

# ANNUAL ACCOUNTABILITY STATEMENT

**The Sixth Form Bolton**

**2025/2026 Academic Year**



**EXCELLENCE  
IN EVERYTHING**

## College Mission and Purpose

### Vision

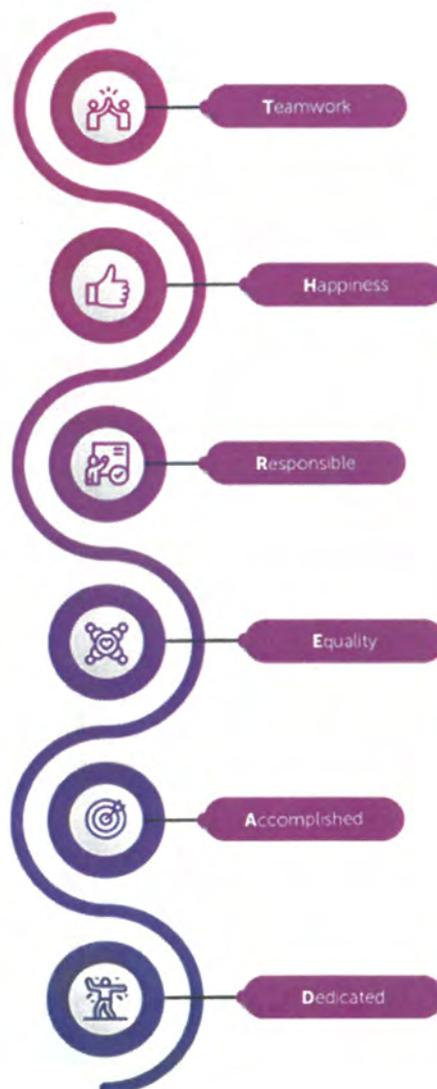
To be an outstanding College and pursue excellence in everything we do.

### Mission

To provide educational excellence which releases potential and promotes individual achievement in an environment where diversity is valued and students and staff are led, supported, challenged and encouraged to reach for their best in everything they do.

### Our Values

Our core values are the thread that runs through every element of our Sixth Form, for both staff and students. Our values are the principles we believe in and the standards by which we operate. They are the essence of who we are and what we stand for.



**The Sixth Form's defining features and characteristics are:**

- All students are aged 16–19 and full time
- There is a strong focus on maximising student achievement, raising aspirations and ambition and on the quality of teaching and learning
- The curriculum focus is on Advanced level with a wide range of A Levels and BTEC Diplomas on offer
- Student support and specialist support for individuals is given high priority
- Parents are engaged in the process of educating their children whenever possible
- There is a strong focus on progression to Higher Education
- Engagement in a wide range of enrichment opportunities is strongly encouraged
- The admissions policy is inclusive and seeks not to place barriers to participation, whilst recognising the demands of study at advanced level
- Student safeguarding is afforded extremely high priority

## Context and Place

The Sixth Form was originally created to provide a post 16 academic pathway for those students coming from Bolton Secondary Schools that did not possess a post 16 option. It originally consisted of mainly A level programmes with the progression intention for the majority of students to move on to Higher Education.

The vocational needs of students are well served by a large choice of FE colleges

- Bolton College
- Bury College
- Wigan and Leigh College
- Salford City College
- Manchester College

The College currently plans a curriculum offer that suits the needs of local learners and the regional and national economy. Provision is largely at Level 3, with a small cohort of Level 2, designed to provide a 3-year pathway for the right learner. The Sixth Form College provides a curriculum offer that is responsive to change, especially given that the majority of learners will only study with us for a two-year period. This requires the College to review its curriculum offer frequently, ensuring what is on offer is fit for purpose.

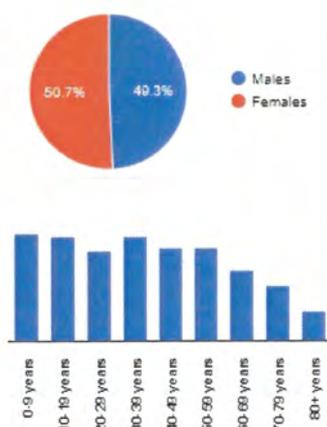
The College is an open access Sixth Form College. Whilst it does have entry requirements on some courses commensurate with their demands, in general it is not selective and so addresses the social disadvantage prevalent in the town. It remains the intent of the College to provide high quality and unbiased advice and guidance at every encounter with our prospective and enrolled learners in order that they are guided to the right course for them and a course that delivers the success they seek and genuine progression options to their chosen career path.

The curriculum is planned to provide a number of routes to suit learners' needs and provide a breadth of choice. It offers a traditional academic route of 3 or 4 A levels, a mixed programme option whereby students can choose a course that blends A level and vocational subjects and a traditional vocational route of Extended Diplomas. The Curriculum offer is very much tailored to learner demand as it is they who choose their course at the application stage and this drives the provision by the College. The level 3 provision enables students to consider a wide range of possible course options, something that mirrors the 20,000 typical course combinations taken up nationally. The sixth form sector and Bolton Sixth Form are therefore compelled in their intent to provide the quality and breadth of provision which serves a diverse and motivated 16 – 19 cohort and prepares them for future progression into higher education, apprenticeships or employment. The leaders of the College have selected relevant courses that make learners secure in their skills, knowledge and personal behaviours. Leaders recognise local and national employment needs as well as learner preference and ambition and adjusts its provision accordingly.

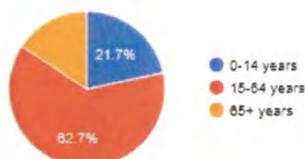
## The Community We Serve

The town of Bolton is a diverse Borough although, mainly it is a relatively deprived area with some areas experiencing significant levels of poverty and deprivation, which predate the current 'Cost of Living Crisis', such as lower household incomes and earnings, long-run health deprivation, and poor housing stock.

### Bolton Population Structure (2021 Census)

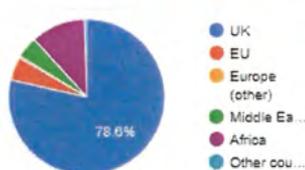


Gender (C 2021)	
Males	104,582
Females	107,689

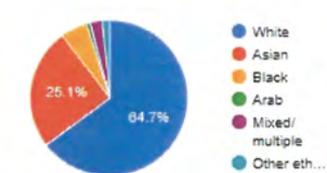


Age Groups (C 2021)	
0-14 years	46,063
15-64 years	132,928
65+ years	33,183

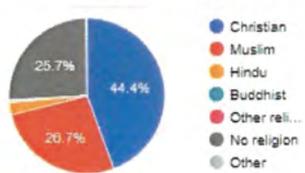
Age Distribution (C 2021)	
0-9 years	30,292
10-19 years	29,671
20-29 years	25,535
30-39 years	29,633
40-49 years	26,580
50-59 years	26,311
60-69 years	20,081
70-79 years	15,481
80+ years	8,590



Country of Birth (C 2021)	
UK	166,843
EU	10,289
Europe (other)	901
Middle East & Asia	9,350
Africa	23,748
Other country	1,136



Ethnic Group (C 2021)	
White	137,340
Asian	53,255
Black	11,405
Arab	1,688
Mixed/multiple	5,223
Other ethnic group	3,328

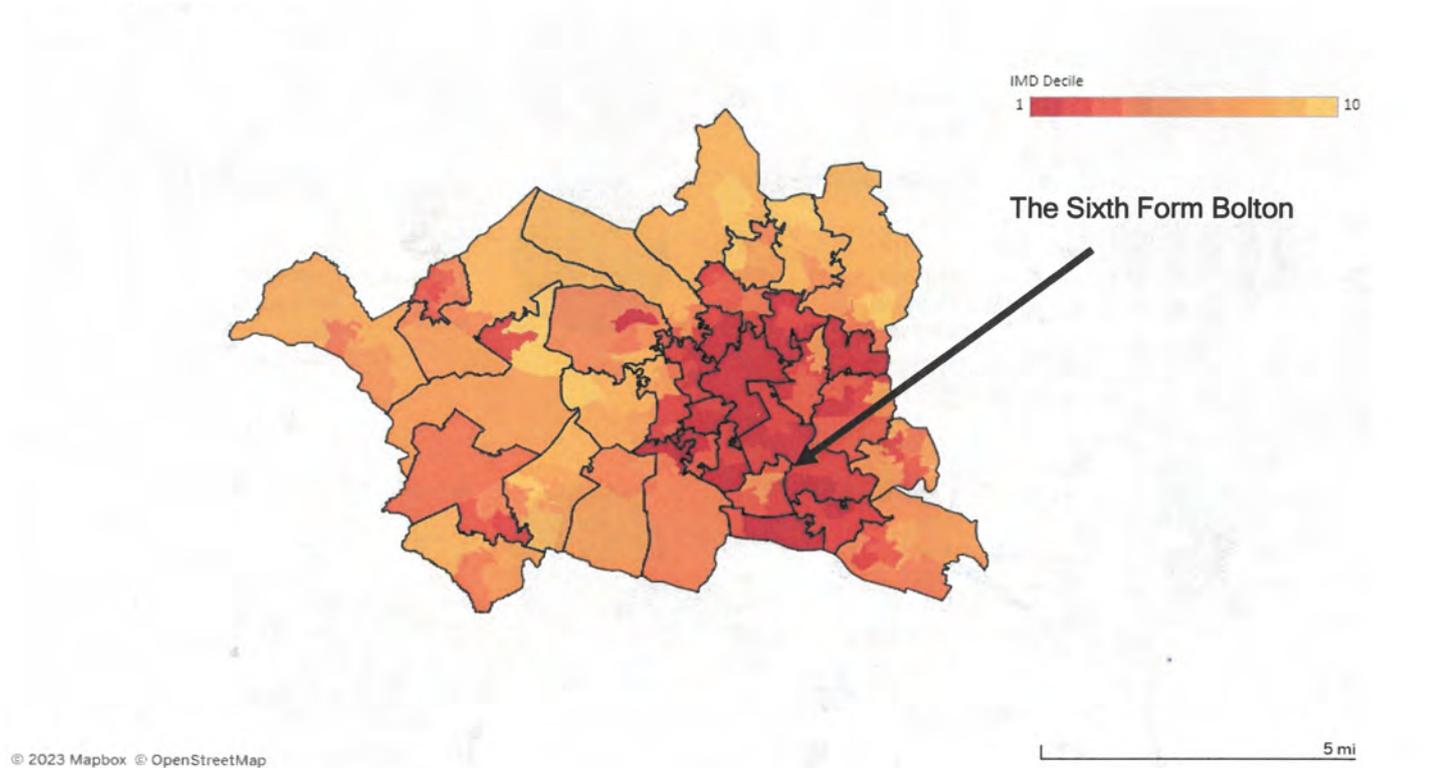


Religion (C 2021)	
Christian	89,896
Muslim	54,022
Hindu	4,978
Sikh	201
Buddhist	397
Jewish	128
Other religion	619
No religion	52,041

In socio-economic terms, the College's intake is well below average. Using the English indices of deprivation 2019 measure which looks at the income context of the communities from which students are drawn, 86% of students are drawn from the bottom 50% of districts nationally.

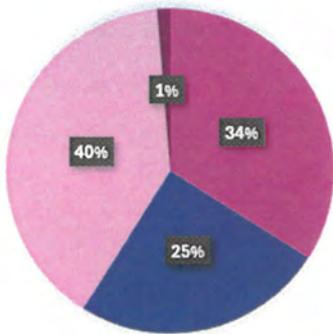
**IMD 2019 across LSOA's in Bolton compared to the highest levels of deprivation in England**

1 being most deprived  
10 being least deprived



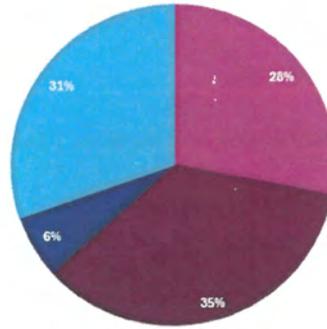
<b>College Details:</b>	
<b>College name:</b>	The Sixth Form Bolton
<b>Rurality Category:</b>	Predominantly Urban
<b>Deprivation Category:</b>	Quartile 1 - Most Deprived Colleges
<b>Region:</b>	NW

### Programme Profile of Students 2024/25



■ A Level (exclusive) ■ Mixed ■ BTEC Extended ■ BTEC Level 2

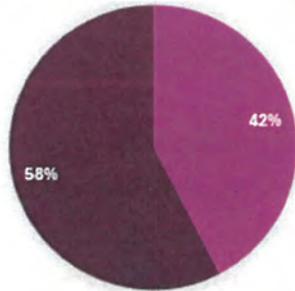
### GCSE Points on Entry Profile 2024/25



■ 0-4.5 ■ 4.51-5.8 ■ 5.81-6.7 ■ 6.71-9

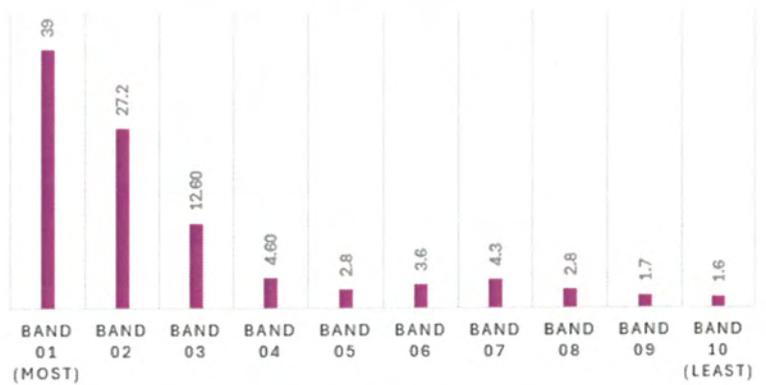
### Demographic Profile of Students 2024/25

#### Gender

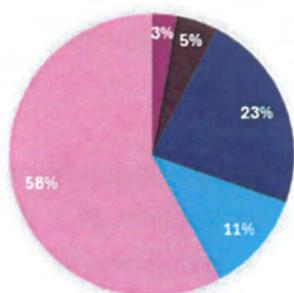


■ Male ■ Female

#### Percentage of Students per Deprivation Band

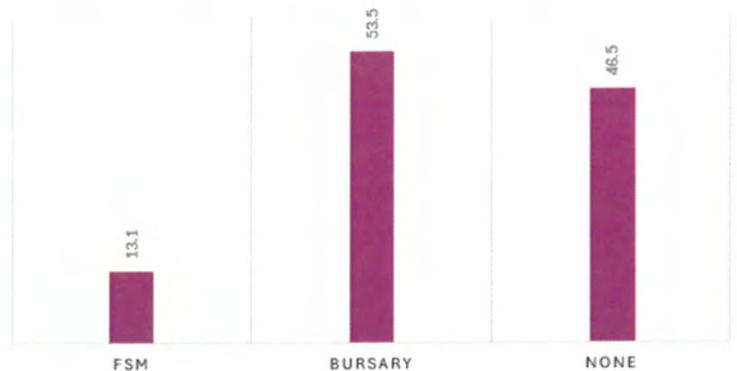


#### Ethnicity



■ Other ■ Mixed ■ White ■ Black ■ Asian

#### Percentage of Students on FSM & Bursary



## Key Priorities

Local, regional and national data shows some clear skills priority areas that the Sixth Form is able to contribute to effectively. Recent papers show there are key skills areas where there are current shortages or there is increasing development and demand.

The Greater Manchester LSIP evidences 7 key sectors to support growth:

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

Data shows Manchester to be the fastest growing Tech Hub in Europe. One of the aims of the GMCA is to train and retain people into Tech and in particular reach out to FE and HE. As a sixth form we are addressing this via the courses on offer and also our wider pathways programme that gives all learners opportunities to develop their digital capabilities. There are currently 85000 vacancies in TECH in GM. This offers significant opportunities for our young people. The GMCA are seeking want to double the value to the economy from £5bn to £10bn by 2030.

Digital and tech companies are looking to recruit from diverse communities in order to develop their workforce with a strong desire to increase the number of females in their workforces to improve diversity and address the gender imbalance. The GMCA have an ambition to have a Tech Talent pipeline which is more inclusive. GCHQ have moved to the GM region because they seek a diverse pool of employees, which the region can provide, and they are set to employ 10,000 in the coming years.

As a Sixth Form this supports our ethos and diverse community. Our Women into Leadership Programme and our Pathways Programme fully support this direction of travel.

As a Sixth Form we already support and are supported by activity in the GMCA and the companies that have come together to develop talent pipelines into employment within the region.

The GMCA recognise that socioeconomic factors are the biggest barrier to the workforce in our region, people don't leave the region, they want to stay. This is supported by our own and national destinations data, data from UCAS and the SFCA, which shows the distances that learners are prepared to travel to access university courses are small in our region and particularly for ethnic minority groups.

At a GMCA Apprenticeship event in February 2023, Andy Burnham, mayor of the GM region stated the region is focussed on the development of digital skills and green skills, hence his carbon neutral approach. Their plan is if our region is skilled up in these areas, it can lead the way nationally and beyond. The region is committed to its own programme of levelling up and sees these as key priority areas to facilitate this.

To support this the college is committed to sustainable actions. Our Sustainability Working Group is currently working with the whole college community to evaluate and reduce our environmental impact. The College aims to align with the 'emerging College' strategy to meet the DfE targets for the end of 2025 this will include Delivering Carbon Literacy training to staff and students to sustain the changes in our behaviours

The college's overall vision is to immerse digital technology with traditional teaching methods to develop a hybrid learning environment that promotes the development of digital skills for both staff and students. This includes ensuring the campus is equipped to support the hybrid learning model, educating staff through the professional growth programme to develop their digital skills and using a variety of digital platforms to both deliver lessons, assess students work and provide feedback, thus supporting the development of student digital skills.

## Approach to Developing the Annual Accountability Statement

Much of the decision-making process around curriculum offer is driven by national intelligence about curriculum routes for 16–18 year olds derived from interaction with the Sixth Form College’s Association, the Association of Colleges, university offers and the Northwest Principals Group.

In order to identify the local/regional key priorities, our approach has been derived from a number of key documents:

- Greater Manchester Local Skills Improvement Plan (May 2023)
- Greater Manchester Local Skills Report and Labour Market Plan (March 2022)
- CBI Getting Young People ‘Work Ready’ (June 2022)
- The Bolton Economy Strategy for Growth 2016-2030
- Bolton Economic Growth and Resilience Plan

These documents allow us to take into consideration local, regional and national priorities and work towards developing our learners in these areas.

We have also engaged with a number of stakeholders including our learners, universities and local and national employers to identify skills gaps and consult on the construct of our curriculum offer.

These stakeholders include:

- Peel Holdings
- GM Fire Service
- University of Manchester
- Hewlett Packard
- Bolton Hospice
- She Inspires
- University of Liverpool
- Edgehill University
- Cisco
- Stateside Foods
- Barnardo’s
- Bolton Council
- University of Leeds
- UCLan
- Team Bolton Skills, Work and Aspiration Vision Steering Group (see Appendix 1 for list of members)
- GM Police
- Bolton College
- Asda
- Microsoft
- Urban Outreach
- Salford university
- BBC
- TalkTalk
- First Response Finance
- Chartered Institute of Building
- Beaumont Hospital
- KBL Solicitors
- University of Bristol
- MBDA
- Beaver and Struthers
- RocketIT
- Suez
- RAF
- Bolton Council
- 88 Fitness
- University of Bolton
- HM Prison Service
- NW Ambulance Service
- British Army
- Leeds Trinity University
- University of Salford
- Northstone Housing

## Contribution to National, Regional and Local Priorities

Aim and Objectives for the 2024-2025 academic year	Impact and/or Contribution towards National, Regional and Local Priorities for Learning and Skills
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;">To maintain provision of exceptional pathways to higher education, ensuring more learners secure university positions.</p>	<ul style="list-style-type: none"> <li>• We will continue to deliver and develop excellent teaching and learning to maintain an outstanding learner experience that will support learner progression.</li> <li>• Continuous teacher development through educational development and relevant work experience.</li> <li>• Our learning programmes will be developed in response to industry needs through information gathered via the stakeholder information sheets and through continues effective employer and industry engagement.</li> <li>• Deliver a robust pastoral curriculum that supports learners in researching courses/employment opportunities and applying for places at university or for positions in industry.</li> <li>• All of the above enables our learners to success in their chosen career pathway or education programme</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">To continue to increase the number of learners securing places at Russell Group universities</p>	<p>The following programmes in College help students to be aware of and gain access to more prestigious universities:</p> <ul style="list-style-type: none"> <li>• Future Honours Programme</li> <li>• Honours Programme</li> <li>• MCAT preparation course</li> <li>• Coaching for Oxbridge candidates</li> <li>• Women in Leadership Programme</li> <li>• Prosper Development Programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the Microsoft Shared Goals Agreement to allow all students the opportunity to access Microsoft Learn packages and Microsoft professional qualifications as well as for some to participate in work experience addressing the need to develop digital skills for local, regional and national needs.</li> <li>• Use the Microsoft Shared Goals Agreement for all staff to develop their digital expertise and is embedded in our staff professional growth programme enabling all staff to effectively support student digital skills development.</li> <li>• Embed Microsoft Office Specialist qualifications into relevant key curriculum areas delivery plans in order that students gain professional MOS certifications whilst at Sixth Form.</li> <li>• The College also has in place several opportunities for mock assessment centre activities, work place safaris and live briefs set by industry, which year on year continues to expand.</li> <li>• All students as part of their first-year induction will undertake an introductory programme to basic uses and functions of PCs as many of them are not PC literate.</li> <li>• As part of the PGP programme all students complete a digital induction that focuses on the use of Microsoft Office 365 programmes..</li> </ul>	<p>To further develop digital skills courses for all learners enhancing the delivery of digital skills across the college</p> <p><b>3</b></p>
<p>The papers are an evaluation of what we are doing as a college to create world ready young people. The papers highlight areas of successes and areas that we can develop and improve on at both college and course level.</p> <p>This evaluation allows us to celebrate successes and the achievements of our young people whilst also ensuring we are also developing them to be able to meet the skills levels required at local, regional and national level, allowing them to move forward on their chosen path.</p>		<p>To redesign and embed deliver the skills position paper at course level to manage and ensure consistency in the delivery of world readiness cross college.</p> <p><b>4</b></p>

<p>5</p> <p>To continue to embed the pathway provision, to allow learners to develop skills directly relevant to their chosen career path.</p>	<ul style="list-style-type: none"> <li>This programme comprises 9 pathways and all learners will follow a pathway programme directly relevant to their chosen career/education path.</li> <li>The pathways have been developed as a result of information gathered through LMI data, college destination and future career data and local needs.</li> <li>Each pathway is in a strategic partnership with an industry relevant organisation (see list of stakeholders above), ensuring stakeholders have opportunity to invest in development and delivery of the pathway curriculum.</li> <li>The PGP model has been revamped to support local skills needs since the release of the GM LSIP. The current modules are:             <ul style="list-style-type: none"> <li><b>Year 12</b></li> <li>1 Digital Induction including MOS</li> <li>2 Self Awareness</li> <li>3 Research into Careers</li> <li>4 Employer/Stakeholder content including live brief</li> <li>5 University vs Apprenticeships</li> <li>6 LinkedIn</li> <li>7 Applications and Interviews (different based on next steps)</li> <li>8 MOOCs</li> <li>9 Action Plan</li> <li>10 LinkedIn profile creation for professional networking</li> <li><b>Year 13</b></li> <li>1 PCC - Personal Statement, CV's and Cover letters</li> <li>2 Retaining information for success in employment</li> <li>3 Budgeting and Independent living</li> <li>4 Entrepreneurship, self-employment and networking</li> <li>5 AI (Artificial Intelligence)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Deliver a comprehensive A level programme and L3 BTEC Programme.</li> <li>• Continue to investigate the introduction of AAQs.</li> <li>• To embed and grow the Education and Early Years T Level supporting students to move into nursery and primary education.</li> <li>• To work with local HE providers to ensure that the curriculums we deliver to our students support and prepare them for their progression to HE.</li> <li>• The pastoral programme has a structured scheme of work created to support world readiness. The pastoral curriculum includes topics including mental health, drug and alcohol use, drive safe, revision techniques, personal statement writing, career planning, personal budgeting and nutrition.</li> <li>• To monitor, review and further develop enrichment offer to allow learners to further develop skills and behaviours expected as part of world readiness.</li> </ul>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;">To maintain and update the curriculum delivery</p>	

The Extended Diploma in Health and Social Care undertake 100 hours compulsory work placement within a social care environment and the T Level in Education and Early Years has a compulsory 750 hours placement over the two-year programme, with the Extended Cert in Children's Play, Learning and Development completing 50 hours.

We will support Year 1 level 3 learners to source a work placement, should they wish to undertake one, to support their pathway to higher education or their future career.

We also plan to ensure that all students have access to at least 1 live brief as part of their programme of study. Live briefs are supported by an external organisation and are a way of offering learners an alternative method of gaining experience in the workplace and meeting Gatsby Benchmarks 5 and 6..

Programs will also develop links with employers to offer workplace safaris as an alternative way of gaining experience of the workplace, where a group of learners are given the opportunity to visit a workplace for the day and meet with a number of colleagues from across a range of teams/departments. This will allow learners to put into practice both the theoretical concepts and the skills they have developed through their academic subjects. The careers team also facilitate a variety of online work experience opportunities.

We also plan that every course will provide at least one guest speaker to provide insight into a careers relevant to the subject and the learners.

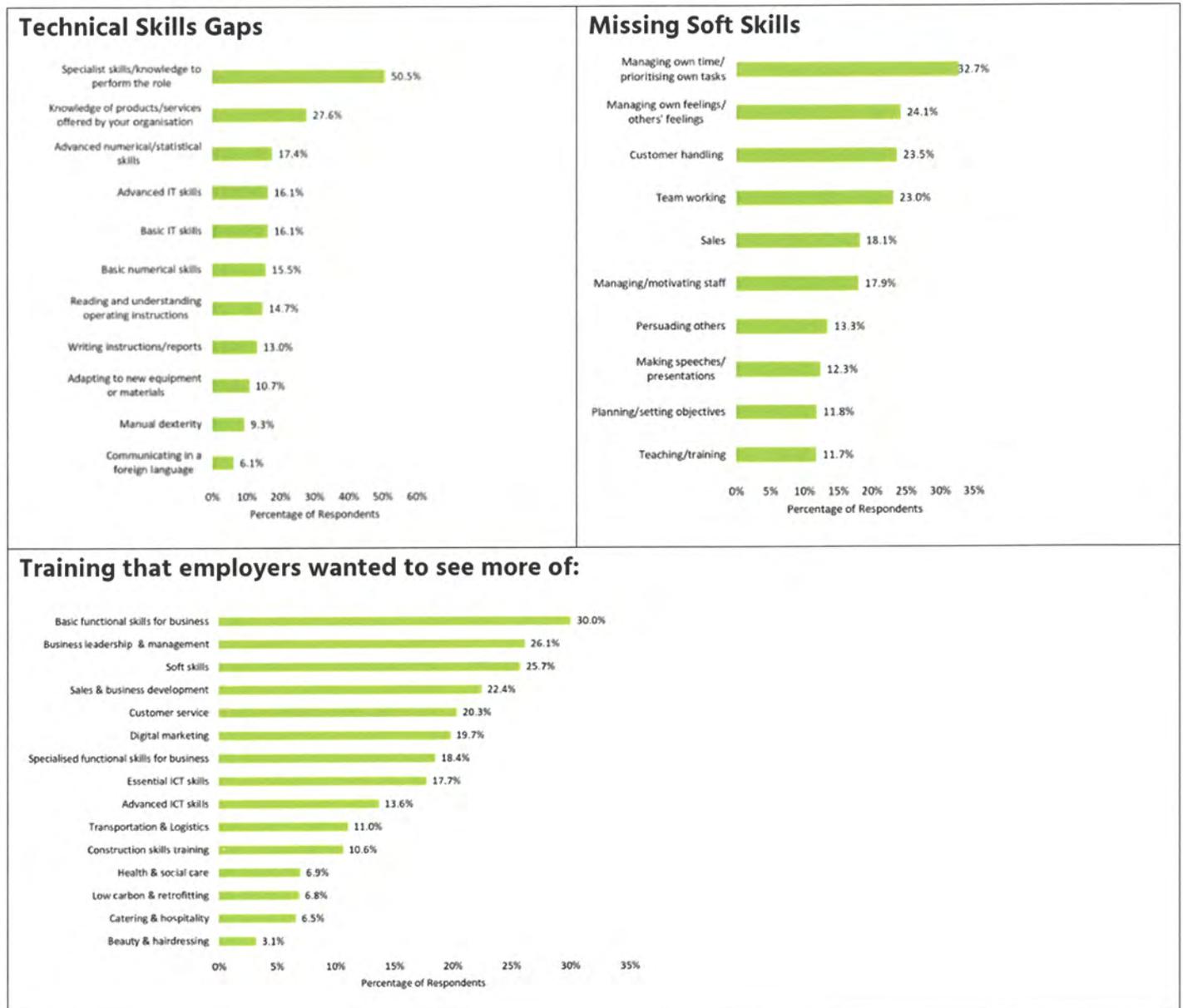
To ensure all learners have  
experience of the  
workplace in order to  
develop world ready young  
people

<p>We will deliver a digital skills session to all year 1 learners as part of a college wide induction process to ensure they have opportunity to develop world ready skills such as file creation, file storage, email, use of Microsoft teams.</p>	<p>The PGP programme supports the development technical and soft skills as highlighted as gaps in the GM LSIP.</p> <p>Each course will evidence skills developed in the skills position paper completed at course level, including information on relevant course specific key skills and stakeholder involvement.</p> <p>Subject schemes of work highlight the development of English, Maths and oracy skills as well as where work related learning is addressed.</p>
<p><b>8</b></p>	<p>Evidence that core transferable skills delivered to learners</p>

## Local Needs Duty

The Greater Manchester LSIP evidences 7 key sectors to support growth and the following skills gaps:

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



Our curriculum is aligned to the local, regional and national skills demand and as such offers a broad and comprehensive L3 curriculum with L2 provision.

This offer comprises of 29 A level subjects, 13 Single Vocational Advanced Level subjects, 7 Triple Vocational Advanced Level subjects, 2 Double Vocational Advanced Level subjects and 1 T Level. To maximise options students are offered the opportunity to mix Single Vocational A levels with A levels to create a broader combination of qualifications and skills.

All students that have not achieved a grade 4 or above in GCSE Maths or English are supported to do so during their time at college. Those learners that require a higher grade to gain access to HE courses or employment will also be supported to achieve a grade 6 or above. Alongside GCSE delivery Maths and English are also supported and delivered through the course wider skills strategies across our curriculum programmes.

The college has 20 student on Education & Health Care Plans (EHCP) and 242 students with exam access arrangements. To ensure we offer an equitable and positive experience to all students, specialist support staff work together with curriculum, exams and pastoral teams.

We consistently review the curriculum and consequently introduced the Education and Early Years T Level in September 2024. We are also currently exploring the prospect of delivering new AAQs to meet local skills needs as identified in the GM LSIP.

In preparation for the defunding of the BTEC Extended Diploma's in Applied Science, Health and Social Care and Information Technology we intended to deliver AAQ's in Mental Health and Wellbeing, Medical Science, Computing and Digital Games Production, again to continue to meet local skills needs.

Course leaders and teachers engage with relevant stakeholders in relation to industry needs, skills gaps and course delivery in order to shape the curriculum. Stakeholders are also involved in delivery of career talks, creating live briefs for learners to complete or run mock assessment centres for learners.

The pastoral programme has a structured scheme of work created to support world readiness. The pastoral curriculum includes topics including mental health, drug and alcohol use, drive safe, revision techniques, personal statement writing, career planning, personal budgeting and nutrition.

The Profession Growth Programme (PGP) comprises 9 pathways and all learners will choose a pathway to follow over their two years at the college. The pathways have been developed as a result of information

gathered through the GM LSIP, LMI data, college destination and future career data and local needs. Each pathway is in a strategic partnership with an industry relevant organisation, ensuring stakeholders have opportunity to invest in development and delivery of the pathway curriculum.

The pathways we currently offer are:

Pathway	Description	Partner
<b>STEM</b>	Incorporating wider Science, Careers, Maths, Engineering and Sports Science. Some exciting career opportunities here beyond those usually considered. For those learners looking for careers to shape a sustainable local and global future including Waste Management, Climate Science, Ethics and Environmental Chemistry	CIOB and SUEZ
<b>Medicine, Dentistry, Veterinary</b>	Aimed at learners looking to progress to Medicine, Dentistry and other medical related careers.	Circle Health Group/Beaumont Hospital
<b>Social Care, Nursing, Public Services and Allied Services Roles</b>	A fantastic option for those planning careers in Child Care, Health and Social Care, Social Work, Midwifery, Mental Health, Paramedic's and Community Care	Barnardo's
<b>Law, Policing, Probation and Governance</b>	Ideal for learners pursuing careers as Solicitors, Police, Probation Officers, Prison Officers or to work in local, regional or national Government or the Civil Service	KBL
<b>Creative Industries and the Arts</b>	A fantastic creative pathway aimed at those who wish to work in Film, Media, Music, Graphic Design, Photography, Digital Media, Theatre and beyond.	Rockit Bolton
<b>Computing, IT, Digital Strategy and Cyber Security</b>	For those experienced in IT and Computing, looking to develop industry standard skills and practical skills across a wide range of platforms and applications.	HPE
<b>Teaching, Training and Education</b>	Ideal for students wishing to pursue a career in education. Developed by Edge Hill University who are renowned for their education and teaching degrees.	Edge Hill University
<b>Leadership</b>	This is ideal for learners who study Social Science, Humanities, Sport and subjects likely to lead to roles where self-leadership and leadership of others is key to the role.	Northstone
<b>Business and Entrepreneurship</b>	A broad-spectrum pathway for those planning to go into any aspect of business and finance whilst educating students about entrepreneurship and the legal governance associated.	KCR Business Development

The Women in Leadership Programme is a bespoke programme designed to support our female learners to understand the landscape of the workplace, to be ambitious for themselves and each other. To try and change those legacy cultures for those of next generations and to genuinely lead for change. The

programme is open to every female student and the learners can access as little or as much as they like of the scheduled events.

The Prosper programme is in response to the request of our male students, who wanted access to a similar opportunity to support their personal development as the Women in Leadership programme. The programme enables them to work on the areas that both themselves and employers feel are skills gaps. In order to help our male students develop on both a personal and professional basis, workshops will include soft employability skills like communication, organisation, empathy and listening skills alongside the opportunity to develop digital skills, public speaking and self-care.

At the Sixth Form our intent is to create a curricular programme that produces world ready young people who are prepared for the modern world and in turn the modern workplace. This is something that the academic curriculum cannot do independently and so in order to be able to do this we work together with a variety of stakeholders, including local businesses, universities and organisations, to ensure we equip our young people with the skills necessary to meet local, regional and national needs.

## Corporation Statement

On behalf of the Sixth Form Bolton Corporation, it is hereby confirmed that the college plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the corporation at their meeting on 2<sup>nd</sup> April 2025.

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://www.bolton-sfc.ac.uk/info/policies/>



Chair of Governors



Principal

Dated: 2/4/2025

## Supporting Documents:

- Greater Manchester Local Skills Report and Labour Market Plan (March 2022)
  - [gm-esap-local-skills-report-update-march-2022-final.pdf](#)
- The Sixth Form Bolton Skills Position Paper
- Bolton Economic Growth and Resilience Plan (Feb 2023)
- CBI Getting Young People 'Work Ready' (June 2022)
- Quantifying the UK Data Skills gap
  - <https://www.gov.uk/government/publications/quantifying-the-uk-data-skills-gap/quantifying-the-uk-data-skills-gap-full-report>

## Appendix 1

### Team Bolton Employment and Skills Partnership Steering Group (Spring 23)

Organisation
Alliance Learning
Alliance Learning
Bolton at Home, Employment, Skills and Enterprise
Bolton College
Bolton Council, Strategy & Partnerships Manager, Children's Services
Bolton Council, Corporate Manager - Performance and Partnerships
Bolton Council Deputy Director – Children's Services, LEA and Skills
Bolton Council, Start Well Integration Lead, Children's Services
Bolton Council Inclusive Economy Manager
Bolton Council Integration Work and Health Project Officer
Bolton Council Start Well (Family Hubs)
Bolton Council, The Workshop,
Bolton CVS
Bolton DES, Library and Museum Service
Bolton Solidarity Community Association (BSCA)
Connexions Careers Service
DWP Employer Advisor
DWP Skills and Work Partnerships
GMCA
Ingeus
The Sixth Form Bolton
Public Health
The University of Bolton