

# KIRKLEES COLLEGE

## DELIVERY AGREEMENT 2017-2020



# KIRKLEES COLLEGE DELIVERY AGREEMENT

**THIS AGREEMENT BETWEEN KIRKLEES COLLEGE, THE LEEDS CITY REGION ENTERPRISE PARTNERSHIP (LEP) AND THE WEST YORKSHIRE COMBINED AUTHORITY SETS OUT HOW THE COLLEGE WILL CONTRIBUTE TO THE ACHIEVEMENT OF OUR SHARED ASPIRATIONS FOR THE CITY REGION.**

## ASPIRATIONS

The tables below sets out the baseline position for 2015/16 (or 2013/14 subject to availability) alongside the aspirations of the College against a range of measures relating to the Leeds City Region Employment and Skills Plan priorities.

| <b>RAISING THE BAR ON HIGH LEVEL SKILLS</b>   | <b>2015/16</b> | <b>2016/17</b> | <b>2017/18</b> | <b>2018/19</b> | <b>2019/20</b> |
|---|----------------|----------------|----------------|----------------|----------------|
| Higher level starts   | 310            | 318            | 390            | 400            | 410            |
| <b>MORE AND BETTER APPRENTICESHIPS</b>  | <b>2015/16</b> | <b>2016/17</b> | <b>2017/18</b> | <b>2018/19</b> | <b>2019/20</b> |
| Apprenticeship starts   | 910            | 920            | 1044           | 1135           | 1164           |
| <b>GREAT EDUCATION CONNECTED TO BUSINESS</b>  | <b>2015/16</b> | <b>2016/17</b> | <b>2017/18</b> | <b>2018/19</b> | <b>2019/20</b> |
| Proportion of full time courses with a work experience element                                  | 36%            | 38%            | 40%            | 42%            | 44%            |
| % of employers who would recommend college to another employer                                  | 88%            | 90%            | 92%            | 94%            | 95%            |
| <b>BUILDING WORKFORCE SKILLS AND ATTRACTING TALENT</b>  | <b>2015/16</b> | <b>2016/17</b> | <b>2017/18</b> | <b>2018/19</b> | <b>2019/20</b> |
| Income from apprenticeships   | £5.17m         | £5.69m         | £5.98m         | £6.28m         | £6.59m         |
| % of learners that would recommend the college/training organisation to their friends or family | 79%            | 83%            | 87%            | 91%            | 94%            |

| <b>EMPLOYABILITY, ACCESSING JOBS AND REALISING POTENTIAL</b>              | <b>2013/14</b> | <b>2019/20</b> |
|---|----------------|----------------|
| Sustained positive destination rate                                       | 77%            | 85%            |
| Sustained positive destination rate – skills provision                    | 75%            | 83%            |
| <b>PRIORITY SKILLS</b>  | <b>2015/16</b> | <b>2019/20</b> |
| Proportion of total apprenticeship starts in priority skill subjects      | 72%            | 76%            |
| Proportion of total non-apprenticeship starts in priority skill subjects  | 15%            | 17%            |
| Infrastructure / construction / allied skills - apprenticeship starts     | 140            | 177            |
| Infrastructure / construction / allied skills – non apprenticeship starts | 210            | 210            |
| Engineering and manufacturing - apprenticeship starts                     | 340            | 440            |
| Engineering and manufacturing - non-apprenticeship starts                 | 430            | 306            |
| Digital - apprenticeship starts   | 10             | 67             |
| Digital - non-apprenticeship starts                                       | 180            | 186            |
| Health and care - apprenticeship starts                                   | 170            | 195            |
| Health and care - non-apprenticeship starts                               | 1,190          | 630            |

# COLLEGE ACTIONS

## TO MEET THESE ASPIRATIONS KIRKLEES COLLEGE COMMITS TO CARRY OUT THE FOLLOWING ACTIONS:

1. Expand the higher technical skills offer in a way which fits the regional skills agenda and complements our specialisms and that of our partners. Provision will be focused around engineering, process manufacturing, creative and digital industries and science, technology, engineering and mathematics (STEM)-related provision.

---

2. Deliver a coordinated programme of activity with two other colleges, designed to align the range of provision being offered with clear progression pathways. We will seek to jointly raise the status of higher skills training in our localities and to engage more learners and employers and ensure the maintenance of high quality.

---

3. Develop an inspirational facility focused on higher level skills across the process, supply chain and engineering sectors, integrating renewable technologies to create a self-sustaining site that generates its own power, which would offer provision in relation to maintenance and instillation of the cutting-edge technologies used.

---

4. Increase local demand for higher skills through:
  - Expansion of our Access to higher education (HE) provision to include further Level 2 provision as a stepping stone to Level 3. This is in response to local need.
  - Improved information, advice and guidance (IAG) to encourage take up.
  - Working with employers and our student STEM ambassadors to raise awareness in schools about opportunities in the engineering and process industries.
  - Working in liaison with the local authority and 'Primary Engineer' to develop teachers in both primary and secondary schools to embed engineering into curriculum delivery.
  - Listening to employers and building on the methods we used to respond to the process industries, to ensure the provision of the right skills.

---

5. Monitor the impact of recent changes to the apprenticeship delivery model to ensure an ongoing and sustained improvement in quality in a changing environment. These changes include: aligning delivery models to ensure successful transfers from full time to apprenticeship routes mid-year; the early introduction of the new standards delivered in 2016/17 and close working with 'trailblazers' to ensure a smooth transition from frameworks to standards; recruiting apprenticeship student ambassadors who promote apprenticeships in schools and at recruitment events.

---

6. Broaden our apprenticeships offer coupled with greater employer engagement to ensure the College is providing apprenticeships that meet the needs of local employers including higher level apprenticeships and new areas of provision such as process manufacturing.

---

7. Expand the range of apprenticeship progression opportunities to maximise the levy with all frameworks/ standards having progression routes, for example in engineering where the College delivers Level 2-5 and will work with the University of Huddersfield to ensure effective progression routes to degree level options.

---

8. Continue to actively engage and listen to employers to:
  - develop further provision that meets their needs;
  - bring employers into the classroom to inspire our students;
  - provide 'master classes' on specialist skills and knowledge;
  - engage in staff development with employers to ensure all staff are delivering cutting edge industry standards; and
  - ensure we have a ready supply of work experience placements and apprenticeships opportunities.

---

9. Continue to focus on providing opportunities for the development of basic and employability skills, including English for speakers of other languages (ESOL), English, mathematics and digital capability, which enable adults to progress and are key barriers to future employment

---

10. Support better access for adults into work through:
  - working in community hubs to enable us to engage those students who are the hardest to reach;
  - aligning ESOL and basic skills with work opportunities; and
  - developing adult provision that provides strong ladders of opportunity to develop skills and knowledge to meet the needs of employers and skills shortage areas.

Further information on the indicators and baseline data can be found [HERE](#)



# KIRKLEES COLLEGE

## DELIVERY AGREEMENT: COMMENTARY

2017-2020



# KIRKLEES COLLEGE DELIVERY AGREEMENT

---

## COMMENTARY

THIS DOCUMENT HAS BEEN WRITTEN BY KIRKLEES COLLEGE IN CLOSE COLLABORATION WITH THE LEEDS CITY REGION ENTERPRISE PARTNERSHIP (LEP) AND THE WEST YORKSHIRE COMBINED AUTHORITY TO PROVIDE A COMMENTARY IN SUPPORT OF THE KIRKLEES COLLEGE DELIVERY AGREEMENT FOR 2017/18. IT SETS OUT KIRKLEES COLLEGE'S DEVELOPMENT PLANS FOR THE NEXT THREE YEARS, INCLUDING HOW THE COLLEGE WILL CONTRIBUTE TO SUCCESSFUL DELIVERY OF THE LEEDS CITY REGION EMPLOYMENT AND SKILLS PLAN.

### Context

Kirklees College is a large general further education (GFE) college serving the people of Kirklees and the surrounding area. In 2015/16 Kirklees College taught approximately 15,000 students. The College was last inspected by Ofsted in November 2012 when it received a grade 2: good. The College has two main sites located in Huddersfield and Dewsbury. Students benefit from a varied curriculum, state-of-the-art facilities and resources along with excellent accommodation. In addition, there are specialised vocational centres in engineering and process manufacturing, supported by a £3.1 million grant by the LEP, animal care (Taylor Hill and Hargate Hill), Construction (Brunel House), art and design (Batley School of Art) and performance arts (Highfields).

Education and training courses are offered in all subject areas and growth is aligned to locally identified skills shortage areas and the LEP priorities. The largest subject areas include: health, public services and care, science and mathematics, engineering and manufacturing technologies, arts and preparation for life and work.

Apprenticeships are offered in nine subject areas: health, public services and care, science and mathematics, engineering and manufacturing technologies, construction and the built environment, information and communication technology (ICT), retail and commercial enterprise, leisure, travel and tourism, education and training, and business, administration and law.

The College is fully inclusive and provides learning opportunities from entry level to Level 6. Because of their low grades on entry over 60% of classroom-based students are studying a main programme at Level 2 or below.

The context of the college is influenced by two outstanding sixth form colleges in Huddersfield and a high performing selective Grammar School in North Kirklees. This has a significant impact on the profile of our students.

- 83.06% of all 16-18 year olds on study programmes did not have English or Maths GCSE at grade A-C upon completing Key Stage 4.

Using deprivation data, it is clear that the College recruits predominantly from the areas of highest deprivation. 45.3% of our 16-18 year olds and 54.6% of our 19+ students are from bands 1-2. This is markedly above the local population percentages and our student cohort is significantly more disadvantaged than their peers in surrounding institutions and in the sector as a whole.

23% of our students were eligible for free school meals against a secondary cohort figure of 18.8%. More importantly those students who receive free school meals perform 27.8% below their peers in secondary school, both locally and nationally, once at college we ensure that the gap is significantly reduced to only 3% below their peers.

During 2015/16 2,648 students were studying English and Maths GCSEs. A further 2,926 took Functional Skills and 312 took Free Standing

Maths Qualifications (FSMQ). The senior leadership team have taken the need to improve English and mathematic skills very seriously, having 100% compliance with the conditions of funding and ensuring that all of our 16-18 students are able to improve their skills and contextualise them to their vocational studies.

### **Local and regional context**

Although the proportion of the workforce with no or low qualifications is reducing, 22% of the population of Kirklees (60,700 individuals) have a Level 1 or no qualification. Kirklees is above the Yorkshire and Humberside regional average but below the national average in terms of the percentage of the 16-64 who are qualified to Level 3 and 4. Kirklees has 32.6% of its population qualified to Level 4 and 54.9% qualified to Level 3 (NOMIS – National Office of Statistics 2015).

Kirklees businesses cite the need to upskill in the following areas: sales and marketing, leadership and management, customer care and technical, specialist skills. There is a higher need for technical, specialist skills and sales and marketing skills in manufacturing. 40% of manufacturing firms plan to take on an apprentice in the next 12 months, 30% in transport and storage and 29% in construction (Employer Survey 2015). 98% of Kirklees businesses employ 49 or less employees.

Specialisms in the district include: precision engineering and manufacturing (process, component, textiles, chemical and pharmaceutical). Kirklees is forecast to see a reduction of approximately 4,200 jobs in manufacturing by 2031. However, with only 2,238 16-24 year olds entering this sector in the past five years, Kirklees providers need to continue to prepare young people with the necessary STEM and employability skills required to enable them to make a successful transition to employment in manufacturing (Response Fund Kirklees Labour Market Analysis and ONS Industry by Age 2014 - 2031).

### **Demography**

Kirklees falls into a number of distinct areas including Batley, Dewsbury, Heckmondwike,

Mirfield, Huddersfield and rural villages such as Holmfirth in the south. 428,000 people live in Kirklees with an employment rate of 69.3% (16-64). In terms of an ageing population and workforce, 48,500 Kirklees residents are due to retire in the next 10 years (59% in South Kirklees). In particular, the importance of the ageing workforce in three sectors should be noted. A third (8,871) of those working in manufacturing, just under a third (14,500) working in public admin, education and health and a quarter (9,500) of individuals working in distribution and hotels and restaurants are due to retire in the next 10 years.

Unlike manufacturing which will see a reduction in jobs, the latter two sectors are also forecast to see growth in terms of full time equivalent (FTE) employment. Up to 2031, at least 5,000 new jobs are forecast to be created in these sectors. Considering this alongside the need to replace those individuals who will be retiring highlights the importance of continued work to secure a talent supply chain (Response Fund Kirklees Labour Market Analysis and ONS Industry by Age).

### **Ethnicity**

College student recruitment broadly reflects the wider population of Kirklees but notably has 14% less white British students and above the Kirklees average for all other ethnic groups, with the exception of White Irish and Asian/Asian British: Indian

Although the Kirklees district has areas of relative affluence, it also has areas of significant deprivation. Using Indices of Multiple Deprivation around 70% of the College's 16-18 students and 80% of our 19+ students were in the top four bands of postcode deprivation, this is 18% above the figure nationally for general further education colleges; 29% were from the most deprived band and 17% were from Band 2. Just 1.5% of students were from the least deprived band (Band 10).

23% of our students come from Asian/British Asian backgrounds and of these 68.7% of students come from Band 1 and Band 2.

## DEVELOPMENT PLANS: SETTING OUT KEY ACTIVITIES THE COLLEGE PLANS TO CARRY OUT OVER THE NEXT THREE ACADEMIC YEARS

### College mission and strategy

College strategic objectives:

- To deliver enterprising, responsive and efficient education and training.
- To provide an inclusive, student centred learning environment focused on development success and progression.
- To provide modern, safe estate and resources.
- To promote effective communications and customer services.
- To attract, nurture and develop highly skilled, efficient and professional workforce.
- To ensure the solvency of the College and generate resources to continuously invest in learning and in staff.
- To deliver creative and effective decision making, learning and risk management.

College values:

- Pursuit of excellence to be the best that we can be as professionals, departmental teams and as a college to stretch our students to fulfil their potential.
- Integrity, transparency, fairness and honesty in our management, behaviours and communications.
- Active promotion of the principles behind the College's Equality and Diversity Policy.
- Respectful and supportive behaviour towards each other, our students, the College and our community.
- Playing our individual part in the provision of a caring environment that is safe, healthy, supportive and student responsiveness.

### Strategic curriculum focus

The College has a strategic focus on providing the skills, knowledge and expertise required to address skills shortage areas and support economic growth in Kirklees and the wider Leeds City Region. To ensure that the right curriculum is offered to meet the employer's needs and key regional skills shortage priorities, the College has had significant strategic focus of developing excellent relationships with a wide range of employers. The College is becoming an acknowledged centre for the delivery of training for industry in engineering and process manufacturing where the expansion of higher levels skills is a key development over the next three years and we are currently exploring further areas for development. The impact of this strategic direction has resulted in changing patterns of recruitment, particularly in apprenticeship delivery, which has grown very significantly across 37 frameworks.

Unlike the national picture, much of the College's development work and growth has been in

key skill shortage areas and STEM related occupations. The College is now the largest sole provider of engineering apprenticeships in the Leeds City Region and we will continue to grow this provision. There are no other providers locally delivering Process Manufacturing and Laboratory Technician specialist training. In construction, the College is the largest provider in Calderdale and Kirklees.

Detailed analysis of national and regional data supports our curriculum development and strategic direction. Our success in engaging with employers in curriculum planning, design and delivery is growing and is a key strength. The College is responsive to employers and this is evidenced in the very positive feedback in the national employer's survey. This approach aligns with the College's wider 2020 vision to be the first choice in our area for apprenticeships and skills training, a key feature of the College's published 'strategic roadmap'.

### Raising the bar on higher level skills

The College has a strategic focus on developing its higher level professional and technical skills. The current provision provides higher level skills to over 450 students every year. Delivery in our key specialisms, which align to regional skills priorities, has grown significantly over the last three years. This will continue to be our key priority as we develop further provision. Success rates remain very high and the quality of our provision is assured by the Higher Education Funding Council for England (HEFCE) and the Quality Assurance Agency for Higher Education (QAA). Student satisfaction rate in the National Student Survey were the highest in West Yorkshire.

The College has a partnership with two other Colleges, Calderdale College and Wakefield College through a memorandum of understanding. This partnership will support the coordinated development of higher level skills to ensure effective local progression routes. Through recognising the specific specialisms of each institution and providing appropriate progression routes the three organisations plan to grow provision to meet employer demand, LEP priorities and skills shortages.

There are plans in terms of rationalisation of the curriculum and a partnership in terms of joint validation through Open University and Calderdale College. We plan to expand our provision in the following areas:

- food and drink manufacturing;
- process manufacturing;
- electrical instrumentation and control;

- engineering; and
- Laboratory Technicians.

These areas align well with identified skills shortage areas and an aging workforce in line with local and regional needs.

Our analysis indicates an additional space and resource requirement for engineering provision by 2020. We are developing plans to complete the 'Technology Quarter', an inspirational facility focused on higher level skills across the process, supply chain and engineering sectors, integrating renewable technologies to create a self-sustaining site that generates its own power, which would offer provision in relation to maintenance and instillation of the cutting-edge technologies used.

As we expand our higher offer we will also look to increase local demand for higher skills through:

- Expansion of our Access to Higher Education (HE) provision to include further Level 2 provision as a stepping stone to Level 3. This is in response to local need.
- Improved information, advice and guidance (IAG) to encourage take-up.
- Working with employers and our student STEM ambassadors to raise awareness in schools about opportunities in the engineering and process industries.
- Working in liaison with the local authority and 'Primary Engineer' to develop teachers in both primary and secondary schools to embed engineering into curriculum delivery.
- Listening to employers developing on the methods we used to respond to the process industries, to ensure the provision of the right skills.

### **More and better apprenticeships**

Apprenticeship achievement is currently 10% above the national average, and 10% above for timely achievement. This has been achieved through:

- rigorous monitoring of the quality of apprenticeship provision;
- significant development of new apprenticeship routes in response to employer demand;
- improvements in the progression between full time and apprenticeship programmes;
- aligning delivery models to ensure successful transfers from full time to apprenticeship routes mid-year;
- apprenticeship student ambassadors who promote apprenticeships in schools and at recruitment events;
- engagement with 'primary engineer' to ensure wider promotion of engineering in school;
- the early introduction of the new standards delivered in 2016/17 and close working with 'trailblazers' to ensure a smooth transition from frameworks to standards;

- the delivery of employer events to support their understanding of current changes in the apprenticeship arena; and
- strategic leadership of the transition from frameworks to standards and the preparation of the changes to the introduction of the apprenticeship levy.

The College has an employer engagement team who work closely with employers in terms of workforce strategy and the apprenticeship reforms. The College is working with levy paying employers to meet the requirements and raise awareness. Growth is expected in higher level apprenticeship particularly leadership and management and engineering as key employers spend their levy in the future. IAG will be crucial in terms of recruitment to the right level of standard and progression. Currently a number of employers in engineering support their apprentices and pay the Higher National Certificate (HNC) fees college anticipates that this provision will convert to higher level apprenticeship numbers as the employers use the levy to fund the apprentices.

The College is aiming to expand its range of apprenticeship provision and progression opportunities to maximise the levy with all frameworks/standards having progression routes. An example of this is in engineering where the College delivers Level 2 to 5 and will work with the University of Huddersfield to offer degree level options.

With the implementation of the Post-16 Plan the College is currently reviewing its curriculum offer. To ensure there are clear ladders to learning for study programme and adults students to ensure effective progression.

Our current plans include:

- a broadened apprenticeships offer coupled with greater employer engagement to ensure the College is providing apprenticeships that meet the needs of local employers including higher level apprenticeships;
- new areas of provision in apprenticeships such as process manufacturing and science;
- new apprenticeship courses in business to meet increasing employer demand;
- further development of higher apprenticeship and Level 5 in health and care leadership;
- revised curriculum offer in the construction industries to align to new construction methodologies;
- further developments in engineering to support progression into apprenticeships; and
- strong promotion of apprenticeships leading to higher and degree apprenticeships locally and regionally with case studies of both students and employers.

### **Great education connected to business**

The employer national survey satisfaction rates are 88% compared to the sector average of 74%, this has been achieved by extensive consultation with our employers and our full engagement with them in the development of our new provision.

As detailed above, the curriculum is aligned to the LEP priorities and locally identified skills shortage areas in order to create opportunities for students to develop the skills and knowledge to progress into well paid employment and enjoy sustainable livelihoods. Our offer is characterised by a progression ladder offering routes to higher level and technical provision. In addition, our engagement with employers in course design, partnerships, and college events including employability week, enterprise week and College Outstanding Learners awards and the provision of placements and apprenticeships is all in place to maximise achievement of this goal.

Going forward we plan to build on this solid base by continuing to actively engage and listen to employers; by developing provision that meets their needs; by utilising this engagement to bring employers into the classroom to inspire out students and by ensuring we have a ready supply of work experience placements and apprenticeships opportunities.

### **Employability accessing jobs and realising potential**

The College has a strategic approach to engaging the hardest to reach members of our community and supporting them to re-engage. Our work with Jobcentre Plus and developing employability skills remains a key focus of the Adult Education Budget (AEB). The detail outlined above in the context section demonstrates the effectiveness of this approach. The prioritisation of our adult budget will continue to focus on re-engagement

The College has a very responsive community learning offer delivered in over 40 community venues across the district and is a proactive member of the Kirklees Community Learning Trust, a group of organisations which meet to ensure joint planning and collaboration. The College community learning provision is very closely aligned to the Trust's LIFENOW themes, therefore responding to local need and enabling member organisations to avoid duplication of courses, identify clear progression pathways and ensure that priority communities and groups are well served by the curriculum offer.

Key features of our provision include:

- Highly effective partnerships with employment and community organisations ensure that programmes meet local, regional and national priorities.
- Strong leadership and management of the adult skills budget ensures that targets are met and public money is focused on the most disadvantaged.

- Highly effective curriculum planning ensures that each strand of the adult skills budget meet the local and national priorities.
- High levels of student satisfaction on adult programmes with provision meeting student need.
- English for speakers of other languages (ESOL) provision in the College is outstanding.
- Good progression from vocational courses.
- Teaching, learning and assessment is good on adult programmes.
- Good development of employability skills on full-time courses.
- Good pass and achievement rates on vocational adult programmes.

In 2015/16 there was good progression on vocational courses to further learning and / or relevant employment with 87% progressing to a positive destination. Course tutors manage students' performance effectively through the College online systems of ProMonitor and Markbook so that they make good progress across all aspects of their learning programmes. This is reflected in the high pass rates of 95% on adult provision excluding English and maths. Students who fall behind are helped to catch up and the ablest are challenged to achieve. Students on full time and substantive part time courses receive well IAG reflected in the high progression rates to university. However, this is an area for improvement on the community learning provision.

Highly effective curriculum planning ensures that each strand of the AEB meets the local and national priorities. There is a strong focus on employability throughout the curriculum with all vocational courses having ladders to learning and clear progression routes. There has been a refocus of the community learning budget away from traditional leisure learning to more targeted community based/engagement provision.

Highly effective partnerships with employment and community organisations ensure that programmes meet local, regional and national priorities. The College has a close working relationship with Jobcentre Plus referring students who want to overcome their barriers to employment. In 2015/16 there were over 700 referrals and of these 440 individuals studied on courses, of which the majority were ESOL (271) and the remainder were basic skills (37), on vocational programmes (32) and 'Digital Job Search'(97). The numbers on vocational programmes is significantly down on 2014/15 due to a decline in demand which is linked to reduced unemployment within Kirklees. ESOL continues to be a priority for Jobcentre Plus and the College provision has been planned to meet this need.

Vocational options on the 'Future Focus' courses included a selection of sector based courses, for example hospitality, health and social care, and security. The Digital Job Search programme was

successful and aimed at Jobcentre Plus students without basic IT skills needed to get a job. Courses enable many students to successfully secure employment and within six months of completing a Future Focus course, 46% of job centre customers are no longer claiming benefits.

### **Development priorities for the adult learning offer**

In line with current priorities the College will continue its focus on providing opportunities for the development of basic and employability skills, including ESOL, English, mathematics and digital capability, which enable adults to progress and are key barriers to future employment. Embedding the delivery of English and maths in vocational provision which is more relevant to students increases their understanding of its importance. Students who are studying ESOL are also trained in vocational subjects, such as Childcare. The College has a strong track record of the development of employability skills and our links with employers will support better access for adults into work. We will do this through:

- working in community hubs to enable us to engage those students who are the hardest to reach;
- developing the capacity of individuals to enable them to progress to further study or work;
- aligning ESOL and basic skills with work opportunities; and
- developing adult provision that provides strong ladders of opportunity to develop skills and knowledge to meet the needs of employers and skills shortage areas.

### **Building workforce skills and attracting talent**

To ensure the College can continue to support its local area it must ensure its own financial stability. A key element of this will be ensuring that it maximises opportunities for diversification of income, and reduces dependency on core funding streams by developing an offer that employers and individuals are willing to pay for. It will do this by increasing:

- tuition fee revenue from HE as greater numbers take up the expanded HE offer;
- income from apprenticeships via growth in starts stemming from levy payers and SMEs;
- loan funded provision via loan funded curriculum and effective IAG to potential students;
- non-grant funded provision including bespoke training for employers. This will include

training to support individual employer needs, e.g. using specialist sites for scenario training for managers and emergency services, tailored programmes for lean manufacture and using our expertise to support new companies to grow; and

- income though using the specialist infrastructure we have invested in to attract national contracts to embed economies of scale.

This is all be supported by an ambitious investment strategy. In the last five years the College has invested £88 million into its estate. This includes the new Waterfront Quarter, the Huddersfield centre, the Engineering Centre, and a Process Manufacturing Plant which received £3.1 million of LEP funding and had in excess of £1 million private investment from local, national and international employers. The College has recently secured £15 million from the LEP in grant and loan funding and has ambitious plans for the development of its estate in North Kirklees, in partnership with the local authority with whom the College has an outstanding relationship.

The new development in North Kirklees at Dewsbury will provide state-of-the-art facilities for creative and digital industries in Pioneer House, along with a strong construction provision in the Springfield Centre to support the development of a wider apprenticeship provision. In addition early discussions are underway to align the curriculum to the technical and craft elements of film and TV production.

The senior leadership team continually work to provide students with the best possible state-of-the-art training facilities that mirror industry standards. Teaching, learning and assessment ensure students are ready to progress to higher levels of study or enter the world of work and exhibit the attitudes and behaviours that will make them first choice for employers. The impact of this is demonstrated by high levels of employer satisfaction, and positive progression for our students.

The College will continue to review its staffing profile over the next year to ensure further alignment with evolving patterns of delivery.

The College is working closely with the West Yorkshire Consortium of Colleges on developments in the Joint Venture company.