

Accountability Agreement **Luminate Education Group**

2025/2026 Academic Year





Table of contents

Section A – Luminate Education Group’s Accountability Plan

The Accountability Agreement	4
Mission and purpose	5
Educational character	9
Teaching and learning	12
Context and place	15
Approach to developing the plan: key stakeholders	20
Meeting local needs (Duty to Review)	22
Highlights from 2024/25 statement	28
Priority table and management of skills need by providers	30
Contribution to national, regional and local priorities (targets for all members)	36

Section B – Corporation statement and other information

Reference to relevant supporting documentation	43
Corporation statement	44



The Accountability Agreement

The Accountability Agreement has been written in full reference to the Department for Education (DfE) guidance.

Luminate's mission and purpose

Luminate Education Group's purpose is to collectively transform lives through inspirational education and training. We are committed to ensuring that our members have the support, resources and spaces to deliver exceptional teaching and learning, enabling them to bring their vision and aspirations for their students and apprentices to life.

We aim to achieve this by sharing expertise and best practice through our shared services and championing individual member identities. By connecting and collaborating with a variety of stakeholders, we are enriching communities and contributing to regional growth.

Over the next two years, we will continue our commitment to provide social and economic value to the communities we serve. We will keep using our position within the education and skills ecosystem to generate positive change in the sector and region.

Through our collective work, we will make sure that students and apprentices, irrespective of their backgrounds, have the skills, knowledge and confidence to access positive destinations and progress to a more successful future.

Luminate Education Group’s member organisations

Further education (FE) – Harrogate College, Keighley College and Leeds City College

Our three FE colleges respond to education and training demands from young people, adults and employers. We have a dedicated special educational needs and disabilities (SEND) provision that we will continue to focus on, alongside growing our T Levels, Higher Technical Qualifications (HTQs) and apprenticeships. The opening of new adult learning facilities in Mabgate, Keighley and Morley will be used to raise the profile of technical education for adult upskilling and retraining.

To read more about our three further education colleges, please click on the following links:

- Harrogate College Accountability Agreement 25/26
- Keighley College Accountability Agreement 25/26
- Leeds City College Accountability Agreement 25/26

Sixth form provision – Leeds Sixth Form College and Pudsey Sixth Form College

Our expert teams are focused on delivering a range of quality A levels at Leeds Sixth Form College and in the new Pudsey Sixth Form College, which opened in September 2025.

Higher education (HE) – Leeds Conservatoire and University Centre Leeds

We will continue to develop our higher education offering by using our agility and expertise to expand our members’ courses and accessibility locally, nationally and internationally. Our close relationship with employers and sector specialists means that curricula can respond to change.

University Centre Leeds, which has degree awarding powers (DAPs), continues to use its autonomy to develop courses that respond directly to the economic needs of the region and will utilise the opportunity of opening its new campus at Mabgate in 2025 to raise its profile regionally and nationally. For five years in a row, the National Student Survey (NSS) ranked University Centre Leeds as achieving the highest student satisfaction level of all of the city’s higher education providers.

Leeds Conservatoire is the largest multidisciplinary conservatoire in the UK. Since launching the first jazz degree in Europe, the conservatoire has been at the forefront of innovative and ambitious music and performing arts education. Accessibility, equality, diversity and inclusion are at the heart of what it does. With partnership working and a responsive approach to its curricula, graduates go on to world-class careers in the industry.



Educational character

Luminate member organisations aspire to be true tertiary education providers with a curriculum offer for all backgrounds of students and abilities. Collectively, we have a growing Level 3 offer, including sixth form provision, and pathways to Levels 4 to 7 at the University Centre Leeds and Leeds Conservatoire, which promote social mobility and support the higher level skills agenda.

We are committed to broadening our student base and providing an attractive offer for any student from any of our region's schools.

The current demographic profile of our students reflects the following:

- High proportion of inner city students from schools with no sixth form.
- Highly ethnically diverse population.
- Growth of young people to the year 2030.
- High percentage from most disadvantaged communities across all age groups and provision targets.
- High percentage of young people from schools where GCSE grades 9-4 in 2024 was 46.5%, which compares well to national rates but disadvantaged groups are significantly below this.
- One of the highest percentages of not in education, employment or training (NEET) young people in the country (9.5% vs 4.8% nationally in January 2025).
- Large population of students with education, health and care plans (EHCPs) and other SEND needs, including additional social needs.
- Higher than national average youth unemployed.

Therefore, our curriculum must be well rounded and enriched to maximise opportunities, outcomes, progression and promotion of social mobility.

Luminate Education Group is relentless in its commitment to providing the best opportunities to level up outcomes and is ambitious for its members' students. Our students consistently achieve above national averages, with excellent progression and personal development. Luminate is values driven and absolutely committed to providing an enriched learning environment which is based on:

- College/Place of Sanctuary principles (welcome and belonging for all but especially the most disadvantaged).
- Strong wrap-around tutorial and pastoral support programmes to build life and employability skills.
- Highly aspirational, inspirational and inclusive teaching and learning strategies which lead to strong outcomes, progression and destinations for all students regardless of starting point, group, background or age.
- Absolute commitment to addressing as many barriers to participation and progress as possible, enabling the most disadvantaged students to engage and succeed at least as well as their peers in high support, high challenge environments.
- Use of trauma-informed restorative and relational practice to build healthy relationships, champion positive behaviours and acknowledging that everyone has different life experiences.
- Delivering a broad destination-led curriculum focused on skills, pathways and interventions, leading to positive progression and addressing the skills demand of our localities and the regions we serve.

- Delivering a strong Level 3 and higher level skills (including our own degree offer) curriculum to promote social mobility and widening participation.
- Embedding our STEM 7 framework to develop skills and behaviours that provide students with the essential skills for employment and life, recognising the need for transferable skills in an ever-changing employment landscape.
- Building strong relationships with students to develop skills, knowledge and behaviours, providing opportunity to succeed and achieve in the modern world of work.
- Focusing on enjoyment and fun, whilst encouraging students to be positive about their education and preparing them for lifelong learning.



Teaching and learning at Luminate

Our overarching approach to teaching, learning and assessment (TLA) is designed to enhance progress and outcomes for all students and apprentices. At the core of our TLA strategy is personalisation. We recognise that disadvantaged learners may have diverse starting points and require tailored support. Teachers and delivery staff are expected to know their learners well and use this understanding to inform their planning for TLA, with adaptations regularly revisited and reviewed as learners are assessed. This includes a strong focus on attendance, ensuring learners are present and actively engaged in their education. We acknowledge that disadvantaged learners are disproportionately affected by lost learning, therefore, our strategies prioritise early intervention to address attendance, punctuality concerns and retrieval practice.

Luminate Education Group is committed to upskilling staff and embedding the principles of Quality First Teaching (QFT). This ensures that our core teaching practices are highly effective and designed to meet the needs of all learners, including those from disadvantaged backgrounds. Inclusive teaching strategies are a fundamental expectation for all staff. Our commitment to personalisation inherently drives inclusive practice, ensuring the diverse needs of disadvantaged learners are met. A focus on scaffolding learning ensures that complex concepts are accessible to all, while maintaining high expectations to foster ambition and achievement. We recognise the disproportionate impact of lost learning on students with SEND, and our inclusive practices are designed to provide robust support and early intervention for these learners.

Engagement in the curriculum, including online and independent learning, is closely monitored and gaps in learning are addressed proactively to reinforce understanding. Additionally, curriculum delivery incorporates embedded skills development and planning for progression onto next steps. By linking learning to future pathways and developing practical skills, we aim to make education more meaningful and memorable for all students. This is particularly beneficial for disadvantaged learners who may need clear connections between their studies and real-world applications. Encouraging learners to recognise the skills they have developed and identify areas for further growth promotes metacognition and self-directed learning, contributing to the consolidation of knowledge and skills.

Luminate Education Group recognises the importance of enhancing digital confidence and upskilling for both staff and students. Strengthening digital confidence ensures that all students can effectively engage with digital learning resources and acquire essential skills for the future workforce. This is especially crucial for disadvantaged learners who may have limited access to technology outside of their learning environment.



Luminate’s context and place

Luminate’s mission, culture and priorities are articulated in the **Luminate Group Strategy**, which was redeveloped for 2025-27 with a golden thread to the individual member organisations’ strategic priorities. Those priorities reflect the individuality of the member organisations and their particular place, either geographically or within the sector.

Each organisation within Luminate produces its own three-year strategy with several local priorities. This ensures that each organisation has autonomy to respond to varying local needs.

As anchor institutions, Luminate and its member organisations are proactive advocates of further and higher education in West Yorkshire and York and North Yorkshire. Luminate provides strategic leadership of West Yorkshire Consortium of Colleges (WYCC), which operates on behalf of the seven FE colleges in West Yorkshire, convening collective voice and opportunities for collaboration. This close working relationship prevents unnecessary competition and facilitates a supportive culture.

Additionally, Luminate represents FE on West Yorkshire Combined Authority’s (WYCA) Employment and Skills Committee, West and York and North Yorkshire local skills improvement plan (LSIP) boards and on the newly-devolved York and North Yorkshire Combined Authority Skills and Employability Group. Luminate uses its relationships and voice to champion a number of key agendas, including NEET, SEND and place planning for post-16. These complement a wealth of local authority, schools, universities, employers and voluntary and community stakeholder relationships.

The map on the following page illustrates the campuses and centres our members operate from within North and West Yorkshire.



HARROGATE

Harrogate College



Keighley College



KEIGHLEY

SHIPLEY

BRADFORD

PUDSEY



Pudsey Sixth Form College

HEADINGLEY

Park Lane Campus



Leeds Sixth Form College



College House

LEEDS

Printworks Campus



Somerville House



Joseph Priestley Centre



North Street Centre



Quarry Hill Campus



Mabgate Campus



University Centre Leeds



Leeds Conservatoire

The Vine



SEACROFT

Deacon House



TEMPLE NEWSAM

Temple Newsam



Rothwell Centre



ROTHWELL

Our member organisations offer courses for young people, businesses and adults in further education, higher education, T Levels, Higher Technical Qualifications and apprenticeships at a local level. Our apprenticeship offering also delivers strong collaborative models at regional and national level, including city deals and national partnerships. In addition, Leeds Conservatoire serves national and international markets for specialist music and performing arts qualifications.

The group forecasts and delivers growth, reflected in increases in year-on-year 16–18-year-old study programme learners, alongside a highly inclusive offer which supports young people and adults from all communities, particularly those most disadvantaged, to progress and develop new skills. With one of the largest post-16 SEND providers in the region, we take an aspirational approach to the curricula our members offer, leading to positive and sustainable destinations.

A holistic approach to the learner experience supports the skills, knowledge and behaviours of all learners. This includes our bespoke STEM 7 behaviours offer. Luminate embraces the STEAM agenda and recognises the inherent value of creativity and problem solving in life and work.

Through its responsive curriculum and support, the group delivers a curriculum model that is responsive to the needs of local employers, the LSIPs, and the priorities of combined authorities and local authorities in each locality, including ongoing development of higher and degree apprenticeships.

In addition, we provide outstanding personal development for students and embed restorative and relational practice across member organisation policies and practices to transform how we work with and support students.



Approach to developing the plan

Key stakeholders

Luminate Education Group is in constant dialogue with a range of local and national stakeholders, so that students get the best possible learning experiences and opportunities for future employment. This includes:

- West Yorkshire Combined Authority (WYCA)
- York and North Yorkshire Combined Authority (YNYCA)
- West Yorkshire Consortium of Colleges (WYCC)
- Leeds City Council
- City of Bradford Metropolitan District Council
- North Yorkshire Council
- Community and voluntary sector organisations
- West & North Yorkshire Chamber of Commerce
- Department for Work and Pensions (DWP)
- Leeds Learning Alliance
- Leeds Anchors Network



Luminate members are ‘anchor institutions’, meeting local community skills needs and enabling other organisations to meet their priorities. The group aims to build on its stakeholder engagement to become a systems leader and has a growing role in communities, supporting young people and adults to gain appropriate support through relevant local partners.

We collaborate with the other colleges in West and North Yorkshire to minimise duplication, including a local agreement in Leeds whereby we do not compete with Leeds College of Building on the construction curriculum. We use our convening power to maximise our collective impact on the mayoral pledges and we are advocates for FE within the business community, funding bodies and government departments. In West Yorkshire, this is embodied in the **WYCC FE Compact**. The new agreement is based upon key themes and reflects and responds to the Mayor of West Yorkshire’s pledges and priorities alongside the new Skills and Post-16 Education Act 2022. Collectively, the group has shared ambitions to address challenges and opportunities in the West Yorkshire local growth plan and the wider Strategic Economic Framework.



Meeting local needs

Local colleges with local identities

Luminate’s family of organisations responds to the evolving skills agenda of the region and the places they serve. As a result, they have a different mix and balance of curriculum and stakeholder relationships and the curriculum continues to be responsive and agile.

There are significant differences in the needs of the communities our members serve. Leeds City College provides education to the largest population in the West Yorkshire Combined Authority area and Keighley College delivers to a small town in the Bradford Metropolitan District, both with high levels of social deprivation. Leeds is central to the economic growth of the region and Northern Powerhouse agenda. Harrogate College offers education in a North Yorkshire town and its neighbouring communities, powered by the visitor economy and local rural economy.

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

In response to The Skills Act (2022), Luminate’s governor-agreed Skills Statement outlines the group’s response to meeting the needs of the local labour market and how we create pathways for learners to secure sustainable and meaningful employment.

Employers and stakeholders are involved in curriculum design throughout Luminate Education Group. Using local market intelligence data provided by our market insight team 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 transferable skills and behaviours (embodied in our STEM 7/STEAM 7 bespoke framework) are planned in schemes of learning and assessments, complementing the specific vocational skills and knowledge. The involvement of employers and stakeholders in curriculum delivery, for example through induction, mentoring, work experience, employer contextualised assessments and guest speakers, ensures that relevant skills awareness and development is in place to best prepare students for the world of work. The curriculum is annually reviewed and incorporates employer and stakeholder feedback to ensure that students leave with the relevant skills and behaviours.

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. Curriculum teams across all the members collaborate through Luminate’s sector skills groups to ensure there are strong progression pathways in place, co-creation with employers, sharing of expertise and best practice, with particular emphasis on national priority sectors referenced in the draft industrial strategy, including:

- Advanced manufacturing
- Creative industries
- Defence
- Digital technologies
- Financial services
- Life sciences
- Professional and business services
- Clean energy industries
- Construction
- Health

Luminate is proactive in embracing curriculum reform and new opportunities, providing a mixed and balanced destination-led offer. We have ambitious plans for working with employers to ensure the curriculum is relevant and responsive to employers and where appropriate codesigned with employer involvement in aspects of delivery.

T Levels

This is reflected in our commitment to T Levels, with Luminate, collectively, being one of the largest providers of T Levels in the United Kingdom. Our suite of T Levels means that we are supporting employers with hundreds of placement students and an employee pipeline across the sectors already rolled out areas, including health, engineering, digital, education, media and business, with plans to embrace additional programmes as they become available.

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.

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, ensuring that local higher skills needs are met.

Bootcamps and Skills Connect

Luminate’s suite of employer-responsive programmes continues to grow to address the upskilling needs of businesses. Current examples include leadership and management and retrofit provision.

Local Skills Improvement Fund (LSIF)

Through proactive collaboration with local colleges in West and North Yorkshire, we are addressing the automation and digitisation of a number of key sectors aligned with the LSIP growth priorities, including engineering, financial technology (fintech), health and social care, creative industries and construction. This has resulted in piloting new curriculum codesigned with employers which will be rolled out in 2025/26.





Summary

Luminate Education Group member organisations support excellent progression and shape the futures of students and apprentices by developing the skills that employers need. This is embodied in **Luminate's Skills Statement**. This is achieved through the extensive range of employer and stakeholder engagement activities as outlined in our employer engagement strategy.

Highlights from Luminate's 2024-25 Accountability Agreement statement

We have been making progress on the targets we set out for the 2024-25 academic year.

Standout figures from our 2024-25 statement include:

- Growth in our T Level recruitment. In 2024/25, 524 students were recruited including 21 at Harrogate, 58 at Keighley, which is an increase on the 430 learners in 2023-24.
- In apprenticeships, Luminate had 345 new starts and 1,189 continuers in 2024-25.
- Outreach activity began with the DWP and local Job Centres. A pilot group was delivered in summer 2024 with eight students. Ongoing discussions are taking place with the DWP, The King's Trust and Employment Hubs to drive increased referrals in-year for the upskilling of young, unemployed adults.
- An increase in study programme numbers from 8,893 in 2023-24 to 8,953 in 2024-25 to meet local needs driven by demographic growth.
- STEM 7 embedded into the Navigate skills assessment and tracking process is being rolled out. This will provide opportunities for students to record developments. STEM 7 badges are in place to reward excellence and progress, and STEAM 7 branding is in position at our Quarry Hill campus as the first stage of rebranding to recognise the central priority to develop creativity.
- Continued professional development has been an integral part of the year 1 and year 2 LSIF projects with new staff development available through our Learning on Demand employee portal.



Priority table and management of skills need by providers

The table below illustrates the approach we have taken to identify our key priorities and how we have engaged with Employer Representative Bodies (ERB), LSIP, employers, local providers and stakeholders to provide a collective curriculum offer across the region that meets national, regional and local needs.

Priority areas Mapped to the subject sector areas (SSA)	National priority	Regional - West Yorkshire Combined Authority/ York and North Yorkshire Combined Authority	Local priority (LSIP) for West Yorkshire	Local priority (LSIP) for York and North Yorkshire	Harrogate College priority	Keighley College priority	Leeds City College priority	T Levels	Apprenticeships	HTQs	Study Programmes	Skills Bootcamps
Advanced manufacturing SSA 4.1 and 4.2: Engineering and Manufacturing Industries	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Creative industries All of SSA 9: Arts, media and publishing	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Defence SSA 1.5: Public services	✓				✓	✓	✓				✓	

Priority areas Mapped to the subject sector areas (SSA)	National priority	Regional - West Yorkshire Combined Authority/ York and North Yorkshire Combined Authority	Local priority (LSIP) for West Yorkshire	Local priority (LSIP) for York and North Yorkshire	Harrogate College priority	Keighley College priority	Leeds City College priority	T Levels	Apprenticeships	HTQs	Study Programmes	Skills Bootcamps
Digital technologies All of SSA 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Financial services SSA 15.1: Accounting and finance	✓		✓	✓	✓	✓	✓	✓			✓	✓
Life sciences SSA 1.2, 1.3, 1.4, 2.1, 2.2 and 11.4: Science and Maths	✓			✓	✓		✓	✓	✓	✓	✓	
Professional and business services SSA 15.2 to 15.7: Business, admin and law	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Clean energy industries SSA 4.3	✓		✓	✓	✓	✓	✓	✓	✓		✓	

Priority areas Mapped to the subject sector areas (SSA)	National priority	Regional - West Yorkshire Combined Authority/ York and North Yorkshire Combined Authority	Local priority (LSIP) for West Yorkshire	Local priority (LSIP) for York and North Yorkshire	Harrogate College priority	Keighley College priority	Leeds City College priority	T Levels	Apprenticeships	HTQs	Study Programmes	Skills Bootcamps
Construction All of SSA 5	✓	✓	✓	✓	✓	✓	✓	✓				
Health SSA 1.2, 1.3, 1.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Education All of SSA 13: Education and training		✓	✓		✓	✓	✓	✓	✓		✓	✓
Transport and Logistics 4.3 and 4.4			✓				✓				✓	
Agri-skills All of SSA 3		✓		✓			✓		✓		✓	
Visitor economy All of 7.1, 7.8 and 8.4: Retail, travel and tourism		✓		✓	✓		✓				✓	

Luminate's contribution to national, regional and local priorities 2025-26

The 2025/2026 targets will apply to all member organisations across Luminate Education Group. Our targets reflect subject sector areas that correlate to national, regional and local priorities, as illustrated in the matrix above. We have selected eight priority areas this academic year that will help us address national, regional and local needs. Those areas are as follows:

- Advanced manufacturing
- Creative industries
- Digital technologies
- Financial services
- Professional and business services
- Clean energy industries
- Health
- Embedding sustainability and Sustainable Development Goals (SDGs)

It is important to note that these priorities reflect areas of significant curriculum innovation and resource development, and, as such, are part of a three-year strategic approach. We will also continue our high-quality delivery of other subject sector areas and priorities, however the eight areas identified for this statement will be our focus areas for growth in 2025/26.

In addition, Luminate's individual FE colleges have their own strategic priorities which include specific local needs. Organisationally, we need to reflect an offer that meets the draft industrial strategy, balanced with actions addressing the government's Get Britain Working Again white paper. This balance is achieved through our bottom-up proactive business planning. Our commitment to inclusion and SEND are cross-cutting themes in everything we do.



Group target	Contribution to national, regional and local priorities	Baseline number	Target number
Target 1: Grow our learner numbers in advanced manufacturing through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs	○ National priority ○ West Yorkshire LSIP priority ○ York & North Yorkshire LSIP priority	○ 279 learners in Study Programmes ○ 65 learners in T Levels ○ 380 learners in apprenticeships	2025/26 - Static at 750 learners across Luminare through the opening of Keighley College's Engineering Hub 2026/27 - 775 learners across Luminare with the additional opening of Morley Learning and Skills Centre 2027/28 - 800 learners across Luminare
Target 2: Grow our learner numbers in creative industries through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs	○ National priority ○ West Yorkshire LSIP priority	○ 1,855 learners in Study Programmes ○ 14 learners in T Levels ○ 16 learners in apprenticeships	2025/26 - 1,900 learners across Luminare with implementation of bootcamps 2026/27 - 1,925 learners across Luminare 2027/28 - 1,950 learners across Luminare
Target 3: Grow our learner numbers in digital technologies through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs	○ National priority ○ West Yorkshire LSIP priority ○ York & North Yorkshire LSIP priority	○ 231 learners in Study Programmes ○ 113 learners in T Levels ○ 17 learners in apprenticeships	2025/26 - 370 learners across Luminare 2026/27 - 390 learners across Luminare with growth in apprenticeships 2027/28 - 410 learners across Luminare
Target 4: Grow our learner numbers in financial services through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs	○ National priority ○ West Yorkshire LSIP priority	○ 6 learners in Study Programmes ○ 31 learners in apprenticeships	2025/26 - 60 learners across Luminare, likely from growth in fintech, Skills Connect / bootcamps and opening of the Fintech Hub 2026/27 - 80 learners across Luminare 2027/28 - 100 learners across Luminare

Group target	Contribution to national, regional and local priorities	Baseline number	Target number
Target 5: Grow our learner numbers in professional and business services through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs	○ National priority ○ West Yorkshire LSIP priority	○ 710 learners in Study Programmes ○ 238 learners in apprenticeships ○ 61 learners in T Levels	2025/26 - 1,150 learners across Luminate, likely from growth in adult learners, including bootcamps 2026/27 - 1,200 learners across Luminate 2027/28 - 1,250 learners across Luminate
Target 6: Grow our learner numbers in clean energy industries through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs	○ National priority ○ West Yorkshire LSIP priority ○ York & North Yorkshire LSIP priority	○ 415 learners in Study Programmes ○ 193 learners in apprenticeships	2025/26 - 620 learners across Luminate through a new curriculum, including the bootcamps implementation at Printworks 2026/27 - 640 learners across Luminate 2027/28 - 700 learners across Luminate
Target 7: Maintain our learner numbers in health through the delivery of T Levels, Study Programmes, apprenticeships, Skills Bootcamps and HTQs whilst there is a freeze on NHS recruitment, and align with the neighbourhood health plans so that we can respond when recruitment and NHS capacity to support upskilling resumes	○ National priority ○ West Yorkshire LSIP priority ○ York & North Yorkshire LSIP priority	○ 97 learners in T Levels ○ 521 learners in apprenticeships ○ 1,148 learners in Study Programmes	2025/26 - 1,700 learners across Luminate, which is a slight reduction due to adult funding reduction 2026/27 - 1,725 number across Luminate, assuming no further adult funding cuts but some growth in Study Programmes 2027/28 - 1,900 learners across Luminate, assuming new accommodation is found for growth in Study Programmes in Leeds and the NHS has opened up some recruitment to apprenticeships
Target 8: Embed the Sustainable Development Goals (SDGs) into the tutorial programme for all students and embed sustainability into appropriate vocational delivery and enrichment activities	○ National priority ○ West Yorkshire LSIP priority ○ York & North Yorkshire LSIP priority	○ 8,536 discrete study programme learners ○ 6,981 discrete adult learners	2025/26 - 16,000 discrete learners to receive tutorial on SDGs 2026/27 - 16,300 discrete learners to receive tutorial on SDGs 2027/28 - 16,500 discrete learners to receive tutorial on SDGs



Reference to relevant supporting documentation

[Luminate Group Year End Accounts 2023-2024](#)

[Luminate Education Group Strategy 2025-2027](#)

[Leeds City College Strategy](#)

[Keighley College Strategic Priorities](#)

[Ofsted Inspection of Luminate Education Group \(February 2025\)](#)

[Ofsted Inspection of Initial Teaching Education \(March 2023\)](#)

[Climate Emergency and Sustainable Development Pledge](#)

[Employer Engagement Strategy](#)

[West Yorkshire Local Skills Improvement Plan](#)

[York & North Yorkshire Local Skills Improvement Plan](#)

[Luminate Education Group's Skills Statement 2024-27](#)

[Response to national, regional and local digital strategies](#)

Corporation statement

On behalf of Luminate Education Group, it is hereby confirmed that the group conducts reviews in line with the Local Needs Duty, as such resulting in this document. The annual accountability agreement sets out an agreed statement of purpose, aims and objectives as approved by the Luminate Group Board at their meeting on 12 May 2025.

The plan will be published on the group's website within three months of the start of the new academic year and can be accessed from the following link:

luminate.ac.uk/statutory-information

John Toon

Chair of Governors

Dated: 26 June 2025



luminate.ac.uk

HARROGATE
COLLEGE

KC **Keighley**
College


LEEDS CITY
COLLEGE

LEEDS
CONSERVATOIRE

 **Leeds**
Sixth Form
College

 **Pudsey**
Sixth Form
College

 **University**
Centre Leeds