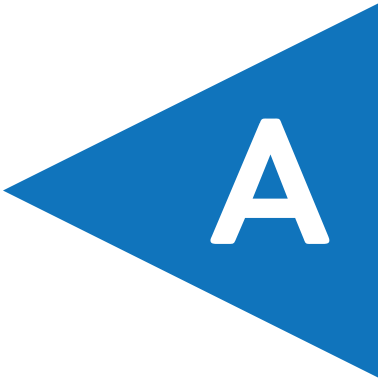




Activate Learning Accountability Statement (2026/27)

Purpose

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Activate Learning's strategic plan for 2025-2030, Extraordinary Learning, outlines our vision, purpose and seven organisational goals.

VISION:

Our vision is that *"through our people, we will be an extraordinary provider of learning for the learners, employers and the communities we serve."*

PURPOSE:

Our purpose is *"to deliver consistent, high quality education and training that meets local and national skills needs and makes a difference to the learners and communities we serve."*

Our seven organisational goals are:



Prioritising people and culture:

We will foster an extraordinary mindset and inclusive culture by investing in and supporting our people.



Connecting young people to opportunities in local and national priority sectors:

We will align our curriculum with employer needs so young people can progress into high growth, high priority sectors.



Transforming our approach to adult education:

We will deliver accessible, flexible and market-responsive adult learning that supports upskilling and lifelong learning.



Expanding programmes for learners with high needs:

We will significantly grow our high needs and SEND provision to widen access and ensure inclusive, high- quality support.



Growing our education provision in Surrey:

We will expand and enhance our Surrey campuses to broaden curriculum, increase participation and meet local skills demand.



Maximising the Activate Learning advantage:

We will leverage the strength of our group, its scale, digital capability and employer partnerships to enhance quality and impact.



Financial stability and health:

We will maintain strong financial resilience to underpin our strategic ambitions and sustain high-quality provision.

Central to this strategy is our award-winning Learning Philosophy, which empowers students to develop the knowledge, skills and mindset needed for success. By working closely with employers to create extraordinary learning experiences that prepare individuals for careers, not just qualifications, we ensure our approach is both evidence-based and employer-informed. This philosophy acts as the golden thread running through our strategic plan, shaping our culture, informing curriculum design and supporting our commitment to inclusion, personalisation and continuous improvement.

As one of the region's largest FE providers, we play a vital role in widening participation, strengthening local economies, meeting employer-defined skills needs and improving social mobility. The development of our purpose has been further informed by our Local Needs Duty review and the priorities set out in the Local Skills Improvement Plans (LSIPs) across our geographies.

This annual accountability statement translates the long-term ambitions of **Extraordinary Learning 2025–2030** into focused and measurable actions for 2026–27. It sets out how we will continue to respond to local, regional and national skills priorities, deliver the outcomes arising from our Local Needs Duty, and ensure our provision remains responsive, inclusive and impactful.

Context and Place

B

Activate Learning is a large further education group operating across Oxfordshire, Berkshire and Surrey. We deliver apprenticeships, 16-19 study programmes, adult learning, Higher Education and online provision, supporting over 20,000 individual learners each year. We operate from eight campuses across the three counties, alongside a growing national online offer.

Our provision spans learners aged 8 to 80 and includes significant specialist high-needs and SEND programmes, community learning, employability provision and employer-responsive technical education. We work closely with local authorities, Employer Representative Bodies (ERBs) and wider civic partners to shape provision that responds to local, regional and national skills priorities.

In 2025–26, we supported 20,963 individual learners (from 50,495 enrolments), including:

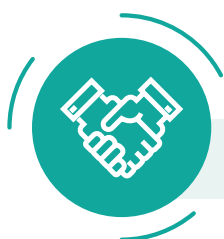
10,599

learners on 16–18 study programmes (year-on-year growth)



644

learners on employability programmes



1,378

apprentices



2,872

individual learners accessing online provision



Based on current recruitment and demand trends, we forecast growth to more than 21,700 individual learners in 2026–27.

Our campuses are distributed across three LSIP regions:

Oxfordshire

Our campuses in this area are Banbury and Bicester College, City of Oxford College, and The Leys College. Delivery is currently supported by Oxfordshire County Council, Cherwell District Council, Oxford City Council, with the Thames Valley Chamber of Commerce acting as the ERB and LSIP lead.

More than 90% of 16-19 learners at our three campuses live in Oxfordshire. City of Oxford College is located in the heart of the City and is close to good transport connections. It therefore attracts learners from all over the county, with only 30% coming from the city itself. Banbury and Bicester College primarily serves local communities, with 80% coming from Cherwell District, although it does also attract learners from South Northamptonshire and Warwickshire. The Leys College is located in the one of the most disadvantaged communities in the county and provides important education and community services to it.

The next few years will be a period of significant change for local Government in Oxfordshire. Oxfordshire and West Berkshire's seven existing councils will be replaced by three unitary councils from 1 April 2028

The new councils will be:

Greater Oxford Council – covering Oxford and its immediate surroundings.

Northern Oxfordshire Council – covering most of the existing Cherwell and West Oxfordshire districts.

Ridgeway Council – covering most of the existing South Oxfordshire and Vale of White Horse districts, combined with West Berkshire.

Berkshire

Our campuses in this area are Reading College and Bracknell and Wokingham College, which are aligned with Reading Borough Council, Bracknell Forest Council, Wokingham Borough Council, and the Berkshire Skills and Business Hub, with the Thames Valley Chamber of Commerce as ERB.

Transport connections to Reading College are exceptionally good and this, alongside its very broad curriculum offer, explains why it attracts learners from across Berkshire, with only 50% living in Reading itself. Bracknell and Wokingham College is also well connected but serves a more local cohort, with 84% of 16-19 learners coming from Bracknell and Wokingham Districts. Overall, more than 97% of 16-19 learners at our two campuses live in Berkshire.

Local authorities in Oxfordshire and Berkshire are exploring options to create a Thames Valley Strategic Authority. This model would give the region greater local control over skills planning, adult education and workforce development, ensuring decisions reflect local priorities and enable more coordinated investment across housing, transport, infrastructure and skills.

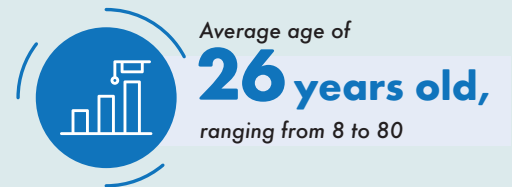
Surrey

Our Campuses in Surrey are Guildford College, Merrist Wood College and University Centre, and Farnham College, supported by Surrey County Council, and the Chamber of Commerce acting as the ERB and LSIP lead.

Surrey is progressing through significant local government re-organisation, moving from 11 local authorities to two unitary authorities in 2027. Activate Learning's three Surrey colleges will be located in the new West Surrey Authority. At the same time, responsibility for the Adult Skills Fund will be devolved to Surrey County Council from the beginning of the 26/27 academic year. This shift means skills planning, commissioning and investment will now be shaped locally rather than nationally, with the Council preparing new guidance for providers and integrating these responsibilities into the forthcoming Surrey LSIP 2026–29. This will create a more responsive, locally driven skills system, with greater alignment between employer identified needs, adult education funding and economic priorities across key growth sectors

Learner profile and inclusion

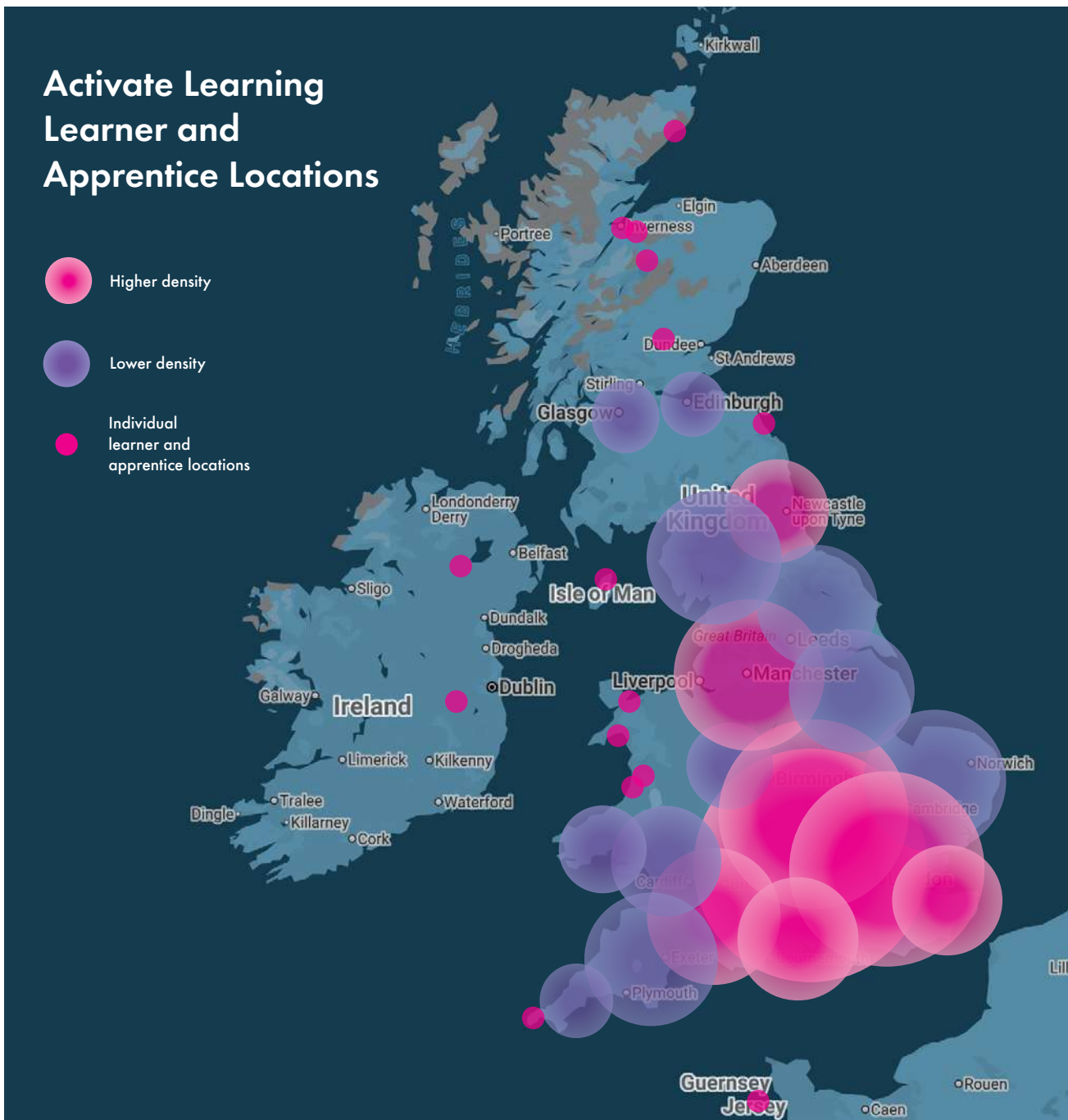
Our learner profile reflects wide participation and strong inclusivity:



A significant proportion of adult learners live in areas of deprivation, claim benefits or are re entering the labour market. This reinforces the importance of accessible provision, employability pathways and essential skills.

Wider geographies and online provision

Alongside campus delivery, Activate Learning supports learners across England through online adult learning and selected apprenticeship programmes. In 2025–26, this included over 500 Access to HE learners and around 1,000 GCSE English and Maths learners, alongside apprenticeships in Leadership and Management and Cycle Maintenance. The map below highlights that, whilst these the concentration of these learners is greatest in our immediate region, they are spread across the UK. Due to our geographical proximity to London, we have an Adult Skills Fund contract with the Greater London Authority. We will be exploring similar arrangements with Buckinghamshire and Hampshire as they take on devolved skills funding over the next two years.



The learner profile for online provision demonstrates its importance in meeting local and national skills needs alongside our campus based activity, by engaging older learners, women and learners from ethnic minority backgrounds, supporting adults with learning difficulties or disabilities, and enabling flexible participation beyond traditional travel-to-learn patterns, thereby contributing to reduced economic inactivity and increased access to lifelong learning.

Economic and social context informing skills needs

Oxfordshire, Berkshire and Surrey are predominantly high skill, high wage economies with strong concentrations of professional, scientific, technical and digitally enabled activity. Across all three LSIP areas, employers report sustained demand for higher level technical and professional skills (Levels 3 to 6+), underpinned by innovation, productivity and net zero ambitions. This is reflected in some of the common key skills needs identified in each of the three LSIPs:

- Embedded digital and AI capability across sectors
- Green skills and net zero transition
- Health and social care workforce shortages
- Technician and higher technical skills (Levels 3–6)
- Employability, work readiness and progression pathways

Despite overall prosperity, each area includes pockets of significant deprivation and exclusion, with LSIP evidence highlighting the need for:

- Employability and progression support
- English, maths, ESOL and digital skills
- Widening participation in growth sectors
- Addressing transport and accessibility barriers

These shared characteristics inform a coherent, place based approach to curriculum planning, investment and collaboration across Activate Learning's provision. However, there are also important differences between the three counties.

Oxfordshire is a key part of the Oxford-Cambridge Growth Corridor which has been created to unlock the full economic potential of this strategically significant innovation region. The Strategic Economic Plan (2023–2033) emphasises a globally significant innovation ecosystem alongside a resilient foundational economy, inclusive growth and net zero as core economic imperatives. It recognises that innovation led growth cannot be sustained without strong skills pipelines, improved access to opportunity and clear progression into good employment

Berkshire is a nationally significant hub for digital technology, data and cloud infrastructure, cyber security, life sciences and advanced manufacturing, alongside a rapidly expanding creative and screen industries cluster linked to studios at Shinfield, Bray and Winnersh. Employer demand is particularly strong for digital, data, AI-enabled, technician and supervisory skills that support productivity, scaleup and adoption of new technologies across sectors. The Economic Strategy (2025–2035) is focused on productivity, competitiveness and investment, with workforce skills positioned as a key driver of economic performance. It takes a place wide, cross sector approach, linking skills directly to enterprise growth and business resilience.

Surrey has a knowledge intensive economy with strengths in defence and adjacent industries, aerospace, digital, professional services and health and social care, supported by innovation networks and land-based specialisms. LSIP priorities highlight acute workforce pressures in social care, strong demand for defence-related technical skills, and growing requirements for construction and green transition skills aligned to net zero and infrastructure pipelines. The Economic Growth Strategy (2025–2035) places explicit focus on ensuring businesses have the workforce they need to grow, supporting high value and emerging sectors while addressing economic inactivity and inclusion.

- 8 The LSIP 2.0 refresh across Berkshire, Oxfordshire and Surrey maintains the importance of health, construction, digital and life sciences whilst increasing emphasis on AI, data, innovation, green skills, workforce productivity and higher technical skills.

Specific priorities by area:

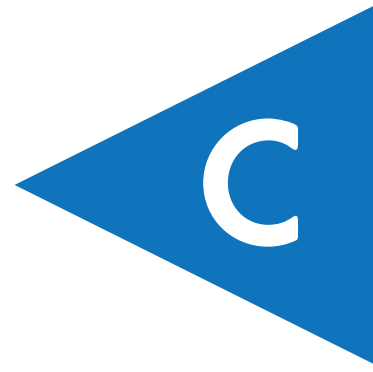
National Priority Sector	Oxfordshire LSIP	Berkshire LSIP	Surrey LSIP
Advanced Manufacturing	Technology & Innovation (Advanced Manufacturing, Engineering & R&D) Strong emphasis on technician skills, research translation, innovation and commercialisation.	Defence, Security & Advanced Manufacturing Advanced engineering, regulated manufacturing and complex supply chains linked to defence and productivity growth.	Advanced manufacturing continues as an important workforce need through defence, engineering and technology sectors
Clean Energy Industries	Technology & Innovation (Clean Energy, Fusion & Environmental Technologies) Major focus on fusion energy, energy innovation and low-carbon technologies.	The importance of this sector is delivered primarily through construction, retrofit and green infrastructure and related engineering pathways.	Delivered primarily through construction for green transition, retrofit and low-carbon technologies.
Construction	Construction, Retrofit & Green Infrastructure Skills for housing growth, science campuses, transport and energy infrastructure.	Construction, Retrofit & Green Infrastructure Strong focus on net zero, retrofit, electrotechnical and low-carbon technologies.	Construction for Green Transition Green skills, retrofit, clean energy and clear progression pathways.
Creative Industries	Creative Industries (including. Gaming and Publishing) Oxfordshire has a distinctive creative economy centred on publishing, gaming, digital content and creative technology.	Creative Industries (Film, High-End TV, Gaming, Digital Production & Content) Screen industries broadened into a wider creative-tech cluster, supported by proximity to the wider regional; creative economy and the presence of major film and television production assets such as Shinfield Studios, Amazon at Bray Studios and the nearby Pinewood/Shepperton Studios.	Creative industries remain important within the wider Surrey economy, particularly where linked to digital and technology skills.
Defence	Defence, Advanced Manufacturing and Space Supply Chains Oxfordshire hosts a range of advanced engineering and high technology manufacturing firms including companies involved in aerospace, defence technologies and space systems	Defence, Security and Advanced Manufacturing A nationally significant defence, security and high assurance manufacturing base including regulated engineering, specialist production and complex supply chains.	Defence (including adjacent industries) Increase the pipeline of skills for defence and adjacent sectors including engineering, cyber, aerospace and advanced manufacturing.

Digital and Technologies	Digital, AI & Advanced Technologies AI, data, digitalisation and technology supporting life sciences, innovation and advanced manufacturing	Digital Technology, AI & Data Economy AI, software, cyber security, cloud services, data centres and technology-enabled services.	Cross-Cutting Digital, AI & Productivity Skills AI literacy, cyber security, automation and workplace digital capability embedded across all sectors.
Financial Services	Professional and business services supporting innovation, commercialisation and growth.	Financial and business services supporting productivity, digital adoption and economic growth.	Leadership, management and professional skills supporting business productivity and workforce development.
Health and Adult Social Care	Critical Services (Health) Oxfordshire's foundational economy includes large health and care providers, a diverse visitor economy linked to the county's cultural and heritage assets, and a significant rural economy including agriculture and food production.	Critical Services (Health) Berkshire's foundational economy includes large health and care employers, a significant logistics and distribution sector linked to the M4 corridor and Heathrow, and a strong visitor economy.	Health & Social Care Address acute workforce shortages across health, social care and SEND support by aligning curriculum, pathways and employer engagement to Surrey's workforce needs.
Life Sciences	Health and Life Sciences is a Flagship Growth Sector A priority focus on laboratory technicians, health technologies, applied science, pharmaceuticals and research workforce.	Health and Life Sciences A strong life sciences ecosystem including pharmaceuticals, health technology and agritech.	Life sciences activity exists within the wider health and innovation economy but is not identified as a standalone priority sector.
Professional and Business Services	Business, management and commercial skills supporting innovation-led growth.	Leadership, management, productivity and business capability.	Leadership, management and productivity skills identified as key workforce enablers across sectors.

Across all three LSIP areas, there is a strong emphasis on AI, digital and data skills, higher technical skills (Levels 3–5), green and net zero skills, and workforce upskilling.

Employers are seeking more flexible, employer-responsive provision which highlights the need for a shift from sector-specific skills planning towards productivity, workforce development and higher-level technical skills across the economy.





Approach to developing the Annual Accountability Statement

Activate Learning's annual accountability statement has been developed through early and ongoing engagement with employers, Employer Representative Bodies (ERBs), local authorities and partner providers, ensuring alignment with Local Skills Improvement Plan (LSIP) priorities and responsiveness to employer identified skills needs.

In developing our key priorities and target outcomes, we have systematically mapped our existing provision and curriculum offer against local, regional and national priorities. This has enabled us to identify gaps, areas for growth, opportunities for improvement and potential collective actions with other providers. This approach ensures that the priorities set out in this statement are evidence based, place responsive and aligned with wider skills reform.

Throughout the development of this accountability statement, we have worked closely with ERBs in Oxfordshire, Berkshire and Surrey as they progressed updates to their Local Skills Improvement Plans. We have contributed our understanding of local labour market needs, shared intelligence from employers we work with directly, and actively encouraged those employers to engage in LSIP consultations and Workforce Development Partnerships.

In Oxfordshire and Berkshire, we have long established collaborative relationships with the Thames Valley Chamber of Commerce, the designated ERB. In Surrey, we work closely with Surrey County Council and the Surrey Chambers of Commerce ERB. We have engaged with the Council to understand its priorities for the devolution of the Adult Skills Fund and how this transition can be used

to better meet local skills needs. This engagement has informed our planning for 2026–27 and our contribution to the emerging Surrey LSIP.

Collaboration with other further education providers

As part of our commitment to the Local Needs Duty, we actively collaborate with other providers to improve alignment with local skills needs, reduce unhelpful duplication and strengthen progression pathways.

We work closely with the other Further Education Colleges and the ERB in Oxfordshire and Berkshire (Thames Valley Chamber of Commerce). This has included active engagement in activity supporting the development of provision in priority sectors identified through the LSIP (both the LSIP in 2023, and in active engagement with the forthcoming new LSIP to be published in 2026).

In 2025/26, this collaboration has been further strengthened through the Thames Valley FE Partnership, bringing together FE colleges across Berkshire, Oxfordshire, Buckinghamshire and Swindon alongside the ERB. This partnership provides a structured forum to align strategic priorities, share intelligence, and coordinate curriculum planning to address regional skills gaps and avoid unnecessary duplication of provision.

Through our ongoing involvement in LSIP Workforce Development Partnerships (WDPs), we work jointly with the ERB and employers in priority sectors to co-design and deliver targeted skills solutions. This ensures that our curriculum offer remains responsive to current and emerging labour market needs.

The Employer Representative Body has reviewed this accountability statement and confirms that it reflects local skills priorities and the collaborative approach being taken to address them.

In Surrey, the county's four FE colleges have come together under the SurreyFE umbrella. SurreyFE provides a structured vehicle for collaboration and a shared commitment to delivering local, regional and national priorities across 16–18 education, apprenticeships, higher education and adult upskilling. Collaborative activity includes monthly CEO meetings, joint Governor conferences, thematic peer groups, the development of a joint Construction Development and Delivery Plan for the construction sector, learner competitions and shared continuing professional development, underpinned by the LSIP and the Surrey Skills Plan. SurreyFE works closely with local stakeholders including the County Council and the ERB (Surrey Chamber of Commerce), including in the development of the new LSIP.

More widely, Activate Learning is a founder member of the Further Education and Skills Alliance, which brings together colleges across the Oxford–Cambridge Corridor. This collaboration supports joint responses to regional skills demand, particularly in high growth, innovation driven sectors, and has informed the development of our accountability priorities.

Engagement with higher education, independent providers and sector bodies

We work closely with universities across the region to strengthen progression pathways into higher education and to respond to local skills needs. Our higher education provision is accredited by partners including the University of Reading, Oxford Brookes University, The Open University and Middlesex University. We also work with the University of the Built Environment to develop collaborative FE and HE provision aligned to the needs of the construction and built environment sector.

In addition, we collaborate with independent training providers to co develop online provision in areas such as health and social care and professional services, supporting flexible participation and workforce development in priority sectors.

We also engage with sector specific partners, including participation in Workforce Development Partnerships convened by ERBs, Faculty Advisory Panels with employers, and collaborative work with the Technical Excellence College for Construction in the South East to map skills demand and provision gaps.

Wider stakeholder engagement supporting participation and progression

Alongside employer and provider collaboration, we work with a broad range of stakeholders to support participation, employability and progression:

- Our Schools Liaison Team works with over 100 local schools to help young people understand the technical education and training opportunities available at college.
- We work with the Department for Work and Pensions and Jobcentre Plus to deliver employability programmes that support long term unemployed, economically inactive and disabled individuals into work.
- We have delivered locally commissioned Skills Bootcamps addressing priority skills needs in areas including sustainability, education and green transport technologies.

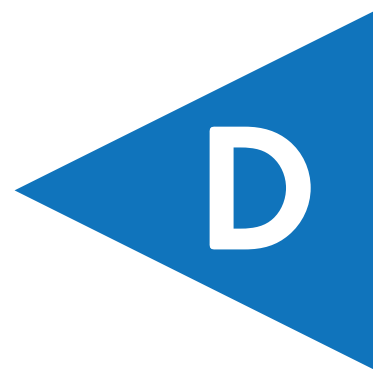
Our Accountability Statement is also based on a review of national skills needs, in particular the UK Industrial Strategy, the Sector Plans for each priority sector and Skills England's sector skills needs assessments.

Our 2026–27 objectives directly support Get Britain Working by focussing on employment participation, progression and inclusive growth. By prioritising skills development, employer engagement and workforce wellbeing, we contribute to reducing economic inactivity and addressing skills shortages locally. Our emphasis on tailored support for young people, adults furthest from the labour market and those with health or caring barriers aligns with the Youth Guarantee and prevention led approach. Strengthening partnerships with employers, training providers and local stakeholders mirrors the White Paper's place based delivery model, while our focus on progression into secure, good quality jobs supports higher productivity, improved living standards and the long term ambition of increased employment rates.

We align closely with the Get Britain Working delivery plans for Oxfordshire, Berkshire and Surrey, translating national ambitions on employment, health and skills into locally responsive action focused on reducing inactivity, strengthening progression and improving access to good work.

The economic growth priorities set out in the Oxfordshire, Berkshire and Surrey Economic Growth Plans have shaped our objectives, translating place based growth ambitions into practical skills and education delivery.

Contribution to National, Regional and Local Priorities



The table below provides an update on the progress we have made against the priority objectives outlined in our 25/26 Accountability Statement. Delivery against the 2025/26 Accountability Statement provides clear assurance that the organisation is making strong and sustained progress against its strategic priorities. Performance demonstrates effective alignment between curriculum intent and national and local skills needs, with robust implementation evidenced through significant growth in T Levels, HTQs, high needs provision and priority sector programmes. Where objectives have not yet been fully realised, notably in Haulage and Logistics, timely corrective actions are in place and are expected to secure delivery in 2026/27.

Objectives – (To be completed by end of 2025/26 academic year)	Progress update
1. Grow T Level starts from 215 in 24/25 to more than 400 in 25/26	We currently have 454 T Level Year 1 students enrolled across our 8 campuses and five faculties, including new routes in Agriculture, Creative and Design, and Finance.
2. Growth of HTQs and modularised Higher Education Provision in preparation for the rollout of the Lifelong Learning Entitlement in September 2026.	We have achieved more than 200 enrolments on full, modular, and unitised HTQ provision, across the sectors of Business, Construction, Coaching, Engineering, and Digital – a 103% growth compared to the previous year.
3. Introduction of Space Study Programmes at Farnham College, Surrey	The space programme at Farnham College launched in September 2025. The curriculum provides learners with a strong foundation in satellite engineering, orbital mechanics and emerging technologies, aligned to national and regional skills priorities.
4. Continue to grow our online and on-campus Access to Higher Education programmes in health-related disciplines.	We enrolled 503 learners on Access to Higher Education programmes in health-related disciplines, representing growth of 8.6% compared to 24/25.
5. Introduction of Study Programmes in Haulage and Logistics	We had planned to launch the programme in 25/26 but did not receive sufficient applicants. We are relaunching the programme in 26/27 with an improved marketing focus and employer engagement.
6. Consolidate and grow our Skills Bootcamp offer across each of the three counties in which we operate	In 25/26 we enrolled 203 Skills Bootcamp learners across programmes in cycle maintenance, sustainability, landscaping and Teaching Assistants. This represents growth of 58% compared to 24/25.
7. Growth of our high needs provision in response to demand from local authorities. Recruit an additional 100 learners in 25/26	In 25/26, we have enrolled 1312 learners, representing growth of 21%.

We have mapped our provision against national and local priority sectors. The table below shows the number of learners enrolled on courses associated with these sectors, mapped by Sector Subject Area. The percentage of our learners who are studying on SSAs associated with priority sectors has increased from **65.8%** in 24/25 to **66.4%** in 25/26.

<i>Priority area</i>	<i>No of learners</i>
Construction	1,271
Creative	3,714
Digital	397
Health and Social Care	1,746
Hospitality	582
Land-based	1,056
Professional and Business Services	2,146
Science and Engineering	3,075
Transport and Logistics	429
TOTAL	13,819



2026-27 Objectives

Our 2026–27 objectives have been developed in direct fulfilment of Activate Learning’s Local Needs Duty, drawing on LSIPs, labour market intelligence, employer feedback, local authority commissioning (particularly for SEND), and participation data across Oxfordshire, Berkshire and Surrey.

The objectives focus on priority areas for growth and performance improvement, balancing technical, higher technical and academic provision with inclusive participation.

26/27 Objective	Activate Learning Organisational Goal	Rationale
Grow T Level starts from 454 (25/26) to 600+ (26/27)	Connecting Young People to Opportunities in Priority sectors	T Levels have been designed with employers and provide all learners with industry placements. In 26/27 T Levels will be available at all Activate Learning campuses, in 16 subjects in total. These include priority sectors such as digital, construction, health and engineering.
Launch Study Programme in Supply Chain, Warehousing and Logistics at Banbury and Bicester College from September 2026 in partnership with a minimum of five local employers, achieving 12 enrolments	Connecting Young People to Opportunities in Priority sectors	The logistics sector was identified as a priority in the first LSIP and remains a key sector in the local economy of Banbury.
Commence delivery of new modular HTQ programmes in Leadership and Management, Construction and Digital Technologies and Sustainability in response to the Lifelong Learning Entitlement in January 2026, with a minimum of 25 enrolments	Transforming our approach to adult education	Our Strategic Plan identified that adult learners and employers increasingly demand shorter, and more flexible forms of education and training. This is supported by evidence in many of Skills England’s sector skills needs. Using the flexibilities allowed by the LLE we will launch a range of modularised HE programmes in priority sectors including Digital, Construction and Sustainability.
Growth of our high needs provision in response to demand from local authorities. Grow from 1312 in 25/26 to more than 1400 in 26/27.	Expanding programmes for learners with high needs.	Feedback from all the local authorities with which we work, highlights an increasing demand for high quality, affordable high needs provision. Activate Learning’s track record as an Outstanding provider, means we are well placed to meet this need.
Launch Trowel Trades programmes at Guildford College in September 2026, with a minimum of 8 enrolments	Grow our education provision in Surrey	Mapping of local construction provision highlighted a gap in trowel trades in West Surrey. Construction is a national and local priority sector.
Growth of our A Level provision from 20 learners in 25/26 to 50 in 26/27, including priority subjects such as Biology, Physics, Maths, Chemistry and Health and Social Care (AAQ)	Grow our education provision in Surrey	Our strategic plan highlighted the importance of growing our impact across our Surrey colleges. Growing our A Level provision will enable us to meet the needs of Surrey’s high skills economy,
Launch a suite of courses in Artificial Intelligence, including apprenticeships and short courses, with a minimum of 50 starts by the end of 2026/27	Transforming our approach to adult education	The UK Industrial Strategy and our three new LSIPs highlight the importance of Artificial Intelligence across all sectors of the UK, regional and local economies.

The objectives target priority performance improvement needs, including increasing technical and academic participation where engagement has been lower; reversing declining adult participation through flexible modular provision; expanding SEND and high needs capacity in response to sustained demand; and rebuilding participation and choice in Surrey where provision from our colleges has the most growth potential. Each objective includes defined growth targets or delivery milestones for 2026–27 to enable clear monitoring and accountability.

They also contribute explicitly to the ambition for two thirds of young people to participate in higher level education or training by age 25, by expanding progression pathways from Level 3 into Levels 4–5 through growth in T Levels, STEM and Health A Levels, and modular Higher Technical Qualifications aligned to the Lifelong Learning Entitlement. In response to our participation in the DfE pilot of the Modular Acceleration Programme, we are launching 12 modularised HTQ units in September 2026 covering Leadership & Management, Digital Technologies, Construction Management and Sustainable Business.

Our developing strategic partnership with the University of the Built Environment is providing clarity and joint actions to simplify the progression pathways from FE to HE in this priority sector.



The table below shows how these objectives map against local and national skills priorities, and the Get Britain Working agenda.

Accountability Objective (26–27)	Local and National Priority Sectors	Local Economic Growth Plans	Get Britain Working – Priority Participant Groups & Pathways	Get Britain Working
Grow T Level starts from 454 (25/26) to 600+ (26/27)	Digital & Technologies; Advanced Manufacturing; Life Sciences; Health & Care; Clean Energy aligned to Oxfordshire innovation economy, Surrey growth sectors, and Berkshire productivity priorities	Strengthens skills pipelines into priority sectors, supporting inclusive growth, productivity and employer demand, aligned with Oxfordshire's innovation economy, Berkshire's people-focused growth, and Surrey's workforce priorities.	Young people: school-to-work transitions; early-career entrants - improving participation, progression and sustained entry into skilled employment	Strengthens youth participation and progression into skilled work through employer-endorsed technical routes, supporting reduced inactivity and improved early-career outcomes across Oxfordshire, Berkshire and Surrey.
Launch Study Programme in Haulage and Logistics at Banbury and Bicester College in partnership with local employers.	Logistics & Supply Chain; Transport & Infrastructure; Construction (foundational economy)- Oxfordshire SEP foundational economy priority with cross border relevance.	Oxfordshire-led response to foundational and logistics workforce needs, supporting the resilience of the foundational economy and labour supply priorities within the Oxfordshire SEP and neighbouring Berkshire and Surrey economies.	Priority foundational workforce cohorts- rapid entry into shortage occupations	Addresses labour shortages in critical logistics roles, supporting employer recruitment and entry-level employment; Oxfordshire-led delivery aligned to shared system priorities across Berkshire and Surrey.
Commence delivery of new modular HTQ programmes in Leadership and Management, Construction and Digital Technologies and Sustainability in response to the Lifelong Learning Entitlement in January 2026	Professional & Business Services; Digital & Technologies; Construction; Clean Energy & Net Zero-productivity and workforce upskilling priorities across all three strategies	Supports productivity, business growth and innovation through flexible upskilling, aligned with Surrey's highvalue skills focus and Oxfordshire and Berkshire priorities on lifelong learning and workforce adaptability.	In-work adults; returners; adults at risk of displacement- progression, retention and reentry through flexible upskilling	Supports workforce progression, retention and reentry through flexible higher technical upskilling for adults, aligning with Get Britain Working priorities on good work, productivity and participation.
Growth of our high needs provision in response to demand from local authorities. Grow from 1312 in 25/26 to more than 1400 in 26/27.	Cross cutting inclusion across all growth sectors; Health & Care; Foundational Economy- underpinning inclusive growth and labour market participation priorities	Enables inclusive growth by expanding participation for learners with additional needs, underpinning economic inclusion objectives within all three strategies, particularly Oxfordshire and Berkshire's focus on fairness and opportunity.	Disabled people; young people with additional needs; those furthest from the labour market- supported pathways into skills, work and independence	Expands inclusive skills pathways for learners with additional needs, supporting reduced economic inactivity among disabled people and aligning with systemwide Connect to Work and Work-Well objectives.

Accountability Objective (26–27)	Local and National Priority Sectors	Local Economic Growth Plans	Get Britain Working – Priority Participant Groups & Pathways	Get Britain Working
Launch Trowel Trades programmes at Guildford College in response to demand for construction provision.	Construction: Advanced Manufacturing (construction & retrofit); Clean Energy (built environment) — Surrey housing, infrastructure and Net Zero priorities	Surrey-led response to construction and infrastructure skills demand, supporting housing delivery, retrofit and economic infrastructure priorities within Surrey's Economic Growth Strategy.	Inactive adults; low-qualified adults; career changers entry into good quality, sustainable employment	Surrey-led response to construction skills shortages, enabling progression into sustainable skilled employment supporting housing, infrastructure and Net Zero delivery aligned to Get Britain Working aims.
Growth of our A Level provision from 20 learners in 25/26 to 50 in 26/27, including priority subjects such as Biology, Physics, Maths, Chemistry and Health and Social Care (AAQ)	Life Sciences; Digital & Technologies; Health & Care; Engineering & Advanced Manufacturing — Oxfordshire and Surrey knowledge intensive growth sectors	Builds future talent pipelines into high-value, knowledge-intensive sectors, aligned with Oxfordshire's global innovation ambitions, Surrey's growth sectors, and Berkshire's productivity goals.	Young people progressing to higher-skill routes - long-term pipeline into priority professions	Strengthens pipelines into higherskill sectors, supporting long-term participation and progression into professional employment aligned with national growth and workforce sustainability priorities.
Launch a suite of courses in Artificial Intelligence, including apprenticeships and short courses, with a minimum of 50 starts by the end of 2026/27	Digital and Technologies in Industrial Strategy; Digital, AI and Data in Oxfordshire and Berkshire LSIPs. Cross-cutting theme in Surrey LSIP.	Supports productivity, business growth and innovation through upskilling, aligned with high value skills	In-work adults; adults at risk of displacement; progression; retention and re-entry through upskilling in emerging skills.	Supports workforce progression, retention and re-entry through upskilling in emerging skills.

Inclusive Mainstream Fund

E

The purpose of the Inclusive Mainstream Fund is to support education providers in their transition to a reformed SEND system. Activate Learning has extensive expertise in supporting learners with SEND, especially those with high needs. We are the largest FE college provider for high needs learners, and this provision has been rated as outstanding at each of our last three Ofsted inspections.

Planning Principles

Based on the funding guidance received to date, we anticipate that Activate Learning will receive approximately £4.5 million in funding over the next three years. We have identified the following ten planning principles that will inform our use of the fund.

1.

Ring-fenced for impact – We will allocate funding specifically to improving outcomes for SEND learners.

6.

Evidence-informed - Use data and feedback to guide investment decisions and demonstrate impact.

2.

Focused on frontline practice - Prioritise investment that directly improves teaching, support, and learner experience in classrooms.

7.

Continuously improved - Refine and evolve the offer based on real-world application and feedback.

3.

Equity-led - Target funding towards underserved learners, settings, or high-need contexts.

8.

System-aware - Support the wider SEND ecosystem through collaboration, sharing, and partnerships.

4.

Co-designed with users - Involve learners with SEND and practitioners in shaping ongoing development.

9.

Inclusive by design - Ensure the offer itself models accessibility and inclusive practice.

5.

Builds sustainable capacity - Invest in initiatives that enhance Activate Learning's long-term capacity to support learners with SEND.

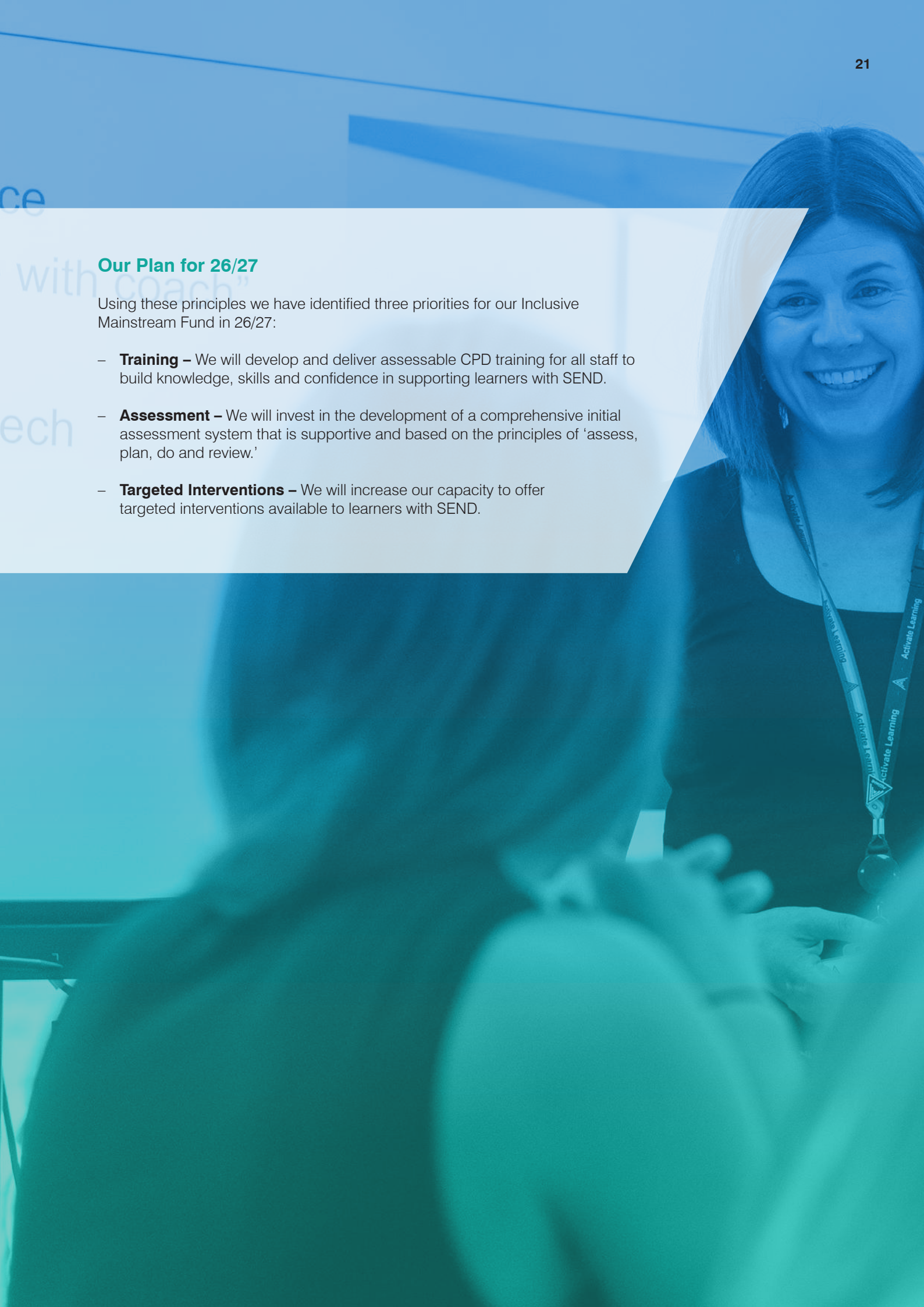
10.

Balanced investment - Maintain a mix of scaling what works, improving existing approaches, and testing new ideas.

Our Plan for 26/27

Using these principles we have identified three priorities for our Inclusive Mainstream Fund in 26/27:

- **Training** – We will develop and deliver assessable CPD training for all staff to build knowledge, skills and confidence in supporting learners with SEND.
- **Assessment** – We will invest in the development of a comprehensive initial assessment system that is supportive and based on the principles of ‘assess, plan, do and review.’
- **Targeted Interventions** – We will increase our capacity to offer targeted interventions available to learners with SEND.





Local Needs Duty

F

In May 2024, Activate Learning conducted a detailed evaluation of how well we meet local skills needs as articulated in the three LSIPs in our region. The purpose of this exercise was to understand the strength of our overall contribution, identify how well we meet each individual LSIP priority and propose ways in which we could improve our impact over the next few years.

We have reviewed the evidence against our detailed Local Needs Duty review that took place in 2023/24 and believe the main judgements outlined below remain unchanged. The following summarises five main judgements from completing this Local Needs Duty review:

1.

We have significantly improved our contribution to local skills needs since the November 2022 Ofsted inspection, which cited the organisation as making a “strong” contribution, especially in Berkshire. Our learner numbers and curriculum in priority sectors have grown, including in Surrey where we have launched A Level provision at Guildford College, a broader vocational offer at Farnham College, the most potential for growth, and online, as shown by our performance since the June 2024 Accountability Statement.

2.

The greatest potential for improving our impact is by further improving our offer to adult learners, especially for upskilling and reskilling the workforce. We have expanded through Skills Bootcamp programmes and online learning and aim to utilise all funding streams to support adults, complementing our strong 16–19 Study Programmes in priority sectors.

3.

Digital skills remain a cross-sector priority. We offer a wide range of digital qualifications, enhanced by investment through our LSIF projects. However, we must continue to boost enrolment, particularly in key Apprenticeships and Higher Technical Qualifications like Cyber Security and Data Analytics.

4.

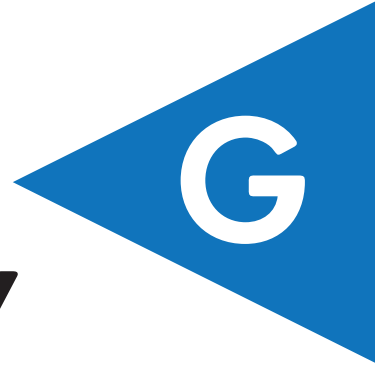
We have a strong employer engagement record and can improve in haulage and logistics. Engagement with Life Sciences has grown via partnerships, advisory boards, and new facilities at our Oxford campus. We must better understand how our FE offer complements universities and Independent Training Providers in sectors where they traditionally have high market share in some business sectors.

5.

Our scale and online capability allow us to meet the similar skills needs across three regions, achieving critical mass for new courses. Our growing online learning offer improves access for those with work or family commitments, with strong growth, high learner satisfaction, and achievement supporting a broader, high-quality curriculum. These findings are reflected in the objectives in this accountability statement and will inform our priorities in future years.

During the 26/27 academic year will conduct a further evaluation of how we meet local and national skills needs, this time reflecting updated LSIP priorities and the latest information from Skills England.

Corporation / Governing Body Statement



On behalf of the Activate Learning Corporation, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation and fulfils the statutory Local Needs Duty.

The plan has now been published on the college's website as per the Department of Education's guidelines and can be accessed from [here](#).

Chair of Governors Signature

Sue Sturgeon

A handwritten signature in black ink that reads 'S Sturgeon'.

Chief Executive and Accounting Officer Signature

Gary Headland

A handwritten signature in black ink that reads 'G Headland'.

Dated: 23/07/26



