



# ANNUAL ACCOUNTABILITY STATEMENT

2023-2024



**Positive Futures:**  
**Skills for Jobs,**  
**Skills for Life**

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

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## **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 demand led, responding to the skills needs of employers and the aspirations of our learners.
- 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.

### **Teaching, Learning and Assessment Aims**

*Our intention is to:*

- TLA1 Ensure that teaching, learning and assessment 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.
- 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 Maximise opportunities to celebrate successes and achievements to positively enhance the college's reputation.
- PR2 Engage with local high school partners, parents and carers in order to promote progression opportunities and improve school leaver participation.
- PR3 Collaborate with employers to ensure the curriculum supports their current and emerging skills needs.
- 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 and Greater Manchester Combined Authority.

*From: **Bury College Strategic Plan 2021-2025** (updated October 2022)*

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

## **Context and Place**

### **About Bury College**

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

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

Over 2,000 individuals are supported with GCSE English and maths resits annually. The College is consistently one of the top performing Colleges for English and maths.

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

Approximately 700 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 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.

63% of learners aged 16-19 come from the three most deprived deprivation bands.<sup>i</sup>

Bury College is nationally recognised as a Good College<sup>ii</sup>.

### **Geographical area and delivery location**

Bury College is situated in the LSIP region of Greater Manchester on a single campus site at Market Street, 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. Delivery venues currently include Asian Development Association of Bury, Bury United Reform Church, Radcliffe and Elton primary schools in the Bury College Education Trust, Women of Worth, Blackburne Hall.

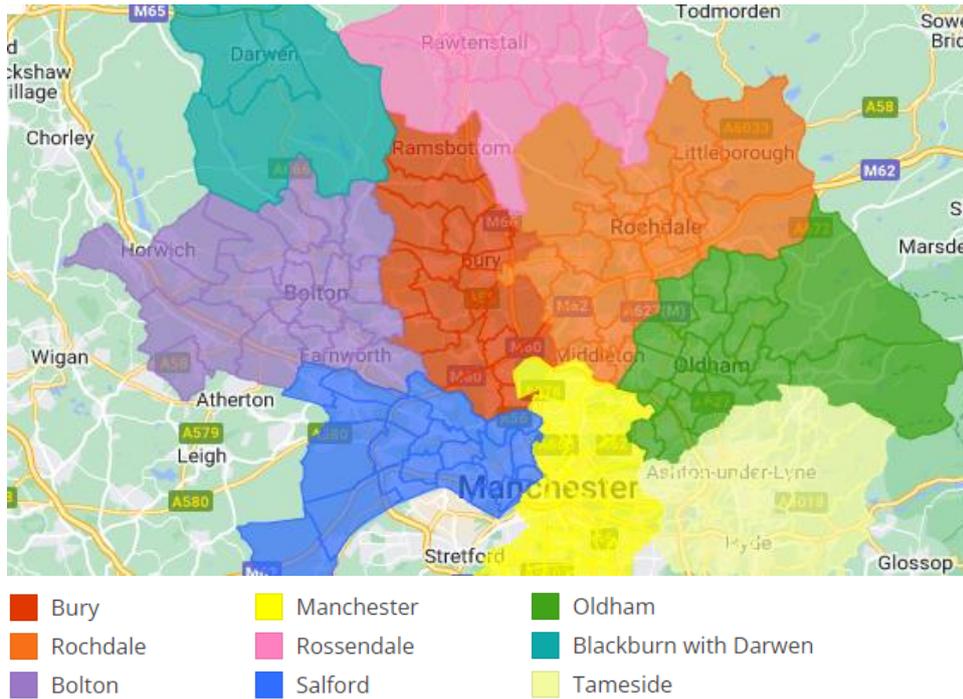
### Travel to learn area

In 2021-2022, 97% of 16-19 year old Bury College students across all levels came from within the Greater Manchester Learning and Skills Improvement Plan (LSIP) region<sup>iii</sup>.

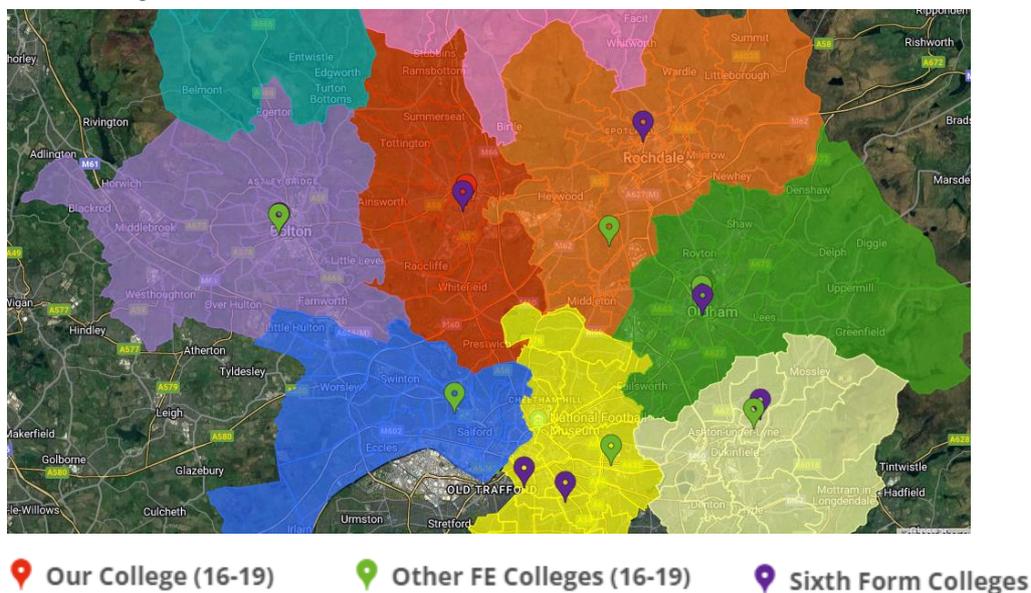
### Overall % breakdown

Bury	48%	Rochdale	17%
Bolton	16%	Manchester	12%
Salford	3%	Rossendale	3%
Other	1%		

The map below illustrates Bury and adjoining boroughs:



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



### 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.<sup>iv</sup>

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.<sup>v</sup>

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 (NV2-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<sup>vi</sup>

Over 124,000 businesses across Greater Manchester.

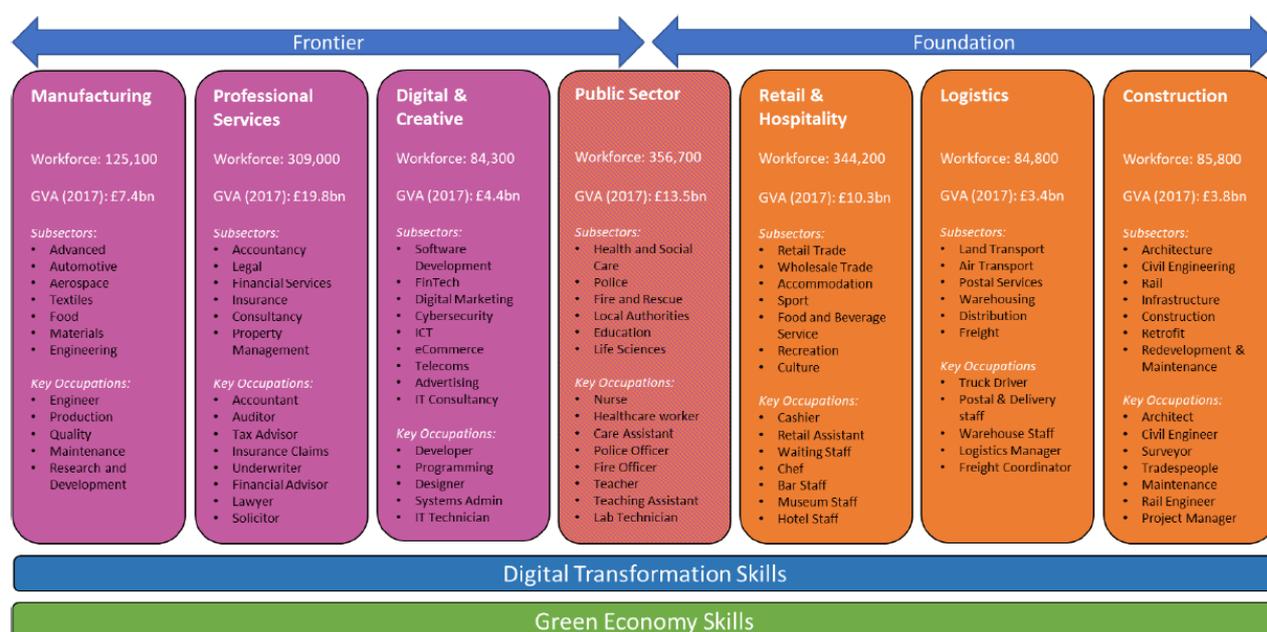
2.8 million people live in the city-region.

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

### Bury Economy

#### Businesses and Jobs<sup>vii</sup>

In 2021, there were 7,975 business enterprises operating within the Borough (8,535 in 2019).

Bury has a higher proportion of businesses with 0-9 employees (90.8%) than the Greater Manchester (GM) (89.2%), and North West averages (89%), and a lower proportion of businesses with 250+ employees (0.3% v 0.4%).

Area	0-9 Employees	10-49 Employees	50-249 Employees	250+ Employees	Total
Bury	7,245 (90.8%)	620 (7.8%)	90 (1.1%)	20 (0.3%)	7,975
Greater Manchester	95,125 (89.2%)	9,455 (8.9%)	1,695 (1.6%)	420 (0.4%)	106,695
North West	241,185 (89%)	24,345 (9.0%)	4,375 (1.6%)	1,040 (0.4%)	270,945
England	2,161,050 (89.8%)	199,325 (8.3%)	36,285 (1.5%)	9,305 (0.4%)	2,405,965
UK	2,480,140 (89.7%)	232,815 (8.4%)	41,655 (1.5%)	10,540 (0.4%)	2,765,150

### **Economic Inclusivity<sup>viii</sup>**

Bury annual pay for full-time workers has increased from £29,650 in 2019 to £31,341 in 2021.

This data placed the borough as the third highest in GM in 2019, and 2<sup>nd</sup> highest in 2021.

Between 2015 and 2020 the number of jobs in Bury increased by only 1% compared to 8% in Greater Manchester and 3% in England.

A fifth of jobs within Bury are in the public sector, which is a higher share compared to Greater Manchester and national comparators.

Job density is also relatively low with a significant proportion of residents working outside of the borough.

Data from 2018 suggests Bury resident earnings were 13% higher than Bury workplace earnings (c.£31,000 per annum compared to c.£27,000 per annum) indicating that many people leave the borough to access higher value employment.

### **Key job sectors in Bury (2017 data):<sup>ix</sup>**

- Public sector, administration, health & social care, education – 22,352
- Wholesale & retail – 14,453
- Business, financial & professional – 11,796
- Manufacturing – 7,720

### **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.<sup>x xi</sup>

### **Local Skills Improvement Plan (LSIP)<sup>xii</sup>**

The industries that have been included in the LSIP research so far are:

- Financial, Business and Professional services (FBPS)
- Health and social Care
- Transport and Storage
- Manufacturing
- Education
- Hospitality
- Construction

The sectors were picked based on their contribution to the city region's economy, employment they account for and local authority priorities.

### **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 2022**

- Social care worker
- Teaching assistant
- Warehouse worker
- General Nurse, SEN Assistant, Mental Health Nurse
- Primary School Teacher
- Tutor
- Administrator
- Cleaner

*Please see [Appendix A](#) for further details re occupations in high demand and the number of vacancy postings in Bury in 2022.*

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

Female



49%



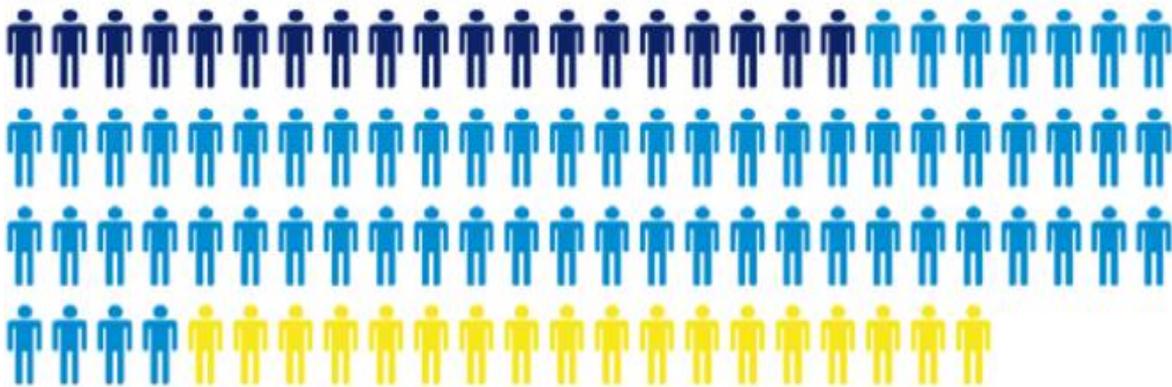
51%



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**

than England, Greater Manchester and the North West



Bury has a higher proportion of those aged

**45-59**

For any further information please contact [PI.SDU@bury.gov.uk](mailto:PI.SDU@bury.gov.uk)

## **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.

## 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 2021/22 an example of this mapping can be seen below:

### *Enrolments by Bury High Growth Sectors<sup>xiii</sup>*

	16-18	Adults	HE	APPs	Total by HGS
Business, Financial & Professional Services	705	269	60	165	1199
Scientific & Research	589	22	4	10	625
Creative & Digital	611	189	10	0	810
Total by age/provision	1905	480	74	175	2634

### *Enrolments across the five sectors contributing to two thirds of Bury's employment<sup>xiv</sup>*

	16-18	Adults	HE	APPs	Total by sector
Education	818	298	110	160	1386
Health & Social Care	779	712	151	186	1828
Manufacturing	262	7	9	0	278
Real Estate	236	24	0	80	340
Wholesale & Retail	181	44	106	0	331
Total by age/provision	2276	1085	376	426	4163

### *Enrolments by Greater Manchester Frontier and Foundation Sectors<sup>xv</sup>*

FRONTIER & FOUNDATION	16-18	Adults	HE	APPs	Total	% of total enrolments
Professional Services (frontier)	705	269	60	165	1199	18%
Manufacturing (frontier)	851	29	13	10	903	13%
Digital & Creative (frontier)	611	189	10	0	810	12%
Public Sector (frontier & foundation)	1360	956	249	346	2911	43%
Retail & Hospitality (foundation)	418	98	118	0	634	9%
Logistics (foundation)	0	0	0	0	0	0%
Construction (foundation)	236	24	0	80	340	5%
Frontier & Foundation Total by age/provision	4181	1565	450	601	6797	100%

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.

### **National skills priorities<sup>xvi</sup>**

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.

### **Regular review of curriculum footprint**

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

- Animal Care removed from the curriculum offer as a result of: low skills demand (therefore not a priority for investment), poor destinations, poor quality, highly resourced provision at a neighbouring college (Hopwood Hall).
- Music removed from the curriculum offer as a result of: low skills demand (therefore not a priority for investment), poor destinations, poor quality, highly resourced provision at a neighbouring college (The Manchester College).
- [Appendix B](#) outlines further curriculum adjustments made by the College in response to skills review, employer and partner stakeholder feedback.

## Contribution to national, regional, local priorities – 2023-2024

Operational Aim	Strategic Aims	Outcomes	Measured	Timescale	National, Regional, Local Priorities					
1	Develop and deliver an increased range of technical education programmes.	C1, C3, C5R2, R3, PR3, PR4	<ul style="list-style-type: none"> <li>Add to the existing offer of T Levels with the introduction of:                             <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Digital Production, Design, Development</li> <li>- Early Years Educator</li> <li>- Electrical &amp; Electronic Engineering</li> <li>- Management &amp; Administration</li> <li>- Science</li> <li>- Construction</li> <li>- Hair, Beauty and Aesthetics</li> <li>- Media, Broadcast and Production</li> <li>- Catering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Programme offered.</li> </ul>	<ul style="list-style-type: none"> <li>- Start Sept 2023</li> <li>- Start Sept 2024</li> <li>- Start Sept 2024</li> <li>- Start Sept 2024</li> <li>- Start Sept 2025</li> </ul>	<p>GM and GMCA plans: <a href="#">Create an integrated technical system</a></p> <p>GM Chamber of Commerce: <a href="#">Greater Manchester Local Skills Improvement Plan</a></p> <p>Government policy: <a href="#">Skills for jobs: lifelong learning for opportunity and growth</a></p> <p>Government policy: <a href="#">Higher technical education reforms</a></p> <p>Government policy: <a href="#">National Institutes of Technology</a></p> <p>Supports nationally identified skills priorities:</p> <ul style="list-style-type: none"> <li>- Construction</li> <li>- Digital &amp; Technology</li> <li>- Health &amp; Social Care</li> <li>- Engineering &amp; Manufacturing</li> <li>- Science &amp; Mathematics</li> </ul> <p><a href="#">Accountability Agreements for 2023 to 2024</a></p>				
			<ul style="list-style-type: none"> <li>Develop Higher Technical Qualifications in:                             <ul style="list-style-type: none"> <li>- Digital HNC</li> <li>- Healthcare HNC</li> <li>- Science HNC</li> <li>- Sport HNC</li> <li>- Business HNC</li> <li>- Engineering HNC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Programme offered.</li> </ul>	<ul style="list-style-type: none"> <li>- Start Sept 2023</li> <li>- Start Sept 2023</li> <li>- Start Sept 2023</li> <li>- Start Sept 2023</li> <li>- Start Sept 2024</li> <li>- Start Sept 2024</li> </ul>					
			<ul style="list-style-type: none"> <li>Develop and deliver range of technical programmes to support the Greater Manchester Institute of Technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Programmes offered.</li> </ul>	<ul style="list-style-type: none"> <li>- Sept 2023-2024</li> </ul>					
			2	Develop and embed transferable life and job-ready skills throughout study programmes.	C2, C4, TLA4, TLA5, TLA6, R4, PR3		<ul style="list-style-type: none"> <li>Develop, review and enhance Positive Futures throughout study programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Sept 23-Jul 24</li> </ul>	<p>Government policy: <a href="#">Skills for jobs: lifelong learning for opportunity and growth</a></p> <p>GM Employment and Skills Advisory Panel: <a href="#">Local Skills Report &amp; Labour Market Plan</a></p> <p>GM Chamber of Commerce: <a href="#">Greater Manchester Local Skills Improvement Plan</a></p> <p>Bury MBC:</p>
							<ul style="list-style-type: none"> <li>Learners' safety, inclusivity, wellbeing and mental health embedded throughout all activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Safeguarding/ welfare/ other reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Sept 23-Jul 24</li> </ul>	
							<ul style="list-style-type: none"> <li>IAG focussed support.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of Matrix IAG conversations.</li> <li>- Destinations data.</li> </ul>	<ul style="list-style-type: none"> <li>- Sept 23-Jul 24</li> </ul>	
							<ul style="list-style-type: none"> <li>Sustainability awareness and good practice embedded throughout study programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Programmes of work. Teaching, learning and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Jan 23-Jul 24</li> </ul>	

			<ul style="list-style-type: none"> <li>• Entrepreneurial skills embedded throughout study programmes.</li> </ul>	- Programmes of work.	- Jan 23-Jul 24	<a href="#">Let's Do It! Strategy</a>
3	Develop and deliver next phase of Estates Strategy.	R2, R3	<ul style="list-style-type: none"> <li>• Transform Beacon Centre to provide industry-standard Hair and Beauty Facilities.</li> </ul>	- Completion of works.	- Apr 23-Feb 24	Department for Education: <a href="#">Further Education Capital Transformation Fund</a>  Government policy: <a href="#">National Institutes of Technology</a>  Department for Education: <a href="#">T Level Capital Fund</a>  Department for Education: <a href="#">Post-16 Capacity Fund</a>  Alliance for Sustainability Leadership in Education <a href="#">FE Climate Action Roadmap</a>
			<ul style="list-style-type: none"> <li>• Transform Woodbury Centre to provide catering and student resource facilities.</li> </ul>	- Completion of works.	- Apr 23-Jan 25	
			<ul style="list-style-type: none"> <li>• Refurbish Sports Centre to update environment ready to support sports health higher technical GMIoT learners.</li> </ul>	- Completion of works.	- Jun 23-Sept 23	
			<ul style="list-style-type: none"> <li>• Invest in technologies to support GMIoT programmes.</li> </ul>	- Purchase/ installation of equipment.	- Jan 23-Mar 25	
			<ul style="list-style-type: none"> <li>• Invest in equipment and estate to support new T Level delivery.</li> </ul>	- Purchase/ installation of equipment.	- Apr 23-Dec 24	
			<ul style="list-style-type: none"> <li>• Respond to increase in demography through further development of Estate.</li> </ul>	- Capital funding bids/ investment.	- Jun 23-Jan 25	
			<ul style="list-style-type: none"> <li>• Estates sustainability strategy aligned with the Climate Action Roadmap for FE.</li> </ul>	- Estates sustainability strategy/ capital funding bids/ investment.	- Sep 23-Jul 24	
4	Work with key stakeholders to ensure Adult and Higher Education provision is aligned with Greater Manchester's skills and job needs.	C1, C3, C5, PR3, PR4, PR5	<ul style="list-style-type: none"> <li>• Work with Bury MBC to align adult provision across the borough.</li> </ul>	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 24	Bury MBC: <a href="#">Let's Do It! Strategy</a>  GM Chamber of Commerce: <a href="#">Greater Manchester Local Skills Improvement Plan</a>  Government policy: <a href="#">National Institutes of Technology</a>  Government policy: <a href="#">Higher technical education reforms</a>
			<ul style="list-style-type: none"> <li>• Ensure provision responds to recommendations within the LSIP.</li> </ul>	- Evolving/ aligned curriculum offer.	- May 23-Jul 24	
			<ul style="list-style-type: none"> <li>• Collaborate with GMCG to map and reflect on GM-wide HE curriculum.</li> </ul>	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 24	
			<ul style="list-style-type: none"> <li>• Develop Level 4 provision to respond to emerging higher technical skills needs.</li> </ul>	- Evolving/ aligned curriculum offer.	- Jan 23-Jul 24	
			<ul style="list-style-type: none"> <li>• Work with partner universities to develop articulations/ progression agreements from Level 4 provision.</li> </ul>	- Articulations and agreements in place.	- Jan 23-Jul 24	
			<ul style="list-style-type: none"> <li>• Develop and expand Teacher Education.</li> </ul>	- Wider offer, number of learners.	- Jan 23-Jul 24	
			<ul style="list-style-type: none"> <li>• Engage with employers and respond to feedback.</li> </ul>	- Employer surveys/ conversations and feedback.	- Jan 23-Jul 24	
			<ul style="list-style-type: none"> <li>• Engage with FE, HE, Employers, GMCA, Chamber to develop and deliver IoT curriculum.</li> </ul>	- Meetings, curriculum developed, number of learners.	- Jan 23-Jul 24	

			<ul style="list-style-type: none"> <li>Develop and deliver Year One of Nursing qualification.</li> </ul>	- Bury College approved to deliver. Number of learners.	- Jan 23-Sept 25	
5	To respond to the need for digital skills across the LSIP region.	C1, C5, R2, R3, PR3	<ul style="list-style-type: none"> <li>Digital literacy skills embedded throughout study programmes.</li> </ul>	- Teaching plans.	- Sept 23-Jul 24	Bury MBC: <a href="#">Let's Do It! Strategy</a>
			<ul style="list-style-type: none"> <li>Resources and infrastructure responsive to changing needs of learners – eg assessments, industry need.</li> </ul>	- Allocation of resources.	- Sept 23-Jul 24	GM Chamber of Commerce: <a href="#">Greater Manchester Local Skills Improvement Plan</a>
			<ul style="list-style-type: none"> <li>Cyber security awareness skills embedded within tutorial activity.</li> </ul>	- Annual tutorial plan.	- Sept 23-Jul 24	GM Employment and Skills Advisory Panel: <a href="#">Local Skills Report &amp; Labour Market Plan</a>
			<ul style="list-style-type: none"> <li>Digital curriculum regularly reviewed and updated based on multiple sources – eg national direction, regional research, user feedback, employer feedback.</li> </ul>	- Revised/ new curriculum.	- Jan 23-Jul 24	Government policy: <a href="#">National Institutes of Technology</a>  Government policy: <a href="#">Higher technical education reforms</a>  Government policy: <a href="#">Skills for jobs: lifelong learning for opportunity and growth</a>
6	To plan for and be responsive to sectoral and other external changes.	C1, C3, C5, R1, R2, R3, PR3, PR4, PR5	<ul style="list-style-type: none"> <li>Develop and expand technical curriculum offer.</li> </ul>	- Curriculum offer.	- Jan 23-Jul 24	GM Chamber of Commerce: <a href="#">Greater Manchester Local Skills Improvement Plan</a>
			<ul style="list-style-type: none"> <li>Prepare for changes to/ reduction in vocational learning programmes.</li> </ul>	- Curriculum offer.	- Jan 23-Jul 24	GM Employment and Skills Advisory Panel: <a href="#">Local Skills Report &amp; Labour Market Plan</a>
			<ul style="list-style-type: none"> <li>Prepare for and respond to demographic changes.</li> </ul>	- Estates strategy, curriculum strategy.	- Jan 23-Jul 24	Government policy: <a href="#">National Institutes of Technology</a>
			<ul style="list-style-type: none"> <li>Develop curriculum and prepare for employer skills needs to support expansion of Atom Valley.</li> </ul>	- Curriculum offer	- Jan 23-Jul 24	Government policy: <a href="#">Higher technical education reforms</a>
			<ul style="list-style-type: none"> <li>Prepare for and respond to changes resulting for FE reclassification.</li> </ul>	- Organisational planning.	- Jan 23-Jul 24	Government policy: <a href="#">Skills for jobs: lifelong learning for opportunity and growth</a>  Government guidance: <a href="#">Reclassification of FE</a>

## **Corporation statement**

On behalf of the Bury College Corporation, it is hereby confirmed that the plan as set out in this document reflects an agreed statement of purpose, aims and objectives as approved by the Corporation at its meeting on 25<sup>th</sup> April 2023.

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>

**Peter Nicol - Chair of the Corporation of Bury College.**

**Dated:** 25<sup>th</sup> April 2023.

## Appendix A – High demand Bury occupations and vacancy postings in 2022

(Adzuna Data)

Bury							
FBPS		Health and Social care		Education		Transport and Storage	
Job title	Postings	Job title	Postings	Job title	Postings	Job title	Postings
Managers	146	Social care worker	713	Teaching assistant	431	Warehouse worker	388
Team leader	125	General nurse	244	SEN assistants	236	Cleaner	183
Recruitment consultants	101	Mental health nurse	212	Primary school teacher	191	Hand Packer	109
Credit managers	87	Health care assistant	130	Tutor	168	Lorry driver	81
Software developer	83	Housekeeper	115	Cover Supervisor	141		
Consultants	74	Housekeeper	115	Science teacher Secondary school	86		
Accountant	73	Psychologist	80	Teacher	83		
Payroll clerk	58	Personal trainer	67	English teacher	72		
Manufacturing		Hospitality		Construction			
Job title	Postings	Job title	Postings	Job title	Postings		
Production operative	123	Customer service advisor	125	Electrician	48		
Engineer (electrical, field service, infrastructure, project)	109	Kitchen assistant	85	Labourer	44		
Hand packer	109	Chef	84	Welder (MIG Welder)	41		
Maintenance engineer	53	Sales executive	77				
Food production Operator	51	Sous chef	60				
Vehicle technician	50						

### Source:

Greater Manchester Chamber of Commerce, (2023). **“Initial Baseline Report”**, Data from the Local Skills Improvement Plan, Greater Manchester Colleges, p29, 28 March.

## Appendix B – 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
<b>Animal Care</b>	Removed from offer due to low skills demand and local availability of highly resourced provision.
<b>Business Management</b>	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.
<b>Childcare and Education</b>	Placement preparation and activity introduced to reinforce theory.
	Assessment takes places within the workplace to support practical skills development.
	Outdoor classroom introduced.
	Level 2 and 3 qualifications provide a license to practice.
<b>Construction</b>	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.
<b>Creative Media</b>	Interactive Media and Creative Games pathways introduced.
	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.
<b>Digital</b>	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.
<b>Engineering</b>	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.
<b>Geography</b>	Geography A Level features strong focus on research and data collection to develop analytical, interpretational and communication skills.
<b>Health and Social Care</b>	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.
<b>Hospitality and Catering</b>	Masterclasses offered in Social Prescribing and Complementary Therapies.
	Curriculum and qualifications updated to improve pathways into employment, including more practical and less theoretical skills development.
	Curriculum centres around wider industry eg hospitality, catering and events.
	Silver Service content removed and replaced with more contemporary job-related service expectations (eg Bistro, Pastry, Confectionary).
<b>Music</b>	Removed from offer due to low skills demand and local availability of highly resourced provision.
<b>Performing Arts</b>	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.

<b>Public Services</b>	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.
<b>Salon</b>	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.
<b>Science</b>	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.
<b>Social Sciences</b>	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.
<b>Sports</b>	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.
<b>Travel and Tourism</b>	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:

<b>Curriculum</b>	<b>Review and responsiveness</b>
<b>Business Management</b>	Project Management focussed Business HNC introduced.
<b>Digital</b>	Digital Technologies HNC articulated onto Year 2 of Games Design and Production Degree with University of Salford.
<b>Health</b>	Introduction of Healthcare Practice HNC, aligned to forthcoming HTQ HNC.
<b>Nursing</b>	Year one of Nursing introduced at Bury campus, currently accredited and delivered by University of Salford staff.
<b>Public Services</b>	Introduction of Civil Protection Pathway into Public Services HNC and HND.
<b>Salon Management</b>	Salon Management FdSc and BSc (Hons) introduced, validated by University of Salford.
<b>Science</b>	Chemistry and Biology pathways within Applied Sciences HNC articulated onto Year 2 degrees with University of Salford.
<b>Sport</b>	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.
<b>Travel and Tourism</b>	International Tourism Management FdSc and BSc (Hons) introduced, validated by University of Salford.

**Recent apprenticeship curriculum examples:**

<b>Curriculum</b>	<b>Review and responsiveness</b>
<b>Business Management</b>	New level 5 Coaching Professional standard developed and introduced.
<b>Childcare and Education</b>	Complete overhaul of formative assessment and exams to align with employer need.
<b>Hairdressing</b>	New level 3 advanced Creative Hair Professional developed.
<b>Health and Social Care</b>	New level 4 Lead Practitioner Adult Care standard developed and introduced.

**Recent adult curriculum examples:**

<b>Curriculum</b>	<b>Review and responsiveness</b>
<b>Business</b>	Range of free level 3 courses introduced for eligible learners cross Accounting, Business, Coaching and Mentoring, Digital Marketing.
<b>Construction</b>	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.
<b>Catering and Hospitality</b>	Level 2 Patisserie and Confectionery Certificate introduced.
<b>Digital</b>	Review and roll out of revised offer for adult community learning across Digital Skills for Jobs and Digital Skills for Life.
<b>ESOL</b>	Expansion of ESOL provision, including introduction of a Community Interpreting qualification.
<b>Health</b>	Introduction of specialist level 5 diploma in Cognitive Behavioural Therapy to support person-centred developments in the NHS.

## Supporting documentation

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- <sup>i</sup> MIDES, (2023). “**16-19 Funded Learning**”, All levels, 2021-2022 cohort, accessed 20 February 2023.
- <sup>ii</sup> Ofsted, 2018. “**Further education and skills inspection report**”, Bury College, p.1, September. Online 12 January 2023 at: <https://files.ofsted.gov.uk/v1/file/50033161>
- <sup>iii</sup> *Statistics and maps shown:* RCU, (2023). “**Vector Insight Data**”. Accessed online 16 January 2023 at: [Dashboard | RCU](#)
- <sup>iv</sup> Bury MBC, (2018). “**Bury Local Plan. Topic Paper 2. Economy and Employment**”, p8 and 11, October. Online 23 January 2023 at: <https://www.bury.gov.uk/localplan>
- <sup>v</sup> Bury Council, (2020). “**Economic Resilience for the Bury economy and the impact of Brexit**”, Cambridge Econometrics, p22, February.
- <sup>vi</sup> Greater Manchester Employment and Skills Advisory Panel, (2022). “**Local Skills Report & Labour Market Plan**”, Version 2, pp.7, 8, 12, 24, 26-28, March. Online 12 January 2023 at: <https://www.greatermanchester-ca.gov.uk/media/5802/gm-esap-local-skills-report-update-march-2022-final.pdf>
- <sup>vii</sup> Nomis, Official Labour Market Statistics, UK Business Count (2019). Online 12 July 2022 at: <https://www.nomisweb.co.uk/reports/lmp/la/1946157082/printable.aspx>  
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- <sup>viii</sup> Bury Council and NHS Greater Manchester Integrated Care, (2022). “**Bury Let’s Do It (2022) State of the Borough Report**”, p4 and p11, 18 July.
- <sup>viii</sup> Bury Council, (2020). “**Economic Resilience for the Bury economy and the impact of Brexit**”, Cambridge Econometrics, pp 40, 41, 43, 51 February.
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- <sup>xi</sup> Greater Manchester Chamber of Commerce, (2023). “**Data from the Greater Manchester Local Skills Improvement Plan**”, Local data and priorities, Bury, p5, May.
- <sup>xii</sup> Greater Manchester Chamber of Commerce, (2023). “**Initial Baseline Report**”, Data from the Local Skills Improvement Plan, Greater Manchester Colleges, pp11, 27-30, 28 March.
- <sup>xiii</sup> Bury MBC, (2022). “**Team Bury Partnership Event**”, Hatch Presentation re Bury’s Economy, 7 July.
- <sup>xiv</sup> Bury MBC, (2022). “**Team Bury Partnership Event**”, Hatch Presentation re Bury’s Economy, 7 July.
- <sup>xv</sup> Greater Manchester Employment and Skills Advisory Panel, (2022). “**Local Skills Report & Labour Market Plan**”, Version 2, p.24, March. Online 12 January 2023 at: <https://www.greatermanchester-ca.gov.uk/media/5802/gm-esap-local-skills-report-update-march-2022-final.pdf>
- <sup>xv</sup> HM Treasury, (2023). “Spring Budget 2023”, p63, March.
- <sup>xvi</sup> Department for Education, (2023). “**Accountability Agreements for 2023 to 2024**”, Guidance, p.6, 12 April.