

## Annual Accountability Statement 2024/25 – The Manchester College

### MISSION AND PURPOSE

**Our Mission:** To improve lives and economic success through learning and skills.

**Our Vision:** At The Manchester College, our vision is to create ‘inclusive growth’, connecting our students to the opportunities that one of the fastest growing cities in the world can provide, through the delivery of high quality technical education, progression and employability.

**Our Aims:** Mirroring the commitment of the Greater Manchester Strategy ‘Good Lives for All’ our strategy will continue to deliver an inclusive and diverse college where students grow, ‘get along’, ready to contribute to a fairer more prosperous city region with the technical and life ready skills to do so.

The College’s strong inclusive ethos and vigorous response to local socio-economic challenges will continue to widen participation and social mobility for Manchester and Greater Manchester residents.

We will deliver high quality technical education aligned to the priority sectors required by place. Our courses will support and lead to course-related destinations and progression routes for our students.

Our sister organisation, UCEN Manchester, will be a leading provider of flexible employer-focused and local higher technical education, providing opportunities for young people and adults to continue their education journey with us through higher education.

**The Manchester College Strategic Plan 2023-2027** is shaped around five themes: our students; excellence; our people, our culture; our city, our community; our environment, our investment.

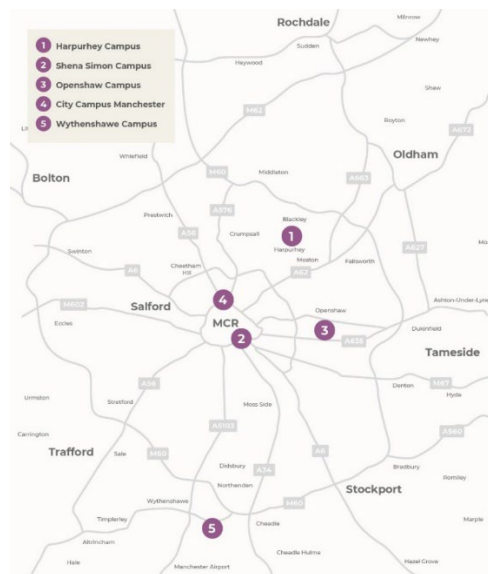
### THE COMMUNITIES WE SERVE

The Manchester College is a large, inner-city general FE college with an annual income of over £70m, delivering to around 5,500 16–18-year-olds, 5,450 adults and almost 1,400 higher education students each year. With five main campuses, 87% of our learners come from some of the country’s most deprived wards, nearly 60% are from black and minority ethnic groups and 75% start key stage 5 without level 2 equivalent English and maths qualifications. The college provides a safe learning environment for over 200 unaccompanied young people within ESOL and 44% of students are plurilingual. The qualification levels studied by students at the College are detailed below:

Qualification Levels – 16-18		Qualification Levels – Adult	
<b>1,493-27%</b>	Entry/Level 1	<b>2,981-55%</b>	Entry/Level 1
<b>1,611-29%</b>	Level 2	<b>1,094-20%</b>	Level 2
<b>2,397-43%</b>	Level 3	<b>1,118-21%</b>	Level 3
<b>(245-4%)</b>	Of which T Level	<b>237-4%</b>	Level 4

The College is the largest GFE in Manchester, delivering around 35,000 qualifications each year, predominantly technical education, ranging from entry level to HE, meaning we offer a starting point

and progression pathway for all learners. We are driven by a strong social mission, committed to improving lives and economic success by promoting aspiration and social mobility within the communities we serve.



Although our campuses are all within the city of Manchester we attract a significant number of students from our neighbouring boroughs within the Greater Manchester city region.



Our students, who reside in some of the most deprived wards in the country, achieve academic results that place them in the top 10 FE colleges nationally, and are recognised by employers as work ready (9/10 employers rate our students as work ready when they undertake placements). They increasingly progress not only onto higher levels of education, but directly into work from level 2 and 3 technical programmes. As such, we believe our organisation has become an engine of social mobility.

Manchester has a diverse and growing population. The 2021 census reported the Manchester population as 552,000, with considerable growth forecast to 607,000 in 2023 and 627,000 by 2025. From the College perspective this growth is particularly acute for 16-18 year olds, and this group is forecast to grow by nearly 10% between 2023 and 2030. Manchester is an extremely diverse city, with 43% of residents from non-white backgrounds and 31% of residents born outside the UK. Even though

national and local lockdowns caused by the Covid-19 pandemic had damaging long-term economic, health and social effects the city is currently experiencing strong inclusive economic growth. Despite this, the cost-of-living crisis has hit many families in Manchester particularly hard, exacerbating an already challenging picture. There were an estimated 59,133 children (44%) living in poverty in 2021/22, much higher than UK average and the 2<sup>nd</sup> highest of the Core Cities. 21% of households are likely to have less than £30 per month of discretionary income and 46% likely to have £30-124 per month. Homelessness is also an issue for the city with increased presentations of homelessness in 2022. Manchester City Council have responded by developing an Anti-Poverty Strategy and Homelessness Transformation Programme, and achieving Living Wage City recognition. Widening participation and developing skills to improve life chances and earning potential are therefore at the heart of everything we do at The Manchester College, for both 16-18 and Adult learners.

There is an improving educational picture within the city but challenges in attainment in GCSE English and maths remain, however, with less than 50% of students enrolling at The Manchester College having achieved a grade 4 or above in these subjects.

## **THE MANCHESTER WORK AND SKILLS STRATEGY**

The Manchester Work and Skills Strategy 2022-27 is built on the ambition to create a more sustainable, inclusive and diverse economy that benefits everyone. This will be delivered across the five Our Manchester themes of Thriving and Sustainable, Highly Skilled, Progressive and Equitable, Liveable and Zero Carbon, and Connected. While supportive of all of these themes, The Manchester College is largely focused on the delivery of the second of these and the creation of “a highly skilled city”. The Strategy goes on to state that “To make sure that our skills and training system is fit for purpose, we need to make it more responsive to the changing needs of employers and the wider labour market in both the short term, to combat instability creating skills shortages (such as hospitality in 2022), and in the medium to longer term, to prevent crises in other sectors (such as health and social care). This may require new qualifications and learning pathways, including maximising the impact of T Levels and strengthening all technical and vocational solutions to meet the gaps in the labour market at Levels 4 and 5.” This approach has already been embraced by The Manchester College, which is one of the key players nationally in the delivery of both T Levels and the developing Higher Technical Qualifications. Our Strategic Themes and outcome measures contained within this accountability statement are entirely aligned with the priorities and outcomes contained within the Work and Skills Strategy.

## **LOCAL SKILLS IMPROVEMENT PLAN PRIORITIES**

While we are proud to be The Manchester College, we recognise that many of the residents we serve and employers we partner with are from across the 10 boroughs of Greater Manchester and beyond. Our curriculum is informed, therefore, by both the Greater Manchester Local Skills Improvement Plan and the local area report and priorities for Manchester that sits within it.

The priority areas identified for **Greater Manchester** in the LSIP Update published in January 2024 are:

- Health and Social Care
- Construction
- Manufacturing and Engineering
- Digital.

The priority areas identified for **Manchester** through the LSIP are:

- Financial Business and Professional Services (FBPS) sector
- Advanced Materials and Manufacturing

- Health and Social Care
- Digital, creative and media sectors
- Construction.

There is clearly therefore significant overlap between the priorities for Greater Manchester and Manchester, with the FBPS sector being an additional priority for the latter. These also align to the National Skills Priorities outlined in the 'Meeting skills needs' guidance published in December 2023. These areas have therefore been acknowledged as priority areas for The Manchester College to focus on.

In preparing the Accountability Agreement providers are also asked to consider how they are contributing to National Skills Priorities. These National Skills Priorities have been agreed across Government and are areas with high volumes of vacancies which are expected to increase; long-term structural barriers to recruitment, retention and progression issues; and are important in providing opportunities for employment in key growth areas such green jobs, creative industries and science and technology (including AI and quantum computing). These sectors are:

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

There is therefore significant overlap between national, regional and local priorities that are addressed through this Accountability Agreement.

In the Greater Manchester LSIP Initial Baseline Report (March 2023) just under 64% of businesses in Manchester reported recruitment problems, slightly lower than the GM rate of just over 68%. The most difficult roles to recruit to were 'managerial/professional', followed closely by 'skilled and technical'. While a range of reasons for this were given by businesses, "low number of applicants with the required skills/aptitude/qualifications" all scored highly, reinforcing the view that skills shortages are a significant challenge within the city currently. Half of respondents reported that specialist skills/knowledge to perform the role were the most difficult skills to obtain from candidates. At the same time, the training area of most interest to employers was "basic functional skills for business", demonstrating the importance of balancing the need to develop L4 and 5 technical and professional skills with equipping more Manchester residents with the basic skills needed to access entry level employment.

## **APPROACH TO DEVELOPING THE ANNUAL ACCOUNTABILITY STATEMENT**

At a strategic level, senior leaders from The Manchester College are active participants in shaping the Greater Manchester Combined Authority (GMCA) and Manchester City skills strategies. The College Principal attends the Greater Manchester College's Group (GMCG), consisting of the nine Greater Manchester FE colleges:

- The Manchester College
- Wigan & Leigh College
- Bolton College
- Bury College
- Hopwood Hall College

- Oldham College
- Salford City College
- Tameside College
- Trafford & Stockport College.

The GMCG has a strong partnership with the combined authority and as a result the College's Group has collaborated with GMCA to deliver AEB devolution, transport strategies for 16-18 year olds and capacity-building projects for new T Level programmes. The Manchester College and UCEN Manchester, the higher education arm of the College, are engaged in responding to the Local Skills Improvement Plan across Greater Manchester, creating strategic relations with industry to inform, co-design and co-deliver the next generation of skills for the local economy. Recently the College has been heavily involved in delivering the Local Skills Improvement Fund (LSIF) project as part of a consortium consisting of the 9 GM FE Colleges in order to address the LSIF priorities.

Since publishing the Annual Accountability Statement 2023/24 we have continued to work closely with the GM Chamber of Commerce, designated as the Employer Representative Body (ERB) for the GM LSIP, to ensure our curriculum offer continues to align with local priorities. These discussions have largely centred on the GM LSIP Update published in January 2024 and the GM LSIP Director for the Chamber, Chris Fletcher, has confirmed that we are addressing skills priorities appropriately and making a clear contribution to GM skills needs.

### **Delivering the Local Skills Improvement Fund (LSIF)**

*"The LSIP influenced the Local Skills Improvement Fund (LSIF) bid made by colleges in Greater Manchester. This bid was successful, and colleges are creating new training provision in many of the priorities identified by the LSIP."* **GM LSIP Update, January 2024**

The Greater Manchester LSIF has five project strands but is ultimately linked by collaboration across the major capital investments in Cave Automatic Virtual Environments (CAVEs), which is a major part of three projects with staff CPD and development and maintenance of collective resources addressed within the Education project strand. The overall programme has central co-ordination to ensure that the projects are responsive to changing need and are impactful at a Greater Manchester level as well as in localities. The project will deliver a programme of work that increases collaborative working in the long term and creates new and exciting pathways for learners to address the challenges identified in the Greater Manchester Local Skills Improvement Plan.

The project will tackle priorities in Engineering & Manufacturing, Construction, Digital, Education and Health. There are cross cutting themes linked to both digitisation and Net Zero:

#### **Construction**

Retrofitting, construction process management, project management and quantity surveying. Leadership and management, digitalisation of construction.

#### **Digital**

Software development, Cybersecurity, Internet of Things, Basic skills, immersive technologies, virtual reality, artificial intelligence.

#### **Health**

Nursing and allied professionals, Basic digital skills, digital skills for healthcare.

**Engineering & manufacturing**

Lean processes and evaluation, including: reduced carbon manufacturing operations; waste and recycling; sustainable logistics; and life cycle analysis.

Practical instruction around maintenance and safe operation of vehicles using green energy systems.

**Education**

STEM and digital teachers, collaborative approach to staff development, collaborative resources for sharing across all partners.

The College is the lead for Digital across the 9 Greater Manchester Colleges, with the aims to:

- support more learners to develop digital skills to progress in the digital sector. It will address barriers to progression allowing people to develop basic digital skills so they can increase their career opportunities.
- develop short courses for upskilling/reskilling leading to greater HTQ engagement especially in relation to Artificial Intelligence, Cybersecurity, virtual reality and Robotics.
- promote careers in the tech industry with a focus on the most deprived neighbourhoods leading to an increased uptake in digital courses from these communities.
- develop staff skills to utilise new technologies in teaching.

To deliver the LSIF the College has created strategic partnerships with Cisco, Manchester Digital and Microsoft to inform the offer, engage local students in careers within the sector, lead the professional development for staff, and co-deliver short courses for our students. The project has seen the creation of a number of short courses accessible to all (e.g., Intro to AI), alongside the approval of HTQs in areas such as Computing and Artificial Intelligence.

We are fully engaged in other strands of the LSIF projects with similar outputs and have worked closely with the other GM colleges to deliver them. Our Digital Health project is working with health employers (e.g., NHS Trusts, Skills for Cares) to increase digital capability of those in the sector, and improving the student experience with augmented reality and utilisation of new technologies. Alongside the development of short courses delivered to support digital literacy for our ESOL students amongst others, the College has approved HTQs within Nursing and the Care sector, and plans to expand this with our university partner to support progression routes for our L2/3 Health students into an NMC approved Nursing Degree at College.

Our Construction and Engineering projects have engaged with industry partners to inform short courses and the approval of a number of HTQs (e.g., Modern Methods of Construction), including engagement with BIMTech Engineering to inform a sustainable construction design offer, and BLOCK Engineering to support programme developments related to hydrogen engines and the net-zero agenda.

All projects have seen significant capital investment to support the delivery of future skills, including virtual environments for Health (e.g., CAVEs, anamotage tables), Robotics, virtual engineering capital and software, and hydrogen vehicles. Alongside this is a strategic oversight of staff professional development to support up-skilling of the teaching workforce with the new technologies and curriculum offer.

In addition to the LSIF, The Manchester College is also part of the GM College consortium that is currently delivering the Further Education Innovation Fund (FEIF) project. The underpinning concept of the GM Colleges Innovation Programme is diffusion of innovation knowledge and capacity, radiating out from industry and research to business via 10 'Innovation Centre' hubs, one in each Greater Manchester borough and located in the 9 GM Colleges. The model increases knowledge exchange and

engagement across the city region through an innovative programme to increase capacity and capability in business and the FE system. By creating an Innovation Centre in each of the ten Boroughs in Greater Manchester, the Colleges will engage and support local employers and stakeholders in identifying starting points to build their innovation journey and community impact, prioritising businesses within the frontier sectors identified in the local industrial strategy. It directly connects adopting innovations in business with the Integrated Technical Education provision to enable it.

'Innovators in Residence' will bring specialist expertise to inform the CPD of College staff and create a college campus a place to collaborate and co-create, and new ideas can be tested and trialled.

Innovators in Residence (IiR) are a new concept for FE. The 4 IiRs, shared between the 9 colleges, will have specialist knowledge of adoption and diffusion in the 4 GM Frontier Sectors, currently lacking in the FE system:

- Advanced Materials and Manufacturing
- Health Innovation and Life Sciences
- Digital and Creative
- Clean Growth.

The Manchester College will operate one of the 10 Local Innovation Centres and we have recently recruited a Business Innovation Advisors and a Business Innovation Coordinators to take this work forward.

UCEN Manchester is also effectively engaged in funded-projects to meet local and national agendas to support higher level skills in priority areas. Over the last 2-years, this has included our engagement in the SDF short course project for Construction, as well as the current LSIF Projects for Digital, Health, Construction and Engineering and the HTE Skills Injection Fund. Alongside the value of these to support our strategic intent in providing higher technical skills to meet industry demand (e.g., modular provision, short courses, HTQs), we have capitalised on these projects to inform and invest in high-quality subject-specialist up-skilling for staff in readiness for the emerging curriculum portfolio aligned to local skills needs. This has included investment in externally-sourced staff CPD within the digitalisation of the Health and Construction sector, sustainability and green technologies within the motor industry, AI and Cybersecurity, along with cross-subject development in the use of CAVEs and immersive technologies to enhance learning and teaching.

The College works with approximately 160 secondary school across Greater Manchester, with around 50 of these being classed as key schools, 24 in Manchester itself. The Manchester College is one of three GM colleges leading the GM Careers Hub as part of the GM Strategy 'Our People, Our Place', promoting best practice amongst all schools in Manchester, and most schools and other colleges in the region around Careers Education, Information, Advice and Guidance (CEIAG) related to technical education. Bridge GM, the GM Careers Hub+, funded by the Careers and Enterprise Fund, has labelled the college an 'Innovator' in its role as Careers Lead for Manchester CEIAG. Governance of the group includes The Mayor of Greater Manchester, GM Combined Authority and the Careers and Employability Advisory Group.

The College has also developed significant employer partnerships since introducing the 'Careers not Courses' strategy and now works with a range of businesses and organisations across the city and Greater Manchester. Examples of these include Lloyds Bank (in the digital and business sector), the NHS (in care, digital and science), Morgan Sindall (construction), and a range of hospitality providers such as the Edwardian and Treehouse Hotels. A particularly strong partnership exists with the Ideas Foundation who provide mentoring opportunities for our students in Digital Media. The Manchester College has also developed the Click Studio to work on live briefs for SMEs within the city, this has also included the recent work with the Intellectual Property Office to deliver a national campaign to highlight "the true cost of counterfeit goods". The wealth of experience gained from these partnerships has had a significant influence on our approach to skills needs within the city as we are

able to respond in an immediate and flexible way to the demands of a range of businesses across all sectors.

A significant recent development within Greater Manchester was the announcement of the Trailblazer Devolution Deal in March 2023. Two key features of the GM Deal are:

- **Single Settlement.** For the next Spending Review period (due to begin in 2025-26), Government will agree a Single Funding Settlement with GMCA, which will include funding for Local growth and place and Adult skills
- **Skills and employment.** A new Partnership for post-16 Technical and Education and Skills will provide oversight of post 16 technical education and skills. The launch of the GM integrated technical education ecosystem and the proposed MBacc will deliver a technical education pathway with routes to higher skills, with the College's focus on technical education within further education and alignment with the higher technical pathways within UCEN Manchester, the College is in a strong position to respond to this place-based approach.

## STRATEGIC THEMES

*“Over the past five years, I have witnessed the transformation of the College into a sector-leading FE institution with high aspiration for itself and its learners at its core. The Leadership Team has worked tirelessly to bring the organisation into complete alignment with the GM Industrial Strategy to the mutual benefit of its learners and the region's economy. Through its partnership working with employers, the College's students now have an unrivalled opportunity to improve their social mobility by developing the skills, knowledge and behaviours they need to enter productive careers in Greater Manchester's foundational and growth sectors, no matter what their starting point.”* **Andy Burnham, Metro Mayor, Greater Manchester Combined Authority**

In order to meet the Greater Manchester and Manchester Strategies, the College needed a curriculum aligned not only to the priority sectors required by place, but ambition for our students to make progress and progress. This intent was developed into the College's 2020 Strategy - Careers Not Courses, which ultimately led to the College being awarded the Queen's Anniversary Prize last year for our College wide approach to employability linked to skills need.

Our curriculum strategy includes Centres of Excellence – courses that provide the foundations for students to become work ready. Students study a broad range of courses and develop the skills and gain the qualifications needed to take the next steps. Students complete a work placement or work experience and have dedicated 'employability' sessions to equip them with skills needed to become work ready. Centres of Excellence programmes provide the foundations for students to progress to higher levels. In our Industry Excellence Academy students benefit from a programme of study that has been co-developed with one of our industry partners. The input of our partners not only helps ensure that our courses are aligned with current industry skills demands but also means that students benefit from a range of industry level activities and lessons. All Transition, programmes sponsored by employers and T Levels sit within the Industry Excellence Academy.

## CONTRIBUTION TO NATIONAL, REGIONAL AND LOCAL PRIORITIES

To achieve our award-winning 'Career not Courses' vision and ethos, and the full implementation of our Employer Engagement Strategy, we built strategic alliances with key employers which led to co-developed and employer-sponsored curriculum pathways with meaningful work experience opportunities, sitting within 10, newly created Industry Excellence Academies. We expanded and embedded new higher level specialist pathways in technical and professional qualifications, to be



brand leaders for our 19 new Centres of Excellence. In parallel, we invested in staff development and, through dual professionalism and communities of best practice, supported subject specialisms and ensured excellence in both teaching and learning and customer-focused support services.

Our curriculum intent has structure and standards – and is then aligned to the key sectors in Manchester, taking a place-based approach to our curriculum strategy, recognizing that parts of the city require different models and courses aligned to community and employer need.

The College now has:

- over 2,000 employer partnerships, enabling us to offer valuable industry placements to all our Level 3 learners, with the majority being 45 days in length
- 142 employers work with the College through our Alliance model of engagement and directly shape the curriculum
- 16 sector-specific Employer Industry Boards, informing curriculum development, including T Level implementation
- over 40 employer-led programmes, all co-created, co-delivered and co-branded with employers – through which we’ve developed a new ‘Transition to T Levels’ programme and built our institutional capability to deliver T Levels and are taking this to the next level by forming sector-specific employer alliance models.

The College:

- is engaged in strong partnership and collaborative work with stakeholders such as the Department for Work and Pensions to deliver programmes for those furthest from the workplace, including for example the Volition programme with Manchester Cathedral and the GM Fire and Rescue Service to deliver the Prince’s Trust Team Programme
- provides CEIAG at key stages of the learner journey
- delivers nearly 4,000 work placements in an average year
- offers students career mentoring opportunities
- has Industry Excellence Academies and Centres of Excellence housed in industry-designed facilities
- is firmly embedded as a key strategic partner to employers through the Greater Manchester (GM) Employer Skills Advisory Panel
- offers a ‘Dual Professionalism’ commitment to staff – five days or more for staff to undertake their own industry placement activity or upskilling.

In the GM strategic vision for 2025 “every young person” will have “skills that will match the economy’s needs” (gov.uk website) and The Manchester Work and Skills Strategy 2022-27 aims to “ensure businesses are at the heart of the skills system, influencing the design and delivery of provision” and to “develop an education and skills system with meaningful business engagement”. This was a cornerstone of the College’s employer engagement strategy and led to the establishment of 15 employer Industry Boards. These panels meet at least twice a year, and employer members advise key curriculum staff on their skills needs, Labour Market Intelligence, current trends, curriculum design and any other topics that affect their businesses and which the College and other employer members can help with.

Attached is the contribution the College intends to make to deliver the local/regional skills needs.

## **LOCAL NEEDS DUTY**

The governing body (the Board) of LTE group have devolved responsibility for reviewing the approach to developing this annual Accountability Statement, and the contribution to national, regional and local priorities, to The Manchester College Divisional Board. Rather than carry out this review as a

single event at a specific point in time, TMC Board have adopted an approach of constant review throughout the academic year. This has been done as part of their ongoing monitoring of performance and strategy through activities such as:

- Review of the College Self Assessment Report (SAR) and Quality Improvement Plan (QIP) at each Board meeting
- Review of the Student Outcome Report at Board on 22 November 2023
- A 'Curriculum Insight' presentation focusing on Creative Arts at Board on 1 February 2024
- An update on Strategic Plan Key Performance Metrics at Board on 1 February 2024
- A 'Curriculum Insight' presentation focusing on Employer Engagement at Board on 2 May 2024
- An item on capacity within the college and the challenges presented by Greater Manchester demographic changes at Board on 2 May 2024
- An item on Qualification reform at Board on 2 May 2024
- A 'Curriculum Insight presentation focusing on Construction and Foundation Learning at Board on 25 June 2024
- Link visits and deep dives undertaken by board members with curriculum departments to provide opportunities to question directly on curriculum intent
- Review and approval of the College Adult Skills Strategy at Board on 25 June 2024.

LTE group Board also reviewed progress against The Manchester College's Strategic Plan at two Strategy Development Days on 22 and 23 May 2024. The Board are well aware of the priorities identified in the Manchester Work and Skills Strategy and the Greater Manchester Local Skills Improvement Plan. The Board has noted the significant partnership work currently undertaken with other local providers, in particular through the GM Colleges Group and delivery of the Local Skills Improvement Fund (LSIF) project and is satisfied that this collaboration is both appropriate and effective. At this point in time the Board does not feel that any other action is required to better meet local needs but notes that this position will require further review during 2024/25 in the light of capacity challenges for 16-18 year olds, the impact of curriculum reform, and the introduction of the College's new Adult Skills Strategy.

## **CORPORATION STATEMENT**

On behalf of The Manchester College, it is hereby confirmed that the plan as set out above reflects an agreed statement of purpose, aims and objectives as approved by the LTE group Board on 27 June 2024. The plan will be published on the College's website within three months from the start of the new academic year and will be available on The Manchester College website at: <https://www.tmc.ac.uk/policies-and-procedures/>

## **SUPPORTING DOCUMENTATION**

- *Manchester LSIP* [Home | Gmlsip](#)
- *Manchester State of the City 2022 Report* [Manchester: State of the City \(oraclecloud.com\)](#)
- *GM Strategy Good Lives for All* [The Greater Manchester Strategy 2021-2031 \(aboutgreatermanchester.com\)](#)
- *Manchester Work and Skills Strategy 2022* [Work and Skills - Greater Manchester Combined Authority \(greatermanchester-ca.gov.uk\)](#)
- *LTE Group Ofsted Report 2019* [50063118 \(ofsted.gov.uk\)](#)
- *GM Skills Intelligence Summary Pack* [PowerPoint Presentation \(greatermanchester-ca.gov.uk\)](#)
- *The Manchester College Strategic Plan 2023-27* [strategic-plan-2023-2027-v10-digital.pdf \(tmc.ac.uk\)](#)
- *Green Skills and Manchester City Council* [Green skills and careers | Green skills and careers | Manchester City Council](#)

Strategic Theme 1: Our Students	Outcome Measures 2024/25
<p>1. We will deliver high quality technical education aligned to the priority sectors required by place. Our courses will support and lead to course-related destinations and progression routes for our students.</p> <p>2. Our students will benefit from experiences that ensure they leave College thoroughly prepared for further study and the world of work and understand the future challenges and opportunities facing them</p> <p>3. We will provide the adult residents of Manchester with opportunities to access the support and training they need to gain better paid employment or progress in their jobs, thereby supporting GM productivity and the Manchester Adult Skills Plan.</p>	<p><i>The College will measure the impact of these objectives through the delivery of student volumes in the priority skills areas, destinations of students into work or further study and an employer focused curriculum.</i></p> <ol style="list-style-type: none"> <li>1. We will deliver the following student volumes in the priority skills areas of Manchester/Greater Manchester (2023/24 figures in brackets): <ul style="list-style-type: none"> <li>• health and social care to c.450 16-18 year olds (523)</li> <li>• care professions to c.150 16-18 year olds (139)</li> <li>• Access to HE in Health/Access to Medical Professions to c.240 adults (241)</li> <li>• construction to c.260 16-18 year olds (326)</li> <li>• computing to c.370 16-18 year olds (354)</li> <li>• digital and creative media to c.350 16-18 year olds (354)</li> <li>• finance to c.150 adults (95)</li> <li>• business to 430 16-18 year olds and 50 adults (364 and 81)</li> <li>• 595 T levels in: <ul style="list-style-type: none"> <li>○ 50 Applied Science (24)</li> <li>○ 15 Animal Care and Management (0)</li> <li>○ 80 Business (60)</li> <li>○ 45 Care Professions (21)</li> <li>○ 105 Computing (81)</li> <li>○ 35 Creative and Design (0)</li> <li>○ 190 Engineering (116)</li> <li>○ 30 Automotive (0)</li> <li>○ 45 Health and Social Care (38).</li> </ul> </li> </ul> </li> <li>2. We will review our Foundation Learning offer to ensure it meets the needs of young people at entry/level 1 and pilot a new approach in Construction.</li> <li>3. By engaging fully with curriculum reform we will provide progression routes from foundation learning (at level 1) through to level 3 in The Manchester College and from level 3 into higher technical education in UCEN Manchester and increase the number of students who do progress.</li> <li>4. We will launch our refreshed Adult Skills Strategy and Adult Centre of Excellence (ACE) model to ensure our Adult provision is aligned to the GM LSIP and fully utilises the Free Courses for Jobs and GM Level 3 Skills funding.</li> </ol>

Strategic Theme 2: Excellence	Outcome Measures 2024/25
<p>1. We will deliver high quality education, training and support with the ambition for our students to make progress and achieve positive outcomes regardless of starting point.</p> <p>2. Through a purposeful curriculum and investment in the continued professional development for our teachers, we will meet both the academic and technical needs of our students.</p>	<p><i>We will measure the impact of these objectives in the receipt of strong levels of student satisfaction, good teaching and learning, consistently good student progress, strong achievement rates and positive work-related or higher-level study destinations.</i></p> <p>The College will (current position in brackets):</p> <ul style="list-style-type: none"> <li>• Deliver strong progress measures from initial starting points for our students, evidencing that they make excellent progress through ALPS measures (Grade 4)</li> <li>• Maintain Ofsted rating of 'Good' at next inspection (Good)</li> <li>• Continue to achieve above the national achievement rates for pass, retention and achievement (pass 95.1%, retention 94.2%, achievement 89.6%)</li> <li>• Maintain good outcomes for students in respect of positive destinations (90.5%), the value they attach to their course of study and the link between qualification(s) gained and employment destination.</li> </ul>
Strategic Theme 3: Our City Our Community	Outcome Measures 2024/25
<p>1. Through our Industry Excellence Curriculum Strategy, we will support productivity and address skills shortages, aligned to the skills needs of Manchester and Greater Manchester. Our students will have the skills and qualifications that employers want and need. To do this, we will develop clear pathways to occupations aligned to policy, regional and national skills priorities and learner need.</p> <p>2. We will work with employers to create in-work bespoke opportunities for existing employees to address skills gaps and productivity challenges.</p> <p>3. Working with external partners we will deliver a strengths/place-based approach for those furthest</p>	<p><i>We will measure the impact of these objectives through the number of students on employer sponsored programmes, an increase in the number of 16-18 year olds on occupational routes in priority areas and the volume of learners progressing from work placements to extended industry placements. We will also measure this through the achievement of our commitment to deliver growth in priority sectors and in the volume of higher level technical and professional and basic skills provision.</i></p> <p>The College will:</p> <ul style="list-style-type: none"> <li>• deliver an increase in the number of students on employer sponsored programmes</li> <li>• deliver an increase in the number of 16-18 year olds on occupational routes in priority areas and the volume of learners progressing from work placements to extended industry placements.</li> <li>• provide a level 1 offer that progresses students from L1 to L2 and L2 to L3, and measure and target increases in these pathways where required</li> <li>• increase the volumes of students accessing and achieving full L2 qualifications in English and maths</li> <li>• widen our Essential Digital Skills offer at L1, particularly for Adult learners</li> <li>• provide a strong Access to Higher Education offer, with progression within the College and into university or higher technical routes</li> </ul>

<p>from the labour market, or returning to study, to support their transition back into education and/or the world of work.</p>	<p><i>The College will continue to implement T Levels in 2024/25 and increase the volume of 16-18 year olds in occupational routes linked to GM Industrial Strategy and LSIP priority areas. We will measure this through:</i></p> <p>Additional T Level enrolments in LSIP priority areas of Technology, Digital, Creative &amp; Media in 2023/24:</p> <table> <tr> <td>Creative and Design</td><td>35</td></tr> <tr> <td>Digital</td><td>70</td></tr> </table> <p>Additional T Level enrolments in LSIP priority areas of Health &amp; Social Care &amp; Health Innovation in 2023/24:</p> <table> <tr> <td>Education and Childcare</td><td>30</td></tr> <tr> <td>Health and Science</td><td>60</td></tr> </table> <p>Additional T Level enrolments in LSIP priority areas of Financial, Professional &amp; Business Services in 2023/24:</p> <table> <tr> <td>Business and Administration</td><td>20</td></tr> <tr> <td>Legal and Financial</td><td>15</td></tr> </table> <p>Additional T Level enrolments in LSIP priority areas of Advanced Materials &amp; Manufacturing in 2023/24:</p> <table> <tr> <td>Engineering and Manufacturing</td><td>85</td></tr> </table> <p>Additional T Level enrolments in LSIP highlighted areas of Construction – surveying and retrofit in 2023/24:</p> <table> <tr> <td>Construction and the Built Environment</td><td>20</td></tr> </table> <ul style="list-style-type: none"> <li>• The College will continue to develop and deliver structured reskilling programmes for Adult students in Digital, e.g. via leading on the Digital strand of the LSIF project</li> <li>• The College will continue to develop and deliver vocational and technical training related to advanced manufacturing, e.g. building on our involvement in the LSIF project</li> <li>• The College will develop courses focused on sustainability and green construction skills to meet the GMCA carbon neutral by 2038 challenge.</li> </ul>	Creative and Design	35	Digital	70	Education and Childcare	30	Health and Science	60	Business and Administration	20	Legal and Financial	15	Engineering and Manufacturing	85	Construction and the Built Environment	20
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