led to the large number of science, innovation, technology and business parks located in the county. Oxfordshire has a highly skilled workforce, with 53 per cent of the working age population education to degree level or above. The county's unemployment rate is typically over 50 per cent lower than the UK average and has recovered well since the pandemic. The Oxfordshire Strategic Economic Plan emphasised that 85,000 new jobs and in excess of 100,000 new homes would be required in Oxfordshire by 2031.

However, despite the evident impact of the rich, knowledge-led economy in Oxfordshire, the county does have pockets of significant deprivation and wage disparity, and has low productivity relative to other regions in the south east of England. An ageing population contributes to skills supply challenges in Oxfordshire, as do difficulties with the attraction and retention of talent, linked to graduate retention and housing affordability. 3.5% of the working population do not hold a formal qualification whilst 5.9% are only qualified to level 1; 12.4% are qualified to level 2 and 15.8% qualified to level 3. The number of young people with recognised SEND needs across South Oxfordshire, West Oxfordshire and the Vale of White Horse is expected to increase significantly in the next five years; in 2024 there were 2179 young people in years 9 – 11 with identified SEND needs; 577 of these are supported by an Education & Health Care Plan (EHCP).

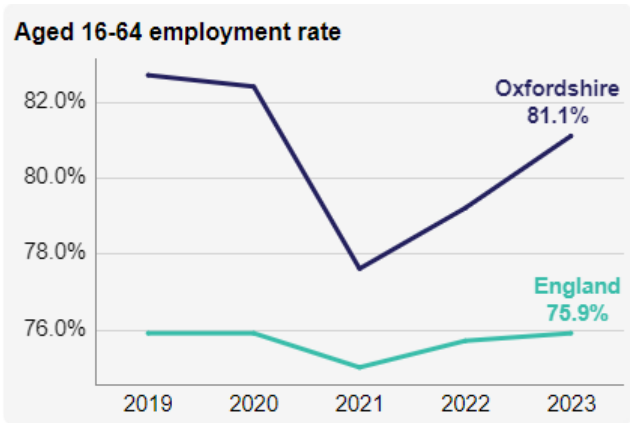


Table 1: Largest number of businesses in Oxfordshire, by sector

Number of businesses	No	%
Professional, scientific and technical	6445	20
Construction	3995	12.4
Information & Communication	2860	8.9
Business administration	2735	8.5
Arts, entertainment and recreation	2285	7.1
Retail	2100	6.5
Accommodation and food service	1660	5.2
Agriculture, forestry and fishing	1540	4.8
Manufacturing	1435	4.5
Property	1280	4
Health	1210	3.8
Transport & storage	1110	3.4
Wholesale	1070	3.3
Motor trades	865	2.7
Education	750	2.3
Financial and insurance	515	1.6
Public administration	210	0.7
Mining, quarrying and utilities	130	0.4

Oxfordshire Local Skills Dashboard 2021

Table 2: Largest number of job roles in Oxfordshire, by role

Number of businesses	No	%
Elementary Administration and Service Occupations	38695	10
Administrative Occupations	32993	8.5
Business and Public Service Associate Professionals	30344	7.8
Corporate Managers and Directors	29486	7.6
Science, Research, Engineering and Technology Professionals	29372	7.6
Teaching and Educational Professionals	27609	7.1
Caring Personal Service Occupations	25208	6.5
Sales Occupations	22852	5.9
Business, Media and Public Service Professionals	19402	5
Health Professionals	17388	4.5
Skilled Metal, Electrical and Electronic Trades	12133	3.1
Other Manager and Proprietors	12120	3.1
Transport and Mobile Machine Drivers and Operatives	11810	3.1
Secretarial and related occupations	9499	2.5
Science, Engineering and Technology Associate Professionals	8295	2.1
Process, Plant and Machine Operatives	7979	2.1
Textile, Printing and Other Skilled Trades	7,887	2
Skills Construction and Building Trades	7400	1.9
Customer Service Occupations	6820	1.8
Leisure Travel and Related Personal Service Occupations	6168	1.6
Culture, Media and Sport Occupations	5808	1.5

Oxfordshire Local Skills Dashboard 2021

3.4 Skills priority areas in Oxfordshire

Various recent publications and strategies have identified skills priority areas for Oxfordshire and have suggested a number of different approaches to addressing these economic challenges. The most significant of these are the Local Industrial Strategy (LIS) in 2019, the Oxfordshire Skills Strategy 2022-2024, the Oxfordshire Local Skills Improvement Plan in May 2023, and the Oxfordshire Economic Plan in December 2023.

The priority areas identified in the different strategies can be seen below; the Oxfordshire Strategic Economic Plan acknowledges the importance of all these sectors in delivering enterprise and innovation locally, but also emphasis the significance of the foundational economy and its role in underpinning the ‘globally significant innovation ecosystem’ that is Oxfordshire.

Publication	Identified sectors
Local Industrial Strategy	Emerging sectors and areas of strength: Life Sciences, Quantum Computing, Space-led Data Applications, Robotics and Autonomous Systems, Cryogenics, Energy, Digital and Creative, Motorsport
Oxfordshire Skills Strategy	Cornerstone businesses: Health and Social Care, Wholesale and Retail, Manufacturing and Supply Chain, Education, Visitor Economy, Food Services, Real Estate Breakthrough businesses: Transformative Technologies, Space, Life Sciences, Education, High-performance Technology, Motorsport and Advanced Engineering, Digital and Creative, Cryogenics, Construction, Carbon Neutral Economy
Oxfordshire Local Skills Improvement Plan	Priority sectors: Construction and Built Environment, Health and Life Sciences, Care, Hospitality & Visitor Economy, Manufacturing (Science and Innovation), Transport and Logistics, Digital Cross sector themes: Transferable employability, Business & Administration, Leadership & Management, Skills for Net Zero, Digitalisation

3.5 National skills priority areas

The creation of Skills England in 2024 and the publication of a new national Industrial Strategy, has led to revised national skills priority areas. The refreshed areas of focus for skills policy are the eight sectors identified in the Industrial Strategy:

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

In addition, Construction and Health & Social Care, which are central to the government’s ‘missions’ are also identified as priority skills areas.

Education policy also asks that Further Education Colleges focus on a small number of programmes, namely T Levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps and Higher Technical Qualifications (HTQs). Providers are also expected to offer essential skills up to Level 2 in English and mathematics, and Level 1 in digital.

Section 4: Contribution to national, regional and local priorities

4.1 Current contribution to national, regional and local priorities

Abingdon & Witney College currently offers qualifications in 13 out of 15 subject sector areas, from Entry Level to Level 6, with a large range of non-qualification based courses supporting work in the community. The College provision maps well to the existing skills priorities of Oxfordshire with two thirds of enrolments taking place in priority subject sector areas, despite the College's wider focus on community and adult learning, alongside skills for work.

Work has been undertaken since 2023/24 to broaden the college's offer to extend the already close match with local skills needs even further. As a result of this work, from 2024/25 the college has offered seven new HTQs and skills bootcamps in construction, sustainability and engineering. In 2023/24 we also delivered on the Oxfordshire County Council's Multiply programme, and in 2024/25 delivered over 200 enrolments on UK Skills Prosperity Fund (UKSPF) projects for five district councils. The successful growth of our Net Zero Skills Hub has cemented our place as the leading provider of green construction skills training in Oxfordshire, and has led to a range of innovative partnership working with employers. Enrolments on Free Courses for Jobs courses have remained relatively low, but enrolments on T Levels and Apprenticeships have continued to grow well.

We have expanded our Bicester Construction Skills Centre in response to increased demand for construction apprenticeships, and have added electrical installation apprenticeships to our growing portfolio for the building services engineering sector.

SSA	National Priority	Local Regional Priority	2023/24 of which						2024/25 of which Expected						2025/26 of which Plan					
			Total enrolments	T Levels	Apprentice starts	Free courses for jobs	Skills Bootcamps	HTQs	Total enrolments	T Levels	Apprentice starts	Free courses for jobs	Skills Bootcamps	HTQs	Total enrolments	T Levels	Apprentice starts	Free courses for jobs	Skills Bootcamps	HTQs
Health, Public Services and Care	Yes	Yes	556	22	20	27			631	37	22	25			845	39	23	30		
Science and Mathematics	Yes	Yes	117						219						55					
Agriculture, Horticulture and Animal Care			434		19	3			516	24	26			9	445	39	30	3		12
Engineering and Manufacturing Technologies	Yes	Yes	342	63	37				451	77	56	2	3	5	544	86	57			15
Construction, Planning and the Built Environment	Yes	Yes	965		101				857		96		46	5	1,391	8	162		30	3
Information and Communication Technology	Yes	Yes	184	57	10				217	55	12			5	240	62	22			3
Retail and Commercial Enterprise		Yes	556						303						565					
Leisure, Travel and Tourism		Yes	298						54						212					
Arts, Media and Publishing	Yes	Yes	1,409						482	18	1				1,098	36	13			
History, Philosophy and Theology																				
Social Sciences																				
Languages, Literature and Culture			890						265						108					
Education and Training		Yes	143	48					148	44					173	48				
Preparation for Life and Work	Yes		1,850						1,634						1,989					
Business, Administration and Law	Yes	Yes	691	73	146				702	88	139	21			731	99	188	5		
TOTAL enrolments			8,435	263	333	30			6,479	343	352	48	49	24	8,396	417	495	38	30	33
TOTAL enrolments in local priority areas			5,261						4,064						5,854					
% of enrolments in local priority areas			62%						63%						70%					
TOTAL enrolments in national priority areas			6,114						5,193						6,893					
% of enrolments in national priority areas			72%						80%						82%					

The following table shows the College's current curriculum offer mapped to national, regional and local skills priority areas and to priority qualifications.

As well as ensuring that the course offer and provision available at the College maps well to local and national skills priority areas, Abingdon & Witney College also ensures it responds proactively to local and regional strategies and initiatives to improve the economy and address skills shortages. Examples of the College's involvement in local activities arising from three of the local skills strategy documents can be seen in the table below.

Publication	Objective/ Proposal from the document	Abingdon & Witney College contribution
Local Industrial Strategy	<ul style="list-style-type: none">Establishing a Skills Advisory Panel for OxfordshireChampioning T Levels locallyEstablishing an Oxfordshire Entrepreneurship HubWorking with education providers to improve social mobility for young peopleDeveloping OxLife, a targeted programme to reskill and upskill older workers and armed forces personnelDriving growth in apprenticeshipsWorking through the Oxfordshire Growth Board to form an Inclusive Growth Commission	<ul style="list-style-type: none">Principal is a Director of OxLEP and was a member of the Strategic Economic Plan Working Group and the Skills Advisory Panel which reports to the OxLEP board. FE representation is also in place on Skills Advisory Panel.Early adopter of T Levels, with eight already offered and two new T Levels starting in September 2025. Keen engagement locally to promote the offerClose working with local schools, through West Oxfordshire Learning Providers and Abingdon Learning Trust to improve outcomes for young peopleInvolvement in innovative collaborative projects with schools such as supporting refugees living in Witney, and Student Council for AbingdonSignificant year on year growth in apprenticeships, particularly in priority sectors such as constructionSignatory on Inclusive Economy Charter, and member of committee of Oxfordshire Inclusive Economy Partnership

Publication	Objective/ Proposal from the document	Abingdon & Witney College contribution
Oxfordshire Skills Strategy	<ul style="list-style-type: none">Supporting the reform of vocational and technical skills provision, which includes promoting Apprenticeships and T Level offersHelp to provide clear, diverse and inclusive career pathways for young people and adults to ensure they are aware of the Oxfordshire labour market and sectorsManaging Oxfordshire's consistently tight labour marketGraduate promotion and retentionBusiness skills provision and supportEnsure training and re-skilling provision in identified priority sectors	<ul style="list-style-type: none">Early adopter of T Levels, with eight already offered and two new T Levels starting in September 2025. Keen engagement locally to promote the offerSignificant year on year growth in apprenticeships, particularly in priority sectors such as constructionHighly committed to inclusive education pathways for Oxfordshire, including discrete programmes for learners with SEND where appropriate, supported internships, and other programmes supporting those Not in Education Employment or Training (NEET) or those at risk of becoming NEET.Involvement of employers in course design and delivery to students, promoting opportunities in industryClear focus on priority sectors including new construction provisionBroad ranging adult provision, including focusing on developing skills for work

Publication

Oxfordshire
Local Skills
Improvement
Plan

Objective/ Proposal from the document

- Seek opportunities to embed digital skills in all types of curriculum at all levels
- Seek opportunities to embed transferable skills (continuous improvement principles, leadership and management skills, and skills for a net zero economy) in curriculum as appropriate
- Consider how to access untapped labour market potential through designing inclusive training routes into work (eg older workers or returners, or those with English as a second language)
- Collaborate to provide curriculum provision that is flexible and accessible to working learners for upskilling – particularly for career advancement, leadership and management
- Work with the ERB to raise awareness of career advancement opportunities in some priority sectors to promote recruitment and retention, and inform careers advice
- The ERB should develop Sector-Based Workforce Development Partnerships in Construction & Built Environment, Health & Life science, and Skills for Net Zero in 2023/24
- Work in partnership with the ERB to set out a “rapid response” service to design and deliver local, non-accredited provision to address urgent skills needs in the existing workforce
- Create opportunities to upskill the FE Teaching Workforce to ensure new and emerging skills gaps are serviced
- Seek opportunities for capital investment in digital infrastructure and kit; continuing investment in renewable technology equipment and facilities; continuing investment in construction and built environment facilities

Abingdon & Witney College contribution

- College Digital Strategy in place to underpin the delivery of digital skills; digital skills course offering for adults
- Net Zero Skills hub launched; Sustainability Strategy includes a clear strand relating to embedding net zero skills to the mainstream curriculum
- Oxfordshire Adult Learning brand specifically targets inclusive training routes through Community and Family Learning, ESOL and digital learning
- Involved in the development and delivery of the LSIP, and collaboration with other local providers to deliver a four-strand LSIF project, including expansion of our construction and green skills training programmes, review and extension of our digital provision, and involvement in a county wide project to recruit teaching staff into skills shortage areas
- Involved in delivery of Multiply training on behalf of Oxfordshire County Council
- Contracted to provide a variety of skills training on behalf of five district councils using UKSPF project funds
- Contract to deliver ESOL training for Hong Kong resettlers on behalf of Oxfordshire County Council

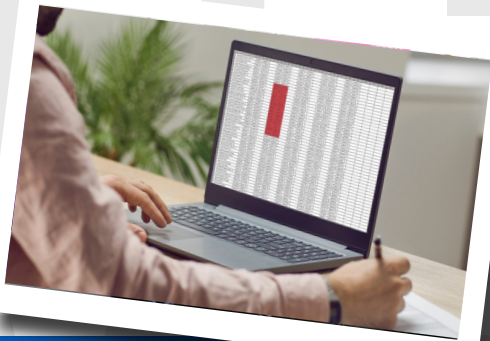
As well as working proactively with a number of employers and employer representative bodies, the College works with a wide group of other stakeholders, ensuring that it is able to contribute to the wider needs of the community as well. The following case studies are examples of the partnership approach adopted by the College in order to ensure it meets local needs.

NHS Excel training

Abingdon & Witney College is partnering with three FE Colleges to deliver tailored software training to the Buckinghamshire, Oxfordshire and Berkshire Integrated NHS Trust.

Since July 2024, 57 Excel workshops have been delivered to 275 NHS staff, with 107 more booked. The current beginner course, Getting to Grips with Excel, covers spreadsheet basics, formatting, formulas, and data capture.

A suite of advanced courses will launch later this year, focusing on data analysis, graphical representation, and spreadsheet automation.



Oxfordshire Learning Network (OLN)

Abingdon & Witney College is a lead partner within the Oxfordshire Learning Network, a partnership organisation that was originally set up as a Community Learning Trust to oversee how the Community Learning grant was used by training providers to support adult learning across Oxfordshire.

Over 400 members represent organisations such as local Town and District Councils, Oxfordshire County Council, DWP, community groups, charities, adult and community learning providers and our subcontracted providers.



Net Zero Skills Hub

The launch of the Net Zero Skills Hub in October 2023 placed the college at the centre of green construction skills training for Oxfordshire. Working with a large variety of stakeholders and employers, courses have been designed and delivered with specific industry skills needs at the heart of the offer. Over 200 delegates and nearly 50 employers have so far engaged with the skills hub. Courses have included airtightness and ventilation, heat pump installation, carbon literacy and retrofit advisor qualifications, amongst others.



4.2 Achievement of 2024/25 Accountability Statement Aims

Aim	Target	Update
1. Further extend our net zero skills offer to continue to meet local needs	<ul style="list-style-type: none">Design and deliver a minimum of 5 new courses, enrolling a minimum of 100 studentsSet up an employer education and skills forum for Net Zero	Achieved 362 enrolments across a large number of courses, including substantial new provision such as two Skills Bootcamps, a range of UKSPF funded short courses, and a suite of bespoke courses developed in tandem with employers and organisations such as RIBA.
2. Establish a Skills Bootcamp offer	<ul style="list-style-type: none">Design and deliver at least two Skills Bootcamps, enrolling 20 students	Achieved Three skills bootcamps delivered in Sustainability, Green Construction and Engineering enrolling 49 students.
3. Further expand our Free Courses for Jobs offer in line with local skills priorities	<ul style="list-style-type: none">Investigate new markets for Free Courses for Jobs, and increase the number of enrolments on this programme to 55.	Achieved 38 enrolments in 2024/25, but the value of these enrolments has exceeded our allocation.
4. Continue to grow numbers of T Level students and courses	<ul style="list-style-type: none">Grow T Levels numbers in 2023/24 to at least 70.Design and develop two new T Levels for start in September 2024, with a minimum of 24 students enrolled.	Partially achieved 343 enrolments in 2024/25. Two new T Levels planned for September 2025, with 31 applications to date.
5. Successfully launch a new HTQ and higher apprenticeship offer	<ul style="list-style-type: none">Design and develop at least 7 new HTQs, and enrol at least 45 students in September 2024Launch at least two new higher apprenticeship programmes, and enrol 15 apprentices during 2024/25	Partially achieved 7 new HTQs and 3 new higher apprenticeships were developed, but enrolment numbers did not meet the target.
6. Work collaboratively with Oxfordshire FE providers in support of the LSIP outcomes, and with local authorities and district councils to deliver skills projects	<ul style="list-style-type: none">Build on the success of the year 1 of the Local Skills Improvement Fund by enrolling at least 70 adults on the renewable technologies courses designed in year 1, and 12 on electrical installation apprenticeshipsDesign and deliver UK Skills Prosperity Fund (UKSPF) projects for at least one district council	Achieved UKSPF contracts were delivered for five district councils, accounting for 234 enrolments. 362 enrolments in total on Net Zero Skills Hub courses ensured that we exceeded our LSIF target enrolments considerably.
7. Re-launch a revised higher education offer	<ul style="list-style-type: none">Successfully implement the findings from the review of digital/ computing provision started in January 2024, launching a new T Level pathway and three new HNCs, supporting at least 40 new student places.	Partially achieved The three new HNCs were developed but enrolment numbers did not meet the target.

4.3 Future contribution to national, regional and local priorities

The College’s aims and target outcomes for 2025/26 are as follows:

Aim	Target outcomes by July 2026
1. Further extend our Net Zero skills offer to continue to meet local needs	<ul style="list-style-type: none">• Design and deliver a minimum of 5 new courses, enrolling a minimum of 100 students• Expand the facilities and workshop space available for Net Zero courses
2. Extend our Skills Bootcamp offer	<ul style="list-style-type: none">• Design and deliver at least two Skills Bootcamps in Green Construction, enrolling at least 20 students
3. Further expand our construction skills offer in line with local skills priorities	<ul style="list-style-type: none">• Expand the facilities and workshop space available for construction apprenticeships• Develop at least two new partnerships with ‘anchor’ construction employers• Identify at least two specific projects to respond pro-actively to the recent investment in construction skills
4. Continue to grow numbers of T Level students and courses	<ul style="list-style-type: none">• Grow T Levels numbers in 2024/25 to at least 400.• Design and develop two new T Levels for start in September 2025, with a minimum of 24 students enrolled
5. Grow HTQ and higher apprenticeship enrolments	<ul style="list-style-type: none">• Enrol at least 45 students by July 2026
6. Work collaboratively with Oxfordshire FE providers in support of the LSIP outcomes, and with local authorities, ERBs and other stakeholders	<ul style="list-style-type: none">• Active engagement in the Thames Valley Further Education Skills Alliance, and the Thames Valley Further Education Skills Partnership• Engage effectively in preparation and/ or consultation for devolution
7. Launch a revised digital course offer for employers	<ul style="list-style-type: none">• Successfully deliver the college’s new digital strategy, with a focus on developing at least three new courses targeted at employers, enrolling at least 30 students in the first year



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