ASKHAM BRYAN COLLEGE

Accountability Statement 2026 - 2027

Link to the 2026/27 Accountability Statement: https//:askham-bryan.ac.uk/publications-scheme/



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> ***We are a specialist land-based provider developing talent, to respond to current and future challenges for the economy and environment.***

Purpose:

Askham Bryan College's purpose is to deliver future-focused immersive education that inspires students and apprentices to achieve the best possible outcomes and supports both the economic and environmental ambitions of our region and beyond.

We have a thriving, highly inclusive culture, where every student, apprentice and staff member matters. They feel included, proud, and supported; empowering them to achieve their full potential in environments that celebrate our unique natural settings.

Askham Bryan College has 3 Key Strategic Priorities (2026-2029):

- **Deliver the highest quality education**
- **Sustainably grow our income**
- **Develop our people and culture**

To do this we recognise our starting points and the progress already made. Our strategy (2026-29) will ensure a clear path and progress to our purpose and our focus will always be our students. We are inclusive and give all students the opportunity to reach their full potential.

Our educational offer focuses on sustainable land management, conservation and health and well-being, all helping to shape vibrant and sustainable communities.

Our student mix is from local to global, we work with all communities from rural to urban areas. The College is an anchor institution within the region, delivering skills that matter and have a meaningful impact on the economy.

We are **Aspirational, Bold** and **Connected**.

Context and Place:

Our world faces an unprecedented period of transformation and change. The way we work, eat, learn, spend leisure time, and our connection with the environment and landscape, will all evolve exponentially over the next decade. Individually and collectively, we are all custodians for our environment, and the demand for sympathetic management of that environment, be it for food production, environmental protection, crisis management or future planning, will be paramount to a stable, sustainable future.

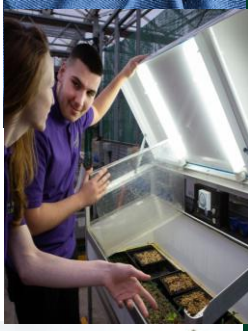
As the only specialist land-based provider in North Yorkshire, the College which opened to students in 1948 has established itself as a cornerstone in delivering land-based skills, which are one of the region's most distinct features, accounting for 17% of businesses in York & North Yorkshire (four times higher than average) and 5% of total jobs (3% higher than UK average). Equally these skills are of significant importance, for example in sustainable food production as well as maintaining our natural environment. This is particularly relevant given the College's geographical proximity and substantial student recruitment from rural areas, including the Yorkshire Dales and North York Moors' national parks.

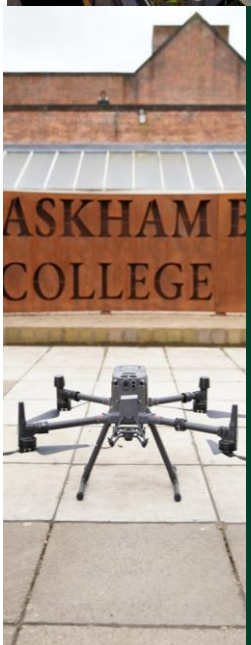
The importance of this sector is clear in the regions priorities; both Agri-skills and green skills feature strongly in key documents which outline local and regional priorities. The College has significant strengths in this sector, both in terms of a well-established reputation and state of the art facilities with strong delivery in both traditional land-based skills and innovative delivery embracing emerging technologies such as mixed reality, immersive technology, remote sensing, and investments in precision agriculture. 'Agri-skills' are a confirmed priority sector in the Local Skills Improvement Plan (LSIP), whilst green skills and low carbon skills are cross-cutting themes in the same document. Equally, the York 'Skills for Employment' strategy, developed by local partners from Higher Education, Further Education, local government, and employer organisations, specifically refers to 'Agri-Tech' and the 'bioeconomy' as key priorities for the region.

An added feature of the York & North Yorkshire LSIP is "to enable people from all backgrounds to access skills provision to support progression in work, transition to new career opportunities, gain employability and technical skills required by employers and fulfil their potential at work." Askham Bryan College prides itself on our ability to offer students access to land-based education and skills, from pre-entry qualifications, right through to Level 6, as well as delivering a combination of Apprenticeships, Adult funded learning (including Free Courses For Jobs), Higher Education and 16-19 provision (including T levels). This enables us to offer second chances and alternative progression routes to individuals who may not have been able to achieve or fully develop their skills at school, or those individuals who are seeking to re-engage with education and have a passion for land-based skills









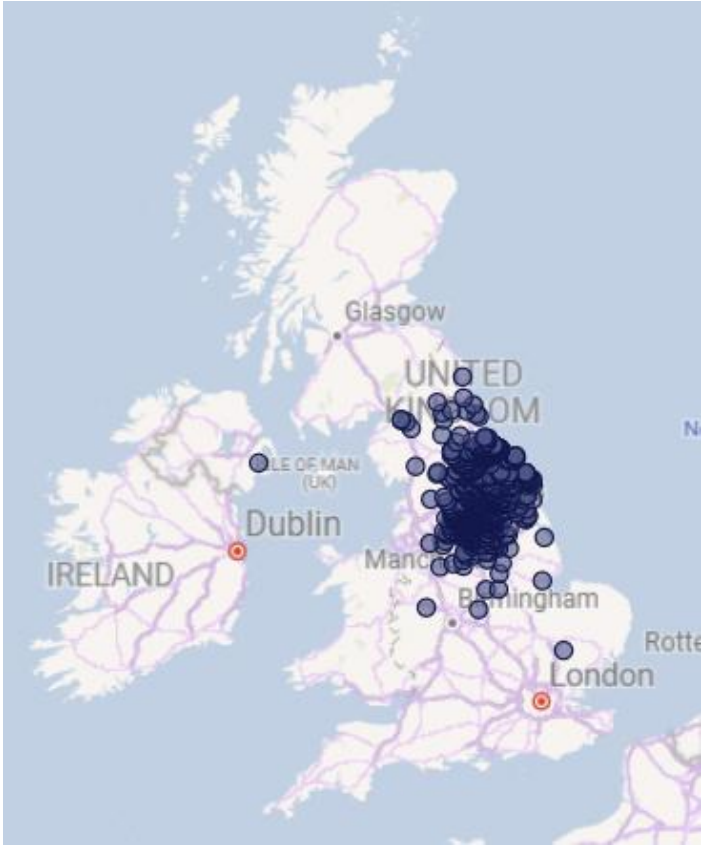
Askham Bryan College is one of the few remaining independent specialist land-based Further Education Colleges in England. The College offers programmes ranging from entry level up to degree together with a range of apprenticeships with a turnover of c.£28 million.

The College's main campus is located in York with ~80% of total students, with a number of established out centres across the North of England in Middlesbrough, Wakefield, Shipley, and Gateshead and delivers outreach provision at local venues within a range of areas where there is sufficient demand.

Travel to learn patterns are variable and students are well supported to gain access to education and breakdown barriers as the College provides a comprehensive college bus service in conjunction with public transport throughout the region to allow students to access our college sites, as well as a range of residential accommodation packages at its main York campus. The College recruits' staff from a broad geographical area to ensure coverage across all delivery locations. Consequently, travel to work patterns vary with staff travelling locally to ~1 hour commute. A number of staff members have relocated to the area to take up job roles (particularly teaching and management roles) whilst a substantial proportion were already living locally prior to taking up employment. The College offers ample free parking for its staff at all sites as well as supports the cycle to work scheme.

Given our specialist land based curriculum offer as well as the residential student offering at the main York campus , the College recruits students from a wide geographical range. However, the College mainly operates across three main Mayoral Combined Authorities including; York & North Yorkshire Combined Authority (YNYCA), West Yorkshire Combined Authority (WYCA) and Tees-Valley Combined Authority (TVCA). Within each of these, the College contributes to, and/or aligns its curriculum with the Mayoral Combined Authority strategic priorities. Additionally, the College was a key partner in the development of the City of York Council's 10-year skills plan. The College will ensure that its curricula is aligned with regional economic needs and prioritises and the development of an appropriately trained and professionally skilled workforce.

This map outlines the typical student recruitment catchment areas of the college based on accepted offers for the 2026/27 academic year as of May 2026:



The College is a genuine centre of expertise, containing high value facilities and resources that are of regional and national significance for industry specific skills training. Our students make progress and the majority have positive destinations on exit into continued education, further training or employment, with a clear focus on the following specialist land-based careers:

- **Agriculture** – Students' progress into careers in livestock, crop production or farm mechanisation, with a focus on Agri-Skills and Agri-Tech developments, environmental impacts in farming and improvements to farming techniques. These roles directly address sustainability and food security issues faced by the UK, as well as contributing significantly to rural jobs and economy for North Yorkshire. Labour shortages in the agriculture and food sector are widely evidenced (House of Commons EFRA Committee), with DEFRA statistics evidencing shortages in on-farm labour and the critical issue of an aging workforce highlighting a replacement demand crisis.



- **Animal Management** – Jobs in this sector are wider ranging from an animal care worker to countryside ranger, zookeeper to RSPCA inspector, environmental specialist to marine biologist. In the curriculum there is a strong focus on the biology, health, welfare and husbandry of animals and emphasis on wildlife and conservation. Students learn to care for a variety of domestic and exotic species, leading to a vast range of transferable skills. The growing pet care market alone drives employment demand in this sector with an estimated 36 million pets in the UK (2024) and around 60% of households (17.2 million) owing a pet (Pets at Home 2025 annual report).



- **Veterinary Nursing** – The veterinary nursing provision has a clear pathway to employment in the role of a veterinary nurse across a variety of setting types. The Royal College of Veterinary Surgeons (RCVS) reports a continued skills shortage in the veterinary nursing industry both regionally and nationally. Demand for veterinary services has increased significantly due to the growth in pet ownership.



- **Horticulture** – A career in horticulture offers real diversity spanning the disciplines of art and design, botanical careers in this sector could be anything from a garden designer to a horticultural scientist. Arboriculture and forestry courses are designed for those with an interest in the production and management of trees and shrubs within rural and urban landscapes. Careers in arboriculture are varied and there are significant opportunities for work, both in the UK and internationally. DEFRA labour surveys track ongoing shortages in horticulture labour.

- **Equine** – This is a £4bn year industry in the UK, employing 250,000 people which can essentially be divided into two parts: activities based on the use, possession or ownership of horses (core activities) and suppliers of horse related goods and services for those core activities (providers to the core). The activities geared toward professional riders include commercial breeders, affiliated sports such as dressage and show jumping, training and racing. The leisure-oriented activities include the provision of riding lessons, trekking and tourist attractions. The other part of the industry is made up of providers of goods and services to the core. Examples include farriery, feed supply and veterinary services, livery yards etc.



- **Sport** – This is a ~£20bn year industry in the UK with Sport England reporting that grassroots sport contribute to over half of this economic value. The sport and sport related industries supports ~440,000 jobs in the UK as well as promoting health and well-being and social cohesion bringing people together, fostering a sense of community and unity.

The College's curriculum focuses on a technical and professional land-based curriculum that goes beyond course specifications to deliver the knowledge, skills and behaviours our students need to flourish in their respective futures and careers.

Approach to Developing the Annual Accountability Statement:

The College operates extensive and collaborative partnerships on many different levels. The main driver for all partnership work is to add to, and ensure that, an outstanding student environment, learning experience and outcomes is both created and delivered.

The College engages effectively with employers and other relevant stakeholders to understand the skills needs of the local, regional and national economy. The Principal/CEO sits on a number of key strategic groups including Yorkshire Agricultural Society Council as an ex-officio Member (industry representative body for the region), Higher York (partnership with the York universities and colleges as a board member), Mixed economy group (partnership advisory group), BioYorkshire Industrial Advisory Group (tripartite innovation skills and knowledge partnership between the College, University of York and FERA Science), Skills Innovation Fund (SIF) Partnership Board (delivery board for skills development with industry partners), York and North Yorkshire (YNY) Chamber of Commerce Leadership Group, Yorkshire and Humber Institute of Technology Board (skills and higher technical education partnership board), Minister for Skills Principals Advisory Group, chair of the National Land based College, chair of the York, North Yorkshire and East Riding Principals' Group (collaborative partnership group of FE providers across North Yorkshire) and as a member of the YNY leadership group. The Principal/CEO is also the Vice chair of the Landex board and Chair of the Landex Principal's forum.

Following our last Ofsted inspection, the College was judged as making a "***strong contribution to meeting skills needs"***. Ofsted identified that; *"Leaders and managers have developed and maintained effective and long-standing relationships with relevant key stakeholders, which are beneficial to identifying and meeting skills needs, particularly in the land-based sector. Stakeholders speak positively about the College and value their relationships and the contribution that the College makes to the local, regional and national communities." (Ofsted report, 2023).*

The College has excellent relationships with industry, and this is evidenced through high levels of engagement with Employer Advisory Boards where the College hosts Local Advisory Group and/or Technical Advisory Group meetings to inform curriculum delivery, resource developments and to provide increasing opportunities for industry upskilling for our staff and students.



Ofsted identified that "*Leaders and managers fully involve relevant stakeholders in the design of all aspects of the curriculum. They gather the thoughts and opinions of relevant stakeholders in relation to the curriculum offer and content. The College has employer advisory boards that are well attended. Staff across the College use information from the work of these groups to inform the planning of the curriculum*" (Ofsted report, 2023).

The College's vision, curriculum focus, and strategic investment are reflective of our commitment to meeting the Mayoral Combined Authority strategic priorities, particularly those that relate to the rurality of much of the College catchment area. The York & North Yorkshire (Y&NY) Growth Plan provides a framework to achieve a Greener, Fairer, Stronger Economy and is supported by relevant sub-strategies. For example, the 'People and Skills' supporting strategy focuses on creating opportunities for everyone in Y&NY to thrive and be empowered to realise their full potential, contributing towards economic growth in our region. In response to this, the College curriculum plan highlights the key areas for development against these priorities, such as placing an emphasis on the 'Bio-Economy'.

The College is further developing its Sports offer including facilities development and academy partnership work. Whilst sport, fitness, and health sciences may not be directly referenced within national and local skills agendas, they play a vital and complementary role in delivering regional and national priorities and enabling healthy and thriving communities. In York and North Yorkshire, where health inequalities and access to preventative health services vary significantly particularly in rural and coastal areas these programmes support improved physical and mental wellbeing, social inclusion, and community resilience.

The College has very successfully delivered skills and training in industries that support the development of sustainable environments. This is a key feature of West Yorkshire Combined Authority priorities, although the greater emphasis for the region is in the digital skills arena. The College also contributes to this by developing student's wider digital skills through resources that meet sector need. Ofsted identified that; 'leaders have invested significantly in the development of digital resource to meet sector needs' (Ofsted report, 2023).

The College provides important opportunities for students in the Tees Valley. At our Middlesborough campus, we have developed an offer which allows for significant numbers of students studying below level 2, to re-engage with education. This is important as the Tees Valley Combined Authority (TVCA) reports high numbers of NEETs and has a low qualification rate in adults, consequently the TVCA strategic economic plan places justifiable emphasis on the ongoing development of education, employment and skills, something that is central to developing a skilled workforce, whilst increasing lifetime opportunities for young people.



The College has successfully completed several very exciting projects to digitally enable the York Campus farm and greatly enhance the student experience, thus ensuring our livestock are cared for in a high welfare, modern environment, using precision agricultural technology and enabling our students to have access to state of the art facilities and a wealth of livestock derived data. The College's robotic milking system and associated classrooms, funded in part by the LEP, continues to provide skills training and experience to our students. Built as part of the Government funded Institute of Technology Programme, the College opened its £1.7 million high-welfare, precision beef rearing facility and teaching resource. The high welfare beef rearing facility, associated classroom and seminar space are being used by students studying higher level qualifications, analysing data derived from numerous devises built into and around the facility. The project has enabled farm staff to make informed decisions based on real time data and provides opportunity for students to retrieve and review this data to inform their learning and contribute to research projects.

Students are benefitting from significant investment in technology including a state-of-the-art Digital Skills Academy. The College received a 100% grant of £1 million from the Y&NY LEP as part of the Governments Getting Back Building scheme; the facility is specifically designed for digital teaching and learning to provide facilities to upskill and reskill our students and the current work force in emerging digital technologies, such as the use of Virtual Reality and 360 cameras. Furthermore, it will allow for the creation of a Centre of Excellence for Mixed Reality in partnership with a specialist provider.

The College has continued its partnership working and through the Strategic Development Fund (SDF) and Local Skills Improvement Fund (LSIF) brought about further technological advancements to the College through advancing into innovative technology including the purchase of Unmanned Ariel Vehicles (UAV) and a series of sensing technology including Lidar, thermal, multispectral sensors to be used in a variety of land based fields including agriculture and habitat conservation, supporting curriculum at Level 4 and 5. The partnerships brought ourselves and 9 other colleges and ITPs to successfully deliver the project together which collectively invested in technological equipment and engaged with local employers to develop provision.



Students are also benefitting from investment from the Skills Innovation Fund (SIF) allocated by the York and North Yorkshire Mayoral Authority to fund advancements in engineering, fabrication and welding across both apprenticeship and education programmes for young people and raising aspirations of those at risk of becoming NEET. Robotic welding, plasma cutting, 3D printing and vacuum forming will enable skills development in priority areas across the College. Askham Bryan also hosts a Digital Partnership Co-ordinator Role, which works across, a college partnership and within Askham Bryan to continue to embed digital practices across the organisation.

In preparation for the delivery of T levels the College invested ~£1million to refurbish and develop its main teaching block. The 'CyberScape project' involved creating a new augmented and virtual reality space and a simulator lab as well as digitally enhancing six existing classrooms.

This investment also saw the launch of a sustainable data collection hub, where students are developing 'micro farm' resources. Students continue to learn about artificial intelligence and machine learning, and work with atmospheric and environmental sensors to develop understanding and decision making.

Colleges across York, North Yorkshire and East Riding work closely together in a proactive, collaborative approach to ensure that there is sufficient options available for the communities served by the colleges. Leaders of the colleges work carefully together to ensure that the skills market is not saturated.

Colleges have worked together on funded projects, such as the Local Skills Improvement Plan and Local Skills Improvement Fund. These projects have been highly successful and delivered measurable outcomes for the communities the colleges work to serve.

There is a Yorkshire and Humber Institute of Technology that most colleges across Yorkshire and Humber are members of. The Colleges in the York and North Yorkshire region are: Askham Bryan College, Bishop Burton College, Craven College, Darlington College, Heart of Yorkshire College Group: Selby College, Henshaws College, Luminate College Group: Harrogate College and TEC Partnership: East Riding College and Scarborough TEC.



The table below illustrates the approach we have taken to identify our key priorities and how we have engaged with Employer Representative Bodies, Mayoral Strategic Authority, Local Skills Improvement Plan, employers, local providers and stakeholders to provide a curriculum that meet national, regional and local need. This demonstrates the contribution that Askham Bryan College provides, by mapping our provision and strategic themes, we demonstrate alignment of provision with both the wider providers locally to ensure we are addressing barriers to participation, there is no duplication of provision and have career paths that are clear.

Priority areas	National	Regional	Local Priority (LSIP)	LSIF Focus	Askham Bryan Priority
Construction	✓	✓	✓		
Offered by other strong and long-standing post 16 provider in the region					
Manufacturing	✓	✓	✓		
Offered by other strong and long-standing post 16 provider in the region					
Digital and technology	✓	✓	✓	✓	✓
Met by digital innovation across all Askham Bryan College provision					
Health and Social Care	✓	✓	✓	✓	
Offered by other strong and long-standing post 16 provider in the region					
Haulage and logistics	✓	✓			
Offered by other local training providers					
Engineering	✓	✓	✓		✓
Met by a range of apprenticeship programmes and short course skills training delivered at Askham Bryan College. A new level 2 in land based engineering aimed at 16-19 planned in 2024/25.					
Science and maths	✓	✓			
Offered by other strong and long-standing post 16 provider in the region					
Visitor Economy			✓		
Offered by other strong and long-standing post 16 provider in the region					
Agri Skills		✓	✓		✓
Met by the introduction of T- Levels, existing 16-19 provision, Apprenticeships, Higher Education and Skills Training at Askham Bryan College					

Cross cutting themes	National	Regional	Local	LSIF Focus	Askham Bryan Priority
Green Skills		✓	✓	✓	✓
Met by providing relevant digital innovation across all provision, exploration of Green skills in teaching and learning and in tutorial and sustainbile developement goals (SDG's) linked and embedded into curriculum at Askham Bryan College.					
Innovation		✓	✓	✓	✓
Met by providing innovative industry relevant equipment and teaching and learning techniques, including the advancement of new teaching spaces at Askham Bryan College.					
Emerging technology		✓	✓	✓	✓
Met by providing innovative industry relevant equipment and teaching and learning techniques, including the advancement of new teaching spaces at Askham Bryan College.					
Low Carbon		✓	✓	✓	✓
Met by providing relevant digital innovation across all provision, exploration of Green skills in teaching and learning and in tutorial. Including the addition of simulator learning at Askham Bryan College.					
Transferable skills		✓	✓	✓	✓
Met by the embedding of the Quality First Teaching (QFT) Framework and principles including but not exclusive to collaboration, skilled communication, digtial, green and English skills. In addition to the QFT framework, the 'GROW' student experience concept enables the development of more transferable skills including employability and community skills.					
Rurality		✓	✓	✓	✓
Collaboration		✓	✓	✓	✓
Askham Bryan College contributes to collaboration and partnership working involving employers, colleges, universities, and independent training providers (ITPs).					

The College aligns its curriculum and business with the following broad priorities, that capture local, regional and national need;

- High productivity, high welfare and environmentally sustainable food production.

- Maintaining and protecting sustainable spaces and landscapes, enabling the continued development and enhancement of the natural environment.

- Innovative and sustainable workforce - focusing on the retention and development of talent delivering appropriately to local, regional and national need.

- Supporting the retraining and appropriate reskilling of individuals.

- Overcoming barriers related to rurality and accessing quality specialist education.

- Enhance digital skills within society generally, and the workforce specifically.

Curriculum Development: Our curriculum is developed, informed and provided on the basis of skills need, future industry requirements, delivery capacity and labour market intelligence. All curriculum provision is subject to ongoing review and assessment through our embedded quality assurance and curriculum planning processes.

The College is expanding its apprenticeship offer to include Level 2 and 3 Construction Equipment and Maintenance apprenticeships, Level 2 Welding and Level 5 Learning and Skills Teacher. In addition to this the College is exploring options to deliver apprenticeships in Level 3 Welding, Level 4 Assistant Farm Manager, Level 4 Arboriculture, Level 2 and 3 Highways Operatives, Level 2 Groundworker and Drainage Operative as well as an Engineering and Manufacturing Foundation Apprenticeship.

The College is also growing its Further Education provision through scaling up its T level delivery and further developing its Sports offer including facilities development and academy partnership work. The College is also preparing to deliver an expanded curriculum offer in Forensic Science and Enterprise and Business in September 2026 following rigorous market testing and promotion being carried out in 2025.

This curriculum development represents a strategic and timely response to the identified priorities within the mayor's new economic framework for York and North Yorkshire, the York and North Yorkshire Local Skills Improvement Plan (LSIP), the region's Adult Skills Fund Strategic Skills Plan, and links to the UK Government's five National Missions. Whilst this curriculum expansion reflects an ambitious, integrated approach to skills planning, it brings together national strategy, regional priorities, and local delivery, positioning the college as a catalyst for inclusive growth, community wellbeing, and workforce transformation.





Contribution to national, regional and local priorities:

The College has reflected on the continued progress in 2025/26 and set out the following aims and target outcomes for the year ahead (2026/27) that reflect national skills priority areas, our college strategic plans and address any priority areas for performance improvement:

Aims and Targets (with timelines):

To continue to review and improve the quality of our provision:

- The College will have continued high focus on improving our quality of education through our Quality First Teaching Framework and Quality Improvement Group reporting findings and impacts to the Senior Leadership Team and the Quality and Standards Committee (September 2026 - July 2027).
- The College will improve our overall Education and Training (E&T) and Apprenticeship retention and achievement rates above our previous year's performance (September 2026 - August 2027).
- The College with further develop its progression initiatives to support contributions to the two-thirds target for young people engaging in higher-level education by age 25 (September 2026 – August 2027).

To deliver priority qualifications meeting skills needs:

- The College will scale up the delivery of T levels in Agriculture, Land Management and Production as well as Animal Care and Management from 160 new start enrolments in 2024/25 to 202 in 2025/26 and 220 new start enrolments in 2026/27 (September 2026).
- The College will further develop its Sports offer including Academy Partnership work (September 2026 - July 2027).
- The College will continually review and explore options to further expand its curriculum offer to include V levels, Higher Technical qualifications and Foundation Apprenticeships (September 2026 - July 2027).
- The College will continually review and explore options to further develop its Adult Skills provision, expand its Free Courses For Job offer and will continue to be responsive to devolution reforms and meeting local and regional priorities meeting YNYCA, WYCA and ESFA allocations (September 2026 - July 2027).

Continue to invest in industry standard resources:

- The College will continue to use grant opportunities to invest in our specialist equipment and facilities to enhance teaching and learning and student experience (September 2026 – August 2027)
- The College will further develop its Sports facilities and will successfully submit a bid to the Football Foundation to develop an all-weather pitch (January 2026).
- The College will develop its science centre resources and building infrastructure (July 2026 – December 2026).

Inclusive Mainstream Fund:

The College is committed to supporting its learners and apprentices and improving outcomes for all including those with Special Educational Needs and Disabilities (SEND). The College will utilise the Inclusive Mainstream Fund (IMF) in the 2026/27 academic year to support a structured transition towards the reformed SEND system. Funding will be targeted to strengthen inclusive practice, enhance learner support, and build workforce capability in preparation for the new SEND framework.

Priority investment will focus on:

- Developing inclusive teaching capacity, through staff training and professional development to embed high-quality, adaptive teaching strategies within all provision types.
- Early identification and support, ensuring learners with SEND are identified promptly and supported effectively.
- Enhancing support services, including increased access to specialist staff, targeted interventions, and assistive technologies.
- Improving transition and progression pathways, supporting learners to move successfully between school, college, and employment within the reformed system.

Local Needs Duty:

We are committed to complying with our 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 Act 2022. A thorough local Needs Duty Review was conducted in 2025/26 where it was concluded that the College makes a strong contribution to meeting skills need. We will look to hold a further review within a 3-year period as outlined in the guidance and conclude that the College continues to make a strong contribution to meeting skills needs. The College has effective quality assurance processes, sound initial advice and guidance (IAG) and with continued investment in resources, development of staff and continued active engagement with the strategic and key partners it ensures a responsive offer. We actively engage with and where possible co-design curriculum with employers allowing for locally bespoke delivery mapped to current and emerging need.

> ***The College makes a strong contribution to meeting skills needs (Ofsted report, 2023)***

Corporation Statement:

On behalf of the Askham Bryan College Board of Governors, it is hereby confirmed that the College plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at their meeting on the 9th July 2026.



Graeme Osborn
Chair of Corporation



Supporting documents:

Askham Bryan College Strategic Plan 2026-2029

Yorkshire Local Skills Improvement Plan: LSIP_York_and_North_Yorkshire_2023.pdf (wnychamber.co.uk)

Askham Bryan College current Ofsted Report: https://files.ofsted

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