



ANNUAL ACCOUNTABILITY STATEMENT

2024-2025



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

Positive Futures:
Skills for Jobs,
Skills for Life

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Bury College - Purpose

Our Vision

Positive Futures: Skills for Jobs, Skills for Life

Our Mission

Serving the community through education and training

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

Curriculum

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

Teaching, Learning and Assessment

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

Human Resources

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

Resources

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

Partnerships and Reputation

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

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

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

The College aims to ensure the curriculum is ambitious, 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.

This is achieved through production of an annual local, regional and national needs analysis, supported by an employer survey that is broken down to curriculum level. Curriculum teams reflect on the needs analysis and employer survey and demonstrate how their curriculum is reviewed and adapted to meet these skills needs.

Curriculum development, design and coverage is also informed by local, regional and national priority sectors and emerging need, summarised in the College's annual needs analysis. Curriculum development is also informed by the desires and aspirations of

potential learners, as well as local labour market demands and wider employer engagement by curriculum teams.

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

Strategic aims

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

Curriculum aims

Our intention is to:

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

Teaching, Learning and Assessment aims

Our intention is to:

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

Human Resources aims

Our intention is to:

- HR1 Attract, develop and retain high quality staff who embrace the Values of Bury College.
- HR2 Support our staff to fulfil their potential in their role and career ambitions.
- HR3 Build and develop leadership capability and capacity.
- HR4 Support the well-being of our staff by providing a healthy working environment and developing collaborative working practices.

- HR5 Promote an organisational culture that engages and empowers staff and supports our Vision, Mission and Values.
- HR6 Build and develop the educators of the future through ongoing development of teachers and trainees.

Resources aims

Our intention is to:

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

Partnerships and Reputation aims

Our intention is to:

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

*From: **Bury College Strategic Plan 2021-2025** (updated October 2023)*

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

Section One – Context

Context and Place

About Bury College

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

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

Over 1,750 individuals are supported with GCSE English and maths resits annually.

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

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

The College works with over 750 employers annually.

Based on primary and secondary evidence of local and sub-regional skills and employer need and demand the College has recently 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.

The College has also invested £3,825,000 with support from the Department for Education in a refurbished Hair and Beauty Centre at its Bury Campus which opened February 2024.

62.8% 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 across the borough in a number of partnership locations, providing the opportunity for delivery and access to learning to 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 and demand and availability.

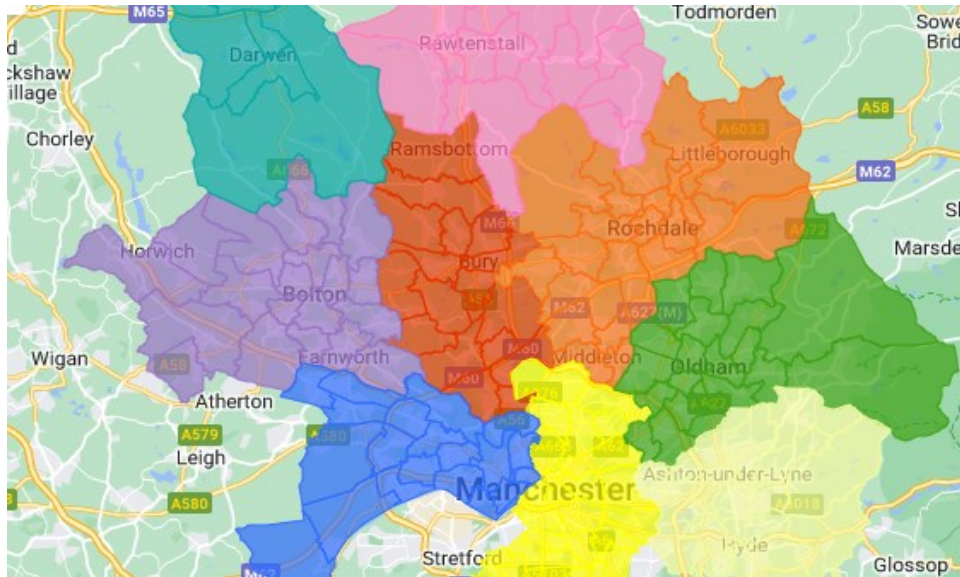
Travel to learn area

In 2022-2023, 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 % breakdown (nb involves rounding)

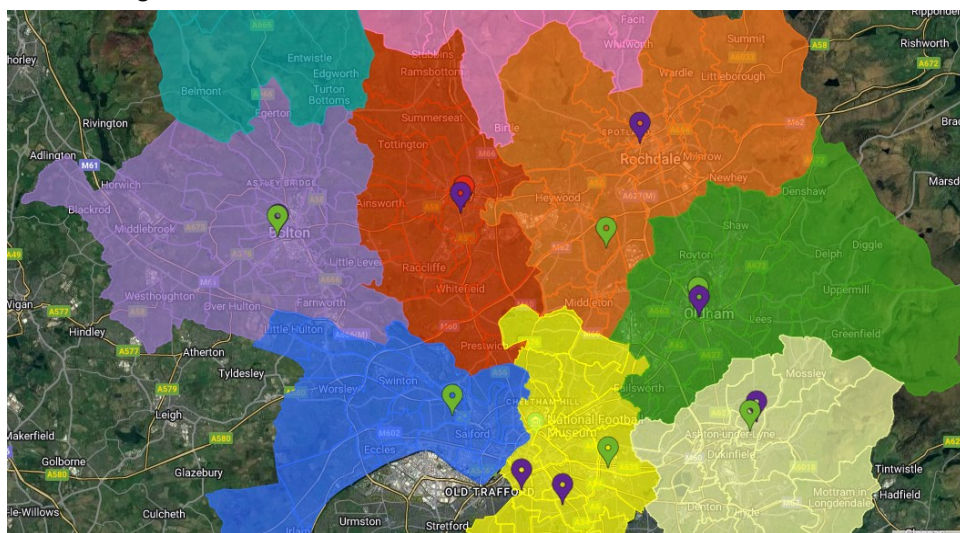
| | | | |
|---------|-----|------------|-----|
| Bury | 47% | Rochdale | 17% |
| Bolton | 18% | Manchester | 11% |
| Salford | 4% | Rossendale | 3% |
| Other | 1% | | |

The map below illustrates Bury and adjoining boroughs:



- Bury
- Rochdale
- Bolton
- Salford
- Manchester
- Rossendale
- Oldham
- Blackburn with Darwen
- Tameside

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



- Our College (16-19)
- Other FE Colleges (16-19)
- Sixth Form Colleges

Travel to work – out-commuting

The low levels of unemployment in the Borough would not be possible without high levels of out-commuting, as there are insufficient jobs in the Borough to provide work for the resident working age population.

Manchester is by far the most significant destination of Bury out-commuters (12,130) which accounts for around 29% of all out-commuting from the Borough.^{iv}

| District | In-flow | Out-flow | Net |
|------------|---------|----------|---------|
| Overall | 26,915 | 41,550 | -14,635 |
| Manchester | 2,490 | 12,130 | -9,640 |
| Salford | 2,154 | 5,689 | -3,535 |
| Bolton | 5,080 | 4,786 | 294 |
| Rochdale | 4,868 | 4,095 | 773 |
| Rossendale | 2,176 | 1,281 | 895 |

Out-commuting, supply and demand

There is an excess supply of high skill labour, driven by education providers responding to employer demand through increased university-participation.^v

Demand for low and unskilled labour, though sharply decreasing, exceeds supply, which itself continues to decline.

Bury ‘exports’ high skilled labour, and ‘imports’ low and unskilled labour to/ from the rest of Greater Manchester. Commuting patterns may explain some of the mismatch in supply and demand. Commuting patterns may also explain why some employers in Bury experience skill shortages in light of seemingly ample skilled supply.

Around 15% of employers in Bury have skills gaps (existing staff that are not fully proficient in their role). This equates to some 2,750 employees, or 4% of the workforce.

| | 2004 | | | 2018 | | | 2032 | | |
|---------------------------------------|--------|--------|-----------|--------|--------|-----------|--------|--------|-----------|
| | Demand | Supply | Diff, +/- | Demand | Supply | Diff, +/- | Demand | Supply | Diff, +/- |
| Highly skilled (NVQ4+) workers | 26.0% | 25.0% | -1.0% | 32.6% | 38.4% | 5.8% | 33.9% | N/A | - |
| Mid skilled (NVQ2-NVQ3) workers | 35.0% | 40.5% | 5.5% | 35.6% | 37.5% | 1.8% | 34.9% | N/A | - |
| Low skilled (NVQ1 only) workers | 13.5% | 14.9% | 1.4% | 13.8% | 12.1% | -1.7% | 12.6% | N/A | - |
| Unskilled (no qualifications) workers | 16.7% | 13.5% | -3.2% | 9.8% | 7.5% | -2.3% | 8.6% | N/A | - |

Indicative demand and supply by qualification level in Bury, 2004-2032

Greater Manchester Economy – Characteristics and sector breakdown^{vi}

Around 125,000 businesses across Greater Manchester.

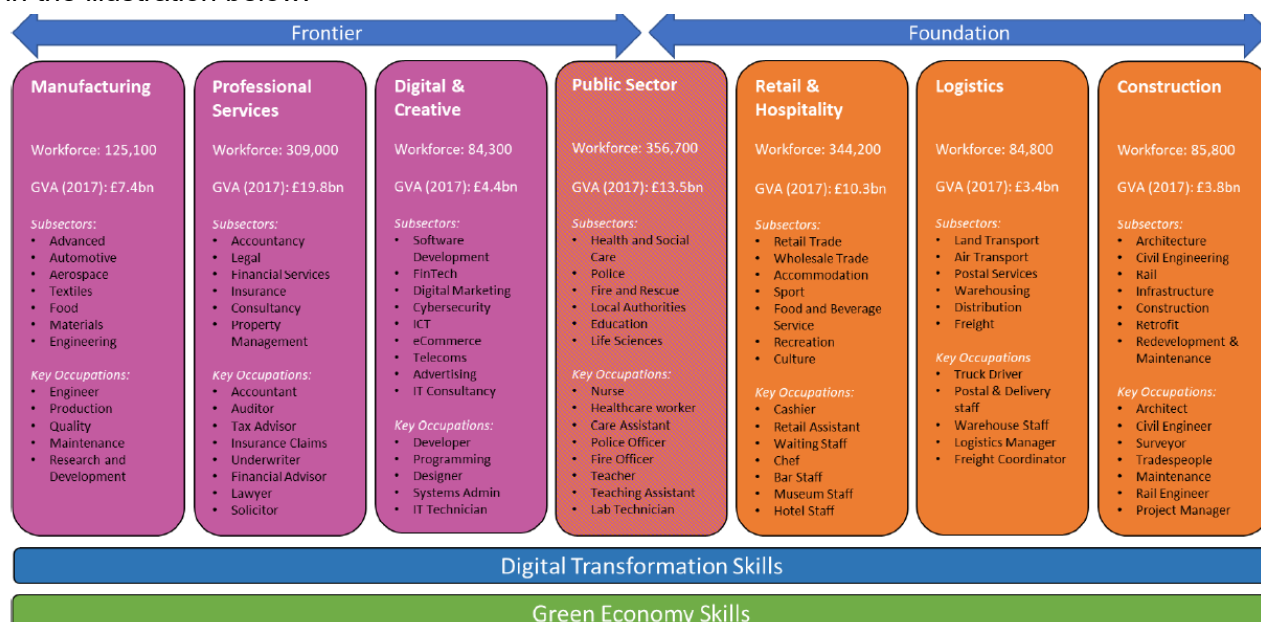
2.8 million people live in the city-region.

40% of GM employment is in the foundation and service sectors.

Barriers to be overcome to improve economic performance include: population health, education and skills, infrastructure, innovation, and leadership and management.

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

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



Greater Manchester cross-cutting strategic priorities:

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

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

The key sectors identified to support growth are:

- **Construction and Green Economy**
- **Creative, Culture and Sport**
- **Digital and Technology**
- **Education and Early Years**
- **Financial and Professional**
- **Health and Social Care**
- **Manufacturing and Engineering**

The sectors were identified based on: evidence from local authority growth plans, the four GM frontier sectors identified in the GM Local Industrial Strategy and those sectors identified as having growth potential vital to Greater Manchester.

Sector updates for four of the key areas have been produced in the LSIP 2024 update:^{viii}

- **Construction** (employs nearly 5% of workers in Greater Manchester)
- **Digital** (priority sector and permeates all sectors)
- **Health and Social Care** (second largest employer in Greater Manchester)
- **Manufacturing and Engineering** (over 10% of the city region's economy)

Bury^{ix}

- **£3.2 billion economy**
- **Over 8,000 businesses**
- **Provides 68,000 jobs**
- 32.3% of Bury residents are qualified to level 4 which is below the national average of 33.8%.

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.

- It is important there is support for **foundational economies** such as:
 - **Hospitality**
 - **Retail**
 - **Health and social care**

- as well as **frontier economies** in:
 - **Advanced manufacturing**
 - **Digital sectors**
 - **Green economy**

Skills development

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

Bury Local Authority area priorities^x

- **Health**
- **Retail**
- **Manufacturing**
- **Education**
- **Accommodation and Food Services**

Bury businesses and jobs^{xi}

In 2023, there were 7,830 business enterprises operating within the Borough. This compares with 7,975 in 2021 and 8,535 in 2019.

Bury has a higher proportion of businesses with 0-9 employees (90.3%) than the Greater Manchester (GM) (88.4%), and North West averages (88.3%), and a lower proportion of businesses in all other categories, including those with 250+ employees (0.3% v 0.4%).

| Area | 0-9 Employees | | 10-49 Employees | | 50-249 Employees | | 250+ Employees | | Total |
|------------|---------------|-------|-----------------|-------|------------------|------|----------------|------|-----------|
| Bury | 7,070 | 90.3% | 655 | 8.4% | 85 | 1.1% | 20 | 0.3% | 7,830 |
| GM | 93,205 | 88.4% | 10,040 | 9.5% | 1,735 | 1.6% | 445 | 0.4% | 105,425 |
| North West | 235,640 | 88.3% | 25,715 | 9.6% | 4,490 | 1.7% | 1,110 | 0.4% | 266,950 |
| England | 2,113,640 | 89.2% | 209,555 | 8.8% | 37,305 | 1.6% | 9,630 | 0.4% | 2,370,125 |
| UK | 2,428,885 | 89.1% | 244,240 | (9.0% | 42,795 | 1.6% | 10,910 | 0.4% | 2,726,830 |

Economic inclusivity

2023 earnings by place of work for all full-time workers in Bury was equivalent to £32,141 pa.^{xii}

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

In 2015, Bury had 76,000 jobs. This rose to 78,000 jobs in 2022 (an increase of 2,000 jobs or 2.6%).

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

Bury's sectors with the largest employment^{xiv}:

- Health & Social Care: 12,000
- Retail: 8,000
- Manufacturing: 7,000
- Education: 7,000
- Accommodation and food services: 6,000

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

Higher value employment can be found outside the Borough. In 2023, average weekly full-time earnings by workplace for Bury were £618.10 compared with £706.70 in Greater Manchester and £646.30 in the North West.^{xvi}

Future jobs - Bury

It is expected that business, financial and professional services will continue to be a significant job creator in the borough, accounting for more than half of all new jobs between 2018-2032.

Construction, which still employs less people than it did before the recession, is expected to rebound.

Wholesale and retail, hospitality, tourism and sport and public administration, health and social care, and education are predicted to continue to be notable employers and job creators.

Planned developments in Atom Valley, covering the Northern Gateway in Bury and Rochdale, the Kingsway Business Park in Rochdale, Stakehill in Rochdale and Oldham have the potential to deliver around 20,000 high-quality jobs in sectors including advanced materials, manufacturing and green technologies.^{xvii xviii xix}

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

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

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

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

LSIP – Training areas of interest for businesses

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

Top Bury occupations by total number of vacancy postings 2023

- teaching assistant (272),
- childcare social worker (186),
- healthcare support worker (183),
- general nurse (170),
- SEN assistant (157),
- social care worker (146),
- accountant (124),
- manager (101),
- administrator (101),
- primary school teacher (92).

Please see [Local area vacancy update - Bury](#) for further details re occupations in high demand and the number of vacancy postings in Bury in 2023.

Local area vacancy update - Bury

(From [LSIP Update Report](#) – January 2024, p38)

Over the period from May-October 2023, the number of job postings in Bury was 12,081.

This was an increase of 10.7% compared to the previous period, November 2022-April 2023, when 10,916 vacancies were recorded.

The increase in vacancies in Bury was quite large compared to that of Greater Manchester.

Bury saw an increase in median salary of 9.20%.

It went up from £27,046 in May-October 2022 to £29,533 in November 2022-April 2023.

The increase in salary was also notable compared to that of Greater Manchester.

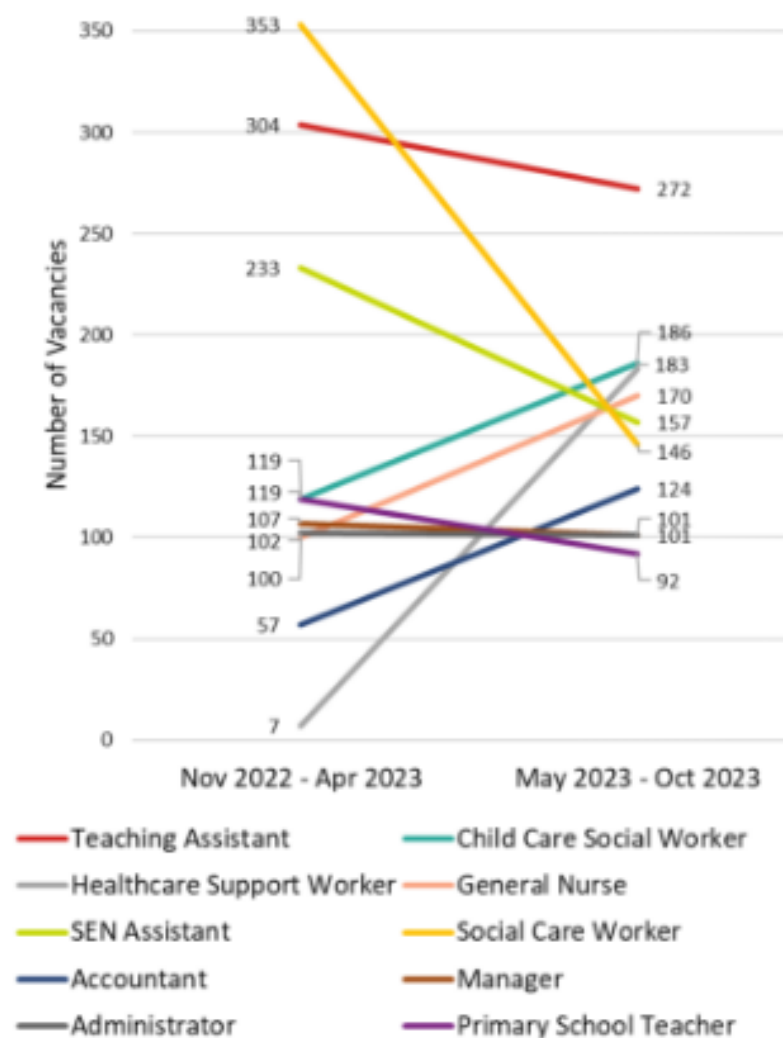
Teaching and social care roles were the roles in highest demand in Bury.

The job titles with the largest number of vacancies were:

- teaching assistant (272),
- childcare social worker (186),
- healthcare support worker (183),
- general nurse (170),
- SEN assistant (157),
- social care worker (146),
- accountant (124),
- manager (101),
- administrator (101),
- primary school teacher (92).

Between November 2022-April 2023 and May-October 2023, the demand for **healthcare support workers** and **accountants** increased considerably while the demand for **social care workers** and **SEN assistants** decreased the most.

10 most in-demand jobs in Bury



Social characteristics - Bury

Total population in Bury according to the 2021 Census is **193,800**



In Bury, the population size has increased since the last census in 2011 by **4.7%**

The gender breakdown in Bury is:

Male



49%

Female



51%



There has been an increase of 19.8% of the over 65 population in Bury since the last census

Population distribution by age in Bury

Aged 14 and under
 Aged 15 to 64
 Aged 65 and over



Bury has the **lowest** number of households out of all ten local authorities in Greater Manchester



Bury is the **10th** most densely populated local authority in the North West

The most common age bands in Bury are:

Males 55-59



Females 30-34



Bury has a lower proportion of those aged

20-29



Bury has a higher proportion of those aged

45-59

than England, Greater Manchester and the North West

For any further information please contact PI.SDU@bury.gov.uk

National skills priorities^{xx}

The government has identified national skills priorities; areas with high volumes of vacancies which are expected to increase and are important in providing opportunities for employment in key growth areas. These sectors are:

- Construction
- Manufacturing
- Digital and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

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 an annual Needs Analysis 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 in the development of programmes, including community taster sessions and working with learners on provision design to meet their skills needs.

Strategic stakeholder relationships

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

Section Two - Evidence

Local needs duty and contribution to meeting skills needs

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

At an organisational level, the College has a long history of completing a comprehensive skills needs analysis and mapping its curriculum offer against those results. For 2022/23 an example of this mapping can be seen below^{xxi}:

| High Growth Sectors (HGS) | | | | | |
|---|-------------|-------------|------------|------------|-----------------|
| | 16-18 | Adults | HE | APPs | Total by HGS |
| Business, Financial & Professional Services | 347 | 167 | 66 | 57 | 637 |
| Scientific & Research | 1813 | 195 | 7 | 0 | 2015 |
| Creative & Digital | 639 | 258 | 26 | 15 | 938 |
| Total by age/provision | 2799 | 620 | 99 | 72 | 3590 |
| | | | | | |
| Five Sectors: Two Thirds of Bury's GVA | | | | | |
| | 16-18 | Adults | HE | APPs | Total by sector |
| Education | 1317 | 1183 | 93 | 50 | 2643 |
| Health & Social Care | 576 | 667 | 29 | 38 | 1310 |
| Manufacturing | 169 | 1 | 8 | 0 | 178 |
| Real Estate | 325 | 28 | 0 | 0 | 353 |
| Wholesale & Retail | 565 | 248 | 0 | 0 | 813 |
| Total by age/provision | 2952 | 2127 | 130 | 88 | 5297 |
| | | | | | |
| Overall by age/provision | 5751 | 2747 | 229 | 160 | 8887 |

This work demonstrates, at a surface level, high levels of congruence between the curriculum offer in the College and the skills needs across Bury and Greater Manchester.

Regular review of curriculum footprint

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

- In collaboration with industry partners, the Childcare curriculum has been updated to further students' understanding of the value of policies and workplace law – reinforced through practice in placement.
- 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.
- Collaborating with employers, Dental apprenticeship provision has been updated to focus on modern techniques and skills relating to root canal treatments, effective

ergonomics in a dental surgery and development of language skills with early years children.

- [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 – 2024-2025

| Operational Aim 1 - Develop and deliver an increased range of technical education programmes. | | | | | | | |
|---|--|----------------------|--|--|------------------------|-----|--|
| Strategic Aims | Outcomes | Measured | Timescale | Progress update since 2023-2024 Accountability Statement | 2023 Enrolment Numbers | RAG | National, Regional, Local Priorities |
| C1, C3, C5R2, R3, PR3, PR4 | <ul style="list-style-type: none"> Add to the existing offer of T Levels with the introduction of: | | | | | | GM and GMCA plans: Create an integrated technical system |
| | - Digital Production, Design, Development | - Programme offered. | - Started Sept 2023 | Developed. Course commenced Sept 2023. | 21 | | GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan |
| | - Early Years Educator | - Programme offered. | - Started Sept 2023 | Developed. Course commenced Sept 2023. | 39 | | LSIP 2024 Update |
| | - Electrical & Electronic Engineering | - Programme offered. | - Started Sept 2023 | Developed. Course commenced Sept 2023. | 63 | | Government policy: Skills for jobs: lifelong learning for opportunity and growth |
| | - Management & Administration | - Programme offered. | - Started Sept 2023 | Developed. Course commenced Sept 2023. | 39 | | Government policy: Higher technical education reforms |
| | - Science | - Programme offered. | - Started Sept 2023 | Developed. Course commenced Sept 2023. | 12 | | Government policy: National Institutes of Technology |
| | - Accounting | - Programme offered. | - To start Sept 2024 | Developed ready for September 2024 start. | n/a | | Supports nationally identified skills priorities: |
| | - Construction | - Programme offered. | - To start Sept 2024 | Developed ready for September 2024 start. | n/a | | - Construction |
| | - Media, Broadcast and Production | - Programme offered. | - To start Sept 2024 | Developed ready for September 2024 start. | n/a | | - Digital & Technology |
| | - Catering | - Programme offered. | - To start Sept 2025 | In development. | n/a | | - Health & Social Care |
| | - Hair and Beauty (Beauty Therapy specialism) | - Programme offered. | - Paused nationally. | In development – national launch after 2025. | n/a | | - Engineering & Manufacturing |
| | <ul style="list-style-type: none"> Develop Higher Technical Qualifications in: | | | | | | - Science & Mathematics |
| | - Digital HNC | - Programme offered. | - Started Sept 2023 | Developed. Course commenced Sept 2023. | 6 | | Accountability Agreements for 2024 to 2025 |
| - Healthcare HNC | - Programme offered. | - Started Sept 2023 | Course commenced Sept 2023. Awaiting national HTQ specification. | 20 | | | |

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|--|---|-----------------------|-------------------|--|-----|--|--|
| | - Science HNC | - Programme offered. | - Start Sept 2024 | Awaiting national HTQ specification. Course deferred to Sept 2024. | n/a | | |
| | - Sport HNC | - Programme offered. | - Start Sept 2024 | Developed. Coaching course deferred to Sept 2024. | 6 | | |
| | - Business HNC | - Programme offered. | - Start Sept 2024 | In development. Receiving applications for 2024. | n/a | | |
| | - Engineering HNC | - Programme offered. | - Start Sept 2024 | In development. Receiving applications for 2024. | n/a | | |
| | - Graphic Design HNC HTQ | - Programme offered. | - Start Sept 2025 | In development. | n/a | | |
| | - Public/ Protective Services HNC HTQ | - Programme offered. | - Start Sept 2025 | In development. | n/a | | |
| | - Social and Community Work HNC HTQ | - Programme offered. | - Start Sept 2025 | In development. | n/a | | |
| | <ul style="list-style-type: none"> • Develop and deliver range of technical programmes to support the Greater Manchester Institute of Technology. | - Programmes offered. | - Sept 2023-2024 | First year programmes developed. First year target achieved. | 142 | | |

| Operational Aim 2 - To respond to the need for digital skills across the LSIP region. | | | | | | |
|--|--|----------------------------|------------------|---|------------|--|
| Strategic Aims | Outcomes | Measured | Timescale | Progress update since 2023-2024 Accountability Statement | RAG | National, Regional, Local Priorities |
| C1, C5, R2, R3, PR3 | <ul style="list-style-type: none"> Digital literacy skills embedded throughout study programmes. | - Teaching plans. | - Sept 23-Jul 25 | Online safety and cyber security is a key risk for young people/ students. This is embedded and explicitly included throughout the tutorial programme to ensure that the risks are highlighted and safety measures put in place. Lesson plans and schemes of learning identify how digital literacy is embedded. | | <p>Bury MBC: Let's Do It! Strategy</p> <p>GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan</p> <p>LSIP 2024 Update</p> |
| | <ul style="list-style-type: none"> Resources and infrastructure responsive to changing needs of learners – eg assessments, industry need. | - Allocation of resources. | - Sept 23-Jul 25 | £978,545 GMIoT investment in health, digital and sports estate and resources. LSIF funding secured to part support digital resource improvements for Health & Construction (eg anatomage table, PCs). | | <p>GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan</p> <p>Government policy: National Institutes of Technology</p> |
| | <ul style="list-style-type: none"> Cyber security awareness skills embedded within tutorial activity. | - Annual tutorial plan. | - Sept 23-Jul 25 | Online safety and cyber security is a key risk for young people/ students. This is embedded and explicitly included throughout the tutorial programme to ensure that the risks are highlighted and safety measures put in place. | | <p>Government policy: Higher technical education reforms</p> |
| | <ul style="list-style-type: none"> Digital curriculum regularly reviewed and updated based on multiple sources – eg national direction, regional research, user feedback, employer feedback. | - Revised/ new curriculum. | - Jan 23-Jul 25 | <p>The development of Higher Technical Qualifications (HTQ) is underway with a focus on Health, Sport, Project Management (Business), Engineering, Digital, Protective (Public) Services, Social and Community Work, Graphic Design. Digitisation of sectors forms a key part of course design and delivery.</p> <p>The College's role in the GMIoT will further enhance the College's HE provision including STEM, health and digital.</p> | | <p>Government policy: Skills for jobs: lifelong learning for opportunity and growth</p> |

| Operational Aim 3 - To plan for and be responsive to sectoral and other external changes. | | | | | | |
|--|--|--|------------------|---|------------|---|
| Strategic Aims | Outcomes | Measured | Timescale | Progress update since 2023-2024 Accountability Statement | RAG | National, Regional, Local Priorities |
| C1, C3, C5, R1, R2, R3, PR3, PR4, PR5 | <ul style="list-style-type: none"> Develop and expand technical curriculum offer. | - Curriculum offer. | - Jan 23-Jul 25 | Further HTQ funding secured Autumn 2023 to develop 3 courses for 2025 entry. T Level development and expansion continues. | | 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 Government policy: National Institutes of Technology Government policy: Higher technical education reforms Government policy: Skills for jobs: lifelong learning for opportunity and growth Government guidance: Reclassification of FE |
| | <ul style="list-style-type: none"> Prepare for changes to/reduction in vocational learning programmes. | - Curriculum offer. | - Jan 23-Jul 25 | Phased development of T Level offer in progress. | | |
| | <ul style="list-style-type: none"> Prepare for and respond to demographic changes. | - Estates strategy, curriculum strategy. | - Jan 23-Jul 25 | Estates Work include developments across Beacon, Woodbury, Prospects, University, Construction, Health & Digital Centres. Curriculum developments align with needs of LSIP and respond to national initiatives (eg T Levels, HTQs). | | |
| | <ul style="list-style-type: none"> Develop curriculum and prepare for employer skills needs to support expansion of Atom Valley. | - Curriculum offer | - Jan 23-Jul 25 | <p>The development of the Gateway will occur in phases with Construction labour / skills in high demand in initial stages. The College is planning to introduce CSCS testing facilities for all ages of students.</p> <p>Higher technical skills development in Construction is developing, broadening the current range of adult and HE provision at the College. This will address regional skills demand and be highly relevant to Atom Valley and the Northern Gateway development. Curriculum development is progressing well in this sector and into 2023/2024.</p> | | |
| | <ul style="list-style-type: none"> Prepare for and respond to changes resulting from FE reclassification. | - Organisational planning. | - Jan 23-Jul 25 | <p>All Bite Sized Guides issued to aid colleges in meeting new reclassification requirements reviewed and adopted. Awaiting issue of the new Financial Handbook (Spring 2024) to inform any changes required for College Financial Regulations.</p> <p>Completion and submission to DfE of Managing Public Money (MPM) assurance return to confirm compliance with new requirements (April 2023).</p> | | |

| Operational Aim 4 - Develop and embed transferable life and job-ready skills throughout study programmes. | | | | | | |
|--|---|---|------------------|---|------------|---|
| Strategic Aims | Outcomes | Measured | Timescale | Progress update since 2023-2024 Accountability Statement | RAG | National, Regional, Local Priorities |
| C2, C4, TLA4, TLA5, TLA6, R4, PR3 | <ul style="list-style-type: none"> Develop, review and enhance Positive Futures throughout study programmes. | - Learner feedback. | - Jan 23-Jul 25 | Annual tutorial calendar in place. Embedding consistency across all programmes - underway. | | Government policy: Skills for jobs: lifelong learning for opportunity and growth |
| | <ul style="list-style-type: none"> Learners' safety, inclusivity, wellbeing and mental health embedded throughout all activity. | - Safeguarding/welfare/ other reports. | - Jan 23-Jul 25 | Skills for Life and Skills for jobs tutorials, delivered every week to students across College. This ensures there is embedding of all safeguarding and well-being topics. This is fluid in terms of keeping up to date with current themes. | | GM Employment and Skills Advisory Panel: Local Skills Report & Labour Market Plan LSIP 2024 Update |
| | <ul style="list-style-type: none"> IAG focussed support. | - Evidence of Matrix IAG conversations. - Destinations data. | - Jan 23-Jul 25 | IAG enrolment discussions logged electronically. 96% of 16-18 students (for whom destinations were captured) progressed positively. (At November 2023) | | GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan |
| | <ul style="list-style-type: none"> Sustainability awareness and good practice embedded throughout study programmes. | - Programmes of work. Teaching, learning and assessment. | - Jan 23-Jul 25 | Sustainability group in place. Sustainability Week (April 2024) preparations underway. | | Bury MBC: Let's Do It! Strategy |
| | <ul style="list-style-type: none"> Entrepreneurial skills embedded throughout study programmes. | - Programmes of work. | - Jan 23-Jul 25 | The monitoring of the implementation and impact of Personal Development is overseen by the Assistant Principal. Each course has a Personal Development mapping document that ensures all aspects of personal development and the Gatsby benchmarks are embedded within the study programme. There is a particular focus on work-related learning, this includes social enterprise projects and youth social action. Examples include cake sales, a pop-up sustainable shop recycling items, the Christmas fair designed, produced and developed by students to provide activities for other students. | | |

| Operational Aim 5 - Develop and deliver next phase of Estates Strategy. | | | | | | |
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| Strategic Aims | Outcomes | Measured | Timescale | Progress update since 2023-2024 Accountability Statement | RAG | National, Regional, Local Priorities |
| R2, R3 | <ul style="list-style-type: none"> • Transform Beacon Centre to provide industry-standard Hair and Beauty Facilities. | - Completion of works. | - Apr 23-Feb 24 | Delivered on target. Handover December 2023. Delivery from February 2024. | | Department for Education: Further Education Capital Transformation Fund |
| | <ul style="list-style-type: none"> • Transform Woodbury Centre to provide catering and student resource facilities. | - Completion of works. | - Apr 23-Jan 25 | In progress. Contractors appointed December 2023. | | Government policy: National Institutes of Technology |
| | <ul style="list-style-type: none"> • Refurbish Sports Centre to update environment ready to support sports health higher technical GMIoT learners. | - Completion of works. | - Jun 23-Sept 23 | Completed summer 2023. DfE visited Autumn 2023 (positive verbal feedback). | | Department for Education: T Level Capital Fund |
| | <ul style="list-style-type: none"> • Invest in technologies to support GMIoT programmes. | - Purchase/ installation of equipment. | - Jan 23-Mar 25 | Spend on profile. Main phase completed. Additional spend planned for Summer 2024. | | Department for Education: Post-16 Capacity Fund |
| | <ul style="list-style-type: none"> • Invest in equipment and estate to support new T Level delivery. | - Purchase/ installation of equipment. | - Apr 23-Dec 24 | In progress. Hair & Beauty refurbishment – completed February 2024. Catering refurbishment planned alongside Transformation work – commenced January 2024. Legal & Finance SEA invested end December 2023. | | Alliance for Sustainability Leadership in Education FE Climate Action Roadmap |
| | <ul style="list-style-type: none"> • Respond to increase in demography through further development of Estate. | - Capital funding bids/ investment. | - Jun 23-Jul 25 | Significant progress through: GMIoT, Transformation, T Level, ESFA Capital, FE Reclassification, LSIF, College funding. Works include developments across Beacon, Woodbury, Prospects, University, Construction, Health & Digital Centres. | | |
| | <ul style="list-style-type: none"> • Estates sustainability strategy aligned with the Climate Action Roadmap for FE. | - Estates sustainability strategy/ capital funding bids/ investment. | - Sep 23-Jul 24 | £304,566 secured to improve energy efficiency across the estate 2023-2025. £53k spent to date. | | |

| Operational Aim 6 - Work with key stakeholders to ensure Adult and Higher Education provision is aligned with Greater Manchester's skills and job needs. | | | | | | |
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| Strategic Aims | Outcomes | Measured | Timescale | Progress update since 2023-2024 Accountability Statement | RAG | National, Regional, Local Priorities |
| C1, C3, C5, PR3, PR4, PR5 | <ul style="list-style-type: none"> Work with Bury MBC to align adult provision across the borough. | - Evolving/ aligned curriculum offer. | - Jan 23-Jul 25 | 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. This includes regular liaison with Bury's GM ESOL Co-ordinator (funded by the GMCA). | | Bury MBC: Let's Do It! Strategy GM Chamber of Commerce: Greater Manchester Local Skills Improvement Plan LSIP 2024 Update Government policy: National Institutes of Technology Government policy: Higher technical education reforms |
| | <ul style="list-style-type: none"> Ensure provision responds to recommendations within the LSIP. | - Evolving/ aligned curriculum offer. | - May 23-Jul 25 | Provision reviewed and updated Summer 2023. | | |
| | <ul style="list-style-type: none"> Collaborate with GMC to map and reflect on GM-wide HE curriculum. | - Evolving/ aligned curriculum offer. | - Jan 23-Jul 25 | LSIF to support Construction, Health, Education. CDI to support digital innovation. | | |
| | <ul style="list-style-type: none"> Develop Level 4 provision to respond to emerging higher technical skills needs. | - Evolving/ aligned curriculum offer. | - Jan 23-Jul 25 | HTE round 2 project approved Autumn 2023 to develop Graphic Design, Social & Community, Protective Services HTQs. | | |
| | <ul style="list-style-type: none"> Work with partner universities to develop articulations/ progression agreements from Level 4 provision. | - Articulations and agreements in place. | - Jan 23-Jul 25 | Nursing Year 1 and review of Healthcare Year 1 articulation discussions (Autumn/Winter 23) in progress. | | |
| | <ul style="list-style-type: none"> Develop and expand Teacher Education. | - Wider offer, number of learners. | - Jan 23-Jul 25 | Primary education discussions progressing. | | |
| | <ul style="list-style-type: none"> Engage with employers and respond to feedback. | - Employer surveys/ conversations and feedback. | - Jan 23-Jul 25 | 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. | | |

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| | | | | <p>Feedback informed by 22-23 employer survey, 2023 needs analysis and GM LSIP.</p> <p>Introduced a devolved model to Employer Engagement autumn 2023 - all Curriculum Leaders charged with harnessing resources to increase employer engagement i.e. integrated WEX Industry Placements within teams, organisation of/ attendance at employer-led careers events, securing industry placements and general WEX opportunities, planned-in work related learning opportunities delivered by employers.</p> <p>Assistant Principal/ wider representation at membership/ partnership forums including the GMIoT Groups, Bury MBC All Ages Skills Strategy Group, Atom Valley Skills Sub-group, Bury BID, Bury Business Leadership Group, GMLPN, Bury Adult Learning Centre.</p> <p>Working with University of Salford and NMC to secure approval for College delivery of Level 4 Nursing provision at Bury College.</p> <p>The College is supporting increasing demand for teacher training programmes – eg DfE Taking Teacher Further recruitment and retention of trainees across a range of sectors (in some cases, areas hard-to-recruit to) including Digital, Trades and Public Services.</p> <p>Development of short, modularised courses is underway, improving accessibility for adult learners, particularly those employed. 2023-2024 curriculum focus is on Health and Construction.</p> | | |
| | <ul style="list-style-type: none"> Engage with FE, HE, Employers, GMCA, Chamber to develop and deliver IoT curriculum. | <ul style="list-style-type: none"> Meetings, curriculum developed, number of learners. | <ul style="list-style-type: none"> Jan 23-Jul 25 | <p>Regular partnership meetings taking place. Curriculum development discussions for 24-25 taking place.</p> | | |

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| | <ul style="list-style-type: none"> Develop and deliver Year One of Nursing qualification. | <ul style="list-style-type: none"> Bury College approved to deliver. Number of learners. | <ul style="list-style-type: none"> Jan 23-Sept 25 | Nursing Year 1 discussions (Autumn/Winter 23) progressing with University of Salford. | | |
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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 23 April 2024.

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: 23 April 2024

Appendix A – Examples of curriculum review and responsiveness

Based on needs analysis, employer and wider stakeholder feedback.

Recent study programme curriculum review examples:

| Curriculum | Review and responsiveness |
|---------------------------------|---|
| Animal Care | Removed from offer due to low skills demand and local availability of highly resourced provision. |
| Business Management | Sustainability and sustainable practices embedded into curriculum. |
| | Assessment methods updated to further develop digital/ online skills. |
| | Level 2 – Online business skills (eg Selling/ Media Comparison) introduced to support development of e-commerce skills. |
| | Introduction of overseas and global markets and international case study assessment. |
| | Introduction of social media within T Level employer project assessment. |
| 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, Childcare curriculum updated to further students' understanding of the value of policies and workplace law – reinforced through practice in placement. |
| | 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. |
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| Creative Media | Interactive Media and Creative Games pathways introduced using WIX websites and industry recognised software. |
| | All programmes have a digital aspect. |
| | Teamwork and presentation of ideas to peers is embedded with coursework. |
| | Research is embedded to support work development and knowledge of existing/ emerging designers. |
| Digital | 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 (eg stress, strains, beams, tolerances) contextualise the assessment process. |
| Geography | Geography A Level features strong focus on research and data collection to develop analytical, interpretational and communication skills. |
| Health and Social Care | Curriculum reviewed to cover child developmental stages. |
| | Change of awarding body at level 1 to focus on personal development and care in the home. |
| | T Level Health (Adult Nursing) introduced. |
| | Masterclasses offered in Social Prescribing and Complementary Therapies. |
| Hospitality and Catering | Curriculum and qualifications updated to improve pathways into employment, including more practical and less theoretical skills development. |

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| | Curriculum centres around wider industry eg hospitality, catering and events. |
| | Silver Service content removed and replaced with more contemporary job-related service expectations (eg Bistro, Pastry, Confectionary). |
| Music | Removed from offer due to low skills demand and local availability of highly resourced provision. |
| Nursing | Collaboration with the University of Salford under-grad Nursing Team to ensure Level 3 curriculum is skills-led, fit for purpose in supporting student progression and to offer advice and guidance on personal statements and interview techniques. |
| Performing Arts | Awarding body changed to provide a more industry-focussed programme with opportunities for more skills development and performance time. Programme aligns more closely with stage school programme delivery. |
| Public Services | Level 1 combined with Level 1 Sport offer to widen progression opportunities. |
| | Level 2 and 3 - UK residential and related practical, project-based assessment introduced. |
| Salon | Introduction of new level 2 certificate in Beauty Therapy. |
| | Introduction of new level 3 technical certificate in Beauty Therapy. |
| | Introduction of new level 3 Media Make-up technical certificate. |
| | Introduction of new level 2 and 3 Women's Hair diploma. |
| | New hair units include cutting, colouring, lightening, type 4 hair. |
| | Introduction of new level 2 and 3 Barbering NVQs. |
| | Barbering units updated to include men's grooming and men's colouring. |
| Science | All A Level Sciences offer an additional qualification (Common practical assessment criteria) to support endorsement of learners' practical skills. |
| | Astrophysics offered to Physics students to support development of a wider physics curriculum. |
| | Thinking outside the box and wider abstract skills integrated into Maths curriculum to support higher level progression. |
| | Further Maths developed and available as an optional module. |
| Social Sciences | A Levels developed in response to work-related needs – eg CSI with GM Police, CSI practical for Law and Criminology. |
| | Formative assessments support problem solving, team working, production of digital materials and closely link to real-life case studies. |
| | Gothic texts introduced into English Literature, providing a more accessible literary genre. |
| | More presentations and discussion-based assessments introduced to support collaborative group working and interactive discussion. |
| Sports | Three academy pathways introduced based on employer needs for: Sports Massage, Fitness and Coaching. |
| | Unit selection supports skills needs re digital and technology skills. |
| | Assessment methods analyse critical evaluation and analytical skills throughout the curriculum. |
| | Additional unit introduced at level 2: Outdoor and Adventurous Activity. |
| | Introduction of Organising an Event unit at level 3 supports development of skills for jobs and skills for life. |
| Travel and Tourism | Changes to assessment of Level 2 units to focus on Selling skills. |
| | Widen offer to cover Hospitality, Events and Travel and Tourism. |

Recent higher level curriculum examples:

| Curriculum | Review and responsiveness |
|----------------------------|--|
| Business Management | Project Management focussed Business HNC introduced. |
| Digital | Digital Technologies HNC articulated onto Year 2 of Games Design and Production Degree with University of Salford. |
| Health | Introduction of Healthcare Practice HNC, aligned to forthcoming HTQ HNC. |
| Nursing | Year one of Nursing introduced at Bury campus, currently accredited and delivered by University of Salford staff. |
| Public Services | Introduction of Civil Protection Pathway into Public Services HNC and HND. |

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| Salon Management | Salon Management FdSc and BSc (Hons) introduced, validated by University of Salford. |
| Science | Chemistry and Biology pathways within Applied Sciences HNC articulated onto Year 2 degrees with University of Salford. |
| Sport | Sport and Exercise Science HNC articulated onto year two of degree programmes with UA92 and University of Cumbria. |
| | Community Coaching for England HTQ HNC introduced. |
| Travel and Tourism | International Tourism Management FdSc and BSc (Hons) introduced, validated by University of Salford. |

Recent apprenticeship curriculum examples:

| Curriculum | Review and responsiveness |
|--------------------------------|---|
| Business Management | New level 5 Coaching Professional standard developed and introduced. |
| Childcare and Education | Complete overhaul of formative assessment and exams to align with employer need. |
| Dental | Collaborating with Dental employers, provision updated to focus on modern techniques and skills relating to root canal treatments, effective ergonomics in a dental surgery and development of language skills with early years children. Investment in capital equipment and resources ensures Apprentices learn up to date techniques in an appropriate learning environment. |
| Hairdressing | New level 3 advanced Creative Hair Professional developed. |
| Health and Social Care | New level 4 Lead Practitioner Adult Care standard developed and introduced. |

Recent adult curriculum examples:

| Curriculum | Review and responsiveness |
|---------------------------------|---|
| Business | Range of free level 3 courses introduced for eligible learners cross Accounting, Business, Coaching and Mentoring, Digital Marketing. |
| Construction | Damp proofing and timber preservation specialist programmes introduced to support local employer need. |
| | Introduction of Multi-skills DIY (eg hanging wallpaper, basic plumbing) Level 1 Award. |
| Catering and Hospitality | Level 2 Patisserie and Confectionery Certificate introduced. |
| Digital | Review and roll out of revised offer for adult community learning across Digital Skills for Jobs and Digital Skills for Life. |
| ESOL | Expansion of ESOL provision, including introduction of a Community Interpreting qualification. |
| Health | Introduction of specialist level 5 diploma in Cognitive Behavioural Therapy to support person-centred developments in the NHS. |

Supporting documentation

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