

Trafford and Stockport College Group's

ANNUAL ACCOUNTABILITY STATEMENT AND LOCAL NEEDS DUTY

2025-2026

BELONG | BELIEVE | ACHIEVE



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1.0

TSCG PURPOSE

The Trafford and Stockport College Group (TSCG) Strategic Plan (2024-30) sets out our purpose, vision, mission and strategic priorities. The Strategic Plan also clearly sets out the context of the College Group.

PURPOSE

Unlocking Potential for Successful Futures.

VISION

To lead the way for a city region where everyone has the education and skills to succeed in life and work.

MISSION

Together we elevate skills, shape futures and transform lives.

STRATEGIC PRIORITIES

1

STRATEGIC PRIORITY 1
Providing a curriculum that delivers the skills our economy needs – locally, regionally and nationally.

2

STRATEGIC PRIORITY 2
Positioning TSCG as the employer of choice for the further education workforce.

3

STRATEGIC PRIORITY 3
Delivering an exceptional student experience.

4

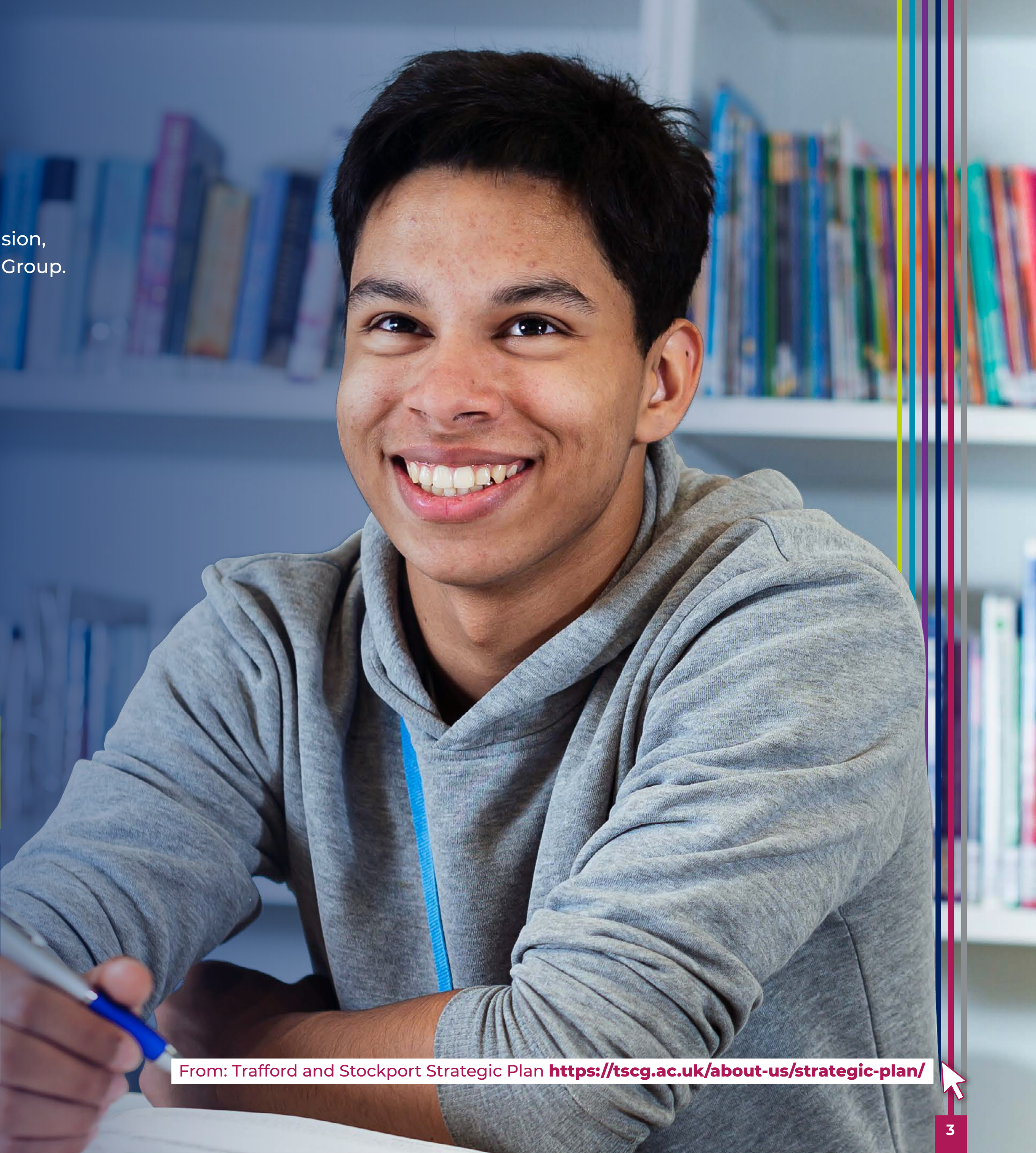
STRATEGIC PRIORITY 4
Ensuring financial stability and sustainability.

5

STRATEGIC PRIORITY 5
Driving innovation in technology, facilities and skills delivery.

6

STRATEGIC PRIORITY 6
Providing civic leadership to positively influence our communities.



From: Trafford and Stockport Strategic Plan <https://tscg.ac.uk/about-us/strategic-plan/>

1.0

TSCG PURPOSE

Our Annual Accountability Statement is aligned closely with our underpinning strategies for:

- > **Further Education and Skills**
- > **Higher Education and Skills**
- > **Employer and External Stakeholder Responsiveness**

These strategies set out the proposed sectors of prioritisation for the College Group in meeting local, regional and national skills needs over the next six years. They set out our strategic curriculum intent and outline which curriculum sector areas we will prioritise, develop and deliver, and how we will **work closely with employers** and other key stakeholders **to meet local, regional and national skills needs**. They align with the duration of our new strategic plan and its first strategic priority: Providing a **curriculum that delivers the skills** our economy needs – locally, regionally, and nationally.

In addition, our Accountability Statement is informed by:

- > **Local assessment of skills needs in the respective Economic Plans of Stockport and Trafford**
- > **GMCA Skills intelligence report**
- > **The Greater Manchester Local Skills Improvement Plan (LSIP) and subsequent update reports**
- > **The initial skills assessment at a national level in the inaugural Skills England report: Driving growth and widening opportunities**



CONTEXT AND PLACE

TSCG operates across five primary campuses, supplemented by a satellite centre at Manchester Airport. Our learners are drawn from across Greater Manchester and beyond, with a significant proportion coming from economically disadvantaged backgrounds. Many reside in areas of high deprivation, including Brinnington, Adswold, Old Trafford, and Partington, where they face challenges such as low prior attainment, digital poverty, and limited transport access. Addressing these barriers is central to our mission of fostering social mobility and economic inclusion.

STRATEGIC GROWTH LOCATIONS

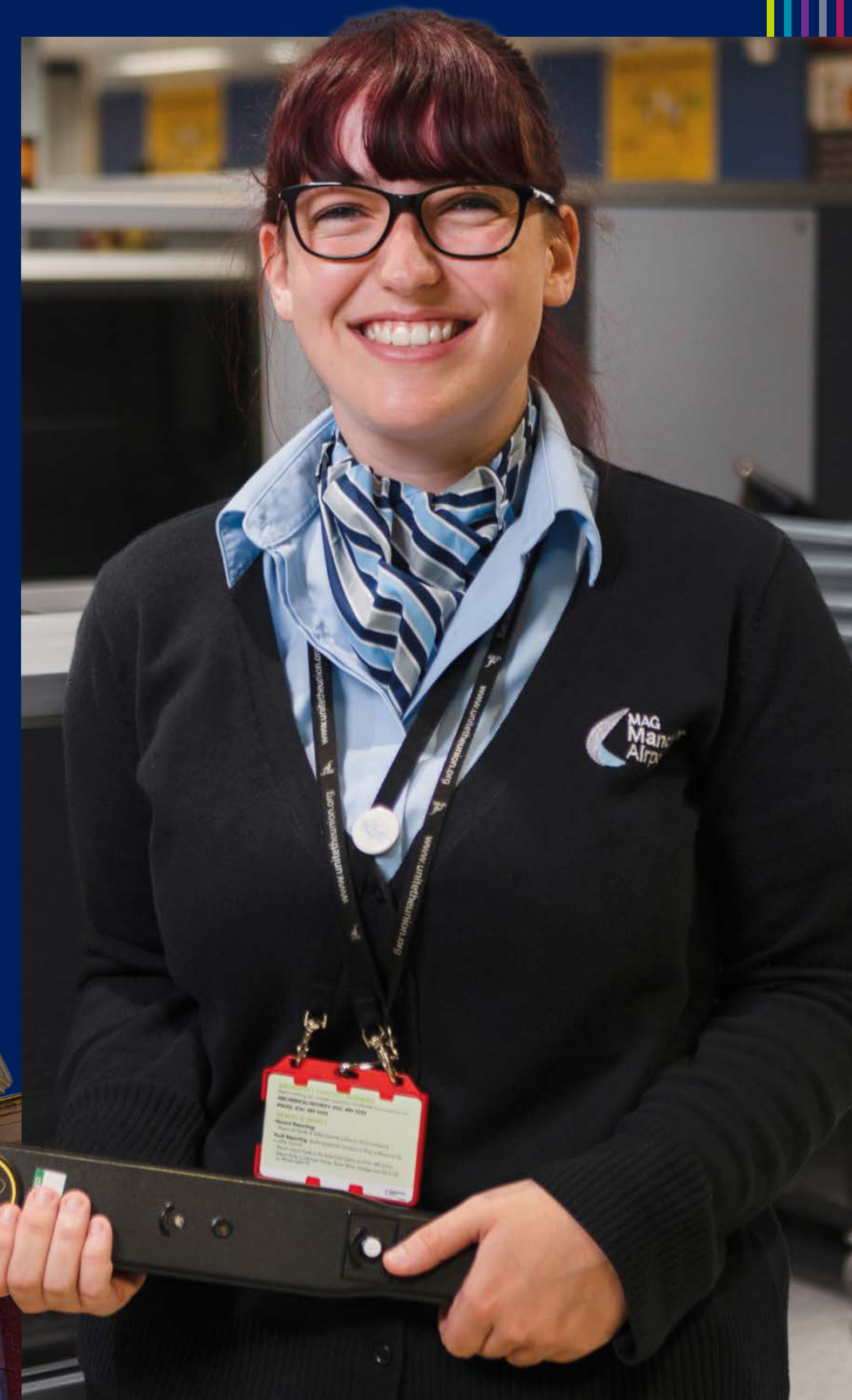
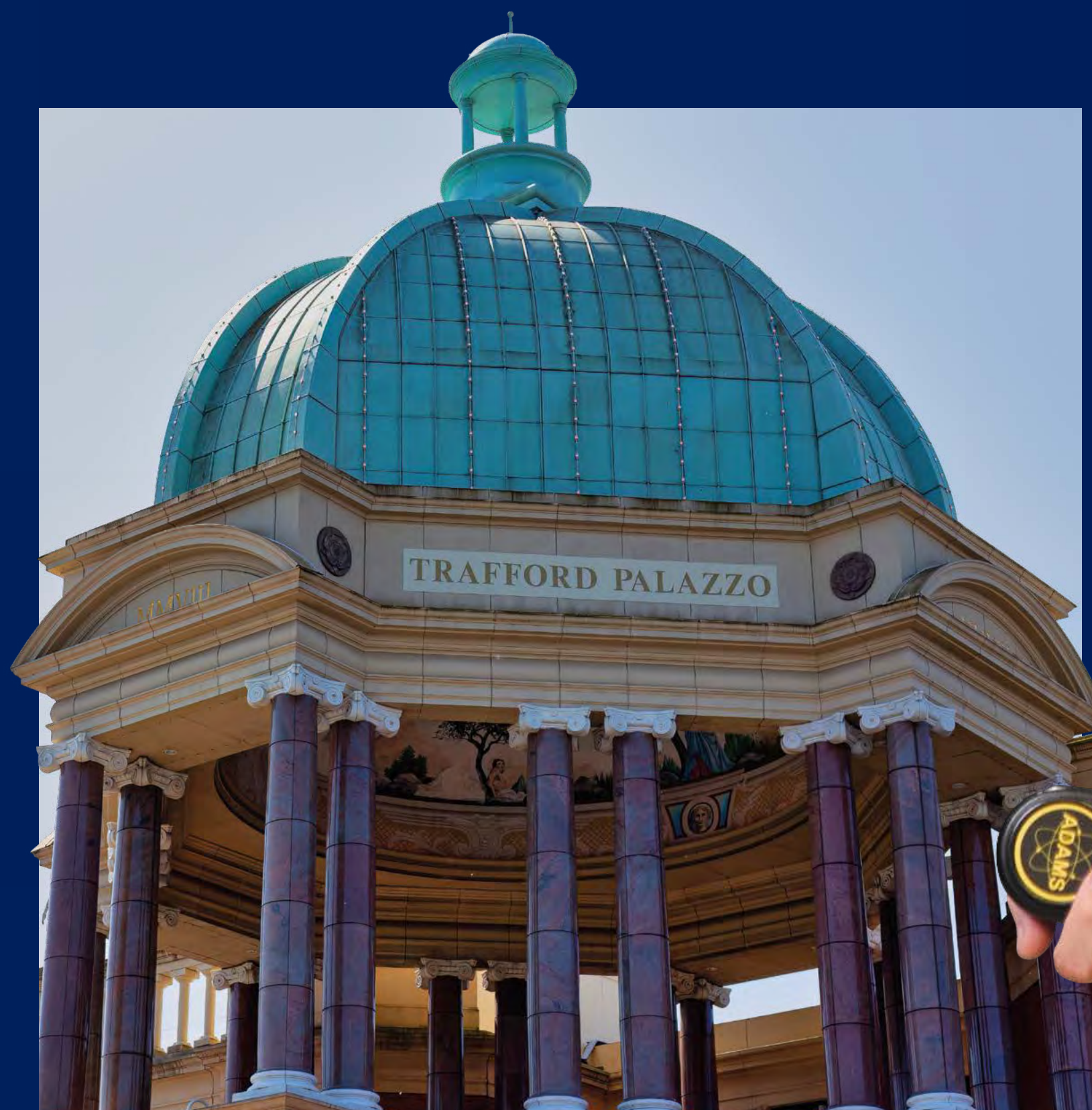
TSCG plays a vital role in supporting two of Greater Manchester's six Growth Locations:

> Airport and Southern Growth Corridor

This area includes Manchester Airport, a key hub for aviation, logistics, and hospitality. With ongoing expansion driving demand for skilled workers, TSCG is at the forefront of workforce development through the Manchester Airport Skills Hub. This initiative provides pre-employment training, apprenticeships, and employer-driven upskilling in key areas such as airside operations, customer services, green aviation, and supply chain management.

> Western Gateway

Focused on Trafford City, this location is a centre for retail, hospitality, and green skills development. It includes the Trafford Centre, one of Europe's largest retail hubs, and emerging projects such as Therme Manchester, a £250m wellbeing resort set to generate 1,200 jobs. The area is also integral to Greater Manchester's green economy strategy, requiring workforce development in retrofit, sustainable construction, and low-carbon logistics.



2.1

LOCAL DEVELOPMENTS

TRAFFORD

Trafford is undergoing substantial regeneration, with strategic developments such as **Trafford Wharfside**, **Trafford Waters**, **Carrington**, and the **£250 million Therme Manchester** wellbeing resort reshaping the borough's economic landscape. These projects are driving demand for skills in construction, infrastructure, hospitality, health, green technology, and the visitor economy.

Therme Manchester, located adjacent to the Trafford Centre, will create hundreds of jobs in leisure, customer service, operations, and sustainability-focused roles, while supporting Trafford's ambition to become a leading destination for wellbeing and tourism.

Carrington underline the borough's growing focus on net-zero energy, logistics, and advanced manufacturing. Meanwhile, regeneration in Stretford and Altrincham continues to drive demand in retail, public services, and creative industries.

The Group is aligning its provision with these priorities, expanding employer-led delivery in construction, engineering, green skills, and digital technologies, to meet local labour market needs and support inclusive, place-based growth.

Image: **Therme Manchester**
Credit: **Matthew Nichol Photography**



2.1

LOCAL DEVELOPMENTS

STOCKPORT

Stockport is undergoing significant regeneration, led by the Mayoral Development Corporation (MDC), which will deliver **4,000 new homes** and **over 1 million sq ft of employment space**. This investment is creating growing demand for skills in construction, infrastructure, planning, and green technologies.

Developments such as the **Cheadle Eco Business Park** (creating 200 green jobs), **Merseyway**, **St Thomas's site**, and **Weir Mill** are reshaping the local labour market, with increased need for skills in health and social care, retail, sustainability, and the built environmen..

The Group is aligning its offer to these local priorities by expanding provision in construction, green skills, and care, and working with employers to co-design curriculum that supports Stockport's ambition for sustainable and inclusive growth.

Image: **Cheadle Eco Business Park**

2.2

TRAFFORD CONTEXT AND PLACE

Trafford is a high-performing and economically significant borough within Greater Manchester, generating £10.92 billion in Gross Value Added (GVA) in 2022. The borough is characterised by a strong private sector economy, with the top three contributors to GVA being:

- > **Financial, Business and Professional Services (FBPS), including ICT and media**
- > **Construction and Property**
- > **Retail, Hospitality and Leisure**

Together, these three sectors contributed over 70% of Trafford's total GVA in 2022.

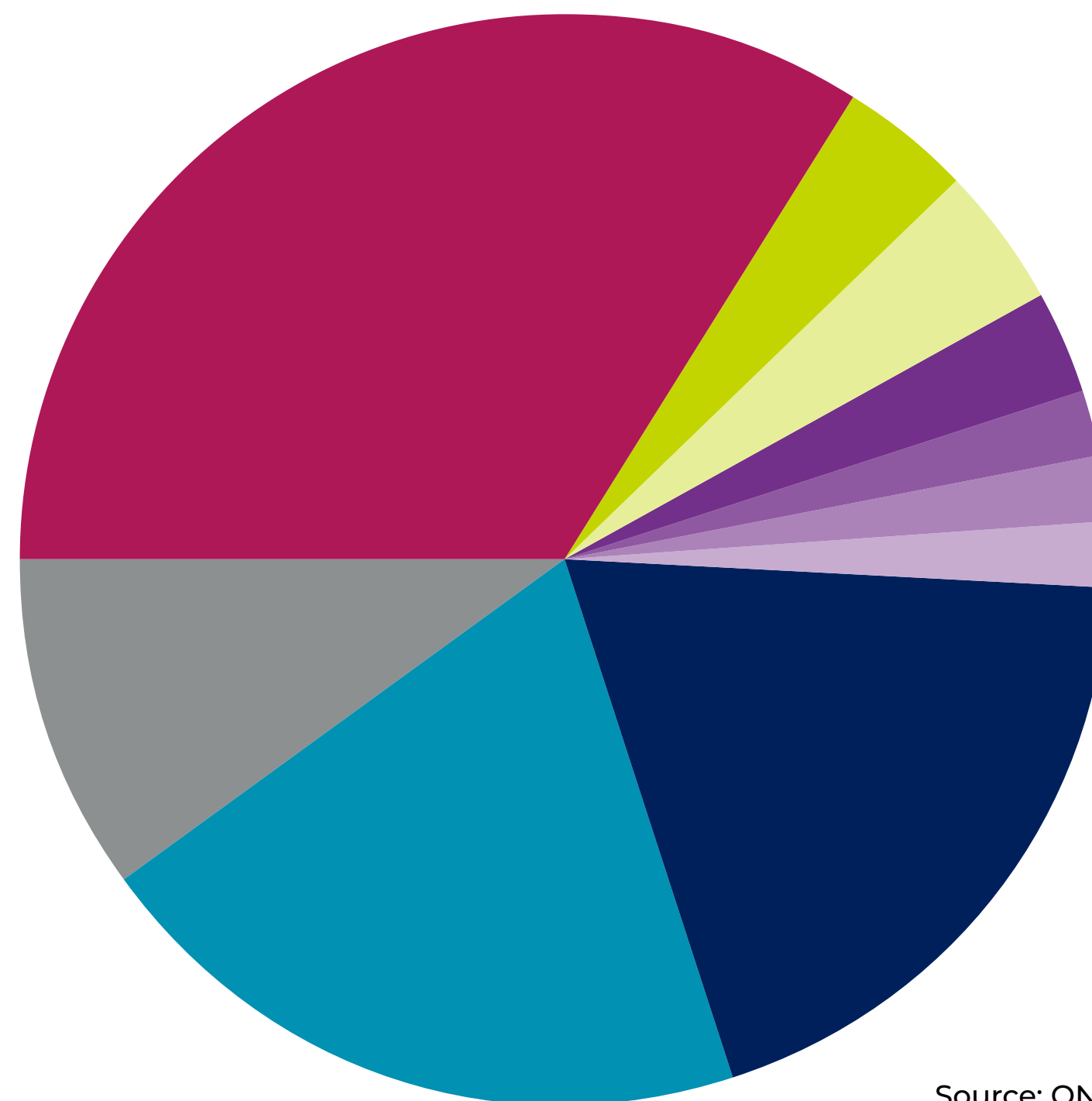
In terms of employment, 169,985 people were employed in Trafford in 2023, with the largest employment sectors being:

- > **FBPS including ICT and media, accounting for 34% of total employment**
- > **Retail, Hospitality and Leisure**
- > **Construction and Property**

Despite high qualification levels (55.8% of working-age adults hold RQF Level 4+), there are persistent hard-to-fill vacancies in sectors such as engineering, construction, logistics, health and care, and digital roles. Employers report particular challenges in recruiting for quantity surveyors, engineers, HGV drivers, and warehouse managers.

Trafford's population includes areas of significant economic advantage alongside pockets of deprivation (e.g. Sale West and parts of Stretford), reinforcing the need for inclusive provision that enables progression for all learners.*

GVA by sector in 2022



Source: ONS

■ Retail, Hospitality and Leisure 19%	■ Health and Social Care 4%
■ Construction and Property 20%	■ Education 3%
■ Manufacturing 10%	■ Public Services 2%
■ FBPS incl. ICT and Media 34%	■ Primary Industries 2%
■ Logistics and Transport 4%	■ Other Services 2%



*(Updated April 2025 Trafford LSIP)

STOCKPORT CONTEXT AND PLACE

Stockport plays a key role in the Greater Manchester economy, generating £8.32 billion GVA in 2022, up from £7.07 billion in 2020, reflecting strong recovery and growth. The top three GVA sectors are:

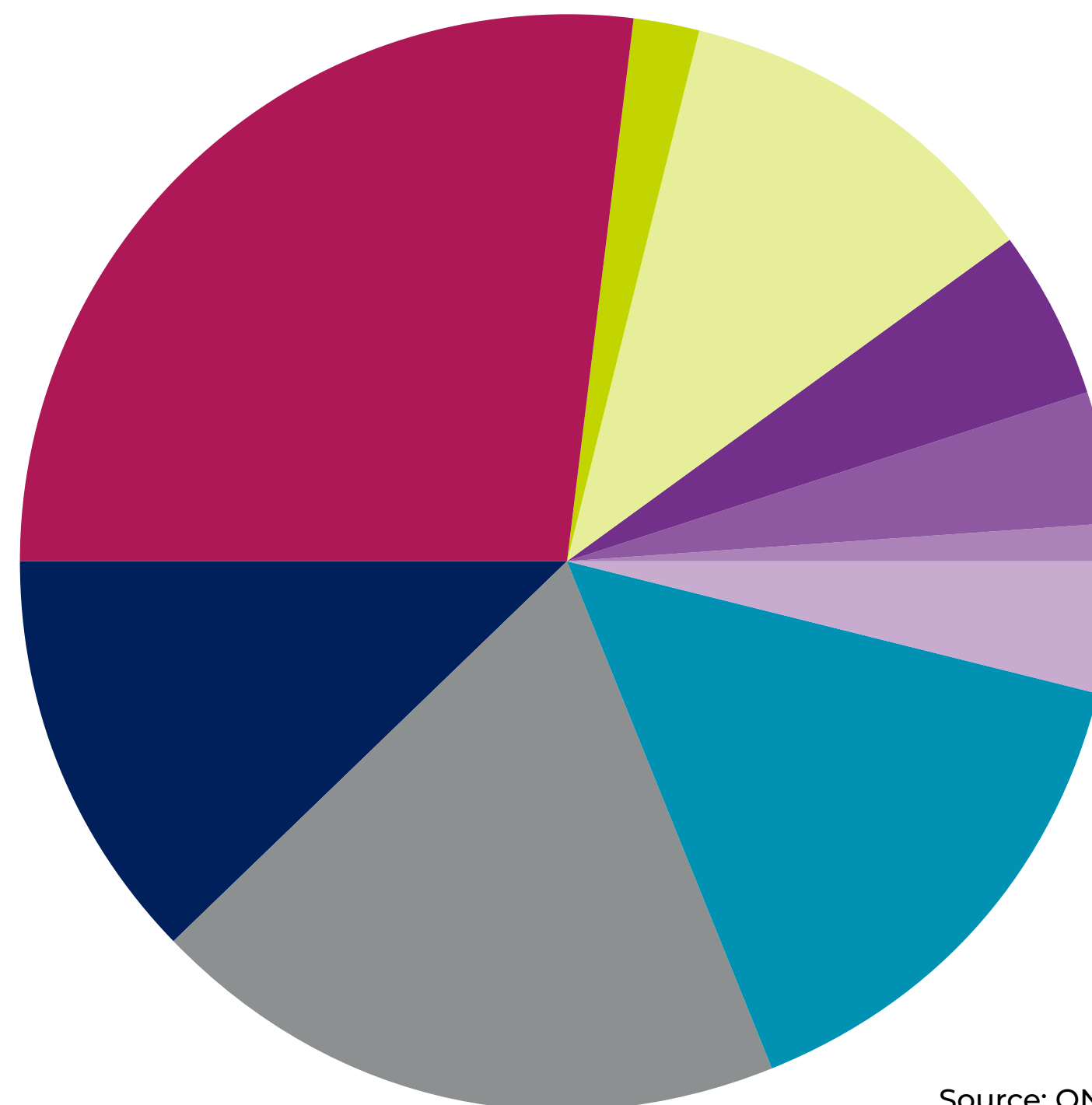
- > **Financial, Business and Professional Services (FBPS), including ICT and media**
- > **Construction and Property**
- > **Retail, Hospitality and Leisure**

With 140,600 people employed in 2023, Stockport's largest employment sectors are FBPS, Retail and Hospitality, and Health and Social Care.

Major regeneration projects—such as the £1 billion Mayoral Development Corporation (MDC), Stockport Exchange, Weir Mill, Cheadle Eco Park, and the Marple Community Hub—are reshaping the borough and expected to create thousands of jobs over the next decade in construction, green energy, digital, logistics, and social infrastructure.

While 53% of working-age residents hold Level 4+ qualifications, employers continue to face recruitment challenges in roles such as engineers, electricians, retrofit coordinators, care workers, and cyber specialists. The borough's mixed demographic profile—from affluent suburbs to communities experiencing deprivation—highlights the need for place-based, inclusive delivery that addresses barriers to access, supports workforce resilience, and aligns with employer demand.

GVA by sector in 2022



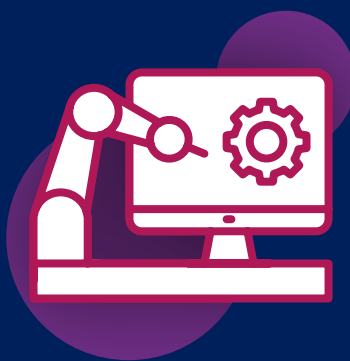
Source: ONS

■ Retail, Hospitality and Leisure 15%	■ Health and Social Care 11%
■ Construction and Property 19%	■ Education 5%
■ Manufacturing 12%	■ Public Services 4%
■ FBPS incl. ICT and Media 27%	■ Primary Industries 1%
■ Logistics and Transport 2%	■ Other Services 4%



KEY SECTORS AND SKILLS PRIORITIES

The Greater Manchester Sector Insights Pack (Autumn 2024) and Local Skills Improvement Plan (LSIP) (August 2023) state the following sectors are crucial for Stockport and Trafford's economic growth:



ADVANCED MANUFACTURING

A legacy sector evolving with automation, robotics, and sustainable manufacturing.

Key skills: digital manufacturing, robotics, and lean production.



LOGISTICS AND RETAIL

Anchored by Trafford Centre and Trafford Park, this sector is expanding with e-commerce and supply chain innovations.



DIGITAL AND CREATIVE INDUSTRIES

A rapidly growing sector, driven by businesses in software development, digital marketing, and creative media.

Key skills: cybersecurity, data analytics, digital content creation.



GREEN ECONOMY

A priority for Greater Manchester's sustainability goals, focusing on renewable energy, retrofitting, and low-carbon solutions.

Key skills: environmental management, sustainable construction, green energy technology.



FINANCIAL AND PROFESSIONAL SERVICES

A major growth area in Stockport, requiring expertise in financial analysis, legal services, and business consultancy.

Key skills: financial modelling, risk management, business strategy.

KEY SECTORS AND SKILLS PRIORITIES

Summary of Sustained Growth, Employment Trends and Skills Demands:

TRAFFORD

These developments are forecast to create sustained job growth in:



CONSTRUCTION AND PROPERTY

Design engineers, planners, site managers, retrofit coordinators



LOW CARBON ENERGY AND UTILITIES

Solar PV technicians, hydrogen specialists, sustainability consultants



HEALTH AND SOCIAL CARE

Support care workers, healthcare assistants, early years staff



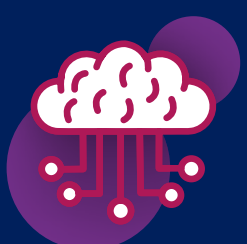
RETAIL, HOSPITALITY AND LEISURE

Chefs, baristas, event coordinators



ADVANCED MANUFACTURING AND LOGISTICS

Technicians, warehouse operatives, logistics managers



DIGITAL AND PROFESSIONAL SERVICES

Software developers, cybersecurity specialists, accountants

STOCKPORT

These are expected to stimulate jobs and skills needs in:



CONSTRUCTION AND GREEN TECHNOLOGIES

Electricians, bricklayers, retrofit specialists, sustainability officers



HEALTH AND SOCIAL CARE

Nurses, care workers, dementia care staff



RETAIL AND LEISURE

Store managers, chefs, hospitality roles



DIGITAL AND TECH

Software developers, data analysts, IT support



TRANSPORT AND LOGISTICS

Warehouse operatives, EV technicians, supply chain analysts



ADVANCED MANUFACTURING AND DEFENCE

via WFEL's military engineering site in Heaton Chapel

ALIGNMENT TO LOCAL NEEDS

Stockport and Trafford

TSCG works in close partnership with both Stockport and Trafford Councils to ensure that our curriculum and skills provision directly align with the economic priorities and labour market needs of each borough.

In Stockport, we play an active role in delivering the **Stockport Economic Plan**, which is embedded within the **One Stockport Borough Plan**. This work is monitored through our engagement with the **Stockport Economic Alliance**—a collaboration of employers, civic leaders, and community organisations—and informed by our contributions to Stockport's Post-16 Skills Plan, supporting high-quality pathways into technical education and apprenticeships for young people.

In Trafford, we are a strategic partner through the **Trafford Enterprise, Employment and Skills (TEES) Group**, with our objectives embedded in the **TEES Action Plan**, which is overseen by the newly established **TEES Board** comprising employers, education leaders, and civic stakeholders. Our role ensures that skills delivery is directly aligned to Trafford's growth sectors and wider economic ambitions.

TSCG reports to both local authorities against the skills priorities set out in the Trafford TEES Strategy and Stockport Economic Plan, using our **Accountability Statement** as a shared framework for planning and monitoring progress. This approach ensures we meet our **Local Needs Duty**, with our strategic objectives consistently shaped by place-based priorities, employer demand, and long-term regeneration and investment plans across both boroughs.

ALIGNMENT WITH GREATER MANCHESTER'S STRATEGIC PRIORITIES

TSCG's approach aligns with regional strategies to meet evolving skills demands:

> Employer Engagement

Partnerships with local businesses ensure that our curriculum remains industry-relevant, particularly in high-growth and skills-shortage sectors.

> Flexible Learning Pathways

A range of qualifications, from apprenticeships to higher technical qualifications, provides learners with tailored routes into employment.

> Sustainability and Green Skills

Embedding sustainability into our curriculum prepares learners for emerging careers in the green economy, supporting Greater Manchester's ambition to be a leading low-carbon city-region

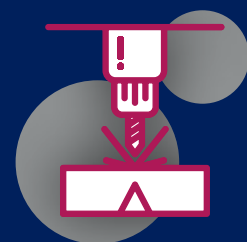
By aligning our education and training provision with local and regional economic priorities, TSCG continues to drive workforce development, business growth, and social mobility across Greater Manchester.



3.0

GREATER MANCHESTER'S SECTOR PRIORITIES AND SKILLS DEVELOPMENT

As part of the latest devolution deal and Greater Manchester's ambition to become a "technical education city region", the Mayoral Combined Authority has identified seven key sector priorities that are critical to the region's economic growth and workforce development:



MANUFACTURING AND ENGINEERING



FINANCIAL AND PROFESSIONAL SERVICES



DIGITAL AND TECHNOLOGY



CONSTRUCTION AND GREEN ECONOMY



EDUCATION AND EARLY YEARS



HEALTH AND SOCIAL CARE



CREATIVE, CULTURE, AND SPORT

Additionally, the Local Skills Improvement Plan (LSIP) has highlighted several cross-cutting skills priorities essential for workforce development across all sectors



BASIC IT AND DIGITAL SKILLS



ESSENTIAL LITERACY, NUMERACY, AND DIGITAL PROFICIENCY



LEADERSHIP AND MANAGEMENT CAPABILITIES



NET ZERO AND SUSTAINABILITY SKILLS



CORE WORKPLACE SKILLS, INCLUDING COMMUNICATION, TEAMWORK, AND PROBLEM-SOLVING

3.1

MEETING THE SKILLS NEEDS OF GREATER MANCHESTER GROWTH LOCATIONS

TSCG plays a vital role in addressing skills gaps, driving employment, and enhancing productivity across two of Greater Manchester's six designated Growth Locations, as outlined in the Greater Manchester Strategy.

1. AIRPORT AND SOUTHERN GROWTH CORRIDOR

Focusing on Manchester Airport and Stockport Town Centre, this area is a major driver of economic activity, particularly in aviation, logistics, and hospitality. TSCG's contributions include:

- > The Airport Academy, located in Terminal 1 of Manchester Airport, delivers pre-employment training for security, airside operations, retail, and hospitality roles.
- > Specialist training in warehousing and logistics, supporting the region's supply chain workforce.
- > Development of new Aviation Apprenticeships to meet the current and future workforce needs of Manchester Airport Group (MAG).
- > The Manchester Airport Skills Hub, co-led by TSCG, provides a central hub for business development, workforce upskilling, and talent pipeline development, supported by a Skills Advisory Board.

2. WESTERN GATEWAY

Covering Trafford City, Trafford Park, and the Trafford Centre, this growth location is critical to the retail, hospitality, and green economy sectors. TSCG is actively engaged in:

- > Sustainability and low-carbon skills development at Stretford Campus, supporting workforce readiness for green jobs and the low-carbon transition.
- > The development of a Low Carbon Energy Innovation Park at Trafford Park, aligning with regional sustainability ambitions.
- > Collaboration with Trafford Council to establish a mini-LSIP for Trafford City and Trafford Wharfside, ensuring that local economic growth is matched with a pipeline of skilled workers.

Through these initiatives, TSCG is playing a transformational role in workforce development, economic growth, and employer engagement. By aligning our curriculum with Greater Manchester's key sector priorities and growth locations, we are ensuring that the region's workforce is equipped with the skills needed for both current and future economic demands.



4.0

APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT

This document builds upon the strong foundation of stakeholder partnerships, market intelligence, and strategic development work undertaken at TSCG. It reflects our commitment to evidence-based curriculum planning and ensures alignment with local, regional, and national labour market needs, including the Local Skills Improvement Plan (LSIP) and nationally identified skills priorities.

TSCG adopts a collaborative approach to curriculum design, ensuring that our provision is responsive to the current and

emerging skills needs of our communities. The curriculum is continuously reviewed and developed to provide clear, sustainable progression pathways into and between:

- > **Further education and vocational training**
- > **Apprenticeships**
- > **Higher education**
- > **Sustainable employment**

4.1

A DEMAND-LED AND FUTURE-FOCUSED CURRICULUM

TSCG's curriculum is demand-driven, aligning with both employer needs and learner aspirations. We ensure that our offer remains responsive to national, regional, and local skills priorities, delivering programmes that address predicted workforce demands and support economic growth.

To maintain curriculum relevance and impact, the Group undertakes an Annual Market Intelligence and Needs Analysis, evaluating:

- > **Employer demand and workforce projections**
- > **Labour market intelligence (LMI) and skills gaps**
- > **Regional and national policy developments**
- > **Learner aspirations and progression data**

This data-driven approach ensures that TSCG's curriculum footprint remains aligned with the evolving skills landscape, maximising opportunities for learners and employers alike.



4.1.1

COLLABORATIVE PARTNERSHIPS SHAPING CURRICULUM DEVELOPMENT

TSCG's curriculum is shaped through **active engagement with a wide range of partners and stakeholders**, ensuring a coherent, high-quality learning experience that meets the needs of learners, employers, and communities.

4.1.2

ENGAGEMENT WITH LOCAL AUTHORITY PARTNERS

TSCG collaborates closely with the local authorities of Stockport and Trafford to ensure our curriculum and provision align with local skills priorities and economic ambitions.

In Stockport, the Group plays a key role in the **Stockport Economic Plan**, which is integrated with the **One Stockport Borough Plan**. Our Accountability Statement informs this strategy and is monitored through the **Stockport Economic Alliance**, a partnership that includes employers, civic leaders, and community organisations. Additionally, we are actively contributing to **Stockport's Post-16 Skills Plan**, ensuring that young people have access to high-quality pathways, including technical education and apprenticeships.

In Trafford, we are a strategic partner in economic development through our involvement in the **Trafford Enterprise**,

Employment, and Skills (TEES) Group. The **TEES Action Plan** incorporates objectives from our Accountability Statement and is overseen by a newly established **TEES Board**, comprising employers and civic stakeholders.

Through our work with the Stockport Economic Alliance, Post-16 Skills Plan, Trafford Partnership, and TEES Group & Board, TSCG actively meets its Local Needs Duty. Our engagement with these authorities also informs the development of our annual Accountability Statement, ensuring that local priorities are reflected in our strategic objectives.



4.1.3

ENGAGEMENT WITH EMPLOYERS AND EMPLOYER REPRESENTATIVE BODIES

TSCG has developed a transformational **Employer and External Stakeholder Responsive Strategy** to address current and future skills needs at both local and regional levels. This strategy prioritises deep employer partnerships that go beyond transactional engagement, ensuring that training provision is co-designed to meet business demands.

We work with a diverse range of employers and have established strong partnerships with key business networks, including:

- > **Greater Manchester Chamber of Commerce (GMCC)**
- > **Stockport Chamber of Commerce**
- > **Sale & Altrincham Chamber of Commerce**
- > **Stockport Economic Alliance**
- > **Marketing Stockport**
- > **Altrincham BID**

These relationships provide valuable insights into regional skills priorities, enabling TSCG to remain responsive to employer needs.

To further embed employer engagement into curriculum planning, we have established Skills Advisory Boards (SABs) across multiple sectors. These boards facilitate sector-specific curriculum co-design, ensuring that both immediate skills gaps (tactical needs) and long-term workforce development (strategic needs) are addressed.



A photograph of a middle-aged man with grey hair, wearing a dark blue sweater over a checkered shirt, smiling and looking down at a document. Next to him is a young woman with dark curly hair, wearing a white school uniform with a blue tie, also smiling and looking at the document. They are sitting at a desk in what appears to be a classroom or office setting. The background is slightly blurred, showing other people and classroom elements.

4.1.4

SCHOOLS

TSCG actively collaborates with local high schools, parents, and carers to promote progression opportunities and improve post-16 participation rates. This engagement includes:

- > **School liaison activities, careers fairs, and progression events**
- > **Information, advice, and guidance (IAG) support for students and parents**
- > **Transition programmes to ensure school leavers are well-prepared for further education and training**

4.1.5

HIGHER EDUCATION INSTITUTIONS

TSCG works in partnership with universities to:

- > **Develop a curriculum offer that supports widening participation**
- > **Create clear progression routes from further to higher education**
- > **Embed higher-level technical qualifications (HTQs) into the post-16 offer**

4.1.6

GREATER MANCHESTER COLLEGES (GMC) NETWORK SHAPING CURRICULUM DEVELOPMENT

As an integral member of Greater Manchester Colleges (GMC), TSCG works in partnership with other FE providers across the city-region to:

- > **Deliver Greater Manchester's strategic skills priorities, ensuring alignment with regional economic needs**
- > **Map and coordinate provision to reduce duplication and enhance opportunities for learners**
- > **Share expertise and best practices in curriculum innovation, workforce development, and industry engagement**

LOCAL SKILLS IMPROVEMENT FUND (LSIF) COLLABORATION

Working collectively to enhance facilities and develop staff expertise across four priority sectors: advanced manufacturing, construction & green economy, digital, and health innovation. Supporting the upskilling of teaching staff and investment in state-of-the-art learning environments to meet employer needs.

FURTHER EDUCATION INNOVATION FUND (FEIF) PROJECT

Partnering with FE colleges to design and test innovative, place-based approaches that respond to local skills and productivity challenges. Driving new models of employer engagement and flexible learning pathways that strengthen workforce development.



STRATEGIC PLANNING FOR A TECHNICAL EDUCATION CITY-REGION

Supporting Greater Manchester's ambition to become a national leader in Technical Education through joint planning and delivery. Continuing collaboration on key areas such as adult education, careers education, and employer-informed curriculum pathways.

Through these initiatives, TSCG remains at the forefront of skills development and innovation, ensuring that Greater Manchester's workforce is equipped for the jobs of today and the future.



4.1.7

COMMUNITY GROUPS AND THIRD SECTOR PARTNERSHIPS

TSCG has deep-rooted partnerships with community organisations, self-development groups, and the third sector across Stockport and Trafford. These relationships enable us to:

- > **Co-design community learning programmes that meet local needs**
- > **Offer taster sessions and short courses to engage hard-to-reach learners**
- > **Provide targeted provision that supports social mobility and lifelong learning**



CURRICULUM PLANNING AND LOCAL SKILLS IMPROVEMENT PLAN (LSIP) ENGAGEMENT

TSCG's strategic, demand-led curriculum ensures that our learners are equipped with the skills, knowledge, and experience needed to succeed in the modern workforce. By embedding stakeholder collaboration and data-driven decision-making at the heart of our curriculum planning, we continue to drive economic growth, social mobility, and workforce development across Greater Manchester.

TSCG's business planning cycle is structured around employer demand and regional economic priorities, ensuring that curriculum development is data-driven and aligned with the evolving labour market.

We utilise multiple Labour Market Intelligence (LMI) sources, including:

- > **Vector analytics**
- > **GMCA economic data**
- > **Stockport & Trafford local authority reports**
- > **Skills Advisory Boards**

As an active partner in the Greater Manchester LSIP, led by the Greater Manchester Chamber of Commerce (GMCC), we work closely with the Employer Representative Body (ERB) to ensure our provision aligns with key sector priorities. Both Stockport and Trafford Councils contribute to this process, engaging with our Governing Body to identify local skills needs.

TSCG's commitment to skills-led economic development is embedded in:

- > **Collaboration with local authorities**
Contributing to the Stockport Economic Plan and Trafford TEES Action Plan, ensuring alignment with key growth sectors such as advanced manufacturing, financial services, digital, and health & social care.
- > **Partnerships with employer representative bodies (ERBs)**
Working with GM Chamber, Stockport Chamber, and Marketing Stockport to co-develop industry-responsive training.
- > **Employer-informed curriculum development**
Engaging Skills Advisory Boards (SABs) to ensure course content reflects industry requirements.
- > **Alignment with the LSIP**
Regularly reviewing economic intelligence to shape curriculum delivery in line with Greater Manchester's Industrial Strategy and sector growth areas.
- > **Strategic workforce planning & industry engagement**
Collaborating with employers to develop apprenticeships, adult retraining programs, and bespoke upskilling solutions, ensuring learners gain skills that lead to sustained employment and career progression.

Through these partnerships and strategic initiatives, TSCG continues to be a leading force in bridging the skills gap, driving economic growth, and empowering communities across Stockport, Trafford, and the wider Greater Manchester region.



5.0

SUMMARY OF PROGRESS SINCE THE LAST ACCOUNTABILITY STATEMENT

TSCG has made significant progress in delivering on its strategic objectives for 2024/25, including expanding participation, strengthening employer partnerships, and enhancing facilities.

KEY ACHIEVEMENTS INCLUDE:

> **Growth in Adult Level 3 Participation**

A substantial increase in adult learners enrolling in National Skills Fund courses, particularly in high-demand areas such as Counselling, Leadership & Management, Education, Teaching Assistants, Engineering, and Building Services.

> **Expansion of Sector-Based Pre-Employment Training**

Extensive delivery of Sector Work Academy Programmes (SWAPs) across priority sectors, including Construction, Digital, Health, Logistics, and Service Industries, supporting employer needs and workforce readiness.

> **Embedding Digital and Transferable Skills for Young People**

Further development of digital and transferable skills training as part of study programme entitlements, complementing learners' core qualifications, English, and maths.

> **Strengthening of Skills Advisory Boards (SABs)**

Continued integration of Skills Advisory Boards across priority sectors, ensuring that employer input directly informs curriculum development and workforce training.

> **Alignment with Local Authority Economic and Skills Plans**

Deepened collaboration with Stockport and Trafford local authorities to ensure that Accountability Statement objectives are aligned with local economic and skills priorities. Established formal mechanisms for local authorities and employers to review and hold TSCG accountable for delivery.

> **Completion of the Mini “LSIP” for Airport City**

Developed in partnership with the Employer Representative Body (GMCC) and Manchester Airport Group (MAG).

Launched the Manchester Airport Skills Hub, expanding pre-employment training and apprenticeships to include upskilling the existing workforce and dedicated provision for 16–19-year-olds.

> **Successful Delivery of Year 1 of the Further Education Innovation Fund (FEIF) Project**

Engaged over 100 SMEs businesses across Stockport and Trafford through workshops focused on Artificial Intelligence (AI), Cybersecurity, and Digital Marketing.

> **Expansion of Facilities Through LSIF and OfS Capital Investment**

Development of new, state-of-the-art learning environments, including:

> **EV Charging Training Facilities**

> **Green Technologies Hub**

> **Cyber Lab**

> **Clinical Suite**

> **Immersive Learning Environments (CAVEs)**

CHALLENGES FROM OUR OBJECTIVES FOR 2024/2025

While significant progress has been made, several challenges remain:

> **Recruitment for T Levels**

Achieving target student numbers for T Levels has been difficult due to the “pause and review” of Level 3 reforms. Competition with A Levels continues to impact uptake, requiring further brand development and employer engagement.

> **Challenges in Higher Technical Qualifications (HTQs) Uptake**

Low brand recognition and competition within the HE market in Greater Manchester have made recruitment for HTQs challenging. Greater employer and university collaboration is needed to raise awareness and drive demand.

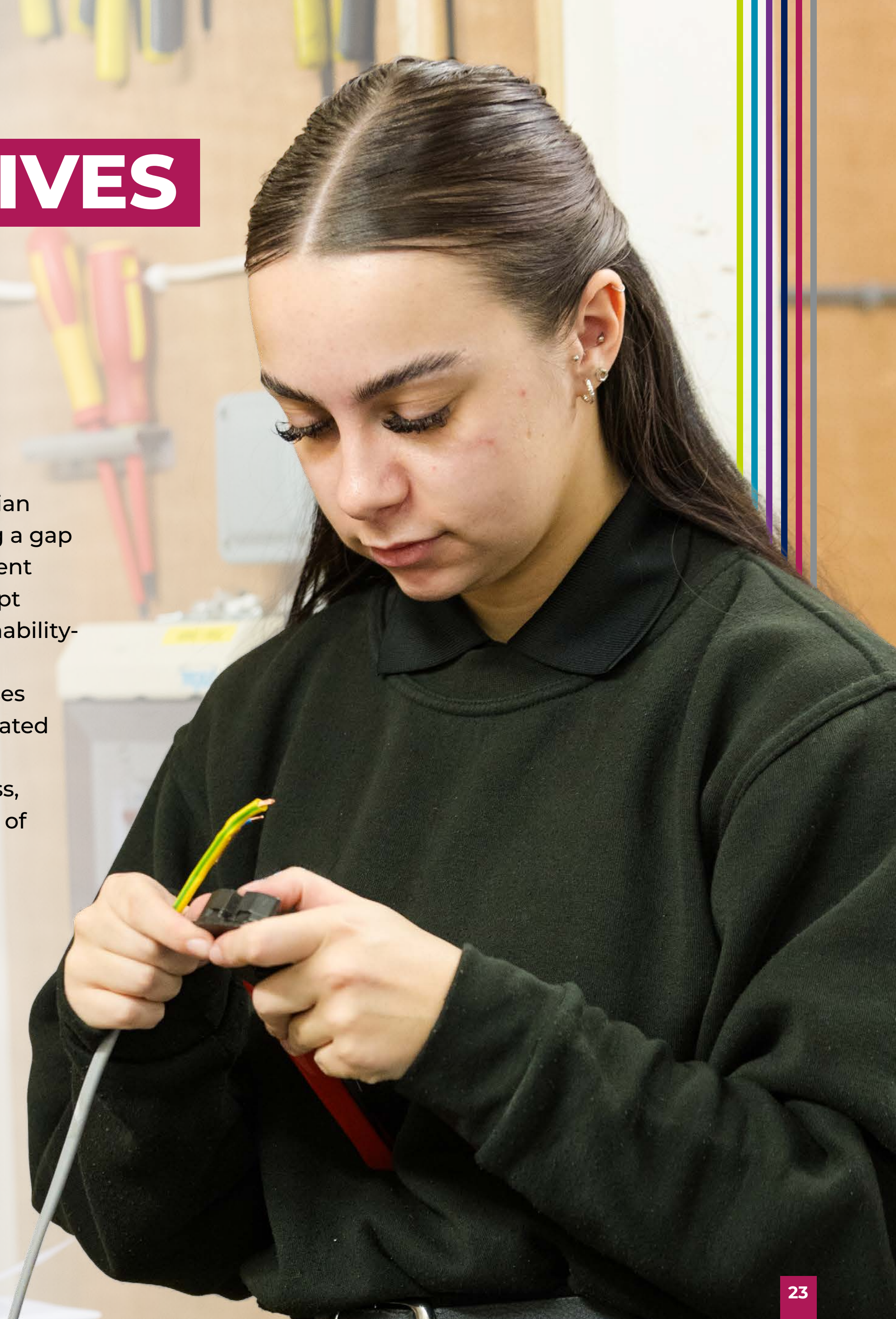
> **Limited Adult Level 3 Allocation**

The Group has proactively expanded its adult Level 3 provision in 2024/25 to meet growing demand from both employers and learners across Trafford and Stockport, particularly in priority sectors such as health and care, education, early years and business and professional. As a result, the Group has over-delivered against its allocated funding. However, despite this clear and sustained demand, adult Level 3 funding allocations remain static, restricting the Group’s ability to scale provision to meet local labour market needs including enabling progression into higher-level roles and supporting participation from underrepresented and disadvantaged communities..

> **Limited Employer Demand and Slow Adoption of Green Skills**

Despite strong alignment with Greater Manchester’s green skills agenda, uptake of the Low Carbon Technician apprenticeship standard has been limited, highlighting a gap in current employer demand. More targeted engagement is needed to explore alternative delivery models or adapt curriculum content to better meet the needs of sustainability-focused sectors. More broadly, while green skills and sustainability remain regional priorities, many businesses have been slow to adopt these practices or invest in related upskilling. This suggests the need for more proactive and strategic employer engagement to build awareness, demonstrate return on investment, and drive adoption of net-zero skills across sectors.

Despite these challenges, TSCG remains committed to **adapting, innovating, and expanding** opportunities for learners, employers, and communities across Greater Manchester.



7.0

CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

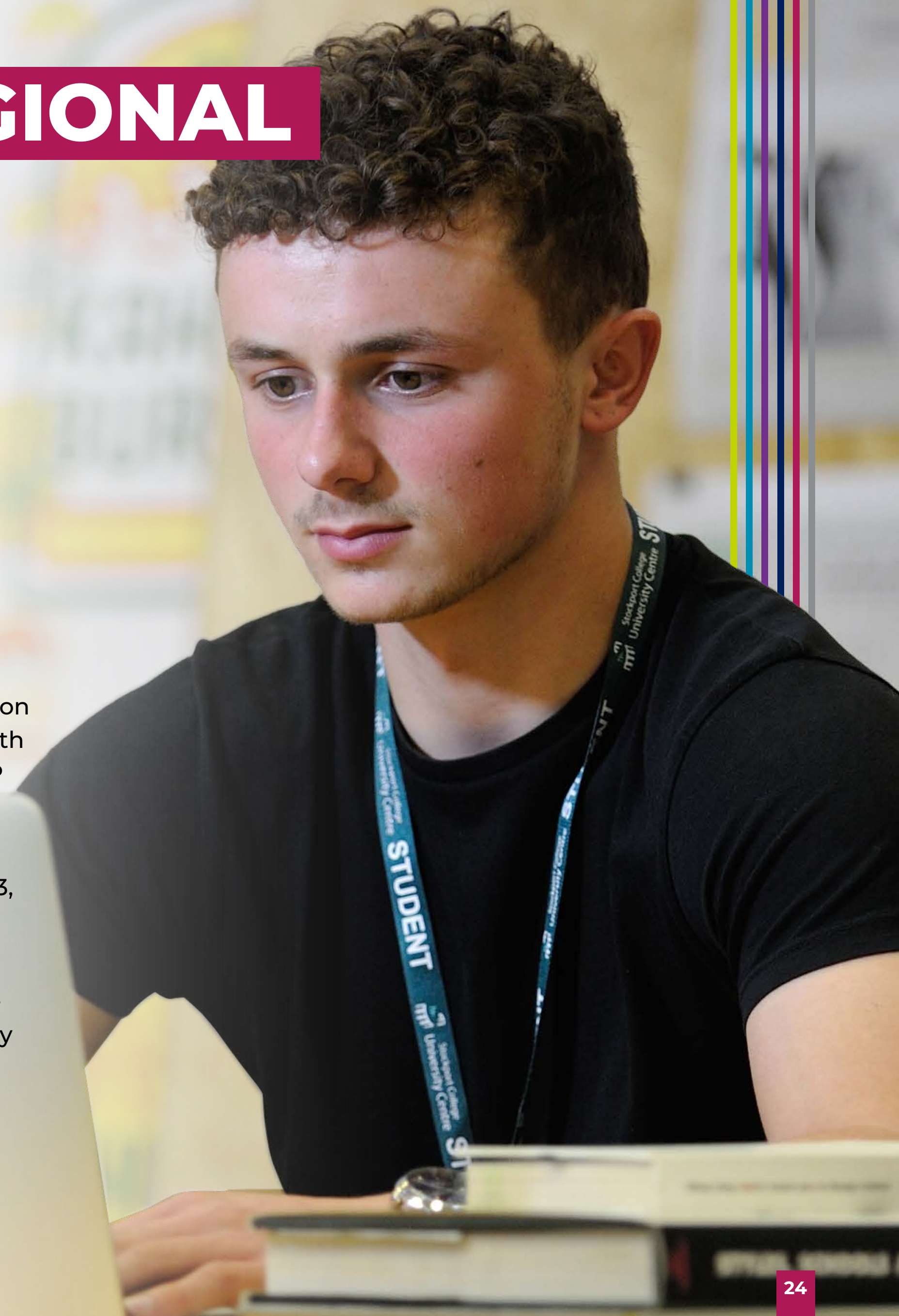
TSCG has established a clear set of strategic objectives to ensure its ongoing and enhanced contribution to national, regional, and local skills priorities. These objectives align with

the TSCG Strategic Plan, national skills priorities, Greater Manchester Combined Authority (GMCA) priorities, and the Local Skills Improvement Plan (LSIP) for our key local areas.

7.1

ACCOUNTABILITY STATEMENT OBJECTIVES FOR 2025/26

- Ensure the supply of high-quality provision across priority sector areas to meet rising demand for 16–19-year-old places – including T Levels.
- Further develop and deliver high-quality apprenticeships across sector priority areas and respond effectively to flexibilities for employers in the new Growth and Skills Levy.
- Embedding sustainability and green skills across all study programmes and expanding the employer offer in sustainability and net-zero skills.
- Significantly increase the delivery of advanced-level programmes for adults across sector priority areas.
- Enhance and expand our Higher Skills offer through active collaboration with local employers to co-design courses that address sector-specific workforce needs and future skills gaps.
- Continue to develop responsive, employer-informed provision aligned to emerging workforce needs in sub-regional growth areas such as Airport City and Trafford City, in line with LSIP priorities and supporting inclusive economic growth.
- Ensure ambitious progression pathways are in place across the sector priority areas for learners operating below Level 3, including those with SEND.
- Increase capacity and strengthen employer relevance in construction and building services by investing in industry-standard facilities and co-designing curriculum and delivery with employers to meet sector demand and address local skills needs.



7.2

PRIORITY AREAS OF PROVISION AND LOCAL PRIORITIES

TSCG's curriculum priorities focus on industry-specific, cross-sector, and growth location-driven skills development.

INDUSTRY SPECIFIC PRIORITIES



SECTOR CROSS-CUTTING (AS WELL AS SPECIFIC)



GROWTH LOCATIONS



NON-SECTOR SPECIFIC SKILLS NEEDS

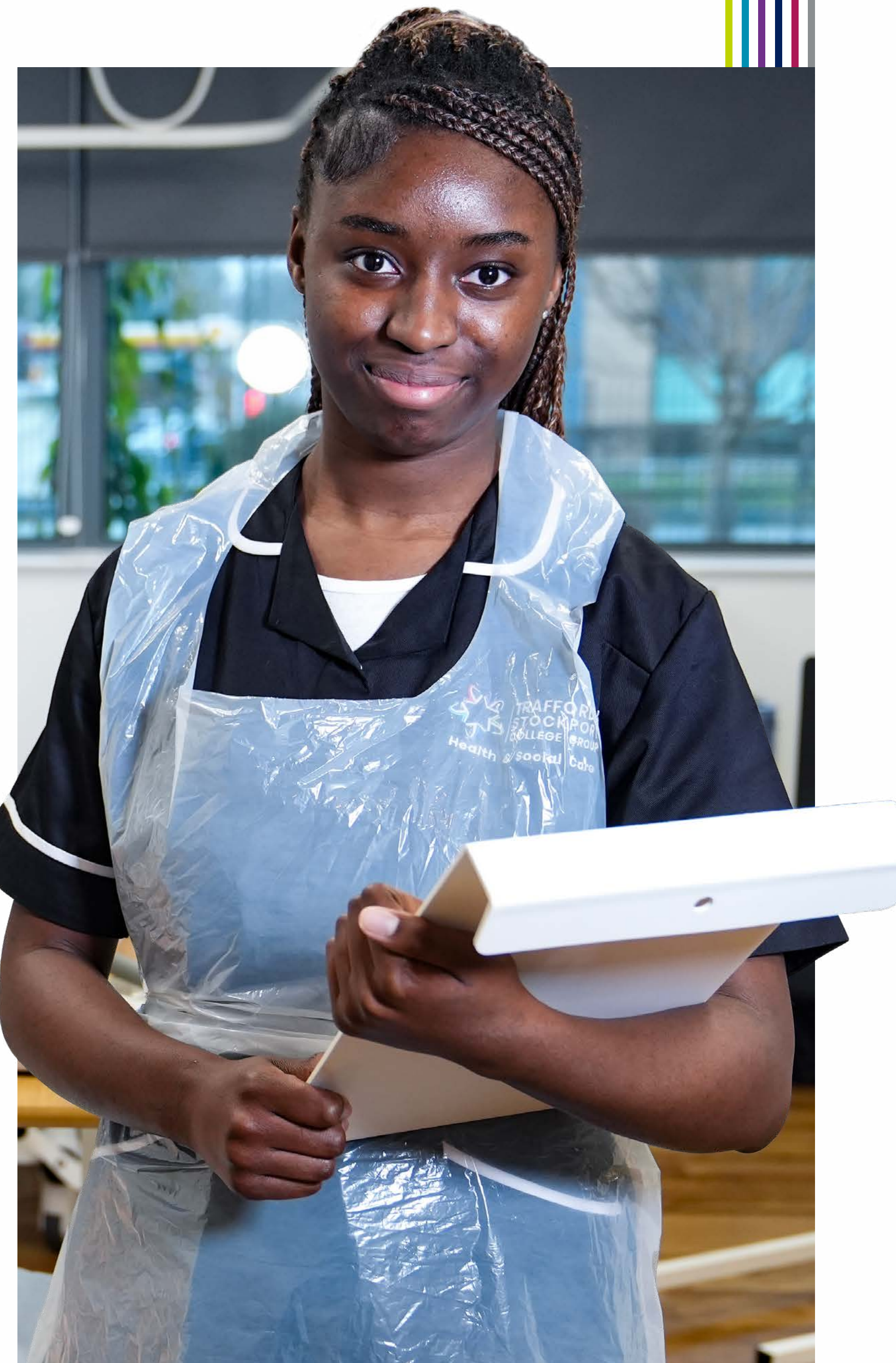


7.3

ALIGNMENT WITH NATIONAL SKILLS PRIORITIES

TSCG has integrated national skills priorities into its curriculum planning to ensure that its provision responds to projected economic growth and workforce needs. While the Group does not aim to cover every skill area, it actively collaborates within the wider local education and skills ecosystem to ensure that collective provision meets regional and national demands.

The growth projections for priority sectors, based on a 2024/25 baseline, will be detailed following the Accountability Statement Objectives for 2025/26. This strategic approach ensures that TSCG remains adaptive, employer-responsive, and a key driver of skills development across Greater Manchester.



ACCOUNTABILITY STATEMENT OBJECTIVES

2025/26

Accountability Statement Objective	Action(s)	SMART Target
Ensure the supply of high-quality provision across priority sector areas to meet rising demand for 16–19-year-old places – including T Levels.	Adjust staffing and facilities footprints to increase places in high-demand technical areas like Electrical Installation and Brickwork.	Learner numbers for Electrical and Brickwork meet the curriculum plan targets and increase from FY24 baseline 245.
	Maximise T Level recruitment through school liaison, taster activities, and GM Festival of Technical Education participation linked to the MBacc.	Increase T Level learner enrolments to meet or exceed curriculum plan targets, compared to the FY24 baseline 236, by July 2025.
Further, develop and deliver high-quality apprenticeships across sector priority areas and respond effectively to flexibilities for employers in the new Growth and Skills Levy.	Develop a digital skills apprenticeship offer focusing on software and cybersecurity.	Achieve at least 12 new starts on Digital apprenticeship standards—including Software Developer, Digital Support Technician, and Infrastructure Technician—by July 2026.
	Launch new apprenticeship standards and enhance existing standards to support green economy skills.	A minimum of 12 apprentices enrolled on green economy apprenticeship standards by July 2026. At least 24 apprentices to successfully complete a supplementary Green Skills Award as part of their apprenticeship programme.
	Review the current offer in line with apprenticeship reforms, including the Growth and Skills Levy introduction.	Achieve at least 95% of planned apprenticeship learner enrolments and 100% of forecasted income by July 2026, as outlined in the 2025/26 curriculum plan.

8.0

ACCOUNTABILITY STATEMENT OBJECTIVES

2025/26

Accountability Statement Objective	Action(s)	SMART Target
Embedding sustainability and green skills across all study programmes and expanding the employer offer in sustainability and net-zero skills.	Conduct a curriculum audit by July 2026 to identify current coverage of sustainability content.	Embed sustainability and green skills content into 100% of study programmes by July 2026, supported by the implementation of a cross-college Green Curriculum Framework by September 2025.
	Develop and roll out a cross-college Green Curriculum Framework by September 2025.	
	Train curriculum staff in embedding sustainability principles into their delivery by December 2026.	Deliver sustainability CPD to at least 60% of curriculum staff by July 2025.
	Establish at least 5 new partnerships with employers in green sectors by March 2025.	Engage at least 200 learners annually in employer-led green projects, work placements, or CPD activities by July 2026.
	Green Skills Week to showcase projects and industry collaboration.	Deliver an annual Green Skills Week event starting in March 2025, with measurable engagement from at least 10 employers and 300 students participating each year.
Significantly increase the delivery of advanced-level programmes for adults across sector priority areas.	Work with GMCA to ensure Single Settlement flexibilities support increased demand for adult Level 3 skills provision.	Increase enrolments on Adult Level 3 programmes in priority sectors by 20% from the FY24 baseline 401 by July 2026.
	Review the current Adult Level 3 offer to identify provision gaps in meeting local, regional, and national skills needs.	Increase Adult Level 3 enrolments in priority sectors (e.g. health, digital, construction, green skills) by 10% from the FY24 baseline 336 by July 2026.
	Explore additional Skills Boot Camp offerings in key skill areas.	Launch a new Skills Bootcamp in a local priority skill needs by April 2026, with a minimum of 30 adult learners enrolled.

ACCOUNTABILITY STATEMENT OBJECTIVES

2025/26

Accountability Statement Objective	Action(s)	SMART Target
Enhance and expand our Higher Skills offer through active collaboration with local employers to co-design courses that address sector-specific workforce needs and future skills gaps.	Continue evolving the HTQ offer in sector priority areas.	Increase HTQ enrolments by at least 20% from the FY24 baseline 45 by July 2026, ensuring learner numbers meet or exceed curriculum plan targets for priority sectors (e.g. engineering, construction).
	Partner with College Online to offer flexible HTQ provision in Leadership & Management.	Enrol a minimum of 12 adult learners onto the Higher Technical Qualification (HTQ) in Leadership and Management by July 2026.
	Submit a formal application to join the Greater Manchester Institute of Technology (IoT), to expand the reach and impact of our Higher Technical Qualification (HTQ) offer.	Through IoT collaboration, engage at least 10 new employers in the design, promotion, or delivery of HTQ programmes by July 2026. Secure successful membership of the Greater Manchester IoT by December 2025.
Ensure ambitious progression pathways are in place across the priority sector areas for learners operating below Level 3, including those with SEND.	Create and implement new Supported Internship pathways in key growth sectors, including Warehousing & Distribution, Coding, and Construction, to improve outcomes for learners with SEND.	Design and launch three new Supported Internship pathways in Warehousing & Distribution, Coding, and Construction by July 2025.
		Enrol a minimum of 24 learners across the new pathways in the 2025/26 academic year, with at least 70% securing a sustained work placement and 60% progressing into employment, further training, or an apprenticeship.

ACCOUNTABILITY STATEMENT OBJECTIVES

2025/26

Accountability Statement Objective	Action(s)	SMART Target
Develop responsive, employer-informed provision aligned to emerging workforce needs in sub-regional growth areas such as Airport City and Trafford City, in line with LSIP priorities and supporting inclusive economic growth.	Establish the next phase of the Airport Skills Hub, including on-site business development, workforce upskilling, and an employer-enriched curriculum.	Launch the next phase of the Airport Skills Hub by April 2026, including delivery of an employer-informed curriculum, an on-site business development offer, and workforce upskilling activity engaging at least 5 employers and enrolling a minimum of 50 adult learners.
		Achieve a 70% learner completion rate and 60% progression into aviation, logistics, or customer service roles.
	Initiate the “mini-LSIP” approach for Trafford City and Wharfside in collaboration with GMCC and Trafford Council.	Achieve a 70% learner completion rate and 60% progression into aviation, logistics, or customer service roles. Complete a “mini-LSIP” for Trafford City in collaboration with GMCC and Trafford Council by March 2026, including labour market analysis, employer consultation, and identification of key skills gaps

ACCOUNTABILITY STATEMENT OBJECTIVES

2025/26

Accountability Statement Objective	Action(s)	SMART Target
Increase capacity and employer relevance in construction and building services by investing in industry-standard facilities and co-designing delivery to meet sector demand and local skills needs.	Repurpose existing facilities in line with the Stockport Estates Master Plan to create additional high-quality teaching space that supports curriculum growth and improved learner experience.	Delivery of an additional Electrical Study Programme (SP) group at both Stockport and Stretford campuses in the 2025/26 academic year.
		Commence delivery of Electrical Apprenticeships at the Stockport campus by September 2025, enrolling a minimum of 12 apprentices in the first cohort
		Introduce an additional Multiskills Study Programme group at the Stockport campus for the 2025/26 academic year, enrolling at least 16 learners
	Create additional teaching space at the Stretford campus, equipped with Domestic Installation resources to support growth in Building Services provision.	Launch the first cohort of the new T Level in Civil Engineering at the Stretford campus by September 2025, enrolling a minimum of 12 learners.

GROWTH TARGETS AGAINST NATIONAL AND REGIONAL SKILLS PRIORITIES

Student Numbers

This table sets out projected student number growth for 2024/25 and 2025/26 across key programmes and sectors, aligned to national and regional priorities including the GM LSIP. It covers T Levels, Apprenticeships, Free Courses for Jobs, Skills Bootcamps, HTQs, and provision for both 16–18s and adults.

KEY ACHIEVEMENTS INCLUDE:

- > 65% growth in T Levels, including new delivery in Digital and Creative Industries.
- > Skills Bootcamps doubling, targeting priority areas like Business and Green Skills.
- > HTQs up 124%, with adult numbers increasing by 16%.
- > Continued growth in Construction, Health and Education, supporting local workforce needs.

This targeted expansion supports economic recovery, addresses sector demand, and ensures our curriculum remains responsive and future-focused.

Area	T Levels		Apprenticeships		Free Courses for		Skills Bootcamps		Higher Technical		16-18		Adults	
	24/25	25/26	24/25	25/26	24/25	25/26	24/25	25/26	24/25	25/26	24/25	25/26	24/25	25/26
Advanced Manufacturing	53	53	366	182	10	3	-	-	16	45	371	279	334	3
Creative Industries	-	16	-	-	6	2	-	-	-	-	615	531	96	210
Digital Technologies	-	36	6	21	7	-	-	-	18	24	228	201	569	-
Financial Services	21	110	-	-	22	-	-	-	-	-	2	30	157	-
Life Sciences	-	8	3	-	-	-	-	-	-	-	83	190	-	88
Business and Professional	47	60	180	175	38	92	-	15	-	-	507	424	718	1,904
Clean Energy (Green)	-	-	-	20	4	-	-	-	-	-	-	-	-	150
Construction	39	61	240	364	3	26	-	-	11	32	614	730	248	695
Health	22	45	152	105	120	95	-	-	-	-	528	373	457	95
Education and Early Years	54	-	-	12	123	126	-	-	-	-	46	217	114	213
Retail	-	-	21	117	3	-	-	-	-	-	435	544	62	54
Logistics	-	-	4	-	-	-	-	-	-	-	-	18	196	-
Totals	236	389	972	996	336	344	-	15	45	101	3,429	3,537	2,951	3,412
% Growth		65%		1%		2%		100%		124%		4%		16%

10.0

LOCAL NEEDS DUTY

To meet the Local Needs Duty, the Group has worked closely with both **Stockport and Trafford Local Authorities** to align its provision with local economic priorities. This includes contributing to and reflecting the aims of the **Stockport Economic Plan** and the **Trafford Enterprise, Employment and Skills Plan**. Objectives set out in the Group's **Accountability Statement** are reviewed through relevant Local Authority boards, which include employers and are employer-chaired, ensuring meaningful oversight and alignment to place-based needs.

The Group plays an active leadership role in regional planning through the **Greater Manchester Colleges Group**, supporting collaborative delivery and shared governance of LSIP, LSIF, FEIF, and wider skills devolution. Locally, the Group works in partnership with schools and other providers through LA-led forums to ensure coherent pathways and progression for learners.

The Group reviews how effectively it meets local needs

annually via the **Self-Assessment Report (SAR)**, validated by Governors and approved by the Board. This review considers performance across all areas of provision—**education for young people, adult learning, apprenticeships, high needs, and higher education**—and informs the objectives set within the Accountability Statement.

At its last Ofsted inspection (November 2022), the Group was judged as making a **Reasonable Contribution** to meeting local skills needs. Following improvements and expansion of employer-aligned provision, the Group now **self-assesses as making a Strong Contribution**, underpinned by clear evidence of impact and responsiveness.

To maintain oversight, the Group has established a **Skills Accountability Committee**, meeting three times per year. The committee includes **Board members, independent co-optees, and senior leaders**, and provides strategic scrutiny of the Accountability Statement, curriculum intent, and the Group's performance in fulfilling its Local Needs Duty.

11.0

GOVERNING BODY STATEMENT

At a quorate meeting of the Board of the Corporation held at 15th May 2025, it was unanimously resolved that the Group's Accountability Statement 2025/26, as presented by the Chief Executive Officer, be approved and submitted to the relevant authorities.

<https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>



SUPPORTING DOCUMENTATION

1 GM Sector Insights Pack - Autumn 2023

This pack collates Labour Market Information and Sector Insights for Greater Manchester.

2 Home | Gmlsip

The Greater Manchester Labour Market and Skills Intelligence Portal provides insights into the local labour market.

<https://gmlsip.org.uk/>

3 Greater Manchester Strategy - Greater Manchester Combined Authority

The Greater Manchester Strategy outlines the long-term vision for the city-region.

<https://www.greatermanchester-ca.gov.uk/our-people/greater-manchester-strategy/>

4 Work and Skills - Greater Manchester Combined Authority

Information on Greater Manchester's approach to work and skills, including strategies and initiatives.

<https://www.greatermanchester-ca.gov.uk/what-we-do/work-and-skills/>

5 Technical Education City Region - Greater Manchester Combined Authority

Details on Greater Manchester's commitment to technical education and related initiatives.

<https://www.greatermanchester-ca.gov.uk/what-we-do/work-and-skills/technical-education-city-region/>

6 Adult Skills Fund - Greater Manchester Combined Authority

Information about the Adult Skills Fund aimed at improving adult education and training in the region.

<https://www.greatermanchester-ca.gov.uk/what-we-do/work-and-skills/adult-skills-fund/>

7 GM Local Industrial Strategy

The Local Industrial Strategy for Greater Manchester outlines the plan to boost productivity and economic growth.

<https://www.greatermanchester-ca.gov.uk/media/2132/gm-local-industrial-strategy-web.pdf>

8 Skills England - GOV.UK

Information on Skills England, focusing on driving growth and widening opportunities across the country.

<https://www.gov.uk/government/organisations/department-for-education>

9 Skills England: Driving Growth and Widening Opportunities

A publication detailing how Skills England aims to enhance skills development nationwide.

<https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

10 Economic Plan - One Stockport

Stockport's Economic Plan outlining strategies for local economic development.

<https://www.onestockport.co.uk/economic-plan/>

11 New Corporate Plan 2024-27 Brochure July 2024

Trafford Council's Corporate Plan for 2024-2027 detailing strategic priorities and initiatives.

12 Local LSIPS Spring 2025

<https://my.visme.co/view/w461rq7o-ok32rk47jq1z5w8d>

APPENDIX A

EXAMPLES OF CURRICULUM REVIEW AND RESPONSIVENESS

Based on needs analysis, employer and wider stakeholder feedback.

YOUNG PEOPLE	
Construction & Civil Engineering	New T Level in Civil Engineering introduced in response to employer demand, alongside multiskills training shaped by housing associations and contractors to meet the demand for a more adaptable workforce. Community-based learning and on-site experiences add social value and career relevance.
Academic and A Level Review	Curriculum offer reviewed to align with GM LSIP priorities, with new AAQ qualifications added and work-related learning days co-delivered with employers and HEIs. Events feature sector-relevant employers (e.g. NHS, Amey Engineering, Bauer Media), helping learners understand pathways into growth sectors.
Art & Design – Creative Industry Readiness	Curriculum redesigned to include real-world briefs, resilience projects, and employer-led workshops. Students pitch to clients, build digital portfolios, and gain exposure to freelance and self-employment models in response to gaps in soft skills and industry awareness.
Digital & Computing	Shift toward more technical and employer-relevant digital skills (e.g., AI, cyber security, business processing tools) in response to advisory board feedback, with new Cisco courses added to address sector demand.

APPRENTICESHIPS	
Building Services	A new Domestic Electrician Standard launched in January 2025 complements existing provision and was introduced in direct response to employer demand. The re-introduction of the Building Services Engineering Senior Technician standard in 2025/26 provides clear progression from Level 3.
Gas and Plumbing	Curriculum revised to reflect regulatory changes and employer expectations, including new bolt-on modules (e.g., Unvented, Water Regs) to ensure apprentices meet sector needs beyond the core standard.
Engineering	A new Level 4 Lead Technician Apprenticeship was introduced following consultation with employers, providing a progression route from Level 3 MOET. Delivery models are adapted to employer needs (e.g., front-loaded OTJ training)

APPENDIX A

EXAMPLES OF CURRICULUM REVIEW AND RESPONSIVENESS

Based on needs analysis, employer and wider stakeholder feedback.

HIGHER EDUCATION & SKILLS		ADULT	
Construction HTQs and Net Zero Skills	Higher Technical Qualifications in Modern Methods of Construction have been introduced to support green skills development. Employer-sponsored, part-time delivery models enable working professionals to gain industry-relevant skills aligned with local net-zero goals.	Retrofit and Green Construction Skills	Following local demand, a new Level 2 Retrofit course has been launched as a progression route from the Construction Skills SWAP model. This supports Greater Manchester's green agenda and prepares adults for careers in low-carbon construction.
Digital and Computing	An AI pathway and BA top-up degree have been added, accredited by Sheffield Hallam University, in response to local digital skills needs identified through LSIP and employer advisory boards.	Aviation Employability Programme	A fast-track programme co-designed with Manchester Airport equips adults with accredited aviation and customer service skills. It includes airport tours, mock interviews, and direct employer input, resulting in a 40% employment progression rate.
Early Years	Strong partnership with Sheffield Hallam University ensures Early Years curriculum up to Level 6 aligns with regional recruitment challenges. Employers contribute to curriculum planning by providing case studies and live briefs	Adult Counselling Pathway	Developed in response to a regional shortage of mental health professionals, the counselling pathway enables adults to progress from Level 1 to Level 5. Courses are designed to build workforce diversity and meet local service needs, with fast-track options and employer involvement.

APPENDIX B

CASE STUDIES AGAINST GOVERNMENT FIVE MISSIONS

TSCG is firmly committed to its role in meeting local and national skills priorities. Through meaningful employer partnerships, inclusive curriculum design, and transformative learner journeys, we deliver impact in alignment with the Government's key missions – including growing the economy, breaking down barriers, and building public sector excellence.

MEETING SKILLS NEEDS THROUGH APPRENTICESHIPS WITH MANCHESTER AIRPORT GROUP

> Government mission: Kickstart the economy

In partnership with **Manchester Airport Group (MAG)**, TSCG is addressing sector-wide skills shortages through the delivery of high-quality, work-based apprenticeships across engineering, operations, and facilities management.

A standout example is **Millie**, an Apprentice Maintenance Operations Engineering Technician, who is thriving in a role that blends practical learning with career development:

"You're getting paid to learn and you're also working. It's very hands-on, I'm always learning new things and colleagues are always on-hand to help. My knowledge is also constantly expanding."

— **Millie, Apprentice at MAG**

This partnership demonstrates how **place-based apprenticeship programmes** are equipping young people with real-world skills, whilst accelerating productivity and workforce readiness in key growth sectors. It is a direct response to the Government's ambition to support growth and rebuild the economy through technical education.



APPENDIX B

CASE STUDIES AGAINST GOVERNMENT FIVE MISSIONS

BREAKING DOWN BARRIERS THROUGH T LEVEL INDUSTRY PLACEMENTS

> Government mission: Breaking down barriers

As part of our commitment to delivering high-quality technical education, TSCG continues to drive forward its T Level provision, ensuring that **young people have access to meaningful, future-focused opportunities**. Central to our approach is the integration of extended industry placements, which serve as a bridge between academic learning and real-world experience.

One example of this in action is the success of **Jamie Greatbanks**, a Construction T Level student who exemplifies the potential impact of employer-led learning. Through our established partnership with **GMI Construction**, Jamie was placed on-site as part of his course. He not only embraced the opportunity but exceeded expectations through his professionalism, technical ability, and work ethic.

Jamie's placement was such a success that he was offered a full-time role by GMI Construction upon completion—demonstrating how **well-structured T Level programmes create clear pathways to employment**.

Through stories like Jamie's, TSCG is actively supporting social mobility, enhancing economic participation, and contributing to a more inclusive, skilled, and work-ready generation.



APPENDIX B

CASE STUDIES AGAINST GOVERNMENT FIVE MISSIONS

EMPOWERING NHS STAFF THROUGH DIGITAL SKILLS TRAINING

> Government mission: Building an NHS fit for the future

As healthcare evolves in response to new technologies and patient needs, **a digitally confident workforce is essential.** Trafford & Stockport College Group (TSCG) recognises this national priority and has taken an active role in supporting digital transformation within the NHS through its tailored workforce development offer.

Working in partnership with **The Christie NHS Foundation Trust**, TSCG designed and delivered a **bespoke Digital Skills programme**, equipping non-clinical staff with the essential IT knowledge required to navigate modern healthcare systems effectively.

Initially launched as a pilot initiative, the programme's success demonstrated a clear demand for this type of training. Feedback from participants and service leaders has led to the programme's continuation as an ongoing element of staff development at The Christie

“The Digital Skills course that the Trafford and Stockport College Group have provided has really upskilled our staff to be empowered and comfortable enough to use our systems, which is really vital to us as a workforce team.”

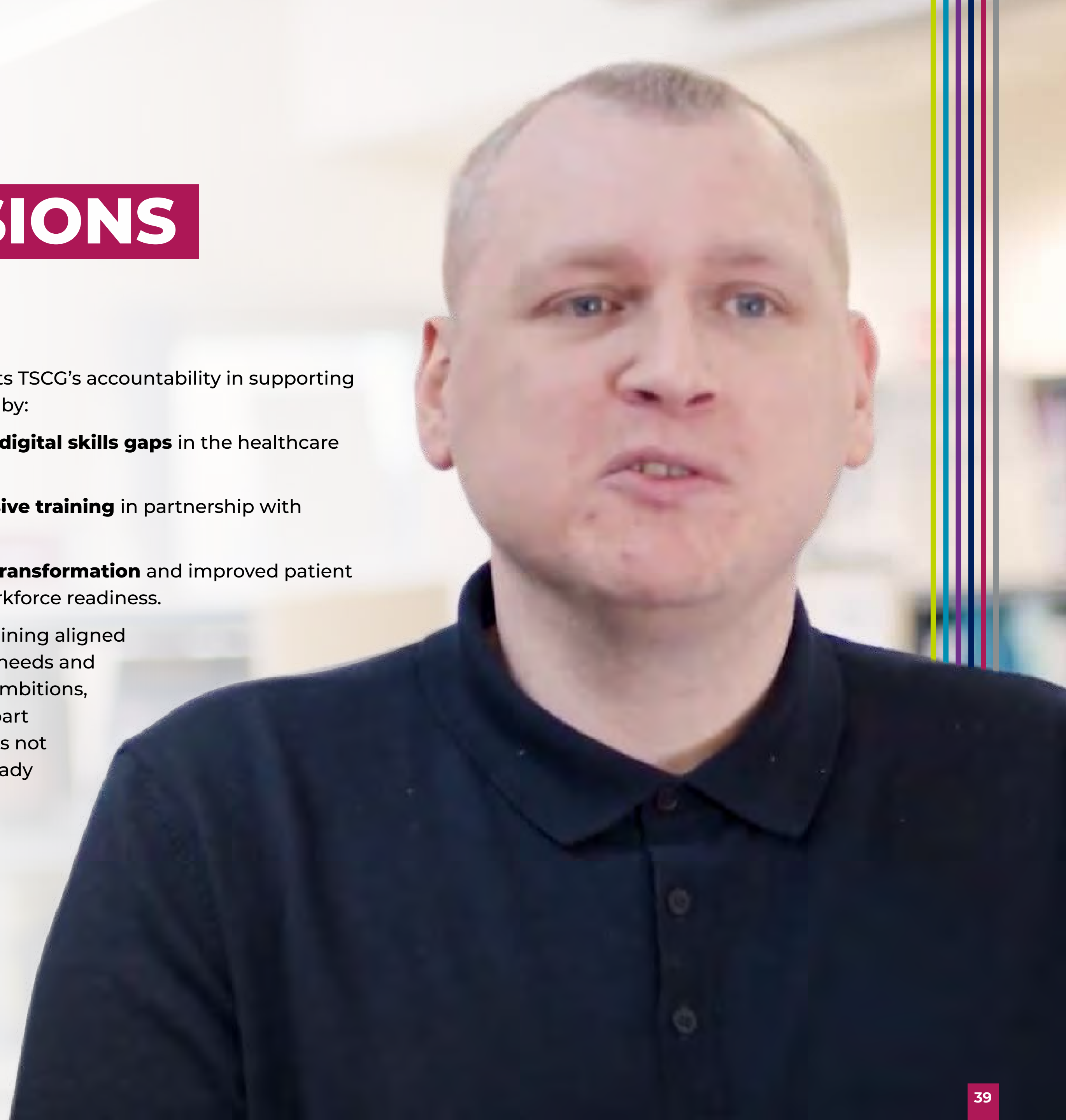
— **Nathan Jones**

**Workforce System Resourcing Manager,
The Christie NHS Foundation Trust**

This case study highlights TSCG's accountability in supporting public sector innovation by:

- > **Addressing real-time digital skills gaps** in the healthcare workforce;
- > **Co-designing responsive training** in partnership with employers;
- > **Contributing to NHS transformation** and improved patient outcomes through workforce readiness.

By delivering tailored training aligned to both local workforce needs and national health service ambitions, TSCG is proud to play a part in building an NHS that is not only fit for today—but ready for tomorrow.



APPENDIX B

CASE STUDIES AGAINST GOVERNMENT FIVE MISSIONS

BREAKING DOWN BARRIERS TO ACCESS HIGHER EDUCATION SKILLS

> Government mission: Breaking down barriers

As part of our mission to widen participation and remove obstacles to adult learning, Trafford & Stockport College Group is proud to champion the life-changing power of education. Our commitment to supporting adult learners—many of whom return to education after long periods—is a core part of how we fulfil our accountability to the communities we serve.

A compelling example is **Jermaine Lindo**, who at the age of 47 returned to formal learning and went on to be named “Higher Education Student of the Year 2024” for Counselling. His journey embodies the transformative impact of accessible, supportive higher education pathways.

“Starting formal education again after being out of the system for so long was daunting... but the support from my tutors and peers was incredible. It made all the difference.”

— **Jermaine Lindo**,
Higher Education Student of the Year 2024

By providing clear and supportive progression routes into higher-level study, TSCG is actively working to break down barriers and create meaningful, life-enhancing opportunities for adult learners. This work directly supports the Government’s ambition to expand access to higher education and promote social mobility across all communities.



