



Bolton College

Accountability Statement

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Mission

Bolton College will enable individuals, businesses and communities within Bolton and the region to realise their potential through education and training that is inclusive, inspiring, innovative and responsive to their needs.

Values

- Excellence in all we do
- Ensuring learning and the student are at the heart of everything we do
- Equality of opportunity and celebration of diversity
- Serving our community
- Honesty and professionalism
- Caring for the environment and the communities we serve

Strategic Priorities:

1. Optimising opportunities across the merged group
2. Focusing efforts on the road to outstanding
3. Ensuring financial sustainability
4. Becoming a truly 'digital college'
5. Being responsive to the communities we serve in Bolton and the City Region



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Context and Place

Bolton College

- Bolton College is a medium sized general Further Education College. The College's main site is in the centre of Bolton and it operates from three other sites (hubs) and a number of community venues (spokes) in and around the Bolton area.
- The College offers provision in 14 of the 15 areas funded by the ESFA. The College offers employer responsive provision in health, public services and care; science and maths; engineering and manufacturing technologies; construction, planning and the built environment; information and communication technology; retail and commercial enterprise; leisure, travel and tourism; education and training and business, administration and law.



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Context and Place

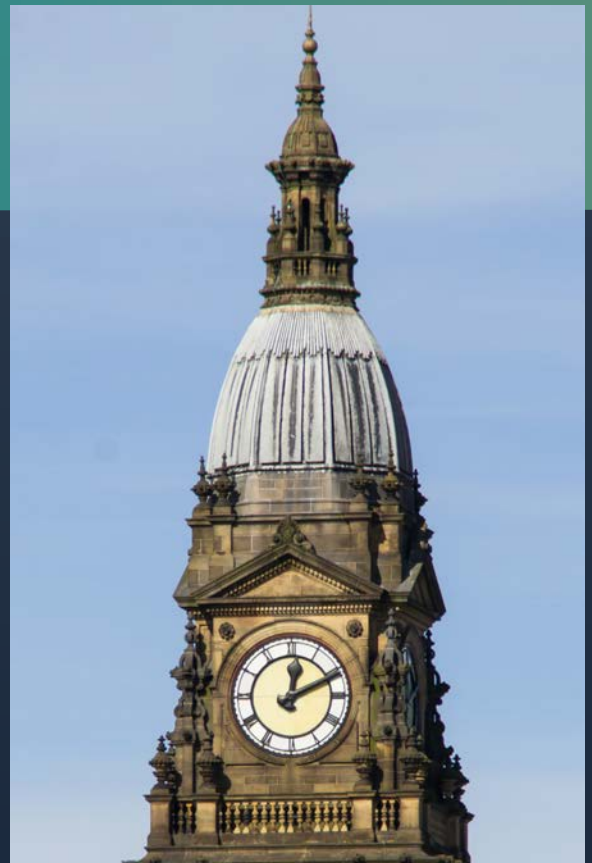
- The Borough of Bolton is the fourth largest Borough in Greater Manchester with a growing population of 296,000 (NOMIS 01/2023). This is a 6.9% increase since the 2011 census and slightly above the overall increase for England.
- Bolton is richly diverse with 31% of the population from an ethnic minority background. Pakistani is now the largest minority group (9.4%), followed by Indian (8.9%) (ONS Census 2021). Bolton includes some of the most affluent areas in the region and some of the poorest. 26% of the Bolton population live in an area that is among the 10% most deprived nationally, while 56% of the population live in an area that is among the 30% most deprived nationally. 4% of the Bolton population live in an area that is among the 10% least deprived nationally
- Currently Bolton's unemployed claimant count is at 5.7%, this remains 1.5% higher than North West (4.2%) and 2% higher than the national figure (3.7%). NOMIS-LMP 01/2023.
- In Bolton 69.2% of the working age population was in paid employment compared to 73.4% in the North West and 75.6% nationally. Bolton has a significantly higher than average proportion of working age people who were unemployed (i.e. actively seeking work), as well as a higher than average proportion of those not working due to being 'Long Term Sick'. (NOMIS-LMP Oct 21-Sept 22).
- 411 (4.7%) of 16 and 17 year olds in Bolton were described as NEET or activity not known in 2022. This is down from 6.3% in the previous year and the same as the national picture.



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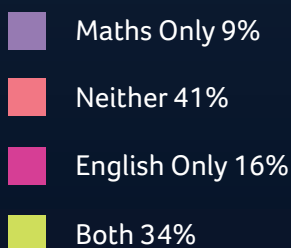
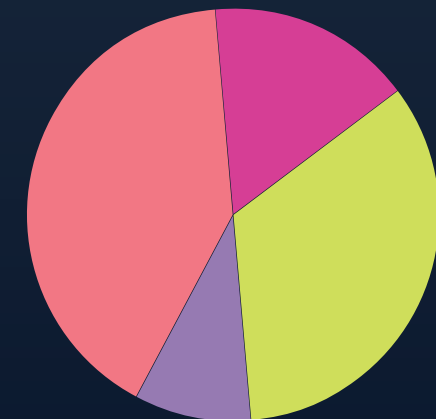
Context and Place

- Bolton has areas of high levels of deprivation and has a higher unemployment rate than both the North West and Great Britain as a whole. The College recruits a majority (65%) of its learners from these areas of high relative deprivation. Many learners face multiple barriers to their learning and the College is successful in supporting them to achieve their learning aims.
- Comparison to other GFE Colleges shows there is a greater proportion of learners (aged 16 to 18) that come to Bolton College without both GCSE English and GCSE Maths than the GFE College average for this age group.

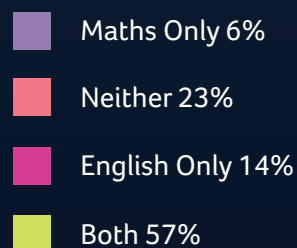
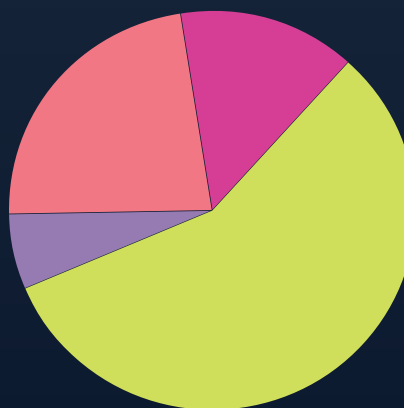
Figure 1: Prior Achievement - GCSE English & Maths Grade 9-4 or equivalent as at the start of the 21/22 academic year.

Source: MiDES ILR R14 2021/22 (College Base: 1,870 learners)

Bolton College



GFE Colleges



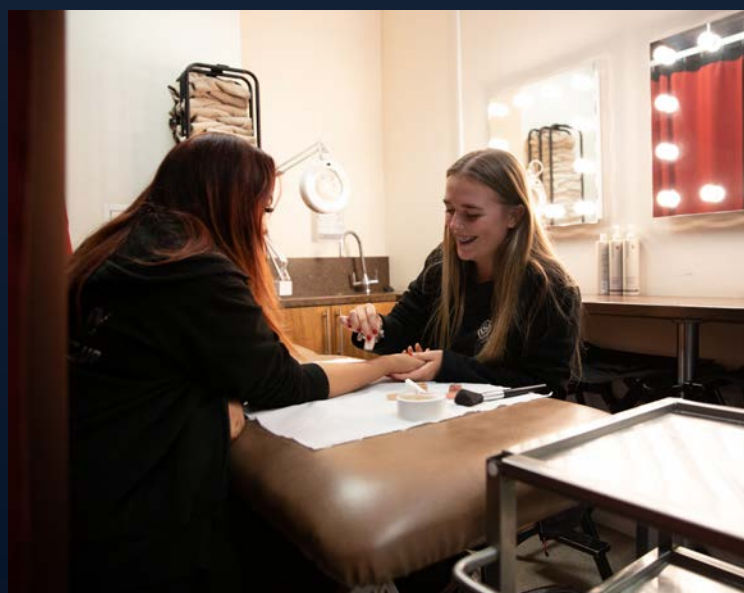
This expresses the scale of the challenge the College faces in developing these skills for those young people that have failed to achieve in secondary education particularly with the importance of English and Maths to employability.

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- Bolton has a dynamic business base, and is home to some major businesses and employment sites. It is home to major companies, including household brands like Warburtons and Greenhalghs, and cutting-edge manufacturing like MBDA; sites like Logistics North create a base for large multinational companies, such as Aldi, Lidl, Green King, Costa and Komatsu. Bolton has sector specialisms with higher-than-average employment in manufacturing, logistics, wholesale and retail, and business services.
- Overall Bolton's business base is growing quickly with high business birth rate and survival rates. Growth in high-output employment is shifting from manufacturing to knowledge-based sectors, with growth in professional services such as the financial and insurance sectors. In recent years fast-growing companies in digital, retail, energy and financial services have emerged, including AO, Parcel2Go, and Love Energy Savings.com. This trend may accelerate with Bolton working with Innovation Greater Manchester, the University of Bolton and Bolton College to develop plans around health innovation.
- Despite these positives, the economy is underperforming. The size of the economy and productivity growth continue to be lower than comparators and the gap is widening between UK and Bolton. A £1bn productivity gap has been calculated between Bolton and the UK. The majority of this was due to in work productivity issues – commuting; sector performance; and employment. Sectors in Bolton tend to be less productive than regionally and nationally.
- Many residents and places in Bolton are not sharing in the prosperity that exists. There are long term people challenges around economic inactivity and increasing numbers of residents are leaving the labour market. Digital and technical skills needs will continue to grow and change in many jobs and sectors.
- Long term challenges are accompanied by recent and continued pressure on cost of living, inflation, and energy prices. Alongside the rest of the country, the residents, businesses and institutions of Bolton are experiencing - and will likely continue to experience - a rise in wage rates alongside a faster increase in the cost of goods, services, and energy, as well as a rise in interest rates.



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Approach to Developing the Annual Accountability Statement

The skills network diagram below visually represents the information provided in this section and the key stakeholders involved in shaping our curriculum offer and skills agenda priorities.

<https://bit.ly/BoltonCollege-SkillsNetwork>

- Bolton College's curriculum offer is ambitious and strategically planned to meet the employment, training and socio-economic priorities of Bolton, Greater Manchester and the wider region. As an inclusive College, the curriculum is designed to give learners, including those with socio-economic or learning disadvantage, the knowledge, skills and behaviours they need to succeed and progress in learning, independent living, life and work.
- The aspirational curriculum has a clearly defined purpose which is underpinned to the Bolton 2030 Vision, and is responsive to the skills, employment and training priorities of Bolton and Greater Manchester. Close relationships with key stakeholders, such as the combined and local authorities, Department for Work and Pensions (DWP) and employers such as NHS enable the college to meet Bolton's 'active, connected and prosperous' agenda.
- Board members have had direct involvement in shaping the Strategic Planning of Curriculum (SPoC) process with staff. Board members understanding of local and regional skills have been enhanced with training from the Greater Manchester Chamber of Commerce Director leading on the Greater Manchester Local Skills Improvement Plan (LSIP) on behalf of the Greater Manchester Local Economic Partnership (LEP). The LEP is further informed by the Education Skills Advisory Panels (ESAPs) which the College is

represented on via the Greater Manchester College Group representative.

- The Board have been further supported by input from the Association of Colleges (North West) and crucially through the local Bolton Vision Partnership supported by Bolton Council.
- The College Principal chairs the Bolton wide Skills and Aspiration Board that reports into the wider Bolton Vision Partnership and ensures local skills needs are met and in appropriate alignment with Greater Manchester LSIP. Utilising their broad range of relevant expertise and experience, board members participate regularly with the College via attendance to various committees, learner forums and celebration events.
- Senior leaders are directly involved in the creation and informing of the Greater Manchester Local Skills Improvement Plan via their close working relationship with the GMLSIP Director and Policy Director at Greater Manchester Chamber of Commerce. Currently senior leaders are utilising their stakeholder and employer links to arrange bespoke forums for the discussion of the LSIP and specifically what actions are needed for Bolton.
- Working with the Department for Education to promote Higher Technical and T Level courses in a national campaign, the College's practice in regards to the design of employer led courses and collaborative links with stakeholders and employers has been identified as a model of best practice. As a result video content of a case study promoting Higher Technical Qualifications in Digital will be used in national campaigns as well as at Department for Education future events.

To view the video click the screenshot below



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- The College strategically plans progression opportunities from the community learning provision through to the University of Bolton as our key partner to meet the needs of local residents who want to continue their studies in Bolton.



This mapping does however extend beyond this to ensure that learners can progress out of town to other Universities of their choice.

- Leaders, managers and teachers actively use local market intelligence (LMI) data to constantly review their provision and offer. With a focus too on the findings published in terms of demand for skills in the given industries, leaders, managers and teachers ensure the integration of these skills to develop learners beyond the knowledge of their chosen subject. For example, research suggested the need for early years practitioners, educators, teaching assistants, teachers, and social sciences related occupations to have understanding, awareness and the ability to implement knowledge, skills and behaviours in the following categories:

- child development
- special educational needs
- safeguarding
- social work

As a result, all courses under the sectors named above now require students to complete Bolton Council Safeguarding and Adverse Childhood Experiences training which is delivered either face to face or via online learning.

- The College is very effective in focusing funding on Bolton residents who are disadvantaged and least likely to participate in education and training, and work with key partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances. College sites are situated across many of the more deprived areas of Bolton so that they are easily accessible to the local communities most in need.

- Curriculum planning is thorough and clear in what it is preparing learners to do, the knowledge, skills and behaviours the learners will require and how these will be cumulatively developed on their chosen programme of learning. It considers the gaps that have arisen for learners as a result of the pandemic, for example, exam preparation and resilience, and additional support has been planned in to address these gaps.
- Leaders, managers, teachers and work based teachers work closely with key stakeholders to map a curriculum that meets local and regional needs supporting learners to progress onto next steps. For example, close stakeholder engagement via Bolton Council, Connexions and Public Health led to the development of a Building Confidence course specifically written to meet the needs of young learners at risk of becoming NEET because of severe health issues linked to high anxiety. Strategic planning informed the design and place of delivery (with it taking place in a local community hub). Strong links with Bolton NHS Trust and Hewlett Packard to develop the Digital T Level and inform the wider digital curriculum via employer forums, guest speaker slots and career and recruitment events has resulted in direct job opportunities being made available to Bolton College learners. Collaboration with public health provided the opportunity for adults to become community ambassadors, supporting the council in disseminating localised public health messages. As part of this programme, tailored information, advice and guidance is provided to enable the ambassadors to create a programme of learning that will help them in their role as well as future ambitions.

**Click here to
view video**



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- In line with the Greater Manchester Skills Strategy, the range of provision reflects and serves the local economy in Bolton and Greater Manchester. There are highly effective partnerships with key stakeholders; the local communities and the local authority, via Team Bolton, and other public sector organisations such as JCP. Sector Based Work Academies have resulted in many local people gaining employment with the help and support of the College. An example list of employers Sector-Based Work Academies have served is as follows: Aldi, KFC, Park Cakes, Diamond Buses, Amazon, Green King, E-On, The Beehive, Harvester, The Haier Group, Amazon, Bolton Carers, Pearl Windows.
- The College's strategy to engage employers is highly successful which brings benefits to learners through work experience, masterclasses, apprenticeship opportunities, recruitment and career events and involvement in shaping the curriculum. As a result learners are well supported for progression to further and higher education and into employment.
- Teachers make good use of occupational contexts and examples to reinforce industry standards and expectations.



[Click here to view video](#)



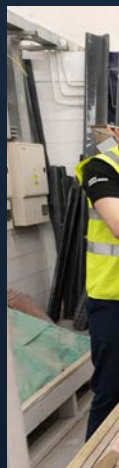
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Dulux
Masterclass





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[Click here to view video](#)



[Click here to view video](#)



Glidevale Protect Masterclass



Wella Professionals Masterclass



Zoodikers Masterclass



Rose & Caramel Masterclass

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- Teachers use their specialist vocational and technical knowledge and experience well to make learning stimulating and relevant, linking theory and practical sessions to industry standards. Learners are proud of the knowledge, skills and behaviours they develop, which builds their confidence and helps prepare them for life, work and further study. Teachers help learners to develop their communication and mathematical skills well.
- Teachers place a strong emphasis on, and are successful in developing the personal, social, emotional, mental health and employability skills for all learners, many of whom come to the College with very low starting points and from areas of Bolton with high levels of deprivation or disadvantage. This helps to equip learners with the ability to make positive choices about their health, finances and relationships, and to develop their character – including their resilience, confidence and independence. Learners are therefore prepared for the next stage of education, employment or training. They gain qualifications and meet the standards to go on to destinations that meet their interests and aspirations and the goal of their course of study.
- Participation in World Skills UK events inspires, motivates and helps learners to benchmark their practice against others competing in their field.
- High expectations lead to learners' developing positive attitudes across all aspects of education and training.



Callum Stamp, named Best Commercial Make-up Artist in the country at WorldSkills UK



William Zuk won silver in the joinery category at WorldSkills UK

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- College staff provide a very good range of information, advice and guidance to support learners in making career decisions; this help is provided prior to enrolment, during their studies and at the end of their programme. As a result, the proportions of young and adult learners who complete their course are high. Learners are clear about their next steps in achieving their long-term career objectives.
- The College prepares learners well for future success in education, employment and training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.

‘The college has been successful in extending the scope of its previous accreditation to other services and maintained its high standards. The value and impartiality of Frontline IAG Services remains a credit to the college’.

(Matrix report March 2022)

- Continuing professional development for teachers, WBTs and support staff is aligned to the curriculum needs and is effective in developing and enhancing subject expertise and pedagogical knowledge. Utilising the vast range of employer and stakeholder contacts, industry updating is naturally integrated into the roles and responsibilities of teachers and WBTs.



Contribution to National, Regional, and Local Priorities



Aims and Objectives

To increase apprenticeship starts in digital and customer service.

	Present	Projected growth by Aug 2024
Digital	10	20
Customer Service	4	10

To start apprenticeships in youth work and team leadership

Youth work projected growth by Aug 24 = 6 apprentices

Team Leadership projected growth by Aug 24 = 8 apprentices

Maximise the full use of the AEB funding and additional opportunities such as Multiply in order to ensure responsiveness to GM and Bolton priorities. This will be driven through the collaborative Team Bolton Skills and Aspiration group and sub-groups.

How aims and objectives contribute to national, regional and local priorities

Digital is an integral part of all businesses and the demand for staff in digital is continually growing. Bolton College will be a talent pool for selection and production of digital specialists.

Stakeholders are requesting leadership and management training which has also been identified as a GM priority. Customer Service is also growing in demand.

Addressing the NEET agenda, the youth work apprenticeship standard will equip individuals with the knowledge, experience and skills to coach the most dis-engaged and motivate them to realise their full potential. This is increasingly pertinent following the pandemic and the resulting increase in young people who have not yet been reached or engaged by current offers.

Currently Bolton's unemployed claimant count is at 5.7%, this remains 1.5% higher than North West (4.2%) and 2% higher than the national figure (3.7%). NOMIS-LMP 01/2023. This aim will address this.

Adults will gain the knowledge, skills and behaviours they need to improve their job and career prospects and succeed in priority sectors.

Adult learners will have excellent IAG to inform decisions about their futures and a job shop will support those going straight into entry level jobs as well as providing support to adults to promote progression L3 and HE.

Working with key stakeholders the College will continue to develop courses for adults which assist individuals to grow in confidence, skills and find employment. Returnships will be prioritised and advertised via the job shop.

Contribution to National, Regional, and Local Priorities



Aims and Objectives	How aims and objectives contribute to national, regional and local priorities
To use capital allocation for T Levels to continue to transform spaces which reflect that of an industry environment. This will also include ensuring that industry related digital tools are used in the delivery of the curriculum.	Learners will be fully prepared for aspirational careers due to the experiences and skills gained from our highly relevant industry spaces and using digital industry related tools.
The College will work with schools to ensure that new legislation (Jan 23) of the requirement for schools to deliver a minimum of six meetings with providers of technical education, or apprenticeships, is made possible, meaningful and explicit.	The College will raise awareness, knowledge and experience for learners in technical education and the progression/career opportunities available when following this route.
Via the College's strategic planning of the curriculum process (SPOC) and beyond this at regular key points, to continue to use local market intelligence and feedback from stakeholders to inform course offer and delivery, including the integration of English, maths, digital and wider skills and how these can be developed and contextualised throughout the learner experience.	<p>The College will offer courses which are relevant to the skills needs and recruitment demands of the local area. Therefore learners will be successful in gaining employment and stakeholders will fill local skills gaps.</p> <p>The College will continue to adopt a workforce task development approach, working with stakeholders to identify skills gaps and shaping the curriculum offer to focus on the required qualification and skills development needs.</p>
Ensure that over 90% of students achieve a positive destination in 2023/24.	Enable our learners to succeed in their chosen technical and vocational programme and contribute to meeting skills needs and priorities.

Corporation Statement:

On behalf of the Bolton College Corporation, it is hereby confirmed that the college plan as set out in this document reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 02.05.23.

Supporting Documentation

<https://www.boltoncollege.ac.uk/about-us/governance/finance-and-general-purposes>

<https://www.boltoncollege.ac.uk/assets/Uploads/Strategic-Plan-18-2023.pdf>



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COLLEGE

Part of the University of Bolton Group