

Be Work Ready:
Skills for Jobs, Skills for Life



ANNUAL ACCOUNTABILITY STATEMENT

.....

2026-27



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Bury College - Purpose

Our Vision and Values

The College is driven by the Seven Principles of Public Life and aspires to uphold these standards when delivering the Mission.

Our Vision

Be Work Ready: 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 by:

- Positive student progression.
- An inclusive College for the whole community.
- Students ready for work and life.

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:

Safeguarding and Behaviour

Maintain a safe College Environment.

Be Work Ready

Develop the skills, behaviours and dispositions necessary for life and work.

Curriculum

Ensure the curriculum meets the aspirations of all students and the skills needs of employers.

Teaching, Learning and Assessment

Ensure teaching, learning and assessment facilitates positive student progression.

Human Resources

Promote an organisational culture that delivers the Vision and the Mission of the College.

Resources

Ensure the College remains financially viable and sustainable.

Partnerships

Ensure the College meets the policy requirements of its funding partners.

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.

Safeguarding and Behaviour aims

Our intention:

- SB1 Providing and promoting an environment where safeguarding is everyone's responsibility.
- SB2 Continually reviewing safeguarding practices and processes and embedding safeguarding training and awareness, including digital safeguarding, throughout all levels of the organisation.
- SB3 Delivering a personal development entitlement (Skills for Life) which encourages student accountability and supports, empowers and keeps students and staff safe.
- SB4 Providing a supportive, safe and inclusive environment, both physically and online, that prepares all students with the knowledge and skills to access the full curriculum.
- SB5 Fulfilling organisational responsibilities for reporting, referrals and record-keeping and multi-agency work, as set out in 'Working together to safeguard children' and 'Keeping children safe in education'.

Be Work Ready

Our intention:

- WR1 Deliver a wider Curriculum (Be Work Ready: Skills for Jobs, Skills for Life, enrichment and experiences of work) that develops the dispositions necessary for work.
- WR2 Ensure all programmes are influenced by employers and other partners in relation to programme design, delivery and assessment (Super Skills Six).
- WR3 Deliver an appropriate work-related digital skills entitlement across all programmes.
- WR4 Ensure all students understand how AI relates to work and how to use AI safely.
- WR5 The Bury College Guarantee; a College place for every Bury young person who desires it and a curriculum footprint that facilitates this inclusive practice.

Curriculum aims

Our intention:

- C1 Regularly reviewing the curriculum offer to provide viable progression routes into and between further education and training, apprenticeships, higher education and sustainable employment.
- C2 Collaborating with employers to develop meaningful experiences of work to ensure their emerging skills needs influence curriculum developments.
- C3 Preparing students 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.
- C4 Working effectively with partners to develop a curriculum offer that is inclusive and supports progression.
- C5 Delivering a curriculum aligned with the Greater Manchester Local Skills Improvement Plan, responsive to national, regional and local policies and priorities.

Teaching, Learning and Assessment aims

Our intention:

- TLA1 Embedding effective inclusive practice in teaching, learning and assessment.
- TLA2 Working on the basis of 'need not diagnosis', providing support for all students who need it.
- TLA3 Being responsive to student feedback and achieving high levels of satisfaction from students and employers.
- TLA4 Providing a supportive, dynamic quality improvement system that enhances teaching, learning and assessment.
- TLA5 Proactively using AI Technologies within teaching, learning and assessment to improve student outcomes and support students in readiness for their future careers and reduce teacher workload.

Human Resources aims

Our intention:

- HR1 Attracting, developing and retaining high quality staff who demonstrate and reinforce the Values of Bury College.
- HR2 Supporting our staff to fulfil their potential in their role and career ambitions through training and development and collaborative working practices.
- HR3 Building and developing leadership capability and capacity.
- HR4 Supporting the well-being of our staff by providing a healthy working environment, encouraging the use of AI technologies to reduce workload.
- HR5 Building and developing the educators of the future through ongoing development of teachers and trainees and progression opportunities.

Resources aims

Our intention:

- R1 Investing in high quality accommodation and industry-standard resources which adapt to the changing needs of the curriculum.
- R2 Utilising AI and new technologies to maximise learning and employment opportunities for students and improve institutional efficiency and effectiveness.
- R3 Providing a safe, healthy and inclusive learning and working environment.
- R4 Investing in resources to support cyber security and improve cyber-resilience.
- R5 Focussing on value for money to optimise the provision and use of the College's funding resources

Partnerships

Our intention:

- PR1 Delivering the Bury College guarantee: an offer of a place for each young person who lives in Bury
- PR2 Working effectively with local high schools and the Virtual School, parents and carers to promote progression opportunities and improve post 16 participation.
- PR3 Developing effective strategic relationships with local employers in response to patterns of employment and skills need.
- PR4 Developing effective strategic relationships with local community and civic partners.
- PR5 Developing effective strategic relationships with Higher Education partners

From: Bury College Strategic Plan 2026-2030 (updated July 2026)

Section One – Context

Context and Place

About Bury College

Bury College is situated in the North of the Greater Manchester sub-region. Bury consists of six towns: Bury, Ramsbottom, Tottington, Radcliffe, Whitefield and Prestwich. The 2021 census highlights a Greater Manchester population of over 2.8 million residents - an increase of more than 6.5% since 2011. In Bury, the population size has increased by 4.7%, from around 185,100 in 2011 to 193,800 in 2021.

The College supports 6675 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. GCSE English and maths results have historically been very strong at the College, and achievement has been significantly above similar colleges' nationally for many years. GCSE English performs particularly well with the proportion of young people achieving grade 9-4 in English, significantly above the national (GFE Provider Group) rate. Students studying GCSE English make excellent progress from their starting point, with DfE reporting the College as 1st in the country for progress and 1st for progress for disadvantaged learners. GCSE maths performs well also, ranked 13 in the country for progress and 11th for disadvantaged learners. Outcomes in English and maths at Bury College are the best of all Greater Manchester Colleges.

The College commenced T-Level delivery in September 2021 and currently offers T Levels in: Accounting, 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.

Apprenticeship provision has improved significantly with 24/25 results 9.6% above the national rate, placing Bury College 8th position in the country. Bury College has the best achievement rates of all the Greater Manchester Colleges

The College works with over 800 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, has invested 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, completed Summer 2025. The Department and the GM Combined Authority provided financial support to invest in building additional capacity for 2025/26 and 2026/27, a key objective to address the need for suitable accommodation for GM priority sectors. The College benefited from £1m grant funding to complete 5 projects by September 2025, increasing capacity in Digital, Construction and Health & Childcare by over 500 places.

63.1% 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.

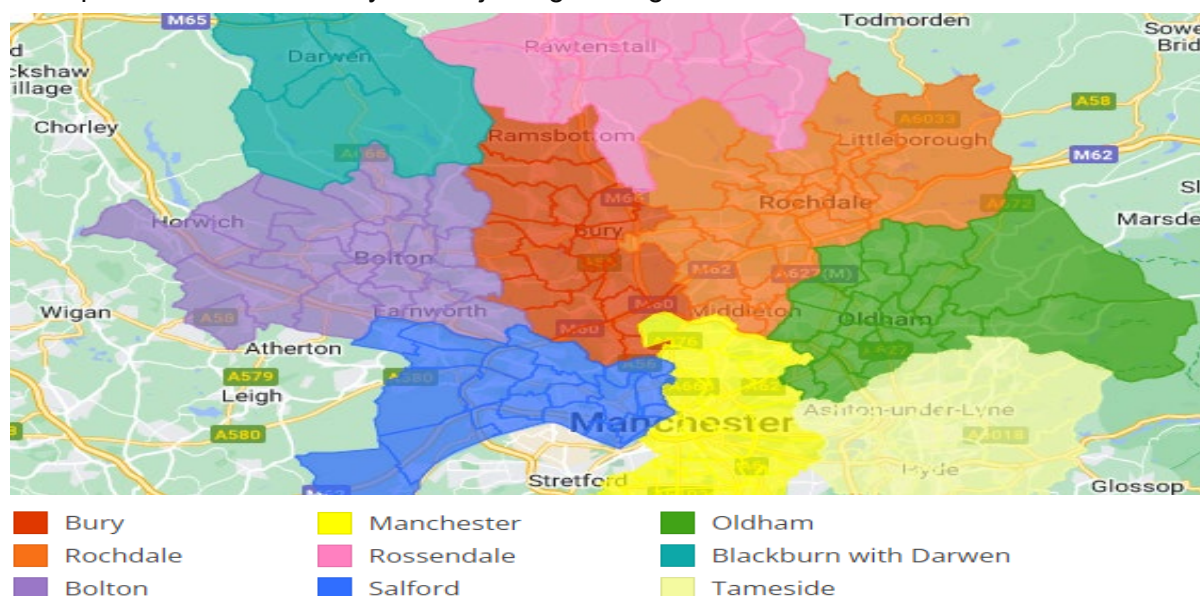
Travel to learn area

In 2024-25 97% of 16-19 year old Bury College students across all levels came from within the Greater Manchester Local Skills Improvement Plan (LSIP) regionⁱⁱⁱ.

Overall % 2024-25 16-19 Bury College students across all levels in GM LSIP region (nb involves rounding)

Bury	48%	Rochdale	15%
Bolton	18%	Manchester	12%
Salford	4%	Rossendale	2%
Other	1%		

The map below illustrates Bury and adjoining boroughs:



Deprivation

Analysis shows the majority of Bury College's 16-19 year old students are from the three lowest deprivation bands. According to the latest iteration of the English Indices of Deprivation released on the 30th of October 2025, Bury is now ranked 90 out of 296 local authorities (where 1 is the most deprived).

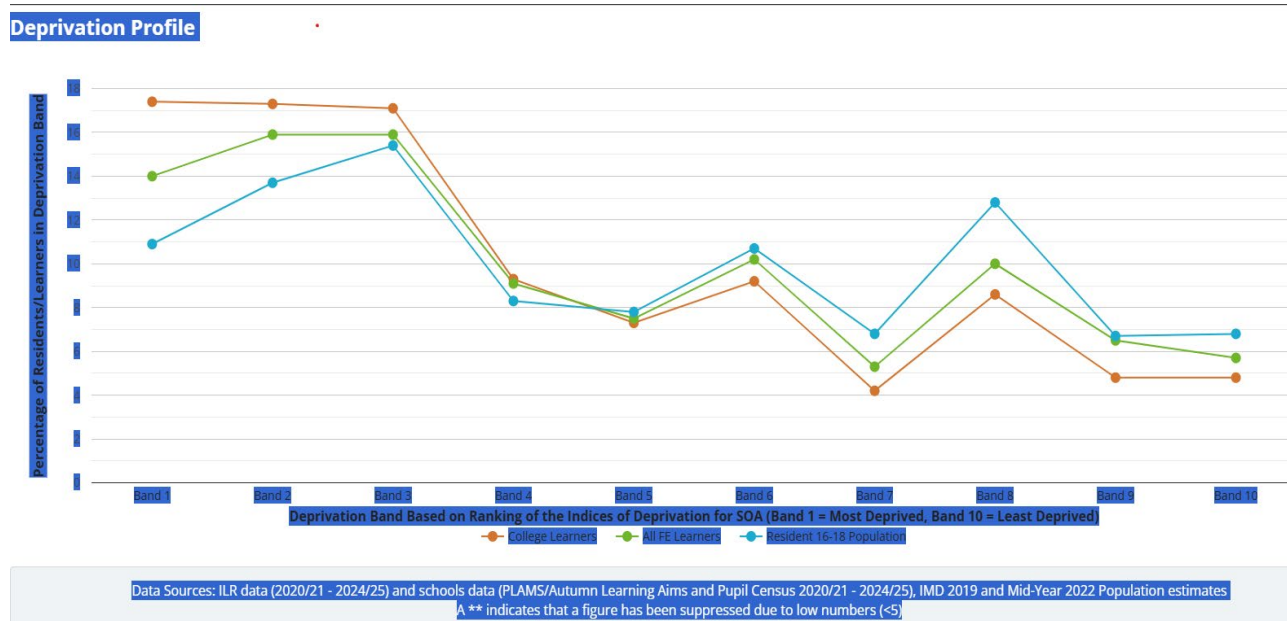
Enrolment by Lowest 3 Deprivation Bands^{iv}

Deprivation Band*	Bury 2027 Enrolments	Bolton 809 Enrolments	Rochdale 660 Enrolments	Manchester 458 Enrolments	Salford 128 Enrolments
1	17.1%	31.3%	39.8%	67.9%	47.7%
2	20%	23.7%	16.8%	30.3%	21.9%
3	15.2%	8.8%	14.4%	1.7%	11.7%
Total	52.3%	63.8%	71%	99.9%	81.3%

^{iv}10 Deprivation Bands of which 1 is the lowest.

Source: MiDES ILR 2025/26 (R06) - 230 Colleges Based on 16-19 funded learners with a core aim aged 16+.

Bury College student deprivation profile compared to Bury resident population and all FE learners^v



The MiDES ILR 2025/26 (R06) report of all colleges nationally, reports 63.1% of Bury College learners in the lowest three deprivation bands against a national rate of 34.1% (16 -18 Population) ^{vi}.

Special Educational Needs and Disabilities (SEND)

The College is well placed to meet the 'Universal offer' requirements of the recently announced Inclusive Mainstream Funding by the Department for Education, having inclusion at the heart of its strategic priorities and aims, as evidenced by the following **Teaching Learning & Assessment Aim:**

- TLA2 *Providing equitable access to education for all students, embracing diversity and supporting those with special educational needs and disabilities.*

The College demonstrates a strong and embedded culture of inclusion that is clearly visible across all programmes and support functions. Inclusive practices are not limited to specialist provision but are evident across mainstream A-level and vocational routes, where students with high needs and SEND are fully integrated and supported to succeed. The College works on the basis of needs, not diagnosis, ensuring that support is accessible to all students who require it, regardless of formal diagnosis.

A Collaborative support team made up of SEND Advisors, Pastoral Managers, Safeguarding team and financial support ensure that students have access to the support they require to achieve. This approach is an internal multiagency approach that monitors those learners most at risk.

Greater Manchester 16/17 year old NEET by Borough^{vii}

According to Government data published for the academic year 2024/25, Bury has the lowest NEET /not known proportion of 16 and 17 year olds (4.1%) when compared to other Greater

Manchester boroughs. This also compares favourably with the regional (Northwest 5.7%) and national (England 5.6%) NEET/not known proportion.

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^{viii}

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 e.g. **advanced manufacturing, low carbon, creative and digital** will further support productivity growth in the borough.

Bury - sector priorities^{ix}

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

Travel to work – out-commuting^x

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.

The borough's connections to Greater Manchester are a significant asset and provide job opportunities for residents, with these roles tending to be oriented around higher level skills. For the borough's residents to access and benefit from these jobs there is a need to invest in higher level skills to support them.

Greater Manchester Workforce^{xi}

The shape of GM's workforce continues to change. Estimates from the Annual Population Survey reveal where jobs are being created:

- Some sectors are losing workers as automation and market trends impact them – Manufacturing (down 4,000 on last year), Utilities (down 2,000).
- Other sectors continue to grow strongly due to private and public investment – Construction (up 6,000), Banking, Finance, and Insurance (up 6,000), and Public Admin, Education & Health (up 57,000)

GM Workforce Overview

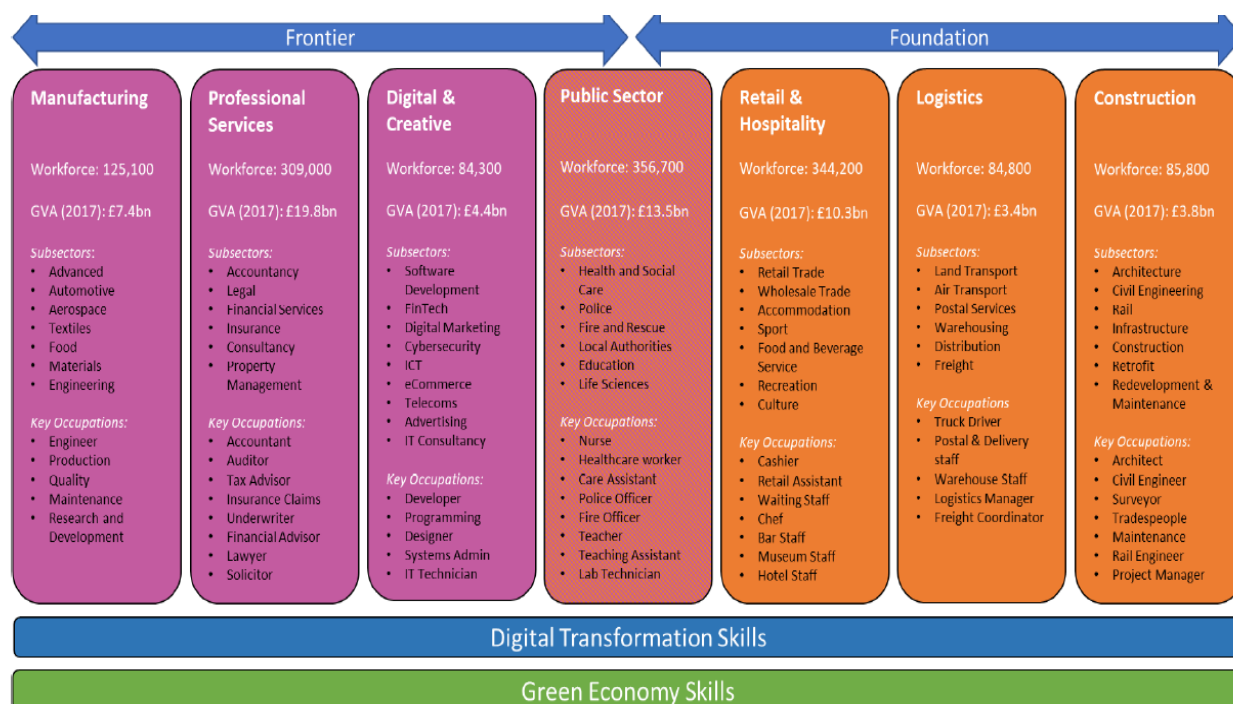
Industry (SIC)	Approximate number of jobs	% proportion of jobs
A: Agriculture & fishing	2,300	0.2%
B, D, E: Energy & water	13,000	1.0%
C: Manufacturing	88,600	6.6%
F: Construction	81,500	6.0%
G-I: Wholesale, retail, hotels & restaurants	211,500	15.7%
H-J: Transport, digital & communication	138,900	10.3%
K-N: Banking Finance & insurance etc.	251,700	18.7%
O-Q: Public administration, education & health	475,800	35.3%
R-U: Arts, entertainment, recreation & other services	78,700	5.8%
Total	1,349,600	100.0%

Comparing GM with other regions:

- **GM has a higher concentration of Financial, Business, and Professional Services workers** – 19%, compared with Liverpool (17%), West Midlands (15%), but lagging far behind London (27%).
- **GM has a lower concentration of Manufacturing workers** – around 6.6%, compared with stronger areas like West Yorkshire (9%), or West Midlands (10%)
- Public Services **employ a growing proportion of workers in GM at around 1 in 3 (35.3%)**, across health, education, emergency services, and local government. This is roughly comparable with other regions, except London at only 30%.
- Around **1 in 5 workers in GM are employed on a part-time basis** – but this varies hugely by sector, locality, age, and gender.
- **The rate of self-employment has turned a corner and started growing again** – though 34,000 fewer people are self-employed since the pandemic.
- GM's **Hospitality and Retail sectors shows some signs of recovery, adding 2,000 jobs in the past year** – however there are around 50,000 fewer workers than 2019.

Greater Manchester In-Demand May 2025 – October 2025^{xii}

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



Bury In demand Common and Specialist Skills ^{xiii}

GM Borough	Occupations	Common Skills	Specialist Skills
Bury	= 1 Teaching Assistant = 2 Social Worker = 3 Cleaner = 4 Home Health Aide ↑ 5 Lawyer	= 1 Communication = 2 Management ↑ 3 Attention to Detail ↓ 4 Teaching ↓ 5 Customer Services	= 1 Mental Health Awareness = 2 Auditing = 3 Finance ↑ 4 KPIs ↑ 5 Accounting

Communication remains the most in-demand common skill in Bury and across Greater Manchester.

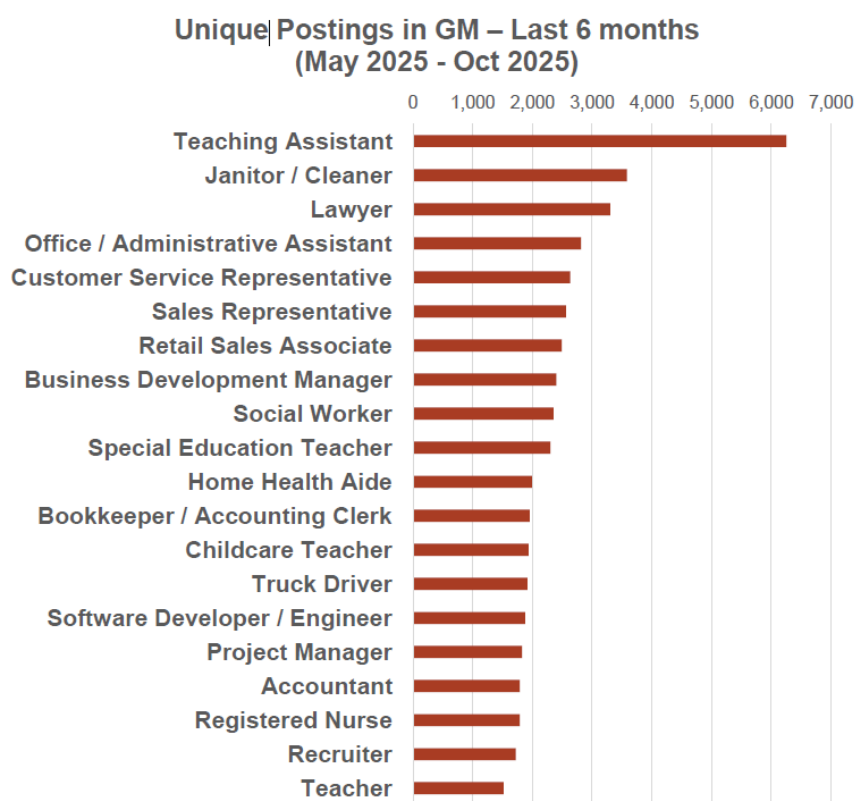
Greater Manchester Vacancies

GM's job market remains relatively healthy – with 168,000 postings in the last 6 months, across 13,000 employers.

Levels of job postings have levelled off after a decline in demand throughout 2023 – 2024, sitting around pre-pandemic levels.

Teaching Assistant remains the top most posted role – with over 6,000 unique vacancies advertised.

Unique postings in Greater Manchester ^{xiv}



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

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 analysis of data gathered through engagement with over 4,500 employers are vital to addressing critical skills shortages and mismatches in the Local Labour market. ^{xvi}

Addressing these priorities requires developing a scalable and sustainable model for technical and vocational education that not only meet current employer demands, but also anticipate future skills requirements.

Greater Manchester Economy - Characteristics and Sector Breakdown xvii

- GM is the fastest growing economy in the UK - £100bn economy that has grown by 50% since 2000.
- There are 125,000 businesses employing 1.34 million people and nearly 400 businesses with turnovers over £50m/year.
- GM boasts diverse sector strengths and has been working since 2019 to develop five “frontier” sectors, including, digital, creative, the green economy, life sciences, and advanced manufacturing. GM has strong foundation economy sectors like health and social care, education, and construction.
- Inward investment creates 3,500 - 4,000 jobs annually, primarily in high-skill sectors like administrative, engineering, digital, and professional services.

GMCA's six Growth Locations cover all 10 boroughs of GM, and, as a result, all areas are expected to see investment for regeneration, developing new employment opportunities and housing units. It is expected that the Growth Locations will create additional significant demand for labour and skills.

Greater Manchester Cross-cutting Strategic Priorities: xviii

- 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 Skills:

- The proportion of GM residents with no qualifications has nearly halved since 2008.
- The proportion of residents in GM with a level 2 qualification or above (i.e., GCSEs) was 83.5% in December 2024 (approximately 1.5 million people).
- 43.4% of residents in GM had a level 4 qualification or above (i.e. higher education qualification) equating to c.750,600 residents. (NOMIS).

Bury – Economic and Social Characteristics: xix/xx

- **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: ^{xxi}

- 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 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 ^{xxii}

The sectors of:

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

are identified as sectors of growing importance for 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. ^{xxiii}

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: ^{xxiv}

- **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: ^{xxv}

- **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 ^{xxvi}

In 2025 there were 7800 business enterprises operating within the Borough.

This compares with 7670 in 2024, 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	7080	90.8%	620	7.9%	80	1%	20	0.3%	7,800
GM	93,655	88.6%	9,815	9.3%	1,815	1.7%	475	0.4%	105,435
North West	234,900	88.4%	25,130	9.5%	4,605	1.7%	1,160	0.4%	266,795
England	2,121,110	89.2%	206,875	8.7%	38,510	1.6%	10,120	0.4%	2,741,405
UK	2,437,850	89.1%	241,185	8.8%	44,170	1.6%	11,415	0.4%	2,734,615

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

2025 average earnings by place of work for all full-time workers in Bury was equivalent to £35,651pa.^{xxvii}

In 2015, Greater Manchester had 1,398,000 jobs. This rose to 1,586,000 jobs in 2023 (an increase of 188,000 jobs, or 13.4%). The percentage growth in jobs in Greater Manchester has risen faster over the period 2015 - 2023 than in Bury (10.5%).^{xxviii}

2023 figures show job density in Bury remains low at 0.69, compared with 0.83 in Greater Manchester, 0.82 in North West and 0.86 in Great Britain. ^{xxix}

Higher value employment can be found in 4 local authority areas outside the Borough but within Greater Manchester. In 2025, average weekly full-time earnings by workplace for Bury were £685.60 compared with £794.80 in Manchester, £748.50 in Trafford, £735.50 in Salford, £717.00 in Stockport and £734.20 in the North West. ^{xx}

Bury Employment ^{xxxi}

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

Other services	2%
Primary industries	1%

- Total employment in Bury 2023 – 74,820.
- 46% of the economically active age 16-64 have a level 4+ qualification.
- 10% of the economically active age 16-64 have a level 1 qualification or no qualification.

Future jobs – Bury ^{xxxii}

There are several flagship construction projects underway in Bury. The demand for skilled tradespeople and technicians will likely remain high as they progress. 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 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.

The College is actively engaged in the promotion and development of **Atom Valley**, working closely with employers and stakeholders and representing the College at:

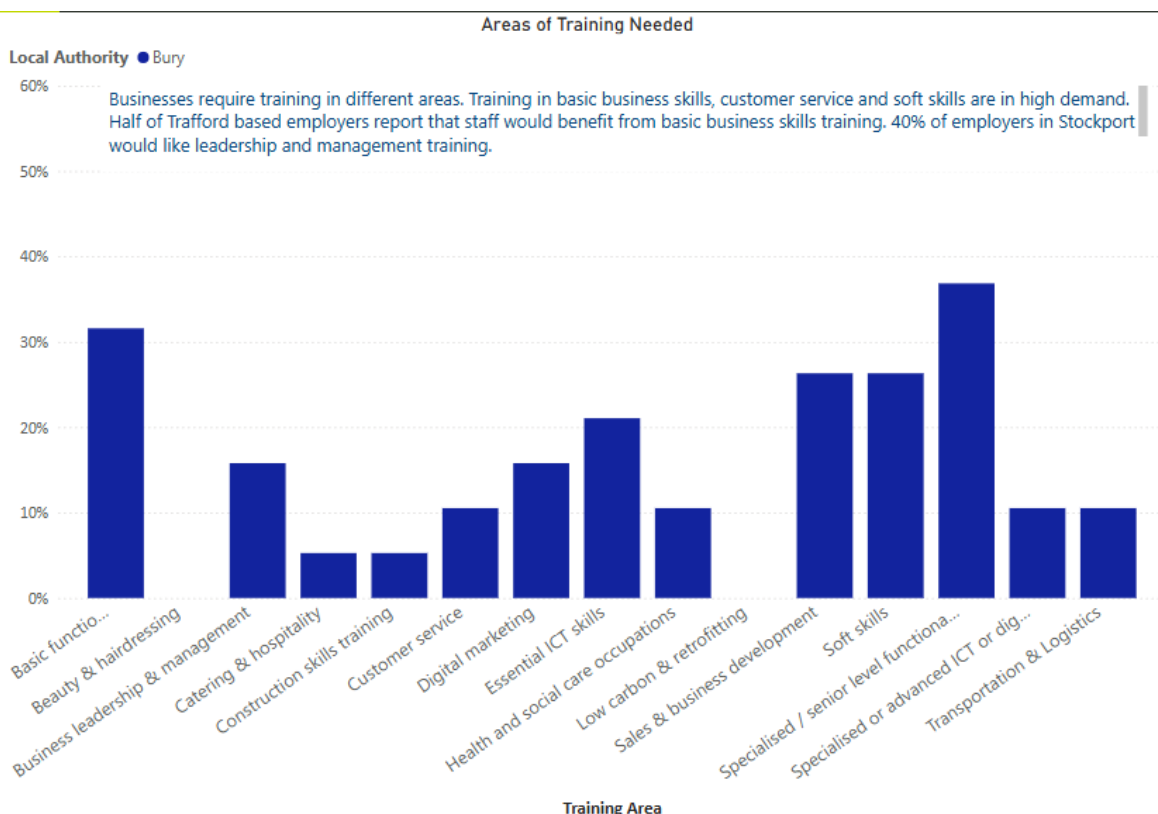
- Atom Valley Innovation & Skills Sub-Committee which reports to the overall Atom Valley Board
- Northern Gateway Economic and Social Value Group
- Atom Valley Business Engagement, Communications and Promotion Sub Board which also reports to the overall Atom Valley Board

Following joint planning discussions in January 2026, the College is contributing to a more coordinated, GM-wide approach to employer engagement alongside partners including the GM Business Growth Hub, Midas, local authorities, and universities, ensuring alignment on key account relationships and maximising opportunities for the Bury, Oldham and Rochdale areas.

Through these partnerships, the College is influencing curriculum development, particularly in advanced manufacturing and engineering, while expanding employer links to support work placements and apprenticeships. Several businesses are already hosting or planning to host students, with further placement opportunities expected from September 2026 and early employment outcomes already emerging, including a student securing a job offer following placement.

While Atom Valley remains a long-term development, with physical construction expected from 2029 and the pace of inward investment shaping job creation, these coordinated efforts position the College to support future workforce demand, with more substantial employment opportunities anticipated as the site develops.

Business Areas of Training Needed in Bury ^{xxxiii}



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

- 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 in Bury

- Basic functional skills (32.2%)
- Business leadership and management (24%)
- Essential ICT and Digital Marketing Skills (21- 24%)
- Sales and business development 26%
- Customer Service (21.9%)

LSIP Predicted Bury Priorities xxxv

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: - 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: - 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: - 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: - There are plans to expand the Northern Gateway site and build more industrial units. Commercial space: - 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: - The construction of a civic hub just started in Radcliffe.	- 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	- 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) - Green Skills - Retrofitting - SMART buildings - Carbon literacy - Social Value
Education	- The new housing developments will increase the need for education services in those communities. - The Star Radcliffe Academy 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.	- Nursery nurse / Early years practitioner - Primary school teacher - Secondary school teacher - Teaching assistant - SEND teacher - Tutor	- Tutoring - Teaching - Motivating students - Working with children - Understanding learning difficulties - Digital literacy - Diversity and inclusion

Financial, Business, Professional Services including ICT	- 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 is due to open in 2026 and will support the creation of local businesses. - The demand for workers in professional and administrative services will remain at a similar level.	- 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	- 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	- 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.	- 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	- 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	- 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.	- Heat pump technician - EV Charge point technician - Solar PV technician - Solar thermal technician - Retrofit Coordinator - Carbon accountant	- 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	- 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	- Food production operative - Production operative - Spray painter - CNC machinist - Industrial electrician	- Manual dexterity - Ability to read blueprints - Ability to use CAD software - Knowledge of electrical systems specific to a manufacturing setup

	create more opportunities for businesses to set up in the borough, especially manufacturing ones. • More businesses and employment land means the demand for high-skilled technicians will remain high.	• 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	• 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	• 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.	• 3D printing technician • Mechatronics technician • Robotics technician • Mechatronics engineer • Robotics engineer • R&D engineer • Design engineer • Materials engineer • Computer hardware engineer • Software engineer	• 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	• 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.	• 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	• 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 xxxvi

Project	Project Priorities
Longfield Centre	• Residential development • Hospitality and retail • Leisure
Bury Market and Flexi-Hall	• Hospitality and retail • Leisure
Radcliffe Civic Hub	• Leisure • Public services
Residential development at former East Lancashire Paper Mill	• Residential development
Enterprise Centre in Radcliffe	• Office space • FBPS sector, including ICT
Atom Valley Mayoral Development Zone	• Advanced manufacturing • Sustainability • Innovation • Business growth and expansion • Economic expansion • Inward investment • Residential development • Transport Infrastructure
Low Carbon Heat Network	• Low-carbon energy system • Sustainability
Star Radcliffe Academy	• Educational facilities

National Skills Priorities xxxvii

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 government's 'Assessment of Priority Skills to 2030' has identified the following 8 Industrial Strategy Sectors as National Skills Priorities: xxxviii

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

Along with **Health and Adult Social Care and Construction/Housebuilding** as critical for its economic growth mission as outlined in the Plan for Change.

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 ^{xxxix}

The College takes an ambitious approach to responding to national policy and the subsequent development of curriculum to meet local and national needs. This is particularly reflected in the College's commitment to T Levels, with the introduction of further pathways and ambitious targets in 2025/26.

Skills England (2025), Assessment of Priority Skills to 2030 suggests that of the projected additional employment demand in priority occupations around two thirds (66%) will require workers with a qualification at level 4 or above. ^{xi}

The College has for some time been expanding its level 4 provision and forging relationships with high quality partner universities to support articulation to levels 5 and 6 and into employment. A large proportion (63%) of the College's higher education (HE) is at levels 4 and 5. This approach supports the government's ambition for two thirds of young people to participate in level 4+ education or training by the age of 25 as outlined in the Post 16 Education and Skills White Paper.

The College has a long history of mapping its curriculum offer against local skills needs. Learner data in 2024/25 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.

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

The College evaluates the impact of curriculum and learner development initiatives through data and stakeholder feedback. In 2024/25, data showed strong enrolments in High Growth Sectors and those sectors with highest employment rates, validating the College's skills strategy alignment ^{xii}

High growth sectors (HGS)					
	16-18	Adults	HE	Apps	HGS Total
Business, financial, professional services	700	195	46	51	992
Scientific & research	2304	190	0	0	2494
Creative & digital	560	162	0	0	722
Total by age/ provision	3564	547	46	51	4208

Five sectors: Two thirds of Bury's GVA					
	16-18	Adults	HE	Apps	Sector Total
Education	1815	1263	60	3	3141
Health & social care	579	454	50	94	1177
Manufacturing	98	0	0	0	98
Real estate	425	73	0	0	498
Wholesale & retail	347	240	4	5	596
Total by age/ provision	3624	2030	114	102	5510

Overall by age/ provision	6828	2577	160	153	9718
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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 national skills priorities, regional provision, skills needs and quality. Examples made over the last period include:

Study Programme Curriculum Review Examples

Construction:

- 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.

Health and Social Care:

- Plans are underway to embed the World Skills Training (excellence in skills) in Skills for Jobs ensuring that students can access training regardless of whether they participate in formal competitions. Linked to this, plans are underway for a 'Skills Excellence Week' in 26/27, with a focus on skills/careers/competitions, bringing stakeholders in to influence and support.

Science

- Level 3 Applied Science - units specifically chosen to allow the course to be more rigorous and allow progression into competitive areas, where there is a shortage in industry, based upon the NW needs analysis. For example:
- *Chemistry units (organic and inorganic) are preferred by universities to allow learners to access courses such as Biochemistry, Pharmacy, Pharmaceutical Science and Pharmacology.
- *Physics units (medical physics) are preferred by universities to allow learners to access courses such as Radiography.

Higher Level Curriculum Review Examples

Public Services

- The HNC and HND in Public Services (General Pathway) are designed to develop a range of applied, personal, transferable, and academic skills, with a strong focus on addressing skills gaps within the labour market. The programme uses a variety of learning approaches to support this development. Group tasks promote teamwork and leadership skills, reflective assessments build self-confidence and self-awareness, presentations enhance communication skills, and scenario-based activities develop effective decision-making. Work-Related Learning (WRL) further supports the development of transferable skills, helping learners to close identified skills gaps and improve employability within the public services sector.

Apprenticeship Curriculum Review Examples

Teaching Support

- A new Level 5 SEND Teaching Assistant has been launched which supports the need to retain capable staff in the sector by offering viable progression options and the potential of improved pay and conditions. Within the borough there is a retention and recruitment issue in the sector, according to the GMCA's GM Labour Market Insight analysis – Autumn 2025, Teaching Assistant was the number 1 in demand occupation in 8 of the 10 GM boroughs, along with an increase in the number of children requiring SEND support.

Adult Curriculum Review Examples

Be Work Ready

- "Be Work Ready" courses (retail, customer service and hospitality) are designed to equip adult learners with the knowledge, practical skills, and professional behaviours that employers are actively seeking in these key sectors. This course is ideal for those preparing to enter the workforce, make a career change, or develop their existing abilities. This course has been carefully developed to respond to local and regional skills needs, ensuring that the training is relevant and aligned with the demands of employers in the GM area.

Finance and Accounting

- AAT and Payroll courses play a key role in meeting identified local and regional skills priorities outlined within the Needs Analysis and the LSIP, particularly in relation to workforce growth, productivity and skills shortages across Greater Manchester and Bury.
- The Needs Analysis confirms that digital and professional services continue to be dominant sectors locally and regionally in terms of employee jobs. These sectors rely heavily on robust financial, accounting and payroll functions to support organisational sustainability, compliance and workforce management. As such, demand for skilled accounting technicians and payroll professionals remains strong across the public and private sector employers.
- Courses directly support these growth sectors by equipping learners with the practical, technical and digital skills required to work in finance and payroll roles.

[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 – 2026-27

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	2025 Enrolment Numbers	RAG	National, Regional, Local Priorities
C1, C3, C5R2, R3, PR3, PR4	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	26		Government policy: Higher technical education
	- Childcare -Early Years Educator	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	14	51	68		Government policy: National Institutes of Technology
	- Electrical & Electronic Engineering	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	14	40	44		Supports nationally identified skills priorities: - Advanced Manufacturing - Clean Energy Industries - Construction - Creative Industries - Digital & Technologies - Financial Services - Health - Life Sciences - Professional & Business Services Accountability Agreements for 2026 to 2027 GM technical education city region vision: Technical Education
	- Science	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	12	29	12		
	- Accounting	- Programme offered.	- To start Sept 2025	Developed ready for September 2025 start.	n/a	n/a	n/a		
	- 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	n/a	
	- Media, Broadcast and Production	- Programme offered.	- To start Sept 2025	Developed ready for September 2025 start.	n/a	n/a	n/a		
	- Care Services - Sports & Exercise Fitness - Catering & Hospitality - Expansion of Creative Design - Hair & Beauty	-	- From Sept 2028 - From Sept 2029	On the 10 th of March 2026 the Department for Education announced the timeline for the introduction of 8 new T levels. Transition planning is underway to support	n/a	n/a	n/a		

	- Protective Services - Art & Performing Arts - Travel & Tourism		- From Sept 2030	the Introduction of these new qualifications						GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan
	• Develop Higher Technical Qualifications in:									LSIP 2024 Update
	- Digital HNC HTQ	- Programme offered.	- Started Sept 2023	Developed. Course commenced Sept 2023.	6	0	n/a			Supports GMCA identified high value key economic sectors: - Digital and cyber - Business, financial and professional GM Joint Development Plan
	- Healthcare HNC	- Programme offered.	- Started Sept 2023	HNC commenced Sept 2023. Awaiting national HTQ specification.	20	8	5			
	- Science HNC	- Programme offered.	- Start Sept 2024	Awaiting national HTQ specification. Course deferred to Sept 2025.	n/a	n/a	n/a			Bury Council: Bury Economic Strategy
	- Sport HNC / Coaching HTQ	- Programme offered.	- Start Sept 2024	Developed. Coaching course started Sept 2024.	6	14	8			
	- Business HNC	- Programme offered.	- Start Jan 2025	Unitised delivery developed.	n/a	20	12			
	- Engineering HNC	- Programme offered.	- Start Sept 2025	In development. Deferred to Sept 2025.	n/a	n/a	n/a			
	- Graphic Design HNC HTQ	- Programme offered.	- Start Sept 2025	In development.	n/a	n/a	n/a			
	- Public/ Protective Services HNC HTQ	- Programme offered.	- Start Sept 2025	In development. HNC offered 2023 & 2024.	7	6	8			
	- Social and Community Work HNC HTQ	- Programme offered.	- Start Sept 2025	In development.	n/a	n/a	n/a			
	• Develop and deliver range of technical programmes to support the Greater Manchester Institute of Technology.	- Programmes offered.	- Sept 2023-2028	First and second year programmes developed. First year target achieved. Second year target achieved.	142	206	246			

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	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
	Resources and infrastructure responsive to changing needs of learners – e.g. 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 (e.g. anatomy table, PCs). Digital provision completed a move to the Woodbury Centre into new facility with updated learning space and resources to enhance curriculum.		Government policy: Higher technical education 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
	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.		Bury Council: Bury Economic Strategy
	Digital curriculum regularly reviewed and updated based on	- 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),		Bury MBC: Let's Do It! Strategy

	multiple sources – e.g. national direction, regional research, user feedback, employer feedback.			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.		
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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	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
	Prepare for changes to/reduction in vocational learning programmes.	- Curriculum offer.	- Jan 23-Jul 25	Phased development of T Level offer in progress. Curriculum planning for 2026/27 completed following confirmation that the funding of BTECs will continue in the short term. Plans underway in readiness for the introduction of new qualifications including new T Levels and V Levels		Government policy: National Institutes of Technology Government policy: Higher technical education Government guidance: Reclassification of FE
	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 (e.g. T Levels, HTQs).		GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan
	Develop curriculum and prepare for employer skills needs to support expansion of Atom Valley.	- Curriculum offer	- Jan 23-Jul 25	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. Higher technical skills development in Construction is developing, broadening the current range of adult and HE provision at the		LSIP 2024 Update GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan GM technical education city region vision: Technical Education

				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.		Bury Council: Bury Economic Strategy
	Prepare for and respond to changes resulting from FE reclassification.	- Organisational planning.	- Jan 23-Jul 25	New Financial Handbook issued by DfE in Spring 2024 used to update the College's Financial Regulations. 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.		
	Engage in the DfE Curriculum Assessment Review consultation	-	- Dec 25 – Jan 26	Response submitted January 2026		
	To develop and deliver targeted interventions that decrease NEET rates in Bury and improve outcomes for young people.	-	-	Bury College Guarantee established to support all 16-18 year old Bury residents with the guarantee of a place at College. Aligns with the Government's Youth Guarantee, 'to ensure that every young person has access to education, training, and/or help to get into work.' Introduction of new provision: Preparing for a Career in the Construction Industry Well established transition programme in place to support students, especially the most disadvantaged to make the transition from high school to College Well established curriculum offer designed to focus on progression and destinations, including for most 'at risk of NEET' young people.		Post 16 Education and Skills White Paper Post-16 education and skills white paper - GOV.UK Get Britain Working Whitepaper Get Britain Working White Paper - GOV.UK

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	Develop, review and enhance Positive Futures throughout study programmes.	- Learner feedback.	- Jan 23-Jul 26	Annual tutorial calendar in place. Positive futures are embedded throughout the study programme to enable learners to develop on these skills, supporting them to develop the necessary disposition required for work. Skills for Life provide a platform to specifically reflect on the progress towards the positive future skills.		Government policy: Invest 2035: The UK's Modern Industrial Strategy GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan LSIP 2024 Update
	Learners' safety, inclusivity, wellbeing and mental health embedded throughout all activity.	- Safeguarding/ welfare/ other reports.	- Jan 23-Jul 26	A Collaborative support team made up of SEND Advisors, Pastoral Managers, Safeguarding team and financial support ensure that students have access to the support they require to achieve. This approach is an internal multiagency approach that monitors those learners most at risk. The College's whole college approach to Safeguarding, SEND and Inclusion extends this responsibility to all staff to ensure Learners' safety, inclusivity, wellbeing and mental health are at the centre of all decisions. Skills for Life and Skills for jobs tutorials (Level 3), 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. The purpose of the tutorial, is to ensure that all students are aware of the current risks to children, where they can access support and what to do if they are at risk		GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan Bury Council: Bury Economic Strategy Bury MBC: Let's Do It! Strategy
	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).		
	Sustainability awareness and good practice	- Programmes of work. Teaching,	- Jan 23-Jul 26	Sustainability group in place. Sustainability Week (April 2024) delivered. Green Week (March 2025) delivered.		

	embedded throughout study programmes.	learning and assessment.		Green Week (April 2026)		
	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.		

Operational Aim 5 - Develop and deliver next phase of Accommodation Strategy.						
Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
R1, R3	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
	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 completed-summer 2025.		Government policy: National Institutes of Technology
	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 GMCA Post-16 Sufficiency fund

	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.		GMCA Post-16 Sufficiency Fund GMCA Post-16 Local Growth fund GMCA post-16 Local Growth Fund
	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.		
	Respond to need to build Capacity to meet growth in student numbers.	- Capital Funding bids - Completion of works	- August – October 2025	Funding secured from GMCA Post-16 Sufficiency Fund and Local Growth Fund. 5 Projects successfully planned, delivered and operational to provide additional capacity in key areas (Digital, English & maths, T-Level, Construction and Health & Childcare).		
	Update current Estates strategy to new Accommodation Strategy	- Issue updated Strategy 2025-2030.	- Consultation December 2025 as part of Business Review process. - New strategy approved April 2026	Consultation with College Teams to identify future requirements to meet curriculum developments, increasing capacity and changes in Business Support teams.		

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	Work with Bury MBC to align adult provision across the borough.	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 26	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.		Government policy: National Institutes of Technology Government policy: Higher technical education

				This includes regular liaison with Bury's GM ESOL Co-ordinator (funded by the GMCA).		GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan LSIP 2024 Update Greater Manchester Combined Authority GM Labour Market Insights Pack – Autumn 2024 Bury Council: Bury Economic Strategy Bury MBC: Let's Do It! Strategy Bury MBC: Bury All-Age Work and Skills Strategy
	Work with Bury DWP to ensure alignment of shared priorities	- Evolving/ aligned curriculum offer.	- Jan 25-Jul 26	Responsibility for Apprenticeships, Adult Further Education, skills training, and Skills England is moving from the Department for Education (DfE) to the Department for Work and Pensions (DWP) to better link employment support with training, particularly to combat youth unemployment. This shift aims to turn Jobcentres into hubs that offer direct routes to skills development and employment (largely in place by early 2026, with full budgetary control moving in the 2026-27 financial year). This realignment is part of a broader, 2025 reform strategy designed to align skills development with the immediate needs of the labour market. Apprenticeship and Adult Skills Team continue with ongoing and collaborative engagement with DWP colleagues in regard to shared priorities around employability, progression, and inclusion.		
	Ensure provision responds to recommendations within the LSIP.	- Evolving/ aligned curriculum offer.	- May 23-Jul 26	Provision reviewed and updated in line with LSIP updates.		
	Collaborate with GMC to map and reflect on GM-wide HE curriculum.	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 26	Supportive of GMC projects: LSIF supports Construction, Health, Education. CDI supports digital innovation.		
	Develop Level 4 provision to respond to emerging higher technical skills needs.	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 26	HTE round 2 project approved to develop Graphic Design, Social & Community, Protective Services HTQs.		
	Work with partner universities to develop articulations/ progression agreements from Level 4 provision.	- Articulations and agreements in place.	- Jan 23-Jul 26	Nursing Year 1 offered in partnership with University of Salford. – suspended due to under recruitment. Working With Children and Families developed as Foundation Degree + Degree with University of Cumbria.		

	• Develop and expand Teacher Education.	- Wider offer, number of learners.	- Jan 23-Jul 25	Revalidation approved with University of Huddersfield Summer 2024.		
	• Engage with employers and respond to feedback.	- Employer surveys/ conversations and feedback.	- Jan 23-Jul 26	The curriculum offer is aligned to labour market needs. Teaching, learning and assessment provide opportunity for skills development. Critical review is ongoing through New Course Approval Panels, SARs, quality improvement planning and staff development. Feedback informed by various employer surveys, Accountability Statement, GMCA Labour Market Insights Pack and GM LSIP. Awaiting LSIP2. Forming part of curriculum planning key aspects within courses are being identified to highlight value to employers (e.g. Care Certificates in Health & Social Care courses; accredited Safeguarding qualification within Childcare and Counselling courses, CSCS Cards for Construction). Operating a devolved model of Employer Engagement - 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. Recently introduced (Nov 26) - Super Skills 6 (SS6) provides a stakeholder-involved infrastructure - a consistent mechanism through which every curriculum area engages relevant stakeholders. Prescribes minimum mandatory activities yet allows curriculum autonomy. Explicit focus on skills needs of different courses. For example, differences between learners planning		

				to progress to university, those planning to progress into employment or further vocational training and the different skills that these require. This directly evidences Ofsted's requirement for wide, consistent, and meaningful employer engagement 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. The College is supporting increasing demand for teacher training programmes – e.g. 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. Development of short, modularised courses is underway, improving accessibility for adult learners, particularly those employed.		
	Engage with FE, HE, Employers, GMCA, Chamber to develop and deliver IoT curriculum.	Meetings, curriculum developed, number of learners.	Jan 23-Jul 26	Regular partnership meetings taking place. Curriculum development discussions for 26-27 taking place.		

Operational Aim 7 - To use the Inclusion Fund strategically to provide targeted support that enables students at Bury College with additional needs to access learning, engage successfully and achieve positive educational and wellbeing outcomes. The 7 Principles of inclusion;

1. ambitious leadership and governance that embed inclusion in planning
2. evidence-based support prioritising early intervention
3. high-quality, adaptive teaching
4. accessible and enriching provision
5. creating a safe and nurturing culture
6. supporting and working with families in partnership
7. creating inclusive environments with continuous improvements to accessibility

First year funds:£432,015.08

Strategic Aims	Outcomes	Measured	Timescale	Progress update	RAG	National, Regional, Local Priorities
SB3 Delivering a personal development entitlement (Skills for Life) which encourages student accountability and supports, empowers and keeps students and staff safe. SB4 Providing a supportive, safe and inclusive environment, both physically and online, that prepares all students with the knowledge and skills to access the full curriculum.	Inclusive spaces (Personalised Learning Centres) Enhance the Personalised Learning Centre (PLC) to create a central hub for inclusive learning, providing all learners with access to a calm study environment and targeted support, where required. Investment will also improve additional quiet and wellbeing spaces across the College, including the A-Level Centre and Millennium Centre, ensuring learners have access to appropriate environments that support learning, self-regulation and wellbeing.	Inclusive spaces (Personalised Learning Centres) Learner voice indicates that pupils feel included, supported, and able to participate. Improved attendance, engagement, and progress for learners with SEND.	Inclusive spaces (Personalised Learning Centres) Three-year phased implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to the availability of future funding	Inclusive spaces (Personalised Learning Centres) The Personalised Learning Centre (PLC) within the Millennium Centre is being upgraded to allow for 'zones of learning'. This will include space for workshops/small groups and 1-1 support.		Inclusive mainstream fund:2026 to 2027 Inclusive mainstream fund: 2026 to 2027 - GOV.UK Children and Families Act 2014 Children and Families Act 2014 SEND Code of Practice: 0-25 years SEND code of practice: 0 to 25 years - GOV.UK Equality Act 2010 Equality Act 2010 Keeping Children Safe in Education (KCSIE) Keeping children safe in education - GOV.UK
C3 Preparing students to engage positively in their learning, behave positively towards each other and in their local	Inclusion Teaching and Learning Coach Employ an Inclusion Teaching and Learning Coach to provide comprehensive, tailored support and guidance to the other Teaching and Learning Coaches and curriculum departments. This will	Inclusion Teaching and Learning Coach Teacher's feedback demonstrates increased confidence in inclusive teaching practices.	Inclusion Teaching and Learning Coach Three-year phased implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to	Inclusion Teaching and Learning Coach Vice Principal, Assistant Principal for Quality and Head of SEND have discussed the impact of this and how this role would fit within the SEND and Quality Team.		Working Together to Safeguard Children Working together to safeguard children - GOV.UK

communities by developing a culture of respect, support and inclusivity. WR5 The Bury College Guarantee; a College place for every Bury young person who desires it and a curriculum footprint that facilitates this inclusive practice. TLA1 Embedding effective inclusive practice in teaching, learning and assessment. TLA2 Working on the basis of 'need not diagnosis', providing support for all students who need it.	continue to drive forward high quality adaptive teaching, building on existing practice.	Lesson observations show consistent implementation of adaptive teaching strategies. Coaching records evidence sustained improvements in classroom practice. Learner voice reflects improved access to learning and classroom participation. Progress data shows improved outcomes for learners with SEND.	the availability of future funding.		Education Act 1996 Education Act 1996 Preparing for Adulthood Programme Preparing for Adulthood NDTi
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R1 Investing in high quality accommodation and industry-standard resources which adapt to the changing needs of the curriculum. R2 Utilising AI and new technologies to maximise learning and employment opportunities for students and improve institutional efficiency and effectiveness. R3 Providing a safe, healthy and inclusive learning and working environment.	Classroom resources to support inclusion Develop, adapt and organise accessible English and mathematics resources that enable learners with SEND to access the curriculum, participate confidently in learning and develop greater independence. This will include the creation and implementation of differentiated learning materials, visual supports, scaffolded tasks, alternative formats and assistive technology resources. Resources will include, where appropriate, reading rulers, number lines and timelines, writing frames, visual prompts, visual timers and assistive technology to ensure learners can access learning using strategies that reflect their normal way of working.	Classroom resources to support inclusion A comprehensive resource bank is established and available to all teaching staff. Staff report increased confidence in delivering inclusive English and mathematics lessons. Lesson observations demonstrate effective use of accessible resources. Learner feedback indicates improved confidence and engagement. Assessment data shows improved progress for targeted learners with SEND.	Classroom resources to support inclusion Three-year phased implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to the availability of future funding.	Classroom resources to support inclusion The Head of SEND has worked with the Assistant Director for English and Maths and the Heads of Curriculum for Prospects, English and Maths to identify the resources required for classroom inclusion resource boxes. Curriculum leaders have been asked to compile lists of appropriate, accessible and curriculum-specific resources to support learners with SEND and promote inclusive teaching and learning. The recommendations will inform procurement and the implementation of resource boxes within English, Mathematics and Prospects classrooms as part of the College's wider commitment to creating accessible and inclusive learning environments.		
	Inclusive Classrooms Create accessible and inclusive learning environments, initially within English and mathematics	Inclusive Classrooms Classrooms meet agreed accessibility	Inclusive Classrooms Three-year phased	Inclusive Classrooms The Head of SEND has undertaken joint visits with the Director of Estates and Health and Safety to review identified classrooms and		

	classrooms before extending to Prospects and the wider College. That remove barriers to learning and enable all learners, including those with SEND, to access the curriculum, participate fully and achieve their potential. This will be achieved by redesigning classrooms to better support inclusive teaching and learning through the introduction of height-adjustable desks, including desks that can be raised to standing height, dedicated breakout and standing areas to support self-regulation, flexible furniture layouts that encourage collaborative working, and accessible learning environments that reduce barriers and promote engagement for all learners.	and inclusion standards. Accessible resources are available and routinely used. Learner voice indicates that pupils feel included, supported, and able to participate. Lesson observations demonstrate effective adaptive teaching and use of accessible resources. Improved attendance, engagement, and progress for learners with SEND.	implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to the availability of future funding.	learning spaces, exploring opportunities to enhance accessibility and create more inclusive learning environments. The review has identified potential adaptations to improve accessibility, promote learner independence and provide flexible spaces that better support learners with SEND. The findings will inform the phased development of inclusive classrooms across the College.		
	Assistive Technology Purchase laptops equipped with assistive technology, such as Orato, for learners who require this following assessment. This will enable learners to access the curriculum more independently, develop confidence in using assistive technology, and practise their normal way of working in preparation for examinations.	Inclusive Classrooms Increased use of assistive technology by identified learners. Positive feedback from students and staff regarding accessibility and independence.	Inclusive Classrooms Three-year phased implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to the availability of future funding.	Inclusive Classrooms The Head of SEND and Head of IT have commenced collaborative planning to review the College's current assistive technology provision and identify hardware and software solutions that will best meet the needs of learners requiring additional support. A review of available technologies is underway to ensure future procurement aligns with learners' normal way of working, supports independent access to learning and strengthens inclusive teaching and learning across the College.		

		Lesson observations demonstrate effective integration of technology into teaching. Improved engagement and progress for learners using the devices. Reduced need for alternative paper-based adaptations where digital accessibility is more effective.				
	Personalised Programmes to Support Transition and Prevent NEET Design and deliver personalised programmes, including a bespoke non-accredited Personal and Social Development programme for learners with SEND, to support learners who face barriers to learning, participation or progression. Through targeted academic, pastoral, wellbeing, careers and employability support, learners will develop confidence, independence, resilience and essential life skills, enabling them to remain engaged in learning and	Personalised Programmes to Support Transition and Prevent NEET Learners demonstrate measurable progress against personalised personal and social development targets. Increased learner confidence and independence, evidenced through observations,	Personalised Programmes to Support Transition and Prevent NEET Three-year phased implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to the availability of future funding.	Personalised Programmes to Support Transition and Prevent NEET The Director of Curriculum (Foundations) has commenced the design of a flexible, roll-on/roll-off 12-week Personal and Social Development programme for learners with SEND who are not yet ready to access a full study programme. Initial curriculum planning has focused on developing a progression pathway that will build learners' independence, confidence, communication, employability and essential life skills. The programme is being designed to support progression into further education, supported internships, apprenticeships or employment, with the aim of reducing the risk of learners becoming NEET.		

	progress successfully into further education, apprenticeships, supported internships or employment, reducing the risk of becoming NEET.	learner voice, and parent feedback. Improved attendance, engagement, and participation in programme activities. Increased proportion of learners progressing to positive post-16 destinations. Reduced percentage of SEND learners identified as NEET.				
	Strengthen partnerships with parents and carers Strengthen partnerships with parents and carers by establishing regular parent and carer forums and a range of meaningful engagement opportunities that promote open communication, collaboration and shared decision-making. The College will work in partnership with families to support learner achievement, wellbeing and progression, actively seeking and responding to feedback to shape inclusive practice, enhance the learner experience and ensure	Strengthen partnerships with parents and carers Progress will be monitored through increased attendance at parent and carer engagement events and coffee mornings throughout the year. Learner, parent, employer and partner agency surveys will demonstrate	Strengthen partnerships with parents and carers Three-year phased implementation. Funding has been secured for Year 1, with delivery in Years 2 and 3 subject to the availability of future funding.	Strengthen partnerships with parents and carers The Head of ALS will lead a programme of parent and carer engagement activities, including regular parent and carer forums, to strengthen partnerships between the College and families. The programme will provide opportunities for parents and carers to access information, advice and guidance, contribute to the development of inclusive practice, and strengthen communication with the College. Through meaningful collaboration, the College will work alongside families to support learners' progress, wellbeing, participation and successful progression, ensuring provision reflects the diverse needs and aspirations of all learners.		

	provision reflects the diverse needs, strengths and aspirations of all learners.	positive feedback regarding communication, support and learners' preparedness for adulthood. Parent and carer evaluations will evidence improved satisfaction with the College's communication, engagement and SEND provision. Feedback gathered from parents and carers will be used to inform SEND planning, service development and continuous improvement, with evidence of actions taken in response to stakeholder feedback.				

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 7th July 2026

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: 7th July 2026

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 (for example Selling / Media Comparison) introduced to support development of e-commerce skills.
	Introduction of overseas and global markets and international case study assessment.
	Introduction of social media within T Level employer project assessment.
	At all levels – Customer and Stakeholder Management Accountability - Understanding customer needs and expectations and handling customer interactions professionally and skilfully.
	Level 3 - Digital and Commercial Awareness Accountability - Using digital tools and developing the relevant skills for marketing research, strategy, and campaign development and applying digital marketing concepts relevant to modern business.
Childcare and Education	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.
	Level 2 and 3 qualifications provide a license to practice.
Construction	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.
	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.
Creative Media	All levels present work using Wix and OneDrive (Paperless projects) for practical work.
	Students explore a range of digital software (Adobe suite) including online software (Riverside-Podcasting) Photopea -Thumbnails.
	Teamwork and presentation of ideas to peers is embedded within projects across all levels.
	Research skills are embedded to support the development of traditional and contemporary practitioners linked to Creative Media
	Podcasting skills included within the curriculum
	Expected industry skills are embedded within project work (design skills, reflective and evaluative analysis, practical skills development).
	Second year focus on digital self-promotion (CV, showreel, portfolios).
Digital	Students approach the community to offer print advertisement design to businesses.
	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.
	OCR and T Level programmes include Cybersecurity and Digital Technologies studies.

Engineering	Engineering Maths and Further Engineering Maths embedded within curriculum to support progression into higher education.
	Real life case studies (e.g. stress, strains, beams, tolerances) contextualise the assessment process.
English and maths	Development and introduction of Maths for Jobs.
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.
	Plans underway to embed the World Skills Training (excellence in skills) in Skills for Jobs ensuring that students can access training regardless of whether they participate in formal competitions. Linked to this, plans underway for a 'Skills Excellence Week' in 2627, end of term with a focus on skills/careers/competitions bringing stakeholders in to influence and support.
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 e.g. hospitality, catering and events.
	Silver Service content removed and replaced with more contemporary job-related service expectations (e.g. Bistro, Pastry, Confectionary).
Music	Removed from offer due to low skills demand and local availability of highly resourced provision.
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.
	The curriculum reflects current and emerging public service roles and embeds employability and transferable skills through work-related learning, aligning with real-world practice (e.g. GMP, the Army, Royal Navy, and Royal Marines).
Safeguarding	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.
Salon	Type 4 hair skills development (not formal learning) offered as enrichment.
	Review of Barbering curriculum completed, moving from Diploma to Certificate to support enhanced delivery and competency on cutting and grooming, and no longer deliver colour units to barbers (which was previously on the diploma).
A Levels	A Level provision is designed to deliver academic excellence alongside the development of essential employability and progression skills. Through a comprehensive programme of employer engagement, higher education partnerships, and enrichment activities, students gain real-world insights that complement classroom learning and prepare them for future success. Key Examples by Subject: *Business: Visit to Bury Business Centre – students prepared interview questions for directors, developing communication and workplace confidence. *English Literature: Shakespeare Playhouse – strengthened analytical thinking and critical interpretation skills linked to AO5. * *Psychology: Chester Zoo and Shrewsbury Prison – applied knowledge of primate attachments and forensic psychology, improving exam outcomes developing industry linked skills. *Criminology & Law: CSI workshop and magistrates' sentencing session – insight into forensic procedures and legal roles, boosting subject knowledge and skills. *Economics: Networking at University of Manchester and course delivery by stakeholders from local economic partnerships – contextual application of theory and career awareness. *Geography: Stakeholders from e3p, environmental management, delivering on course – employability skills and environmental research experience.

	**Maths: Operational Research Society workshops and online masterclasses – confidence building and understanding of STEM career pathways. *Media & Film: Visit to MMU Film School – exposure to industry-standard technology and development of industry related skills. *Government & Politics: Workplace visit to Parliament and GM Colleges Question Time – development of debating, questioning, and collaborative skills. Commitment to Skills and Progression These initiatives ensure that our students leave college not only with strong academic results but also with the confidence, resilience, and skills required for higher education and employment. Our approach reflects the college's commitment to meeting local and national skills needs while supporting individual student aspirations.
Science	Level 3 Applied Science - units specifically chosen to allow the course to be more rigorous and allow progression into competitive areas, where there is a shortage in industry, based upon the NW needs analysis. For example: *Chemistry units (organic and inorganic) are preferred by universities to allow learners to access courses such as Biochemistry, Pharmacy, Pharmaceutical Science and Pharmacology. *Physics units (medical physics) preferred by universities to allow learners to access courses such as Radiography. Level 3 Forensic science - industry specific practical unit, where learners collect evidence and follow the chain of command, to allow the evidence to be used in court. Team have created an industry standard mock crime scene and have learners access and perform evidence collection, in the same way as a SOCO would. The crime scene is created and set up in the same way the police would, with the evidence collected and stored using industry standards/methods (utilised CL – former head CSI). Level 2 Applied Science – offered as two awards (8 units), as opposed to an extended certificate. which gives sufficient time to build learners wider skills, to allow a smoother transition into level 3 sciences. It is less content heavy than previous years (12 units) so there can be less of a focus on content and more on skills; revision, practicals, etc. Learners sitting one or no GCSE resits are also enrolled onto the Transition to T Level programme; an extra course allowing learners the opportunity to improve and fine tune skills needed to progress into T Levels – more data driven, with practical and lab based problems/scenarios, with a focus on health and safety, risk assessments and wider skills, such as collaborative group work, public speaking/presentations and mindfulness.
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. Whilst we do not have an academy pathway other growing vocations within the sports curriculum such as analysis, nutrition, coaching and Psychologists, the department work closely with industry practitioners to ensure the content delivered is linked to industry and learners receive the up-to-date input necessary for them to take forward as a career in the future. 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	Additional practical and group tasks promote the development of communication, problem-solving, and digital skills, reflecting labour shortages in customer service and technological advances in the industry.

Recent higher level curriculum examples:

Curriculum	Review and responsiveness
Business Management	Unitised part time Business HTQ module introduced – Aspiring Leaders
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.
Public Services	The HNC and HND in Public Services (General Pathway) are designed to develop a range of applied, personal, transferable, and academic skills, with a strong focus on addressing skills gaps within the labour market. The programme uses a variety of learning approaches to support this development. Group tasks promote teamwork and leadership skills, reflective assessments build self-confidence and self-awareness, presentations enhance communication skills, and scenario-based activities develop effective decision-making. Work-Related Learning (WRL) further supports the development of transferable skills, helping learners to close identified skills gaps and improve employability within the public services sector.
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 and is articulated onto year two of degree programmes with UA92.

Recent apprenticeship curriculum examples:

Curriculum	Review and responsiveness
Business Management	New level 5 Coaching Professional standard developed and introduced. Blended online learning for Team Leading / Coaching Apprentices to suit employees' responsibilities
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.
	Addressing recruitment and retention challenges - centralised recruitment service for apprentices entering the workforce. Supporting progressions from L2 to L3. Ensuring regular updates to the EYFS framework are reinforced in delivery.
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.
	Currently exploring interest for the L4 Oral Health Practitioner Standard to compliment the role of other dental professionals and fits in the dental care structure at a higher level of a dental nurse but below dental hygienist / therapist and dentist.
Adult Care	New level 4 Lead Practitioner Adult Care standard developed and introduced.
Teaching Support	New Level 5 SEND Teaching Assistant launched; supports 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
Be Work Ready	"Be Work Ready" courses (retail, customer service and hospitality) are designed to equip learners with the knowledge, practical skills, and professional behaviours that employers are actively seeking in these key sectors. This course is ideal for those preparing to enter the workforce, make a career change, or develop their existing abilities. This course has been carefully developed to respond to local and regional skills needs, ensuring that the training is relevant and aligned with the demands of employers in the GM area.
Building Services	Level 3 Initial and Periodic Inspection & Testing bolt-on qualification to support increased earning potential for qualified electricians.
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. The demand for qualified community interpreters has been steadily increasing, particularly in Greater Manchester with its diverse population. Courses have been specifically designed to address skills shortages in our region, ensuring that public services are able to communicate effectively with individuals from a range of linguistic and cultural backgrounds. The Level 1 Online courses in areas such as mental health and autism awareness are responsive to - and support the existing and developing needs -of the local and Greater Manchester economy. Digital Skills is designed specifically for learners in the Further Education sector who want to gain practical knowledge and confidence in using digital technologies, while addressing local and regional skills shortages. contributing to the community's economic growth while preparing individuals for rewarding career opportunities in industries where digital skills are in high demand.
Health	Introduction of specialist level 5 diploma in Cognitive Behavioural Therapy to support person-centred developments in the NHS.
Sport	The department offer a range of courses to adults including L2 Gym Based Exercise, L3 Personal Trainer, and the L3 Technical Specialist Diploma in Sports Massage Therapy. Each of these industry ready courses work closely with industry professionals with guest talks and employer visits to ensure the content provided is linked closely to industry and suitably prepares learners for their progression into employment by developing the skills, knowledge and behaviours needed for employment in this area.
Hair, Beauty and Barbering	Enables adults to progress from a Level 1 Introduction to Hair and Beauty into Level 2 Beauty, Hairdressing or Barbering, with further progression to Level 3 Hairdressing where appropriate. This structured pathway supports adults taking first steps into the industry, as well as those seeking to upskill or retrain, by developing strong practical competence, professional behaviours and employability skill in brand new contemporary salons fitted out with industry standard equipment and products. Learners gain relevant, high-quality skills and recognised qualifications that prepare them for sustained employment in a competitive local hair and beauty sector.
Finance & Accounting	AAT and Payroll courses play a key role in meeting identified local and regional skills priorities outlined within the Needs Analysis and the LSIP, particularly in relation to workforce growth, productivity and skills shortages across Greater Manchester and Bury. The Needs Analysis confirms that digital and professional services continue to be dominant sectors locally and regionally in terms of employee jobs. These sectors rely heavily on robust financial, accounting and payroll functions to support organisational sustainability, compliance and workforce management. As such, demand for skilled accounting technicians and payroll professionals remains strong across the public and private sector employers. Courses directly support these growth sectors by equipping learners with the practical, technical and digital skills required to work in finance and payroll roles.

	Provision offers clear progression routes from level 1 short courses through to level 4 AAT, and payroll qualifications from level 1 to level 2 currently. These pathways are designed to support adult learners, including those returning to education or seeking career change, and enable progression into employment and higher-level study. The College contributes directly to meeting regional skills priorities by developing a skilled, job-ready workforce that supports key growth sectors, improves productivity and addresses identified recruitment challenges.
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Supporting Documentation

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- ii [Bury College - Open - Find an Inspection Report - Ofsted](#), accessed 24th March 2026
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- iv <https://mides.rcu.co.uk/report/page/552> accessed 17th March 2026
- v <https://insight.rcu.co.uk/charts/chart/172347> accessed 17th March 2026
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- vii <https://explore-education-statistics.service.gov.uk/find-statistics/participation-in-education-training-and-neet-age-16-to-17-by-local-authority/2024-2> accessed 24th March 2026
- viii [BuryEconomicStrategy2024-2034_LowRes](#) P31-32 accessed 27th January 2026
- ix <https://www.gmchamber.co.uk/bury> - Data from GM LSIP Spring 2025¹ pages 15- 24 accessed 27th January 2026
- x [BuryEconomicStrategy2024-2034_LowRes](#) pg 39, accessed 27th January 2026
- xi [GM Sector Insights Pack - Autumn 2025](#) GM Labour Market Insights Pack Autumn 2025 page 6. accessed 27th January 2026
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- xiii [GM Sector Insights Pack - Autumn 2025](#) pgs 25 & 26 accessed 27.01.26
- xiv [GM Sector Insights Pack - Autumn 2025](#) pg 11 accessed 29th January 2026
- xv [GM LSIP Reports | Gmlsip](#) GM LSIP Progress Report Summer 2025 pgs 23-35. Accessed 29th January 2026
- xvi [GM LSIP Reports | Gmlsip](#) GM LSIP Progress Report - Summer 2025 pg6. Accessed 29th January 2026
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- xix/xx <https://www.ons.gov.uk/visualisations/censuspopulationchange/E08000002/> Population ONS Statistic /[Bury All-Age Work and Skills Strategy downloadable documents - Bury Council](#) value of economy Bury All Age Work & Skills Strategy 2025 pg 7 accessed 29th January 2026
- xxi [Bury All-Age Work and Skills Strategy - Bury Council](#) - April 2025 pg 33 accessed 2nd February 2026
- xxii [BuryEconomicStrategy2024-2034_LowRes](#) Bury Economic Strategy 2024 - 2034 pg80 accessed 30th January 2026
- xxiii [BuryEconomicStrategy2024-2034_LowRes](#) Bury Economic Strategy 2024 - 2034 page 80 no change accessed 30th January 2026
- xxiv /xxv [Local Reports | Gmlsip](#) LSIP Bury Data Report Spring 2025 - pages 15 - 23 accessed 30th January 2026

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- xxvi [Nomis - Official Census and Labour Market Statistics](#) accessed online 30th January 2026
- xxvii/xxviii/xxix/xxx [Nomis - Official Census and Labour Market Statistics](#) accessed 2nd February 2026
- xxxi [Local Reports | Gmlsip](#) Bury Data from the GM LSIP Spring 2025 page 7 accessed 2nd Feb 2026
- xxxii [Local Reports | Gmlsip](#) Bury Data - GM LSIP Spring Update 2025 pgs 15,17 & 23 - and GMLEP News Aug 2022 accessed 3rd February 2026
- xxxiii Greater Manchester Chamber of Commerce (2024). "Greater Manchester Business , Employment, Skills and Training Monitor", Bury, accessed online 19 November 2024 at <https://www.gmchamber.co.uk/chamber-research/gm-best/>
- xxxiv Soft Skills Bury All Age Work and Skills Strategy page 38 <https://www.bury.gov.uk/asset-library/bury-all-age-work-skills-strategy>, Training Areas of Interest updated from www.bury.gov.uk/work-and-skills/bury-all-age-work-and-skills-strategy/national-and-city-region-context accessed 4th February 2026
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