

Accountability Statement



Vision

To create a more prosperous, inclusive and vibrant Isle of Wight, made possible by the leadership, innovation and contributions of students, staff and partners with their diverse skills, ambitions and talents

Mission

To deliver excellent outcomes through an aspirational and inclusive environment that:

- Puts our students first
- Values our staff
- Builds and nurtures our strong relationships with employers
- Actively supports our local community

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Section 1: Purpose and Key Priorities

The Isle of Wight College stands as the sole general further education college on the island and is committed to catering to the Island's educational and skills requirements. This is accomplished by providing a wide-ranging curriculum pertinent to industry and for all that is required to support success in the ever-evolving world. Courses span from foundation learning to higher education and bespoke courses, for students across all age groups. This guarantees that the local community has access to a variety of courses to aid their advancement into employment, further studies or higher education, and ensures that businesses can tap into a pool of skilled labour to meet their operational needs. Our provision is important because it contributes to the economic and social development of the island.

Our strategic objectives, as set out in our strategic plan 2024-2030, include putting students first, developing a relevant and flexible curriculum, supporting staff and student well-being, ensuring a strong financial performance, promoting an inclusive environment, and utilising sustainable practices to help deliver the College's mission.

Our mission is to achieve excellent outcomes by the work we do with our local stakeholders and community. Collaboration on projects that matter for the island, with the people from the island, for the people from the island. Every single staff member is key to this as they support and deliver what is needed and support all students, in critical employability skills as well as island specific skills needs.

With over 3,000 16, 17 and 18 year olds on the island that need education, access to a full range of vocational options is important. The College aims to ensure that it provides a wide curriculum breadth and depth to fulfil this requirement. This ensures that young people have the full choice available to them that their peers on the mainland would have.

The College will also support those of working age, on the Island this amounts to circa 50,000 19 to 64 year olds. We will prioritise the use of our funding to support the upskilling or retraining of those looking to access new career pathways. In 2025, approximately 20-21% of the Island's households were workless (i.e. no adult in employment) and so supporting those able into work is a priority.

The College needs to ensure it reaches all communities across the island, ensuring it is an inclusive environment allowing the access they need to thrive. Collaboration is key to this to ensure the College knows who its communities are and how best to support them.

Working with employers, charities, councils and other support organisations, will build momentum and strength to what can be achieved together. Various initiatives and schemes are utilised such as Skills Bootcamps, Sector Work Academy Placements to support people into jobs and the Institute of Technology and Higher Education programmes in collaboration with institutions such as the University of Portsmouth and Solent University to support more people into level 4 and above qualifications in the priority areas.

A recent survey conducted by the Isle of Wight Youth Trust has unveiled a deeply concerning mental health crisis among the island's youth. The findings indicate that the wellbeing of many young individuals has not returned to pre-pandemic levels, with a significant rise in episodes of anger since 2021. Alarmingly, out of 1,223 young people aged between 11 and 25 surveyed, 30% have engaged in self-harm, 34% have contemplated suicide, and 11% have attempted suicide.

These troubling statistics underscore the vital importance of the College's role in supporting its community, particularly the younger generation. By providing resources, guidance, and a supportive environment, the College can play a crucial part in addressing these mental health challenges. It can offer a sanctuary for learning and growth, while also serving as a beacon of hope and support for those struggling with their mental health. The College's active involvement can contribute significantly to the healing and resilience of its students, fostering a healthier, more vibrant community.

Data from the Office for National Statistics sheds light on a concerning trend on the Isle of Wight, where key towns like Cowes, Newport, Ryde, Sandown, and Shanklin are seeing more individuals leave for advanced education than they attract. This suggests a pressing need for more educational opportunities on the island to prevent the outflow of local talent seeking higher education elsewhere. In contrast, cities such as Southampton and Portsmouth are successfully attracting individuals with advanced education, which is expected given their broader range of opportunities and economic scale. This situation highlights the potential for the Isle of Wight to develop strategies to retain its educated populace and to create an environment that draws in new skills and expertise, contributing to the island's economic and cultural prosperity.

The Isle of Wight College plays a strategic role in both the local and regional development by engaging with the Isle of Wight Skills Board and the Economic Development Board. Through its involvement with the Isle of Wight Skills Board, the college contributes to identifying the island's key priority sectors, which include Health and Social Care, Construction and Renewables, Technology, and the Visitor Economy. The Skills Board has formulated the IW Skills Plan, which supports the LSIP strategy by setting three primary goals: aligning aspirations with opportunities to meet employers' skill needs; developing a skilled, productive, and future-ready workforce; and promoting inclusive growth opportunities.

Simultaneously, the college collaborates with the Economic Development Board to influence the college's strategic direction. The EDB's Economic Development Plan outlines the island's priorities concerning regeneration and inward investment.

Their review in 2023 revealed challenges such as a widening productivity gap with the UK average, especially post-pandemic, and variations in nominal wages across sectors. The review also highlighted the link between productivity, competitiveness, and economic growth, and its impact on economic prosperity, wages, and household incomes. The outlook for the island's economy includes moderate growth driven by sectors such as tourism, renewable energy and digital industries, but a decline in sales and business activity.

These insights from the Economic Development Board underscore the importance of the college's strategic planning in addressing the island's economic and skills needs, ensuring that education and training are closely aligned with the island's economic objectives and the well-being of its community.

The Isle of Wight faces several challenges, including a decline in real disposable incomes affecting discretionary spending and tourism, an increase in business failures, particularly among small enterprises, and the need for further investment in digital and transport infrastructure. The aging population, which is higher than national averages combined with a predicted decline in birth population over the next five years and low labour market participation among certain age groups also present significant hurdles.

Conversely, there are opportunities in light marine and manufacturing activities, particularly with the new freeport, and in attracting higher value-added service activities. Encouraging migration from Hampshire due to flexible working, addressing the skills deficit through on the job training and retention, and sector-specific upskilling are all avenues for growth and development. Furthermore, the creative industries offer significant opportunities for economic growth through the Solent Growth Partnership which is looking to boost the region's screen industries including film and TV production, with the developments with Medina Studios, and Creative Island which supports arts and culture on the Isle of Wight offering programmes such as IW Creative Network providing business support and training for creative professionals.

Data from the Office of National Statistics shows that the island is a demographic outlier against regional and national averages, and it continues to move further away from the norm. The island is experiencing a steepening decline in its young population, with an extreme and worsening ratio of retired to working age. The economic consequences of this can be that businesses close through retirement and enterprise and entrepreneurship suffer. The island's demographic decay and societal stagnation exacerbate existing challenges of low wages, low productivity, and rising child poverty. Without decisive action and collaboration, there are risks of the island becoming a fully stratified society characterised by low wages, low productivity, low growth, and high inequality within fifteen years. Action can be taken for change, with political will, shared vision, and collaboration across all sectors for rapid socio-economic impact, rejuvenation, and advancement.



The Isle of Wight is experiencing a sustained decline in birth rates which is projected to reduce the size of post-16 student cohorts over the next decade. This demographic shift is expected to place pressure on 16–18 recruitment volumes, alter progression patterns from secondary education, and increase competition for students across providers on and off the Island.

The College recognises that these trends represent a structural, long-term challenge rather than a short-term fluctuation, requiring adaptive curriculum planning, workforce flexibility and diversification of student markets.

For the Island, declining birth rates risk:

- A reduced future labour supply in key sectors
- Increased skills shortages, particularly in technical, care, construction and STEM pathways
- Greater reliance on adult retraining and inward migration to sustain the local economy

For students, this increases the importance of:

- High-quality progression into employment, apprenticeships or higher-level study
- Local access to flexible, future-focused provision that reduces the need to leave the Island
- Strong employer engagement to support sustainable careers locally

There is a need to safeguard school and college campuses, as public assets, for future generations. This involves integrating support systems and community impact into the premises functions without hindering the primary task of teaching. Then enhance undergraduate and postgraduate course offerings on the island. Implement a strategy to develop shared, affordable student accommodation through partnerships between universities, partner providers and local councils. Leveraging the island's unique specialisation in the Engineering and Manufacturing, Construction trades and crafts, Digital, Creative, Media and Sports industries and natural sciences, which are part of the UK's fastest growing sectors.

There is a plan to apply the island's apprenticeship expertise to emerging opportunities in the business, creative, cultural and sustainability sectors. There is ambition to establish three international centres of excellence within the Solent Region, with locations on the island and the nearby mainland in Ecology, Ecological Design and the Creative Industry. This initiative will involve collaboration with UNESCO, Solent Partners, and the central southern university cluster. This approach aims to build a sustainable and culturally rich educational environment that supports growth and innovation on the island.

The evolving devolution landscape presents both opportunities and responsibilities for further education providers operating in geographically distinct communities such as the Isle of Wight. Increased local decision-making over skills funding, economic priorities and workforce development is expected to place greater emphasis on the College's role as a civic anchor institution and a strategic partner in local growth.

The College is proactively positioning itself to respond to devolved priorities by aligning curriculum planning, employer engagement and adult skills provision with identified local needs. This includes readiness to respond to changes in funding mechanisms, commissioning arrangements and local skills improvement priorities that may arise through devolution. The College recognises that effective devolution will require strong collaboration rather than competition, and is committed to working with the Local Authority, employers and regional partners to ensure that devolved skills arrangements deliver equitable access, economic resilience and improved outcomes for Island residents.

We have continued to focus on meeting these needs of our local community and have made significant progress in delivering high-quality technical and vocational learning that is matched to the needs of island employers and the local community. Our annual Accountability Statement reflects our progress against the objectives set previously as well as our commitment to fulfilling the Local Needs Duty.



The corporation has a duty under section 52B of the Further and Higher Education Act 1992 to review provision in relation to local needs, as proposed in the Skills and Post 16 Education Bill. The corporation already has the responsibility of approving the college's strategy and this has now been extended to include the college's accountability plan. The board has provided an appropriate steer in the setting of strategic priorities and objectives.

The strategic plan, alongside the Local Skills Improvement Plan (LSIP), the government's national priorities and work with our stakeholders has informed the content of this accountability statement.

In line with the recent Department for Education inclusive mainstream fund guidance for 2026 to 2027, the College will use this funding to strengthen inclusive mainstream practice across its 16 to 19 provision. This will include additional staffing and physical resource to support investment in high-quality adaptive teaching, early identification and support for students with SEND, accessible learning environments, evidence-informed interventions and staff development to improve inclusive practice.

The College will incorporate its plans for use of this funding within this Accountability Statement, recognising that the fund is intended to build capacity in mainstream settings to meet needs earlier, more flexibly and more effectively alongside core funding, rather than replace existing responsibilities for inclusive provision.

Section 2 Context and Place

The Isle of Wight College has prepared a dynamic curriculum strategy to secure relevant learning and skills that meet local needs and aspirations. This plan outlines the core curriculum offered which is co-designed with employers and community partners and sets out a vision for future skills. We will provide advanced skills to raise the aspirations of young people and adults and to meet the changing needs of employers. We will work alongside our students, employers, civil and community partners to provide the skills and knowledge required to meet the skills gaps. The curriculum strategy is aligned to the College Strategic Plan (2024-2030), the Learning and Skills Improvement Plan and the National Skills strategy placed in a local Island context.

As the only further education college on the island, we deliver to local needs and demand operating across two main sites and within employer and community settings. We have an international provision that is vital for our young people and adults enabling them to understand cultural differences, building respectful relationships and working through barriers to communication through collaboration. These programmes raise aspirations and continually develop young people and adults beyond the qualification.

The College has two sites, one is in Newport, the county town of the Isle of Wight and a second site, which is a Centre of Excellence for Composites, Advanced Manufacturing and Marine CECAMM, is in East Cowes. This centre, opened in September 2017, was funded by the Solent Local Enterprise Partnership and built in partnership with GKN.

Recognising its role as the only provider of general further education on the island, the College offers a broad curriculum from foundation level to higher education, to meet the needs of employers and the local community. As a result, it trains approximately 5,000 students annually across full-time, part-time, SEND, apprenticeships and higher education provision.

In the national context the College is a small to medium size with approximately 1,700 students aged 16-19 including 19-24 EHCP students, 1,800 adults, 20 Advanced Student Loans students and 440 apprentices studying at the college at the time of writing. The number of Higher Education students studying on partner university validated programmes is circa 90.

There is a high proportion of young people with special educational needs and/or disabilities SEND on the island.

- In 2024/25, around 22–24% of pupils on the Isle of Wight are identified as having SEND, compared with approximately 18% nationally, indicating a persistently higher level of identified need locally.
- Approximately 6–6.5% of Isle of Wight pupils have an Education, Health and Care Plan (EHCP), compared with 5.3% nationally, reflecting significantly higher statutory SEND demand on the Island.

- Approximately 14–18% of Isle of Wight pupils receive SEND support without an EHCP, compared with 14.2% nationally. Local variation reflects both higher complexity and differences in identification and recording practices across schools.
- Nationally, around 26–27% of working-age adults with a learning disability are in employment, based on the most recent UK labour market and disability employment data published up to March 2025 and reported in 2026.
- On the Isle of Wight, the employment rate for adults with a learning disability remains lower, at approximately 23–24%, highlighting a persistent local gap in employment outcomes and reinforcing the importance of high-quality preparation for adulthood, employability pathways and supported transitions into work.
- The College provides comprehensive, high-quality programmes including supported internships for SEND and specialist facilities for students with the most profound and complex needs.



The Isle of Wight continues to have a significantly higher proportion of electively home educated (EHE) children than the national average.

Based on Local Authority reporting and Department for Education EHE returns, around 3–4% of the compulsory-school-age population on the Isle of Wight is now electively home educated, compared with approximately 1.7% nationally as at the autumn 2025/26 census point. This ongoing divergence reflects sustained growth in elective home education locally, linked to demographic factors, SEND prevalence and patterns of student disengagement from mainstream schooling.

The College subcontracts provision to Platform One, a specialist music college, and UKSA, a maritime training charity, which are both based on the island. These partnerships enable the College to provide unique opportunities to students in niche markets with UKSA offering courses related to maritime and shipping activities and Platform One being a specialist music company with excellent links to industry and countless successful artists some of which have been in the UK music charts. Platform One also offers a Sustainable Fashion provision.



Being located on an island is unique and the expanse of water between the island and mainland is amongst the most expensive to cross in the world. This geographical isolation presents a set of challenges including difficulty in attracting, recruiting and retaining staff outside of its own limited demographic. Travelling across the water to work with travel disruptions and high costs limits our ability to benefit from shared resources, we do not benefit from other economies of scale that mainland colleges enjoy and the premiums applied to the cost of equipment and materials for students and the estate due to the carriage charges applied by mainland companies. The prohibitive travel costs also limit a student's opportunity to study on the mainland, and it is important that the college can meet students' needs, where possible – we believe that no-one should have to leave the island for their education. Therefore, the College is an anchor institution that works with others to ensure that island residents are not disadvantaged when compared to their mainland counterparts in relation to accessing the education, training and skills that they need.

Unlike many General Further Education Colleges, the Isle of Wight College offers a wide and varied curriculum across 14 sector areas to ensure that local residents have access to the

learning and skills required to enable them to make progress in life and work. This includes SEND students, including those with profound and multiple disabilities, who wish to access education locally as opposed to being placed in a mainland residential provision.

Educational outcomes on the Isle of Wight remain persistently below national averages, reflecting a historic pattern of low attainment and, in some communities, reduced educational aspiration.

At Key Stage 4, GCSE performance on the Isle of Wight continues to sit among the lowest in England. In 2025, fewer than six in ten students achieved a Grade 4 or above in English and mathematics combined, placing the Island significantly below national performance. By comparison, the national figure remains above three-quarters of pupils achieving this threshold.

Primary attainment outcomes are also a significant concern. In the most recent reporting year, around 53% of Isle of Wight pupils achieved the expected standard at Key Stage 2, compared with approximately 60% nationally, indicating that attainment gaps are evident well before transition to secondary education. As a consequence, a substantial proportion of young people (approx. 48%) progress to post-16 education without having achieved a Grade 4 or above in GCSE English and/or mathematics, requiring them to undertake compulsory resit programmes. This places additional pressure on further education provision and extends the time required for students to reach secure progression pathways.

Low confidence in English and mathematics is a significant barrier for many students on entry to further education, impacting engagement, attendance and progression. Addressing this legacy of under-achievement is therefore a central priority for the College, both in supporting current students and in raising longer-term aspiration and outcomes across the Island. However, we are committed to raising levels of English and mathematics attainment and confidence among both young people and adults on the Isle of Wight through high-quality, innovative teaching and learning. The College recognises that a significant proportion of students enter post-16 education without having achieved a Grade 4 or above in English



Students from The Isle of Wight College at the MEI Maths Regional Final

and/or mathematics, requiring them to undertake compulsory resit programmes. Addressing this legacy of under-achievement is a key strategic priority, with a focus not only on qualification outcomes but also on rebuilding student confidence, engagement and aspiration.

Alongside this, the College is committed to widening opportunities for excellence and aspiration, including increasing the participation of young people and adults in local, regional and national competitions and skills challenges. These opportunities support motivation, achievement and positive student identity, particularly for those who have previously experienced educational disadvantage.

Through strong partnerships with schools, employers and the Local Authority, the College plays a central role in supporting Island-wide improvement in post-16 English and mathematics outcomes, contributing to improved progression, employability and long-term social mobility. The future landscape of primary education on the Isle of Wight is undergoing significant change as a result of sustained demographic decline and reduced pupil numbers. Falling birth rates over a prolonged period mean that the number of children entering primary education continues to decrease year on year, creating structural surplus capacity across the Island.

Recent Local Authority school place planning confirms that the Island currently has substantially more primary school places than required, with capacity significantly exceeding projected demand. Birth rates remain low by historic standards and continue to translate into smaller reception intakes, placing increasing financial pressure on primary schools. As a result, a growing number of primary schools are operating with falling rolls and associated budget deficits. The Local Authority has identified that, without intervention, this trend will lead to unsustainable financial pressure across the primary sector, necessitating difficult decisions to ensure long-term viability and educational quality. In response, the Local Authority is advancing a whole-Island, system-wide approach to primary education, extending beyond individual school place planning. This includes consideration of school organisation, federation, potential amalgamations and broader use of school buildings, alongside a renewed focus on securing educational quality and sustainability in the context of declining pupil numbers.

Projections continue to show that future reception cohorts will be significantly smaller than current capacity allows, resulting in widespread surplus places across multiple localities, including Ryde, Sandown, Shanklin, Cowes, Ventnor, East Cowes and rural areas. This surplus is expected to persist and, in the absence of reorganisation, increase over the medium term. These changes have implications beyond primary education, influencing future secondary and post-16 student numbers, workforce planning and long-term skills development on the Island. The College recognises that early, coordinated planning across education phases is essential to mitigate the long-term impact of demographic change and to ensure continuity of opportunity for young people as cohorts move through the system.

The Isle of Wight is a largely rural area and is renowned for its stunning and diverse coastline. The island features a mix of dramatic cliffs, sandy beaches, and picturesque coastal paths. The Isle of Wight Coastal Path, which spans approximately 70 miles, offers

breathhtaking views and is a popular destination for walkers and nature enthusiasts. The coastline is also subject to various natural hazards, including coastal erosion, cliff retreat, landslides and flooding. These challenges have led to the development of comprehensive coastal management strategies to protect the Island's natural beauty and infrastructure.

The island is classified as an Area of Outstanding Natural Beauty (AONB) and has UNESCO Biosphere status. The total population of the island is 144,581 (Office for National Statistics data, 2025) and the proportion of older people is higher than the national average and growing more quickly. 97% of the island population identify themselves as being white British, 2.4% as non-white and the remainder being from other ethnic groups. A significant minority of the population, approximately 23%, consider themselves to have a disability.

The proportion of economically active residents on the Isle of Wight remains below regional and national averages. Based on the most recent labour-market data (Annual Population Survey, reported through Nomis), around 77% of working-age residents (16–64) on the Isle of Wight are economically active, compared with approximately 82% in the South East and around 79% nationally. This reflects a smaller working-age population and higher levels of economic inactivity locally, influenced by demographic ageing and long-term health factors.

The Island's occupational profile also differs from the South East. There is a lower representation of higher-skilled, higher-qualified professional roles, and a comparatively higher concentration of lower-paid and service-based employment. For example, employment in care, leisure and service occupations accounts for approximately 13–14% of the Isle of Wight's working-age population, compared with around 7–8% across the South East, reflecting the Island's age profile and care-dependent economy. In contrast, professional occupations represent around 17–18% of employment on the Isle of Wight, compared with over 21% in the South East, highlighting a structural gap in access to higher-skilled, higher-paid roles.

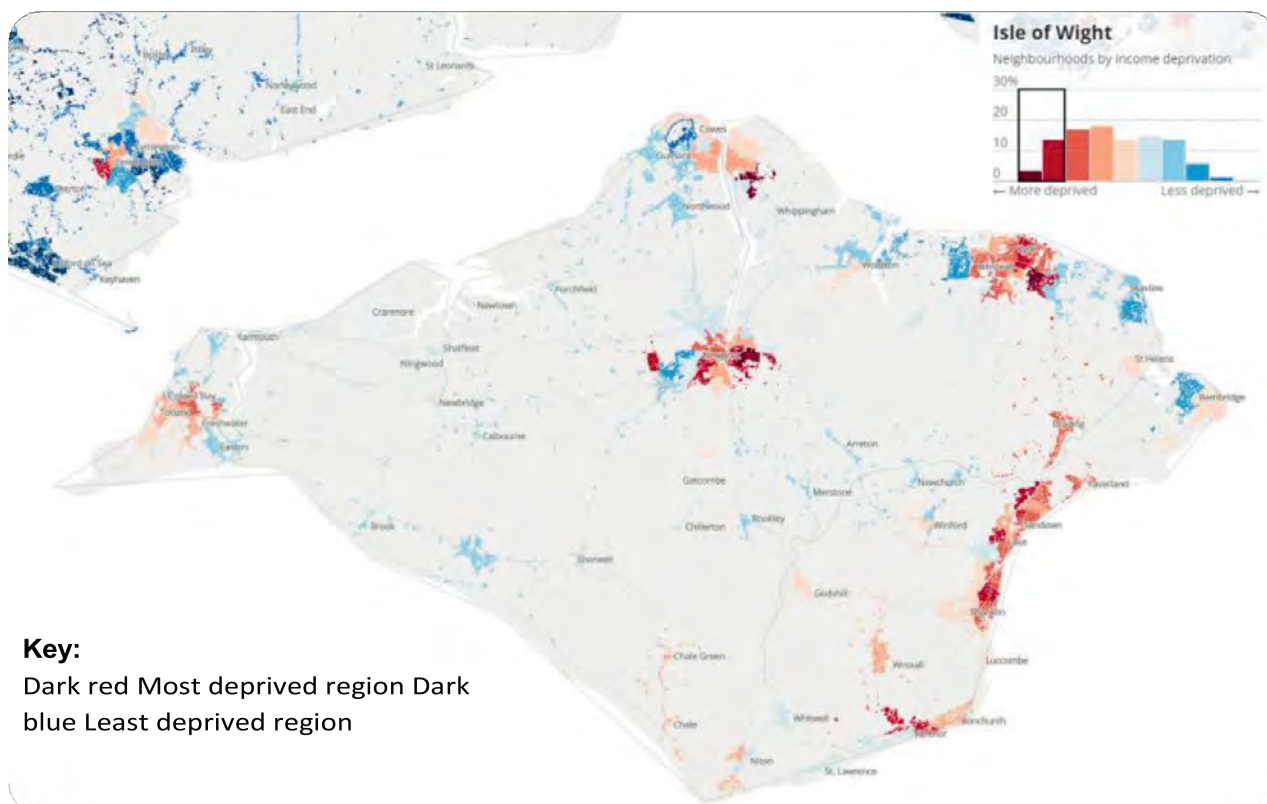
Local labour-market demand also differs from regional patterns. Human health and social work activities continue to represent a higher share of employment on the Isle of Wight, accounting for around 16–17% of jobs, compared with approximately 13% in the South East, reflecting demographic ageing and increasing demand for health and care services.

Accommodation and food services remain significantly over-represented, accounting for around 14% of employment on the Island, compared with approximately 8% regionally, underlining continued reliance on tourism, hospitality and seasonal industries. The Island also has a higher proportion of residents working on seasonal, fractional, sessional or part-time contracts, with reduced average working hours compared to the South East and national picture. This contributes to lower overall earnings, income volatility and reduced progression opportunities for some groups.

There is a persistent gap in qualification levels when compared to the South East. Approximately 8–9% of the Isle of Wight's working-age population has no formal qualifications, compared with around 6–7% in the South East. Conversely, around 31% of

residents are qualified at Level 4 or above, compared with approximately 45% regionally, reinforcing the structural skills mismatch in the local labour market.

The accompanying Indices of Multiple Deprivation (IMD) map illustrates significant variation in deprivation across the Island, with particular concentrations of disadvantage in parts of Ryde, Newport, Sandown and Shanklin. These patterns intersect with lower qualification levels, poorer health outcomes and reduced economic participation, reinforcing the importance of targeted, place-based skills and education interventions.



Deprivation map of the Isle of Wight (Office for National Statistics)

The Isle of Wight experiences higher-than-average levels of income deprivation, reflecting underlying economic and structural challenges. Based on national indices, around 13.8% of the Island's population has been identified as income-deprived, placing the Isle of Wight among the more income-deprived local authority areas nationally. In addition, 15 of the Island's 89 neighbourhoods fall within the 20% most income-deprived areas in England, demonstrating significant geographic variation in prosperity and opportunity.

These patterns of deprivation have a direct impact on educational participation, progression and access, reinforcing the importance of targeted support and inclusive provision to mitigate financial barriers and support social mobility for students across the Island.

Transport represents a significant access and equity challenge for students on the Isle of Wight, particularly for students with additional needs. In the 2024/25 academic year:

- 10 students with Education, Health and Care Plans (EHCPs) accessed college using bus passes
- 46 students with EHCPs required taxi transport to enable attendance
- 280 students aged 16–18 held College-funded bus passes
- 114 students aged 19 also relied on bus pass support

The Island's transport context is distinctive. Southern Vectis is the sole public transport provider, limiting route flexibility, capacity and alternative travel options. This contrasts with mainland areas, where multiple providers typically offer greater choice and resilience. The absence of transport competition increases costs and creates additional complexity in supporting attendance, punctuality and equitable access to education.

The College therefore recognises transport as both an economic and inclusion issue and continues to work within local constraints to ensure that students—particularly those from deprived communities and those with SEND—are able to access education safely, reliably and consistently.

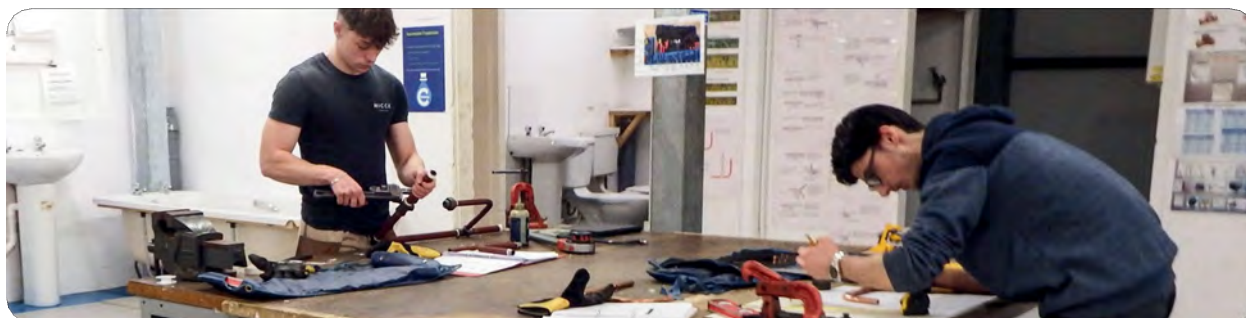
Section 3: Meeting Local, Regional and National Trends

Effective collaboration with stakeholders is crucial for the successful execution of the College's strategy and objectives. Leaders and managers throughout the organisation consistently engage with employers and Stakeholders at all levels, using these interactions to shape the curriculum. This ensures that the College is prepared to provide the necessary skills locally and that the curriculum offered meets this demand. Key Stakeholders include local, regional, and national employers, the Isle of Wight Council (IWC), DWP, the Isle of Wight Chamber of Commerce (of which the college is a member), Isle of Wight Skills Board, Economic Development Board, Adult and Community Learning Advisory Board, the local MPs, students, and apprentices.

The College collates information from all stakeholders and resources such as the LSIP to gain a comprehensive overview and understanding of the economic and social situation, which is used to inform the annual update to the curriculum strategy and has been used to influence the seven key priorities below. Once identified, the College will implement the curriculum through various funding mechanisms and opportunities. The College aims to support 'The Isle of Wight Skills plan' (adopted in 2021) with the key strategic aim of "Growing our skills base and retaining our workforce in key sectors, such as hospitality and social care will be a key challenge for the next five years as will helping those who have lost time from education to recover and achieve their personal goals." These will be key aspects of our island skills plan.

The Seven Priorities:

1. **Grow each student's life opportunities** with a focus on providing an inclusive and diverse curriculum that suitably challenges all including those that are disadvantaged and SEND curriculum that enhances personal and professional growth.
2. **Offer a dynamic, adaptable and rewarding curriculum** which enables young people and adults to advance their skills and provide employers with the core competencies required for future roles.
3. **Sustain purposeful, mutually beneficial, and productive relationships with employers and the wider community:** Strengthen connections with local businesses and community organisations.
4. **Secure a vibrant and sustainable future:** Aim for long-term sustainability and growth of the college.
5. **Align aspirations with opportunities to meet employers' skill needs:** Match student aspirations with the skills required by local employers.
6. **Develop a skilled, productive, and future-ready workforce:** Prepare students for the evolving job market with relevant skills and training.
7. **Promote inclusive growth opportunities:** Ensure that growth benefits all members of the community, including those with special educational needs and disabilities.



At Level 1 and below, the largest deficit in skills is in critical and transferable skills. The larger volume of lower skilled job openings could provide a range of employability opportunities for young people with qualifications at this level. Feedback from employers indicates that as new employees start there is often a disparity in their expectations of the workplace versus that offered by employers. Some are also lacking in transferable skills such as problem solving, teamwork and resilience.

The largest gap between local skills and local market needs is at Level 2 to 3 (14,000 skills deficit i.e., more job openings than people with these skills). Additionally, there are gaps in: construction, education, manufacturing, accounting and finance. All of these are in industries where both specific technical skills and a range of key skills will be required. A lack of these skills would be highly likely to impact upon employability opportunities for local people.

Health, retail & education are the three largest employment sectors in the Solent which compares to health & social work and manufacturing followed by construction, accommodation and food industries being the largest industries on the island.

Strong leadership and management are key factors in raising innovation, unlocking the potential of the workforce, and ensuring organisations have the right strategies to drive productivity and growth.

A key need on the island is the Health and Care sector with a high need but large gaps in the workforce. Proportionally, the gap between supply and demand at Level 4 and 5 is the greatest, with only 15% of opportunities being catered for by local provision. The social care sector is vast on the island and to meet the needs of workers in this area the college is developing courses that focus on the social care side compared to the more prevalent health side. The NHS have requested both clinical and nonclinical pathways for their current and future workforce. This will be mapped out from entry to the NHS, utilising apprenticeships, ASF and Free Courses for Jobs funding.

There is a strong need to develop the skills of the workforce at all ages on the island and allow them to adapt to the changing need of employers, as well as to the need for emerging technologies. To retain and attract a skilled workforce on the island as well as supporting students to progress into the national and global arenas. The college can act as an 'anchor institution' having a significant stake in the local area, and significant interest in the long-term development and health of its residents.

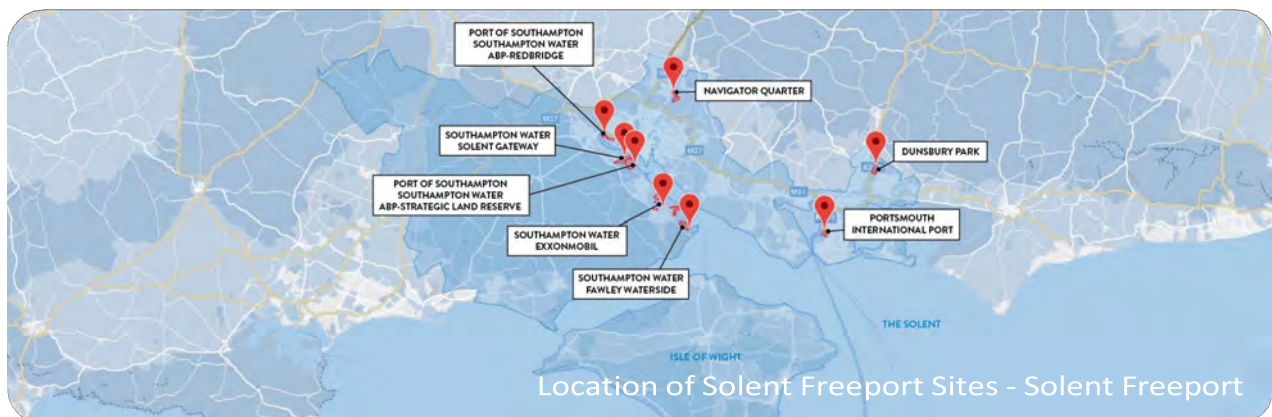
There is an increased need for skills as opposed to just qualifications in their professional workforce with a desire to pay for add on 'skills' course to address those skill gaps. Shorter, sharper courses are identified as more appealing as opposed to more traditional full apprenticeships and courses. Therefore, the Isle of Wight College is committed to working with the employers directly to find out what skills development they need and thus providing the relevant bespoke courses.

Employers and their workforce will need to adapt to the changing landscape and hit relevant sustainability targets. A key sector for the Solent region is low carbon which supports the

LSIP's Solent net zero by 2050 strategy and decarbonisation which requires innovative, pioneering approaches and development of expertise. There is a need for retrofit courses as well as cavity wall insulators to support the local demand, in addition to energy and cost reduction skills and LCREE jobs (low carbon and renewable energy economy). The need for heat network engineers is identified, as well as the requirement of electrical skills for example to support the growth in EV charger installations and grid connection.

The national priority of engineering is key on the Isle of Wight as identified by the LSIP with a need for master and technical level skills. International companies operate on the island in manufacturing, engineering and electronic engineering. The Isle of Wight College is well placed to support the training and skills needs of these employers with the 'bespoke' facilities at CECAMM. This also includes the extension as part of the South Coast Institute of Technology, that will see significant investment at CECAMM, leading to bespoke higher-level qualifications by allowing use of the prototyping lab and industry standard specialist equipment. 3D printing and CAD are areas that are key for the future and are all embedded within the courses.

There is significant change in the area of land based and horticulture with the focus on efficient practices in food production and conservation. The College has a small horticulture department, but is aiming to work with 'several horticultural employers to offer horticultural apprenticeships.



The Solent region aims to grow the marine and maritime economy and is quite unique with the Solent Free Port. Areas identified cover the transport elements from stevedores to load/unload ships, HGV and LGV as well as pilots of large vessels and freight water transport although this is not proven to be in demand on the island. However, bespoke courses in radar have been developed and delivered and will continue to run to support that need as well as boat building courses. There is also a need to focus on green targets in this sector by upskilling the workforce to be able to deal with alternative fuels. The Freeport has targets to increase the business administration skills of employees, in addition to IT skills including programming and software development.

Although highly seasonal, the hospitality sector is a key one on the island. The themes indicated are the need for skilled chefs, as well as in customer service. The ability to maximise the benefits from an attraction hot spot by increasing visitor numbers. The College runs various courses to support this area including Sector Work Academy Placements in

customer service supporting local people into jobs.

The creative industries are also heavily featured for the Isle of Wight with a variety of industry specific themes coming through such as lighting, production, set design and sound. As mentioned previously, the need for leadership and management skills as well as project management is also mentioned within this area. Development is underway for a higher education offer within the creative industries, to offer higher level skills pathways and meet local need. Additionally, as part of the IoT the College offers courses such as 'Project management and Implementation' as well as 'A Quality Approach to Business Techniques' to help meet the need.



The theme of digital skills comes through many different sources with much of the new workforce lacking in the level of skills required by the employers. The Isle of Wight College is committed to developing the required skills for all students by embedding digital skills within the curriculum. This will mean preparing all students with the relevant digital skills for their curriculum areas, providing them with industry ready for the future workforce. Additionally, the development of cyber security knowledge is key for many sectors, and this course will be developed over the new academic year, to meet the local, regional and national needs. It is also recognised that the landscape we work in is ever changing and we have to be prepared to look at not only the skills needed now but in the future. One area that is ever changing is that of artificial intelligence (AI) and a need to understand and harness the benefits for employers is important.

Further areas of focus and priorities to support the needs of the island:

Level 4/5 provision

Supporting a coordinated approach to the Level 4/5 skills offer on the island, with the University Centre Isle of Wight, Platform One and the implementation of higher-level apprenticeships. Building on the i-aspire initiative and taking forward the recommendations of the HE Report 2019 to develop a coordinated approach and more provision in areas of identified need including creative industries, environmental, tech, low carbon, engineering marine engineering, leadership, management, health and social care. Being part of the South Coast IoT, has led to creating short modularised higher-level courses, which can be delivered bespoke for employers, to meet their needs for their new and existing workforce.

Lifelong Learning Entitlement

Developing a strategic approach to mobilising the government's Lifelong Learning Entitlement, which focuses on communities and individuals most in need and aligns to job opportunities and skills gaps in sectors with high growth potential including digital skills and leadership and management programmes. Further utilisation of the Free Courses for Jobs, with a particular focus on leadership, construction and childcare and implementing more Skills Bootcamps in the health and social care and digital sector.

Local Skills Improvement Plan

Local Skills Improvement Plan, the College participated in four projects to support the local and regional needs. These projects are centred around the Creative Industries, Maritime, NEETs and Health and Social Care, as all are local and regional priorities.

Apprenticeships

Build on existing programmes within the engineering and business curriculum areas and work across the provider network, with careers professionals and schools. To raise the profile of apprenticeships as a high-quality careers route and develop a targeted plan to address the mismatch in opportunities and applicants. Further development in the health and social care and construction sectors for growth areas are essential over the next academic year. Developing and implementing foundation apprenticeships and apprenticeship units will also be a priority, enabling those at the beginning of their apprenticeship journey a step into the workplace and also skilling up existing employees through short, modularised units. These developments will be critical to supporting local employer needs.

Careers, Information, Advice and Guidance (CIAG)

The College is committed to delivering a high-quality, impartial careers education programme that meets the Gatsby Benchmarks and responds directly to the Island's labour-market needs, skills gaps and progression challenges. In 2026, the College achieved Matrix accreditation for Careers Information, Advice and Guidance (CIAG), providing external assurance of quality and impartiality. We continue to build on this foundation to further strengthen and embed our CIAG approach across the student's journey.

The College is strengthening strategic and operational partnerships with schools, employers and education providers to ensure young people and adults have sustained exposure to

high-quality career guidance, real labour-market intelligence and clear progression pathways. This approach supports students to make informed decisions and to aspire to opportunities in sectors with skills shortages, growth potential and higher-level employment routes.

A clear “golden thread” of Careers, Information, Advice and Guidance (CIAG) runs throughout the student journey, beginning at pre-entry and continuing through induction, curriculum delivery, review points and progression planning. This includes structured opportunities for reflection, aspiration-raising and confidence-building, supporting students to set realistic goals and to progress to employment, apprenticeships or further study.

Employers are actively involved in the design, delivery and review of curriculum and training programmes, ensuring that provision remains current, relevant and responsive to both existing and emerging labour-market demand. This collaboration strengthens students’ understanding of workplace expectations and supports improved employment and progression outcomes.

Developing a highly skilled, productive and future ready workforce

This priority will focus on raising skills levels across the island, ensuring sufficient higher-level provision, which is targeted at the needs of key sectors, and improving L4 and 5 technical opportunities, matching labour market needs. It will support the education and skills ambition of the Digital island Strategy, the IOW University Centre and the South Coast IoT. It will also encourage upskilling within the workforce, promoting a culture of lifelong learning, support for adults who wish to change careers and encourage better take up of leadership and management skills as a driver of innovation, entrepreneurship and growth. It will aim to increase productivity driven by higher skills levels and ultimately close the gap in average earnings between Isle of Wight residents and UK averages.

Enabling opportunities for all and a more inclusive approach to growth

The College is committed to enabling opportunity for all and delivering inclusive growth that reflects the Island’s demographic profile, levels of deprivation and diversity of student need. This priority focuses on improving participation, retention and progression in education, training and employment for students from disadvantaged backgrounds and communities with higher deprivation indicators.

Working collaboratively with partner organisations, the College supports individuals to overcome barriers to engagement and to access high-quality training, employment and progression routes. Equal attention is given to accessibility for students from protected groups, ensuring that opportunity, achievement and progression are not limited by background, need or circumstance.

Special educational needs and disabilities (SEND)

The College plays a central role in enabling inclusion and achievement for students with special educational needs and disabilities. Comprehensive, high-quality provision—including supported internships and personalised pathways—is designed to meet individual needs, aspirations and progression goals.

The College ensures that students with the most profound and complex needs have access to specialist facilities, skilled staff and appropriate resources, enabling them to participate fully and to achieve outcomes that are equitable with their peers. This approach supports independence, employability and longer-term inclusion, reflecting the College's responsibility within a local context of higher-than-average SEND prevalence.

The list of national priority areas is mapped against the College's provision showing what we currently offer, what we are introducing in 2026/2027 and what is under development beyond that, to support these priorities:

Priority Area	Existing Programmes	Introducing in 2026/2027	Under Development Beyond 2026/27
Digital and Technology Skills	- Foundation, intermediate and higher level digital courses	-HTQ Software Development	- AI short, modularised courses
Health and Social Care	- Nursing and healthcare assistant courses and social care courses	- Bespoke healthcare training for adults	- Higher level associate nursing courses, working towards degree level
Engineering and Manufacturing	- Foundation, intermediary and higher level engineering courses		- Renewable energy engineering programs - Higher level robotics short modularised courses
Creative Industries	- Art and design courses	-Advanced photography programme - Higher level photography and creative industries courses	- Higher level media courses
Construction	- Basic construction skills	- Sustainable building practices -Advanced carpentry programme	- Higher level construction programme for site supervising
Business and Management	- Business administration courses	- Entrepreneurship programs for adults	- Advanced business analytics
Education and Training	- Teaching assistant courses -Higher level teaching qualifications		- Advanced pedagogical methods
Maritime	-Intermediate and advanced marine programmes	-Specialised courses on autonomous vessel training	-Advanced programme for coding and autonomous vessel delivery -Higher level courses in Operational Yacht Science

Section 4: Key Stakeholders

There are currently over 200 employers who provided a work-industry placement for students over the last 2 years. Participation in work experience continues to improve year-on-year as expected after the lockdowns and restrictions employers placed on those entering their workplaces. Overall, the College has increased the number of hours for placement year-on-year with over 18,000 hours of work skills and placement delivery taking place in 25/26.

The College works closely with the Local Authority SEND team and commissioning manager and other stakeholders to secure high needs funding and support for SEND programmes, which actively promote an inclusive and diverse environment where all students feel safe, engaged, and supported in achieving their full potential. The college works to support students to access education locally as opposed to being placed in residential mainland provision.

The College is also a member of the following associations and groups:

- Strategic Economic Planning - the College has worked with HCC and IWC to develop strategic plans such as the Isle of Wight economic overview in 2019 and 2023, and the Isle of Wight skills plan 2022. These strategic plans influence the College's strategy and priorities.
- The College plays a significant role in influencing the strategic direction of the Isle of Wight in terms of skills and education and has an important role on Boards including the Economic Development Board and the Skills Board.
- Hampshire SEND and Independence Employability Hubs – the college is a key partner on this board working to bring together workplace and non-workplace learning to develop and deliver a flexible programme, focusing on the elements young people with SEND need to gain independence and skills that maximise progression into sustained employment, transforming the life chances of young people with SEND.
- Adult and Community Learning Advisory Board – the College holds the key role of providing progression routes for the community to widen participation in learning and provide critical links to jobs.
- DWP – in partnership with the Job Centre, the College has delivered Sector Work- based Academy Programmes (SWAPs) which have helped employers to recruit to areas where there are skills shortages. This has been focused on helping the unemployed to upskill and gain employment. The College organises guaranteed interviews for all candidates, which can lead to employment.

Isle of Wight Chamber of Commerce – close partnership working together to collectively produce the local skills improvement plan which influences the accountability statement as well as supporting various projects and initiatives.

Section 5: Engagement with Other Providers in the Area

The College is the main vocational and technical education provider on the island for full-time and part-time programmes for young people with approximately 48% market share for students aged 16.

The College works very collaboratively with local FE providers across Hampshire including colleges such as South Hampshire College Group (SHCG), Brockenhurst College, and Havant and South Downs College. Additionally, the College works closely with the University of Portsmouth who validates the College's Higher Education provision and works in partnership with the Solent University. The College has delivered the following projects with these providers over the last two years.

- The implementation of the South Coast Institute of Technology, with two digital labs and an extension at our CECAMM campus with a state-of-the-art prototyping lab.
- The Local Skills Improvement Fund (LSIF), working very closely with SHCG who led this overall project, with key sector priority projects in Creative Industries, Health and Social Care, Maritime and NEETs.

Overall, the College engages with a large number of initiatives, partners, stakeholders and funding streams for its size. This is due to the nature of being the only general further education college on the island which results in the college having a unique mission to develop and provide opportunity in all areas where possible which the college does well. The unique position of the college often lends itself to be able to identify supplementary funding mechanisms to meet employer and stakeholder needs.



For apprenticeships, the College is a major provider on the island. There are three other providers on the island directly which are focused on the following sectors for their primary business operation, which is apprenticeships.



HTP Apprenticeship College

Hospitality, Healthcare and Business-related subjects

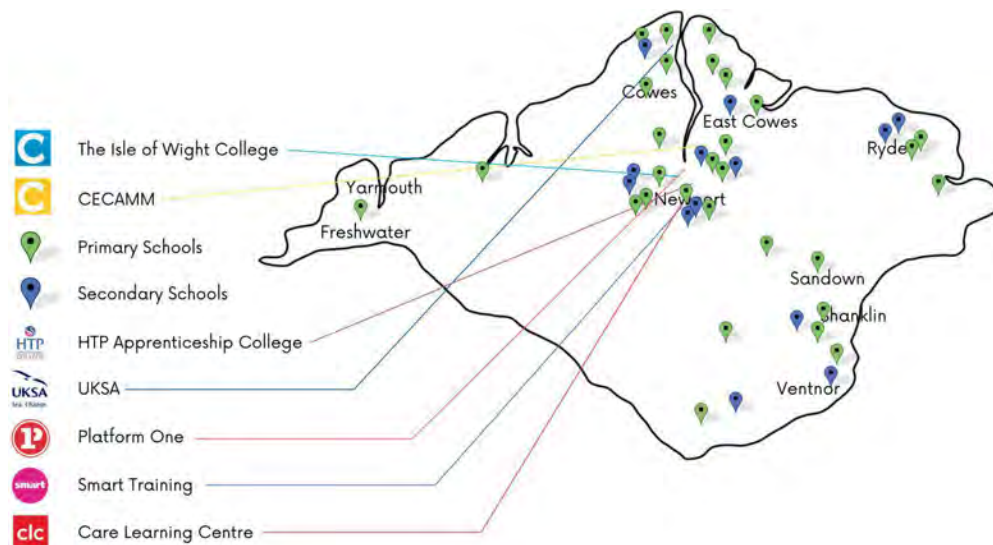


Smart Training

Business related subjects, Healthcare and Management



In addition to this provision, academic study post 16 is provided by 4 sixth forms on the island and they primarily provide A Level provision with a small number of vocational courses. The island has 6 secondary schools. The College visits each school at least twice a year to promote courses and raise awareness of its offer to students.



The College typically engages with over a thousand students across year groups 9-11 which is statistically significant on the island.

The College is a member of the local education headteachers group which provides strategic direction and objectives in conjunction with Hampshire County Council to ensure that best practice is shared and new directives on the mainland are replicated on the island where relevant.

Section 6: Annual Objectives

Following consideration of the labour market intelligence and range of priorities the College has committed to seven over-arching accountability aims that will ensure that the needs of our students, community, stakeholders and employers are met.

AIM	SMART objectives (to be met within the period of the current accountability statement)
1. Prepare all students for work and life.	1. Increase participation of young people aged 16–25 with Education, Health and Care Plans (EHCPs) in a broad range of work-focused learning and employment pathways, including supported internships, work experience, employability programmes, high-needs apprenticeships and preparation-for-adulthood provision, with an annual increase in supported internship recruitment as one element of a wider work-readiness offer. 2. By July 2027 ensure 100% of full-time 16–18 and EHCP students complete an embedded employability and ‘critical skills’ programme (communication, confidence, teamwork, digital and workplace behaviours), with 90% demonstrating improvement through student reviews and destination outcomes. 3. Increase the total number of students enrolled on higher education courses at the College to 150 students by the end of the accountability period, with at least 85% retention and positive progression outcomes for completers. 4. Increase adult participation in skills provision aligned to employment and progression, by increasing enrolments of adults (19+) on employability, basic skills, digital skills and vocational upskilling programmes by 20% year-on-year, with at least 85% of students completing and 70% progressing to employment, higher-level study or further training by the end of the accountability period.
2. Offer a dynamic, adaptable, and rewarding curriculum that is relevant to the future skills needs of the Solent region.	1. Increase the number of apprentices in learning from 440 to 485 by the end of the accountability period, with growth targeted in Health and Care, Engineering and Manufacturing Technologies, Business Administration, Customer Service, and Hospitality, and full utilisation of available apprenticeship levy funds. 2. Design, approve and launch at least 10 new curriculum products within 12 months, each supported by documented evidence of local or regional employer demand (LSIP, employer input, labour-market data). 3. Introduce a Level 4 and Level 5 IoT-aligned curriculum offer across digital, creative, business, construction and manufacturing disciplines, enrolling a minimum of 90 students within the first year of delivery.

3. Sustain a purposeful, mutually beneficial, and productive relationship with employers and community partners to enhance the opportunities to students.	1. Through College provision and partnerships, support a 5% reduction (relative contribution) in the proportion of working-age adults with low or no qualifications over the accountability cycle. 2. Increase enrolment of adults without a full Level 3 qualification onto Free Courses for Jobs from 26 to at least 50 students, with 85% completion and clear progression or employment outcomes. 3. Implement an annual employer satisfaction survey achieving a minimum 50% response rate and an improved overall satisfaction score, with action plans developed for all areas rated below target. 4. Increase the number of employers providing repeat, curriculum-embedded engagement (e.g. placements, live briefs, teaching input) to at least 120 employers, with 75% engaging in more than one activity per year.
4. Secure a vibrant and sustainable future for the college, its students, and partners.	1. To support an increase in the proportion of the working age population with qualifications equivalent to level 4 and above from the 2023 baseline of 37.2%. 2. Support improvement of basic skills and digital skills in the workforce and for those looking to access the labour market. 3. Support upskilling of the local workforce to ensure it has the skills required to adapt to technological change. 4. Providing 'step into' adult work programmes to 90 students through the ASF. Embed sustainability in all aspects of college courses to raise awareness and interest in householders to adopt sustainability within their homes.
5. Ensuring provision of important information and relevant courses to support the local community.	1. Increase combined social media followers from 11,500 to 13,000, with a minimum average engagement rate of 5% across platforms 2. Increase average monthly website users from 3,500 to 4,000, as measured through Google Analytics 3. Achieve a minimum 15% increase in traffic to priority conversion pages (course pages, applications, adult skills, apprenticeships and SEND provision) 4. Improve visitor journey effectiveness, evidenced by a 10% reduction in bounce rate on key pages linked to recruitment and community engagement 5. Develop full-cost courses for employers that increases the number of customers received. Measured by income increase from £100k to £150k. 6. Deliver non-accredited ASF courses to support the current need in sectors such as construction, health and social care and hospitality, to provide skills development and contribute to students' employability.

6. Ensure that employers shape the college curriculum and contribute to students' programmes in a meaningful way.	1. Develop employer boards cross college that conduct meaningful reviews of the curriculum on offer and sign off the curriculum intent and projects for all curriculum areas. 2. Ensure that employers deliver master classes to students on a regular basis and in a purposeful manner, with a minimum of one master class per term. 3. Develop skills led competition in all curriculum areas, which is designed by employers and stakeholders that challenges students to undertake a specific task related to a real working environment.
7. Provide a safe and inclusive environment that is suitable for all which enables everyone to access the learning and skills they need to make progress.	1. By 2029 complete planned redevelopment or remodelling of a minimum of 5 curriculum areas, ensuring learning spaces are modern, flexible and fit for purpose, with student and staff feedback demonstrating at least 90% satisfaction with the suitability of facilities for teaching, learning and inclusion. 2. Seek out innovative funding solutions to enable the college to purchase new equipment that mirrors what is used in industry. 3. Complete an annual accessibility and ergonomics audit of 100% of learning and social spaces, with all high-priority actions addressed within 12 months and reasonable adjustments implemented to support students with physical, sensory, cognitive and neurodiverse needs. 4. Maintain a robust safeguarding culture, demonstrated through: • 100% safeguarding training compliance for all staff and governors annually • All safeguarding and child-protection concerns logged and actioned within required timescales in line with college policy • Annual safeguarding review confirming effective practice, clear escalation routes and student confidence in reporting concerns, supported by student feedback and governance oversight 5. Ensure 100% of curriculum areas demonstrate inclusive teaching and learning practice through staff engagement in equality, diversity and inclusion CPD; curriculum review processes evidencing reasonable adjustments, flexible delivery and accessible assessment; and improved retention and achievement for students with SEND and those from disadvantaged backgrounds.

Section 7: Local Needs Duty & Corporation Statement

The Isle of Wight College's Corporation consistently evaluates the college's effectiveness in addressing local, regional, and national skills requirements. Through their interactions with the College, they are able to support the long-term development as well as ensuring the current position.

The strategic plan for 2024-2030 adopts a forward-thinking approach to position the College as a leading provider of the evolving skills needs. There has been a focus on reviewing curriculum needs while ensuring the College supports the local and national priorities in healthcare, engineering, low carbon technologies, manufacturing, construction, and digital. The development of employer led courses, new and innovative courses across a variety of levels which is further supported by the Level 4 and above courses via the Institute of Technology.

The IoT is focused on providing higher level courses within digital, business, creative industries, construction, engineering and marine. These review mechanisms collectively enable regular examination of how the college serves its communities by filling skills gaps, avoiding duplication, and collaborating with partners. Collaboration remains essential; ongoing validation of courses with the University of Portsmouth and the partnership with Southampton Solent University, due to the IoT, aims to align higher education curriculum and establish clear progression pathways. The College has developed a revised offer focusing on Higher Technical Skills in key priority sectors, including the introduction of the Higher Technical Qualification (HTQ) in software development to support higher-level pathways in digital. Furthermore, it is exploring the opportunities with other universities, in order to meet the local needs and key performance indicators within the IoT.

The College promotes inclusion and outcomes for SEND, which focus on providing comprehensive, high-quality programmes which are tailored to individual needs and aspirations. There are specialist resources and facilities for students with more profound and complex needs so that there are local choices, and the College actively promotes an inclusive and diverse environment to ensure that students are engaged and supported to achieve their full potential.

The College stands as a beacon of progress, not only for its students but also for the staff, local community, and employers. It operates with a dynamic approach to education, tailoring programmes to foster critical skills that are essential in the modern workforce. By aligning its curriculum with the demands of the local economy, the College plays a pivotal role in facilitating job placements and career advancements. It is committed to nurturing young talent, ensuring that students are well-equipped to seize opportunities and excel in their chosen fields. Moreover, the college is dedicated to continuous evolution, regularly reassessing and refining its offerings to meet the ever-changing needs of society. This holistic approach ensures that the college remains a vital contributor to both individual growth and broader economic development.

The College thrives under the guidance and support of its dedicated governing body, ensuring a steadfast focus and responsive approach to education. Collaborating closely with key stakeholders and Solent providers, the College conducts comprehensive reviews of the curriculum offered by post-16 providers in the region. This strategic partnership fosters curriculum innovation, particularly in national priority sectors, aligning with the latest industry standards and societal needs.

On 1st March 2024, a 'Local Needs Duty forum' was convened by South Hampshire College Group, attended by Chairs and CEOs/Principals from the Solent region's General Further Education Colleges, and most Sixth forms/post-16 Multi Academy Trusts. Representatives from Hampshire County Council, Portsmouth City Council, Southampton City Council, and the Hampshire Chamber of Commerce were also present. The purpose of the meeting was to discuss the skills agenda and collaborative working, with a focus on identifying areas for greater collaboration to support skills growth in Hampshire. This commitment has been renewed in 2025 within the 'Skills Provider Group'.

On behalf of The Isle of Wight College 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 at their meeting on 20th May 2026.

The plan will be published on the College's website within three months of the start of the new academic year and can be accessed via the link on the front page of this document.



Fidelma Washington
Principal and CEO

Date: 23rd July 2026

A handwritten signature in black ink that reads "Fidelma Washington".

Signed:



Sara Weech
Chair of Governors

Date: 23rd July 2026

A handwritten signature in black ink that reads "Sara Weech".

Signed:

Section 8: Appendices and Reference Sources

[Explore: Which towns attract people with advanced education?](#)

[IoW Biosphere](#)

[Isle of Wight Skills Plan](#)

[Solent Local Skills Improvement Plan](#)

[Solent Skills Action Plan \(LEP\)](#)

[IoW College Ofsted Report](#)

[SEND Report IoW Council](#)

[NOMIS Labour Market Data](#)

[Island Youth Mental Health Census 2023](#)

[ONS Economic Activity Status](#)

[Exploring Local Income Deprivation](#)

[LSIP Priorities Paper](#)

[Annual financial Statements](#)