


# Skills Statement **Luminate Education Group**

**2024-2027**





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# Introduction and context

Luminate Education Group is committed to supporting its members to deliver curricula that meet the skills agenda of the localities they serve. We recognise that there are many existing strategies at city, town and regional levels, as well as through local enterprise partnerships and local skills improvement plans, all of which have a slightly different focus.

Luminate's task as an anchor institution is to ensure our members provide pathways in their curricula - from engaging with disadvantaged young people and adults, and supporting the different skills shortages across West and North Yorkshire, to the development of higher level programmes for economic growth and contributing to the ambitions of the Northern Powerhouse.

Luminate's purpose is to collectively transform lives through inspirational education, training and support. Meeting local, regional and national skills needs is at the core of what our members deliver, with a clear focus on student and apprentice destinations.

In May 2022, the government published the Skills and Post-16 Education Bill. The act introduces new duties on college governing bodies to review and publish how their education and training offer is meeting local skills needs.

The following discourse is our response to the new duty.

Luminate Education Group is at the forefront of the skills agenda and has played a leading role regionally and nationally in response to the Skills and Post-16 Education Bill. We are at the heart of delivering the West Yorkshire Combined Authority's Strategic Economic Framework embodied within the West Yorkshire Plan, the Leeds Inclusive Growth Plan 2023-30, the Bradford District Plan 2021-25 and York and North Yorkshire's Skills Strategy 2021-26.

The Local Skills Improvement Plan (LSIP) puts employers at the heart of skills development, enabling them to have a more direct input into the local skills system, influencing local provision to address their skills needs, and recognising their role in helping economies to prosper. Luminate Education Group is central to delivering these ambitions and our members' curricula are designed to embrace the priorities embedded in the local plans.

# Curriculum design, intent, implementation and impact

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

The development of these skills and behaviours are planned in schemes of work and assessments, in addition to the allocated timetables for skills development. The involvement of employers and stakeholders in curriculum delivery, for example through induction, mentoring and guest speakers, ensures that relevant skills awareness and development is in place.

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

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

Luminate's family of organisations responds to the evolving skills agenda of the region and the places they serve. This is achieved through:

- Providing a rich offer of pathways into vocational training at all levels for all ages, including into higher education.
- Complementing but not competing with the existing construction courses in Leeds, by providing offers in locations where this is not accessible to people such as Keighley and Harrogate.
- Embedding digital skills into courses with an increasing focus on the higher technical applications of virtual reality and artificial intelligence at Level 3 to 5 in response to LSIPs.
- Delivering apprenticeships, higher technical qualifications (HTQs) and higher level apprenticeships designed collaboratively with a wide range of employers.
- Building the skills and behaviours of students to better prepare them for the world of work through a bespoke STEM7 framework, comprehensive work experience programme and 21st-century skills offer.
- Providing high quality opportunities for all to develop literacy, numeracy and language skills as stepping stones to high-level study.
- Collaborating as part of West Yorkshire Consortium of Colleges (WYCC) to develop innovative curriculum responses for employers, maximising opportunities such as Multiply, Gainshare, Bootcamps, Skills Connect and local skills improvement funds to create new course offers and develop skills and resources.
- Delivering truly inclusive curricula for all ages which seek to address social disadvantage, impact of deprivation, and cultural capital, through tailored support.
- Providing pathways to work and further learning for our ethnically diverse communities and being proud to welcome and support refugee and asylum seeker students.



- Embedding sustainability throughout curricula; whether that is creating BREEAM-rated facilities, environmental management solutions, incorporating sustainable development goals (SDG) or delivering specific green/low carbon courses.
- Delivering one of the largest T Level programmes in the country across a range of vocational areas, directly linked to economically valuable sectors.
- Promoting social mobility and progression to high-level learning with enriched opportunities to raise aspirations, including providing high quality careers information, education, advice and guidance (CIEAG) mapped to Gatsby benchmarks, delivered by matrix accredited professionals.
- Focusing on science, technology, engineering, arts and mathematics (STEAM) curriculum to reflect the sectoral priorities, as part of our STEM Assured status.
- Investing in the continuing professional development (CPD) and industrial updating of staff to deliver the skills needs of today and tomorrow, whilst embracing curriculum reform.
- Utilising labour market intelligence, employer and wider stakeholder feedback in annual curriculum and business planning processes to ensure that year-on-year our members' offers adapt to the changing needs of sectors and localities.
- Working collaboratively with some of the biggest sectors to respond to changing workforce needs.
- Investing heavily in resources and infrastructure so that increasing numbers of students train using industry-standard equipment in engaging, high-quality facilities.
- Investing in the education workforce of the future through our education and skills apprenticeships and initial teacher training provision to address skills shortages in further education.
- Promoting a culture of lifelong learning through nurturing digital-savvy independent learners.
- Delivering bespoke curriculum in localities.





## T Levels

Our suite of T Levels means that we are supporting employers with hundreds of placement students across six sector areas, including health, engineering, digital, education, care and business.

## Apprenticeships

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

We also support employers through our suite of business breakfasts and events to ensure that both immediate skills needs and those of tomorrow are met through the curriculum offer.

## Higher Technical Education (HTE)

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

## Local colleges with local identities

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

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

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

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

## Summary

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



## Appendix 1 - About Luminate Education Group

To read more about Luminate Education Group, [click here](#).

## Appendix 2 - Regional skills priorities

To read more about the regional skills priorities that helped inform this statement, [click here](#).

## Appendix 3 - Our employer partners

The group is currently working with over 800 businesses to offer a full range of services to ensure that we are building a robust future workforce with the skills required to succeed. Members work collaboratively with employers in the delivery of apprenticeships, professional qualifications, degree programmes, distance learning, study programmes, industry placements, work experience and supported internships.

Luminate's employer engagement strategy assesses current baseline information and sets out clear outcomes, supported by a robust framework for monitoring, self-evaluation and action planning. It aims to increase employability for students in a rapidly evolving environment and effectively respond to, anticipate and engage with employers to shape curricula that meet current and future industry needs.

Our strategy aligns with the West and North Yorkshire skills plan by supporting inclusive growth, encouraging investment in business infrastructure, fostering a culture of innovation and enterprise and improving business growth.

[Click here](#) for examples of our members' partnerships with employers.



## Appendix 4 - Accountability Agreement

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

The agreement allows colleges to focus on what and how they intend to deliver in order to support local, regional, and national needs. The annual accountability statement (part 2 of the agreement) is a new document that is owned by the education provider. It sets out a small number of outcome targets focused on curriculum changes and adaptations to provision planned for the coming year.

To read Luminare's annual accountability statement, [click here](#).





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