

ACCOUNTABILITY AGREEMENT



2025 - 2026



HARROW, RICHMOND & UXBRIDGE COLLEGES

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EXECUTIVE SUMMARY: OUR COMMITMENT AND OUR PURPOSE

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

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

We are committed to delivering excellent provision to our learners, and to providing our staff with an outstanding place to work. Inclusivity, high expectations and wellbeing are fundamental to what we do. This is delivered by providing training, skills and education platform for local, regional and national skills needs. In our accountability agreement we will articulate our background, our purpose and how we will meet the skills.

HRUC was formed in January 2023 to create one of the largest further education colleges in England. We were thrilled to be rated as overall Good by Ofsted in our first inspection in November 2024. 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 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.

With the launch of the London Growth Plan commitment to creating 150,000 new high-quality jobs by 2030 and returning London to pre-financial crisis growth rates, generating an extra £103 billion for the Treasury and putting £20,000 more in Londoners' pockets over the next 10 years. West London, is a linchpin for boosting London's productivity and economic growth. It has the potential to significantly improve through strategic investments in skills, infrastructure, and innovation and clustered industries such as food and drink manufacturing. South London is already powering this growth, with leading research hubs, fast-growing creative industries, top universities, and world-class visitor attractions.

The Get Britain Working Whitepaper places a priority in supporting people back to work, access to training or apprenticeships and help to find work for young people, help for people to upskill to progress their career and support for employers to recruit and train their staff.

HRUC will ensure to deliver the highest engagement and skills training for the community we serve

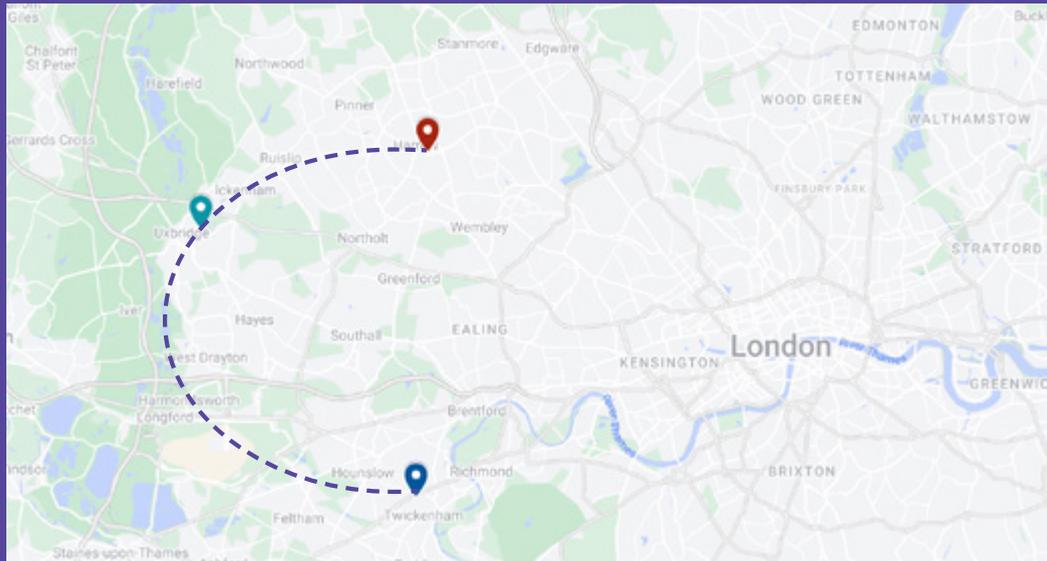
As part of our strategic vision to become the college of choice, we are committed to continuous improvement in delivering high-quality programmes for young people. Our focus is on developing occupational competence alongside a robust personal development curriculum, equipping students with the skills they need to succeed in their first job or chosen career. Expanding in our investment of our staff industry CPD will ensure we are delivering to industry standard practices.

Our curriculum growth will be proportionate to economic need. Building on our Ofsted strong for skills judgement (Nov 2024) we will continue to broaden and deepen our existing industry partnerships and invest in new partnerships, notably in the aviation, and food and drink manufacturing industries and respond to the government's investment in the construction sector.

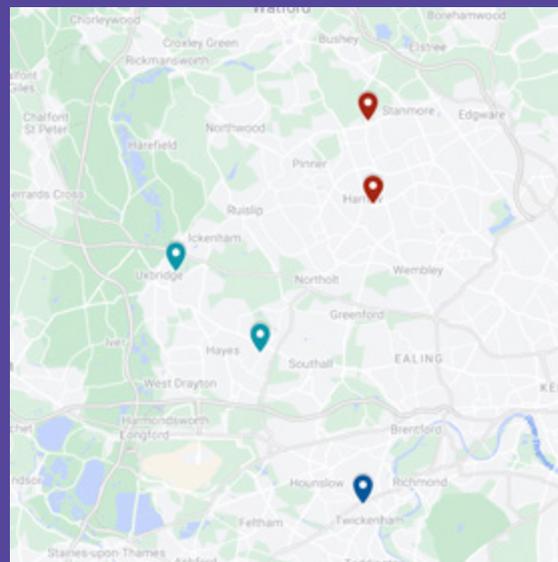
This agreement works symbiotically with our 2030 strategic plan and the curriculum ambition, drawing from the key priorities that support our objectives. We offer a sector-based approach to ensure that the qualifications and training we provide meet the needs of the sector and ultimately lead to careers 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 new STEM and sports facilities opened in September 2024.



Our Institute of Technology is embedded across the College Group.

Main Geographical Area Local Authority Areas – LSIP Boundaries

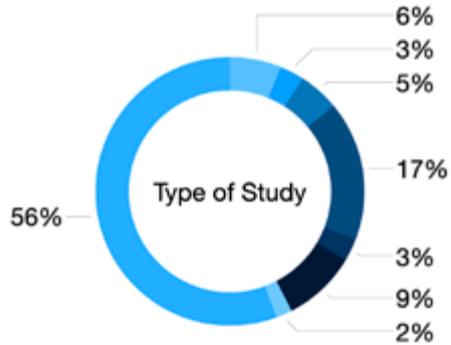
The following chart shows our main geographical area. HRUC comes under the auspices of the London LSIP.

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

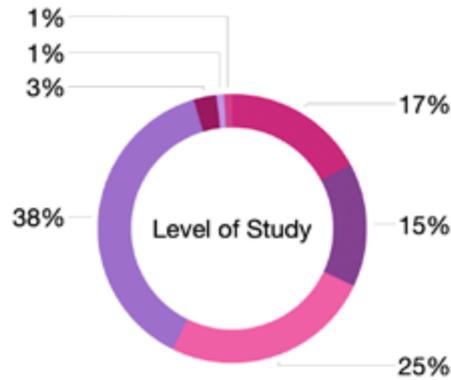


LEARNER PROFILES

Demographic by Study



Type of Study	HRUC	
Academic	874	6%
Adult Learning Programmes	414	3%
Apprentices	700	5%
ESOL	2384	17%
Higher Education (incl L4+ non HNC/HND)	394	3%
Part Time Programmes	1258	9%
T Level	279	2%
Vocational	7898	56%
Total	14201	100%



Level of Study	HRUC	
Entry	2426	17%
Level 1	2120	15%
Level 2	3592	25%
Level 3	5403	38%
Level 4	393	3%
Level 5	126	1%
N/A	141	1%
Total	14201	100%



Mode of Study	HRUC	
Full Time	9921	70%
Part Time	4280	30%
Total	14201	100%



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	62	1287	0.3%	6.7%
Science and Mathematics	0	2017	0.0%	10.5%
Agriculture, Horticulture and Animal Care	0	18	0.0%	0.1%
Engineering and Manufacturing Technologies	295	1341	1.5%	6.9%
Construction, Planning and the Built Environment	94	702	0.5%	3.6%
Information and Communication Technology	19	947	0.1%	4.9%
Retail and Commercial Enterprise	43	647	0.2%	3.3%
Leisure, Travel and Tourism	0	634	0.0%	3.3%
Arts, Media and Publishing	0	1333	0.0%	6.9%
History, Philosophy and Theology	0	80	0.0%	0.4%
Social Sciences	0	349	0.0%	1.8%
Languages, Literature and Culture	0	92	0.0%	0.5%
Education and Training	48	165	0.2%	0.9%
Preparation for Life and Work	0	7078	0.0%	36.6%
Business, Administration and Law	141	1670	0.7%	8.7%
Not Applicable	18	232	0.1%	1.2%
Total	720	18592	3.7%	96.3%

Demographic by Student Profiles

Gender	Total Proportion %
Female	48.93%
Male	51.07%
Total	100%

Age	Total Proportion %
16-18	65.48%
19+	34.52%
Total	100%

Ethnicity	Total Proportion %
White British	25.49%
BME	74.51%
Total	100%

Has Learning Difficulty/(Disability)	Total Proportion %
No	83.30%
Yes	16.70%
Total	100%

SPECIFIC ECONOMIC AND SOCIAL CHARACTERISTICS

(Data based on a 10 year period)

West London (For Harrow and Uxbridge Colleges)

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 was 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.



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. Our area contributes £32 billion GVA to the UK economy. Before the pandemic, key features were:

- 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
- An additional 21,200 jobs are forecast over this period – less than half the 51,000 additional jobs over the decade before the crisis

- Contraction is anticipated in manufacturing and accommodation and food services.
- 518,500 jobs; wholesale/retail, human health/social work, professional services, administrative/support services, and education - our biggest sectors
- Extremely high skills levels; 52.8% 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.



Harrow Labour Market Information

Apprenticeships

Top 5 apprenticeships:

- 1 Business, administration & law
- 2 Health, public services & care
- 3 ICT
- 4 Retail & commercial enterprise
- 5 Construction, planning & the built environment

Apprenticeship starts in 22/23

920



Employment



2,916

jobs posted online in the last 12 months

Most jobs are in:

- Health
- Professional, scientific & technical
- Education
- Retail
- Accommodation & food services

Top 10 employers:



Produced by the Learning Resources and Insights team at Education Development Trust, September 2024

Sources: ASHE 2023, Workplace analysis – full-time workers – annual gross pay–London Borough of Harrow [from Nomis on 11/09/2024] • Lightcast, Unique jobs postings online – last 12 months – data accessed on 11/09/2024 • ONS, BRES : open access – Broad Industrial Groups – Harrow [from Nomis on 11/09/2024] • Gov.UK, Explore education stats, Apprenticeship starts – Academic year 2022/23 by local authority and SSA T1.



Hillingdon Labour Market Information

Apprenticeships

Top 5 apprenticeships:

- 1 Business, administration & law
- 2 Health, public services & care
- 3 ICT
- 4 Engineering & manufacturing
- 5 Retail & commercial enterprise

Apprenticeship starts in 22/23

1,390



Employment



13,834
jobs posted online in the last 12 months

£35,881
average annual salary

Most jobs are in:

- Transport & storage
- Business, admin & support services
- Accommodation & food services
- Health
- Education

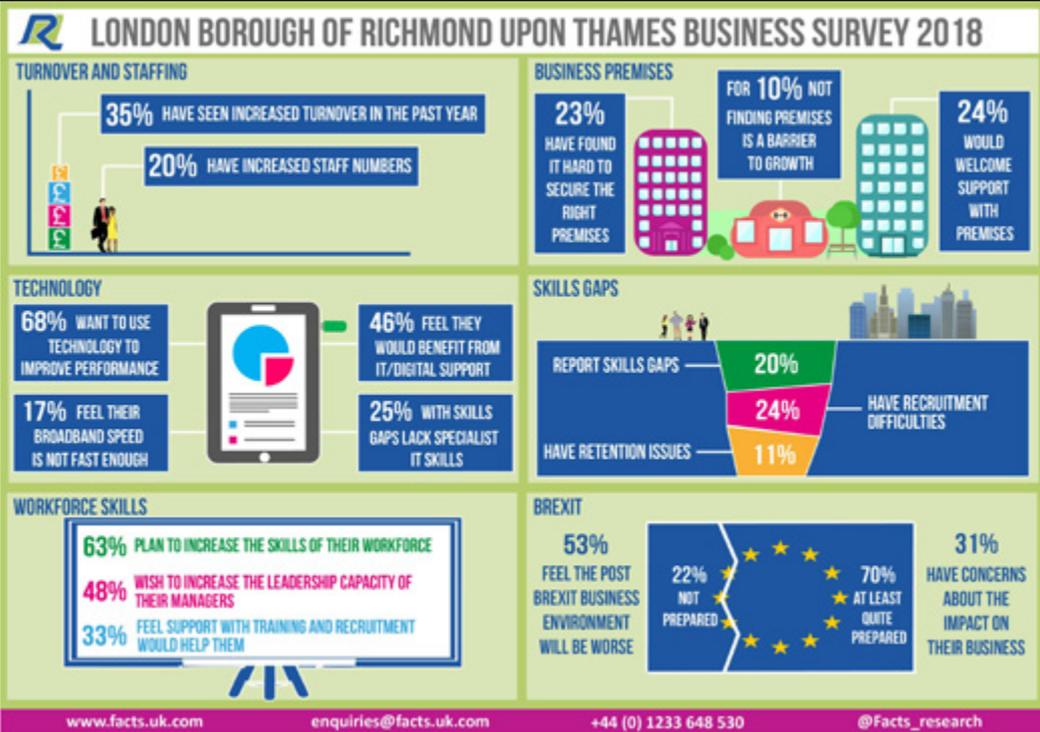
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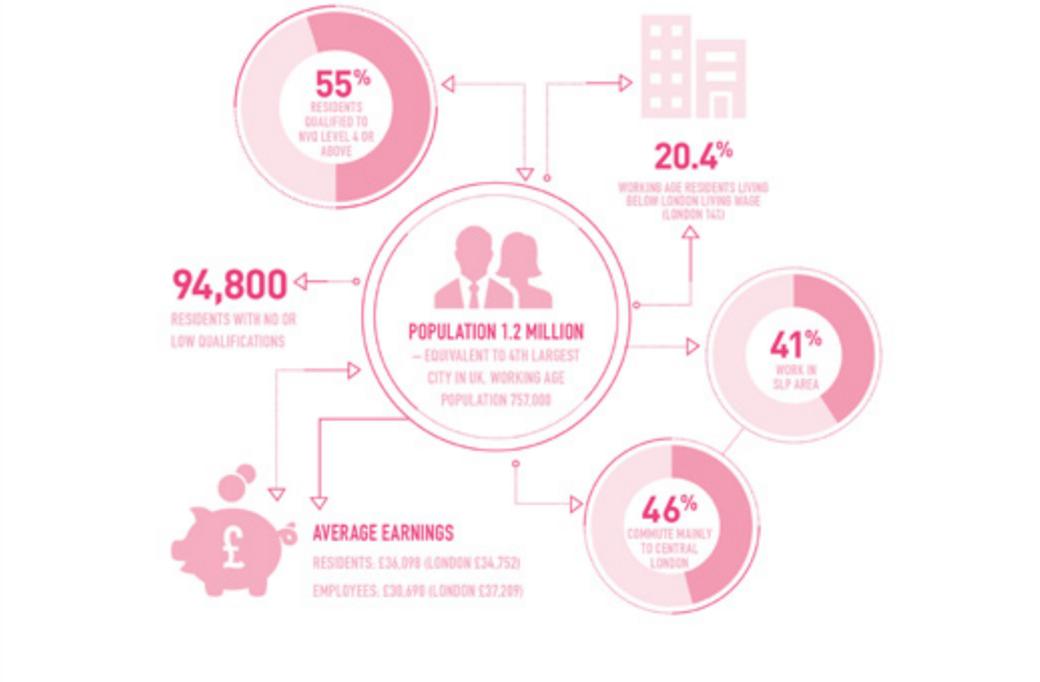
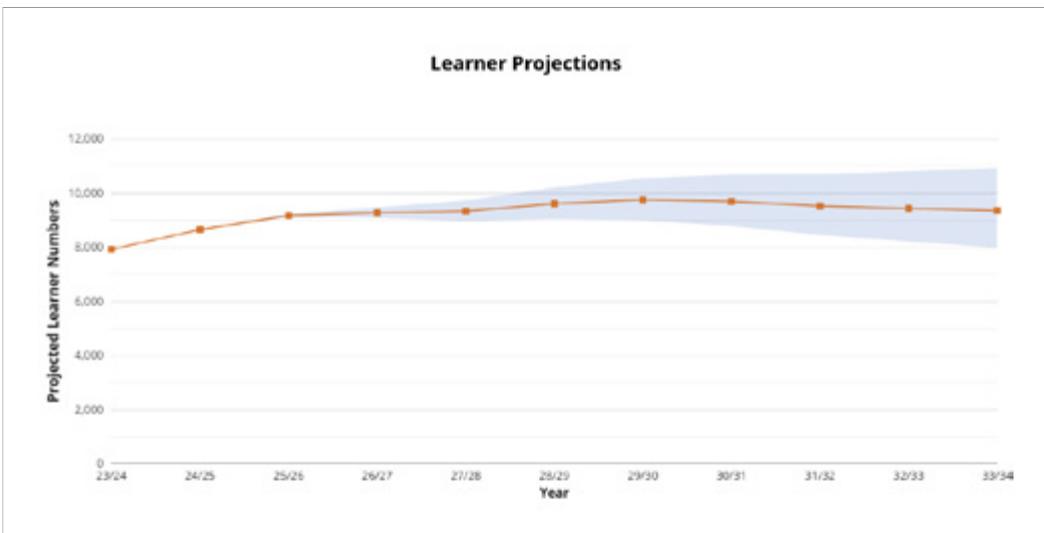
Sources: ASHE 2023, Workplace analysis – full-time workers – annual gross pay–London Borough of Hillingdon [from Nomis on 11/09/2024] • Lightcast, Unique jobs postings online – last 12 months – data accessed on 11/09/2024 • ONS, BRES : open access – Broad Industrial Groups – Hillingdon [from Nomis on 11/09/2024] • Gov.UK, Explore education stats, Apprenticeship starts – Academic year 2022/23 by local authority and SSA T1.





The 16-18 learner projections versus our current market share at local authority level suggests an increase in learner numbers up to 2031/2032. It also provides an upper and lower boundary (see the blue area on the chart) factoring in for any potential errors in the ONS future projections of local 16-18 resident numbers.

Learner Projections Tool



* Infographics above is most up to date information available for the South London (Richmond upon Thames) area. However, most recent data can be found in the following linked documents.
[Intelligence on London's Labour Market PPT](#) | [Economic Analysis of West London](#)

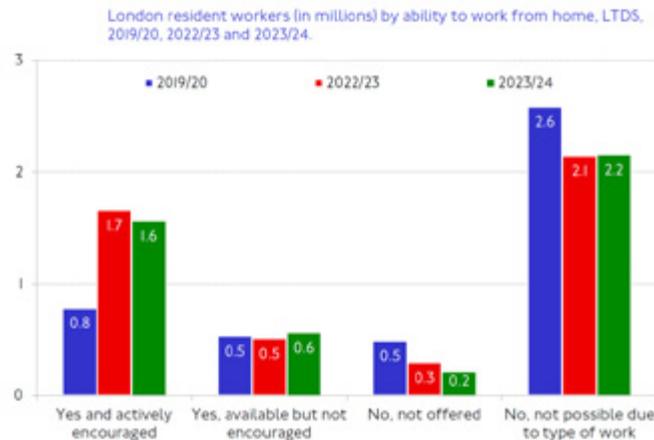


TRAVEL PATTERNS

The most recent data in the graph below show the modes of travel for daily trips in London. Travelling by car, walking and bus are the highest modes.

The second graph i.e. the London resident workers' ability to work from home graph shows that whilst working from home has naturally decreased since 2019/20, although not encouraged, more recently, there is a small increase in the ability to work from home.

The top five feeder borough data (to the right) for Harrow and Uxbridge shows the highest proportions of learners study within their home borough. The highest proportions at Richmond travel from neighbouring Hounslow, a much larger borough. The travel patterns by level show that learners will travel to study at higher levels and at lower levels to access our specialist SEND provision.



Top five feeder borough data

Harrow									
Borough	E	1	2	3	4	5	X	Total	% of Total
Harrow	761	317	416	304	3	4	17	1822	43%
Brent	286	193	240	289	2	6	6	1022	24%
Ealing	149	80	143	128	2	1	3	506	12%
Hillingdon	105	69	97	98			3	372	9%
Barnet	45	20	37	50	1	2	1	156	4%
Other	103	63	96	83	1	2	7	355	8%

Richmond									
Borough	E	1	2	3	4	5	X	Total	% of Total
Hounslow	64	143	281	651	10	7	3	1159	43%
Richmond upon Thames	60	95	109	193	4	5	2	468	18%
Ealing	3	26	46	154	3		2	234	9%
Spelthorne	4	18	51	121	2	2		198	7%
Kingston upon Thames	2	14	19	57	5	1		98	4%
Other	12	39	108	332	14	4	0	509	19%

Uxbridge									
Borough	E	1	2	3	4	5	X	Total	% of Total
Hillingdon	626	610	864	1179	96	27	76	3478	48%
Ealing	108	203	391	652	51	14	3	1422	19%
Hounslow	28	51	126	177	45	6	1	434	6%
Brent	15	45	128	197	21	10	2	418	6%
Harrow	7	46	99	217	26	5		400	5%
Other	48	88	341	521	107	30	15	1150	16%

CURRICULUM REVIEW

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

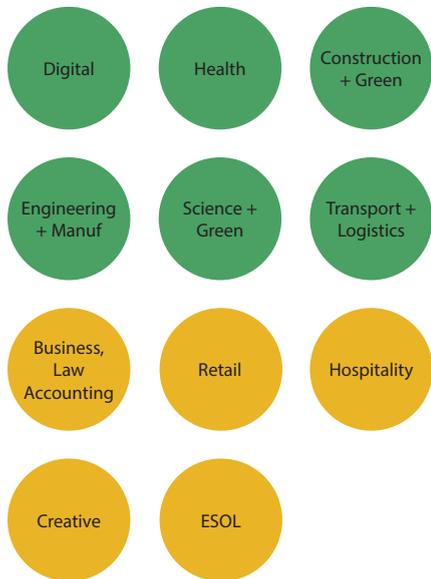
- HRUC Band 1** Invest big, grow big in target sectors
- HRUC Band 2** Invest small, grow organic.
- HRUC Band 3** Stop where don't meet HRUC Curriculum Decision Rules eg. unviable or weak.

Messages 1 & 2 - Growth & BAU

1. Prioritise sector investment & growth.
In response to sector needs, applicant demand, demographic growth and national policy drivers.

2. Grow our strengths & most viable and rationalise ticking along.
We will apply 8 new HRUC Curriculum Decision Rules to stop/go programmes. Especially to Apprenticeships and HE.

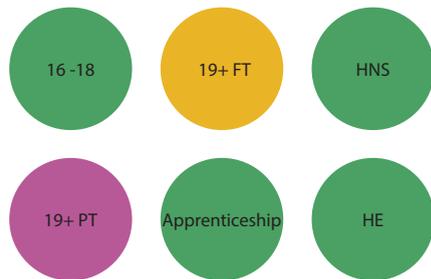
Skills England, LSIPs, Mayoral Priorities sectors



Other HRUC areas



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



SEND prioritised throughout curriculum

Messages 3 & 4 – Transformation

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

- In response to slow HE, Apprenticeship & commercial growth, mixed viability & that these areas compete at HRUC.
- Build an outward facing Adult Skills for Industry offer. Pool HE, Apprenticeships, full cost & 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. Advancing our STEM offer including the WLIoT's purpose

- Focus on three emerging/priority technologies - six options in strategy
 - Align high profile employers.
- Deploying multiple funding pathways = progression, inclusivity, new markets.
 - Widen IoT footprint – onsite & offsite in industry.
- Enhance IoT as stakeholder & student experience quality badge - not income.

APPROACH TO DEVELOPING THE ACCOUNTABILITY AGREEMENT

Our Stakeholders



Employers

HRUC is proud to be awarded Strong for Skills by Ofsted in our November 2024 inspection.

In 2024/25, we have broadened and deepened our relationships with employers through our Industry Advisors across 15 sectors, taking multi-layered approaches according to the size and nature of the sector. Enriching these existing and expanding partnerships in new sectors will be a core objective in 2025/26.

With a 20 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.

Beyond our core advisors, we engage with over 3000 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, Heathrow, Mace and Capgemini.

The West London Institute of Technology (WLIoT) national and regional networks extends our reach beyond the local

community. Delivery of Technical Innovation Zones is an ongoing development.

We are thrilled to be the first FE college to establish a relationship with Massachusetts Institute of Technology's (MIT) Industry Liaison Programme (ILP) for the wider benefit of all our partners.

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.

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



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 & 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 & Level 3 Flexible/ Modular programmes (LLE)

New Skills

- Bootcamps: Employer de-signed
- Upskill existing staff /new en-trants
- Level 2+
- 16 weeks

Industry advisory sectors:



Aviation and Travel



Business, Law and Finance and HR



Childcare and Education



Construction and Built environment



Creative Arts



Digital



Film and TV



Food and Drink Manufacturing



Hairdressing and Beauty Therapy



Health and Care



Hospitality



Media



Performing Arts



Science



Sport and Uniformed Services



Transportation and Logistics



Motor Vehicle



Engineering

Some of the many employers we work with:



ferrovial



Metroline

HS2



Heathrow



NHS



colt

halfords



MARS



LONDON CHAMBER OF COMMERCE AND INDUSTRY



VANDERLANDE



mace



VolkerFitzpatrick



Governors

Governors have been, and continue to be, actively involved in shaping the strategy and monitoring activity both through the Board and the Curriculum Strategy and Quality Enhancement Committee.



Learners

Through our Student Governors, our Presidents and our Student Council, the HRUC student voice plays a vital role in the college, ensuring that our learners have their say in shaping their educational experience.

Our students are empowered to share their perspectives, contribute to decision-making, and influence policies and practices that affect their learning and well-being. By actively listening to and acting on our student feedback, we create an inclusive, responsive, and engaging environment that supports our student success and continuous improvement.



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 aligns with the London Mayor's Growth Plan and the Get Britain working Whitepaper.

HRUC will continue to align its adult education provision with the needs of local community groups 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 focus on low skilled and low paid learners and removing barriers to the labour market such as language, digital or numerical skills.

Additionally, our local community and civic groups play an important role in the services they offer to support our students. To include but not exclusively, the West and South London Career's hubs, aligning with the Gatsby Benchmarks bridging the gap between the college and education. Engagement with Safeguarding and Safety teams and the local police community ensure the safety of our students.



Other Providers – Schools, Further Education and Higher Education

Schools

HRUC collaborates extensively with our local schools (circa 50) to ensure effective transition agreements are in place and HRUC is making a positive contribution to our local young people with their career choices.

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.

Richmond upon Thames College (RuTC) has developed a unique partnership with Richmond upon Thames 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 very closely with our local FE providers and collaborates with these partners on a range of curriculum initiatives and partnerships. The West London Principals' group is particularly active and the South London partnership have recently formed the South London Regional Education Partnership Group.

The collaboration with both our FE and HEI partners is highly positive.

Along with the 6 other west London colleges, HRUC led the overall LSIF project with each college focusing on specific priority sectors; Health and Social Care; Creative and Media; Logistics feasibility study, retail, food and drink manufacturing feasibility study and employability Partnering with South Thames College and Croydon College, HRUC led on the construction strand of the South London LSIF.

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, notably the formation of the WLIoT Food and Drink Innovation and Skills Hub.

The West London Institute of Technology (WLIoT) national and regional networks extends our reach beyond the local community.



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 Agreement will ensure HRUC supports the overall national priority sectors. These include:

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

In our priority 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.



Fastest Growing Industries



Human Health and Social Work Activities



Professional Scientific and Technology Activities



Administrative and Support Service Activities



Accommodation and Food Service Activities



Construction



Public Administration Activities



Transportation and Storage



Information and Communication



Financial and Insurance Activities

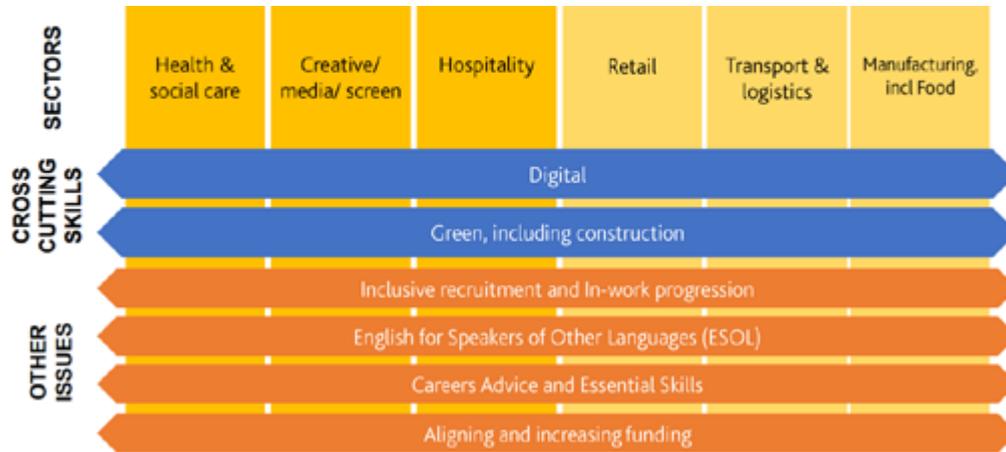


Education

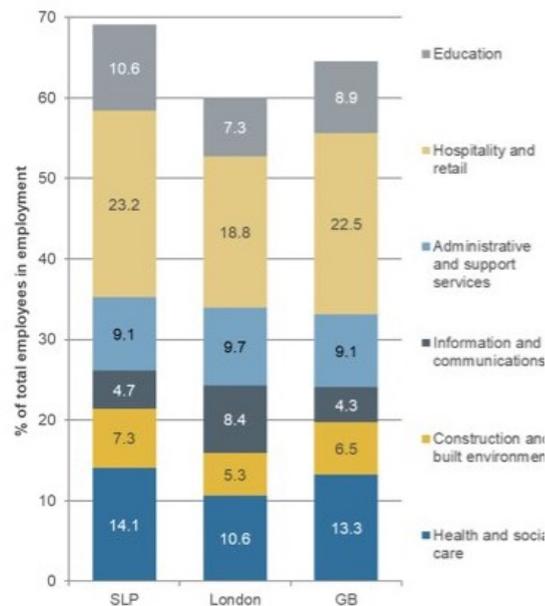
Regional Priorities (LSIPs 2023)

The key findings of the LSIP aligned with the London Mayoral priorities.

West London “LSIP Annex” themes



South London “LSIP Annex” themes



Pan London “LSIP Annex” themes



Further Education Sector Priorities

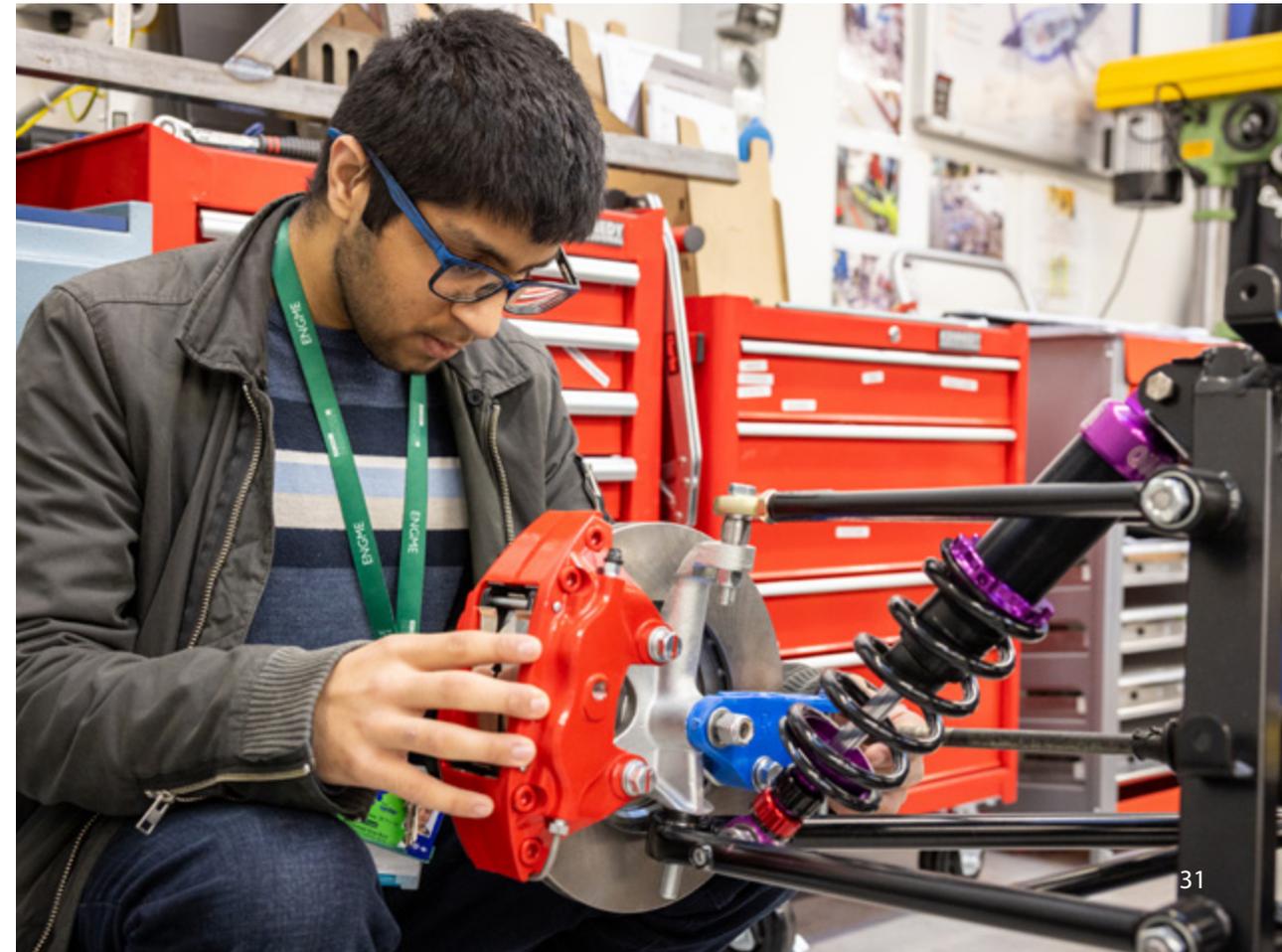
In addition to national and regional skills priorities, our Accountability Agreement also reflects some of the key measures of the Skills and Post-16 Education Act.

- 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 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.



Our LSIP Journey

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

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

We optimised the local skills improvement fund (LSIF), leading on the delivery for west London in collaboration with seven west London colleges.

Across the region the priority sectors; Health and care 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 the Richmond campus.



The feasibility report for the food and drink manufacturing sector, unique to west London, in partnership with the Food and Drink Skills Academy, is completed and identified a lack of specialist skills training and innovation locally for this thriving local industry.

LSIF purchased specialist equipment, giving HRUC approval as a specialist apprenticeship provider with the National Skills Academy or Food and Drink. To support advancements in the industry, the WLoT is collaborating with West London Business / Brunel University London and University of West London, forming the is driving forward the WLoT Food and Drink Manufacturing Innovation and Skills Hub.

Finally, a new Employability and Jobs hub has been set up internally, with the aid of 'BodySwaps' VR, supports the development of students' employability skills.

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 Heathrow Economic Growth Taskforce.

The Aviation Generation advisory board supported the bespoke Aviation Operations qualification at Level 3, launched in September 2024. Our engagement with the aviation industries is increasing to consider the wider skills needs to support the expansion in the logistics sector and specifically in response to the 3rd runway announcement for Heathrow airport.



The table below presents a comprehensive mapping of priority skills sectors as identified by key stakeholders against the standardized Further Education Subject Sector Areas (Tier 1). This visualization 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 & 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 & 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 & 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 & 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 & Restaurant Staff, Bar and Catering & 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 & 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 & 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 & SEND						High	15%	Education Under-supplied	5950	-10.9	Teacher, Counsellor, Mentor, Trainer, Coach, Social Skills Instructor.	14. Preparation for Life and Work

OBJECTIVES, PRIORITIES AND IMPACT

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



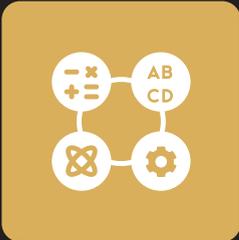
Objective 1

Deliver a skilled workforce in the correct proportions to local market need.



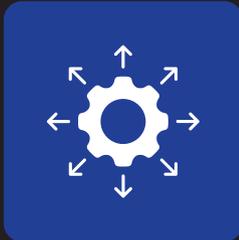
Objective 2

Increase study programme, apprenticeships, SEND and adult learner numbers to meet needs.



Objective 3

Build the essential skills for all learners.



Objective 4

Expand partnerships in new priority technical sectors.



Objective 5

Increase the skilled staffing capacity to deliver industry relevant programmes.



Objective 6

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



Objective 7

Ensure a high quality student experience across the College Group.



OBJECTIVE 1

Deliver a skilled workforce in the correct proportions to local market need.

PRIORITIES

To ensure our curriculum is proportionate to the market need, we will increase delivery of the priority sectors incrementally which have been identified through our new 2030 Curriculum Review

Priorities will include growth in

- Construction
- Health
- Advanced engineering (incl Food Drink Manufacturing)
- Logistics (aviation)
- Cross cutting digital and green

Milestone growth:

Band 1 Sectors +5%:

Health, Digital, construction (incl. Green Skills), Engineering & advanced manufacturing (incl FDM), science (incl Green Skill), Transport & logistics (incl. aviation).

Band 2 Sectors + 3%:

Business & Law, Hospitality, Creative, ESOL 16-18

Band 3 Sectors + 1%:

Hair & Beauty, Sport, Public Services.

IMPACT

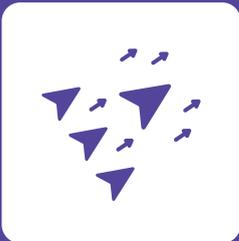
Learners

- Increased opportunities for learners to access training, in priority areas.
- Access to immersive technologies for teaching and learning purposes.

Employers

- Ensuring there is a talent pipeline of technical talent and that endeavour to overcome recruitment challenges on a local, regional and national level.





OBJECTIVE 2

Increase study programme, apprenticeships, SEND and adult learner numbers to meet needs.

PRIORITIES

- Ensure our learner growth targets align to local employment needs and respond to demographic growth.
- To increase gateways to careers for young people through our study programmes and technical education.
- Deliver more provision in the workplace through our apprenticeship provision
- Improve career opportunities for adults - exploring Bootcamps
- To improve inclusive employment and career progression through the expansion of our SEND provision and Supported Internships

Growth for 2025-2026(%):

Study programmes (16-18)	Apprenticeships	Adults	SEND	HE
5%	15%	0	8%	2%

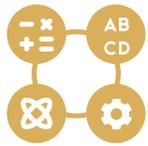
IMPACT

Learners

- Expand opportunities for all young people to develop their knowledge, skills and behaviours.
- Increase apprenticeship opportunities for those who want one
- More adults have improved opportunities to enter work or progress their careers
- Create greater opportunities for students with high needs to access employment.

Employers

- Increase technical skills in young people to expand the workforce pipeline
- Increasing new talent in the workplace
- Overcome recruitment pressures and increase opportunities to upskill and reskill existing workforce
- Support employers in developing an inclusive workforce



OBJECTIVE 3

Build the essential skills for all learners.

PRIORITIES

- Development of employability skills for all learners.
- Enhancing digital skills for all learners.
- Achieving the Skills Builder Gold. The competency framework to be delivered in the curriculum.
- Further develop the Big Three Personal Development programme for all learners.

Maths	25/26
QAR	85%
National Avg.	74.2%



IMPACT

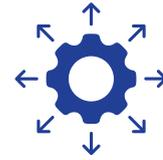
Learners

- This will result in improved employability skills for students.
- Students will have developed their digital skills which employers have stated they need for their future workforce. They will also have gained essential skills.

Employers

- Employers will gain a future workforce who have been trained in the pre-requisite employability, and technical skills that they require.





OBJECTIVE 4

Expand partnerships in new priority technical sectors.

PRIORITIES

- To meet the priority skills needs in new sectors, strengthening existing and developing new Industry Advisory Boards (IABs) partnerships in the logistics (aviation) and food and drink manufacturing (FDM) industries will be a focus in 25/26.
- Increasing the delivery of existing groups and exploring new pathways in the aviation sector
- Promoting priority industries to underrepresented groups
- The engagement of industry experts to support the continued development of the Food and Drink apprenticeships
- Advance the new Food and Drink Innovation and Skills Hub priorities to engage consistently with industry partners.

Construction	X3 branded courses across each College, 10% increase in WEX
Aviation	Deliver two new FT groups
Food and Drink Manufacturing	Pilot a viable apprenticeship group
Increase the participation of learners from underrepresented groups in technical sectors baseline females; +3.5%, global majority +57%	

IMPACT

Learners	Employers
<ul style="list-style-type: none"> • Create opportunities for learners to study in the workplace and develop their careers in priority sectors. • Create opportunities for learners to develop technical skills to enter employment in technical, priority sectors. 	<ul style="list-style-type: none"> • Talent pipelines are developed to feed directly into apprenticeships. • Embedding employers to be at the heart by contributing to and advising on the relevant skills and behaviours needed for the future of the sector.



OBJECTIVE 5

Increase the skilled staffing capacity to deliver industry relevant programmes.

PRIORITIES

With the increase in specialist technical skills and the cited skills gaps in both industry and within education, there is a growing need to:

- Upskill staff by ensuring CPD is matched to their sector
- No less than 75% of staff will access gold standard in industry CPD in 25/26

IMPACT

Learners

- Students will be able to develop the technical skills needed to cater for the demands for the future workforce.
- Students will achieve high-quality, high end technical qualifications that the industries demand.
- Students will benefit from high-quality industry specialists who can impart the most up to date knowledge that is needed by industries.

Employers

- Employers will benefit from a highly skilled, highly qualified workforce that employers need.
- Employers will be less reliant on overseas labour as the College will be able to support employers with the skilled work force they require.
- Employers will have a pipeline of talent from which they can make an informed choice of the labour force they require.





OBJECTIVE 6

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

PRIORITIES

National and regional priority to achieve net zero:

- The Estates Strategy sets out HRUC’s journey to net zero
- Ensure sustainability is embedded in curriculum
- Active promotion of sustainability initiatives.

Green Skills Curriculum	
Target 25/26 students’ courses with element of Green Skills	1650+

IMPACT

Learners	Employers
<ul style="list-style-type: none"> • The curriculum will provide increased opportunities for learners to become skilled in the priority low carbon industries. • Learners will be able to access careers in these priority sectors. • Through the wider curriculum learners will acquire knowledge, skills and behaviours to become sustainable in their work. 	<ul style="list-style-type: none"> • An increased workforce to develop technologies to meet the increasing regional priorities of the green agenda, including retrofit and low carbon transport.



OBJECTIVE 7

Ensure a high quality student experience across the College Group.

PRIORITIES

- Ensure consistently high standards of teaching and learning.
- Ensure the quality of our provision does not fall below the Ofsted ratings and retains at least Good overall grade, leading to strong outcomes
- Provide students with access to digital technology and a state-of-the-art, infrastructure, realistic work environments and facilities which leads to high outcomes.
- Outcomes for 16-18s to be at least 2% > Provider National Average (PNA) 19+ to be at least in line with PNA.

No less than 93% of our learners have a positive destination

Destinations	
Further Study	75%
Employment	10%

Further study and Employment in 25/26 to meet 75% and 10% respectively.

IMPACT

Learners

- Learners will achieve the improved outcomes that they need to make their next step in their career.
- Students will gain the skills, knowledge and behaviours they require for their future careers.

Employers

- Employers will benefit from a highly skilled future workforce that they require.



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 23/06/2025

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*](#)

**This linked document is currently in draft form and will be updated at a later date.*

[South London LSIP](#)

[West London LSIP](#)

[The West London Skills and Employment Board](#)

[Intelligence on London's Labour Market PPT](#)

[Latest HRUC Ofsted Report](#)

[HRUC Financial Statement 2024](#)



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