

TMC Big and Broad

Learners

Over 70,000 a year

From 3 to 65+

Basic skills... Apprenticeships...

Degrees...

Employer

Over 5000 staff

Larger than.....

- Most Councils
- ITV
- Cadbury's

Numbers

£187m income

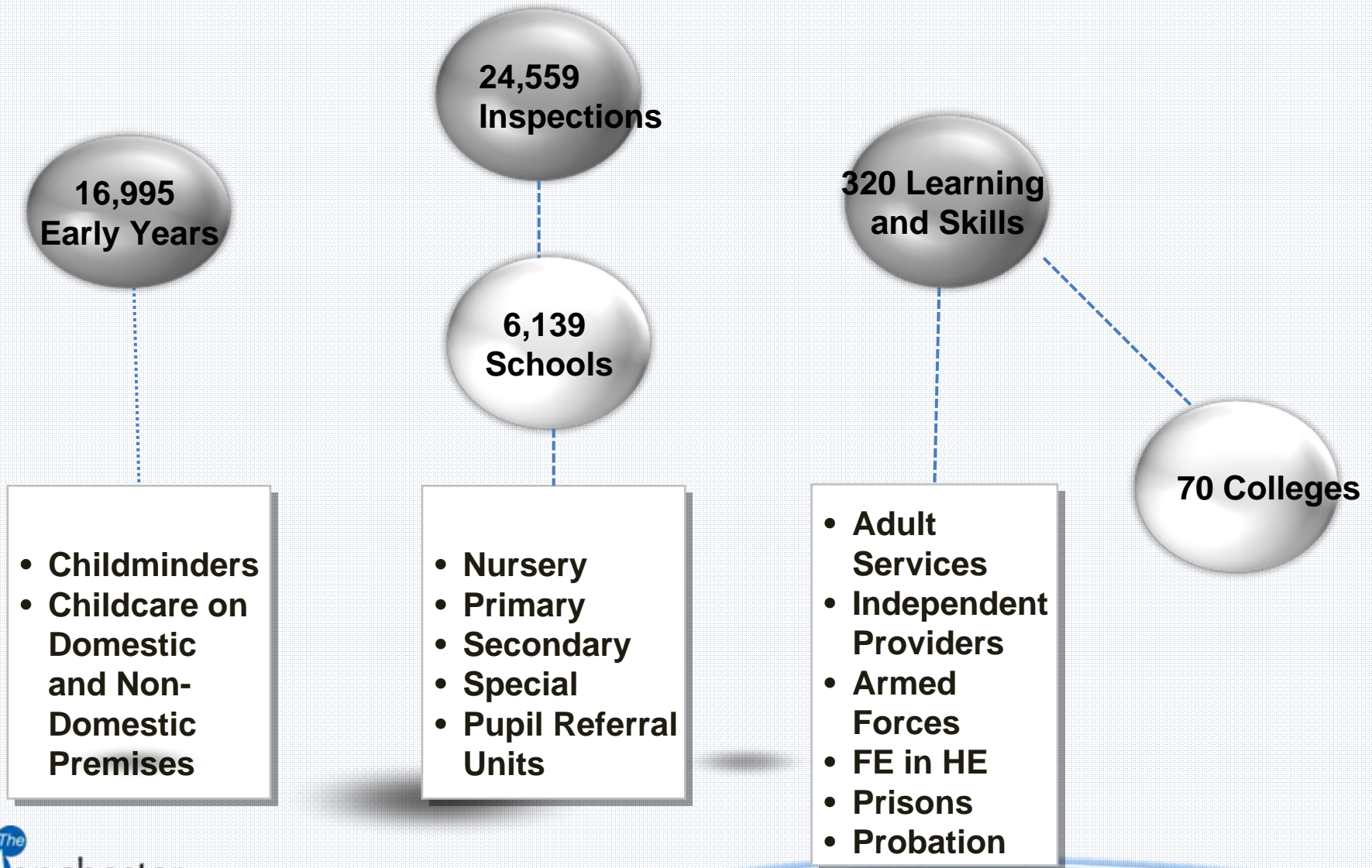
Bigger than

- Manchester City
- Lancaster University
- Edge Hill
- John Moores

Over 43 buildings

£120m of assets

Ofsted Inspections 2011-2012



Core City Challenges

City

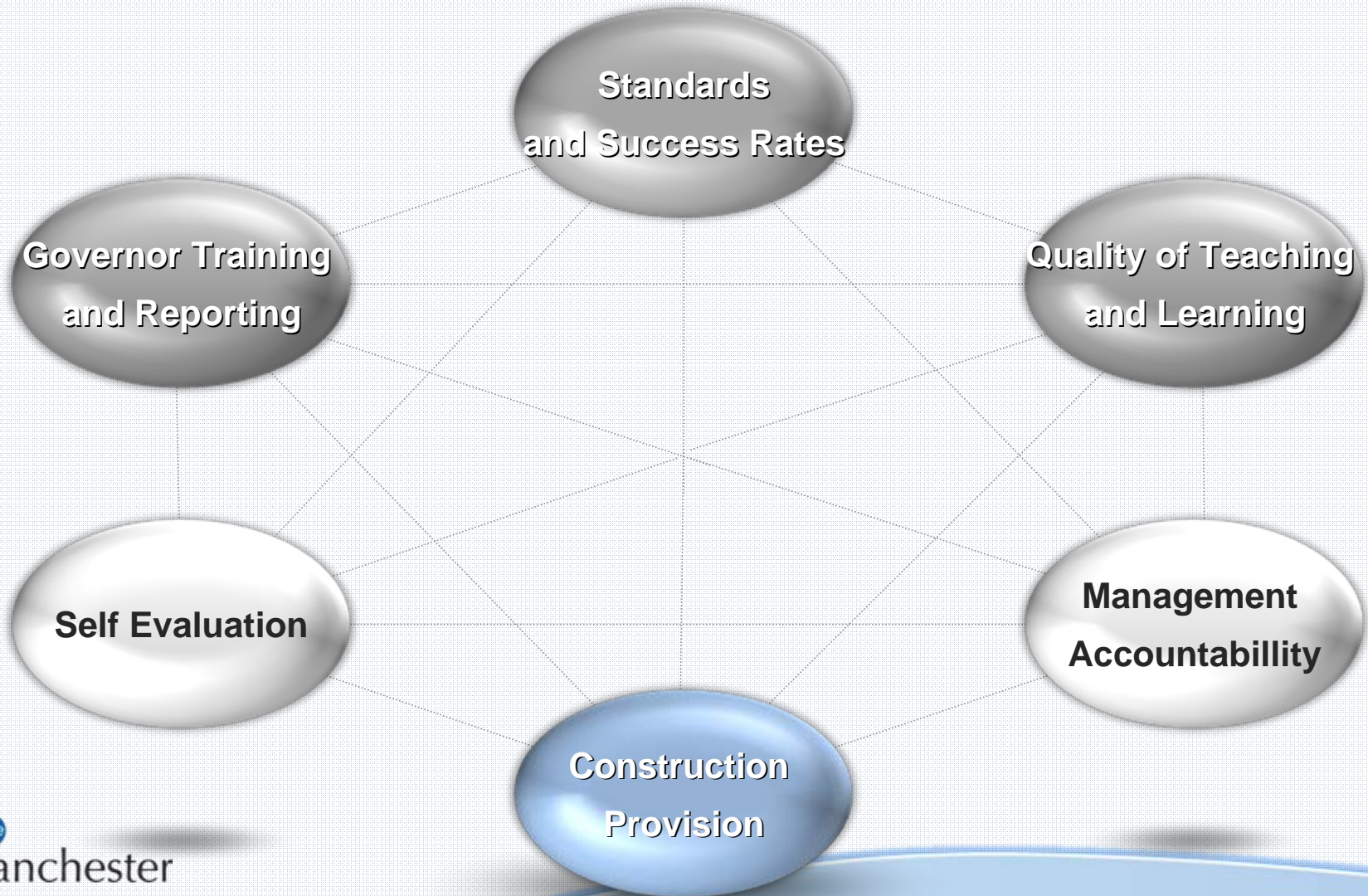
- Unemployment and Social Cohesion
- Council cuts
- Responsiveness of providers
- Capital investment in education
- Matching skills demand to the economy
- Continuing growth

Ofsted

- 65% colleges satisfactory/ or inadequate
- 60% teaching and learning satisfactory or inadequate
- Outstanding teaching and learning is negligible
- Sector ownership of own professionalism
- Growing view that “BIG IS BAD”

TMC Inspection May 2011

What Did We Need To Improve

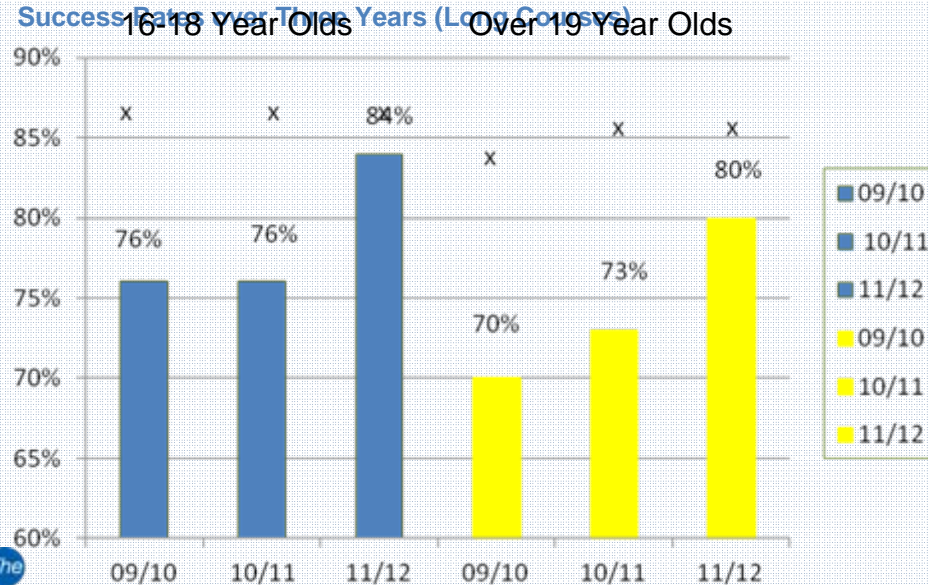


Where are we now?

1. Key Characteristics of the College

- Major provider of Foundation level provision for 16-18 year olds
- Successfully engages and progresses learners with low prior attainment and attendance at school
- Opened up A Level and other Level 3 opportunities open to over 2,000 learners – (in districts not previously served by other providers)
- Outstanding access to Higher Education provision (which opens up graduate career routes to adults with low or no prior educational attainment)
- It works with major local employers to provide entry level jobs for the long term unemployed
- Substantial long-term national provider of Offender Learning (piloting innovative approaches to dealing with prisoners pre- and post-release)
- Range of specialist employment-related HE provision
- National lead in providing Masters level Personnel Manager qualifications through flexible and blended learning

2. Success Rates over Three Years (Long Courses)

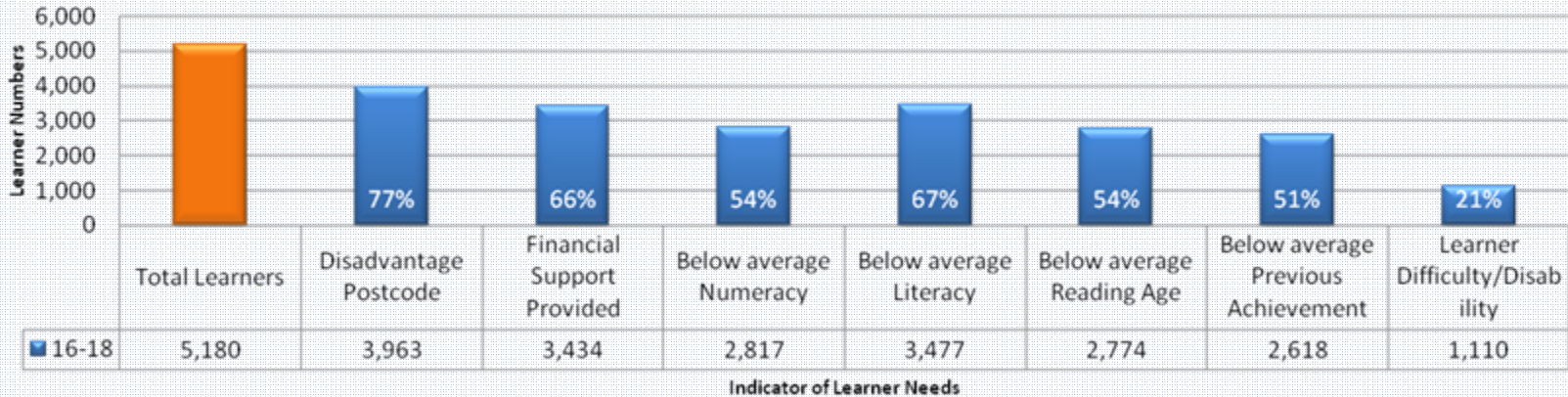


Where are we now?

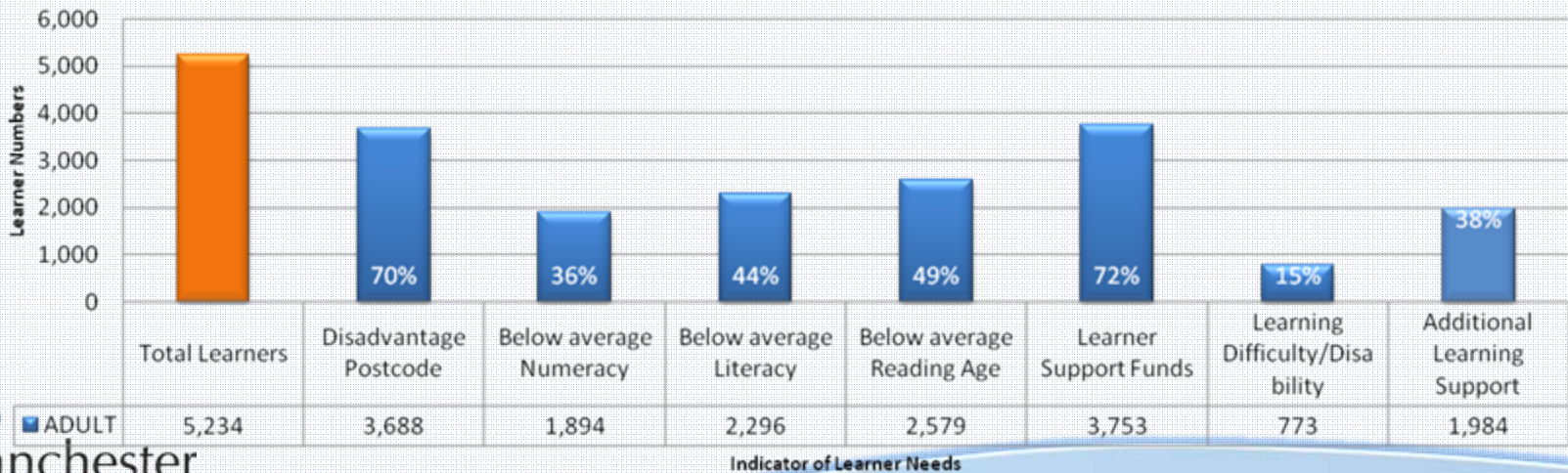
4. Learner Profile

The College has developed a front end baseline assessment of its learners which highlights “indicators of need” at the point when they begin their learning programmes. Many learners fall into between one and all eight of these “indicators of need” categories:

16-18 Learners 2011-12



Adult Learners 2011-12



Where are we now?

5. The Value Added Problem

These “indicators of need” are all good measures of a learner’s starting point but – if supported effectively – these need not inhibit the learner’s ability to pass their course. Other factors such as language and communication skills, emotional development and teamwork are recognised as vital in learning and learner development yet none of these are measured in a consistently agreed way by colleges at the starting point of a learners course. Accordingly, it is difficult to determine value added accurately. Colleges working in core cities therefore often struggle to explain to Ofsted in a collectively consistent manner the value added by their efforts to their learners starting points.

6. The Opportunity

Two recent initiatives provide a unique opportunity for these colleges to work together to address this:

- i. The Common Inspection Framework which emphasises Ofsted’s willingness to consider “wider outcomes” and not just qualification pass rates on a measure of success
- ii. The FE Guild which is an opportunity for colleges to collectively define their own professional standards and measures

7. What is TMC doing to Develop Value Added Performance Indicators

The College is:

- Engaged with Ofsted on the national Quality Improvement Pilot helping to shape the inspectors new approach to “high challenge high support” for all schools and colleges
- Working with Ofsted to “raise the bar” of performance and to “tell the story better” especially for colleges working in core cities. Developing a measure of “value added” with a range of local, regional and national partner colleges – this methodology is supported by Ofsted, Association of Colleges, Institute for Learning and the national 157 Group of large colleges. (TMC is working closely with the local partner colleges from Salford, Oldham, Bolton and Trafford).
- Investing £1million per year over the next three years (£3million in total) on
 - Strategic leadership for quality improvement
 - Support and development of teaching and learning
 - Curriculum research, innovation and teacher education
 - External inputs to support teaching and learning development