

CURRICULUM AND SKILLS STRATEGY



Revised second edition
2030



HARROW, RICHMOND & UXBRIDGE COLLEGES

FOREWORD

Further to the first edition HRUC Curriculum Strategy 2030 published 2023, this updated edition of our HRUC Curriculum Strategy 2030's purpose is to empower stakeholders and students by actively driving our offer to meet emerging skills demands and to ensure high quality education, and personal growth, while promoting inclusivity and community development.

The core role of our Curriculum Strategy 2030 version 2 is to deliver two duties for our students, stakeholders and community:

1. Ambitious progression for all
2. Ambitious jobs for all

HRUC's Curriculum Strategy will:

1. Deliver to policy, market context now and projected.
2. Invest in growth sectors and reducing our offer in unneeded and unviable areas.
3. Initiate and quantify long term resource needs in growth sectors.
4. Provide an outstanding learner experience now and in tomorrow's learning environment, and our Learning Philosophy.
5. Outline our ambitions for Apprenticeships, Higher Education, Commercial and our IoT.
6. Shape the purpose our People, Place and Digital strategies.

It will respond to our drive to be a national leader in best delivery for industry, by (1) setting out our 5 year plan to deliver growth in national priority sectors, (2) establishing a cohesive adult offer across HE, apprenticeships and wider creating complementary progression pathways in targeted sectors through a single offer across multiple funding types. (3) and deliver an HRUC University Centre.

It will apply a decision-making framework:
HRUC Curriculum Decision Rules to standardise decision.



Our Curriculum Strategy will deliver:

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



Community of Leaders



Diversity



Innovation and Sustainability

OUR STRATEGIC OBJECTIVES



Aspiring and Delivering the First Career



Economic Growth and Prosperity



Outstanding Learner Experience



Our People



Our Infrastructure

CONTENTS

1. The right offer for London: the political, policy and market context we deliver within.
2. Executive Summary
3. Learning Philosophy
4. HRUC curriculum priorities to be the College of Choice – where we will grow, hold or reduce:
 - By cohort: 16-18, 19+, Apprenticeship, Higher Education, and full-cost
 - By sector
 - Six sectors HRUC will prioritise investment and optimise growth
 - Three sectors HRUC will optimise growth through moderate investment
 - Four sectors HRUC will maintain or reduce. Our Study Programme Ambition including tutorial, enrichment and pastoral
 - Transforming our West London Institute of Technology
5. Our Full-Time Study Programme Ambition
6. Optimising Partnerships, Competitions and World Skills
7. Teaching, Learning and Digital Delivery
8. Timeline
9. Action Plan

HRUC Curriculum Decision Rules

1. **Is it a sector London prioritises** (by government bodies or market needs) with good market penetration and growth opportunity?
2. **Is it a sector HRUC should prioritise, including if it is best weighted to a cohort market eg. 16-18 or HE?**
 - Market: Do our employer partners and our student applicants need this offer?
 - Viability: Will it deliver volumes and contribution levels for each cohort market?
 - Quality: Can we deliver high student outcomes and progression for each cohort market?
 - Capacity: Do we have capacity (people, place, digital and track-record) to optimise growth and quality?
 - Employers: Do we have strong industry partnerships and engagement?

Data Sources

1. The Mayor of London's Skills for Londoners Strategy 2025
2. Skills England Strategic framework 2025
3. West London Alliance Economic Prosperity Board publications and skills action plans 2024
4. London Local Enterprise Partnership (LEP) skills strategy
5. Local Skills Improvement Plans (LSIPs) for West and South London

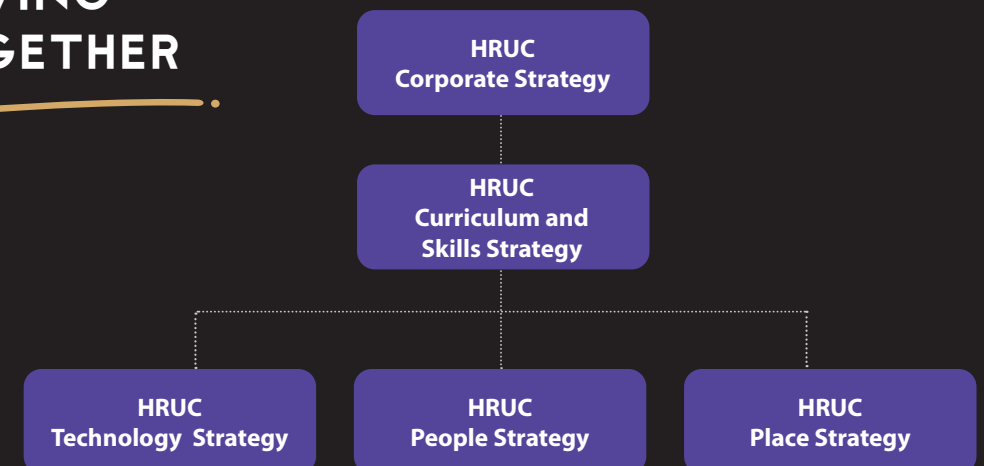
6. Education and Skills Funding Agency (ESFA) data on Further Education provision and Higher Education Statistics Agency (HESA) data on graduate outcomes

7. The Skills Imperative 2035 - NFER

Appendices

8. HRUC Priority Sector Skills matrix – From LSIPS and Mayoral priorities, education supply and key jobs.
9. HRUC decision rules for curriculum choices matrix.

OUR STRATEGIES DRIVING TOGETHER





THE RIGHT OFFER FOR LONDON

The political, policy and market
context HRUC delivers within.

EXECUTIVE SUMMARY

The curriculum strategy is highly responsive to the education skills and employment needs of London. It will deliver growth in key sectors.

HRUC Band 1 Invest big, grow big in target sectors. **HRUC Band 2** Invest small, grow organic. **HRUC Band 3** Stop where don't meet HRUC Curriculum Decision Rules eg. unviable or weak.

Messages 1 and 2 - Growth and BAU

1. Prioritise sector investment and growth.

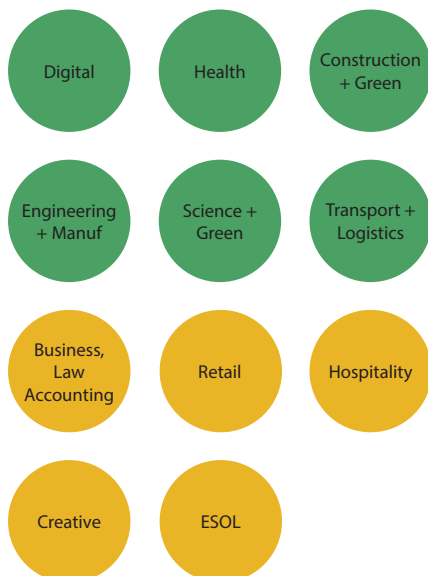
In response to sector needs, applicant demand, demographic growth and national policy drivers.

2. Grow our strengths and most viable and rationalise ticking along.

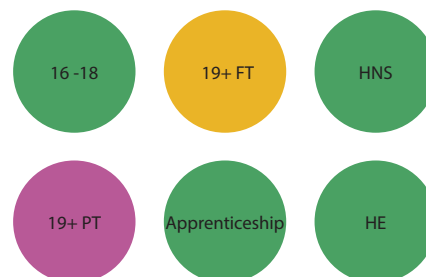
We will apply 8 new HRUC Curriculum Decision Rules to stop/go programmes. Especially to Apprenticeships and HE.

Skills England, LSIPs, Mayoral
Priorities sectors

Other HRUC areas



Grow 16-18 and 19+ cohorts
– in priority sectors



SEND prioritised throughout curriculum

Messages 3 and 4 – Transformation

3. Transform Adult Delivery offer into a single, cohesive offer that stakeholders understand.

- In response to slow HE, Apprenticeship and commercial growth, mixed viability and that these areas compete at HRUC.
- Build an outward facing Adult Skills for Industry offer. Pool HE, Apprenticeships, full cost and higher-skill adult courses into complementing programmes across multiple funding types. Includes IoT.
- Establish a University Centre approach to HE.

Adult Skills Strategy and University Centre



4. Enhance STEM inc. the IoT's purpose

- Focus on three emerging/priority technologies.
 - Align high profile employers.
- Deploy multiple funding pathways = progression, inclusivity, new markets.
 - Widen IoT footprint – onsite and offsite in industry.
- Reset as stakeholder and student experience quality badge.

Prioritise Investment in 16-18 and 19+ full time growth and in targeted sectors HE and Apprenticeships.

The political, policy and market context

HRUC delivers within

Skills England, LSIPs and the London Mayor – signalling skills needs

There is greater visibility of market need and clarity in our mandate to meet the London skills gap than at any time in recent memory, mapped by Local Skills Improvement Plans (LSIPs), Local Enterprise Partnerships (LEPs), the London Mayor's strategies, and emerging Skills England priorities.

These bodies present both common national cause (digital, health, science, green skills incl. construction, logistics, engineering and manufacturing) and West/ South London vs Greater London variation (targeted Creative jobs and Retail sectors are local priorities). In addition to the priority sectors, Skills England have prioritised developing an inclusive workforce, in workplace employability skill development, SME support, delivering a purposeful skills system. Further Education Colleges operate in an increasingly regulated, funnelled and unpredictable environment.

The ESFA and Institute for Apprenticeships and Technical Education (IfATE) have recently been integrated into the DfE – and this will likely closely align to the policy goals of technical education and funding. Ofsted and FEC data sets will increasingly assess our reflection of our market's needs and judge our efficacy.

There is also an emerging challenge to IoTs with a wider breadth of technical education to be delivered by the government's

proposed Technical Excellence Colleges - decisions on host colleges will be made by Skills England.

This helps drive our core intent of empowering individuals through high quality and industry relevant education, into the right progression routes and the right jobs. At HRUC our curriculum is well aligned with Local Skills Improvement Plans (LSIPs), London Mayor, and we would expect Skills England and the College, and this has and will allow access to ring-fenced and additional funding (eg. capital and targeted cohort opportunities).



Labour's 5 National Missions

The Government have set themselves five "missions": growing the economy, an NHS fit for the future, safer streets, opportunity for all, and making Britain a clean energy superpower. Each mission has measurable milestones, including ending hospital backlogs and building 1.5 million homes in England.



- 1. Get Britain building:** Focuses on construction skills, sustainable building practices, and modern methods of construction. HRUC must assess our want to invest in relevant training programmes and apprenticeships to meet the demand for skilled workers in the construction sector. This includes changes to Bootcamps and the Growth and Skills levy for example.



- 2. Switch on Great British Energy:** Emphasizes green energy jobs, renewable technologies, and energy efficiency skills. HRUC must assess our want to develop our offer in solar, wind, and other renewable energy sources.



- 3. Get the NHS back on its feet:** Focus on healthcare training, nursing, and related healthcare professions. HRUC must assess our want to expand healthcare-related courses and professional courses with the NHS.



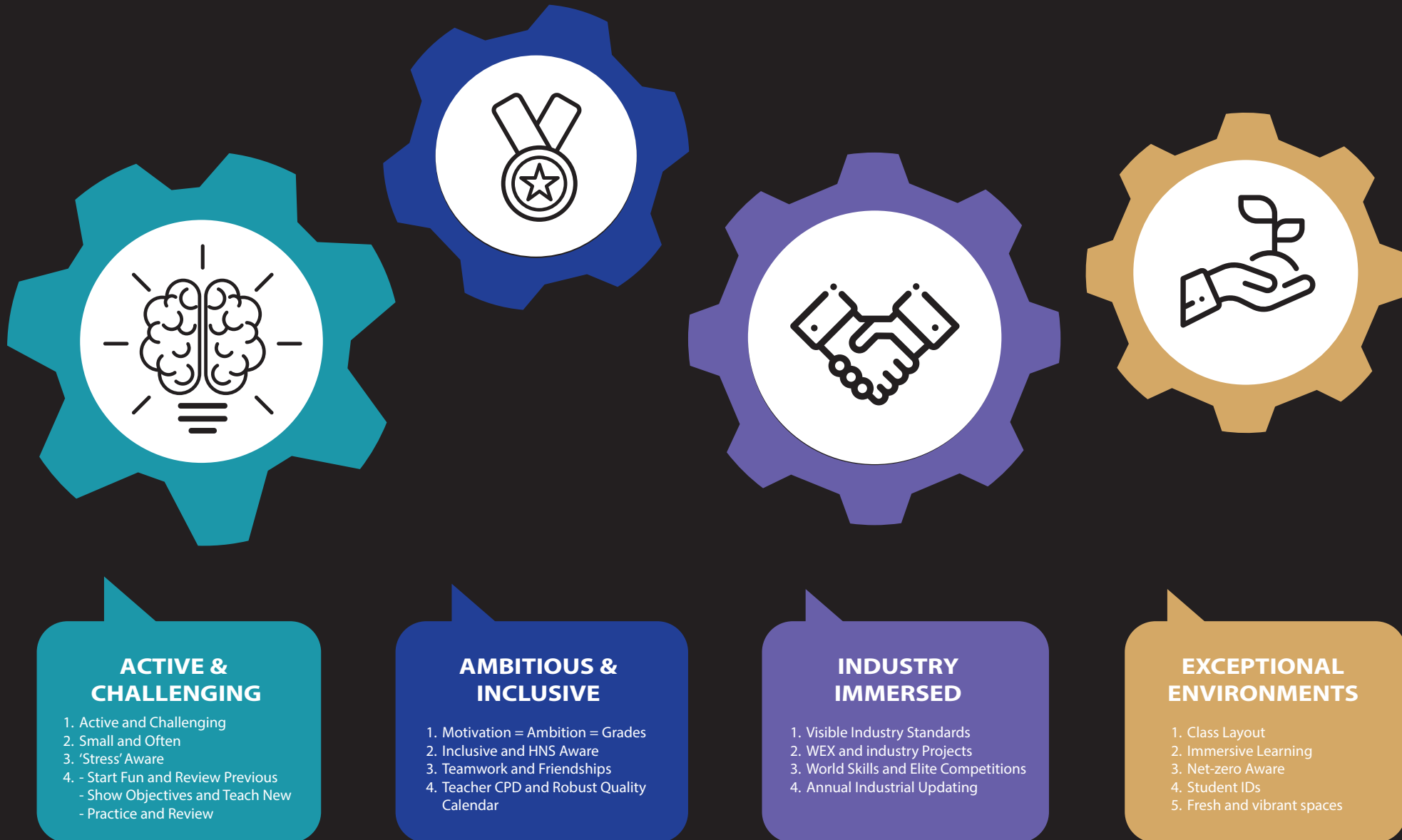
- 4. Take back our streets:** HRUC will want to explore our role in community safety initiatives, student training in cybersecurity for example, and heighten our students' capacity to recognise digital risk. HRUC must assess our personal development including tutorial programmes and the breath of our pastoral intervention support.



- 5. Break down barriers to opportunity:** Focus on social mobility, skills training for disadvantaged groups, and widening participation in education including providing additional support for disadvantaged students, and offer training tailored to specific community needs.

OUR HRUC LEARNING PHILOSOPHY

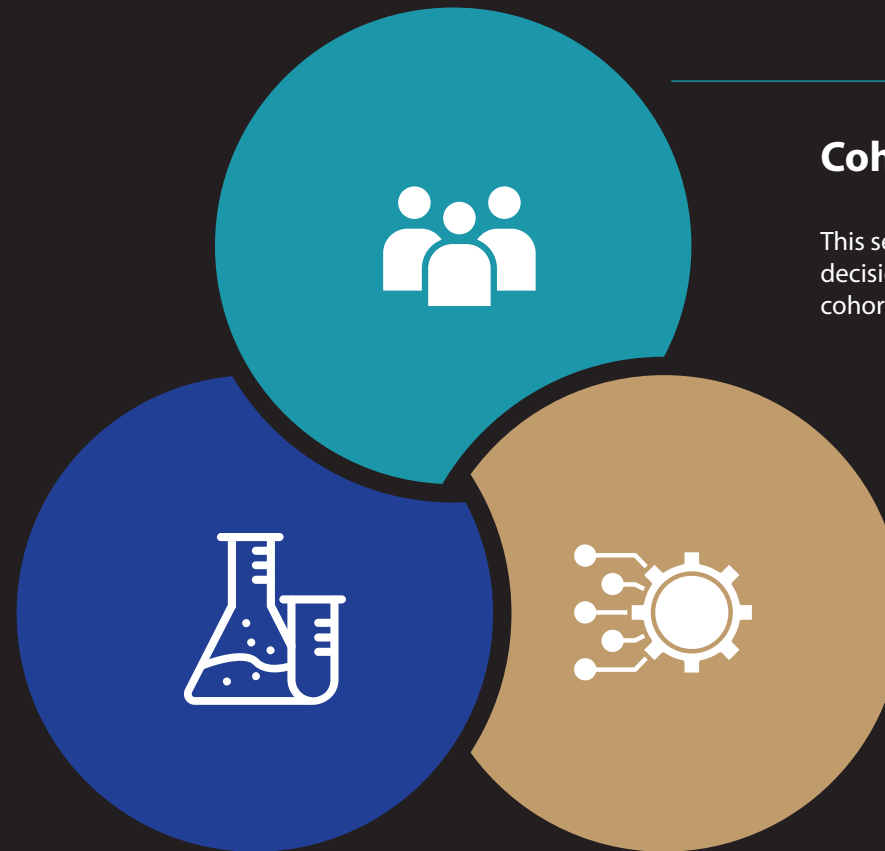
How we will deliver a life changing experience to our students.



OUR CURRICULUM PRIORITIES

Where we will grow and invest,
hold or reduce.

Advancing our STEM
offer. Including the West
London Institute of
Technonlogy



Cohort Priorities

This section explores HRUC
decisions on headline
cohort direction.

Sector Priorities

This section will list
employment sectors in which
we will priortise investment
and growth, optimise organic
growth through moderate
investment and sectors to
maintain, consolidate or reduce.



OUR COHORT PRIORITIES

This section explores HRUC decisions on headline cohort direction. It outlines workforce, funding, strategic and community benefits of our decisions on which cohorts should be optimised and invested in. It applies the HRUC Curriculum Decision Rules listed above.



16-18

Our ambition is to grow 16-18 by 2030 and dramatically in Digital, Health, Engineering, Science and Business.

Outstanding 16-18 delivery is critical to deliver for our communities and to all five of our strategic objectives. To be the College of Choice, delivering the first career, create economic prosperity and provide an outstanding learner experience. The 16-18 cohort is our largest.

It is the government priority. 16-18s are our largest income stream, evidencing the largest growth, largest future growth capacity and largest return on investment. It delivers outstanding achievement rates and high progression to HE or employment.

Opportunities

- 1100 learners expected by 2026.
- Sector-based growth – noting focus on investing in related people and places incl. offsite locations and onsite builds.
- Personal development enhanced Employability skill development.

Risks

- Accommodation strain - sector specific and overall. Target areas require significant investment eg. modern building methods.
- Student experience strain.
- Staffing capacity - supporting growth, student wellbeing and quality.

Actions

- Agree 16-18 sectors noted below for optimised growth, holding or slowing.
- Ensure the Place Master Plan delivers adequate onsite and/or offsite locations (sector-based decisions).



High Need Students

Our ambition is to grow HNS further into 2030. We will position HRUC as an outstanding provider for Foundation Learning discrete SEND, and as the Local authority college of choice across West London.

Delivery for HNS is our sixth strategic objective and is core to HRUC's identity. Outstanding HNS delivery is critical to our strategic objectives and our capacity to deliver for our communities and to all five of our strategic objectives.

HNSs are our second largest income stream evidencing the unprecedented growth to date and presenting future growth capacity. It is the government priority. HNS delivers outstanding vocational achievement rates and high value added. It is the national and local government priority.

Opportunities

- Increased HS projected incl. SLD and PMLD.
- Generate HRUC SEND brand name to be the West London college of choice.

Risks

- HNS accommodation and sector specific accommodation.
- Staffing capacity - supporting growth, student wellbeing and quality.
- Risk of overstretch - provision is complex and growing.
- Funding shortfalls in Local Authorities may slow future growth.
- Action:
- Invest in HNS staffing growth and footprint as a high priority. Grow capacity quickly.
- Staffing and footprint capacity.



An outward facing Adult Offer

Proposed HRUC structural change...

By drawing together HE, Apprenticeships, full cost and higher skill adult courses into a cohesive offer (incl. The IoT), we will service industry and stakeholder needs, creating complementary progression pathways (and removing internally competing offers. Driven through this infrastructure, we can become national leaders in targeted sectors through a single offer by sector, applying complementing funding types (incl. the new growth and skills levy) to multiple entry points. The HRUC full time adult offer will sit within our study programme strategic approach.



Our approach is to optimise funding for our communities by prioritising cohorts, consolidating others and direct targeted cohorts to options including emerging levy flexibilities, bootcamps and full cost.

A strong adult offer delivers for our communities and is central to three of our strategic objectives; delivering the first career, create economic prosperity and provide an outstanding learner experience. However, while a local government priority, colleges face a reduced Adult Skills Fund nationally with further equivalent decreases signalled.

HRUC has established a set of adult cohort fiscal rules to ensure we optimise delivery of our ASF for our communities. Our approach is to prioritise delivering for young adults into vocational full-time study programmes, part-time ESOL, basic-skills and Access.

Adults are our third largest income stream, despite funding reductions. Presently, future growth capacity is flatlined. Key will be optimising the emerging Growth and Skills levy that will defer employer funding from apprenticeships onto wider opportunities and shifting target cohorts to full-cost and Bootcamp pathways. The latter will require a restructured Apprenticeship and Skills salesforce.

Our adult offer delivers outstanding achievement rates and high progression and employment.

Opportunities

- Agree a restructured Apprenticeship and Skills salesforce that focuses on internal and external markets across all of part time adult, HE, full-cost and apprenticeship offers.
- Agree targets for the Growth and Skills levy pilots that will defer employer funding to full-cost. Agree full-cost pathways for targeted cohorts.
- Full-time 19+ expansion (10% market share).
- Launch bootcamps
- Apply our adult cohort HRUC Curriculum Decision Rules to target reduced adult funding.

Risks

- Additional risk of less viable adult groups displacing priority mixed 16-18 and young adult groups.
- Overall accommodation and sector specific accommodation.
- Digital divide and engagement
- Competitive London market.

Action:

- Invest in 16-18 as noted above will increase full-time young adult capacity. Stop less viable and lower quality options. Further investment in Bootcamps, full-cost and flexed levy cohorts will widen markets.



Apprenticeships

Growth in high priority sectors. Review pathway viability. Reset delivery model.

Our ambition is to grow in our high volume, high priority and highest viability pathways, ceasing others to deliver excellence in specific sectors only. We will reset our delivery model to increase viability and stakeholder experience.

Apprenticeships are key to three of our strategic objectives and meets government local and national skills priority. Funding is not capped. To be the College of Choice we must, deliver the first career, create economic prosperity, strategically positioning ourselves as an employer led progression opportunity for full-time students from L2 and L3 (advanced engineering and manufacturing, construction, health), meet local economic and high demand specialist job needs and enable in work adults to upskill and reskill.

Apprenticeships are our fourth largest income stream and while evidencing growth, they have not delivered expected levels, nor made adequate contribution financially. They present good future growth capacity but a limited growth track record.

Our new strategy will reframe HRUC apprenticeships as central to a new cohesive outward facing Adult Skills for Industry offer by:

1. growing our highest employer demand areas (streamlining non-viable and poor quality pathways out)
2. offering a new block-release delivery model (with expanded online delivery), delivered through an enhanced apprenticeship and skills team that has a sales arm, and a quality and curriculum delivery arm and significantly strengthen business profiling. The team will have ambitious but realistic targets to drive engagement with employers and our enhanced apprenticeship quality function will realise targeted growth.

Opportunities

- Optimise internal progression onto apprenticeships from L2-L3 Study programmes.
- Agree a restructured Apprenticeship and Skills salesforce that focuses on internal and external markets across all of part time adult, HE, full-cost and apprenticeship offers.
- Optimise existing large employer partnerships through our FT programmes.
- Apply HRUC Curriculum Decision Rules to optimise viability and quality. New block release and expanded online models will support this also.
- Strengthen profiling.

Risks

- Increase low market share, low contribution and low internal progression. Poor viability on some pathways.
- Recruitment of specialist staffing and accommodation.
- Inconsistent course-level quality.
- Admin and compliance burdens.
- Infrastructure and sustained employer collaboration.
- Unrealistic targets not met.

Action

- Target our apprenticeship offer by optimising internal progression onto adult apprenticeships from L1-L3 Study programmes. Discontinue small, unviable pathways. Agree the shape of the higher viability delivery model/block release.
- Increase the volumes of adults through upskill and reskill.
- Strengthen IoT Apprenticeship branding for technical programmes.





Higher Education

Our ambition is to grow in high volume, priority sector HE areas. We will launch an HRUC University and Higher Technical Centre, increase HTQs and modular options and attain degree awarding capacity by 2030. This will mean focusing our HE on high priority and higher viability pathways and consolidate others.

Higher Education and Higher technical Education is central to three of our strategic objectives and meets government local and national skills priority. While HE is our fifth largest income stream it has evidenced only limited growth. HE presents good future growth capacity but a limited growth track record.

Our new Higher Education strategy will sit alongside the resets of both our Institute of Technology and Apprenticeship Ambition.

We will deliver:

1. A University Centre of Excellence in our highest HE employer demand areas (streamlining non-viable and poor-quality pathways out).
2. We will offer 'stackable' modular and full-cost HE options unlocked by Growth and Skills levy flexibilities.
3. We will present these to market alongside apprenticeships and full-cost options through a restructured apprenticeship and skills team sales arm.

4. We will generate a pathway to degree delivery between HRUC degree awarding powers (DAPs) and/or a strategic top-up degree awarding partnership with a partner university.

HRUC does not yet offer HE in all of the highest London priority sectors: health (Nursing associate, Health Science degrees, Social Work pathways), Green Technologies (Sustainability, Construction tech, Electric vehicle systems), Creative Industries (Digital media, Film, Gaming, and Visual design) and Engineering and Construction (Civil engineering, Quantity surveying).

Through an effective governance and management structure, HRUC will continue to meet all ongoing conditions of registration including addressing inequalities through our Access and Participation Plan (2024-2028) and maintaining a strong financial profile.

The College is committed to ensuring higher education students are well equipped to progress to further study or into employment. This is achieved through a culture of continuous improvement for both student experience and outcomes. Student feedback, review and reflection and robust action planning are integral to this.

Opportunities

- University Centre including Level 6 delivery.
- Optimise internal progression into HRUC Higher Education from L2-L3 Study programmes. Market L1-L5 student journeys. Better align HE with L3 routes.
- Agree a restructured salesforce that focuses on internal and external markets across all of part time adult, HE, full-cost and apprenticeship offers.
- University Centre including Level 6 delivery. Top-up degree awarding with a partner university – franchise or validation models.
- Target non-traditional learners, including adults, part-time learners, and those already in work with modular. Develop and promote flexible HE options incl. online/hybrid delivery and modular micro-credentials.

Risks

- Poor viability on some pathways.
- Recruitment of specialist staffing and accommodation.
- Inconsistent course-level quality.
- Admin and compliance burdens.
- Infrastructure and sustained employer collaboration.
- Unrealistic targets not met.

Action

- Target our higher-education offer by optimising internal progression onto HE from L1-L3 Study programmes. Discontinue small, unviable pathways. Agree the shape of the higher viability delivery model/block release.
- Deliver a L6 delivery action plan.



Full Cost Commercial

Our ambition is to widen our commercial course offer to meet emerging economic priorities, targeting adults to retrain into priority sectors including professional licences to practice incl. building services or professional industries such as accounting.

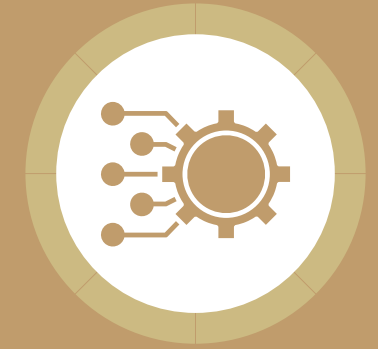
The use of free learning on Youtube has resulted in a needed change to college full cost offer. HRUC's full cost offer will focus on professional licences required in specific industries including face to face delivery. There are also opportunities to refresh our offer to provide valuable upskill or reskill courses for adults.

Opportunities, for example in partnership with BSI to deliver ISO Standards.

Staff CPD and dynamic delivery models will need to be considered to ensure we are able to deliver a current and competitive offer Commercialised approach including marketing needs to be established.



OUR PRIORITY SECTORS



This section will list employment sectors in which (1) HRUC will prioritise investment and optimise growth, (2) sectors HRUC will optimise organic growth through moderate investment and (3) sectors to maintain, consolidate or reduce. Appendices provides a deep dive into the rationale for each sector as it includes feedback on each of the HRUC Curriculum Decision Rules:

1. Is it a sector London prioritises? (both by government bodies and by market needs) with good market penetration and growth opportunity?
2. Is it a sector HRUC should prioritise, including if it is best weighted to a cohort market eg. 16-18 or HE?
 - **Market:** Do our employer partners and our student applicants need this offer?
 - **Viability:** Will it deliver volumes and our listed contribution levels for each cohort market? Does this differ by campus?
 - **Quality:** Can we deliver high student outcomes and progression for each cohort market? Does this differ by campus?
 - **Capacity:** Do we have capacity (people, place, digital and track-record) to optimise growth and quality?
 - **Employers:** Do we have strong industry partnerships and engagement?



Six priority sectors to invest in and optimise growth at HRUC.

These six areas uniformly meet LSIPs, LEPs and the London Mayor and emerging Skills England priorities with job volumes, current skills gaps, and projected jobs growth. They are top six London jobs market by volume, skills gaps and by future growth as detailed in staffing and place capacity. Each of these six areas meet the HRUC Curriculum Decision Rules detailed in the appendices.



1. Digital

Digital is universally recognised as a top priority, with specific emphasis on software development, data analytics, cybersecurity, and digital marketing.

It is one of the top employers by volume in London and will see the highest sector growth ahead of HSC (as it is both a standalone priority and a cross-cutting theme in the future of wider industries).

It is a persistent skills gaps and has the highest projected growth of all sectors. There is current education under-supply. Digital delivers good achievement rates at HRUC. All cohort markets meet the five HRUC Curriculum Decision Rules.



2. Health and Social Care

Health is consistently recognised as the highest or second highest London priority. It is one of the top three employers by volume in London and will see the second highest sector growth behind digital (due to London's aging population and chronic staffing shortages).

The emphasis spans care, clinical and social skills and across many levels of occupation. There is current education under-supply. Health delivers high achievement rates at HRUC. All cohort markets meet the five HRUC Curriculum Decision Rules.

3. Construction and the Built Environment including Green Economy

Both in London and nationally recognised as a top priority, with skills needs now in both traditional roles (electricians, plumbers and carpentry), and green economy roles (retrofitting, energy storage, green construction) where there is significant growth projected.

It is one of the top employers by volume in London, is a persistent skills gap and has the highest projected growth of all sectors. There is current education under-supply. All cohort markets meet the five HRUC Curriculum Decision Rules.

4. Engineering and Advanced Manufacturing including Green Economy and Food and Drink Manufacturing

Recognised as a top priority with significant growth projected in mechanical, electrical, manufacturing, robotics and aviation engineering with FDM a west London priority sector.

There is a significant training gap in the southeast of England incl. Park Royal (500+ businesses). IoT and its partners have established a skills hub to address. An area with a high volume of vacancies, a key contributor to the green economy and with a 10% growth projected.

Manufacturing, design and aviation are key opportunities. There is current education under-supply. All cohort markets meet the five HRUC Curriculum Decision Rules.

5. Science including Green Economy

Universally recognised as a top five priority with Skills England indicating it as very high. Skills gaps now and projected include research, lab technicians, statisticians, data analyst with specific emphasis on software development.

Again, it is one of the top employers by volume in London and will see over 10% sector growth. There is current education under-supply. Only 16-18 and 19+ full-time markets meet the five HRUC Curriculum Decision Rules and we should explore developing an offer for HE in Science.



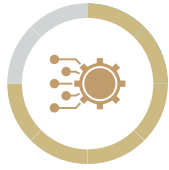
6. Transport and Logistics - Aviation and Business for Logistics

Aviation and Logistics are described by Skills England indicating as a significant opportunity for England and listed as a critical area by the WLA employment data sets.

Logistics is a specific priority for west London and with its planned growth, the need will increase in large logistics businesses and the aviation industry itself. Noting the nearby specialist WT Logistics Hub that delivers to some of the lower skilled roles in traditional logistics.

There is an ongoing need to attract young people to the wider careers within the sector that can be addressed through our business curriculum. In addition, the launch of the HRUC Aviation Generation programme gives scope to build on this success to meet the growing skills demands across the aviation industry. There is current education under-supply.





Three areas to optimise organic growth through moderate investment

These four areas are priorities for some of LSIPs, LEPs and the London Mayor and emerging Skills England deliverables. They are all in the top ten sectors by job volumes, current skills gaps, and projected jobs growth. They are top five London jobs market by volume, skills gaps and by future growth as detailed in appendices. Each of these five areas meet the five HRUC Curriculum Decision Rules detailed in appendices



1. Creative Industries

While the Mayor of London and London LEP place high importance on creative sectors (including film, design, and advertising), the LSIPs and Skills England tend to give them medium priority, focusing more on their intersection with digital skills.

Education supply is balanced and traditional Creative fields (acting, music, art) should be steady state with targeted growth focused on digital design, games, marketing and media. The current education supply is balanced. Only 16-18 and 19+ full-time markets meet the five HRUC Curriculum Decision Rules.



2. Business, Finance, Accounting and Law

Depending on the jobs mix collated within London data sets, this area is anywhere from first to sixth in London's job by volume rankings and will see 10% sector growth.

Our challenge will be to focus the curriculum to better supply the targeted areas: Accountancy (eg. AAT industry standard vs funded T-Levels), Business Analysts, and Project Management. Establish a focus to service specific sectors for example Logistics. There is current education under-supply. 16-18, 19+ full-time, HE and Apprenticeship markets meet the five HRUC Curriculum Decision Rules.

3. Leisure, Tourism, Hospitality and Retail - retail is specialist for adults via SWAPS.

Alongside retail, Hospitality and Retail are stand-out West-London priorities not mirrored across wider London, noting Westfield locality and Heathrow to some extent.

HRUC already delivers high quality hospitality and a limited amount of retail for return to employment adults – both should be advanced. While there is current education over-supply in areas pooled within eg. travel and hair and beauty, this is not the case for hospitality nor adult part-time retail opportunities, currently delivered through SWAPS.



Three areas we currently offer that we will maintain and/or some consolidate.

The below sector areas remain important for student aspiration and while not LSIPs, LEPs and the London Mayor and emerging Skills England priorities, they are a strong career pathway for many students. They should remain steady state for full time students where they deliver the five HRUC Curriculum Decision Rules including viability as detailed in the Appendices. This will vary by campus.

1. Sport
2. Public Services
3. Hair and Beauty



ADVANCING OUR STEM OFFER.

INCLUDING THE INSTITUTE OF TECHNOLOGY

Our STEM offer continues to strengthen and our next step is to enhance the purpose of IoT and optimise our partnership with MIT. The IoT requires a purpose reset. This must complement and not preclude future opportunity to apply to be a Technical Excellence College.

Institutes of Technology are leaders in the provision of high-quality, higher-level technical education and training across a range of STEM occupations and industries - our IoT is currently focused on engineering and digital.

The future of IoTs will be shaped by how they sit alongside the government's:

1. Newly proposed Technical Excellence Colleges will also a focus on addressing skills gaps by transforming colleges into specialised institutions focused on meeting local skills needs, bids will be assessed by Skills England and draw on investment from local business.
2. New Science and Technology Framework that identifies five critical technologies including Artificial Intelligence, Engineering biology (engineering principles to the design of biological systems), Future telecommunications (infrastructure, digitised data and communications), Semiconductors and Quantum technologies.

IoT's are increasingly refining their focus on a limited set of specialisms rather than broad Engineering and Digital as offered by the IoT.

For example, AI, robotics, green technologies including electrification to meet future workforce demands focusing on clean energy and advanced manufacturing.



Proposed action 1-8

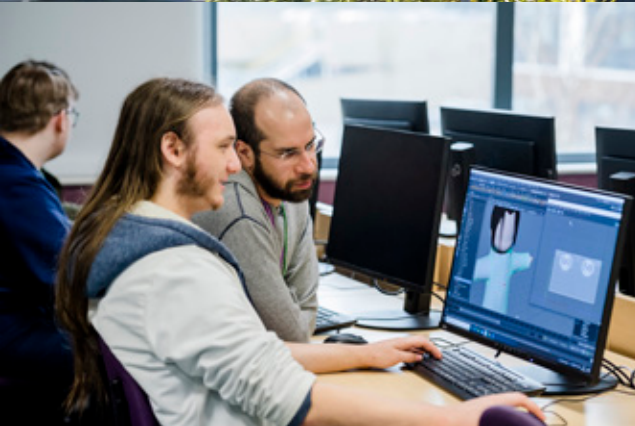
1. Initiate an IoT structural change:

drawing together HE, Apprenticeships, Full cost and higher skill adult courses into a cohesive offer (incl. The IoT) to service industry and stakeholder needs, creating complementary progression pathways (and removing internally competing offers). Driven through this infrastructure, we can become national leaders in targeted sectors through a single offer by sector, applying complementing funding types (incl. the new growth and skills levy) to multiple entry points. The HRUC full time adult offer will sit within our study programme strategic approach.

2. Reset our STEM focus on three emerging/priority technologies/sectors that are under supplied and that we have the expertise and capacity to grow into.

Core options for West London are below (to be agreed and reduced to three)

- **Aviation and Advanced Manufacturing** - Heathrow and surrounding aerospace/logistics clusters, plus manufacturing hubs in West London. Courses: Robotics, automation, mechatronics, CAD/CAM, precision engineering.
- **Food and Drink - Advanced Manufacturing** - significant shortage in South of England. Large hot spot in the Park Royal development.
- **Health** - Growing NHS partnerships, aging population, and research institutions in nearby London zones. Courses: Biomedical science, health informatics, lab technician pathways, digital health technologies.
- **Green technologies** - National net-zero targets and local authority investment in green infrastructure. Renewable energy, sustainable construction, EV maintenance, environmental tech.
- **Data Centres** - West London is experiencing a surge in data centre construction (Park Royal, Hayes and Slough). Courses: L3-L4 Data Centre Technician: Focus on hardware maintenance, cabling, and environmental controls, Electrical and Mechanical Engineering: Emphasise HVAC systems, power distribution, and backup systems. Also, construction of and plays into green technologies.



3. Enhance the IoT's proposition to an emerging technologies quality badge for a sector of excellence.

The IoT purpose is deliver a distinct industry experience (industry led, industry designed, industry benefits) in our three emerging technology priorities, keeping HRUC current and market leading.

4. Focus our formal IoT Industry Partnerships into these three emerging technologies.

Employers to co-design and co-use these spaces and ensure IoT students gain real-world technical skills. Set out a clear co-benefit proposition with these partners to include co-use opportunities with employer partners across our IoT locations, workforce recruitment roadmaps, apprenticeship and employer upskilling models, co-delivery opportunities and curriculum branding and shape models.

5. Invest in our three emerging technologies, taking direction from our newly honed industrial partnerships – auditing our infrastructure and digital delivery platform.

6. Advance our STEM proposition towards emerging technologies

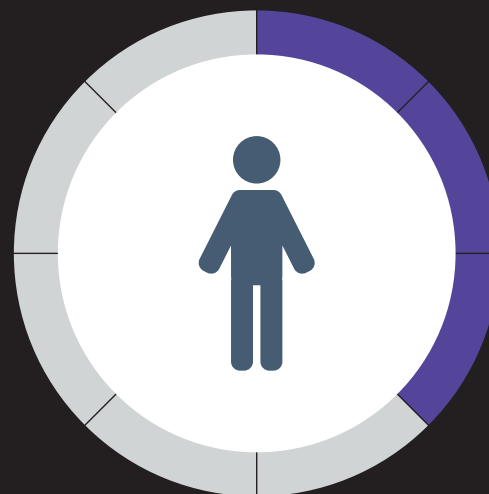
– IoTs may play a role in supporting Freeports and other economic hubs to drive innovation. This should also align with HRUC's degree awarding ambition and work with university partners to establish a sponsored level 6 offer delivered by HRUC.

7. Drive recruitment targets in international HE and HE, apprenticeship, SWAP/ Bootcamps and 16-18 in our three technologies.

8. Widen our IoT footprint –the IoT will be offered across the college group and in local industry hubs, where there is capability/capacity within each college and industry, including the apprenticeship offering which is at group level. In addition, proposals to develop regional specialist Skills Hubs in partnership with industry and IoT partners will bring the offer to the heart of industry.

OUR FULL-TIME STUDY PROGRAMME AMBITION

Our ambition for full-time study programmes including tutorial, enrichment and pastoral support



Main Qualifications

Support

Your Big 4



Main Qualifications

Our main qualifications include:

- Vocational
- A-Levels
- T-Levels
- Apprenticeship
- Higher Education
- English and Maths GCSE resit

Each pathway is designed to build expertise, confidence and clear progression towards university or employment.

We teach in specialist workshops/labs/IT rooms/classrooms.

Support

Empowering you with career readiness and personal confidence by providing the support you need:

- Weekly Tutorials and Pastoral Care
- Learning Support (including 1-1)
- Student Support
- Mental Health
- Career Coaching and Mentoring
- Safeguarding

You will have a learning experience that involves:

- Smaller class sizes to foster more personalised attention
- Industry experienced teachers who bring real-world experience into the classroom
- Self-directed and collaborative study spaces and library resources to encourage independence, focus and creativity.

Your BIG 4: Career, progression, success offer at HRUC.

Getting you industry ready with exceptional opportunities in Employability, Enrichment, Work Experience.

Every student will receive the following:

- Trips and Visits
- Guest Speakers from industry
- Sports, Clubs, Volunteering and much more
- Work experience

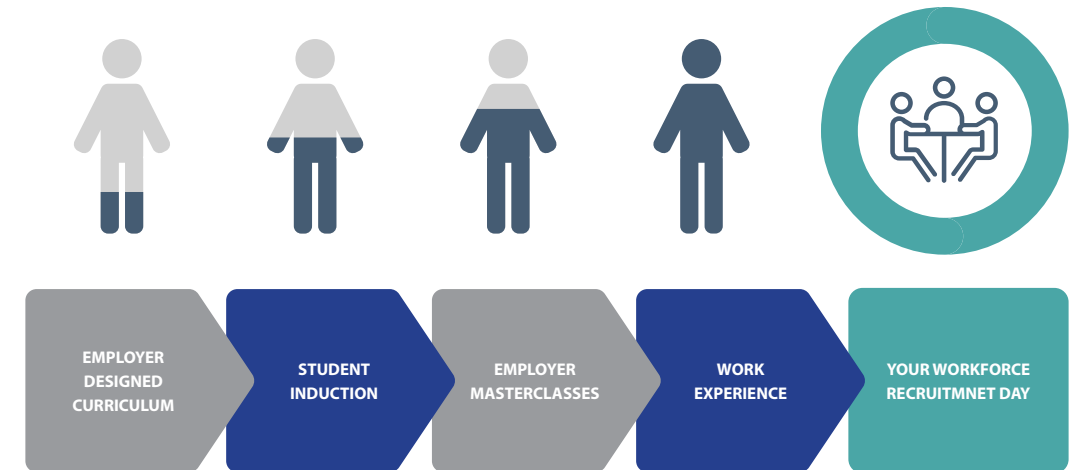
We work with thousands of employers who help shape our delivery and Industry exposure allows you to apply your knowledge, skills and behaviour beyond the classroom and step towards employability.

OPTIMISING PARTNERSHIPS, COMPETITIONS AND WORLD SKILLS

HRUC and our employer partners are together focused on delivering the skilled workforce modern industry needs.

We have developed an approach that offers employers opportunity to shape what students learn, have professional behaviors set to industry standards and recruit from a larger range of graduates where this supports their workforce.

Your Workforce through HRUC



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

SHAPE THE SKILLS OF YOUR FUTURE AND EXISTING TALENT POOL
INDUSTRY ADVISORS INFORMING OUR CURRICULUM OFFER TO ALIGN WITH SECTOR SKILLS NEEDS

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		
Curriculum planning: Co-designing curriculum	Co-delivery/ Recruitment HRUC/ (Employer) Graduate Recruitment Assessments Induction Masterclasses Industry Placements Student Interviews	Pre-apprenticeship: Co-design and co-deliver a full-time course to create a pipeline of apprentices to your workplace	- T-Levels- placements - Work Experience - Site visits - Volunteering - Guest speaker - Career talks/fairs - Mock interviews - Employer-branded assignments/live briefs - Student awards - Sponsorship	Co-designed and co-delivered Sector-based Work Academy Programmes (SWAPs) up to Level 1/Level 2	Upskilling Apprenticeships (Higher/Degree)	Re Skilling HTQs and Level 3 Flexible/ Modular programmes (LLE)	New Skills - Bootcamps: Employer designed - Upskill existing staff /new en-trants - Level 2+ 16 weeks

Benefits to Employers

- Ongoing access to large volumes of HRUC graduates – future workforce. Scheduled recruitment into your business activities arranged by the college.
- Participate by scheduling the four student engagement opportunities: (1) Your L3, 4 and 5 graduate recruitment events, (2) your student induction and student talks, (3) your course unit choices and branding opportunity, and (4) your sector's joint needs workshops (IABs)
- Celebrate higher skills via competitions incl. worldsSkills in your sector – Students growing on the big-stage.





TEACHING, LEARNING AND DIGITAL DELIVERY

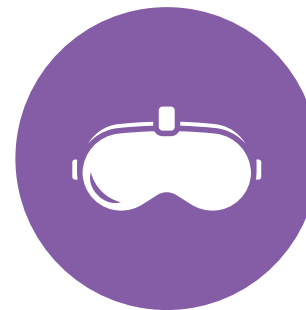
Delivering an exceptional HRUC Student Experience.



Classroom and Laboratories

HRUC will build modern classrooms and laboratories as dynamic, student-centered environments that ignite curiosity, collaboration, and innovation.

Designed for flexibility and equipped with emerging technologies, these spaces break down traditional barriers between disciplines, enabling hands-on learning, experimentation, and real-time problem solving.



Immersive Experiences

We envision a student experience where immersive learning transforms the college journey blending real-world application, cutting-edge technology, and interdisciplinary collaboration.

Through virtual simulations, experiential projects, and industry partnerships, students will actively shape knowledge, not just absorb it, gaining the critical thinking, adaptability, and creativity needed to thrive in a dynamic, global future.



Self Directed Study

HRUC will deliver an experience where self-directed study empowers students to take ownership of their learning, exploring their passions and solving real-world problems with autonomy and purpose.

By embedding flexible, mentor-supported pathways into the curriculum, students become active creators of knowledge, cultivating curiosity, adaptability, and lifelong learning skills.



Curriculum

Curriculum is the driving force behind all digital initiatives, ensuring technology enhances rather than dictates the learning experience.

Our strategy places pedagogy at the core of digital transformation, aligning tools and platforms with academic goals to create meaningful, student-centered learning. By letting curriculum guide the integration of emerging technologies, we foster innovation that is purposeful, inclusive, and adaptable.



Everything Everywhere

Our curriculum strategy is built on the principle of seamless access, ensuring that students can engage with course materials, support services, collaborative tools, and enrichment opportunities across digital and physical spaces.

Whether on campus, online, or on the move, students will have the flexibility, resources, and connectivity they need to learn without limits.



Personalised Learning Support

HRUC will deliver a student experience where personalised learning support is seamlessly woven into the fabric of the college curriculum, ensuring every learner feels seen, supported, and empowered to succeed.

Through data-informed guidance, adaptive technologies, and human-centered mentorship, students receive timely, tailored support that aligns with their individual goals, strengths, and challenges.



Additional Learning Support

Rooted in equity and accessibility, our strategy ensures that all students, regardless of background or learning needs, receive timely, tailored support that builds confidence, reinforces understanding, and unlocks potential.

Through proactive interventions, inclusive practices, and a culture of care, we aim to create a learning environment where every student feels valued, capable, and equipped to thrive academically and personally.



APPENDICES

1. Market Drivers

Market Growth Opportunities

	Income this year	Growth past 2 years	Growth Potential to 2030	Market share	Return £ %	Quality	Social/ Strategic Value
16-18	£59m	£16m	+12m	23%	37%		
SEND	£16.3m	£9m	£6m	10%	32%		
19+	£9m	-£0.3m		24%	15%		
HE/HTQs/LLE/online	£2m			2%	35%		
Apprenticeships	£2.7m	£1m	£1m	1%	5%		
International	£1m				30%		
Commercial	£0.3m				25%		
IoT							

2023/24

Future incr.
market share
& enrolment

2023/24
feeder
boroughs

2023/24
contribution
vs cost

The table below presents a comprehensive mapping of priority skills sectors as identified by key stakeholders against the standardised Further Education Subject Sector Areas (Tier 1). This visualisation enables direct comparison of priorities and highlights alignment with education provision with a score of 1 as the highest.



Sector	London Job Volumes	Skills England	London LEP/ mayor	West London LSIP/ WLA	South London LSIP	London Mayor's Skills and Employment Unit Assessment of Skill-Shortage Vacancy Density	London Mayor's Priority Sector Projected Growth	Education Supply Status	HRUC Volume	HRUC Growing in area?	Top Jobs	FE Subject Sector Area (Tier 1)
Health and Care	1	1	1	2	2	High	20%	Education Under-supplied	1170	-17.2	Medical Technicians, Care Assistants/Workers, Homecare Support Workers, Contact Supervisors, Senior Care Workers, Social Worker, Healthcare Admin and Managers, Preventative Health Consultants, Digital Health Data Analysts, Integrated Care Coordinators. Upskilling: Senior Care Workers, Deputy Managers and Other Leadership Roles.	1. Health, Public Services and Care
Science incl Green Economy	1	5	5	12	5	Medium	12%	Education Under-supplied	1518	14.6	Research Scientist, Statistician, Data Analyst, Lab Technician, Science Teacher, Net-Zero Implementation Managers, Climate Adaptation Engineers.	2. Science and Mathematics
Retail	2	9	10	1	10	Medium	5%	Education Over-supplied	628	22.3	Sales Associate, Managers in Retail and Wholesale, Advertising and Marketing Professionals, Marketing and Commercial Managers, Sales, Retail and Customer Service Assistance Staff, Marketing Specialist, Customer Service Representative, Entrepreneur, Merchandisers.	7. Retail and Commercial Enterprise
Digital	3	2	2	8	3	High	25%	Education Under-supplied	775	-13.5	Software Engineer, Data Scientist, Data Analyst, Cybersecurity Analyst,IT Support Officer/Technician/ System Analyst/ Manager, Digital Designer, Network Architect, Artificial Intelligence (AI) Specialist, Database Administrator, AI Creative Technologist, Immersive Experience Designer, Quantum Computing Specialist, Human-Machine Team Manager, Digital Transformation Lead, Digital Marketing Specialist, SEO and Social Media Manager. Upskilling: Cybersecurity Roles, Digital Skills for Micro and Small Businesses Including Digital Marketing, Search Engine Optimisation, Social Media Management, and Cybersecurity	6. Information and Communication Technology
Construction and Built Environment incl Green Economy	4	3	3	7	1	High	18%	Education Under-supplied	614	80	Construction/ Project Manager, Architect, Retrofit Designer, Civil Engineer, Climate Adaptation Engineer, Electrician / Electrical Installer, Plumber, Low Carbon Heating Technician, Carpenters and Joiners, Bricklayers, Roofers (Including Solar Installers), Groundworkers / Borehole Specialists, Welders / Pipe Fitters, Plant Mechanics and Operators, Surveying / Civil Engineering Technicians, Retrofit Coordinator / Assessor / Advisor, Domestic Energy Assessor / Water Environment Worker, Net-Zero Implementation Manager / Urban Rewilding Specialist.	5. Construction, Planning and Built Environment
Engineering and Manufacturing Technologies Incl. Green Economy	5	3	4	5	8	High	10%	Education Under-supplied	1132	26.5	Mechanical Engineer, Electrical Engineer, Manufacturing / Production Engineer, Civil Engineer, Aerospace Engineer, Robotics Engineer, Engineering Technician, Quality Control/Assurance Technician, Electronics Engineer, Vehicle Technician/Mechanic, Energy Plant Operative, Engineering Project Manager, Chemical Scientist/Process Engineer, Water and Sewerage Plant Operative, Planning and Production Technician.	4. Engineering and Manufacturing Technologies
Education	6	8	9	11	4	High	7%	Education Under-supplied	78	-29.5	Teacher, Instructor, Early Years Education and Childcare, Curriculum Developer, Education Administrator, Training Specialist, Paediatric First Aid and Child Protection Professional.	13. Education and Training
Business, Finance, Accounting, Law	7	6	6	9	6	Medium	10%	Education Supply Balanced	1530	-14.9	Business Analyst, Solicitors/Lawyer, Paralegal, Legal Administrator, Project Manager, Finance and Investment Analysts/Advisors, Financial Managers and Directors, Chartered and Certified Accountants, Low Carbon Capital, Investment and Environmental Consultancy Professionals, Business Management Consultants, Advertising/Marketing Professionals. Upskilling: HR, Leadership and Management for Micro and Small Businesses, Financial Management for Small Businesses	15. Business, Administration and Law
Leisure, Tourism, Hospitality	8	12	11	4	11	Low	4%	Education Over-supplied	563	16.3	Chefs and Restaurant Staff, Bar and Catering and Hospitality Supervisors, Restaurant Managers, Sommeliers, Retail Managers, Customer Services. Upskilling: Chef Development Skills (Including High Level Technical Skills and Essential Management Skills)	8. Leisure, Travel and Tourism
Transport and Logistics	8	16	16	3	16	Medium	6%	Education Supply Balanced	628	22.3	HGV Drivers (e.g. for Scaffolding Companies), Delivery Drivers, Purchasing Managers, Transport and Distribution Clerks, Logistics Manager, Warehouse Manager and Operatives, Supply Chain Analyst, Dispatchers, Managers in Transport and Distribution, Electric, Hybrid and Alternative Fuel Vehicle Technicians.	7. Retail and Commercial Enterprise
Creative Arts, Media and Publishing	9	10	6	6	12	Low	3%	Education Supply Balanced	1186	13.5	Digital Media Specialist, Content Creator, Graphic and Multimedia Designer, Marketing and Brand Strategist, Film Producer/Director, Technical Artist (VFX / Animator), Multi-Platform Content Data Analyst, Production Coordinator/Secretary, Art Department Assistant, Stage/ Events Manager, Production Accountant, Locations Assistant, Editor/Post-Production Specialist, Author/Writer, Carpenters and Joiners (Creative Set and Stage Use). Upskilling: Production Accountants, Production Managers, Location Manager, 2nd or 3rd Assistant Directors, VFX Supervisor or Producer, Hair and Makeup Artists for Film and TV, Managers of Publicly Funded Cultural Institutions (Commercial Skills).	9. Arts, Media and Publishing
Agriculture, Horticulture	10	14	14	13	9	Low	1%	Education Supply Balanced	18		Farmer, Veterinarian, Arborists, Arboriculturist, Forest Craftsperson, Landscape Architects (e.g. Landscape technician), Horticulture and green space management (e.g. Countryside Worker, Horticultural/Landscape Technical Manager), Agricultural Technician, Animal Caretaker, Climate Resilience Officers.	3. Agriculture, Horticulture and Animal Care
Social Sciences	11	11	12	14	14	Low	1%	Education Supply Balanced	305	-19.3	Social Worker, Psychologist, Sociologist, Economist, Political Scientist, Market Researcher.	11. Social Sciences
Languages, Literature and Culture	12	13	13	15	13	Low	2%	Education Over-supplied	76	-5.3	Translator, Interpreter, Linguist, Foreign Language Teacher, Writer, Cultural Affairs Officer.	12. Languages, Literature and Culture
History, Philosophy and Theology	13	15	15	16	15	Low	0.50%	Education Supply Balanced	66	7.6	Historian, Philosopher, Theologian, Archivist, Museum Curator, Religious Leader.	10. History, Philosophy and Theology
ESOL and SEND						High	15%	Education Under-supplied	5950	-10.9	Teacher, Counsellor, Mentor, Trainer, Coach, Social Skills Instructor.	14. Preparation for Life and Work

3. HRUC Curriculum Decision Rules for curriculum choices matrix (MH updating data + RAG ratings to follow)

[illegible]



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COLLEGE



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