

## **Annual Accountability Statement – The Manchester College**

### **CORPORATION STATEMENT**

On behalf of The Manchester College, it is hereby confirmed that the plan as set out below reflects an agreed statement of purpose, aims and objectives as approved by the LTE Group Board on 26 May 2023. 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/>

### **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.

**Our Values:** As an organisation, The Manchester College shares a common set of values across everything it does. These values help to define who we are and how we behave:

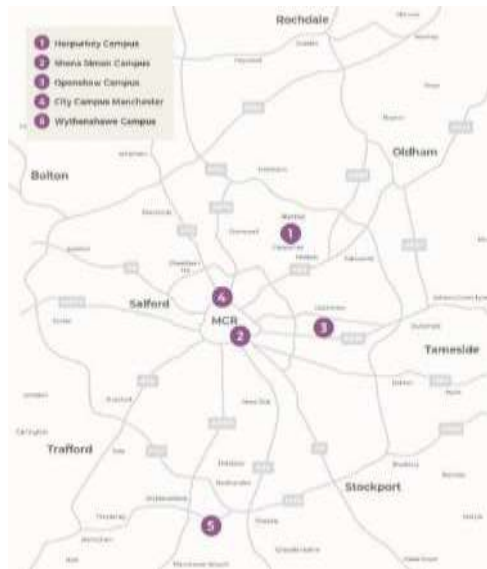
- **Integrity** - We are honest, trustworthy and open.
- **One Team** - We collaborate, respect each other and contribute to team goals.
- **Always improving** - We are forward-thinking, we innovate and take ownership.
- **Can do** - We are positive, inclusive, flexible and proactive.
- **Sustainable** - We take a long-term view, environmentally, financially and socially.

## THE COMMUNITIES WE SERVE

The Manchester College is a large, inner-city general FE college with an annual income of over £70m, and delivering to around 5,400 16–18-year-olds, c. 5,000 adults and over 1,100 higher education students each year. With five main campuses operating in some of the country’s most deprived wards, around 78% of our learners come from deprivation postcodes, over 50% are from black and minority ethnic groups and 75% start key stage 5 without level 2 equivalent English and maths qualifications. The qualification levels studied by students at the College are detailed below:



The College is the largest GFE in Manchester, delivering over 34,000 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. 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. As of August 2022, there was the highest number of people in jobs in the city at 243,549, a 3.7% increase on August 2021. At the same time, there were 4,953 job vacancies in the city in September 2022 compared to 2,227 in January 2021. Growth has been particularly strong in the Financial, professional and scientific occupations (e.g., accountants, business analysts, administrators, etc.), where 94,000 workers were employed in 2021 compared to 85,000 in 2020.

Business confidence in Manchester remains high, and there are currently a number of significant city centre development schemes underway, including Circle Square, The Factory and Mayfield Park. The Manchester College is well placed to both support and benefit from these opportunities, particularly following the opening of our own £94M City Campus Manchester adjacent to the AO Arena. There is also an improving educational picture within the city, with 88.9% of Manchester schools rated as 'Good' or 'Outstanding' by Ofsted in November 2022, above the national average of 88.2%. 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 cost-of-living crisis has hit many families in Manchester particularly hard, exacerbating an already challenging picture. There were an estimated 46,700 children living in poverty in March 2020, with 41.8% of under 16s living in poverty, much higher than UK average of 31% 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.

*“Manchester has come a long way since our original ‘Our Manchester Strategy’ was created in 2015, and the College has played a critical, transformative role in our achievements by enabling our residents to improve their life chances through employer-informed vocational delivery and high quality work experience. Many of its vocational students have been involved in large-scale, residential construction and retrofit developments across the city, which have transformed our communities. Others have strengthened and diversified fast-growing sectors, including Manchester’s thriving creative and digital industries. We value the collaborative approach the College takes to ensuring alignment with Our Manchester Strategy.”* **Sir Richard Leese, former leader of Manchester City Council (MCC).**

*‘The Manchester College is an inclusive college that provides an education or training offer for all young people in the City, regardless of prior attainment. In 2020, TMC worked collaboratively with other post-16 providers in Manchester and provided a couch to college programme to engage year 11s and support their transition to college. They worked closely with Manchester City Council to target and offer intensive support to young people most at risk of being NEET. This very positively contributed to NEET figures remaining relatively stable despite the economic impact of the Covid pandemic.’* **Angela Harrington, Director of Work and Skills, Manchester City Council**

## LSIP LOCAL DATA AND PRIORITIES

The sectors with the largest employment in Manchester identified through the Local Skills Improvement Plan (LSIP) are:

- Finance, Professional and Scientific, Business services: 129,000
- Health and Social Care: 52,000
- Business administration and support services: 47,000
- Education: 40,000
- Accommodation and Food Services: 36,000.

The first two of these also cover the three sectors with the highest Gross Value Added in Manchester.

The largest sectors in employment which saw a decline in jobs are Business administration and support services, Education, and Retail. Conversely the largest sectors in employment which saw an increase in jobs are Health, Accommodation and Food Services, and Transport and Storage.

The priority areas identified through the LSIP are therefore:

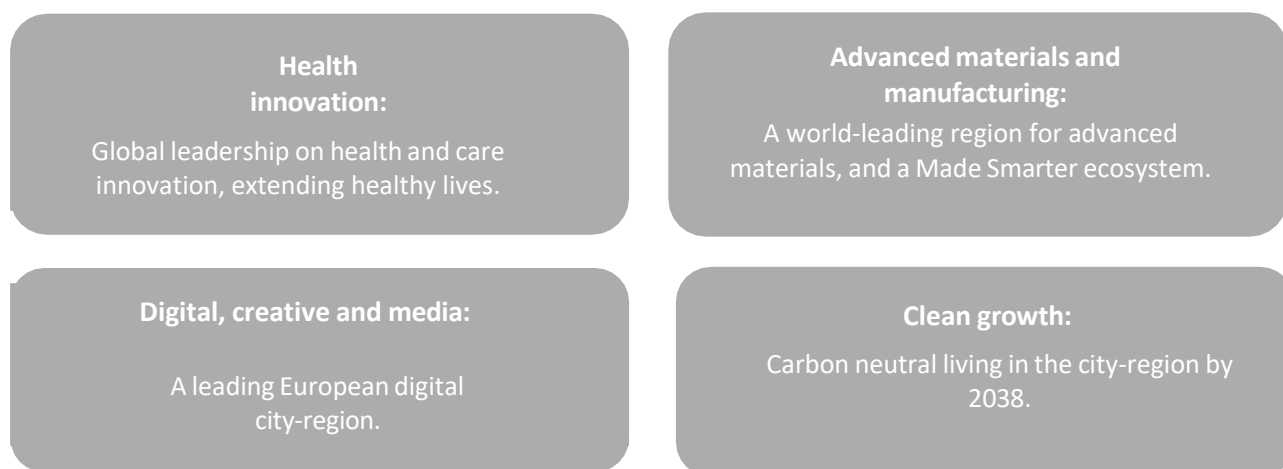
- Financial Business and Professional Services (FBPS) sector
- Advanced Materials and Manufacturing
- Health and Social Care
- Digital; creative and media sectors
- Construction.

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. Please note that at the time of drafting this accountability statement, whilst baseline data had been released, the Greater Manchester LSIP was not available.

Our curriculum intent is also aligned to the Greater Manchester Strategy – Good Lives for All, the key relevant strands being: to provide high quality learning and wrap around support to enable individuals to realise their potential ready for career success; and to give our children and young people good education and training so they are ready for career success, with a balance of academic, technical, and ‘life ready’ skills.

The GMS is shaped around 4 frontier sectors targeting new investment and promoting innovation, with the potential to address some of society’s biggest challenges.



## 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. As demonstrated below 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.

## APPROACH TO DEVELOPING THE PLAN

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, and now the new Mayoral ambition for a devolved technical education region. The Principal ensures that this strategic engagement is used to inform and shape the College strategy, our curriculum offer and the College planning cycle, as well as the relevance and effectiveness of the curriculum offer. Specific examples of this related to higher technical skills development are the successful consortium bids developed and delivered by the GMCA around Higher Technical Qualifications (HTQs) in Digital and the Short Course Fund (SDF 2) Project which, for The Manchester College, was designed in collaboration with BIMTech and focused on digital applications in construction.

The College Principal has been a member of the Manchester Investment Board since 2016, the Board brings together public and third sector organisations across Manchester to shape, develop and deliver in partnership the Our Manchester Strategy. The LTE Group Chief Executive, John Thornhill, is a member of the Manchester Work and Skills Board. The Principal is a member of the City Council's Strategic Education Partnership Board and the Deputy Principal sits on the City Council's Post-16 reference group.

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 very recent work with the Intellectual Property Office to deliver a national campaign to highlight attention to the links between the counterfeit goods trade and organised crime. 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 technical education strategy and the proposed MBacc, proposes 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.

In the Commission on Adult Vocational Teaching and Learning's summary report "It's about Work", recommendations included:

- Adopting the "concept of a vocational education and training system working as a two-way street – based on genuine collaboration between colleges, training providers and employers."
- Ensuring that "every vocational curriculum area in a college or training provider should have at least one employer sponsor."
- Strengthening "the education and training arrangements for vocational teachers and trainers, with a new priority on professional updating to help them keep their occupational expertise up-to-date."
- Introducing "a new scheme, called Teach Too to enable working people to teach their occupation a few hours a week."
- Enabling "a core and tailored approach to vocational qualifications – a nationally specified core, and a tailored element to meet local demand, giving employers a real influence in shaping skills programmes."

## STRATEGIC THEMES

*"Leaders have an ambitious strategy for the college that they align carefully to the needs of the Manchester city region. They plan a highly effective curriculum offer,"* **Ofsted Inspection Report, 2019.**

*"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.

The College Strategy to 2027 is shaped around five themes: our students; excellence; our people, our culture; our city, our community; our environment, our investment.

**Strategic Theme 1**

# OUR STUDENTS



- 1 The College's strongly inclusive ethos and vigorous response to local socio-economic challenges will continue to widen participation and social mobility for Manchester and Greater Manchester residents. 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.
- 2 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.
- 3 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.
- 4 We set high standards for ourselves and our students. Students are expected to commit to The Deal - a set of professional standards and behaviours.
- 5 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 Work and Skills Plan.
- 6 Our foundation learning offer will provide opportunities for young people who have not yet achieved a level 2 qualification to study a broad range of courses and develop the skills and gain the qualifications needed to take the next steps and make progress.
- 7 Young people with SEND support plans and complex needs will be enriched through an inclusive learning environment and have a clear personalised learning plan leading to independence, adulthood and life beyond college.
- 8 We will provide an inclusive, accessible and equitable offer ensuring fair treatment and opportunity for all students. We will celebrate equity and diversity and enrich the lives of our college community through cultural awareness and valuing individuality.
- 9 We will guarantee that our students will be consulted and able to contribute to decision making within the organisation.
- 10 We will provide an environment where all students and colleagues feel safe and know how to stay safe.

**Strategic Theme 2**

# EXCELLENCE



- 1 We will deliver high quality education, training and support with the ambition for our students to make progress and progress regardless of starting point.
- 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.
- 3 We will create and maintain an aspirational culture through an innovative range of quality assurance and improvement initiatives.
- 4 We will encourage all our students to achieve the highest standards of technical skills mastery and knowledge acquisition to enable them to make good progress, championed by talented and industry-current teachers; and supported by strong pastoral services.
- 5 We will continually focus on process improvements and innovation that will ensure a seamless and satisfying learner journey for our students, and reduce administrative workloads for our colleagues.
- 6 We will train, coach and support our leaders and managers to provide academic and curriculum leadership and harness a culture of excellence.



Strategic Theme 3

# OUR PEOPLE OUR CULTURE



- 1** Our inclusive culture will value, support and celebrate diversity and encourage all colleagues to learn and develop.
- 2** We will prioritise the wellbeing of our colleagues, providing a framework of policies and support that focus on work/life balance, flexible working and streamlining processes to reduce unnecessary workload, processes and bureaucracy.
- 3** Clear and consistent communication and expectations will support greater empowerment and autonomy at work.
- 4** Our reward, recognition and career framework will be attractive and competitive, supporting personal development and celebrating success. A workforce recruitment and retention strategy will support recruitment into teaching and support roles, 'growing our own' talent through our teacher education team.
- 5** We will guarantee that colleagues will contribute to decision making through effective engagement, collaboration and involvement.
- 6** We will encourage corporate, team and individual aspiration for social action and responsibility – giving something back to the community and the environment.
- 7** We will support a professional development framework providing opportunities and time for tutors to be dual professionals allowing them to develop their skills and progress within the organisation.

Strategic Theme 4

# OUR CITY OUR COMMUNITY



- 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.
- 2** We will work with employers to create in-work bespoke opportunities for existing employees to address skills gaps and productivity challenges.
- 3** Through our Adult Strategy we will deliver a foundation curriculum, with a specialism in basic skills and language development; an Access to Higher Education/Academic Offer; and Technical education route – all aligned to the Manchester Adult Work and Skills Plan
- 4** Working with external partners we will deliver a strengths/place-based approach for those furthest from the labour market, or returning to study, to support their transition back into education and/or the world of work.
- 5** We will contribute to growth in the Digital and Creative Industries, supporting the GM ambition to create a highly successful digital and creative cluster and the growth of a dynamic City Centre through art and culture.
- 6** We will support the 'healthy lives' strategy in Greater Manchester through the volumes of young people and adults studying in care professions and progressing into health and social care roles or higher level study.

## OUR ENVIRONMENT OUR INVESTMENT



- 1** We will continue to ensure TMC provision is delivered in the highest quality facilities for Technical and Professional Education through Phase 2 of the Estates Strategy.  
  
Through the rationalisation of the College estate, we will support a more sustainable and efficient College by reducing operational running costs, increasing the proportion of the estate in good or very good condition and with environmental accreditation secured.
- 2** A digital enabling strategy and investment in the IT environment will deliver a strong learning experience through the use of digital technologies which are integrated in the student journey.
- 3** We will position TMC to retain and maximise funding opportunities through a diverse and strong offer aligned to policy. We will remain in good financial health, supporting investment in our colleagues, the highest quality facilities and teaching and learning resources.  
  
The College will deliver environmental improvements supporting the GM ambition to be carbon neutral by 2038. We will respond to the Green City-Region by developing and delivering higher level and technical programmes to support the climate change and low emissions plan.
- 4**
- 5**

### MEETING NATIONAL, REGIONAL AND LOCAL NEEDS

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.

We reduced from 17 campus sites to 5 main sites – all aligned to the skills needs to Manchester, clustered into specialisms enabling us to invest in specialist facilities, resources and staff once not multiple times across many sites. If we are to truly prepare our students for the world of work, we believe that we need to teach and train them in facilities that match those you would see in industry and in the workplace.

At our new campus in Manchester city centre we deliver creative and digital, media and hospitality, at Openshaw construction, logistics, sport, public services and caring professions and ESOL. At our Harpurhey and Wythenshawe students can study qualifications ready to contribute to the foundation sector of the economy.

The College now has:

- over 1,700 employer partnerships, enabling us to offer valuable industry placements to all our Level 3 learners, with the majority being 45 days in length
- 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:

- 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.

Perhaps the most important outcome of the College's 2020 strategy is the impact on student destinations and the contribution to the local industrial strategy. In 2019 (pre-Covid), destinations to sustained employment directly from the Level 3 technical curriculum increased in key sectors in the City Region. Previously, destinations directly to employment had been as low as 5-8%. These rates increased in key Industrial Strategy-aligned sectors to:

- Construction and civil engineering - 28%
- Arts and Media – 11%
- Business - 29%.

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 2015-20 aimed 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.

In response to the Skills for Jobs White Paper our College took a lead role within the Greater Manchester Colleges Group to submit a Strategic Development Fund bid to DfE that builds an approach to skills delivery across the city region which:

- Organises clusters of excellence, focussed on pathways for learners from all parts of the City Region to higher level technical qualifications
- Capacity builds colleges to work with employers in new ways, supporting greater utilisation of skills, stronger innovation and enhanced productivity
- Shapes these in geographical clusters which are designed and managed in response to employers and their organisational structures and locations
- Provides a basis for strong collaboration, in ways appropriate to the needs of learners, the labour market and employers, between FE and HE
- Capacity builds and strengthens individual colleges within their communities, whilst delivering value for money and a strategic approach to capital investment
- Engages positively with both central and local government, including devolved authorities, to improve the skills system, establish effective modus operandi, and provide models that can be translated and transferred into other settings
- Is part of an integrated approach, linking R&D investment in HE, with the Industrial Strategy, and wider initiatives to "level up". The foundation of which is a strong college system, with

the skills and capacity to bring skills delivery, employers, HE and other partners together to promote growth and distribute its benefits across local communities.

The Green Industry is also a key sector to the local Greater Manchester economy. The Greater Manchester Combined Authority (GMCA) are aiming to be “carbon neutral” by 2038, moving from consuming fossil fuels to using renewable energy and technologies. The overall aim is to make Greater Manchester more energy efficient, promote the use of electric vehicles and protect the local environment. The Manchester College is currently developing provision in response to this to reskill adults to allow them to meet the skills needs of the sector.

Attached is the contribution the College intends to make to deliver the local/regional skills needs. Please note that at the time of writing, whilst baseline data had been released, the LSIP was not available.

## **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 \(greatermanchester-ca.gov.uk\)](#)

| Strategic Theme 1: Our Students  | Outcome Measures   |
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| <ol style="list-style-type: none"> <li>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.</li> <li>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</li> <li>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.</li> </ol> | <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: <ul style="list-style-type: none"> <li>• health and social care to c. 500 16-18 year olds</li> <li>• care professions to c. 150 16-18 year olds</li> <li>• Access to HE in Health/Access to Medical Professions to c. 250 adults</li> <li>• construction to 280 16-18 year olds</li> <li>• computing to c. 350 16-18 year olds</li> <li>• digital and creative media to c. 270 16-18 year olds</li> <li>• finance to c. 150 16-18 year olds/adults</li> <li>• business to 420 16-18 year olds and 90 adults</li> <li>• 446 T levels in: <ul style="list-style-type: none"> <li>○ 48 Applied Science</li> <li>○ 87 Business</li> <li>○ 30 Care Professions</li> <li>○ 101 Computing</li> <li>○ 116 Engineering</li> <li>○ 64 Health and Social Care (inc. Science).</li> </ul> </li> </ul> </li> <li>2. We will provide routes from foundation learning (at level 1) through to level 3 for both 16-18 year olds and adults – and measure and target increases in progression where required.</li> <li>3. We will provide progression routes from level 3 into higher technical education in UCEN Manchester.</li> <li>4. Our 16-18 students will benefit from employability sessions delivered each week to provide opportunities to develop our students’ skills for the workplace.</li> </ol> |

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|  | <ol style="list-style-type: none"> <li>5. We will deliver 90% positive destination percentage for completers.</li> <li>6. We will undertake full review of the adult strategy in 2023.</li> <li>7. We will deliver 622 16-18 and 2,200 Adult ESOL volumes and develop routes into technical education.</li> <li>8. We will facilitate at least two additional Industry Boards per academic year to grow the number from the current 18 Boards (covering every FE curriculum area, including a SEND/HN Board) to 22 by 2024/25, including sector-specific Boards to inform our HTQs and Adult provision. This will create a systematic and sustainable vehicle for giving a range of businesses, and ourselves, ready access to a brokerage system to exchange skills, knowledge and resources for mutual business benefit.</li> </ol> |
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| Strategic Theme 2: Excellence   | Outcome Measures   |
| <ol style="list-style-type: none"> <li>1. We will deliver high quality education, training and support with the ambition for our students to make progress and progress regardless of starting point.</li> <li>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.</li> </ol> | <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:</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</li> <li>• Maintain Ofsted rating of ‘Good’ at next inspection</li> <li>• Continue to achieve above the national achievement rates for pass, retention and achievement</li> <li>• Maintain good outcomes for students in respect of positive destinations, the value they attach to their course of study and the link between qualification(s) gained and employment destination</li> <li>• Start to measure the GM resident participation and destinations of our students into higher technical L4 and L5.</li> </ul> |



| Strategic Theme 3: Our City Our Community   | Outcome Measures   |
|---|--|
| <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. Through our Adult Strategy we will deliver a foundation curriculum, with a specialism in basic skills and language development; an Access to Higher Education/Academic Offer; and Technical education route – all aligned to the Manchester Adult Work and Skills Plan</p> <p>4. Working with external partners we will deliver a strengths/place-based approach for those furthest from the labour market, or returning to study, to support their transition back into education and/or the world of work.</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>• start to measure the GM resident participation and destinations of our students into higher technical L4 and L5</li> <li>• improve performance in English and maths provision</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>• provide a strong Access to Higher Education offer, with progression within the College and into university or higher technical routes</li> </ul> <p><i>We will deliver a strong Centre of Excellence in Creative and Digital in Manchester City Centre and increase participation in courses in the creative and digital industries as well as grow progression between levels of study, allowing students to progress in their job or into work.</i></p> <p>We will measure this in the number of GM and Manchester residents undertaking courses in the Arts and in Creative and Digital industries:</p> <ul style="list-style-type: none"> <li>• digital and creative media to c. 270 16-18 year olds</li> </ul> |

|  |  |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
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| <p>5. We will contribute to growth in the Digital and Creative Industries, supporting the ambition to create the largest digital and creative cluster outside of the South East and the growth of a dynamic City Centre through art and culture.</p> <p>6. We will support the ‘healthy lives’ strategy in Greater Manchester through the volumes of young people and adults studying in care professions and progressing into health and social care roles or higher level study.</p> | <ul style="list-style-type: none"> <li>• performing arts to c. 270 16-18 year olds</li> <li>• music to c. 190 16-18 year olds and c. 65 adults</li> <li>• visual arts to c. 370 16-18 year olds and c. 40 adults.</li> </ul> <p><i>The College will continue to implement T Levels in 2023/24 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> <table style="margin-left: 40px;"> <tr> <td colspan="2">Additional T Level enrolments in LSIP priority areas of Technology, Digital, Creative &amp; Media in 2023/24:</td> </tr> <tr> <td style="padding-left: 20px;">Creative and Design</td> <td style="text-align: right;">36</td> </tr> <tr> <td style="padding-left: 20px;">Digital</td> <td style="text-align: right;">76</td> </tr> <tr> <td colspan="2">Additional T Level enrolments in LSIP priority areas of Health &amp; Social Care &amp; Health Innovation in 2023/24:</td> </tr> <tr> <td style="padding-left: 20px;">Education and Childcare</td> <td style="text-align: right;">20</td> </tr> <tr> <td style="padding-left: 20px;">Health and Science</td> <td style="text-align: right;">82</td> </tr> <tr> <td colspan="2">Additional T Level enrolments in LSIP priority areas of Financial, Professional &amp; Business Services in 2023/24:</td> </tr> <tr> <td style="padding-left: 20px;">Business and Administration</td> <td style="text-align: right;">40</td> </tr> <tr> <td style="padding-left: 20px;">Legal and Financial</td> <td style="text-align: right;">15</td> </tr> <tr> <td colspan="2">Additional T Level enrolments in LSIP priority areas of Advanced Materials &amp; Manufacturing in 2023/24:</td> </tr> <tr> <td style="padding-left: 20px;">Engineering and Manufacturing</td> <td style="text-align: right;">24</td> </tr> <tr> <td colspan="2">Additional T Level enrolments in LSIP highlighted areas of Construction – surveying and retrofit in 2023/24:</td> </tr> <tr> <td style="padding-left: 20px;">Construction and the Built Environment</td> <td style="text-align: right;">52</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 the Cisco Academy</li> </ul> | Additional T Level enrolments in LSIP priority areas of Technology, Digital, Creative & Media in 2023/24: |  | Creative and Design | 36 | Digital | 76 | Additional T Level enrolments in LSIP priority areas of Health & Social Care & Health Innovation in 2023/24: |  | Education and Childcare | 20 | Health and Science | 82 | Additional T Level enrolments in LSIP priority areas of Financial, Professional & Business Services in 2023/24: |  | Business and Administration | 40 | Legal and Financial | 15 | Additional T Level enrolments in LSIP priority areas of Advanced Materials & Manufacturing in 2023/24: |  | Engineering and Manufacturing | 24 | Additional T Level enrolments in LSIP highlighted areas of Construction – surveying and retrofit in 2023/24: |  | Construction and the Built Environment | 52 |
| Additional T Level enrolments in LSIP priority areas of Technology, Digital, Creative & Media in 2023/24:  |  |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Creative and Design  | 36   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Digital  | 76   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Additional T Level enrolments in LSIP priority areas of Health & Social Care & Health Innovation in 2023/24:   |  |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Education and Childcare  | 20   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Health and Science   | 82   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Additional T Level enrolments in LSIP priority areas of Financial, Professional & Business Services in 2023/24:  |  |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Business and Administration  | 40   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Legal and Financial  | 15   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Additional T Level enrolments in LSIP priority areas of Advanced Materials & Manufacturing in 2023/24:   |  |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Engineering and Manufacturing  | 24   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Additional T Level enrolments in LSIP highlighted areas of Construction – surveying and retrofit in 2023/24:   |  |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |
| Construction and the Built Environment   | 52   |   |  |                     |    |         |    |  |  |                         |    |                    |    |   |  |                             |    |                     |    |  |  |                               |    |  |  |  |    |

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|   | <ul style="list-style-type: none"> <li>• The College will continue to develop and deliver vocational and technical training related to advanced manufacturing, e.g. building on the SDF project developed with BIMTech</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>  |
| Strategic Theme 5: Our Environment Our Investment   | Outcome Measures  |
| <p>We will continue to ensure TMC provision is delivered in the highest quality facilities for Technical and Professional Education through Phase 2 of the Estates Strategy.</p> <p>Through the rationalisation of the College estate, we will support a more sustainable and efficient College by reducing operational running costs, increasing the proportion of the estate in good or very good condition and with environmental accreditation secured.</p> <p>The College will deliver environmental improvements supporting the GM ambition to be carbon neutral by 2038. We will respond to the Green City-Region by developing and delivering higher level and technical programmes to support the climate change and low emissions plan.</p> | <p><i>We will measure these objectives through the delivery of the College’s estates strategy by 2025. We will also measure this through performance against the financial plan, BREEAM accreditation and site condition survey, a reduced dependency on carbon and an increase in renewable sources of energy, as well as an increase in recycling and sustainable travel plans. We will also measure this in the curriculum offer aligned to the Green City Objectives and student participation in and destinations from these programmes.</i></p> |

