

Accountability Agreement

2024/2025





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The Accountability Agreement

The Accountability Agreement is a two-part document setting the overall expectations of further education providers, and what colleges will deliver, in return for the Department of Education's (DfE) funding investment.

The agreement forms part of the wider set of reforms under way to transform the skills system, so it better supports young people and adults to develop the skills they need to get a good job and ensures a clearer focus on the delivery of outcomes.

Part one of the agreement (the accountability framework) replaces the existing annual grant funding agreement. The DfE will use it to set out national skills priorities as well as the essential terms and conditions that providers need to meet in return for funds.

Part two (the annual accountability statement) is a document that is owned by the education provider. It should set out a small number of outcome targets focused on curriculum changes and adaptations to provision planned for the coming year.

These targets reflect how providers are contributing to priorities outlined in Local Skills Improvement Plans (LSIPs) and to national skills priorities that are articulated in the accountability framework (part one).

The DfE wants the Accountability Agreement statement to allow colleges to focus on what and how they intend to deliver to support local, regional and national needs.

New for 2024/25, the DfE has decided to remove the requirement for colleges to report separately every three years on the outcomes of the Local Needs Duty, as part of the department's simplification agenda. Colleges are now able to demonstrate they are fulfilling their statutory duty by completing their annual Accountability Agreement statement.



Mission and purpose

Luminate Education Group’s purpose is to collectively transform lives through inspirational education, training and support. We are driven to ensure that our students have the skills, knowledge and confidence to access positive destinations. We make sure that every student and apprentice, irrespective of their background, has the chance to progress to a more successful future.

We aim to achieve this by attracting and supporting staff who help us to achieve our purpose. For us, brilliant staff result in brilliant outcomes.

By connecting and collaborating with a variety of stakeholders, we are enriching communities and contributing to regional growth. Over the next two years we will continue our commitment of providing economic and social value to the communities we serve.

We will continue to use our position within the education and skills ecosystem to generate positive change in the sector, the region and across the whole country.

Luminate will play an important role for our member organisations, enabling them to bring their vision and aspirations for their students and apprentices to life. We will do this by championing individual member identities whilst embracing priorities within the **Luminate Skills Statement**, providing support and bringing together our expert staff communities.

Luminate Education Group’s member organisations

Further Education (FE)
Harrogate College, Keighley College and Leeds City College, which includes our specialist 14+ Academy

Our three FE colleges respond to education and training demands from young people, adults and employers. We have a dedicated special educational needs and disabilities (SEND) provision that we will continue to focus on, alongside growing our T Levels, Higher Technical Qualifications (HTQs) and apprenticeships offer.

Sixth form provision – Leeds Sixth Form College
Our expert teams are focused on delivering a range of quality A levels at Leeds Sixth Form College.
We are also actively working on the development of a new provision, Pudsey Sixth Form College, which will open in September 2025.

Higher Education (HE)
Leeds Conservatoire and University Centre Leeds

We will continue to develop our higher education offering by using our agility and expertise to expand our members’ courses and accessibility locally, nationally and internationally. Our close relationship with employers and sector specialists means that curricula can respond to change.

University Centre Leeds, which has full degree awarding powers (DAPs), continues to use its autonomy to develop courses that respond directly to the economic needs of the region. For the last four years, the National Student Survey (NSS) has ranked University Centre Leeds as achieving the highest overall student satisfaction level of all of the city’s higher education providers.

Leeds Conservatoire is the largest multidisciplinary conservatoire in the UK. Since launching the first jazz degree in Europe, the conservatoire has been at the forefront of innovative and ambitious music and performing arts education. Accessibility, equality, diversity and inclusion are at the heart of what it does. With partnership working and a responsive approach to curriculum, graduates go on to world-class careers in the industry.



Context and place

Luminate’s mission, culture and priorities are articulated in the **Luminate Group Strategy**, which has been redeveloped for 2023-25 with a golden thread to the individual member organisations’ strategic priorities. Those priorities reflect the individuality of the member organisations and their particular place, either geographically or within the sector.

The Luminate Group Strategy is revised every three years and establishes several overarching development themes. Annually, governor-led priorities are developed to drive major change projects and activities, many of which will take more than a year to fully embed. These apply to all organisations in the Luminate family.

Each organisation within Luminate produces its own three-year strategy with several local priorities. This ensures that each organisation has autonomy to respond to varying local needs.

As an anchor institution, Luminate and its member organisations are proactive advocates of further education and higher education in West Yorkshire and York and North Yorkshire. Luminate provides strategic leadership of West Yorkshire Consortium of Colleges (WYCC), which operates on behalf of the seven FE colleges in West Yorkshire, convening collective voice and opportunities for collaboration. This close working relationship prevents unnecessary competition and facilitates a supportive culture.

Additionally, Luminate represents FE on West Yorkshire Combined Authority’s (WYCA) Employment and Skills Committee, West and York and North Yorkshire LSIP boards and on the newly devolved York and North Yorkshire Combined Authority Skills and Employability Group. Luminate uses its relationships and voice to champion a number of key agendas, including NEET, SEND and place planning for post 16. These complement a wealth of local authority, schools, universities, employers and voluntary and community stakeholder relationships.

The communities we serve

The map to the right illustrates the communities we serve at Luminate Education Group. We have campuses and colleges across North and West Yorkshire covering the main areas of Leeds, Harrogate and Keighley.

We offer courses for young people, businesses and adults in further education, higher education, T Levels and apprenticeships at a local level. Our apprenticeship offering also delivers strong collaborative models at regional and national level, including city deals and national partnerships. In addition, Leeds Conservatoire serves national and international markets for specialist music and performing arts qualifications.

The group forecasts and delivers growth, reflected in increases in year-on-year 16–18-year-old study programme learners, alongside a highly inclusive offer which supports young people and adults from all communities, particularly those most disadvantaged, to progress and develop new skills. As one of the largest post-16 SEND providers in the region, we take an aspirational approach to the curricula our members offer, leading to positive and sustainable destinations.

A holistic approach to the learner experience supports the skills, knowledge and behaviours of all our learners. This includes our bespoke STEM 7 behaviours offer. Luminate embraces the STEAM agenda and recognises the inherent value of creativity and problem solving in life and work.

The group has a devolved ‘bottom-up’ responsive curriculum model with effective student support services. Examples include our P-TECH provision designed for 14–16-year-olds from marginalised communities to help develop their career pathways into digital, as well as a curriculum that is responsive to local employer needs in each locality, including ongoing development of higher apprenticeships.

In addition, we provide outstanding personal development for students and embed restorative and relational practice across member organisation policies and practices to transform how we work with and support students.

Approach to developing the plan

Key Stakeholders

Luminate Education Group is in constant dialogue with a range of local and national stakeholders, so that we can give our students the best possible learning experiences and opportunities for future employment. Luminate acts as an ‘anchor institution’, meeting local community skills needs and enabling other organisations to meet their priorities. The group aims to build on its stakeholder engagement to become system leaders and has a growing role in its local communities, supporting young people and adults to gain appropriate support through relevant local partners.

We are aligned with the **West Yorkshire Combined Authority (WYCA)**, which works in partnership with local councils and businesses to ensure that everyone in our region benefits from a strong, successful economy and a modern, accessible transport network. In addition, we are aligned with the emerging York and North Yorkshire Combined Authority, which launched in February 2024.

It sets the strategic direction for government investment in the region to drive growth in the economy and bring forward every opportunity for people, places and businesses to thrive.

We are reviewing the established Delivery Agreement with **WYCA and West Yorkshire Consortium of Colleges (WYCC)** members, so that they can be advocates for FE with the business community, funding bodies and government departments. The process will build on our relationships to develop a collaborative approach to working so that we can achieve our joint priorities/objectives and those of the individual local authorities. The new agreement is based upon key themes and reflects correlation and response to the West Yorkshire Mayor’s pledges and priorities alongside the new Skills and Post-16 Education Act 2022.

Leeds City Council, City of Bradford Metropolitan District Council and North Yorkshire Council are key stakeholders for the member organisations in Luminate Education Group. All three councils have growth plans which we consulted to ensure our priorities align with the targets they have set out.

The **West & North Yorkshire Chamber of Commerce** is a stakeholder that exists to support businesses by sharing opportunities, knowledge and expertise, with a strong business voice influencing decision makers at all levels.

The **Department for Work and Pensions (DWP)** is responsible for understanding and dealing with the causes of poverty. As the UK’s biggest public service department, it administers the state pension and a range of working age, disability and ill health benefits to around 20 million claimants and customers.



Engagement with other providers in the area

West Yorkshire Consortium of Colleges (WYCC)

operates on behalf of FE colleges in West Yorkshire. WYCC brings businesses, organisations and training providers together, including the delivery of collaborative projects contributing to economic growth, tackling social mobility and connecting the education and business sectors.

We are an active member of the **Leeds Learning Alliance**, which is a trust formed by like-minded Leeds educational organisations based upon a shared commitment to inclusion, close collaboration and high level ambition. Members of the alliance include Leeds City Council, Leeds Trinity University, Leeds College of Building, Leeds Rhinos Foundation, Carr Manor Community School, Bankside Primary School, Ahead Partnership, Wetherby High School, CATCH, Leeds Beckett University and Wellspring Academy Trust.

We also have a long-standing agreement with **Leeds College of Building**, an FE college specialising in the construction industry, whereby they provide training dedicated to the construction industry, while we cover other areas.

We are a member of the **Leeds Inclusive Anchors Network**, which is a group of the city's largest (mainly) public sector employers. They come together and focus on areas where they can make a difference for people as an employer, through procurement, service delivery or as a civic partner. Anchors are locally-rooted, have high spend, provide vital services and are influencers, enablers and champions within the city. There are 13 anchor institutions in Leeds; Leeds Teaching Hospitals NHS Trust, Leeds Beckett University, Leeds City College, Leeds and York Partnership Foundation NHS Trust, University of Leeds, Leeds College of Building, Leeds Community Healthcare NHS Trust, Leeds Trinity University, Leeds City Council, NHS Digital, Yorkshire Water, British Library and Northern Gas Networks.

We represent FE colleges on the **UK Shared Prosperity Fund West Yorkshire Partnership Advisory Group**, which directs the UKSPF investment required on improving communities and place, people and skills and supporting local business. Collectively, the group has shared ambitions to address challenges and opportunities in West Yorkshire's Investment Strategy priorities and the wider Strategic Economic Framework.



Meeting local needs

In response to The Skills Act (2022), Luminate's governor-agreed Skills Statement outlines the group's response to meeting the needs of our local labour market and how we create pathways for learners to secure sustainable and meaningful employment.

Employers and stakeholders are involved in curriculum design at Luminate Education Group. Using local market intelligence data for each sector sourced from thousands of job adverts, alongside developing relationships with employers, each curriculum area has a sector skills report outlining the most important skills and behaviours identified by employers and stakeholders for that sector.

The development of these skills and behaviours (embodied in STEM 7) are planned in schemes of learning and assessments, in addition to the allocated timetables for skills development. The involvement of employers and stakeholders in curriculum delivery, for example through induction, mentoring, work experience, employer contextualised assessments and guest speakers, ensures that relevant skills awareness and development is in place to best prepare students for the world of work.

Members' curricula are annually reviewed incorporating employer and stakeholder feedback to ensure that students leave with the skills and behaviours that are most desirable.

The approach to meeting skills needs is evidence based, using a range of market intelligence sources to identify current and future demand. This ensures that our members' provisions are aligned to local employment opportunities and support local as well as regional and national priorities where relevant.

Luminate's family of organisations responds to the evolving skills agenda of the region and the places they serve. The curriculum continues to be responsive and agile, as well as proactive in embracing curriculum reform and new opportunities.

T Levels

This is reflected in our commitment to T Levels, with Luminate being one of the largest providers of T Levels in the United Kingdom. Our suite of T Levels means that we are supporting employers with hundreds of placement students across sectors already rolled out areas, including health, engineering, digital, education, care and business, with plans to embrace additional programmes as they become available.

Apprenticeships

Working with over 500 employers, including several NHS trusts across the country, our members design their apprenticeships offer around meeting the skills needs of regional and national employers.

Higher Technical Education (HTE)

University Centre Leeds continues to grow and develop its HTE offer through a variety of vocational undergraduate and postgraduate programmes. The centre works with a wide range of employers in the development of its programmes, ensuring that local higher skills needs are met.

The centre also supports employers through a suite of business breakfasts and events to ensure that both immediate skills needs and those of tomorrow are met through the curriculum offer.

Bootcamps and Skills Connect

Luminate's suite of employer-responsive programmes continues to grow to address the upskilling needs of businesses. Current examples include digital and retrofit provision.

Local Skills Improvement Fund (LSIF)

Through proactive collaboration with local colleges, we are addressing the automation and digitisation of a number of key sectors aligned with the Local Skills Improvement Plans' growth priorities, including engineering, fintech, health and social care, creative industries and construction.

Aligned with this is the expansion of professional development for teaching and learning professionals in order for them to develop the skills required to deliver new and innovative ways of working, including the emerging opportunities provided by artificial intelligence. This builds on the successful implementation of strategic development funds, which has facilitated the move to electric vehicle technology in the automotive industry and the development of a retrofit curriculum to support the green economy.

Local colleges with local identities

Each college within Luminate Education Group is encouraged and supported to be individualised to reflect the place it serves, and the needs of its local communities, businesses and skills priorities.

There are significant differences in the needs of the communities. Leeds City College provides education to the largest population in the West Yorkshire Combined Authority area, Keighley College delivers to a small town in the Bradford Metropolitan District and Harrogate College offers education in a North Yorkshire town powered by the visitor economy and local rural economy.

The curriculum offer, its intent and implementation, are determined by the skills needs of the locality, mix and balance of the economy, travel to learn and travel to work patterns, relationships with local businesses and wider stakeholders, and demographic differences in prior attainment and qualification level.

Differences are encouraged and celebrated, with expectations driven by ambition, a high-quality student experience and a strong level of support.



Summary

Luminate Education Group supports excellent progression and shapes the futures of students and apprentices by developing the skills that employers need. This is achieved through the extensive range of employer and stakeholder engagement activities as outlined in our employer engagement strategy.

To find out more, please read Luminate's Skills Statement [here](#).

Highlights from Luminare's 2023-24 Accountability Agreement statement

We have been making progress on the targets we set out for the 2023-24 academic year.

Standout figures from our 2023/24 statement include:

- Growth in our funded T Level learners to 430, which is up from 325 in 2022/23.
- Recording a 7% reduction in the group's tCO2e compared to the previous year.
- An increase from 117 apprenticeship starts in business and administration, legal, finance and accounting for 2022/23 to 137 starts in 2023/24.
- Adult student numbers were consistently above allocation in 2023/24. This included an increase in Free Courses for Jobs enrolments from 297 in 2022/23 to 341 in 2023/24.
- Development of a Luminare employer board of key existing and strategically important new contacts across West and North Yorkshire and beyond.
- Development of modules for students and CPD for staff to embrace electric vehicles within the automotive industry.



Contribution to National, Regional and Local Priorities 2024-25

The following targets will apply to all member organisations in Luminate Education Group.

Group targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
<p>Target 1:</p> <p>In line with the national T Level plan, we will implement a new curriculum focusing on health sciences, finance, and management and administration.</p>	<p>This aim links to the DfE’s national priority to deliver through a small number of high-quality programmes, which includes T Levels, that have been co-designed with employers and have a strong track record of delivering good outcomes for learners.</p>	<p>Created as an alternative to A levels for 16 to 19-year-olds, T Levels are a two-year qualification focused on developing the practical skills employers look for. Ideal for people who benefit from both academic and hands-on experience-based learning, one T Level is equivalent to three A levels. This makes T Levels ideal for anyone who knows what subject or career they’d like to specialise in and can fast-track them to better skills and opportunities.</p>	<p>Target is to grow our T Level provision, with a focus on health sciences, finance, and management and administration in 2024/25.</p> <p>We will aim to grow our T Level enrolment numbers in the 2024/25 academic year to 592 learners, including 47 learners planned on new T Level courses.</p> <p>More specifically, Harrogate College will aim to increase its T Level enrolments to 27 learners.</p> <p>Leeds City College will aim to increase its T Level enrolments to 492 learners.</p> <p>Keighley College will aim to increase its T Level enrolments to 73 learners.</p>	<p>September 2025</p>

Group targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
<p>Target 2:</p> <p>Focus on apprenticeship starts across the group in the following priority sector areas: construction, engineering, manufacturing, health and social care, and digital and technology.</p>	<p>This aim links to the DfE’s national priority to deliver through a small number of high-quality programmes, which includes apprenticeships, that have been co-designed with employers and have a strong track record of delivering good outcomes for learners.</p>	<p>Apprenticeships are key ways for people to learn on the job, both for new starters and for existing members of staff, allowing learners the opportunity to gain a qualification and apply their learning while continuing to earn a salary. Apprenticeships are also a key government priority. With the introduction of the apprenticeship levy and reforms in 2017, the group has continued to work with employers, government and awarding bodies to continue the progression of the apprenticeship agenda locally, regionally and nationally. The apprenticeship standards we deliver are led by employers. This includes the introduction of new standards.</p>	<p>Target is to have 51 apprenticeship starts in 2024/25 in construction, planning and the built environment; 184 starts in engineering and manufacturing technologies; 360 starts in health, public services and care; and 35 starts in information and communication technology.</p>	<p>September 2025</p>
<p>Target 3:</p> <p>Working with DWP and local authorities on a flexible programme to develop the upskilling of young, unemployed adults with a view to progressing to further education or sustainable employment for 19-29 year olds.</p>	<p>This aim links to the DfE’s national priority to offer more essential skills up to and including Level 2 in English and mathematics and up to and including Level 1 for digital. These are statutory entitlements to full funding for adults who need them so apply even in Mayoral Combined Authorities. Participation has dropped in recent years, and the DfE wants to reverse this decline to support improved outcomes and take-up of priority programmes.</p>	<p>Youth employment is disproportionately higher than average unemployment rates. It is reflecting a recent history locally of a lack of provision to meet NEET young people’s (aged 16-18) needs who have now become unemployed young adults. This has been exacerbated by the Covid-19 pandemic.</p>	<p>The development of a responsive vocational provision designed specifically with this cohort’s needs in mind, with pathways to further learning and work embedded.</p> <p>We will target 50 enrolments onto this programme for 2024/25.</p>	<p>September 2025</p>

Group targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 4: Increase Higher Technical Qualifications (HTQs) and degree apprenticeship enrolments.	This aim links to the DfE's national priority to deliver through a small number of high-quality programmes, which includes HTQs, that have been co-designed with employers and have a strong track record of delivering good outcomes for learners.	A number of Higher Technical Qualifications (HTQs) have been developed and other HE programmes mapped to higher and degree apprenticeships, meeting the regional priority of widening access for the most disadvantaged to higher and degree apprenticeships and HE (LEP Labour Market Report, 2021).	We will aim to grow our HTQ and degree apprenticeship enrolments to 160 learners in the 2024/25 academic year.	September 2025
Target 5: Increase study programme numbers to meet local needs driven by demographic growth.	Digital and health are priority sectors nationally and in both LSIPs.	The curriculum intent is aligned with a broad range of LEP priorities, including the filling of skills gaps in digital and health careers. It also ensures the most disadvantaged receive high quality education and achieve qualifications that enable them to progress to their next step, as well as allowing young people to remain in education, training and employment.	We will aim to increase our Luminate headcount target lagged funding contract to 9,200 for the 2024/25 academic year.	September 2025

Group targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
<p>Target 6:</p> <p>Further embedding of Luminate's STEM 7 skills and behaviours framework to better prepare students for the world of work across all provision types.</p>	<p>Links to the transferable skills priorities in both the West Yorkshire and York and North Yorkshire LSIPs.</p>	<p>STEM stands for Science, Engineering, Technology and Mathematics. It represents the group of subjects that fall within these four areas of study. STEM education focuses on practical learning, to develop the necessary skills in students so they're prepared for the rapidly-developing real world.</p> <p>Luminate's STEM 7 skills and behaviours framework, which include creative thinking, data-driven decisions, collaboration, communication, flexibility, intellectual curiosity and problem solving, are behaviours that employers are looking for in their workforce across a variety of sectors, not just STEM and STEAM areas. According to a McKinsey global survey on reskilling, the Covid-19 pandemic dramatically accelerated the need for new skills in the workforce, with social and emotional skills high in demand. The proportion of companies addressing empathy and interpersonal skills doubled in 2020.</p> <p>STEM 7 has been mapped into our schemes of learning, tutorials and rolled out across our various curriculum departments.</p>	<p>Raise awareness of STEM 7 across the group so that both students and staff are fully aware of its meaning and application in both education and the workplace.</p> <p>This will be achieved through the use of branding materials across our sites and the continued mapping of the STEM 7 behaviours into the curriculum and staff development.</p> <p>We will measure the impact of this work by including targeted questions in student surveys.</p> <p>STEM 7 skills provide students with the employability skills identified by industry. The impact of embedding STEM 7 into the curriculum will be an increase by 10% in the number of students in a sustained destination, such as a higher level of education or employment.</p>	<p>September 2025</p>

Group targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
<p>Target 7:</p> <p>Using the resources secured through Local Skills Improvement Fund (LSIF) and the organisation’s Digital Skills Strategy, we will embed innovative digital technology use into health, construction, creative industries, engineering and fintech, reflecting industry practice.</p> <p>We will increase student access to virtual reality (VR) resources and ensure teachers and other professionals have access to CPD so they can make best use of VR and artificial intelligence (AI) in teaching and learning.</p>	Digital and technology is a national priority set by the DfE. It is also a priority sector in the West Yorkshire and York and North Yorkshire LSIPs.	Students will have greater access to digital solutions used in industry so that their training better prepares them for the world of work whilst additionally upskilling and updating staff to deliver a more relevant and engaging curriculum offer.	<p>100 staff receiving CPD to increase knowledge of the digital skills curriculum.</p> <p>100 staff trained to deliver industry standard digital solutions to students.</p> <p>One Innovation Hub in place to provide VR experiences for students.</p>	September 2025

Harrogate College Mission and Purpose

Harrogate College's mission is to provide life-changing opportunities through high quality education by working with its community.

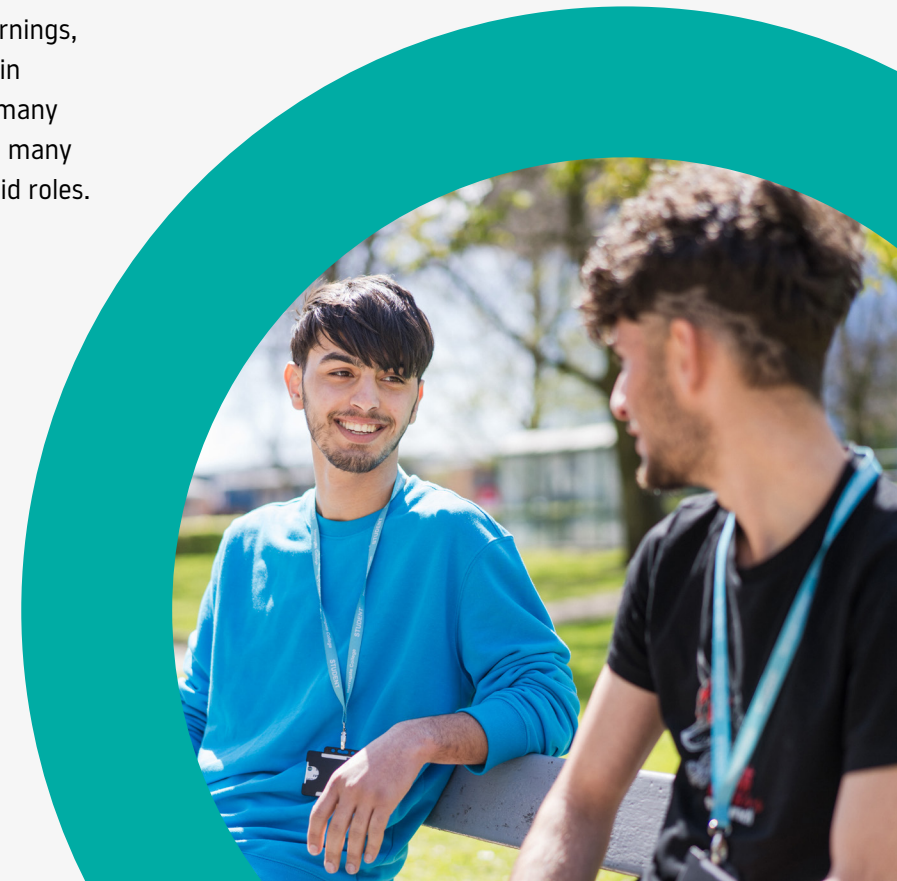
Strategic Objectives 2022-25

1. Invest time and resources into workforce attraction, retention and development to ensure the college's employer-led curriculum is current and relevant to regional priorities.
2. Increase the college's reach and influence with key stakeholders, leading to having the market share of 16 to 18-year-old technical and vocational students, adult education and apprentices in the Harrogate district, as well as an expanding footprint across North Yorkshire based on a strong reputation for its quality and values.
3. Positively impact on the social and economic value of North Yorkshire through Harrogate College's education and training.
4. Grow the diversity of income streams and student numbers at the college, leading to a surplus budget by the end of 2027.
5. Evolve the college curriculum to meet the needs of businesses in the priority growth sectors for North Yorkshire and the high employment sectors in the Harrogate district.
6. Progress to become a centre of green excellence.

Harrogate College

Context and Place

- Harrogate district is a geographic area of 1,300km².
- The district benefits from high levels of employment, with only 0.2% of residents on Universal Credit.
- Levels of qualification in the district are above the national average with 82% of residents being qualified above Level 2 and 63% above Level 3.
- There are nine high schools in the district, with seven of those providing post-16 education. This is mainly A levels with some classroom-based vocational education.
- The achievement rates at all these schools at KS4 are above national average.
- There is a projected 6% growth in 16-year-old learner numbers within the Harrogate and Skipton region over the next five years to 2,138 16-year-old learners in 2025.
- There are prominent, high-value sectors including logistics, financial and professional services, creative and digital and scientific research and development. There is also a strong rural economy with a quarter of the district's economy based within a rural area, complemented by a strong visitor economy.
- In the Indices of Deprivation 2015, Harrogate was ranked the 289th most deprived area out of 326 districts and unitary authorities in England. About 14% of children in Harrogate live in poverty.
- Despite high levels of educational attainment in the district, there are below average workplace earnings, driven by high levels of local employment within lower value sectors. There is a daily export of many high earning residents to Leeds and York, with many travelling into Harrogate to complete lower paid roles.



Approach to Developing the Plan

Engagement with Key Stakeholders and Other Providers

Colleges across York, North Yorkshire and East Riding work closely together in a proactive, collaborative approach to ensure that there are 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.

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

The majority of the colleges are members of the Yorkshire and Humber Institute of Technology.



For more information about the partnership, please **click here**.

The colleges in the York, North Yorkshire and East Riding region are:

- Askham Bryan
- Bishop Burton
- Craven College
- Darlington College
- Heart of Yorkshire Education Group: Selby College
- Henshaws College
- Luminate Education Group: Harrogate College
- TEC Partnership: East Riding College and Scarborough TEC
- York College

The Harrogate College Employer Network

- Established in 2021.
- 105 businesses reflecting priority growth sectors and high employment sectors in Harrogate and North Yorkshire.
- Informs curriculum intent and implementation, student personal development and staff industrial updating.

York and North Yorkshire Colleges Group

Harrogate College is proud to work with its fellow FE colleges across York and North Yorkshire through the York and North Yorkshire Colleges Group.

- Monthly strategic meetings between college principals. Work has included looking at the skills agenda.

Impact of this group:

- Collaborative LSIF projects in digital and health care.
- Skills Bootcamp delivery.
- Membership of the Mayoral Combined Authorities Skills and Employability Board.

Harrogate College's Contribution to National, Regional and Local Priorities 2024-25

The following targets represent how Harrogate College intends to meet skills needs in its locality for 2024/25, in addition to the targets listed in the Luminate section of this document.

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 1: Increase the recruitment of adult learners from Ripon postcodes to support the upskilling and reskilling of adults from level 2.	This aim links to the DfE's national priority to offer more essential skills up to and including Level 2 in English and mathematics and up to and including Level 1 for digital. These are statutory entitlements to full funding for adults who need them so apply even in Mayoral Combined Authorities. Participation has dropped in recent years, and the DfE wants to reverse this decline to support improved outcomes and take-up of priority programmes.	The York & North Yorkshire Local Enterprise Partnerships has specific priorities to increase advanced level participation and digital skills explicitly. This follows four years where adult participation has been impacted by Covid-19 locally and nationally, requiring target intervention to grow participation rates. Increasing engagement with and targeting the recruitment of adults in the Ripon area is a particular focus for Harrogate College.	The college's total number of adult learners from Ripon postcodes studying at level 2 and above doubles to 175 learners.	September 2025

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 2 Increase in adult participation in Skills Bootcamps by 50% from 2023-24 to support progression to higher level jobs in priority growth sectors, including finance, construction and care.	This aim links to the DfE's national priority to deliver through a small number of high-quality programmes, which includes Skills Bootcamps, that have been co-designed with employers and have a strong track record of delivering good outcomes for learners. In addition, construction and care are LSIP priority sectors.	Skills Bootcamps are free flexible courses of up to 16 weeks for adults aged 19 or over looking for a new role or job opportunity. Learners are offered a job interview with an employer once they complete the course. The bootcamps give people the opportunity to build up sector-specific skills and fast-track career progression.	The college will aim for 75 learners to complete Skills Bootcamps.	September 2025
Target 3 The college embeds digital skills across the curriculum to meet the needs in the priority growth sectors for York and North Yorkshire.	This aim links to national, as well as York and North Yorkshire LSIP, priority sectors.	Digital and technology is a national priority and is also identified in the York and North Yorkshire LSIP as a priority sector.	The number of adults participating in upskill and re-skill courses, as well as the number of adults completing an essential digital skills qualification, increases by 100%.	September 2025

Leeds City College Mission and Purpose

Leeds City College's mission is to create learning environments where every student can achieve their full potential.

The college continues to develop a market-led and high quality curriculum that focuses on key industry needs. Employability, enterprise and enjoyment is central to what it does, while making the communities of Leeds more prosperous and cohesive is its core focus.

The college's values:

- Inspiring
- Kind
- Aspirational
- Celebrate individuality
- Collaborative
- Respectful

These values are underpinned by the following approaches:

- High expectations
- Trauma-informed practice
- Restorative practice
- Inclusive learning
- Professionally proud and committed to excellence

By 2026, Leeds City College aims to be recognised as a leading provider of education, training and skills in the Leeds City Region and beyond. As a member of the **Team Leeds** partnership with other key stakeholders who share its passion and ambition to deliver the Best City Ambition and Inclusive Growth Strategy, the college makes a major contribution to the Local Skills Improvement Plan (LSIP).

The college will prepare its students for the future carbon net zero economy and make a full contribution to the city's response to the climate emergency through reducing its own emissions to carbon net zero by 2035, raising awareness amongst its staff and stakeholders and in growing its curriculum in sustainable development.

Leeds City College will educate and train people of all backgrounds, ages and abilities. Its curriculum will be aligned with regional skills needs and in each subject sector area, employers will be involved in the design, delivery and assessment of its curriculum wherever appropriate, with regular industrial updating of college staff the norm. The college will be increasingly adept in accelerating social mobility and ensuring that those furthest from the labour market are able to secure sustainable, well-paid employment. The highly skilled, highly paid and secure jobs that employers find difficult to fill will be provided with a pipeline of talent sourced from local communities.

By 2026, Leeds City College will have implemented qualification landscape reform designed to ensure courses better meet the needs of employers and the economy. As part of this, it will also have increased the proportion of students progressing to Level 3 or higher along with further improving student achievements. There will be clear, well-established academic and technical pathways, with students and apprentices progressing to higher education or employment with training. An aspirational curriculum for students with SEND, including supported internships, will lead to positive and sustained destinations in line with preparing for adulthood pathways. There will be excellent information, advice and guidance for students to ensure positive destinations are maximised.

Leeds City College will have a full range of T Level and other qualifications delivering competence as well as specialist qualification courses. Most full-time students will benefit from a meaningful work placement.

Apprenticeship provision will be recognised by employers and other stakeholders as being outstanding and highly responsive to the needs of employers and apprentices. There will be excellent links with partner employers and clear pathways to advanced and higher-level apprenticeships, particularly in skills shortage areas.

The college's curriculum will deliver the skills required by the current and future economy, the city region and its communities. Its approach includes developing a positive learning culture, promoting a growth mindset and working to build the confidence, self-esteem and resilience of each student, recognising that many will have had negative experiences and low expectations in the past. The college will ensure all staff are committed to and skilled in trauma-informed and restorative practice, with high challenge and high support being provided for all to reach their full potential.

Leeds City College

Context and Place

Leeds is a diverse and increasingly prosperous city. Leeds City Region is the largest contributor to the UK's overall GDP in the Northern Powerhouse and the largest regional economy outside London. It is one of the leading locations in the UK for foreign and direct investment and accounts for nearly half of West Yorkshire's GVA.

This prosperity is not evenly distributed, however, and inequality and poverty remain higher than the national average. Leeds is a young city, with a much higher proportion of 18 to 24-year-olds than the national average. Its population increased by 8% between the two most recent censuses (between 2011 and 2021), outstripping that of England as a whole (6.6%) with the lowest average (median) age in Yorkshire and The Humber, of 36 years, and a lower average (median) age than England.

Key employment sectors in Leeds include manufacturing, healthcare and professional and financial services, while sectors anticipated to grow include digital technology, creative media, data analytics, cyber security, fintech, telecoms, health, and education technologies.

The top three skills shortages in the Leeds City Region are in sales and marketing, digital and advanced IT, and communication. Digital expertise and sophisticated IT, office management science, technology, and engineering are examples of positions that are increasingly challenging to fill.





Approach to Developing the Plan

Engagement with Key Stakeholders and Other Providers

Leeds City College has strong and effective arrangements in place to support stakeholder engagement. The approach is at all levels - from strategic involvement with the Leeds Anchor Network and close collaboration with Leeds City Council, through to grassroots community relationships reflecting localities and communities of interest.

Relationships are proactively developed and maintained to ensure the currency of the curriculum offer, identifying skills gaps and developing strategic and operational responses.

Examples of work include relationships with the NHS Health Academy and One Workforce Leeds to support the NHS workforce in planning and development, CATCH; a voluntary sector organisation promoting inclusion, and Leeds Learning Alliance to develop pathways and best practices in inclusivity for the most disadvantaged young people in the city.

This is complemented by employer networks, including Leeds Chamber of Commerce, Leeds Manufacturing Festival, individual employer relationships and education at all levels (primary and secondary schools), collaboration with Notre Dame Sixth Form and the Yorkshire Universities Network.

The college is an active member of the West Yorkshire Consortium of Colleges and works closely with Leeds College of Building. This range of networks ensures that it is aligned to the needs of the city at all levels.

Leeds City College’s Contribution to National, Regional and Local Priorities 2024-25

The following targets represent how Leeds City College intends to meet skills needs in its locality for 2024/25, in addition to the targets listed in the Luminate section of this document.

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 1: Increase the number of students in digital and low carbon courses.	Digital and technology, as well as low carbon, are priority sectors listed in the West Yorkshire LSIP.	The continued digitisation and automation of workforces across all sectors is increasing the demand for skilled workers to tackle skills shortages across the region and country. Currently, 52% of the population lack the essential digital skills required for the workplace. Climate change and ecological destruction are some of the biggest challenges of our time. Schools, colleges and universities, like all institutions, have a responsibility to address them; and to meet the UK government’s target to reach net-zero emissions by 2050. We have pledged to prepare our students and stakeholders with the knowledge and skills to thrive in a zero carbon economy. Plus, we will ensure our courses provide the region and its people with the skills required for a zero carbon future.	Leeds City College will create a school of sustainable development and motor vehicles at its Printworks campus, with a focus on enrolments on digital and low carbon courses for the 2024/25 academic year.	September 2025

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 2: Creation of a professional services and fintech hub for FE and HE.	Financial and Professional Services is a priority sector in the West Yorkshire LSIP.	<p>The fintech project aims to address the current and future skill priorities within finance and professional services (FPS) as the sector continues to evolve.</p> <p>The West Yorkshire LSIP has identified significant skills shortages in the industry with 28% of businesses reporting skills shortage vacancies, 70% reporting skills gaps, 11% hard-to-fill vacancies.</p> <p>The Yorkshire and the Humber Financial and Professional Services Skills Commission has identified a range of issues that affect the ability of FPS employers in Yorkshire and the Humber to access the skills they need, including the need to develop, retain and attract new talent within the region as well as upskilling the existing workforce. The report more acutely reports 92% of financial service businesses had hard-to-fill vacancies.</p>	<p>The fintech project will develop a specialist Fintech Academy, focusing on improving the labour market relevance of provision by developing the future skills needed within West Yorkshire. The academy will be designed to meet the demand for talent which is expected to become increasingly competitive with the entry of new employers to the region.</p> <p>The project will see a fintech hub being established in Leeds at Leeds City College (lead partner). The academy will focus on digital application of skills needed within the financial and related professional services industry, including banking, insurance, fund management, accounting, management consulting and legal services.</p>	September 2024 course offer. March 2025 FinTech Hub launch.
Target 3: Increase study programme numbers to meet local needs driven by demographic growth.	Digital and health are priority sectors nationally and in the West Yorkshire LSIP.	<p>The curriculum intent is aligned with a broad range of LEP priorities, both in terms of filling skills gaps in digital and health careers. It also ensures the most disadvantaged receive high quality education and achieve qualifications that enable them to progress to their next step, as well as allowing young people to remain in education, training and employment.</p>	<p>We will aim to increase our Leeds City College, which includes Leeds Sixth Form College, headcount target lagged funding contract to 8,209 for the 2024/25 academic year.</p>	September 2025

Keighley College Mission and Purpose

Keighley College exists to improve the life chances of its learners. By 2025, Keighley College aims to be recognised as an outstanding provider of education, training and skills in the north of Bradford and beyond.

This will be achieved by:

- Harnessing every resource available to accelerate progression, improve the achievements and destinations of students and remove every possible barrier within the college's influence.
- Fostering achievement by focusing on behaviours and attitudes that are caring, respectful and resilient. This will enable students to access employment that is more skilled, better paid and more secure.
- Listening to student and staff voices to form and sustain healthy, trusting relationships with learners, colleagues and others.
- Building and strengthening relationships with employers and their representatives, local authorities, the local enterprise partnerships, funding agencies, third sector organisations, other education providers and communities in all parts of Bradford and beyond.
- Partnering with other key stakeholders who share the college's passion and ambition to deliver Bradford's strategic plan and support the mayoral pledges for West Yorkshire.
- Attracting, training and developing the best educators and professional talent in the region.

The college prides itself on being:

- **Caring** – the college has built a friendly community with kindness and emotional support at its core.
- **Authentic** – the college is honest and takes responsibility for its mistakes.
- **Respectful** – the college's behaviour shows concern and regard for people. It is expressed through polite and empathetic communication, by treating people fairly, by involving people and by supporting them to develop and excel.
- **Determined** – the college is motivated and focused on what it wants to achieve. Regardless of any roadblocks or challenges, it maintains a resilient mindset and pushes through to succeed.

These values are underpinned by a culture of:

- Kindness
- High expectations
- Restorative practice
- Inclusive learning
- Growth mindset
- Trust and responsibility
- Autonomy and accountability
- Professional pride with a commitment to excellence



Keighley College

Context and Place

Keighley College recognises the wider role it has to play in raising aspirations within the area and responding to the diverse communities it serves. The college responds to the needs of learners, employers, local authorities and the community.

Bradford District comprises the city of Bradford, which is the UK City of Culture 2025, and the four towns of Keighley, Shipley, Bingley and Ilkley, with a diverse mix of neighbourhoods. Alongside these urban areas, two thirds of the district is rural with a range of parks, woodland, farmland and moorland.

There are 16,600 businesses and an economy worth £12 billion, which is the 10th largest in the UK.

Bradford's population of around 547,000 is ethnically diverse and includes the largest proportion of people of Pakistani ethnic origin in Britain and is the youngest city nationally. Unemployment and deprivation indicators are higher than the national average. A higher-than-average percentage of households are workless. Bradford has fewer people with qualifications at Levels 1 to 4 than either the Yorkshire and Humber region or the country. Approximately one sixth of the district's employed residents work in retail or wholesale.



Bradford's sectoral strength remains its traditional manufacturing base, largely born from the textiles industry. Today, there is evidence of emerging growth in several niche new-economy sectors, such as advanced manufacturing, media and telecoms. Twenty-five per cent of employment within Keighley and district is within manufacturing and engineering. In 2017, Bradford was named the best city in the UK to start a business (Barclays SME Growth Factors Index 2017). The index reflects the strength of 12 key growth factors such as business rates relief, infrastructure, broadband speed and labour productivity, which are all essential contributors to boosting business productivity and growth.

According to ONS mid-year estimates, there are 58,500 working age residents living in Keighley, 70% of which are economically active, 49.5% are educated to NVQ Level 3 and above, and only 27% (18,000) are educated to NVQ Level 4 and above. Keighley has a resident business base of 3,575 businesses. Keighley and outlying areas suffer from high unemployment, and the rate of claiming any benefit (which includes work benefits) is more than 25% higher in Keighley than the national average, suggesting that many people may be underemployed or on a low salary.

The college recruits high numbers of students from central Keighley wards which are in the 10% most deprived postcodes nationally.



Approach to Developing the Plan

Engagement with Key Stakeholders and Other Providers

Keighley College has excellent links with employers. It works closely with them to give students fantastic work experience and employment opportunities. The college works in partnership with local and national employers, including NG Bailey, Asda, City of Bradford Metropolitan District Council, West Yorkshire Fire and Rescue Service, Fives Landis, Airedale NHS Foundation Trust, Kier Construction, Byworth Boilers, Teconnex and Gesipa.

Working closely with its partners helps the college to ensure that the training students receive is relevant and that the skills and knowledge they gain match employers' needs. Partners also offer a wide range of additional opportunities to students, including employer-led projects, work placements and site visits.

The college is represented in several community and business groups and can be seen at prestigious local and regional events such as the Keighley Business Awards.

Keighley and Shipley will benefit from up to £33m and £25m respectively in Towns Fund supporting local regeneration, with Keighley College having representation on the Towns Fund Board.

Keighley College’s Contribution to National, Regional and Local Priorities 2024-25

The following targets represent how Keighley College intends to meet skills needs in its locality for 2024/25, in addition to the targets listed in the Luminare section of this document.

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 1: To enable employers and individuals to access the technical skills they need to support growth, transformation and increased productivity in Keighley’s manufacturing base by creating an advanced manufacturing training hub.	Engineering and advanced manufacturing is a priority sector in the West Yorkshire LSIP, while engineering is listed as a national priority by the DfE.	Advanced manufacturing hubs empower local economies by fostering innovation, creating high-paying jobs, and strengthening economies. They revitalise regions by attracting businesses, upskilling workforces, and building reputations for excellence. Locally, advanced manufacturing hubs enhance social mobility, develop communities, and spark renewal. Through collaboration, focus on innovation and flexibility, advanced manufacturing hubs become powerful engines for local, regional, and national prosperity.	Completing the building of the advanced manufacturing hub and establishing a curriculum that engages with local schools, employers and other stakeholders to raise awareness of the employment opportunities in engineering and manufacturing in the region. The manufacturing hub will allow for increased levels of apprenticeships at higher levels as well as training in new processes such as robotics and AI.	May 2025

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
<p>Target 2:</p> <p>Proactively and positively engaging and collaborating with education providers to stimulate transformational and real change for the construction industry by increasing the use of digital technologies for learners.</p>	<p>Construction is both a national and West Yorkshire LSIP priority.</p>	<p>Online courses, virtual reality (VR) training simulations and gamified learning platforms can provide accessible and engaging ways for existing workers to develop their digital literacy and proficiency in new construction technologies like Building Information Modelling (BIM) and digital fabrication.</p>	<p>Upskilled staff and resources will improve students outcomes and widen pathways. VR creates realistic simulations, allowing trainees to virtually experience construction scenarios, improving knowledge retention and engagement compared to traditional methods. Trainees will practise complex tasks and operate heavy machinery in a risk-free virtual environment, minimising the risk of injuries during training. VR simulations will replicate diverse construction environments, overcoming geographical limitations and allowing for training on specific project situations. Training scenarios can be tailored to specific needs and skill levels, ensuring individuals receive targeted and relevant instruction.</p>	<p>September 2025</p>
<p>Target 3:</p> <p>Improve collaboration with local schools to provide personalised pathways for learners for whom the school environment is problematic.</p>	<p>Collaboration is one of the key principles underpinning the approach to the West Yorkshire LSIP. The LSIP talks of proactively and positively engaging and collaborating with education providers to stimulate transformational and real change – recognising that the whole is greater than the sum of its parts.</p>	<p>Local data for secondary education in Bradford reflect low attainment and attendance compared to the wider region and national benchmarks. Recent secondary school attendance dips are linked to lingering Covid-19 pandemic effects like anxiety and disrupted learning. Poverty, mental health issues, and school climate are key contributing factors. Creating strong local school partnerships to help address the shortfall in non-mainstream provision will reduce NEET rates and redress social exclusion to improve the life chances of young people in Keighley.</p>	<p>Keighley College can support the local schools by offering an alternative to mainstream education, catering to diverse learning styles and interests with smaller classes for more personalised support. The focus would be on practical skills through career-oriented programmes, preparing students directly for employment. The mature environment fosters independence and professionalism.</p> <p>A pilot programme in agreement with one or two local schools will have an impact in increasing rates of engagement for a group of students who, for various reasons, face challenges engaging in or benefiting fully from traditional educational settings.</p>	<p>September 2025</p>

College targets	Links to priority area/s	How Aims and Objectives Contribute to National, Regional and Local Priorities	Measuring Impact	Deadline
Target 4: Capitalise on Bradford City of Culture 2025 by linking the college with local cultural programmes and growing its creative offer to learners.	Creative industries is a priority sector listed in the West Yorkshire LSIP.	West Yorkshire’s LSIP highlights the creative industries as a major economic driver, contributing £2 billion and employing nearly 48,000 people. The plan emphasises their diverse nature, from film to gaming, and outlines support through skills development, financial aid, and collaboration efforts to ensure continued growth and success.	UK City of Culture brings national prestige, regional economic growth, and local cultural vibrancy. This will help increase creative programme enrolment, graduate employment in creative fields, and industry partnerships. The impact on the wider college will support the college’s STEM 7 skills in communication, collaboration, flexibility, creative thinking, problem solving and intellectual curiosity as well as enhancing the personal development of our learners.	September 2025



Reference to Relevant Supporting Documentation

Luminate Education Group Year End Accounts 2022-23

Luminate Education Group Strategy 2023-2025

Ofsted Inspection of Luminate Education Group (April 2022)

Ofsted Inspection of Initial Teaching Education (March 2023)

Climate Emergency and Sustainable Development Pledge

Employer Engagement Strategy

West Yorkshire Local Skills Improvement Plan

York & North Yorkshire Local Skills Improvement Plan

Luminate Education Group's Skills Statement 2024-27



Corporation Statement

On behalf of Luminate Education Group, it is hereby confirmed that the group conducts reviews in line with the Local Needs Duty, as such resulting in this document. The annual accountability agreement sets out an agreed statement of purpose, aims and objectives as approved by the Luminate Group Board at their meeting on 29 April 2024.

The plan will be published on the group's website within three months of the start of the new academic year and can be accessed from the following link: luminate.ac.uk/statutory-information

John Toon
Chair of Governors
Dated: 27 June 2024



luminate.ac.uk

HARROGATE
COLLEGE

KC **Keighley**
College


LEEDS CITY
COLLEGE

LEEDS
CONSERVATOIRE

 **Leeds**
Sixth Form
College

 **Pudsey**
Sixth Form
College

 **University**
Centre Leeds