



ACCOUNTABILITY STATEMENT

HARROW, RICHMOND AND UXBRIDGE COLLEGES
2024 - 2025



HRUC
HARROW, RICHMOND & UXBRIDGE COLLEGES

CONTENTS

[Our Commitment and Our Purpose](#)

[Context and Place](#)

[Learner Profiles](#)

[Specific Economic and Social Characteristics](#)

[Travel Patterns](#)

[Local Needs Duty](#)

[Approach to Developing the Accountability Agreement](#)

[Contribution to National, Regional and Sector Priorities](#)

[Objectives, Priorities and Impact](#)

[Corporation Statement](#)

OUR COMMITMENT AND OUR PURPOSE

At Harrow, Richmond and Uxbridge Colleges (HRUC) we are very clear as to what we seek to do and why we seek to do it. This is clear in our vision, mission and our values and what we strive to be:-

OUR VISION



To be an outstanding college that inspires, transforms lives and creates futures.

OUR MISSION



To deliver an exceptional learning experience that creates opportunities and success for all.

We stand for diversity, inclusion and excellence through everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity.

OUR VALUES



High expectations and respect : in all that we do



Community of leaders : trust, integrity and empowerment



Celebrate: diversity, inclusion, belonging and success



Innovation and Sustainable : healthy people, planet, finances

We are committed to delivering excellent provision to our learners, to providing our staff with an outstanding place to work with inclusivity, high expectations and wellbeing at our core and providing a training, skills and education platform for local, regional and national skills needs. In our agreement we will articulate our background, our purpose and how we will meet the skills needs for the future.

HRUC was formed in January 2023 to create one of the largest further education colleges in England. Each college within the group has its own distinguished history and has served local communities and employers across west and south London with distinction. It is right therefore that our accountability agreement is inspiring and ambitious to serve the needs of the local communities and employers we serve and to deliver the very best for London.

The needs of the local economy are changing with new investments locally in data and digital infrastructure along with the building new infrastructure to support sectors like food and drink manufacturing. There continues to be an investment into green jobs and critical employment sectors around health and social care and service industries. The need to support young people looking for their first career or older people looking to retrain for a new career has never been greater due to the tightness of the labour market and emphasis on government policy relating to domestic skills supply. HRUC will ensure to deliver the highest engagement and skills training for the community we serve.



Our strategic vision is to be the College of choice. We will set a purpose to offer high-quality programmes for young people, that delivers and builds the occupational competence needed to thrive in that first job or career. We will build new relationships with schools, not only being a great partner, but exploring new opportunities to collaborate and expand the offer of school 6th forms into college.

Innovative models to support the delivery of a '6th form plus offer' will ensure we collaborate and cooperate with the great work of our local schools, adding capacity for more young people to get a wider choice of routes and programmes that serve them. We are proud to have developed our first model with the Richmond upon Thames School.

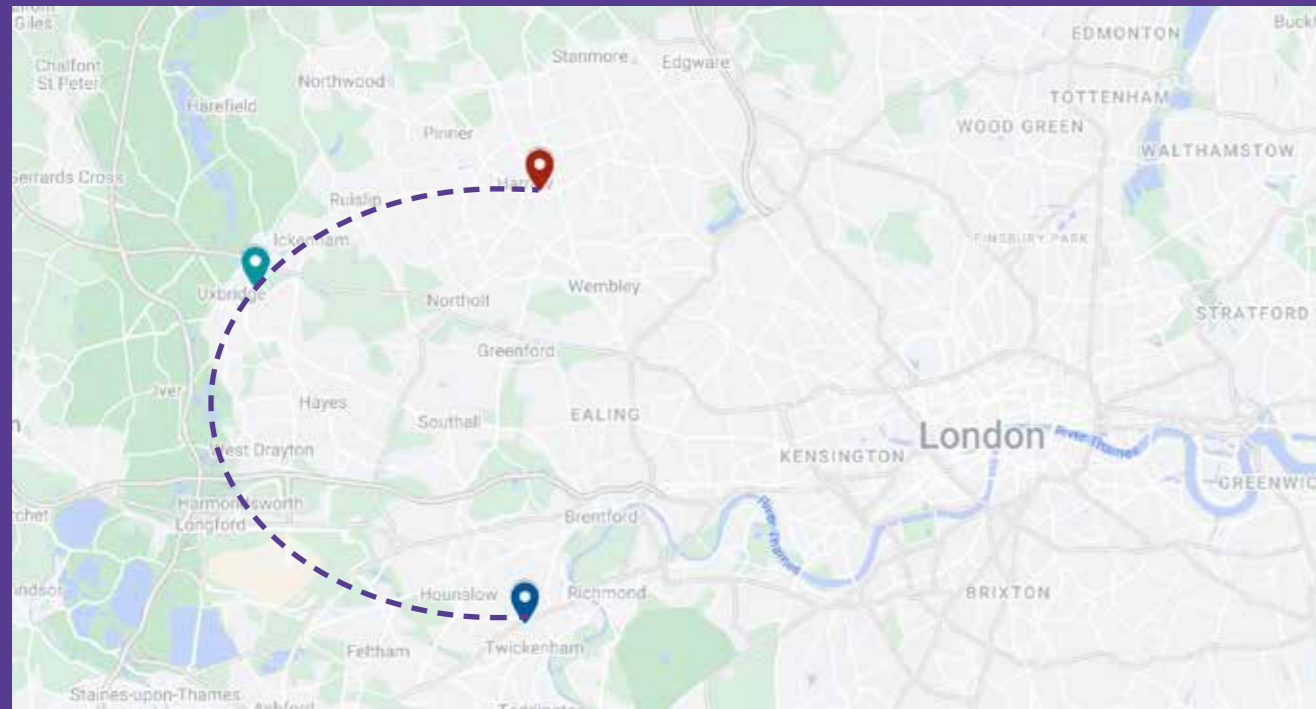
HRUC will support young people to transition from school to high quality academic and technical courses, leading them to high levels of study and work. Together we will work to deliver the best transition opportunities for all school leavers and work proudly together to deliver it.

This agreement works symbiotically with our 2030 strategic plan and the curriculum ambition, drawing from the key priorities that support our objectives. We offer a sector-based approach to ensure that the qualifications and training we provide meet the needs of the sector and ultimately lead to careers that are needed to support the local, regional, and national economies.

CONTEXT AND PLACE

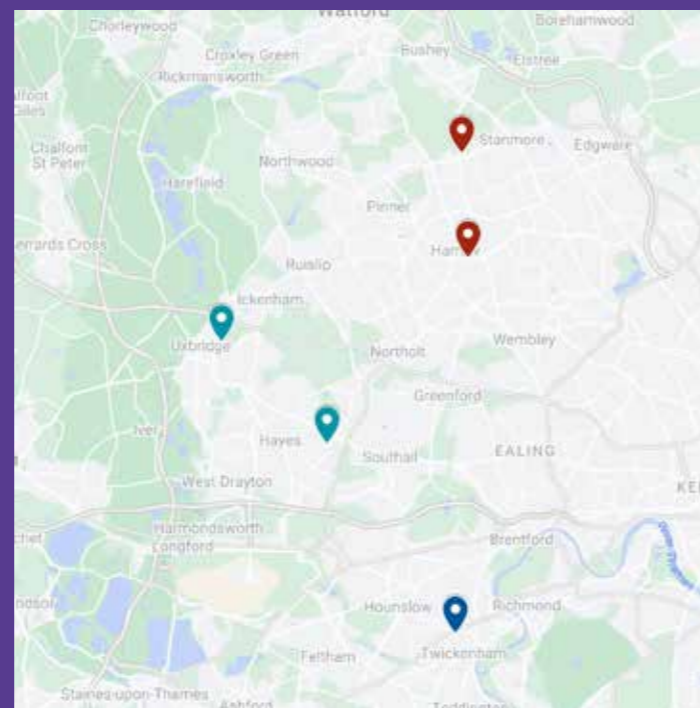
Harrow, Richmond and Uxbridge College, spans the breadth of the north, west and south London to form a “west London Arc” of high quality delivery, training and qualifications.

We serve the needs of learners, employers, partners and local communities to meet the skills needs. Geographically our span is large and our ambitions are even greater as we also service providers from central London and across a myriad of regions outside of greater London.



Harrow College has two sites (red location points), Uxbridge two sites (blue location points), and Richmond upon Thames one site (navy location point) with a new STEM building due to be completed in September 2024.

Our flagship Institute of Technology is embedded across the College Group.



Main Geographical Area Local Authority Areas – LSIP Boundaries

The following chart shows our main geographical area. HRUC comes under the auspices of the London LSIP.

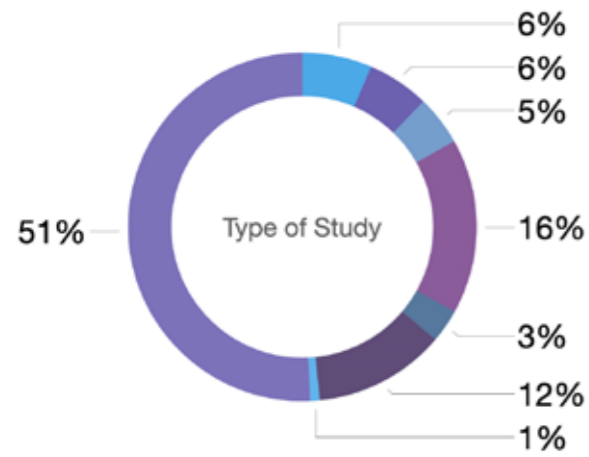
We are part of the West London Alliance and also part of the South London Partnership (for Richmond upon Thames College.)





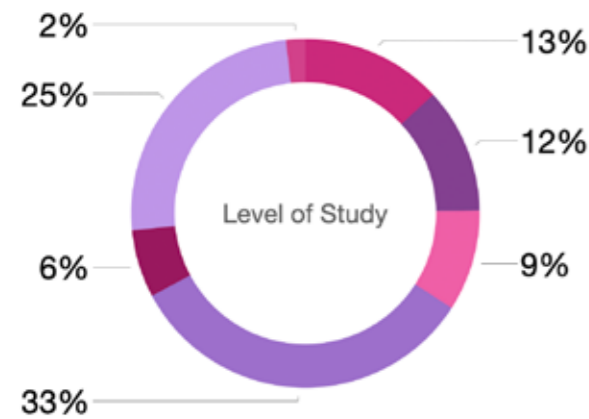
LEARNER PROFILES

Demographic by Study



Type of Study	HRUC	
Academic	911	6%
Adult Learning Programmes	811	6%
Apprentices	651	5%
ESOL	2295	16%
Higher Education (incl L4+ non HNC/HND)	437	3%
Part Time Programmes	1723	12%
T Level	124	1%
Vocational	7153	51%
Total	14105	100%

● Academic - 6%
 ● Adult Learning Programmes - 6%
 ● Apprentices - 5%
● ESOL - 16%
 ● Higher Education (incl L4+ non HNC/HND) - 3%
 ● Part Time Programmes - 12%
● T Level - 1%
 ● Vocational - 51%



Level of Study	HRUC	
Entry	2734	19%
Level 1	2039	15%
Level 2	3412	24%
Level 3	5243	37%
Level 4	400	3%
Level 5	136	1%
N/A	141	1%
Total	14105	100%

● Entry - 19%
 ● Level 1 - 15%
 ● Level 2 - 25%
● Level 3 - 37%
 ● Level 4 - 3%
 ● Level 5 - 1%
● N/A - 1%



Mode of Study	HRUC	
Full Time	9054	64%
Part Time	5051	36%
Total	14105	100%

● Full Time - 64%
 ● Part Time - 36%

Enrolment by Sector

Enrolment by Sector	Enrolment Count at HRUC		% of total College/Group Delivery at HRUC	
	Apprentice	Classroom	Apprentice	Classroom
Health, Public Services and Care	67	1153	0.3%	5.7%
Science and Mathematics	0	1891	0.0%	9.3%
Agriculture, Horticulture and Animal Care	0	11	0.0%	0.1%
Engineering and Manufacturing Technologies	283	1228	1.4%	6.1%
Construction, Planning and the Built Environment	101	720	0.5%	3.5%
Information and Communication Technology	34	1104	0.2%	5.4%
Retail and Commercial Enterprise	43	584	0.2%	2.9%
Leisure, Travel and Tourism	1	633	0.0%	3.1%
Arts, Media and Publishing	0	1392	0.0%	6.9%
History, Philosophy and Theology	0	81	0.0%	0.4%
Social Sciences	0	397	0.0%	2.0%
Languages, Literature and Culture	0	139	0.0%	0.7%
Education and Training	33	205	0.2%	1.0%
Preparation for Life and Work	0	8119	0.0%	40.0%
Business, Administration and Law	148	1898	0.7%	9.3%
Not Applicable	0	19	0.0%	0.1%
Total	710	19574	3.5%	96.5%

Demographic by Student Profiles

Gender	Total Proportion %
Female	50%
Male	50%
Total	100%

Age	Total Proportion %
16-18	60%
19+	40%
Total	100%

Ethnicity	Total Proportion %
White British	27%
BME	73%
Total	100%

Has Learning Difficulty/(Disability)	Total Proportion %
No	85%
Yes	15%
Total	100%

SPECIFIC ECONOMIC AND SOCIAL CHARACTERISTICS

West London

West London boasts a proud history of being at the forefront of innovation, leading the way nationally in growth sectors, technology and the green economy.

With a pre Covid-19 Gross Value Added (GVA) of £74bn, the west London economy has been hit hard by the pandemic. There were an extra 71,000 people claiming benefits in May 2020 compared to the same time last year – a 200% increase. More than 280,000 residents furloughed – that's more than a quarter of all those in the capital.

The impact on our communities and businesses has been colossal. Entrepreneurs and micro businesses, as well as those working in the aviation, retail, transport sectors and their supply chain, are amongst the hardest hit. With a pre Covid-19 GVA of £74bn, the west London economy was bigger than Birmingham, Leeds and Glasgow combined and is a vital engine of the UK economy, contributing 4% of national GVA.



Hillingdon Labour Market Information

Poster last updated November 2022

EMPLOYABILITY AND CAREERS
By Education Development Trust

Self-Employment



Apprenticeships

There are approximately 3,491 live vacancies within a 40-mile radius of Hillingdon, including...

- IT Support
- Administration
- Retail Assistant
- Event Technician
- Accounts Assistant
- Pharmacy Technician
- Catering and Hospitality
- Fire, Emergency and security systems
- Customer Service
- Aircraft Maintenance

Plus, many more! Find local opportunities on www.apprenticeships.gov.uk



Qualification Levels

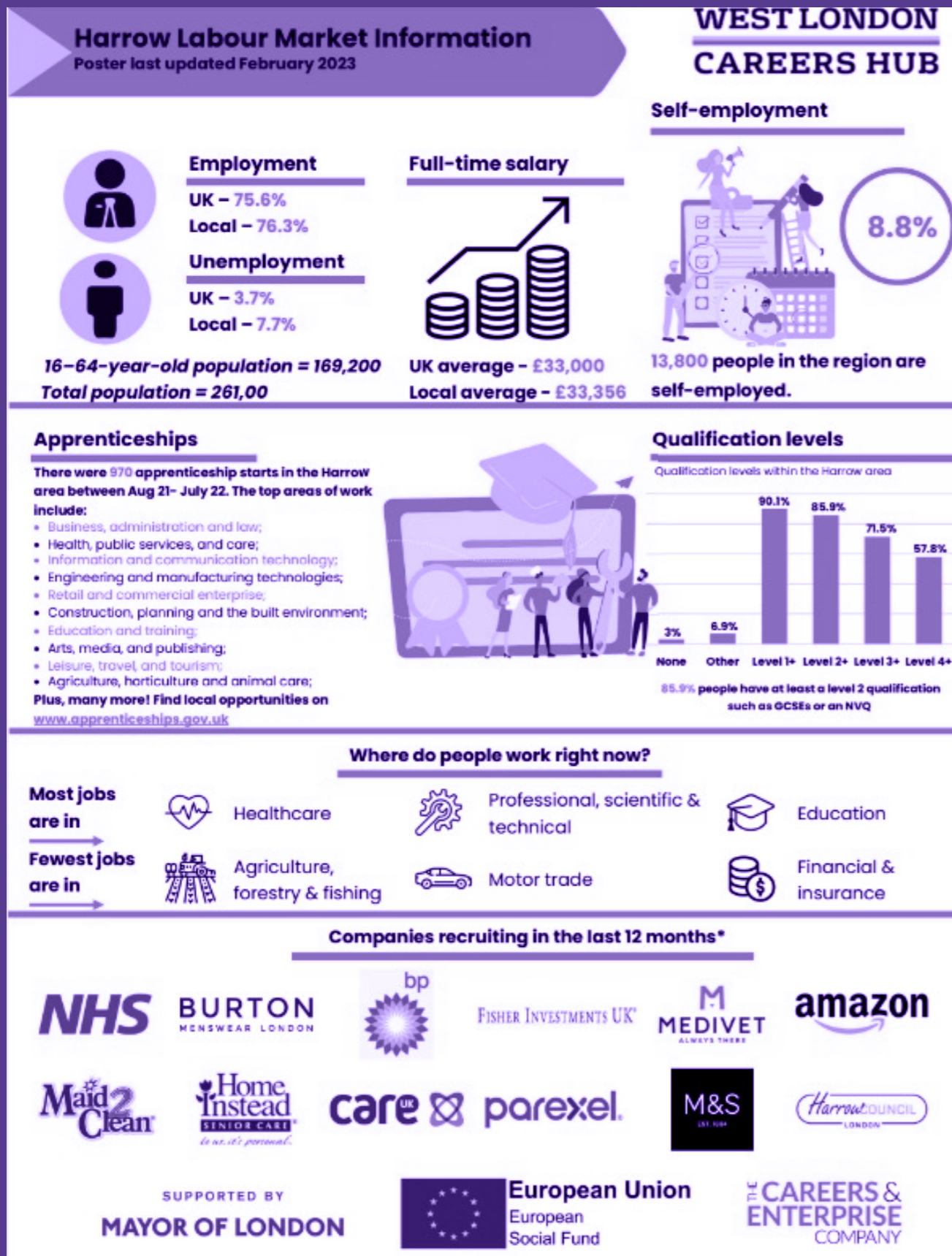


Where do people work right now?



What are some of the region's big-name employers?





South London (For Richmond upon Thames College)

Despite the five boroughs of the South London Partnerships often seen as residential and suburban, they in fact cover significant sub-regional economy. Before the pandemic, key features were:

- 518,500 jobs; wholesale/retail, human health/social work, professional services, administrative/support services, and education - our biggest sectors
- Extremely high skills levels; 51% of residents educated to degree level or above – but some pockets of significant skills deprivation
- Six times as many start-ups as the London average with survival rates better than the London average
- Major businesses include Paypal, Ebay, Haymarket, Reed Business Information, Mott MacDonald, Subsea7, Dearman, CIPD, Lidl and Unilever – but over 93% of enterprises are ‘micro’ firms
- Major town centres in Richmond, Wimbledon, Sutton, Kingston and Croydon.

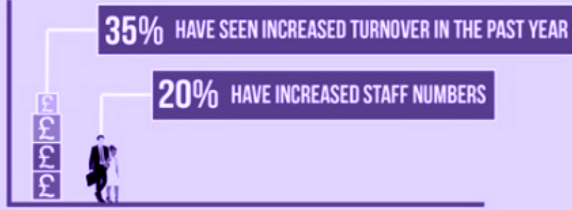


The next ten years’ forecast:

- GVA is only expected to return to 2019 levels in 2023 and expected to continue to lag London growth for the rest of the decade (average 1.1% pa compared to 1.5% pa)
- Information and communication is forecast to be our fastest growing sector.
- Relative growth in, (one third) professional/administrative and support services and real estate, human health and social work, utilities and water supply
- Less than half the additional jobs over the decade before the crisis
- Contraction is anticipated in manufacturing and accommodation and food services.

LONDON BOROUGH OF RICHMOND UPON THAMES BUSINESS SURVEY 2018

TURNOVER AND STAFFING



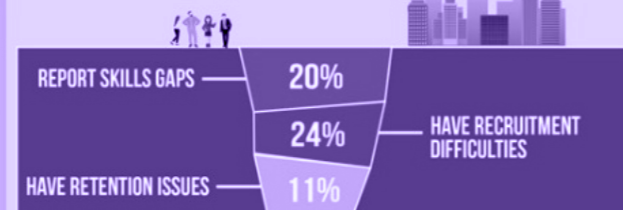
BUSINESS PREMISES



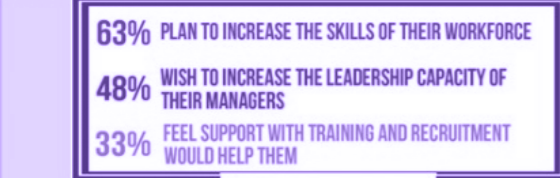
TECHNOLOGY



SKILLS GAPS



WORKFORCE SKILLS

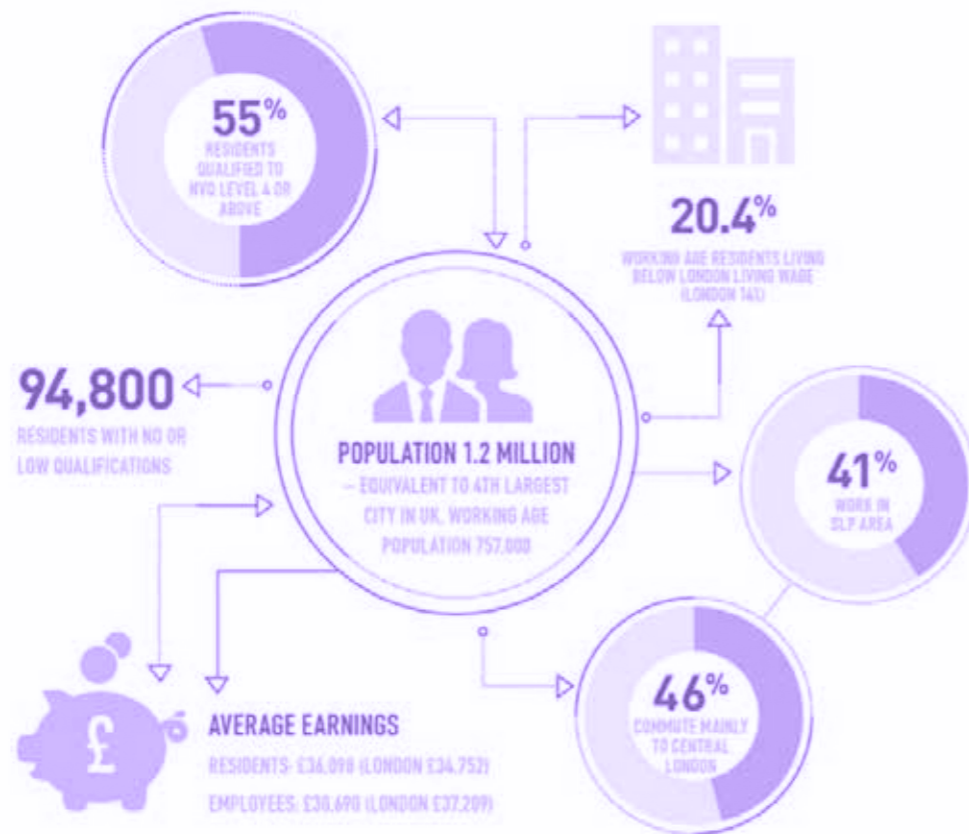
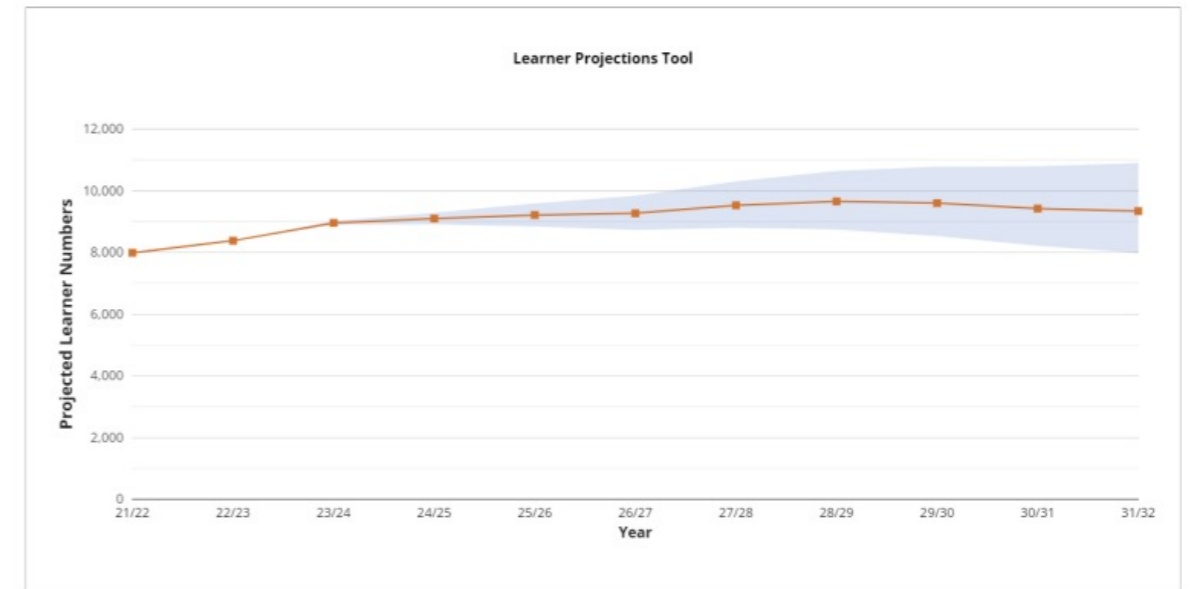


BREXIT



The 16-18 learner projections versus our current market share at local authority level suggests an increase in learner numbers up to 2031/2032.

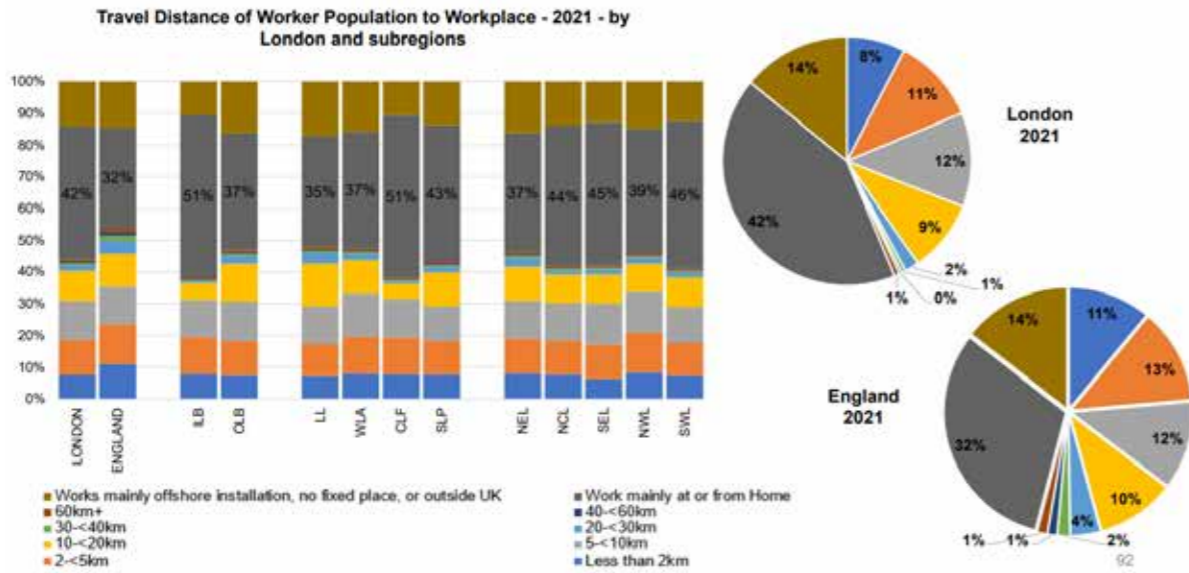
Learner Projections Tool



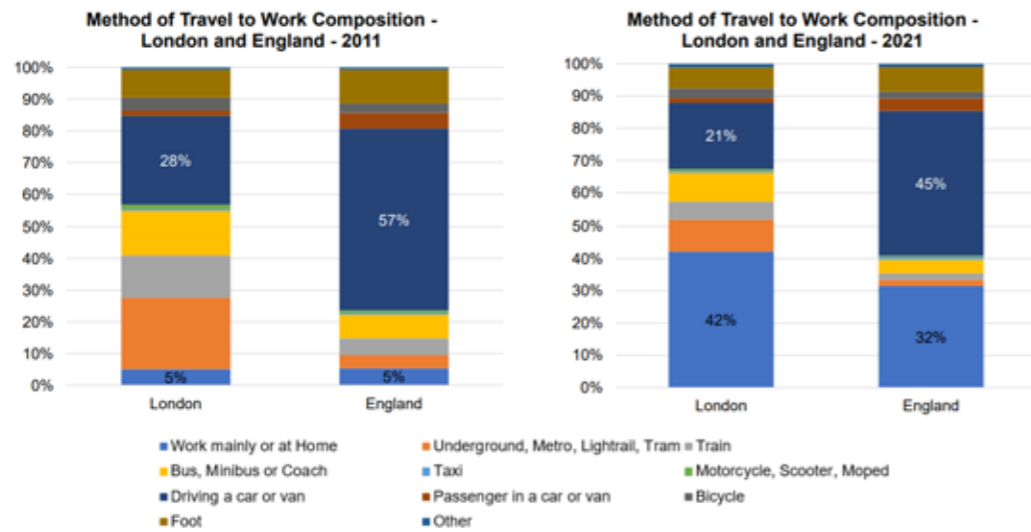
TRAVEL PATTERNS

Travel for Work

The below graphs show the distance people travel to work in outer and west London and how they get there. Only one in five Londoners travel by car compared to two in five nationally.



London has a proportionately lower percentage of workers who drive to work and a higher percentage of workers travelling to work via the underground, metro, light-rail and tram. In 2021, home working had increased substantially in London and England compared with 2011



LOCAL NEEDS DUTY



Policy drivers

Employer skills needs and employment data all direct colleges to provide greater volumes of graduates at Level 3 and above - HRUC's highest volume of graduates are at Level 3 and above. HRUC is also a lead college in national policy driven project work and curriculum reform (e.g. T-Levels and the WLLoT).



Demographic increases

Over the next four years all HRUC feeder boroughs are projected to see a cumulative increase in 16-18 aged young people of between 24% and 11%. When applied to the HRUC 16-18 student intake in 2021/22, we see a projected increase of 932 new learners at HRUC, 777 new learners at HCUC and 155 at RuTC.



HRUC curriculum volumes are highest in London's priority employment sectors, but not all curriculum delivery volumes are increasing at the pace required.

- HRUC delivers its highest proportion of curriculum in the sectors with the largest London job volumes (business & admin curriculum 12%, science 12%, health 9%, engineering 9%, creative 9%, ICT 8%, and construction 5%). HRUC's high-volume curriculum areas reflect the London Mayor's sector priorities.
- However, the scale of the London job market in some sectors, outsteps current HRUC proportions delivered. For example, business and admin is 25%/1.4m roles in the London job market vs 12% of the HRUC offer. Engineering and manufacturing is 18% of the jobs market, though 9% of our offer. Similarly, there should be at least a 2-3% increase in the delivery of our health and science curriculum. HRUC will also review its volume of retail and food services which is 15% of the London job-market and just 4% of our offer.



HRUC efficiency of delivery. Some areas use less teaching staff and rooming while achieving income targets.

The most efficient subjects with high volumes are maths, science and languages (includes GCSEs). The least efficient subjects are art and media, retail and ICT. Construction and engineering are resource expensive, though compensate through a high-income per FTE ratio. An area of focus will also be the high proportion of agency staff and vacancies in construction and business. Both are required to grow in line with sector needs. Maths and languages (including English/GCSEs) are possibly too efficient and HRUC might consider reducing the student-to-teacher ratio as investment will improve delivery quality and student engagement.

ACTIONS

1. Significantly accelerate our increasing delivery volumes in business and admin, in retail including manufacturing and in health, science, and engineering curriculums.
2. Source additional accommodation in these areas through a review of poor yield spaces and on investment to our new RuTC STEM centre, WLLoT growth and investment in the Uxbridge Campus. We will also deliver digital models to provide a high-quality blended delivery proportion.
3. Re-launch and enhance strategies to retain and reward current high performing staff and to attract new talent. This will require proactive intervention and more robust and better applied sector-specific models, alongside a strengthened 'benefits of working at HRUC' proposition.



APPROACH TO DEVELOPING THE ACCOUNTABILITY AGREEMENT

Our Stakeholders

Employers

HRUC engages with over 1500 employers either through apprenticeship delivery (circa 500 employers), or the co-delivery of the full-time (FT) programmes, through work experience, industry placements, masterclasses and employer set projects such as NHS Cadets, Barclays (Digital Wings), Orleans House Gallery and DNata.

With a 15 strong employer facing team at senior, middle management and coordinator levels, there is a strong interface directly with industry, business and Employer Representative Bodies (ERBs) (West London Business, West London Alliance and South London Partnership) including regional Chambers of Commerce. Uxbridge College is an advisor for the Hillingdon Chamber of Commerce committee and a headline sponsor for the annual Hillingdon Business Expo. Forming structured Industry Advisory Boards (IABs) will be a priority in 2024/25.



WORKING TOGETHER WITH HRUC - DELIVERING SOLUTIONS TO DEVELOP YOUR FUTURE WORKFORCE

SHAPE THE SKILLS OF YOUR FUTURE AND EXISTING TALENT POOL

16 - 18				19+			
Co-Develop your Future Workforce		Get involved with practical engagement		Helping you find new talent entering the job market		Working with your existing workforce. Upskilling and re-skilling your talent to thrive	
<p>Curriculum planning:</p> <ul style="list-style-type: none"> Co-designing curriculum 	<p>Co-delivery/ Recruitment</p> <p>HRUC/ (Employer) Graduate Recruitment Assessments</p> <ul style="list-style-type: none"> Induction Masterclasses Industry Placements Student Interviews 	<p>Focused pre-apprenticeship programme:</p> <ul style="list-style-type: none"> Co-design & co-deliver a full-time course to create a progression route directly to a specific apprenticeship standard 	<ul style="list-style-type: none"> T-Levels Work Experience Volunteering Guest speaker Career talks/fairs Site visits Mock interviews Student awards Sponsorship Employer-branded assignments 	<ul style="list-style-type: none"> Co-designed and co-delivered Sector-based Work Academy Programmes (SWAPs) up to Level 1/Level 2 Maths/English/ESOL 	<p>Upskilling</p> <ul style="list-style-type: none"> Apprenticeships (Higher/Degree) Maths/English/ESOL 	<p>Re Skilling</p> <ul style="list-style-type: none"> HTQs & Level 3 Flexible/Modular programmes (LLE) Maths/English/ESOL 	<p>New Skills</p> <ul style="list-style-type: none"> Bootcamps: <ul style="list-style-type: none"> Upskill existing staff /new entrants Level 3+ 16 weeks Employer designed Maths & English/ESOL

OUR BRANDS

The West London Institute of Technology (WLIoT) national and regional networks extends our reach beyond the local community. Delivery of Technical Innovation Zones through its expanded partnerships remains a priority of the WLIoT's new business plan. We are thrilled to be the first FE college to establish a relationship with Massachusetts Institute of Technology's (MIT) Industry Liason Programme (ILP) for the wider benefit of all our partners.

Our collaboration and engagement with priority sectors to address and deliver their skills needs, has been supported through various funding streams.

Carrying five Mayoral Skills Academy Quality Kitemarks and being a proactive member of the Mayor's Construction/Green Skills hub endorses our contribution to the London Mayor's priority sectors.

The expansion of the Mayor's Academies Programme will drive employer engagement in other key growth sectors such as in the Health, Digital and Creative Hubs.

We optimised the local skills improvement fund (LSIF) and in leading on the delivery for west London, the Health and Creative sectors have benefited from new immersive hubs, specialist resources, newly designed curriculum and the creation of the Health, Care and Life Sciences Skills and Workforce Development Forum comprising of the North West London Integrated Care Board (NWLICB), various care partners, wider NHS partners, seven colleges and universities and relevant west London stakeholders.

The South London LSIF focused on the needs within the construction sector, funding additional resources for the new STEM centre at Richmond campus.

Engaging with the Food and Drink Skills Academy, a feasibility study took place for the food and drink manufacturing sector and a new Employability and Jobs hub was set up to address recruitment needs. A new Retail hub was delivered by West London College through the LSIF.

With HS2 as a key point of employment and skills locally and regionally, our representation at the HS2 West London Skills group is key to addressing recruitment challenges.

Heathrow plays a key role in the local economy. The new Heathrow Inclusive Learning Partnership (which includes Heathrow's supply chain) was developed in 2023 to create opportunities for SEND learners. HRUC is the FE representative on the on the newly formed Heathrow Economic Growth Taskforce.

The new Aviation Generation advisory board is supporting the development of a new qualification at Level 3 to address skills needs within the sector.

We continue to have excellent relationships with all three local authorities, namely the London Boroughs of Harrow, Hillingdon and Richmond upon Thames.



Some of the many employers we work with:



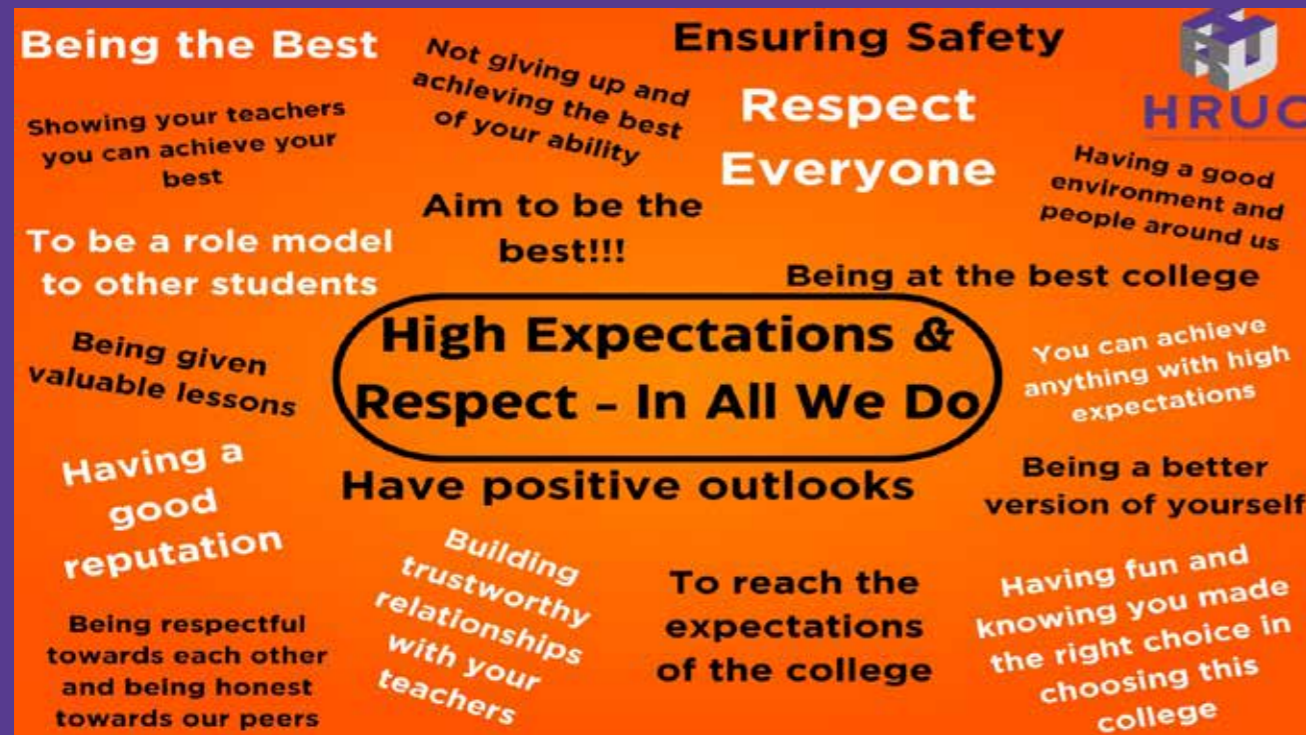
Governors

The Governors have been involved in the formulation and signing off of the Accountability Agreement. The Agreement was developed in conjunction with the Governing Body. We have been able to draw on their skills and experience to advise the appropriacy of our direction to ensure they will deliver effectively.

Learners

Learner Feedback: Students at all three colleges across HRUC were involved in reflecting and discussing our core values which have been integral to the drawing up of our Accountability Agreement.

They have made it very clear how they would like the college to live and breathe these values and their views have ensured that our objectives can help fulfil their aspirations. This is what they want to see delivered.



Communities

Working with our community groups and charities is integral to our mission, core values and purpose

We engage with a range of charities and communities to support community groups both through staff and student volunteering opportunities and through training programmes targeted at micro-community level for a specific purpose. Our stakeholders include community groups and charities such as Ignite.

Strong working relations with Job Centre Plus and other agencies ensure that we are able to offer pre-employment courses such as Sector Based Work Academies which help adults gain access to Good Jobs in line with the Greater London Authority (GLA) recovery plan.

HRUC will continue to align its adult education provision with the needs of local communities and the priorities set out in the Greater London Authority Education Skills Roadmap for the devolved Adult Education Budget. This includes building on the partnership with Jobcentre Plus to continually align our programmes to local job vacancies, with a clear focus on low skilled and low paid learners and removing barriers to the labour market such as language, digital or numerical skills.

Strengthening relationships with education partners to serve the community

Due to the expansion of our internal delivery (notably ESOL), HRUC will no longer partner with subcontractors in 2024/25.

School liaison activity will develop and expand using the bronze, silver, gold and platinum tier system, ensuring careers education, information, advice and guidance is effective and fully embedded.



Other Providers – Schools, Further Education and Higher Education

Schools

HRUC collaborates with our local schools to ensure effective transition agreements are in place and there is active outreach within our schools.

In Hillingdon Borough, Uxbridge College led on an innovative schools event with local Headteachers and as a result there is now a working group for local schools, the College and the local authority to develop an effective 14-19 strategy for the future.

RuTC has developed a unique partnership with RuTC secondary school to deliver their 6th form provision from the College premises. The Principal of Harrow College is a governor on the Management Committee at a local secondary school.



Further Education Providers

HRUC works closely with local FE providers and collaborates with these partners on a range of curriculum initiatives.

The collaboration with our FE and HEI partners is highly positive. The LSIF is being optimised through eight FE partners and a number of HEIs.

Higher Education Providers

This “joined up approach” to supporting our skills needs includes working with our west London HE providers. HE/FE working groups have been set up since 2021.

These cover the following areas, Creative, Digital and Health and Social Care. HRUC is an active participant in these groups and chairs two of the three groups. The groups have resulted in Progression Agreements between FE and HE providers.

The WLIoT has expanded its HEI partners to include Brunel University London, University of West London and University of Roehampton London to deliver its Technical Innovation Zones.

CONTRIBUTION TO NATIONAL, REGIONAL AND SECTOR PRIORITIES

We will outline our objectives on how we are meeting the significant national, regional and local priorities. Information from the LSIPs and from the needs is outlined below:

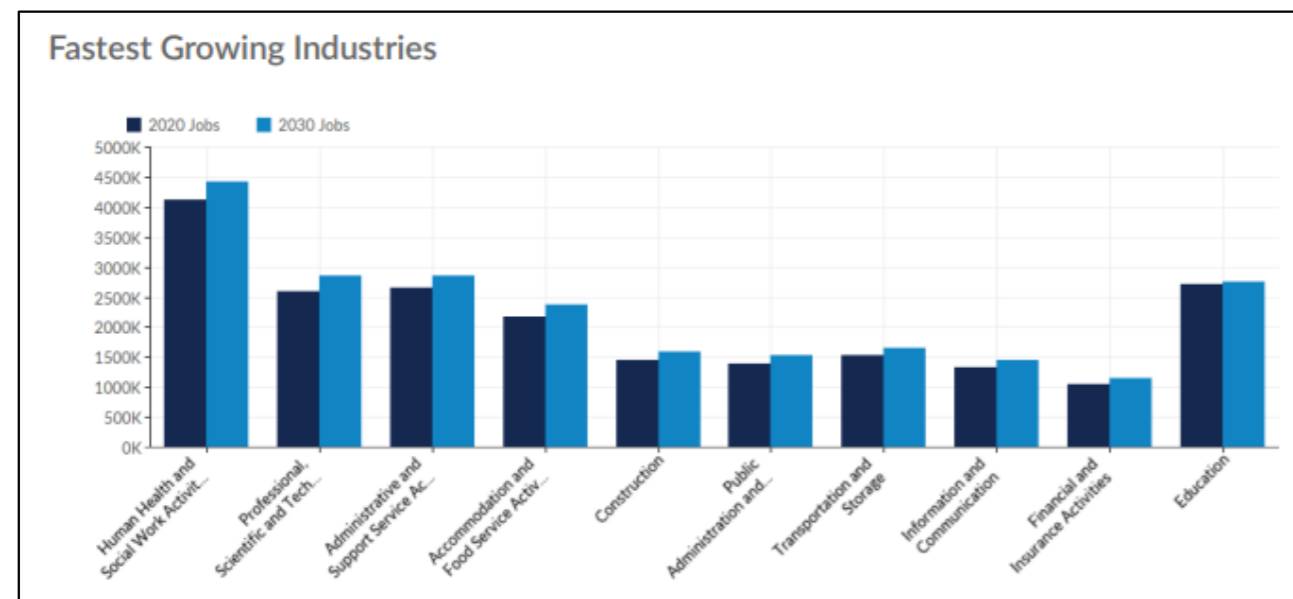
National Priorities

This Accountability Statement will ensure HRUC supports the overall national priority sectors. These include:

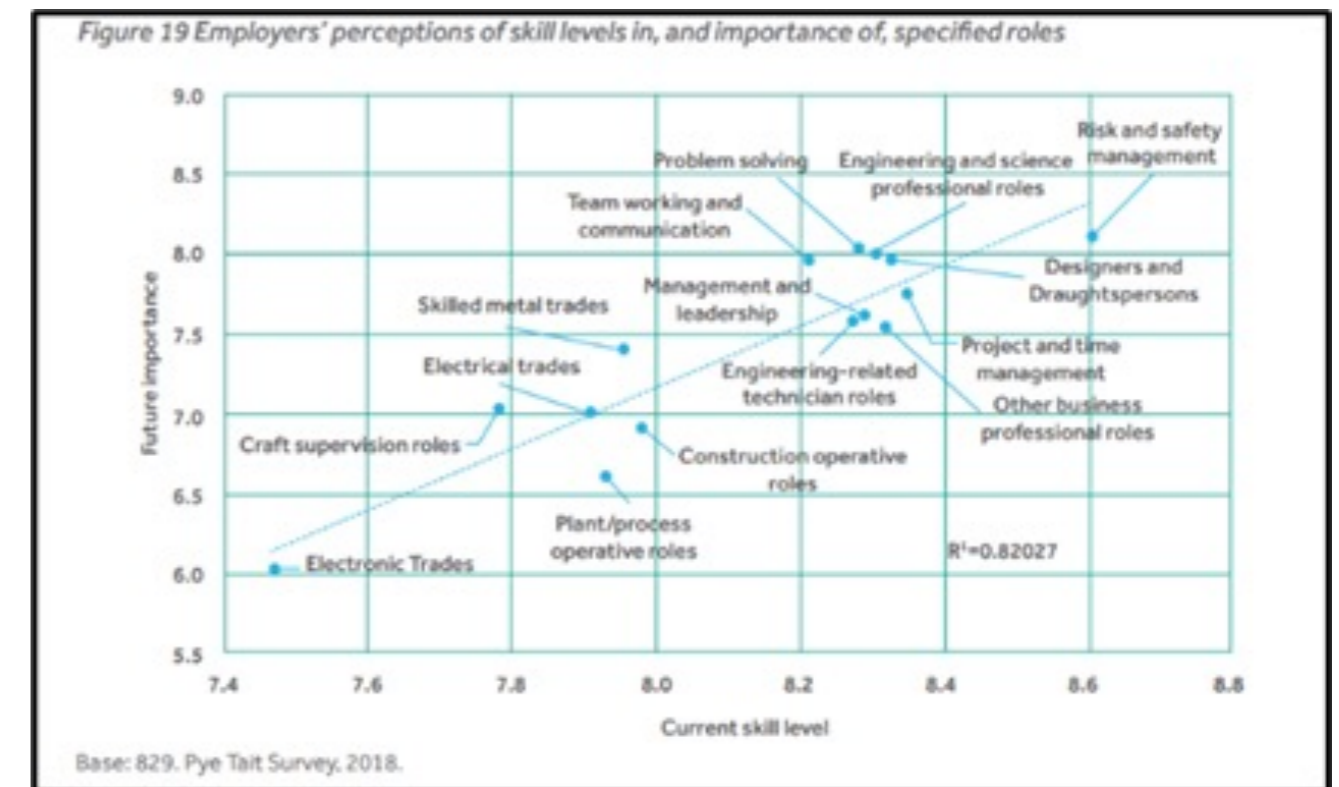
- Construction
- Digital and Technology
- Engineering
- Manufacturing
- Science and Maths.

In our objectives, which are aligned with national priorities, we will ensure that essential skills are also delivered, for example via Skills Builder, and that there will be co-delivery of courses with employers.

The below graphs illustrate the overall national picture for the fastest growing industries and the skills required.



ECITB data illustrates the rising technical and transferable skills needs with almost 50% of employers experiencing skills shortages across engineering related roles.



Engineering/Manufacturing. (Food and Drink)

FDM regional growth industry is incrementally increasing nationally upto 5.6% by 2030.



There is a predicted near 20.3% regional increase in the information and communication sector up to 2030.



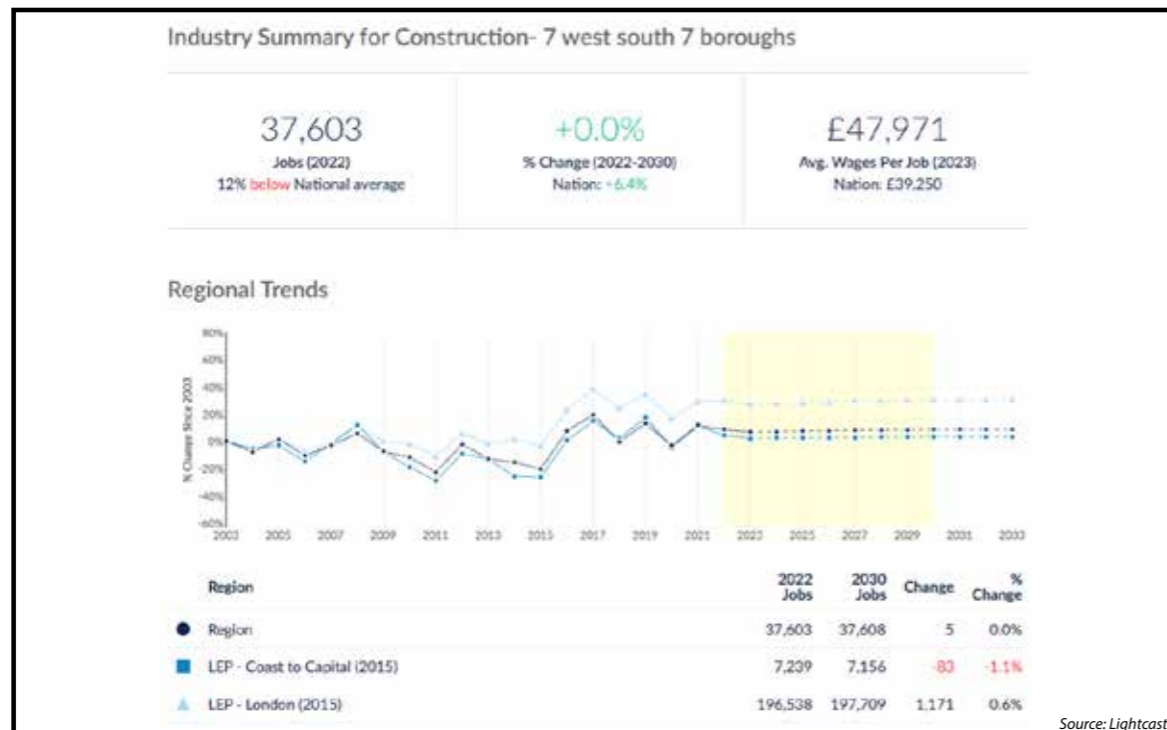
Reskill/ upskill your existing workforce, look externally or do both?

76% OF BUSINESSES 'LACKED THE DIGITAL SKILLS NEEDED BY THEIR BUSINESSES', BUT 92% ALSO SAID THAT 'HAVING DIGITAL SKILLS WAS IMPORTANT FOR EMPLOYEES'

State of the nation, BCS, 2022

Construction

Construction continues to see growth of 6.4% nationally and only slight change locally.



REGIONAL SHARE OF UK CONSTRUCTION OUTPUT 2020

Greater London (21%), and the South-East (17%) are the two regions that have the largest shares of construction output, accounting for nearly a third of UK construction output.



This workforce and economic forecast, the most comprehensive of its kind, predicts that from 2022-30:

+ **266,000**

↑ **UK-wide growth**

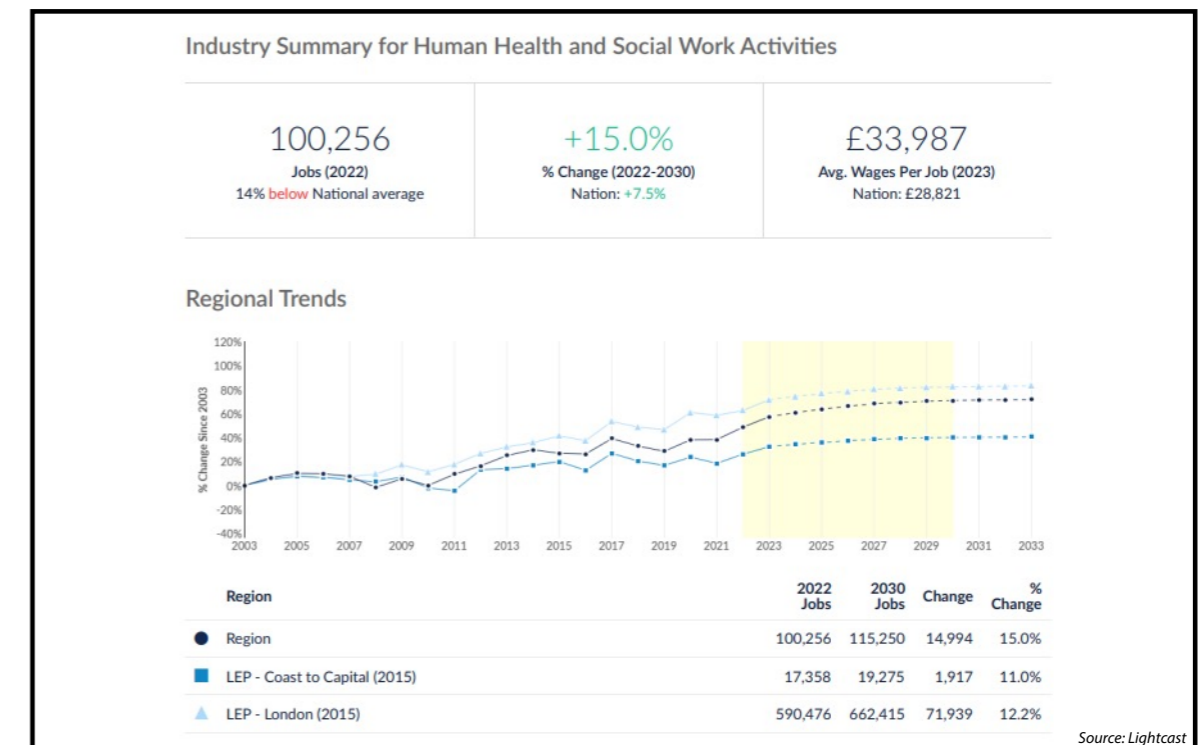
↑ **Private housing Infrastructure Repair and maintenance**

KEY FACTS AND FIGURES

↑ **2.78m**

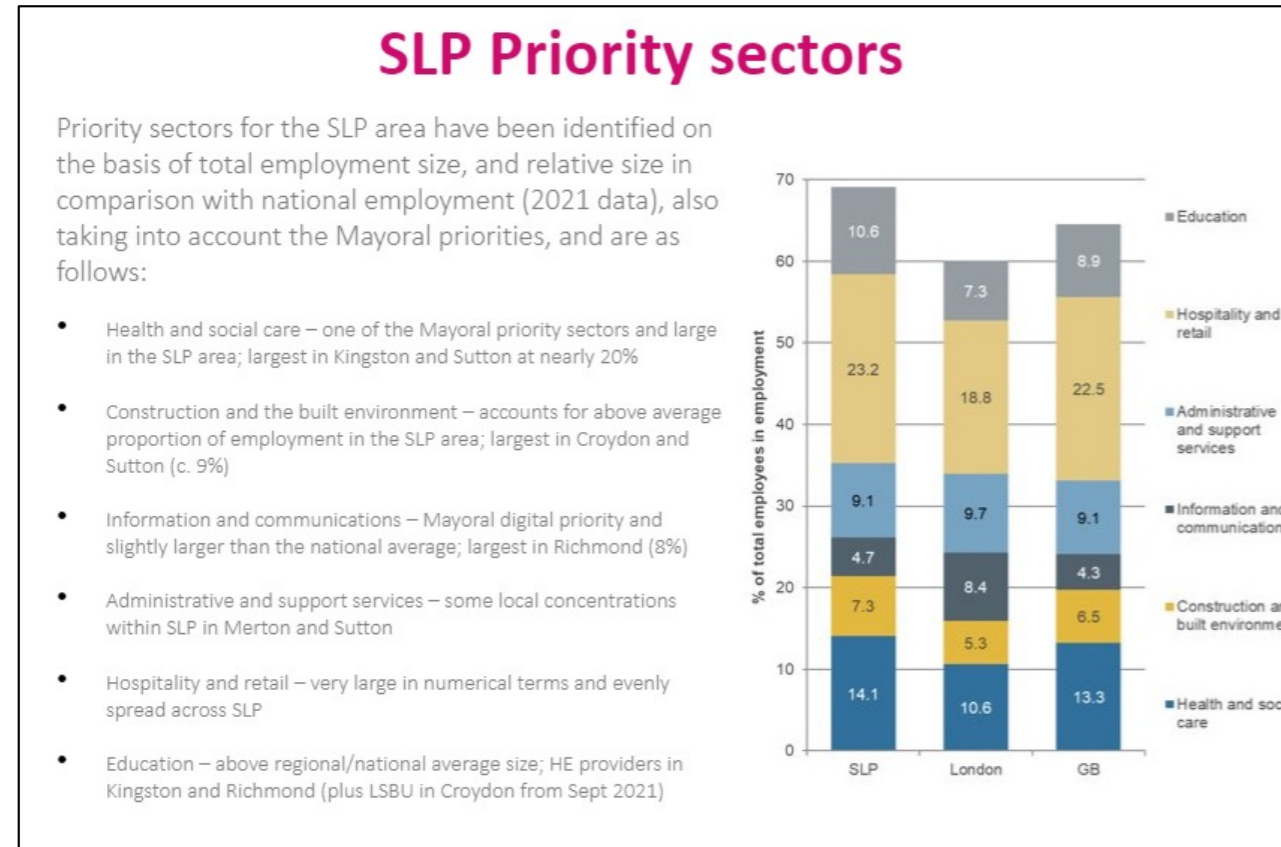
Health and Social Care

Trends indicate a 15% growth, one of the fastest growing occupations with cited skills gaps. This is a new IAB.

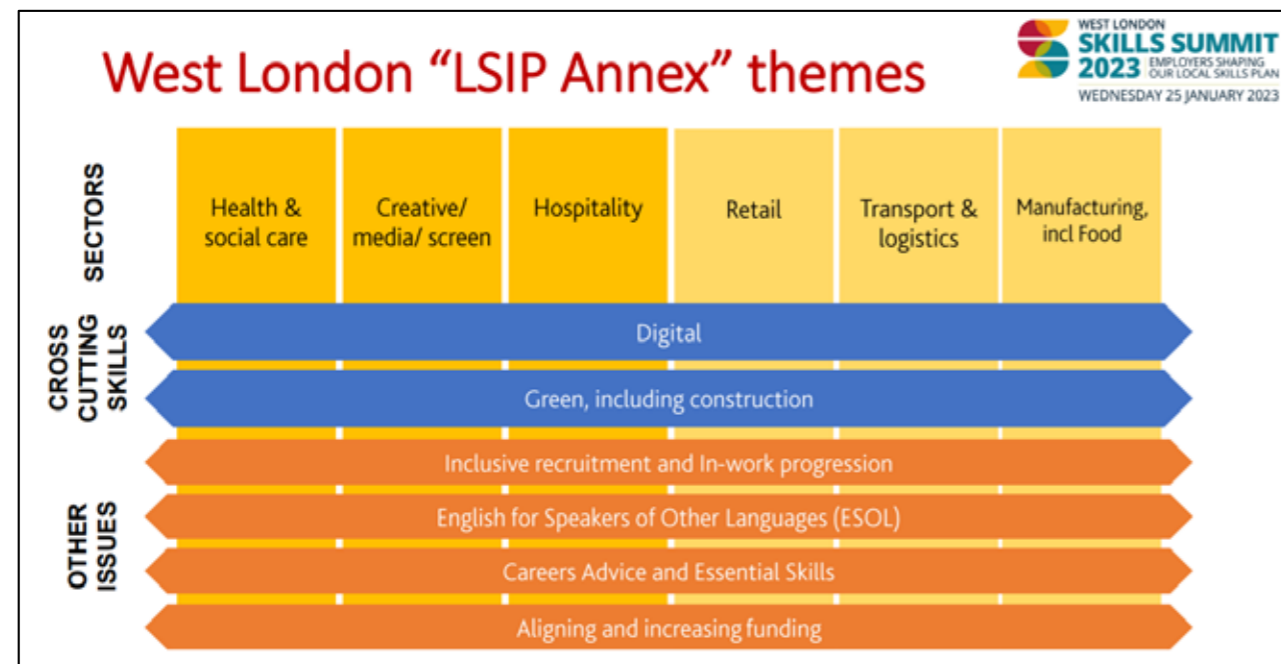


Regional Priorities

The key findings of the LSIP aligned with the London Mayoral priorities. The major priorities in the South London Partnerships were :



The main priorities from the West London Alliance were very similar, although with a few different nuances. The darker colours align with the London priorities, with the lighter colours indicating local priority needs.



Further Education Sector Priorities

In addition to national and regional skills priorities, our Accountability Agreement also reflects some of the key measures of the Skills and Post-16 Education Act.

- Embedding employers in the heart of the skills system
- Prioritising green skills so the training on offer across the country meets the needs of the growing green economy and helps gets more people into jobs
- Supporting the transformation of the current student loans system so from 2025 learners can access a flexible loan for higher-level education and training at university or college, useable at any point in their lives
- Creating a unified skills system that builds from quality gains achieved with apprenticeships and T-Levels by ensuring all technical qualifications match up to employers' high standards.

In summary, the priorities of the technical education landscape post reform:

- Development of Higher Technical Qualifications (HTQs)
- Expansion of T-Levels
- Apprenticeships as a priority
- Introduction of the Lifelong Learning Entitlement (LLE)
- New enhanced Ofsted Skills inspections.



OBJECTIVES, PRIORITIES AND IMPACT

Our objectives and priorities are aligned with our new strategic and curriculum plans set out for the term of 2023 - 2030.

Objective 1: Create and expand the Technical Innovation Zones of the WLloT.

Objective 2: Deliver careers not courses. Co-design and deliver full-time programmes with employers to meet sector needs.

Objective 3: Build the essential skills for all learners.

Objective 4: Deliver more provision in the workplace.

Objective 5: Improve career opportunities for adults.

Objective 6: Increase the skilled staffing capacity to deliver industry relevant programmes.

Objective 7: A move towards HRUC becoming net zero. Increasing the capacity for HRUC to respond to the Green Skills agenda.

Objective 8: Increase study programme numbers to meet local needs driven by demographic growth.

Objective 9: Ensure a high quality student experience across the College Group.



OBJECTIVE 1

Create and expand the Technical Innovation Zones of the WLloT.

PRIORITIES	IMPACT													
	Learners	Employers												
<p>The WLloT Technical Innovation Zones responds to DfE measures of success expanding the reach of the WLloT to operate as a regional IoT working in a coherent and supportive way.</p> <p>2024/25; expansion of partners and industry advisors across west and south London will increase the impact of the WLloT.</p> <p>Proposed/Priority sectors</p> <ul style="list-style-type: none"> • Engineering and Manufacturing (including Food and Drink) • Construction and the Built Environment. <p>Cross Cutting Theme</p> <ul style="list-style-type: none"> • Digital Technologies • Green. <table border="1"> <thead> <tr> <th colspan="2">Apprenticeship Growth</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>42</td> </tr> <tr> <td>Target 24/25</td> <td>58</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">HTQ Growth</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>238</td> </tr> <tr> <td>Target 24/25</td> <td>251</td> </tr> </tbody> </table> <p>Development of Modularised Learning The WLloT will be working with the regional networks in 24/25 to shape some of the development of the approaches to modularised learning (LLE).</p>	Apprenticeship Growth		23/24	42	Target 24/25	58	HTQ Growth		23/24	238	Target 24/25	251	<p>Increased apprenticeships opportunities for those who want one, in priority areas.</p> <p>Increased delivery of HTQs.</p> <p>Increased access to modularised Learning (LLE).</p> <p>Access to immersive technologies for teaching and learning purposes.</p>	<p>Agile, innovative, and responsive solutions to the real-world challenges of skills development, sourcing of technical talent and recruitment challenges on a local, regional and national level.</p>
Apprenticeship Growth														
23/24	42													
Target 24/25	58													
HTQ Growth														
23/24	238													
Target 24/25	251													





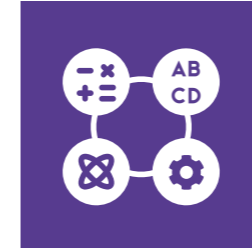


OBJECTIVE 2

Deliver careers not courses.



Co-design and deliver full-time programmes with employers to meet sector needs.

PRIORITIES	IMPACT							
	Learners	Employers						
<p>To improve the employability skills of our students; curriculum areas to engage with at least three employers to co-design and deliver their curriculum. The formation of new Industry Advisory Boards (IABs).</p> <p>T-Levels: 2024/25; Expanding our existing delivery in T-Levels in:</p> <ul style="list-style-type: none"> • Digital • Early Years • Engineering. <p>Introducing new T-Levels in Construction - Gas and Electrical Installation specialisms and Health.</p> <p>T-Levels:</p> <table border="1"> <thead> <tr> <th colspan="2">T-Levels</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>124</td> </tr> <tr> <td>Target 24/25</td> <td>250</td> </tr> </tbody> </table>	T-Levels		23/24	124	Target 24/25	250	<p>Learners' development of knowledge, skills and behaviour leads to sustained careers</p> <p>Learners have access to industry relevant knowledge and technical skills in the classroom.</p>	<p>Embedding employers to be at the heart by contributing to and advising on the relevant knowledge, skills and behaviours needed for the future needs of the sector.</p> <p>The development of "Talent Pipeline for Jobs".</p>
T-Levels								
23/24	124							
Target 24/25	250							
 								



OBJECTIVE 3

Build the essential skills for all learners.

PRIORITIES	IMPACT										
	Learners	Employers									
<p>Advances in 24/25: Development of employability skills for all learners.</p> <p>Enhancing digital skills for all learners.</p> <p>Achieving the Skills Builder Silver. The competency framework to be delivered in the curriculum.</p> <p>Further develop the Elevate Personal Development programme for all learners.</p> <table border="1"> <thead> <tr> <th colspan="3">Maths</th> </tr> <tr> <th>Starts</th> <th>Ach</th> <th>QAR</th> </tr> </thead> <tbody> <tr> <td>4694</td> <td>3587</td> <td>76.4%</td> </tr> </tbody> </table>	Maths			Starts	Ach	QAR	4694	3587	76.4%	<p>This will result in improved employability skills for students.</p> <p>Students will have developed their digital skills which employers have stated they need for their future workforce. They will also have gained essential skills.</p>	<p>Employers will gain a future workforce who have been trained in the pre-requisite employability, and technical skills that they require.</p>
Maths											
Starts	Ach	QAR									
4694	3587	76.4%									
											



OBJECTIVE 4

Deliver more provision in the workplace.

PRIORITIES	IMPACT							
	Learners	Employers						
<p>Increased apprenticeship targets. The 'To 2030 Apprenticeship Growth Strategy' is being developed.</p> <p>To meet the priority skills needs, new and increasing provision will be planned for 2024/25 in Engineering, Health and Social Care, at Level 4.</p> <p>The development of advanced manufacturing through the IoT linked specifically to Food and Drink Manufacturing will start in 23/24.</p>	<p>Improving the opportunities for learners to study in the workplace for all those who want one.</p> <p>Increased opportunities to achieve higher technical and degree level apprenticeships.</p>	<p>Talent pipelines are developed to feed directly into apprenticeships.</p> <p>Increasing new talent into the workplace.</p> <p>Increasing opportunities for in-work employees to upskill or reskill providing "good work for all".</p> <p>Expansion of higher-level work based technical education.</p>						
<table border="1"> <thead> <tr> <th colspan="2">Apprenticeships</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>329</td> </tr> <tr> <td>Target 24/25</td> <td>380</td> </tr> </tbody> </table>	Apprenticeships		23/24	329	Target 24/25	380		
Apprenticeships								
23/24	329							
Target 24/25	380							
<table border="1"> <thead> <tr> <th colspan="2">Higher Apprenticeships</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>41</td> </tr> <tr> <td>Target 24/25</td> <td>50</td> </tr> </tbody> </table>	Higher Apprenticeships		23/24	41	Target 24/25	50		
Higher Apprenticeships								
23/24	41							
Target 24/25	50							



OBJECTIVE 5

Improve career opportunities for adults.

PRIORITIES	IMPACT																			
	Learners	Employers																		
<p>Continued expansion of ESOL provision for adults across the group. All delivery to be brought in house with 0 subcontracting ESOL.</p> <table border="1"> <thead> <tr> <th colspan="2">ESOL</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>6862</td> </tr> <tr> <td>Target 24/25</td> <td>7000</td> </tr> </tbody> </table> <p>Develop modularised learning to respond to the Lifelong Learning Entitlement.</p> <p>Expand our HE provision, including:</p> <p>HTQs in Engineering (Manufacturing), Business, Digital, Construction, Teacher Training.</p> <table border="1"> <thead> <tr> <th colspan="2">HTQs/HNCs/HNDs</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>372</td> </tr> <tr> <td>Target 24/25</td> <td>405</td> </tr> </tbody> </table> <p>We will continue to optimise the Multiply funding.</p> <table border="1"> <thead> <tr> <th colspan="2">SWAPS</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>418</td> </tr> <tr> <td>Target 24/25</td> <td>450</td> </tr> </tbody> </table>	ESOL		23/24	6862	Target 24/25	7000	HTQs/HNCs/HNDs		23/24	372	Target 24/25	405	SWAPS		23/24	418	Target 24/25	450	<p>Adults will be able to develop their language skills to increase career progression.</p> <p>In-work adults will have greater access to acquire higher technical skills in priority sectors.</p> <p>More adults can have improved opportunities to enter work.</p>	<p>To reduce the number of adults with language skills as a barrier to progress .</p> <p>Increasing opportunities to upskill or reskill existing workforce.</p> <p>Over come recruitment pressures by co-design and delivery entry level roles.</p>
ESOL																				
23/24	6862																			
Target 24/25	7000																			
HTQs/HNCs/HNDs																				
23/24	372																			
Target 24/25	405																			
SWAPS																				
23/24	418																			
Target 24/25	450																			



OBJECTIVE 6

Increase the skilled staffing capacity to deliver industry relevant programmes.

PRIORITIES	IMPACT	
	Learners	Employers
<p>With the increase in specialist technical skills and the cited skills gaps in both industry and within education, there is a growing need to:</p> <ul style="list-style-type: none"> • Design an initiative to develop a dual professional programme • Upskill staff by ensuring CPD is matched to their sector • A key objective within the IoT Innovation Zones will introduce the concept of dual professionals and engage with PhD students to deliver courses • No less than 50% of staff will access industry CPD in 24/25 up to 75% in 25/26. 	<p>Students will be able to develop the technical skills needed to cater for the demands for the future workforce.</p> <p>Students will achieve high-quality, high end technical qualifications that the industries demand.</p> <p>Students will benefit from high-quality industry specialists who can impart the most up to date knowledge that is needed by industries.</p>	<p>Employers will be benefit from a highly skilled, highly qualified workforce that employers need.</p> <p>Employers will be less reliant on overseas labour as the College will be able to support employers with the skilled work force they require.</p> <p>Employers will have a pipeline of talent from which they can make an informed choice of the labour force they require.</p>



OBJECTIVE 7

A move towards HRUC becoming net zero. Increasing the capacity for HRUC to respond to the Green Skills agenda.

PRIORITIES	IMPACT							
	Learners	Employers						
<p>National and regional priority to achieve net zero:</p> <ul style="list-style-type: none"> • The Estates Strategy sets out HRUC's journey to net zero • Ensure sustainability is embedded in curriculum • Active promotion of sustainability initiatives. <table border="1" data-bbox="1635 898 2169 1213"> <thead> <tr> <th colspan="2">Green Skills Curriculum</th> </tr> </thead> <tbody> <tr> <td>23/24 enrolments Wider list of courses with element of Green Skills</td> <td>1223</td> </tr> <tr> <td>Target 24/25 students on courses with elements of with element of Green Skills</td> <td>1500+</td> </tr> </tbody> </table>	Green Skills Curriculum		23/24 enrolments Wider list of courses with element of Green Skills	1223	Target 24/25 students on courses with elements of with element of Green Skills	1500+	<p>The curriculum will provide increased opportunities for learners to become skilled in the priority low carbon industries.</p> <p>Learners will be able to access careers in these priority sectors.</p> <p>Through the wider curriculum learners will acquire knowledge, skills and behaviours to become sustainable in their work.</p>	<p>An increased workforce to develop technologies to meet the increasing regional priorities of the green agenda, including retrofit and low carbon transport.</p>
Green Skills Curriculum								
23/24 enrolments Wider list of courses with element of Green Skills	1223							
Target 24/25 students on courses with elements of with element of Green Skills	1500+							





OBJECTIVE 8

Increase study programme numbers to meet local needs driven by demographic growth.

PRIORITIES	IMPACT													
	Learners	Employers												
<p>Our priority areas for growth:</p> <p>To improve inclusive employment and career progression through the expansion of our SEND provision and Supported Internships.</p> <table border="1"> <thead> <tr> <th colspan="2">SEND</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>745</td> </tr> <tr> <td>Target 24/25</td> <td>820</td> </tr> </tbody> </table> <p>Increase the gateways to careers for young people through technical education.</p> <table border="1"> <thead> <tr> <th colspan="2">Study Programmes</th> </tr> </thead> <tbody> <tr> <td>23/24</td> <td>7464</td> </tr> <tr> <td>Target 24/25</td> <td>7915</td> </tr> </tbody> </table>	SEND		23/24	745	Target 24/25	820	Study Programmes		23/24	7464	Target 24/25	7915	<p>Create greater opportunities for students with high needs to access employment.</p> <p>Expand opportunities for all young people to develop their knowledge, skills and behaviours.</p>	<p>Support employers in developing an inclusive workforce.</p> <p>Increase the technical skills in young people to expand the workforce pipeline.</p>
SEND														
23/24	745													
Target 24/25	820													
Study Programmes														
23/24	7464													
Target 24/25	7915													



OBJECTIVE 9

Ensure a high quality student experience across the College Group.

PRIORITIES	IMPACT							
	Learners	Employers						
<ul style="list-style-type: none"> Ensure consistently high standards of teaching and learning. Align quality processes across HRUC to secure strong outcomes. <p>97% of our learners to progress into positive destinations.</p> <table border="1"> <thead> <tr> <th colspan="2">Destinations</th> </tr> </thead> <tbody> <tr> <td>Further Study</td> <td>71%</td> </tr> <tr> <td>Employment</td> <td>23%</td> </tr> </tbody> </table> <p>Employment and further study in 24/25 to meet 70% and 20% respectively.</p> <p>Outcomes for 16-18s to be at least 3%> Provider National Average (PNA) 19+ to be at least in line with PNA.</p>	Destinations		Further Study	71%	Employment	23%	<p>Learners will achieve the improved outcomes that they need to make their next step in their career.</p> <p>Students will gain the skills, knowledge and behaviours they require for their future careers.</p>	<p>Employers will benefit from a highly skilled future workforce that they require.</p>
Destinations								
Further Study	71%							
Employment	23%							



CORPORATION STATEMENT

On behalf of the HRUC Group, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on Tuesday 25 June 2024.

The plan will be published on HRUC's website within three months of the start of the new academic year and can be accessed via www.hruc.ac.uk

Supporting Documentation

[Strategic Plan](#)

[Curriculum Ambition](#)

[South London LSIP](#)

[West London LSIP](#)

[Latest HCUC Ofsted Report](#)

[Latest RuTC Ofsted Report](#)

[HRUC Financial Statement 2023](#)

[RuTC Financial Statement 2023](#)



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