

Positive Futures:
Skills for Jobs, Skills for Life



ANNUAL ACCOUNTABILITY STATEMENT

.....

2025-26



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Bury College - Purpose

Our Vision

Positive Futures: Skills for Jobs, Skills for Life

Our Mission

Serving the community through education and training

Bury College has a Mission-driven culture.

Decision making, curriculum design and determination of success are made with reference to the Mission.

Successful delivery of the College Mission is recognised through:

- Positive student progression.
- Inclusivity reflective of the communities the College serves.
- Supportive development for life and work.

Bury College's Mission and purpose is to serve the community through education and training. This is delivered within the context of the College's strategic priorities:

Curriculum

Offer a rich, diverse, career-focussed curriculum that responds to the needs of our learners and employers.

Teaching, Learning and Assessment

Continuously develop teaching, learning and assessment that enables our learners to achieve excellent outcomes: the skills and attitudes to excel in their future career.

Human Resources

Attract, develop and retain the best staff to deliver excellence for our learners.

Resources

Invest in our curriculum and enhance the learner experience and outcomes through effective and efficient use of resources.

Partnerships and Reputation

Be the education and training provider of choice for the communities we serve.

The educational offer and choice is focussed on the best interests of the learner and employers.

A strategic priority for the College is to offer a rich, diverse, career-focussed curriculum that responds to the needs of our learners and employers.

The College aims to ensure the curriculum is ambitious, inclusive, demand-led and responsive to national policy, the priorities of our funders and the skills needs and aspirations of learners and employers.

The curriculum is regularly reviewed and developed to provide viable progression routes into and between further education and training, higher education and sustainable employment.

The Annual Accountability Statement, informed by the Greater Manchester Local Skills Improvement Plan, identifies regional skills priorities.

A focus on curriculum development to respond to these priorities, alongside effective partnerships with key stakeholders, ensures that the curriculum meets the needs of local and regional employers and fulfils its mission.

Curriculum development is also informed by the desires and aspirations of potential learners, as well as local labour market demands and wider employer engagement by curriculum teams.

Curriculum is developed across multiple levels of entry to ensure there are appropriate starting points for all learners, as well as educational progression opportunities both within and beyond the College.

Strategic aims

The College's strategic plan and aims are reviewed and updated each year to reflect the changing and emerging needs of individuals, employers, stakeholders and our communities.

Curriculum aims

Our intention is to:

- C1 Ensure the curriculum is inclusive, demand led, responding to the aspirations of our learners and to the skills needs of employers.
- C2 Prepare our learners to contribute positively to their communities and the economy by developing the skills and behaviours appropriate for life and work.
- C3 Ensure the curriculum offer is regularly reviewed and developed to provide viable progression routes into and between further education and training, apprenticeships, higher education and sustainable employment.
- C4 Achieve excellent outcomes that have high value and support positive destinations for our learners.
- C5 Ensure the curriculum is responsive to national, regional and local policies and priorities are aligned with the Greater Manchester Local Skills Improvement Plan.
- C6 Prepare our learners to engage positively in their learning, behave positively towards each other and in their local communities by developing a culture of respect, support and inclusivity.

Teaching, Learning and Assessment aims

Our intention is to:

- TLA1 Ensure that teaching, learning and assessment is inclusive and enables all learners to make excellent progress.
- TLA2 Share, embed and celebrate excellent practice in teaching, learning and assessment.
- TLA3 Establish a commitment to continuous improvement in learner outcomes.
- TLA4 Achieve high levels of satisfaction from stakeholders.
- TLA5 Deliver a personal development entitlement which supports, empowers and keeps learners safe.
- TLA6 Share and embed good practice in education for sustainability throughout teaching, learning and assessment.

Human Resources aims

Our intention is to:

- HR1 Attract, develop and retain high quality staff who embrace the Values of Bury College.
- HR2 Support our staff to fulfil their potential in their role and career ambitions.
- HR3 Build and develop leadership capability and capacity.
- HR4 Support the well-being of our staff by providing a healthy working environment and developing collaborative working practices.
- HR5 Promote an organisational culture that engages and empowers staff and supports our Vision, Mission and Values.
- HR6 Build and develop the educators of the future through ongoing development of teachers and trainees.

Resources aims

Our intention is to:

- R1 Ensure the College remains financially viable and sustainable.
- R2 Provide high quality accommodation and industry-standard resources which adapt to the changing needs of the curriculum.
- R3 Invest in technologies to maximise learning and employment opportunities for learners and improve institutional efficiency and effectiveness.
- R4 Provide a safe, healthy and inclusive learning environment.

Partnerships and Reputation aims

Our intention is to:

- PR1 Optimise opportunities to celebrate successes and achievements to positively enhance the college's reputation.
- PR2 Engage with local high school partners, Bury College Education Trust, parents and carers in order to promote progression opportunities and improve school leaver participation.
- PR3 Collaborate with employers to ensure their emerging skills needs influence curriculum developments.
- PR4 Work with Higher Education partners to develop a curriculum offer that widens participation and supports progression.
- PR5 Develop effective strategic relationships with key agencies, including Bury Local Authority, Greater Manchester Chamber of Commerce and Greater Manchester Combined Authority.

*From: **Bury College Strategic Plan 2021-2025** (updated October 2024)*

<https://burycollege.ac.uk/about-us/our-vision>

Section One – Context

Context and Place

About Bury College

Bury College is a large further education college located in the centre of the market town of Bury.

The College supports 7,000 students annually across a wide range of study programmes, including A Levels, T Levels, Vocational courses, Foundation Studies, Adult part time and short courses, Access courses, Higher Education certificates, diplomas, foundation degrees and degrees, teacher training courses, apprenticeships and commercial courses.

Over 2,000 individuals are supported with GCSE English and maths resits annually.

The College commenced T-Level delivery in September 2021 and currently offers T Levels in: Accounting, Building Services; Digital; Education & Childcare; Engineering & Manufacturing; Health; Management & Administration; Science.

Approximately 600 students progress onto university places annually from a wide range of academic and vocational routes.

The College works with over 750 employers annually.

Based on primary and secondary evidence of local and sub-regional skills and employer need and demand the College invested over £10m (including support from Greater Manchester Combined Authority and Department for Education) in a Health and Digital Centre at its Bury campus which opened January 2023.

Aligned to this financial investment, the College is working closely with education and employer partners as a core education partner in the Greater Manchester Institute of Technology, specialising in Digital and Health.

In addition the College, with support from the Department for Education, is investing over £8 million in a refurbished Hair and Beauty Centre (opened February 2024), a nutrition laboratory and transformed catering facilities (opened September 2024) and improvements to the student social and learning environment, due for completion Summer 2025.

63.6% of learners aged 16-19 (all levels) come from the three most deprived deprivation bands.ⁱ

Bury College is nationally recognised as a Good Collegeⁱⁱ.

Geographical area and delivery location

Bury College is situated in the LSIP region of Greater Manchester on a single campus site in Bury. The majority of students travel to learn from Bury, Rochdale, Bolton, Manchester and Salford, although students do travel from areas across the region and beyond.

Community delivery takes place at the College although from time-to-time delivery and access to learning may be delivered locally at a time and place perhaps more convenient for

some individuals. Community partner venues change each year in response to review of need, availability and suitability.

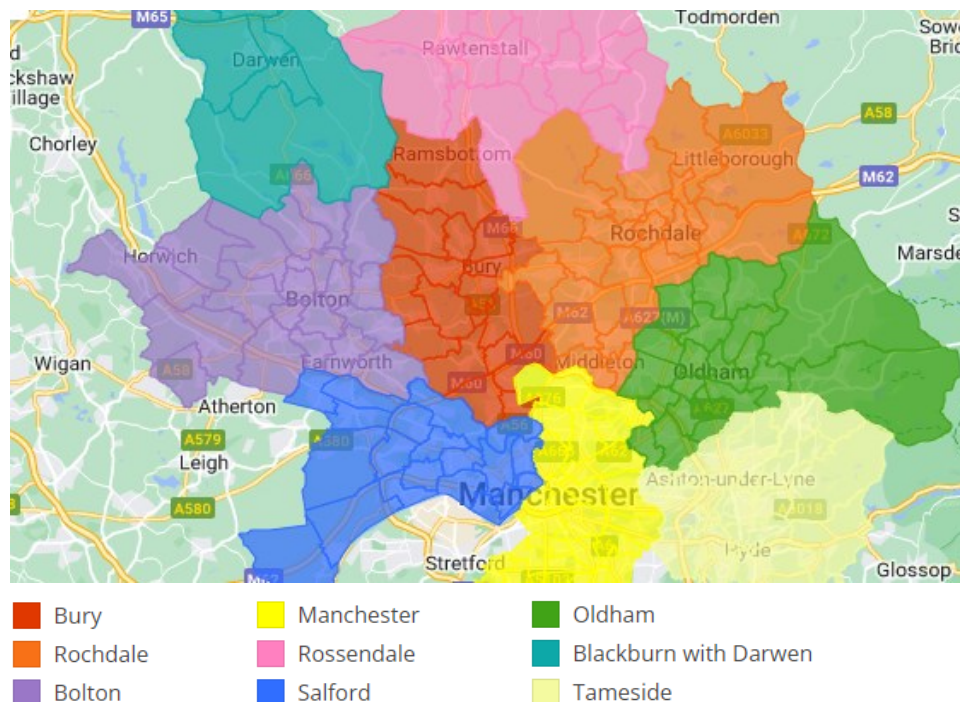
Travel to learn area

In 2023-2024, 96% of 16-19 year old Bury College students across all levels came from within the Greater Manchester Local Skills Improvement Plan (LSIP) regionⁱⁱⁱ.

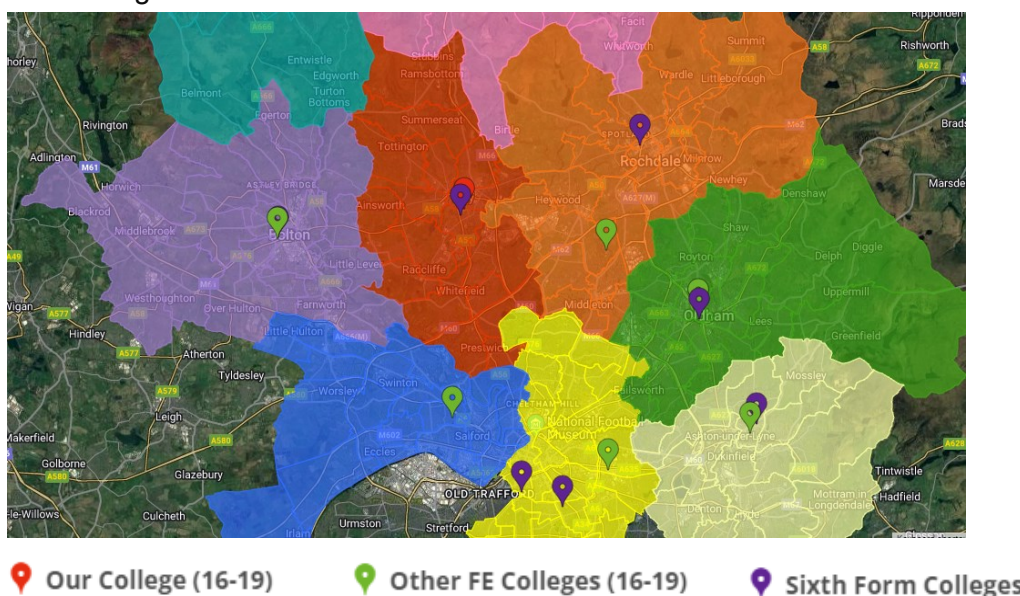
Overall % 2023-2024 16-19 Bury College students across all levels in GM LSIP region (nb involves rounding)

Bury	48%	Rochdale	17%
Bolton	17%	Manchester	11%
Salford	3%	Rossendale	2%
Other	2%		

The map below illustrates Bury and adjoining boroughs:



The map below illustrates Bury College and the location of other further education and sixth form colleges:



Bury school leaver (Year 11) destination trends^{iv}

Destination	2018	2019	2020	2021	2022	2023
Full Time Education	89.7%	90.2%	91.9%	91.7%	90.4%	90.6%
Full Time Training	1.2%	1.5%	0.8%	1.1%	1.4%	1.1%
Apprenticeship	3.9%	3.7%	2.7%	3.1%	3.1%	2.8%
Full Time Employment	1.3%	1.1%	1.4%	1.4%	1.7%	1.1%
Voluntary & Part Time Activities	0.0%	0.2%	0.5%	0.3%	0.2%	0.6%
NEET	3.7%	3.3%	2.7%	2.6%	3.1%	3.8%
Not Known	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Moved Out of Contact	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Deprivation

Analysis shows the majority of Bury College's 16-19 year old students are from the three lowest deprivation bands.

Enrolment by Lowest 3 Deprivation Bands^v

Deprivation Band*	Bury 1830 Enrolments	Bolton 640 Enrolments	Rochdale 650 Enrolments
1	16.4%	32.4%	39.9%
2	16.5%	20.8%	18.7%
3	17.9%	13.6%	17.2%
Total	50.8%	66.8%	75.8%

*10 Deprivation Bands of which 1 is the lowest.

Bury College student deprivation profile compared to Bury resident population and all FE learners^{vi}

Deprivation Profile



Data Sources: ILR data (2020/21 - 2023/24) and schools data (PLAMS/Autumn Learning Aims and Pupil Census 2020/21 - 2023/24), IMD 2019 and Mid-Year 2020 Population estimates
A ** indicates that a figure has been suppressed due to low numbers (<5)

The MiDES ILR 2023/24 (R10) report of all colleges nationally, reports 63% of Bury College learners in the lowest three deprivation bands against a national rate of 41.4%^{vii}.

Greater Manchester 16/17 year olds NEET by Borough^{viii}

		NEET/not known proportion	Number NEET	Cohort number
England		5.2%	34,780	1,236,360
North West		5.3%	8,989	169,613
	Bolton	4.4%	288	7,641
	Bury	3.9%	179	4,594
	Manchester	5.6%	470	13,813
	Oldham	8.7%	300	6,607
	Rochdale	7.2%	217	5,742
	Salford	7.0%	269	5,577
	Stockport	3.3%	200	6,474
	Tameside	8.1%	240	5,174
	Trafford	4.3%	114	5,984
	Wigan	5.0%	252	7,552

Bury College is an inclusive College which offers opportunities for all learners, regardless of their prior education. The College has excellent success in supporting the most disadvantaged learners, including those with experience of trauma, barriers to learning and those with poor prior experiences of education. The College's commitment to its mission extends to offering a guaranteed place for each young person who lives in Bury.

To prevent increases in students who become disengaged (NEET and not known), especially in Bury, the College will continue to adapt provision to meet the increasing need for lower level courses.

Employment sectors^{ix}

Employment in Bury is concentrated in lower value sectors. With specialisms in sectors such as **health**, **retail** and **construction**, the borough has a reliance on sectors which are typically lower value and are vulnerable to disruptors such as automation, EU exit and macro-economic shocks.

Forecast growth in sectors such as **professional**, **scientific** and **technical employment** will support the provision of high value local jobs.

A focus on growing and supporting key sectors eg. **advanced manufacturing**, **low carbon**, **creative and digital** will further support productivity growth in the borough.

Bury - sector priorities^x

- Construction
- Education
- Green/Net Zero
- Health
- Hospitality
- Logistics
- Manufacturing
- Professional services

Travel to work – out-commuting^{xi}

Bury has a relatively low job density level of 0.7 jobs per working age adult compared to 0.86 across Greater Manchester and an average of 0.86 nationally.

Over 74,000 residents leave the borough for work. This contributes to a self-containment rate (the proportion of residents living and working in their place of residence) of 44%.

Nearly two-thirds (66%) of residents leave the borough for work (mostly to other parts of GM or Lancashire).

The high level of outflow commuting does imply a lower degree of opportunity within the borough and a reliance on surrounding areas for employment and prosperity.

Greater Manchester Workforce^{xii}

Greater Manchester's **workforce is deep and broad**, and shares similarities with many other city regions.

GM Workforce Overview

Industry (SIC)	Approximate number of jobs	% proportion of jobs
A: Agriculture & fishing	2,200	0.2%
B, D, E: Energy & water	14,700	1.2%
C: Manufacturing	92,600	7.3%
F: Construction	75,200	5.9%
G-I: Wholesale, retail, hotels & restaurants	203,500	16.1%
H-J: Transport, digital & communication	136,800	10.8%
K-N: Finance, insurance, real estate, professional & scientific, administrative & support services	244,200	19.3%
O-Q: Public administration, education & health	418,200	33.0%
R-U: Arts, entertainment, recreation & other services	79,900	6.3%
Total	1,267,300	100%

While many city regions have similar workforce profiles, **GM has a particularly high concentration of Financial & Professional Services** workers (19.3% vs. 16.5% in West Midlands, 16.6% in Liverpool).

The Public Sector **employs around 1 in 3 workers in GM**, across health, education, emergency services, and local government. This is slightly above average when compared with other regions.

Since the start of the pandemic in March 2020, the **number of the working age population claiming unemployment related benefits is up by around 38%** (to approx. 96,000 people).

Around **1 in 5 workers in GM are employed on a part-time** basis – this varies hugely by sector, locality, age, and gender.

In recent years there has been a trend towards more secure employment. This is reflected in the proportion of self-employed workers – which in GM has dropped from 13.6% to 10.4% in the past 10 years.

Greater Manchester In-Demand June 2024-August 2024^{xiii}

GM Borough	Occupations	Common Skills	Specialist Skills
Bolton	↑ 1 Admin Assistant ↓ 2 Teaching Assistant ↑ 3 Cleaner ↓ 4 Nurse ↑ 5 Truck Driver	= 1 Communication = 2 Management = 3 Customer Service = 4 Attention to Detail = 5 Teaching	↑ 1 Mental Health Awareness = 2 Auditing ↓ 3 Finance = 4 KPIs ↑ 5 Project Management
Bury	= 1 Teaching Assistant ↑ 2 Social Worker = 3 Nurse ↓ 4 Admin Assistant ↑ 5 Carer	= 1 Communication = 2 Management = 3 Teaching = 4 Customer Service ↑ 5 Sales	↑ 1 Auditing ↓ 2 Mental Health Awareness = 3 Finance ↑ 4 Nursing ↑ 5 KPIs
Manchester	= 1 Lawyer ↑ 2 Salesperson ↓ 3 Software Developer = 4 Admin Assistant = 5 Teaching Assistant	= 1 Communication = 2 Management = 3 Customer Service = 4 Sales = 5 Attention to Detail	= 1 Project Management = 2 Finance = 3 Marketing = 4 Auditing = 5 KPIs
Oldham	= 1 Teaching Assistant ↑ 2 Social Worker ↑ 3 Teacher ↓ 4 Admin Assistant ↓ 5 Cleaner	= 1 Communication = 2 Management = 3 Teaching = 4 Customer Service = 5 Attention to Detail	= 1 Mental Health Awareness = 2 Auditing = 3 Working with Children ↑ 4 Finance ↑ 5 Due Diligence
Rochdale	= 1 Teaching Assistant = 2 Admin Assistant ↑ 3 Cleaner ↑ 4 Truck Driver ↑ 5 Retail Sales	= 1 Communication = 2 Management = 3 Customer Service = 4 Teaching ↑ 5 Attention to Detail	↑ 1 Warehousing ↑ 2 Finance ↑ 3 Auditing ↑ 4 KPIs ↓ 5 Invoicing
Salford	= 1 Teaching Assistant = 2 Admin Assistant ↑ 3 Nurse ↑ 4 Cleaner ↑ 5 Bookkeeper	= 1 Communication = 2 Management = 3 Customer Service ↑ 4 Attention to Detail ↓ 5 Teaching	= 1 Finance ↑ 2 Auditing ↓ 3 Invoicing ↑ 4 KPIs ↑ 5 Project Management
Stockport	= 1 Teaching Assistant ↑ 2 Cleaner ↓ 3 Admin Assistant ↓ 4 Nurse ↓ 5 Customer Service	= 1 Communication = 2 Management = 3 Customer Service = 4 Sales = 5 Teaching	= 1 Finance = 2 Auditing ↑ 3 Invoicing ↑ 4 KPIs ↓ 5 Mental Health Awareness
Tameside	= 1 Teaching Assistant = 2 Social Worker ↑ 3 Admin Assistant ↑ 4 Nurse ↑ 5 Carer	= 1 Communication = 2 Management = 3 Teaching = 4 Customer Service = 5 Planning	= 1 Auditing = 2 Integrated Care = 3 Mental Health Awareness = 4 Nursing ↑ 5 Risk Analysis
Trafford	↑ 1 Cleaner ↑ 2 Admin Assistant ↑ 3 Sales Representative ↓ 4 Teaching Assistant ↑ 5 Childcare Teacher	= 1 Communication = 2 Sales ↑ 3 Customer Service ↓ 4 Management = 5 Attention to Detail	= 1 Finance ↑ 2 Marketing = 3 KPIs ↑ 4 Auditing ↑ 5 Accounting
Wigan	= 1 Teaching Assistant = 2 Cleaner = 3 Admin Assistant = 4 Nurse ↑ 5 Carer	= 1 Communication = 2 Management = 3 Teaching = 4 Customer Service = 5 Planning	= 1 Auditing ↑ 2 Finance ↑ 3 Mental Health Awareness ↑ 4 Risk Analysis ↓ 5 Effective Communication

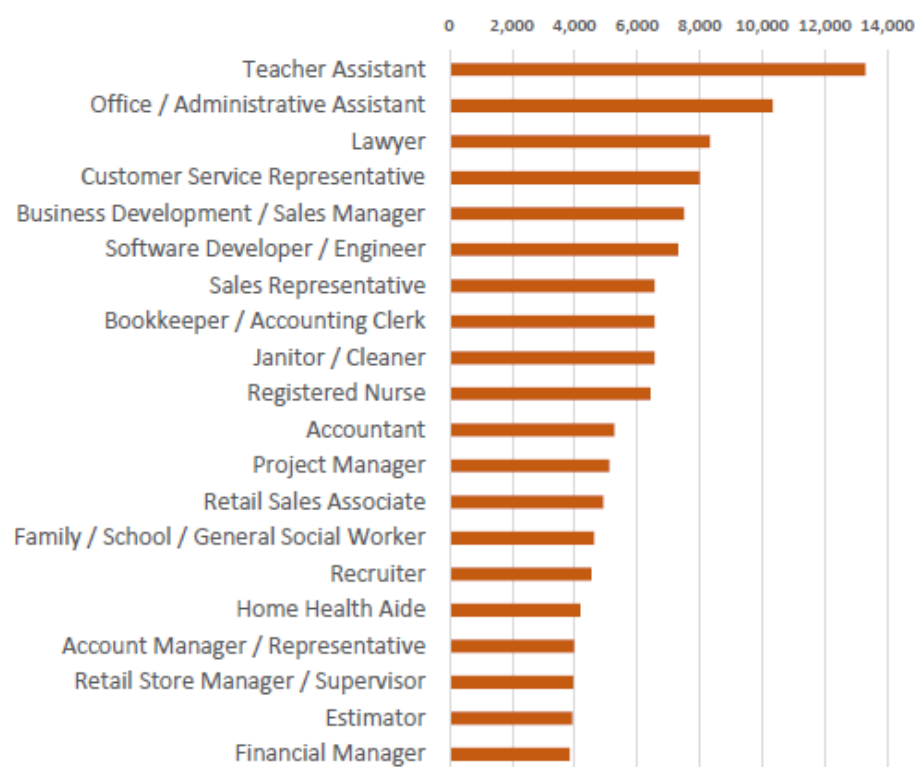
Greater Manchester vacancies

Long-term decline in job postings stabilised in the 3 months to August 2024 – remaining slightly above pre-pandemic levels.

Declining demand for **digital occupations**, while some **professional occupations** (Lawyer/ Accountant) are in rising demand.

Teaching Assistant remains the top advertised role over the 12 months to August 2024.

Unique postings in Greater Manchester – September 2023-August 2024



Greater Manchester Local Skills Improvement Plan (LSIP)^{xiv}

Greater Manchester sector priorities:

- Construction
- Digital and Technology
- Engineering and Manufacturing
- Financial, Business and Professional Services
- Green Skills
- Health and Social Care
- Hospitality and Retail

Greater Manchester strategic priorities:

- IT Skills
- Literacy and Numeracy
- Leadership and Management
- Net Zero and Sustainability Skills
- Soft Skills Essential for the Workplace
- Enhance Adoption of Business Training

The priorities in the GM LSIP, identified through extensive employer engagement and data analysis, are founded on the need to address critical skill shortages and mismatches in the local labour market.

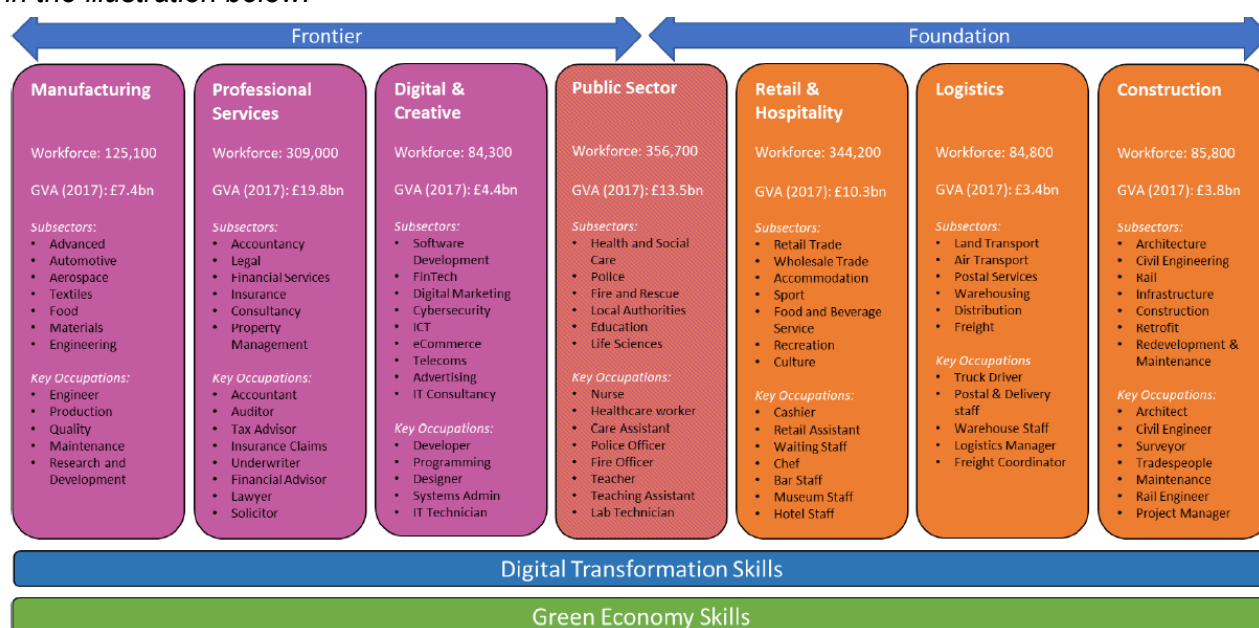
The priorities address both technical and broader employability skills and are indicative of acute skills gaps that cause recruitment difficulties and hinder economic growth across key sectors.

Greater Manchester Economy - Characteristics and sector breakdown^{xv}

- Around **125,000 businesses** across Greater Manchester.
- 2.8 million people live in the city-region.
- 40% of GM employment is in the **foundation** and **service** sectors.

One of the overarching skills challenges is that Greater Manchester's population is lower skilled than the national average, especially in respect of the higher proportion of people with no/low qualifications and the lower proportion of residents with level 4+ qualifications.

Key in-demand occupations within each sector across Greater Manchester are summarised in the illustration below.



Greater Manchester cross-cutting strategic priorities:

- Tackling inequalities and levelling up
- Employer engagement
- Combating climate change
- Ageing society and older workers
- STEM skills
- Digital inclusion
- Commissioning, evaluation and social value

Greater Manchester Places for Everyone

The Greater Manchester Places for Everyone Joint Development Plan 2022-2039 came into effect 21 March 2024^{xvi}. One of the strategic objectives is: ***Playing our part in ensuring a thriving and productive economy in all parts of Greater Manchester***. This includes a commitment to:

- *Facilitate the development of high value clusters in key economic sectors such as:*
 - **Advanced manufacturing**
 - **Business, financial and professional services**
 - **Creative and digital**
 - **Health innovation**
 - **Logistics**

Bury^{xviiixviii}

- **Population** (as at 2021 census): **193,800**
- **£3.2 billion economy**

Trends across the Bury employment and skills sector

- a shift towards **use of digital technology** and away from transitional manual methods.
- the **automation of workplaces**.
- a shift towards **temporary/flexible career pathways** and away from 'jobs for life'.
- systemic/structural labour market issues.

Skills development

- Strategy committed to creating a robust and inclusive education system that offers **equal opportunities for academic and technical routes**.
- Adults: The workforce to be able to participate in opportunities through:
 - the potential investment areas of **Atom Valley** in the North Eastern Corridor
 - **town centre projects**
 - **housing development**
 - development of **key sectors - manufacturing, health & social care and creative & digital**.

Bury - key sectors to maximise opportunity and inclusive growth^{xix}

The sectors of:

- **advanced manufacturing**
- **creative and digital**
- **hospitality and tourism**
- **low carbon**

are identified as sectors of growing importance for the Bury's economy which can play a key role in the borough's economic growth.

Major development in Atom Valley and in town centres will support growth in these key sectors.

These sectors will provide a diverse range of employment activity for the borough, with high paid and high skilled employment opportunities being particularly plentiful in the advanced manufacturing, creative and digital sectors.

It will be necessary to ensure home grown talent is available for this future economy if Bury's residents are to take advantage of these emerging opportunities.

While hospitality and tourism are not traditionally considered high paid employment sectors, they are nevertheless sectors that offer a wide degree of opportunity.

The borough's visitor economy presents the ability to draw in visitors and expenditure from outside of the borough. Legacy challenges remain following the negative impact of COVID-19, however the Bury Economic Strategy has plans to revitalise the visitor economy by leveraging on the diverse visitor assets that exist across the borough.

Bury Priorities^{xx}

- **Manufacturing** – advanced materials and also digitisation/automation
- **Construction** – trades and digitisation, new methods
- **Energy Efficiency/Net Zero**
- **Education sector**
- **Hospitality**
- **Health and Social Care**

Bury Key Sectors^{xxi}

- **Construction**
- **Education**
- **Financial, Business, Professional Services including ICT**
- **Health and Social Care**
- **Low Carbon**
- **Manufacturing and Advanced Manufacturing**
- **Retail, Hospitality and Leisure**

Bury businesses and jobs^{xxii}

In 2024, there were 7,670 business enterprises operating within the Borough.

This compares with 7,830 in 2023, 7,975 in 2021 and 8,535 in 2019.

Area	0-9 Employees		10-49 Employees		50-249 Employees		250+ Employees		Total
Bury	6,965	90.8%	600	7.8%	85	1.1%	20	0.3%	7,670
GM	93,415	88.6%	9,795	9.3%	1,770	1.7%	455	0.4%	105,435
North West	235,360	88.4%	25,075	9.4%	4,565	1.7%	1,135	0.4%	266,135
England	2,113,555	89.2%	206,875	8.7%	37,925	1.6%	9,995	0.4%	2,368,350
UK	2,428,740	89.1%	241,165	8.9%	43,580	1.6%	11,285	0.4%	2,724,770

Bury has a higher proportion of businesses with 0-9 employees (90.8%) than the Greater Manchester (GM) (88.6%), and North West averages (88.4%), and a lower proportion of businesses in all other categories, including those with 250+ employees (0.3% v 0.4%).

Economic inclusivity

2024 average earnings by place of work for all full-time workers in Bury was equivalent to £35,916 pa.^{xxiii}

The percentage growth in jobs in Greater Manchester has risen faster over the period 2015-2022 than in Bury.^{xxiv}

In 2015, Greater Manchester had 1,398,000 jobs. This rose to 1,574,000 jobs in 2022 (an increase of 176,000 jobs, or 12.5%).

2022 figures show job density in Bury remains low at 0.65, compared with 0.86 in Greater Manchester, 0.84 in North West, 0.87 in Great Britain.^{xxv}

Higher value employment can be found outside the Borough. In 2024, average weekly full-time earnings by workplace for Bury were £688.10 compared with £689.90 in Greater Manchester and £696.00 in the North West.^{xxvi}

Bury employment^{xxvii}

Sector	Employment by %
Retail, hospitality & leisure	26%
Health & social care	22%
Financial, business, professional services (including ICT & Media)	17%
Education	10%
Manufacturing	9%
Construction & property	8%
Public services	3%
Logistics & transport	2%
Other services	2%
Primary industries	1%

- Total employment in Bury 2023 – 74,820.
- Over 50% economically active age 16-64 have a level 4+ qualification.
- Less than 10% economically active age 16-64 have a level 1 qualification or no qualification.

High demand and hard to fill occupations - June 2023 to December 2024

High-demand occupations	Hard-to-fill occupations
<ul style="list-style-type: none">• Sales representative• Engineer• Cleaning operative• Project manager• Sales manager• Administrative assistant• Production operative• IT engineer	<ul style="list-style-type: none">• Sales manager• IT engineer• Radio engineer

Highest number of vacancies – May-October 2024

Sector	Job titles
Construction and Property	<ul style="list-style-type: none"> • Project Manager • Surveyor • Plumber • Planner
Education	<ul style="list-style-type: none"> • Recruitment Consultant • Residential Care Home Worker • Database Developer • Driving Instructor • Teaching Assistant
FBPS incl. IT	<ul style="list-style-type: none"> • Customer Service Consultant • Commercial Manager • Shop Manager • Credit Manager • Customer Service Adviser • Retail Sales Adviser • Aftersales Manager • Finance Clerk • Recruitment Account Manager • Service Manager
Health and Social Care	<ul style="list-style-type: none"> • Healthcare Support Worker • Mental Health Nurse • Relief Support Worker • Bank Support Worker • Consultant Psychiatrist • Social Care Worker • Occupational Therapist • Speech and Language Therapist • Psychologist • Nurses
Manufacturing	<ul style="list-style-type: none"> • Inbound Sales Agent • Business Manager • Lorry Driver • Inventory Coordinator • Sales Coordinator
Retail, hospitality and leisure	<ul style="list-style-type: none"> • Shop Manager • Delivery Driver • Team Leader • Sales Assistant • Store Assistant • Chef • Retail Sales Adviser • Barperson • Kitchen Assistant • Kitchen Porter

Future jobs - Bury^{xxviii xxix xxx xxxi}

Financial, business and and professional services, including ICT. Creative and Digital is referred to in the Bury Economic Strategy (p80) as a key area for economic growth.

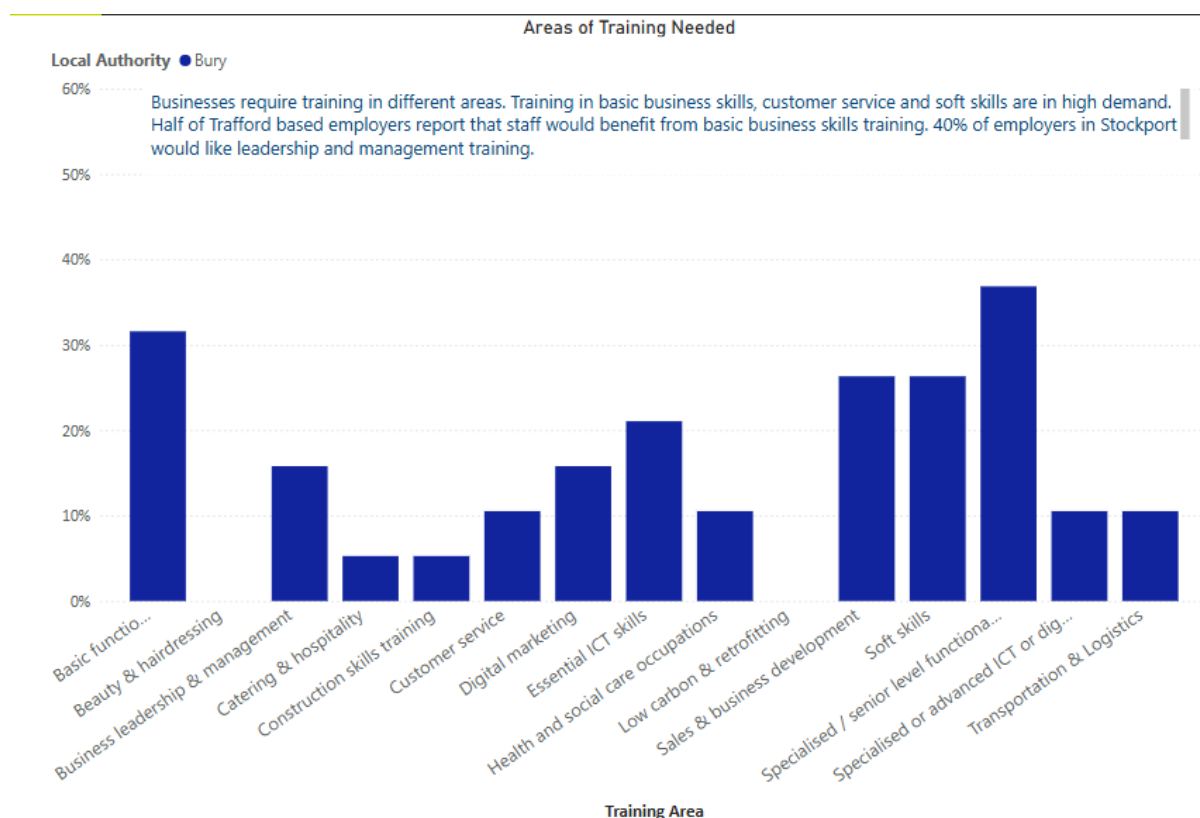
There are several upcoming construction projects in Bury. The demand for skilled tradespeople and technicians will likely remain high. These include an increased demand for green skills, especially in the construction and energy sectors.

The plan to regenerate the town centres includes new hospitality, retail and leisure spaces. This will create additional jobs in Bury, Radcliffe and Prestwich, as most of the projects are taking place in these towns.

New residential developments will increase the demand for health and social care services in those areas. In addition, Bury's predicted aging population growth is anticipated to drive up the demand for adult care and health workers.

Planned developments in Atom Valley, covering the Northern Gateway in Bury and Rochdale, the Kingsway Business Park in Rochdale, Stakehill in Rochdale and Oldham have the potential to deliver around 20,000 high-quality jobs in sectors including advanced manufacturing, sustainability, innovation, business growth and expansion, economic expansion, inward investment, residential development, transport infrastructure and green technologies.

Business Areas of Training Needed in Bury^{xxxii}



LSIP – Employer feedback re technical skills difficult to obtain in Bury

- Specialist skills/ knowledge to perform the role (40.5%)
- Knowledge of products/ services offered by the organisation (34.2%)
- Reading and understanding operating instructions (20.3%)
- Basic numerical skills (19.%)

LSIP – Employer feedback re soft skills difficult to obtain in Bury

- Customer handling (30.7%)
- Managing own time/ prioritising own tasks (28%)
- Team working (28%)
- Managing own feelings/ others' feelings (24%)

LSIP – Training areas of interest for businesses

- Basic functional skills (32.2%)
- Business leadership and management (24%)
- Essential ICT skills (24%)
- Sales and business development (22.6%)

LSIP predicted Bury priorities^{xxxiii}, ^{xxxiv}

Sector	Initiatives / Priorities	Job Creation	Anticipated Skills Requirements
Construction <i>There are several upcoming construction projects in Bury. The demand for skilled tradespeople and technicians will remain high.</i>	Places for Everyone construction plans: <ul style="list-style-type: none"> In the PFE plan, it was stipulated that 7,678 new homes, 608,584 sqm of industrial space and 1,177 sqm of office space would be delivered in Bury by 2039. Housing: <ul style="list-style-type: none"> In the 2030 Strategy, the Council committed to invest in the regeneration of the six town centres, with a focus on Bury, Radcliffe and Prestwich. A key component of this plan was to build new homes in the town centres. There are plans to build 7,000 homes across the three Atom Valley Mayoral Development Zone (AVMDZ) locations, 1,550 of which will be in Bury. Transport infrastructure: <ul style="list-style-type: none"> The plan for the AVMDZ includes building new roads, bus stations and improving existing highway infrastructure around the employment sites, with a special focus on the Northern Gateway. Industrial parks: <ul style="list-style-type: none"> There are plans to expand the Northern Gateway site and build more industrial units. Commercial space: <ul style="list-style-type: none"> The strategy to regenerate Bury's town centres includes renovating and constructing spaces for hospitality and retail businesses. The most significant projects are the refurbishment of the Bury Market (Bury) and the Longfield Centre (Prestwich), as well as the construction of the Flexi-Hall (Bury). Community space: <ul style="list-style-type: none"> The construction of a civic hub just started in Radcliffe. 	<ul style="list-style-type: none"> Electrician Plumber Welder Roofer Tile fitter Plasterer Painter Bricklayer Carpenter Ceiling fixer HVAC technician Heavy Equipment Operator Water Resource Operative Smart Meter Installer Site Engineer Mechanical Engineer Civil Engineer Electrical Engineer Architect Landscape Architect Quantity Surveyor Urban Planner Environmental Consultant Retrofit Coordinator Sustainability Officer Real Estate Agent Facilities Manager Construction Manager Structural steel fabricator Steel Erector Steel Fixer Scaffolder Highway operative 	<ul style="list-style-type: none"> Planning Project management Quantity surveying Construction and site planning Procurement Civil engineering and structural design Knowledge of building regulations and safety codes Operation of heavy machinery Ability to use CAD software (for engineers, architects and high-skilled technicians) Ability to use BIM software (for engineers, architects and high-skilled technicians)
Education	<ul style="list-style-type: none"> The new housing developments will increase the need for education services in those communities. The Star Radcliffe Academy that just opened in 2025 will considerably expand its capacity in the coming years. Bury's population increased at annual rate of 41% 2014 and 2023 (ONS, 2024). If the population continues to increase, education services might expand as well to support population growth. The expansion of education services will increase the demand for teachers and related occupations. 	<ul style="list-style-type: none"> Nursery nurse / Early years practitioner Primary school teacher Secondary school teacher Teaching assistant SEND teacher Tutor 	<ul style="list-style-type: none"> Tutoring Teaching Motivating students Working with children Understanding learning difficulties Digital literacy Diversity and inclusion

Financial, Business, Professional Services including ICT	<ul style="list-style-type: none"> In the Bury Council Economic Strategy, the Council mentioned that they would promote the digital and creative sector as it is a key sector for economic growth. The Enterprise Centre in Radcliffe will open in 2025 and will support the creation of local businesses. The demand for workers in professional and administrative services will remain at a similar level. 	<ul style="list-style-type: none"> Bookkeeper Payroll clerk Accounting assistant Purchase ledger administrator Credit manager Accountant Management accountant Finance manager Paralegal Solicitor Administrator Receptionist IT technician Infrastructure engineer Software developer 	<ul style="list-style-type: none"> Accounting Bookkeeping Database management Proficiency with Microsoft Office Suite Ability to use accounting software Ability to use CRM (Customer Relationship Management) software Knowledge of law Programming skills Scripting Cyber Security
Health and Social Care	<ul style="list-style-type: none"> The new residential developments will increase the demand for health and social care services in those areas. Bury's population in the 65+ age group has increased steadily over the last 10 years (ONS, 2024). It is expected that the population in this age group will continue to grow, increasing the need for adult health and care services. This will drive up the demand for adult care and health workers. 	<ul style="list-style-type: none"> Care worker Support worker Healthcare support worker/ Healthcare assistant Nursing associate Nurse General Practitioner Recreational therapist Occupational therapist Dental nurse Dental hygienist Dental practitioner Medical and dental specialties 	<ul style="list-style-type: none"> Knowledge on patient safety Check and monitor vital signs Ability to use digital devices and applications to record patients' data Physical strength (for care workers, nurses and roles in between) Knowledge on the specific field of medicine/dentistry Customer service Respond to emergency situations Empathy Sensitivity
Low Carbon	<ul style="list-style-type: none"> In the 2030 Strategy, the Council set the goal to make the borough carbon neutral by 2038 with plans to decarbonise the public estate and advocacy for the decarbonisation of all homes. In the Bury Council Economic Strategy, the Council committed to help businesses transit to carbon neutrality and to boost the green commercial sector. A low carbon heat network might be installed in Bury town centre in the coming years. These projects will increase the demand for green skills, especially in the construction and energy sectors. 	<ul style="list-style-type: none"> Heat pump technician EV Charge point technician Solar PV technician Solar thermal technician Retrofit Coordinator Carbon accountant 	<ul style="list-style-type: none"> Electrical skills Plumbing skills Ability to use CAD software Retrofitting Understanding of energy-efficiency measures Knowledge of health and safety regulations Knowledge of building regulations Data analysis (carbon accountant)
Manufacturing	<ul style="list-style-type: none"> In the Bury Council Economic Strategy, the Council highlighted a lack of good quality employment land in Bury. The Council committed to increasing the employment land supply. Bury was the local authority with the second greatest allocation of industrial space in PFE plan. The new employment space will 	<ul style="list-style-type: none"> Food production operative Production operative Spray painter CNC machinist Industrial electrician 	<ul style="list-style-type: none"> Manual dexterity Ability to read blueprints Ability to use CAD software Knowledge of electrical systems specific to a manufacturing setup

	<p>create more opportunities for businesses to set up in the borough, especially manufacturing ones.</p> <ul style="list-style-type: none"> • More businesses and employment land means the demand for high-skilled technicians will remain high. 	<ul style="list-style-type: none"> • Metal fabricator/welder • Fitter • CAD technician • Engineering manufacturing technician • Electrical engineering technician • Mechanical engineering technician • Electrical engineer • Mechanical engineer • Manufacturing engineer • Operations manager • Production manager 	<ul style="list-style-type: none"> • Welding skills • Numeric and mathematical skills • Understanding of engineering concepts and principles • Knowledge of health and safety regulations • Knowledge of their specific field of engineering
Advanced Manufacturing	<ul style="list-style-type: none"> • In the Bury Council Economic Strategy, advanced manufacturing was identified as a key sector. The Council committed to boost it through supporting high value businesses. • The Council expects to attract more investment to the Northern Gateway site, which is part of the Atom Valley Mayoral Development Zone. This site will be mainly for advanced manufacturing companies. • With the increase in inward investment, the demand for highly skilled workers in the fields of advanced manufacturing, advanced machinery and industrial digitalisation will increase. 	<ul style="list-style-type: none"> • 3D printing technician • Mechatronics technician • Robotics technician • Mechatronics engineer • Robotics engineer • R&D engineer • Design engineer • Materials engineer • Computer hardware engineer • Software engineer 	<ul style="list-style-type: none"> • Ability to use CAD and CAM software • Advanced mathematical skills • Strong understanding of engineering concepts and principles • Understanding of electrical control systems • Performing computational modelling of systems • Data analysis • Research skills (R&D engineer, design engineer and materials engineer)
Retail, Hospitality and Leisure	<ul style="list-style-type: none"> • The plan to regenerate the town centres includes new hospitality, retail and leisure spaces. This will create jobs in Bury, Radcliffe and Prestwich, as most of the projects are taking place in these towns. • In the 2030 Strategy, the council highlighted that they would focus on developing the leisure industry and less so on retail, due to a shift in consumer preferences. An example is the creation of the Radcliffe Civic Hub. 	<ul style="list-style-type: none"> • Cleaner • Food and Beverage Assistant • Kitchen Assistant • Chef • Waiter/Waitress • Barperson • Barista • Cashier • Delivery Driver • Shop Assistant • Sales Associate • Shift Manager • Shop Manager • Leisure Centre Assistant • Leisure Centre Manager • Receptionist • Event Coordinator • Fitness Instructor • Personal Trainer 	<ul style="list-style-type: none"> • Nutrition • Food preparation • Leadership and team management • Sales • Customer service • Inventory management • Store Operations • Strong communication and conflict resolution • Ability to use Point Of Sale systems

Bury - Ongoing and future investment projects

Project	Project Priorities
Longfield Centre	<ul style="list-style-type: none"> • Residential development • Hospitality and retail • Leisure
Bury Market and Flexi-Hall	<ul style="list-style-type: none"> • Hospitality and retail • Leisure
Radcliffe Civic Hub	<ul style="list-style-type: none"> • Leisure • Public services
Residential development at former East Lancashire Paper Mill	<ul style="list-style-type: none"> • Residential development
Enterprise Centre in Radcliffe	<ul style="list-style-type: none"> • Office space • FBPS sector, including ICT
Atom Valley Mayoral Development Zone	<ul style="list-style-type: none"> • Advanced manufacturing • Sustainability • Innovation • Business growth and expansion • Economic expansion • Inward investment • Residential development • Transport Infrastructure
Low Carbon Heat Network	<ul style="list-style-type: none"> • Low-carbon energy system • Sustainability
Star Radcliffe Academy	<ul style="list-style-type: none"> • Educational facilities

National skills priorities^{xxxv}

The government has identified three critical opportunities:

- **The Net Zero Transition**
- **The Advent of Artificial Intelligence, Digitalisation and Increased Automation**
- **The Changing Patterns of Demand and Demographics**

The following have been identified as National Skills Priorities^{xxxvi}:

- **Advanced Manufacturing**
- **Clean Energy Industries**
- **Construction**
- **Creative Industries**
- **Defence**
- **Digital and Technologies**
- **Financial Services**
- **Health**
- **Life Sciences**
- **Professional and Business Services**

The College's technical education development plans relating to a significant number of these priority sectors are outlined in the [Contribution to national, regional, local priorities section](#) within this document.

Approach to developing the Annual Accountability Statement

This document builds on the strength and body of stakeholder partnership, needs analysis and strategic developmental work that has existed for many years at Bury College. In addition, this document has been mapped against local, regional and national labour market information, including the Local Skills Improvement Plan and nationally identified skills priorities.

The College works in a collaborative manner to ensure the curriculum is responsive to the current and emerging needs of its communities.

The curriculum offer is regularly reviewed and developed to provide viable progression routes into and between further education and training, apprenticeships, higher education and sustainable employment.

The curriculum at Bury College is demand-led, responding to the skills needs of employers and the aspirations of its learners.

The College ensures the curriculum is responsive to national, regional and local policies and develops, delivers and reviews its curriculum in line with predicted demands.

The College carries out regular reviews to ensure that the curriculum footprint is congruent with the skills needs of employers.

Curriculum development at Bury College is informed by a wide range of partnerships and stakeholders:

Schools

The College engages with local high school partners, parents and carers in order to promote progression opportunities and improve school leaver participation.

Universities

The College works with Higher Education partners to develop a curriculum offer that widens participation and supports progression.

Greater Manchester Institute of Technology

The College is a core delivery partner within the Greater Manchester Institute of Technology, working closely with education partners and employers to develop higher technical provision focussed on key health and digital local and sub-regional priorities.

Greater Manchester Colleges (GMC)

The College works closely with Greater Manchester further education colleges as a member of *Greater Manchester Colleges* to deliver Greater Manchester's priorities individually and collectively across the city region, as well as collaborate on curriculum developments, map and align provision and share knowledge on the potential for future opportunities and skills development.

Employers

The College collaborates closely with employers to ensure the design and implementation of the curriculum supports their current and emerging skills needs.

Holy Cross Sixth Form College

The College values its relationship with its local sixth form College and works closely in developing a curriculum offer to support the skills needs of Bury's learners and employers.

Community Groups

The College has community partnerships across the borough, including primary and high schools, self-development groups and local organisations. The College consults with relevant stakeholders in the development of programmes, working with learners on provision designed to meet their skills needs.

Strategic stakeholder relationships

The College has developed effective strategic relationships with key agencies such as Bury Local Authority, the Greater Manchester Combined Authority and the Greater Manchester Chamber of Commerce to ensure its curriculum is aligned to the current and emerging skills priorities of the sub-region.

Section Two - Evidence

Local needs duty and contribution to meeting skills needs

The College has developed and instigated a multi-dimensional approach to measuring its effectiveness in meeting local and regional skills needs to ensure that it meets its duty in this regard and its stated strategic intent.

The College has a long history of mapping its curriculum offer against local skills needs. Learner data in 2023/24 demonstrates responsible enrolment activity with significant numbers of learners enrolling onto courses in high growth sectors as well as in those sectors that offer the greatest number of employment opportunities in Bury.

The College has developed Level 4 higher education provision across all high growth sectors. Science and digital level 4 provision did not run in 2023-2024 due to lack of applicant interest. A creative level 4 qualification is currently in development.

Apprenticeships in the high growth sector of creative and digital were not able to be offered due to difficulties in recruiting staff.

In 2023/24, the College saw a greater number of enrolments against the identified high growth sectors. Summaries of these mapping exercises are set out in the tables below:^{xxxv/ixxxviii}

High growth sectors (HGS)					
	16-18	Adults	HE	Apps	HGS Total
Business, financial, professional services	945	369	55	75	1,444
Scientific & research	2,228	206	0	0	2,434
Creative & digital	621	121	0	0	752
Total by age/ provision	3,794	696	55	85	4,630

Five sectors: Two thirds of Bury's GVA					
	16-18	Adults	HE	Apps	Sector Total
Education	1,745	1,243	104	66	3,158
Health & social care	387	483	32	94	996
Manufacturing	115	2	0	4	121
Real estate	338	33	0	0	371
Wholesale & retail	135	0	25	0	160
Total by age/ provision	2,720	1,761	161	164	4,806

Overall by age/ provision	6,514	2,457	216	249	9,436
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This work demonstrates, at a surface level, high levels of congruence between the curriculum offer in the College and the skills needs across Bury and Greater Manchester.

Regular review of curriculum footprint

The College regularly reviews its curriculum offer in the context of regional provision, skills needs and quality. Examples made over the last period include:

- Sector experts deliver master classes, upskilling tutors' (CPD) and learners' knowledge for SEND and language and communication development in Early Years.
- The workshop in electrical and plumbing had been recently renovated allowing for more up to date practices to be taught. The workshop renovation allows learners to access a well-balanced curriculum covering domestic, commercial and industrial installation experience.
- Outstanding teamwork and commitment has been demonstrated to develop and plan the T level Adult Nursing programme working alongside the Northern Care Alliance and other key employers in Bury.
- The Sport curriculum offering has been redesigned with skills at the forefront, introducing a number of academy pathways to enable learners to develop necessary skills and progress into employment through the additional occupational competency qualifications including Gym Instructor, Sports Massage Therapist and Coaching.

[Appendix A](#) outlines further curriculum adjustments made by the College in response to skills review, employer and partner stakeholder feedback.

Local Needs Duty Summary

The conclusions and outcomes from the College's annual review agree the education and training provided at Bury College effectively meets local needs.

This is evidenced by the range of curriculum offer provided to support Bury's high growth sectors and Bury's high GVA sectors, as well as the strong alignment to the sectors and priorities highlighted in the Greater Manchester Local Skills Improvement Plan.

The regular review of the College's curriculum footprint ([Appendix A](#)) provides reassurance of an ongoing, responsive curriculum, adaptive to local needs and stakeholder feedback.

Actions

As a result of the review, [Operational Aims](#) have been developed. Where Aims build on prior activity, progress has been evidenced.

Contribution to national, regional, local priorities – 2025-2026

Operational Aim 1 - Develop and deliver an increased range of technical education programmes.								
Strategic Aims	Outcomes	Measured	Timescale	Progress update	2023 Enrolment Numbers	2024 Enrolment Numbers	RAG	National, Regional, Local Priorities
C1, C3, C5R2, R3, PR3, PR4	<ul style="list-style-type: none"> Add to the existing offer of T Levels with the introduction of: 							Government policy: Invest 2035: The UK's Modern Industrial Strategy
	- Digital Production, Design, Development	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	21	39		Government policy: Higher technical education
	- Early Years Educator	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	39	53		Government policy: National Institutes of Technology
	- Electrical & Electronic Engineering	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	63	40		Supports nationally identified skills priorities:
	- Management & Administration	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	39	48		- Advanced Manufacturing
	- Science	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	12	29		- Clean Energy Industries
	- Accounting	- Programme offered.	- To start Sept 2025	Developed ready for September 2025 start.	n/a	n/a		- Construction
	- Construction	- Programme offered.	- To start Sept 2025	Withdrawn by the government in December 2024 as part of the review of qualifications reform.	n/a	n/a	n/a	- Creative Industries
	- Media, Broadcast and Production	- Programme offered.	- To start Sept 2025	Developed ready for September 2025 start.	n/a	n/a		- Digital & Technologies
	- Catering	- Programme offered.	- Paused nationally. If approved as part of national review of qualifications reform, earliest introduction 2026.	The government is reviewing whether T Levels in Catering and Beauty Therapy would meet the needs of learners and the economy and will provide an update when this work has concluded.	n/a	n/a		- Financial Services
	- Hair and Beauty (Beauty Therapy specialism)	- Programme offered.			n/a	n/a		- Health
								- Life Sciences
								- Professional & Business Services
								Accountability Agreements for 2025 to 2026
								GM technical education city region vision: Technical Education
								GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan

	<ul style="list-style-type: none"> • Develop Higher Technical Qualifications in: 							LSIP 2024 Update
	- Digital HNC HTQ	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	6	0		Supports GMCA identified high value key economic sectors:
	- Healthcare HNC	- Programme offered.	- Started Sept 2023	HNC commenced Sept 2023. Awaiting national HTQ specification.	20	8		- Digital and cyber
	- Science HNC	- Programme offered.	- Start Sept 2024	Awaiting national HTQ specification. Course deferred to Sept 2025.	n/a	n/a		- Business, financial and professional
	- Sport HNC	- Programme offered.	- Start Sept 2024	Developed. Coaching course started Sept 2024.	6	14		GM Joint Development Plan
	- Business HNC	- Programme offered.	- Start Jan 2025	Unitised delivery developed.	n/a	20		Bury Council:
	- Engineering HNC	- Programme offered.	- Start Sept 2025	In development. Deferred to Sept 2025.	n/a	n/a		Bury Economic Strategy
	- Graphic Design HNC HTQ	- Programme offered.	- Start Sept 2025	In development.	n/a	n/a		
	- Public/ Protective Services HNC HTQ	- Programme offered.	- Start Sept 2025	In development. HNC offered 2023 & 2024.	7	6		
	- Social and Community Work HNC HTQ	- Programme offered.	- Start Sept 2025	In development.	n/a	n/a		
	<ul style="list-style-type: none"> • Develop and deliver range of technical programmes to support the Greater Manchester Institute of Technology. 	- Programmes offered.	- Sept 2023-2025	First and second year programmes developed. First year target achieved. Second year target achieved.	142	206		

Operational Aim 2 - To respond to the need for digital skills across the LSIP region.						
Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
C1, C5, R2, R3, PR3	<ul style="list-style-type: none"> Digital literacy skills embedded throughout study programmes. 	- Teaching plans.	- Sept 23-Jul 25	Online safety and cyber security is a key risk for young people/ students. This is embedded and explicitly included throughout the tutorial programme to ensure that the risks are highlighted and safety measures put in place. Lesson plans and schemes of learning identify how digital literacy is embedded.		Government policy: Invest 2035: The UK's Modern Industrial Strategy Government policy: National Institutes of Technology
	<ul style="list-style-type: none"> Resources and infrastructure responsive to changing needs of learners – eg assessments, industry need. 	- Allocation of resources.	- Sept 23-Jul 25	£1,350,300 GMIoT investment in health, digital and sports estate and resources. £575,000 LSIF funding invested to part support digital resource improvements for Health & Construction (eg anatomage table, PCs).		Government policy: Higher technical education GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan LSIP 2024 Update
	<ul style="list-style-type: none"> Cyber security awareness skills embedded within tutorial activity. 	- Annual tutorial plan.	- Sept 23-Jul 25	Online safety and cyber security is a key risk for young people/ students. This is embedded and explicitly included throughout the tutorial programme to ensure that the risks are highlighted and safety measures put in place.		GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan
	<ul style="list-style-type: none"> Digital curriculum regularly reviewed and updated based on multiple sources – eg national direction, regional research, user feedback, employer feedback. 	- Revised/ new curriculum.	- Jan 23-Jul 25	The development of Higher Technical Qualifications (HTQ) is underway with a focus on Health, Sport, Project Management (Business), Engineering, Digital, Protective (Public) Services, Social and Community Work, Graphic Design. Digitisation of sectors forms a key part of course design and delivery. The College's role in the GMIoT will further enhance the College's HE provision including STEM, health and digital.		Bury Council: Bury Economic Strategy Bury MBC: Let's Do It! Strategy

Operational Aim 3 - To plan for and be responsive to sectoral and other external changes.						
Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
C1, C3, C5, R1, R2, R3, PR3, PR4, PR5	<ul style="list-style-type: none"> Develop and expand technical curriculum offer. 	- Curriculum offer.	- Jan 23-Jul 25	HTQ funding secured to develop a further three courses for 2025 entry. T Level development and expansion continues.		Government policy: Invest 2035: The UK's Modern Industrial Strategy
	<ul style="list-style-type: none"> Prepare for changes to/ reduction in vocational learning programmes. 	- Curriculum offer.	- Jan 23-Jul 25	Phased development of T Level offer in progress.		Government policy: National Institutes of Technology
	<ul style="list-style-type: none"> Prepare for and respond to demographic changes. 	- Estates strategy, curriculum strategy.	- Jan 23-Jul 25	Estates Work include developments across Beacon, Woodbury, Prospects, University, Construction, Health & Digital Centres. Curriculum developments align with needs of LSIP and respond to national initiatives (eg T Levels, HTQs).		Government policy: Higher technical education Government guidance: Reclassification of FE
	<ul style="list-style-type: none"> Develop curriculum and prepare for employer skills needs to support expansion of Atom Valley. 	- Curriculum offer	- Jan 23-Jul 25	<p>The development of the Gateway will occur in phases with Construction labour / skills in high demand in initial stages. The College has developed facilities for delivery of CSCS testing for all ages of students from summer 2025.</p> <p>Higher technical skills development in Construction is developing, broadening the current range of adult and HE provision at the College. This will address regional skills demand and be highly relevant to Atom Valley and the Northern Gateway development. Curriculum development is progressing well in this sector.</p>		GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan LSIP 2024 Update GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan GM technical education city region vision: Technical Education
	<ul style="list-style-type: none"> Prepare for and respond to changes resulting from FE reclassification. 	- Organisational planning.	- Jan 23-Jul 25	<p>New Financial Handbook issued by DfE in Spring 2024 used to update the College's Financial Regulations.</p> <p>Substantial Assurance confirmed following the Internal Audit Review undertaken in April 2024 to consider how the College had updated its policies, procedures, and processes to encompass the changes arising from the application of "Managing Public Money". External Audit 2023/24 identified no issues.</p>		Bury Council: Bury Economic Strategy

Operational Aim 4 - Develop and embed transferable life and job-ready skills throughout study programmes.						
Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
C2, C4, TLA4, TLA5, TLA6, R4, PR3	<ul style="list-style-type: none"> Develop, review and enhance Positive Futures throughout study programmes. 	- Learner feedback.	- Jan 23-Jul 25	Annual tutorial calendar in place. Embedding consistency across all programmes - underway.		Government policy: Invest 2035: The UK's Modern Industrial Strategy
	<ul style="list-style-type: none"> Learners' safety, inclusivity, wellbeing and mental health embedded throughout all activity. 	- Safeguarding/ welfare/ other reports.	- Jan 23-Jul 25	Skills for Life and Skills for jobs tutorials, delivered every week to students across College. This ensures there is embedding of all safeguarding and well-being topics. This is fluid in terms of keeping up to date with current themes.		GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan LSIP 2024 Update
	<ul style="list-style-type: none"> IAG focussed support. 	- Evidence of Matrix IAG conversations. - Destinations data.	- Jan 23-Jul 25	IAG enrolment discussions logged electronically. 94% of 16-18 students (for whom destinations were captured) progressed positively. (At October 2024).		GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan
	<ul style="list-style-type: none"> Sustainability awareness and good practice embedded throughout study programmes. 	- Programmes of work. Teaching, learning and assessment.	- Jan 23-Jul 25	Sustainability group in place. Sustainability Week (April 2024) delivered. Green Week (March 2025) delivered.		Bury Council: Bury Economic Strategy
	<ul style="list-style-type: none"> Entrepreneurial skills embedded throughout study programmes. 	- Programmes of work.	- Jan 23-Jul 25	The monitoring of the implementation and impact of Personal Development is overseen by the Assistant Principal. Each course has a Personal Development mapping document that ensures all aspects of personal development and the Gatsby benchmarks are embedded within the study programme. There is a particular focus on work-related learning, this includes social enterprise projects and youth social action. Examples include cake sales, a pop-up sustainable shop recycling items, the Christmas fair designed, produced and developed by students to provide activities for other students.		Bury MBC: Let's Do It! Strategy

Operational Aim 5 - Develop and deliver next phase of Estates Strategy.						
Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
R2, R3	<ul style="list-style-type: none"> Transform Beacon Centre to provide industry-standard Hair and Beauty Facilities. 	- Completion of works.	- Apr 23-Feb 24	Delivered on target. Handover December 2023. Delivery commenced February 2024.		Department for Education: Further Education Capital Transformation Fund
	<ul style="list-style-type: none"> Transform Woodbury Centre to provide catering and student resource facilities. 	- Completion of works.	- Apr 23-Jan 25	Contractors appointed December 2023. Catering completed – delivery commenced Autumn 2024. Entrance works due for completion summer 2025.		Government policy: National Institutes of Technology
	<ul style="list-style-type: none"> Refurbish Sports Centre to update environment ready to support sports health higher technical GMIoT learners. 	- Completion of works.	- Jun 23-Sept 23	Completed summer 2023. DfE visited Autumn 2023 (positive verbal feedback).		Department for Education: T Level Capital Fund
	<ul style="list-style-type: none"> Invest in technologies to support GMIoT programmes. 	- Purchase/ installation of equipment.	- Jan 23-Mar 25	Spend on profile. Main phase completed. Final spend completed winter 2024.		Alliance for Sustainability Leadership in Education FE Climate Action Roadmap
	<ul style="list-style-type: none"> Invest in equipment and estate to support new T Level delivery. 	- Purchase/ installation of equipment.	- Apr 23-Dec 24	Hair & Beauty refurbishment completed February 2024. Catering refurbishment completed alongside Transformation work summer 2024. £330k T Level Specialist Equipment Allocation invested in Catering, Construction & the Built Environment, Creative & Design and Hair, Barbering & Beauty Therapy.		
	<ul style="list-style-type: none"> Respond to increase in demography through further development of Estate. 	- Capital funding bids/ investment.	- Jun 23-Jul 25	Significant progress through: GMIoT, Transformation, T Level, ESFA Capital, FE Reclassification, LSIF, College funding. Works include developments across Beacon, Woodbury, Prospects, University, Construction, Health & Digital Centres.		
	<ul style="list-style-type: none"> Estates sustainability strategy aligned with the Climate Action Roadmap for FE. 	- Estates sustainability strategy/ capital funding bids/ investment.	- Sep 23-March 25	£304,566 secured to improve energy efficiency across the estate 2023-2025. Spend to be fully completed by 31 st March 2025.		

Operational Aim 6 - Work with key stakeholders to ensure Adult and Higher Education provision is aligned with Greater Manchester's skills and job needs.						
Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
C1, C3, C5, PR3, PR4, PR5	<ul style="list-style-type: none"> Work with Bury MBC to align adult provision across the borough. 	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 25	<p>Head of Adult Learning continues to engage with Bury Adult Learning Centre colleagues to ensure combined provision map for Bury is inclusive and meets local needs including. Community Learning.</p> <p>This includes regular liaison with Bury's GM ESOL Co-ordinator (funded by the GMCA).</p>		<p>Government policy: National Institutes of Technology</p> <p>Government policy: Higher technical education</p> <p>GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan</p> <p>LSIP 2024 Update</p> <p>Greater Manchester Combined Authority GM Labour Market Insights Pack – Autumn 2024</p>
	<ul style="list-style-type: none"> Ensure provision responds to recommendations within the LSIP. 	- Evolving/ aligned curriculum offer.	- May 23-Jul 25	Provision reviewed and updated in line with LSIP updates.		
	<ul style="list-style-type: none"> Collaborate with GMC to map and reflect on GM-wide HE curriculum. 	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 25	Supportive of GMC projects: LSIF supports Construction, Health, Education. CDI supports digital innovation.		
	<ul style="list-style-type: none"> Develop Level 4 provision to respond to emerging higher technical skills needs. 	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 25	HTE round 2 project approved to develop Graphic Design, Social & Community, Protective Services HTQs.		Bury Council: Bury Economic Strategy
	<ul style="list-style-type: none"> Work with partner universities to develop articulations/ progression agreements from Level 4 provision. 	- Articulations and agreements in place.	- Jan 23-Jul 25	Nursing Year 1 offered in partnership with University of Salford. Working With Children and Families developed as Foundation Degree + Degree with University of Cumbria.		Bury MBC: Let's Do It! Strategy
	<ul style="list-style-type: none"> Develop and expand Teacher Education. 	- Wider offer, number of learners.	- Jan 23-Jul 25	Revalidation approved with University of Huddersfield Summer 2024.		
	<ul style="list-style-type: none"> Engage with employers and respond to feedback. 	- Employer surveys/ conversations and feedback.	- Jan 23-Jul 25	<p>The curriculum offer is aligned to labour market needs.</p> <p>Teaching, learning and assessment provide opportunity for skills development.</p> <p>Critical review is ongoing through New Course Approval Panels, SARs, quality improvement planning and staff development.</p>		

				<p>Feedback informed by 22-23 employer survey, Accountability Statement, GMCA Labour Market Insights Pack and GM LSIP.</p> <p>For 24-25, prior to curriculum planning key aspects within courses are being identified to highlight value to employers (eg Care Certificates in Health & Social Care courses; accredited Safeguarding qualification within Childcare and Counselling courses).</p> <p>Introduced a devolved model to Employer Engagement autumn 2023 and continued autumn 2024 - all Curriculum Leaders charged with harnessing resources to increase employer engagement i.e. integrated WEX Industry Placements within teams, organisation of/ attendance at employer-led careers events, securing industry placements and general WEX opportunities, planned-in work related learning opportunities delivered by employers.</p> <p>Assistant Principal/ wider representation at membership/ partnership forums including the GMIoT Groups, Bury MBC All Ages Skills Strategy Group, Atom Valley Innovation Sub-group, Bury BID, Bury Business Leadership Group, GMLPN, Bury Adult Learning Centre, Bury Health, Employment and Skills Task Group.</p> <p>Working with University of Salford to deliver Level 4 Nursing provision at Bury College premises.</p> <p>The College is supporting increasing demand for teacher training programmes – eg DfE Taking Teacher Further recruitment and retention of trainees across a range of sectors (in some cases, areas hard-to-recruit to) including Digital, Trades, Science & Maths and Public Services.</p> <p>Development of short, modularised courses is underway, improving accessibility for adult learners, particularly those employed.</p>		
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	<ul style="list-style-type: none"> • Engage with FE, HE, Employers, GMCA, Chamber to develop and deliver IoT curriculum. 	- Meetings, curriculum developed, number of learners.	- Jan 23-Jul 25	Regular partnership meetings taking place. Curriculum development discussions for 25-26 taking place.		
	<ul style="list-style-type: none"> • Develop and deliver Year One of Nursing qualification. 	- University of Salford delivery at Bury College premises.	- Jan 23-Sept 25	Two years successful delivery achieved. Promotions live for 2025-2026 cohort intake		

Corporation statement

On behalf of the Bury College Corporation, it is hereby confirmed that the plan as set out in this document fulfils the statutory Local Needs Duty and reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at its meeting on 29 April 2025.

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

<https://burycollege.ac.uk/legal>

Chris Trees - Chair of the Corporation of Bury College.

Dated: 29 April 2025

Appendix A – Examples of curriculum review and responsiveness

Recent study programme curriculum review examples:

Curriculum	Review and responsiveness
Animal Care	Removed from offer due to low skills demand and local availability of highly resourced provision.
Business Management	Sustainability and sustainable practices embedded into curriculum.
	Assessment methods updated to further develop digital/ online skills.
	Level 2 – Online business skills (eg Selling/ Media Comparison) introduced to support development of e-commerce skills.
	Introduction of overseas and global markets and international case study assessment.
Childcare and Education	Introduction of social media within T Level employer project assessment.
	Placement preparation and activity introduced to reinforce theory.
	Assessment takes places within the workplace to support practical skills development.
	Outdoor classroom introduced.
	In collaboration with Key Stage 1 settings, the Childcare curriculum has been updated to further develop learners' understanding of the value of the policies and workplace law – reinforced through practice in placement. Other examples include developing reading to children's skills, with class sets of key texts purchased to use as a teaching/ modelling strategy and a greater knowledge of working outdoors and the skills to go with this including specific outdoor First Aid CPD for staff.
	Sector experts deliver master classes, upskilling tutors' (CPD) and learners' knowledge for SEND and language and communication development in Early Years.
Construction	Level 2 and 3 qualifications provide a license to practice.
	Prospects programme restructured to provide learners with introductions to their chosen areas that allow for positive progression onto level 1 programmes.
	Skills tests and competitions rolled out to provide opportunities for learners to represent the College in practical activities.
	Practical and technology delivery revised to become more industry-focussed and mapped to future employment.
	The Building Services team has welcomed a range of guest lecturers and sector experts from local employers to adapt and review practical content to ensure it is aligned with industry practices.
	The Plumbing team recently commissioned a rainwater harvesting set up for learners to study and help push the renewable net zero technologies within the industry.
Creative Media	The workshop in electrical and plumbing had been recently renovated allowing for more up to date practices to be taught. The workshop renovation allows learners to access a well-balanced curriculum covering domestic, commercial and industrial installation experience.
	Interactive Media and Creative Games pathways introduced using WIX websites and industry recognised software.
	All programmes have a digital aspect.
	Teamwork and presentation of ideas to peers is embedded with coursework.
Digital	Research is embedded to support work development and knowledge of existing/ emerging designers.
	Level 3 pathways developed to support careers in Software development, Computing and Network Infrastructure.
	BTEC computing project assessment includes mobile applications, games design and object orientation.
	T Level introduction provides opportunities for specialist hands-on practical skills assessment.
Engineering	OCR and T Level programmes include Cybersecurity and Digital Technologies studies.
	Engineering Maths and Further Engineering Maths embedded within curriculum to support progression into higher education.
English and maths	Real life case studies (eg stress, strains, beams, tolerances) contextualise the assessment process.
	Development and introduction of Maths for Jobs.

Geography	Geography A Level features strong focus on research and data collection to develop analytical, interpretational and communication skills.
Health and Social Care	Curriculum reviewed to cover child developmental stages.
	Change of awarding body at level 1 to focus on personal development and care in the home.
	NHS industry careers health days, in partnership with the Northern Care Alliance, provide learners with careers advice focussing on the vast range of job opportunities available within the NHS (beyond Nursing). Outstanding teamwork and commitment has been demonstrated to develop and plan the T level Adult Nursing programme working alongside the Northern Care Alliance and other key employers in Bury.
	Masterclasses offered in Social Prescribing and Complementary Therapies.
Hospitality and Catering	Curriculum and qualifications updated to improve pathways into employment, including more practical and less theoretical skills development.
	Curriculum centres around wider industry eg hospitality, catering and events.
	Silver Service content removed and replaced with more contemporary job-related service expectations (eg Bistro, Pastry, Confectionary).
Music	Removed from offer due to low skills demand and local availability of highly resourced provision.
Nursing	Collaboration with the University of Salford under-grad Nursing Team to ensure Level 3 curriculum is skills-led, fit for purpose in supporting student progression and to offer advice and guidance on personal statements and interview techniques.
Performing Arts	Awarding body changed to provide a more industry-focussed programme with opportunities for more skills development and performance time. Programme aligns more closely with stage school programme delivery.
Positive Futures	The College has developed and embedded its Positive Futures framework. Positive Futures has a strong and determined focus on supporting learners to develop confidence, commitment, resilience and collaboration skills. This well-established framework results in learners developing into well rounded individuals. Learners develop the dispositions needed for work and demonstrate excellent behaviours and attitudes which make them ready to make a positive contribution to society.
Public Services	Level 1 combined with Level 1 Sport offer to widen progression opportunities.
	Level 2 and 3 - UK residential and related practical, project-based assessment introduced.
Salon	Introduction of new level 2 certificate in Beauty Therapy.
	Introduction of new level 3 technical certificate in Beauty Therapy.
	Introduction of new level 3 Media Make-up technical certificate.
	Introduction of new level 2 and 3 Women's Hair diploma.
	New hair units include cutting, colouring, lightening, type 4 hair.
	Introduction of new level 2 and 3 Barbering NVQs.
	Barbering units updated to include men's grooming and men's colouring.
Safeguarding/ Skills for Jobs	Knowledge of Safeguarding is paramount, and emphasised from a broader perspective, specifically the importance of protecting learners themselves. Updated and improved teaching materials have been developed that are now shared with all settings to reinforce the Safeguarding and welfare responsibilities of supervising learners. Reinforced at every point, through Skills for Jobs.
Science	All A Level Sciences offer an additional qualification (Common practical assessment criteria) to support endorsement of learners' practical skills.
	Astrophysics offered to Physics students to support development of a wider physics curriculum.
	Thinking outside the box and wider abstract skills integrated into Maths curriculum to support higher level progression.
	Further Maths developed and available as an optional module.
Social Sciences	A Levels developed in response to work-related needs – eg CSI with GM Police, CSI practical for Law and Criminology.
	Formative assessments support problem solving, team working, production of digital materials and closely link to real-life case studies.
	Gothic texts introduced into English Literature, providing a more accessible literary genre.
	More presentations and discussion-based assessments introduced to support collaborative group working and interactive discussion.
Sports	The Sport curriculum offering has been redesigned with skills at the forefront, introducing a number of academy pathways to enable learners to develop necessary skills and progress into employment through the additional occupational competency qualifications including Gym Instructor, Sports Massage Therapist and Coaching.

	Unit selection supports skills needs re digital and technology skills.
	Assessment methods analyse critical evaluation and analytical skills throughout the curriculum.
	Additional unit introduced at level 2: Outdoor and Adventurous Activity.
	Introduction of Organising an Event unit at level 3 supports development of skills for jobs and skills for life.
T Levels	The College takes an ambitious approach in responding to national policy and the subsequent development of curriculum to meet local and national needs. The College's commitment to the T Level agenda is evidenced by the successful implementation of Health, Digital, Engineering, Business, Science and Education pathways. T Level learners make good progress, securing high quality work placements and the proportion of those who achieve their qualifications is significantly above those nationally.
Travel and Tourism	Changes to assessment of Level 2 units to focus on Selling skills.
	Widen offer to cover Hospitality, Events and Travel and Tourism.

Recent higher level curriculum examples:

Curriculum	Review and responsiveness
Business Management	Unitised part time Business HTQ module introduced.
Childcare	Working with Children and Families offered as a 2+1 degree rather than full 3 year commitment to provide stepping off/ joining points to support learner needs.
Digital	Digital Technologies HNC articulated onto Year 2 of Games Design and Production Degree with University of Salford.
Health	Introduction of Healthcare Practice HNC, aligned to forthcoming HTQ HNC.
Nursing	Year one of Nursing introduced at Bury campus, currently accredited and delivered by University of Salford staff.
Public Services	Introduction of Civil Protection Pathway into Public Services HNC and HND.
Salon Management	Salon Management FdSc and BSc (Hons) introduced, validated by University of Salford.
Science	Chemistry and Biology pathways within Applied Sciences HNC articulated onto Year 2 degrees with University of Salford.
Sport	Sport and Exercise Science HNC articulated onto year two of degree programmes with UA92 and University of Cumbria.
	Community Coaching for England HTQ HNC introduced.
Travel and Tourism	International Tourism Management FdSc and BSc (Hons) introduced, validated by University of Salford.

Recent apprenticeship curriculum examples:

Curriculum	Review and responsiveness
Business Management	New level 5 Coaching Professional standard developed and introduced.
Childcare and Education	Complete overhaul of formative assessment and exams to align with employer need. Introduction of Level 5 Early Years Lead Practitioner to equip managers with the competencies needed to lead and manage early years settings.
Dental	Collaborating with Dental employers, provision updated to focus on modern root canal treatment techniques and skills, effective ergonomics in a dental surgery and development of language skills with early years children. Investment in capital equipment/ resources ensures Apprentices learn up to date techniques in an appropriate learning environment.
Health and Social Care	New level 4 Lead Practitioner Adult Care standard developed and introduced.
Teaching	New Level 5 SEND Teaching Assistant in development. Will support the need to retain capable staff in the sector by offering viable progression options and potential of improved pay and conditions. Within the borough there is a retention and recruitment issue in the sector and an increase in the number of children requiring SEND support.

Recent adult curriculum examples:

Curriculum	Review and responsiveness
Building Services	Level 3 Initial and Periodic Inspection & Testing to support increased earning potential for qualified electricians.
Construction	Specialist programmes introduced to support local employer need.
	Introduction of Multi-skills DIY (eg hanging wallpaper, basic plumbing) Level 1 Award.
Catering and Hospitality	Level 2 Patisserie and Confectionery Certificate introduced.
Digital	The College has designed a Level 2 Award in IT Users for adult learners that recognises and develops learners' IT skills and knowledge and enables them to use IT effectively in their daily lives. This may be for personal development, to develop greater independence, to support learners into employment or progress within their current job role. Skills are developed in the efficient use of IT systems and software, operating systems, spreadsheet application, databases and file management. This knowledge can be applied in a wide range of industries from business and finance to healthcare and research.
ESOL	The expansion of the ESOL curriculum including the introduction of Community Interpreting qualifications support the skills needs of our community well. An unaccredited skills-based interpreting course further improves the accessibility for learners in outreach settings.
Health	Introduction of specialist level 5 diploma in Cognitive Behavioural Therapy to support person-centred developments in the NHS.

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