



The Manchester College Group Strategic Plan 2013 – 2018

As part of a major Strategic Review process, we have reviewed our areas of activity and refreshed our Strategic Plan, mission, vision and values in 2012/13. The review has helped us for the first time understand what our organisation actually consists of and the role we play nationally and across Greater Manchester.

In this uncertain economic climate we are, despite funding reductions of up to 19%, investing to better position the city to meet the changing needs of learners and employers and respond to changes in our external environment.

This investment is only possible because of the unique nature of our business model. Which subsidises public provision in the city, from the profit made on commercial income, generated across the UK from different parts of our organisation outside of the college. In the last financial year circa £5m was re invested in the city to support our communities and our young people across Manchester.

As part of our review process we have involved internal and external stakeholders, government ministers, large numbers of our staff and many of our customers and regional partners, as well as our Governing Body, drawing on analysis, trends and latest policy and consulting widely on strategic options.

This has resulted in an updated vision and mission and many new strategic developments (outlined in detail at APPENDIX A)

Our Mission

To improve lives and economic success through learning and skills

Our Vision

The Manchester College is already a group of organisations within a whole. In the next year we aim to formalise this in a new group structure, which will allow many of our commercial areas of activity the space to grow further to reach their full potential. The goals of each of these are outline below:

Further Education:

'The leading college for progression and employability'

Higher Education:

'A leading provider of flexible, affordable, career-relevant, university education'

Offender Learning:

'The UK leader and innovator in Offender Learning, skills and employability'

**Apprenticeships and
Employer Training:**

'A leading provider of regional and national employer training'

MOL:

'The UK leader in the flexible provision of professional qualifications'

The key emphasis of what we do will remain, in that our principle focus to support and serve the communities in which we operate will remain. How we do this will change, but the principle of working hard on commercial activity to re-invest the profit for the good of the communities we serve will remain. This is ever more important as budgets for local authorities, health trusts and educational providers come under ever greater strain. There is no more stark example of this than the fact that the college is now one of the largest employers of youth workers in the North of England at a time when many local authorities have had to stop support for this activity themselves.

Key focus of the strategic review and what will it mean:

1. The college will build a new schools liaison function to work with all high schools in Manchester, offering pathways to apprenticeships, traineeships, free information advice and guidance, and pathways to vocational and academic qualifications, some free degrees will also be offered. This will mean we will hand over our responsibilities in the academies we currently sponsor.
2. 14-19, the college will not despite central guidance, seek to recruit students at 14 provided we can work collaboratively and in partnership with schools. The college will develop a range of new Level 3 provision, and this will likely mean expanding some sites, building new one's or developing new work based locations in the city centre. All of our curriculum going forward will be validated by employers.
3. Adult provision is challenged by very significant funding reductions and our approach here will be to work with the City to see how we can develop a more efficient delivery model that allows us to divert more funding to front line delivery and less into overheads. All of the curriculum going forwards will be validated by employers.
4. Our work in the voluntary sector will be re focused, to support our drive to improve quality and have greater impact on NEETS, employment and wider skill levels. This will mean working with fewer but more strategic partners and focusing in areas linked to GM strategy. e.g. East Manchester, Airport City, Wythenshawe etc.
5. Apprenticeships and employer training in Manchester are significantly below the level the city should expect. The provider base is also very fragmented with nearly a thousand organisations offering some form of apprenticeships, most of these small private providers. We will grow our support for the city from around 1400 places to circa 5000.
6. We will grow our work in prisons and the justice sector into areas beyond England and will also look to extend our expertise into new areas such as the probation services work. Any profits will be re invested in the communities we serve.
7. Nationally participation in higher education has reduced and has only partially recovered. There is much evidence to show that the reduction in part time study, especially where students study alongside their job to develop their careers, is continuing to decline. We will develop a better career relevant set of degree and HE qualifications that can be delivered in a flexible on line, distance learning and taught way. That allows people to study but at a much lower cost than the current £9000 average. We will also look to offer some free degrees to students from Manchester without the means to pay or take a large loan.
8. Our existing international provision outside of the UK will be reduced and we will only focus on HE for international students

9. Our business that offers masters level qualifications and professional accreditations (MOL). Will be extended to other area such as law, finance, engineering and more and will operate nationally. Profits will be re invested in the communities we serve.
10. We will look at a range of new ventures, to develop better employment routes for our students, better support for students to study (e.g. Childcare, employment agency) and to offer better advice and guidance to our students.

Measuring Wider Outcomes

Context

Factors internal and external to the College, and to the wider sector, form the context:

- **Job outcomes.** From the start, the Coalition Government shifted the focus in FE and the wider skills education landscape away from qualifications and towards job outcomes. This is unlikely to switch back again, whatever the complexion of Government and it is imperative that the sector conducts itself in terms of measuring its effectiveness in a way that is compatible with this stance and which, in turn, helps Government to help the sector.
- **FE Brand** Whilst the sector has improved its self-projection through case study and examples of best practice, when it comes to the information that counts in Whitehall – hard empirical data on a statistically significant scale, over time and using criteria that matter most – there is much ground to be made up.
- **Ofsted's needs.** Ofsted in particular would welcome such data and are encouraging us to make progress in providing it.

The Manchester College is creating a system and framework that will allow us to project the social and economic impact of further education positively, confidently and quantitatively, in a way that makes maximum positive impact on policy makers as well as employers and public at large and in the process enables individual colleges to better measure their impact on the lives of their students.

We see three broad categories/components, each contributing to an overall measure of value:

1. **Impact on local community:** measuring the economic value of the College, plus effect on unemployment, local regeneration, crime figures and reoffending, spending on public services and other relevant factor (note the emerging GM strategy contains reduction of dependency on public services as a key objective). The College has already commissioned an economic impact study of the business and continues to have a good degree of measurable success working with MCC on its Troubled Families project.
2. **Core outcomes:** qualification success, retention and achievement rates and grades (where applicable) and value added/distance travelled at each level and for each type of qualification.
3. **Wider outcomes:** the value added by other components of a student's college experience to their achieving sustainable employment with good prospects. Such components would include personal and social development, vocationally-relevant additional qualifications, employability training, work experience, next steps. These outcomes must cover skills that make people not just employable now but, all things being equal, capable of sustaining employment in a work environment where a job for life is not going to be a reality – i.e. transferable skills and behaviour that are amenable to employment and attractive to employers.

Destination Tracking

A key aspect of item 3 is going to be a structured tracking, and structured measure, of destinations by keeping in contact with College leavers:

- starting from their declaration of intent on completing their programme/leaving the College, then
- early destination outcome (in first month from leaving)
- on-going changes in contact details and (annual outcome - follow-up)

Distance Travelled

More work needed on this, particularly for L1 and L2 courses, to plug the remaining gap in item 2.

College Lever (Causation)

How much of the ideal (as yet to be defined) employability package did the individual have at the point of leaving the College? PEARL, CV, core qualifications, additional qualifications, emotional and behavioural development, progress and distance travelled, work experience, positive careers advice, etc. The model must be applicable to different levels of study. It should be based on an agreed set of criteria (how many?) and a scoring system (1-10?) that reflects the respective weighting of different criteria. The model must be applicable to all kinds of students, including SLDD, to give it integrity.

Other

All of this represents a shift away from success rates and qualifications as the sole measure of college performance towards a greater focus on employability skills and employment as the key measures:

- The project will be led by one of the college's Quality managers with lead responsibility for Employability.
- Initially draft scorecard-based model will be produced by the end of the autumn term.
- Students will be involved in the development of the model whilst they still attend in order to get their buy-in for continued tracking purposes.
- We will road test with selected groups of current students from spring 2014 onwards, including those who leave courses and the college early.
- Other providers will be invited to trial from Spring 2014 onwards.
- Ofsted will be fully briefed of the results at each stage of the project.



Update to M.C.C. Scrutiny Committee from The Manchester College Group (Appendix A)

1. Update on Strategic Review and Next Stages
2. Performance Outcomes 2012-13
3. Update on Measuring Wider Outcomes



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Strategic Review

Update and next steps

Foundations-From satisfactory to good, on financials and quality

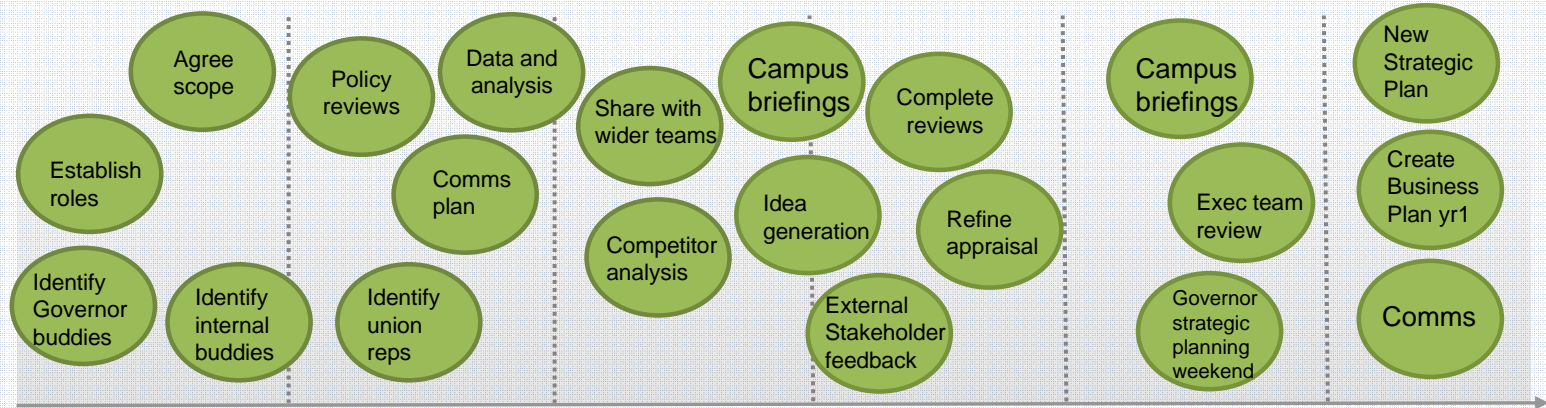


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Our approach – Joint and collaborative

Process



Dec

Jan

Feb

March

April

May / July

Schools and Schools Trust

14 - 19

Higher Education

Apprenticeships

International

MOL

Offender Learning

Adult

Employer and Business Training

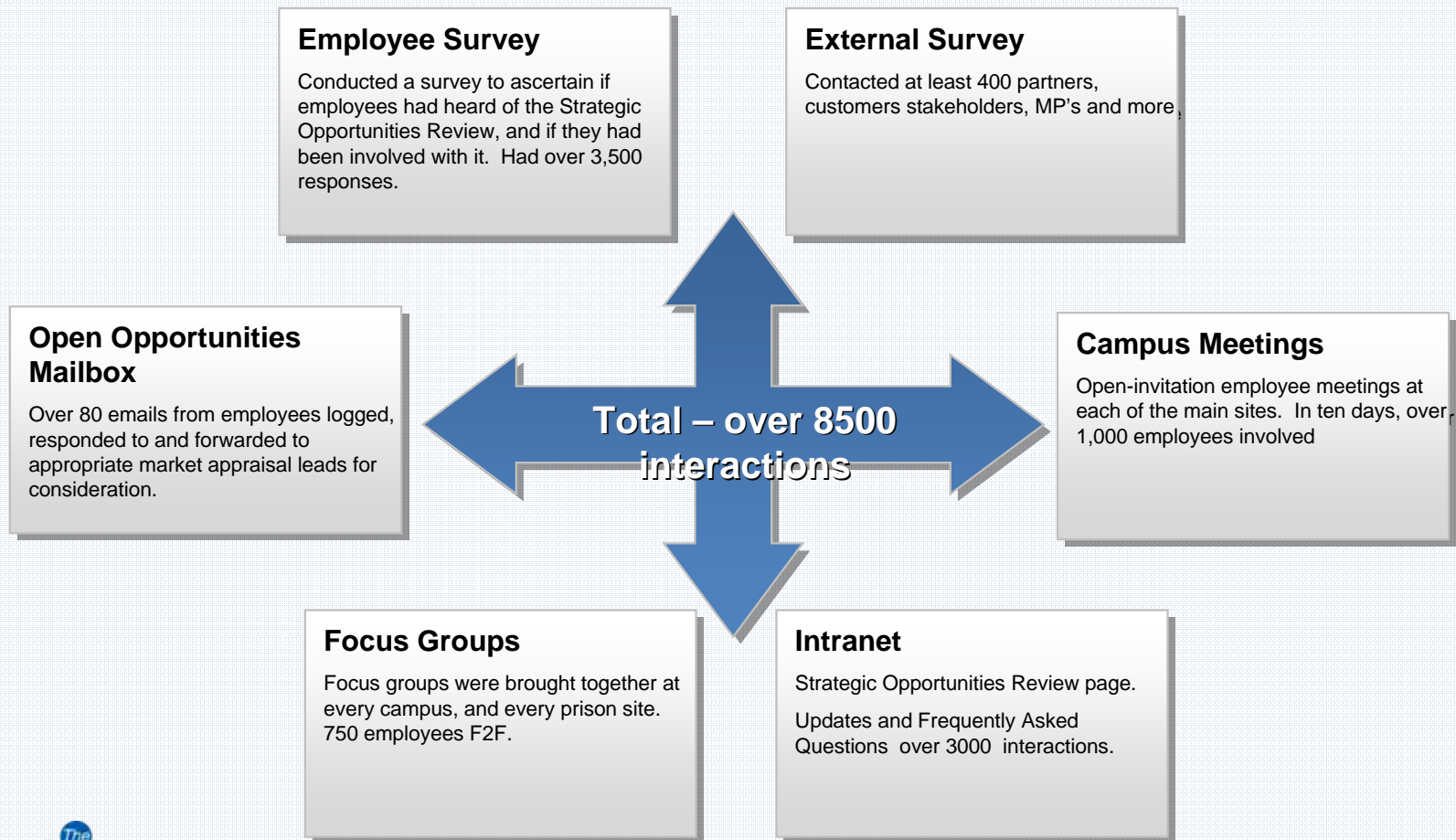
New Opportunities

Voluntary Sector

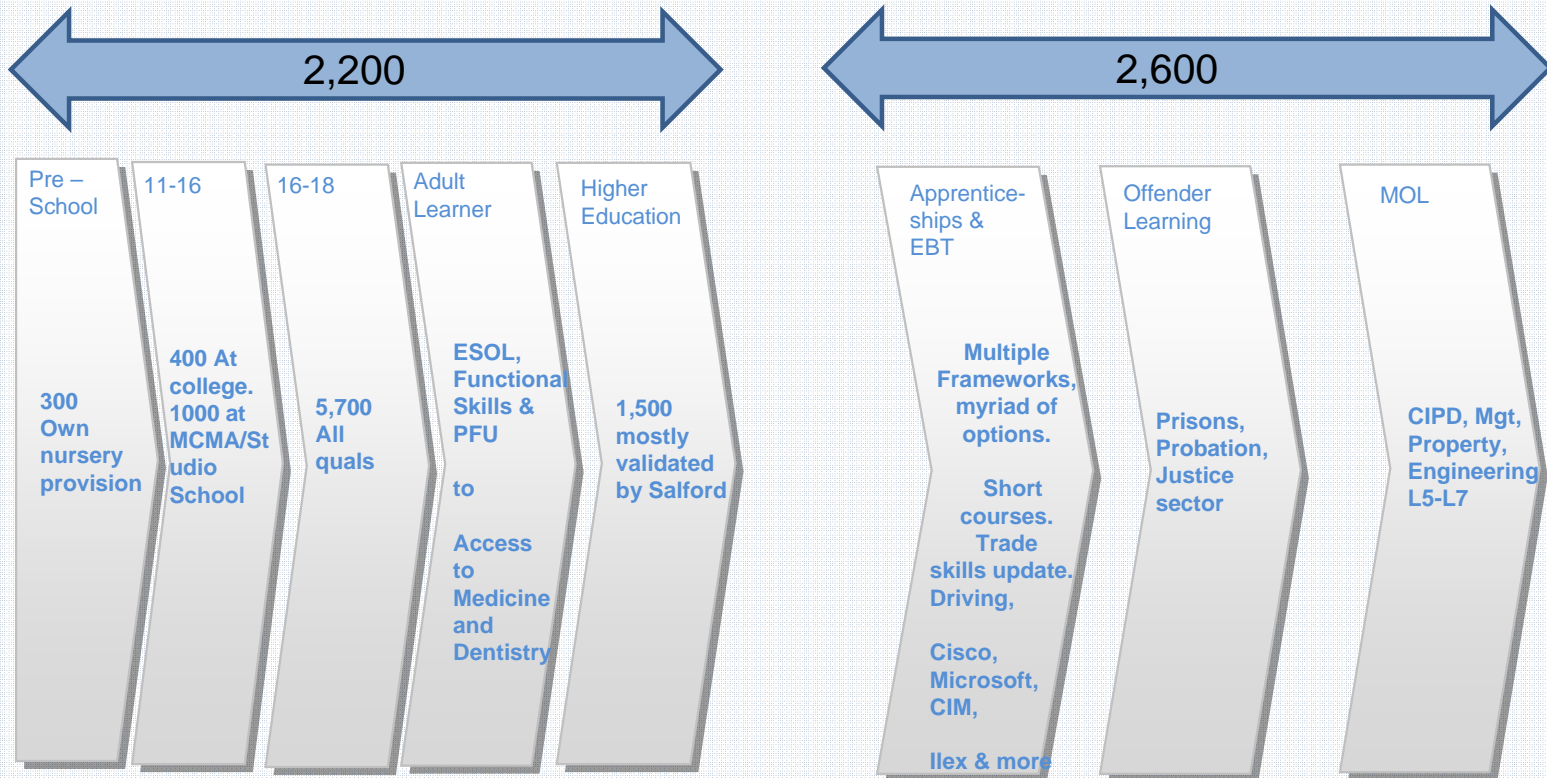
Quality MUST be the foundation



Broad internal & external engagement



Realising we're very different & implications

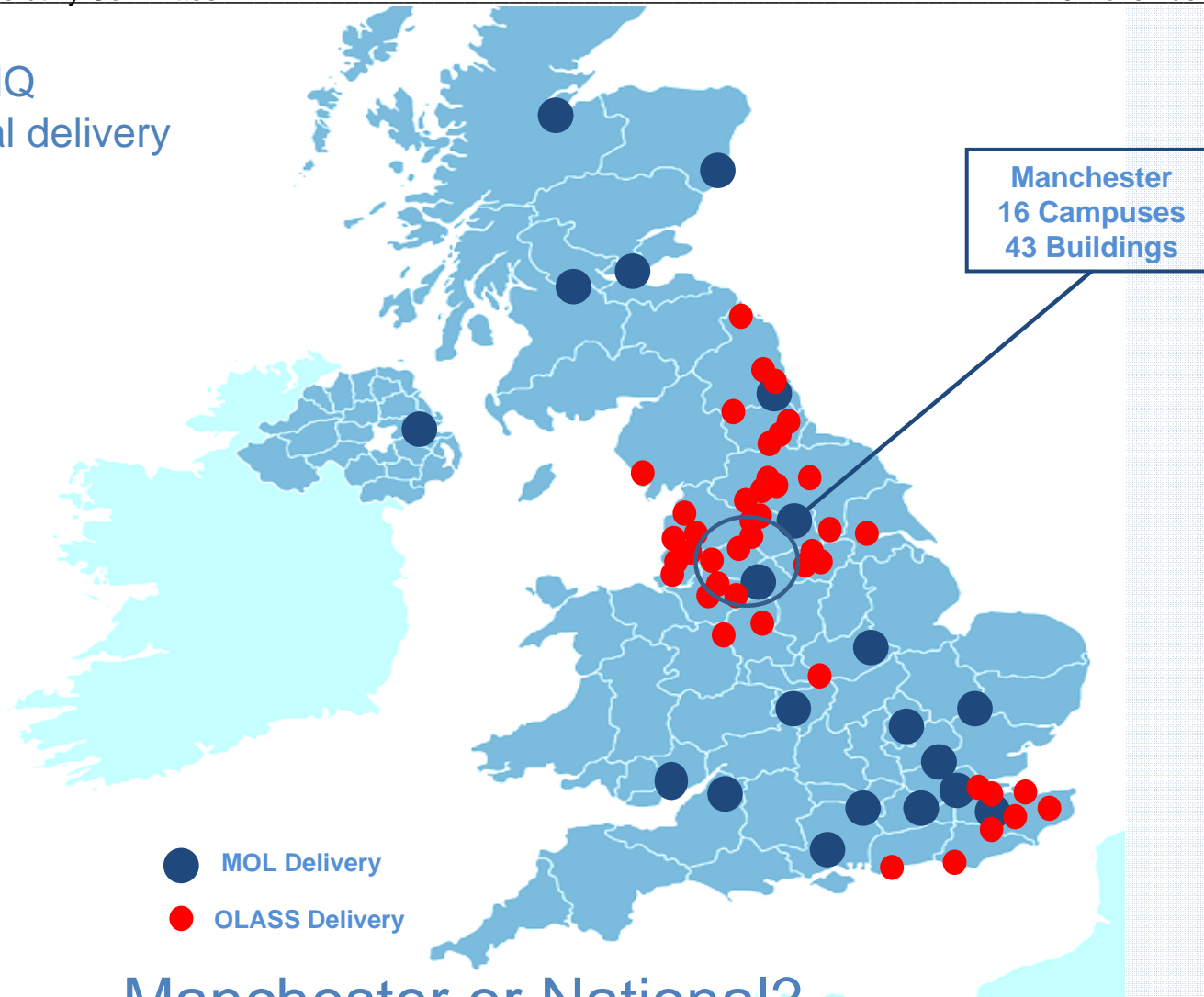


A social enterprise circa 2170 employees
Commercial and/or tendered activities

The largest employer nationally, one of largest in GM,

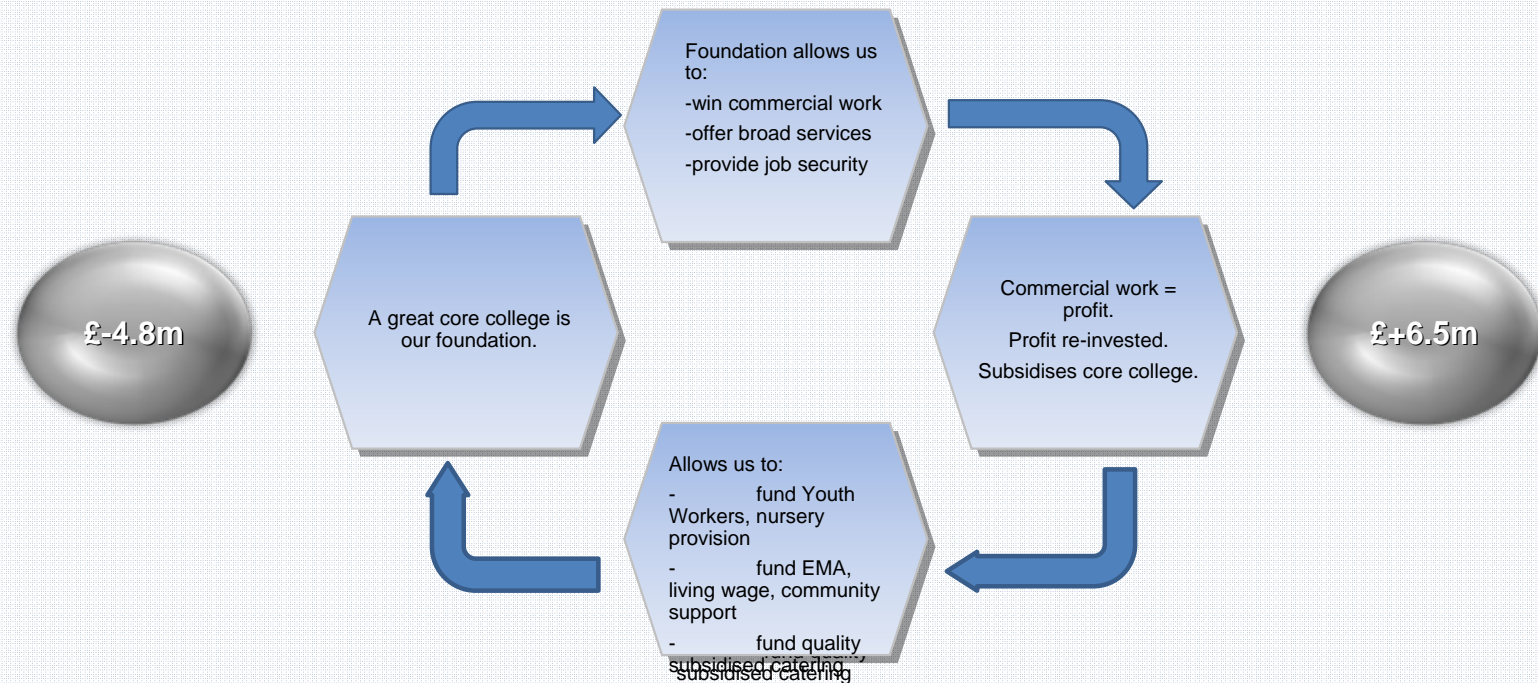


Local HQ
National delivery



Manchester or National?

How it works-our operating model- the virtuous circle...

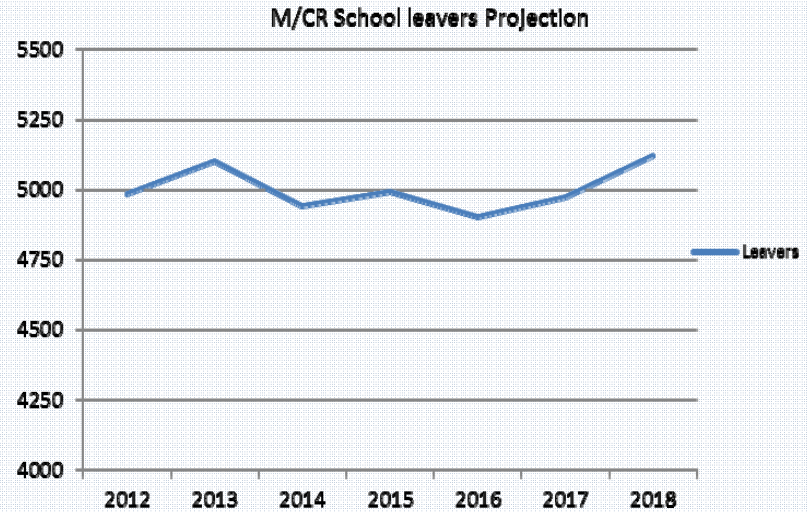
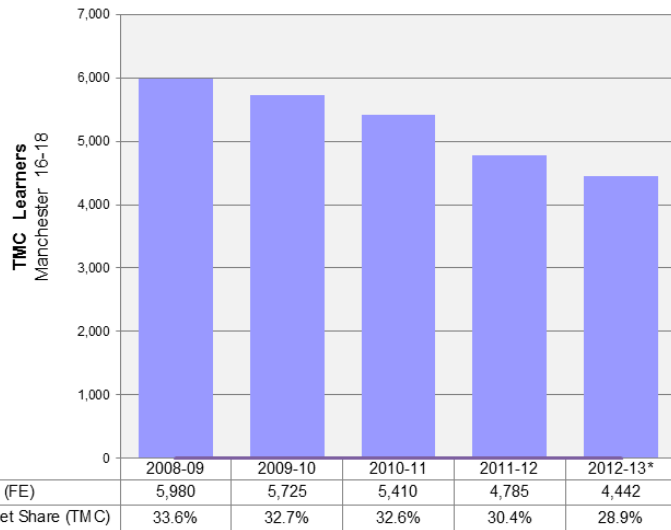


Opex - Circa £6m p.a. re invested in City
Capex - Averaged £12m p.a. Last Five Years

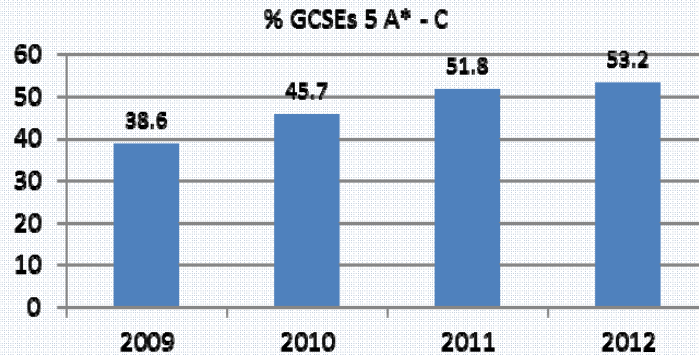
Much analysis, data and trends

Manchester Trends 14-19 Trends

Falling share of provision, currently skewed too much L1/L2.
Attainment rising as is demand for L3/L4.



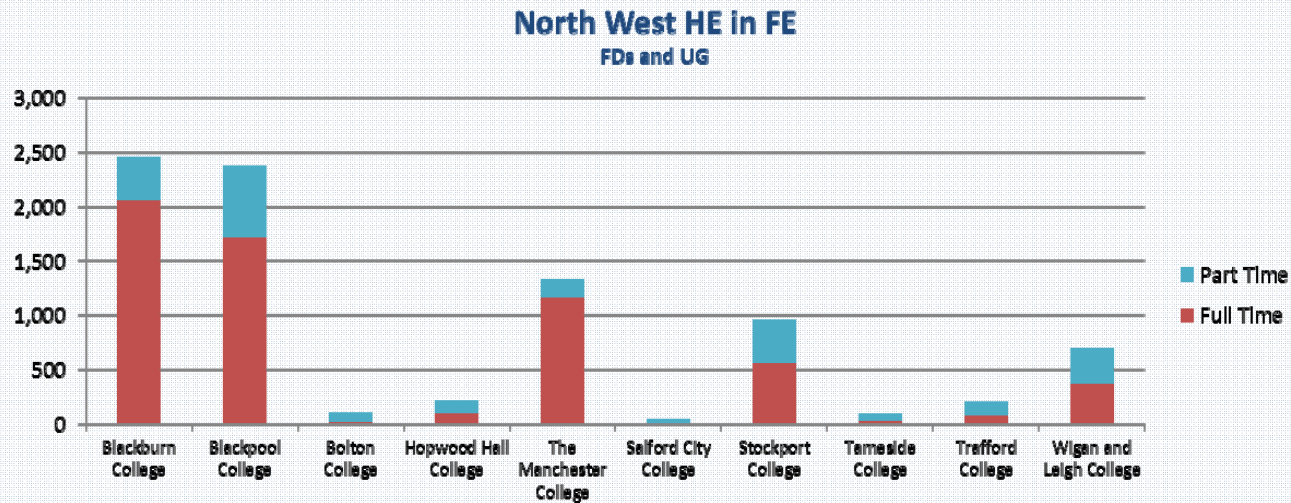
TMC Market share decline halted last 6 months.
Growth from September



Increasing percentage of school leavers obtaining level 2 (5 GCSEs A* - C) means TMC will need to shift a significant proportion of provision from E – LV 2 to Level 3.



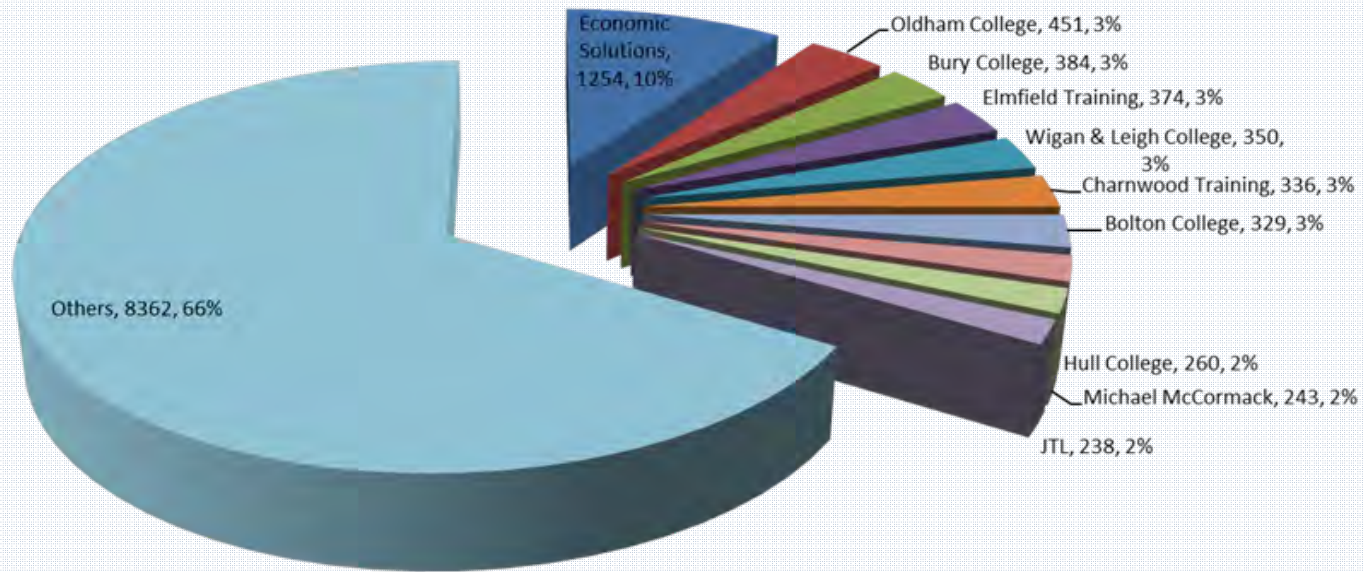
HE in F.E. North West



- TMC ranks 8th in HE in FE in England
- TMC ranks 3rd in HE in FE in NW (behind Blackburn and Blackpool Colleges)
- TMC ranks 4th in the North West with 911 students for FDs behind UCLan (2,551), Blackburn College (1,132) and Blackpool & Fylde College (1,111)
- UCAS shows competitors (21/04/13): Bolton, Uclan, LIPA, MMU, Salford, UAL – applications / 0.1% v market +2.6%
- 3 new private HE providers (as yet undisclosed) to operate in Manchester as of next year. Increasing competition from newly licensed Unis

Competitor Analysis: 16 – 18 Apprenticeship Providers in GM

Top Providers of Apprenticeships in GM (16 - 18)



16-18 Total Volume of Apprentices 12,581

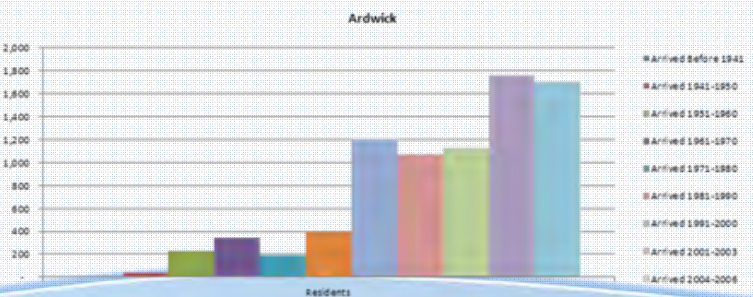
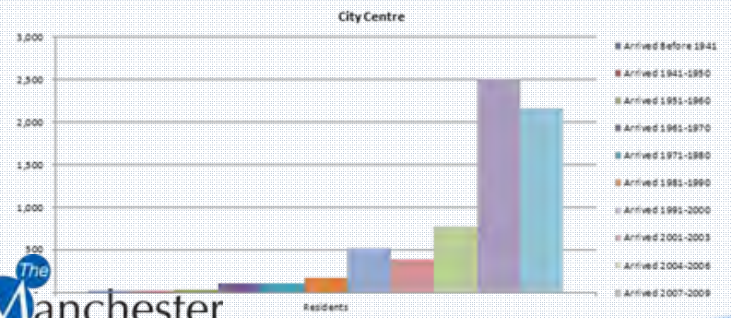
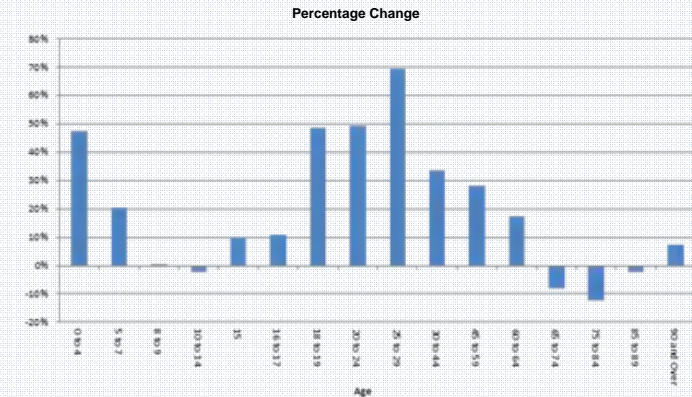
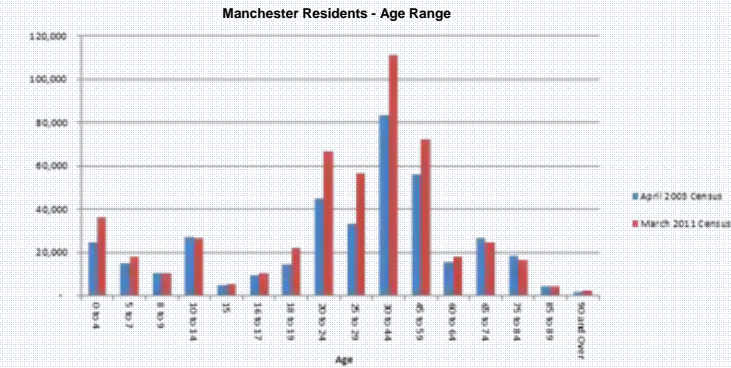
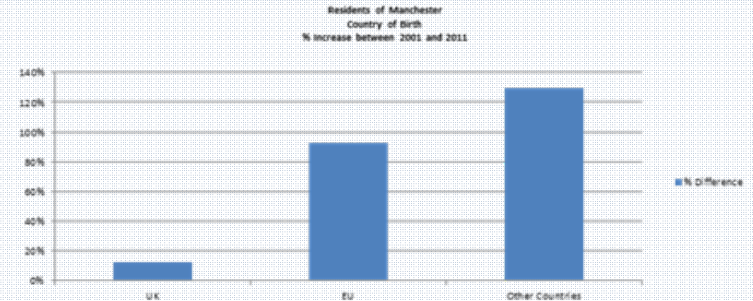
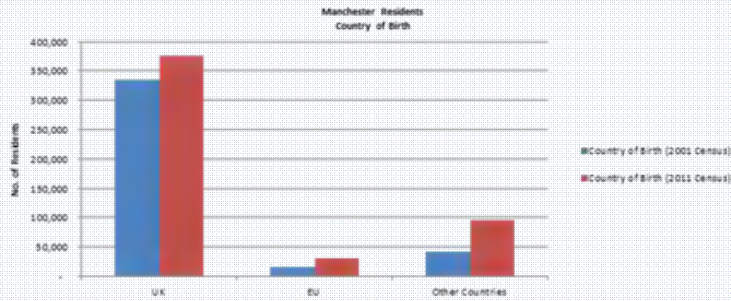
Source: ILR data 2011/12, from Vector

Top 19 TMC Feeder Schools/Academies – Applications 2012/13

School/Academy	Applications
Schools outside City	1504
Not stated	667
Wright Robinson	340
Chorlton HS	280
MCMA Girls	245
Parrs Wood	244
Whalley Range HS	240
Trinity Academy	240
Abraham Moss	218
Failsworth HS	210
St Mathews C of E	210
Oasis Academy Oldham)	205
Newall Green	180
Manchester Academy	160
St Pauls C of E	160
Burnage Media and Arts College	148
Cedar Mount	107
Cooperative Academy	94
Enterprise Academy	80
MCMA Boys	74
Health Academy	

Manchester
r
Manchester
r
Academies
Other City
Academies
Out of City
Academies

Complex and changing socio-demographics





Strategic Opportunities Review

Approved Direction



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Schools & Academies

Now

- Lead in 6 schools
- Poor progression & partnerships
- Sponsors, trust members operating and running schools
- Competes with other schools

Develop new model to work with all schools.

Future

- No academy sponsorship
- Collaboration & partnership where possible
- Build new School Liaison Team
- Free IAG, pathways to work, apprenticeships, and some free degrees

14 -19

Now

- 5,400 learners
- No 2
- Ranked 1st for L1/
L2 provision
- Provision spread
across the City

**Halt decline & grow by
a third**

Future

- 7,000 learners
- No 1
- Increased Level 3
offer
- Provision aligned
to jobs & regen
areas
- Centres of
excellence & hubs
- New sites, &
extended sites

Adults

Now

- No 1 in Greater Manchester
- 'Satisfactory' quality
- Curriculum heavily skewed to level 1 & 2.
- 12% decline in funding

Grow share of a smaller market, more efficient delivery

Future

- Quality at least 'Good'
- Provision aligned to jobs
- Collaborate with No 2 provider – City Council

Voluntary

Now

- No strategy
- Informal activities
- Doesn't target local needs
- One way relationship – sub-contracts

**Re focus sub-contracting
Fewer partners bigger
impact**

Future

- Aligned to TMC strategy
- Reduce sub-contracting. More own delivery
- Targeted partners working in key areas e.g. East manchester, Wythenshawe
- A leading trainer for the sector

Apprenticeships & Employer Training

Now

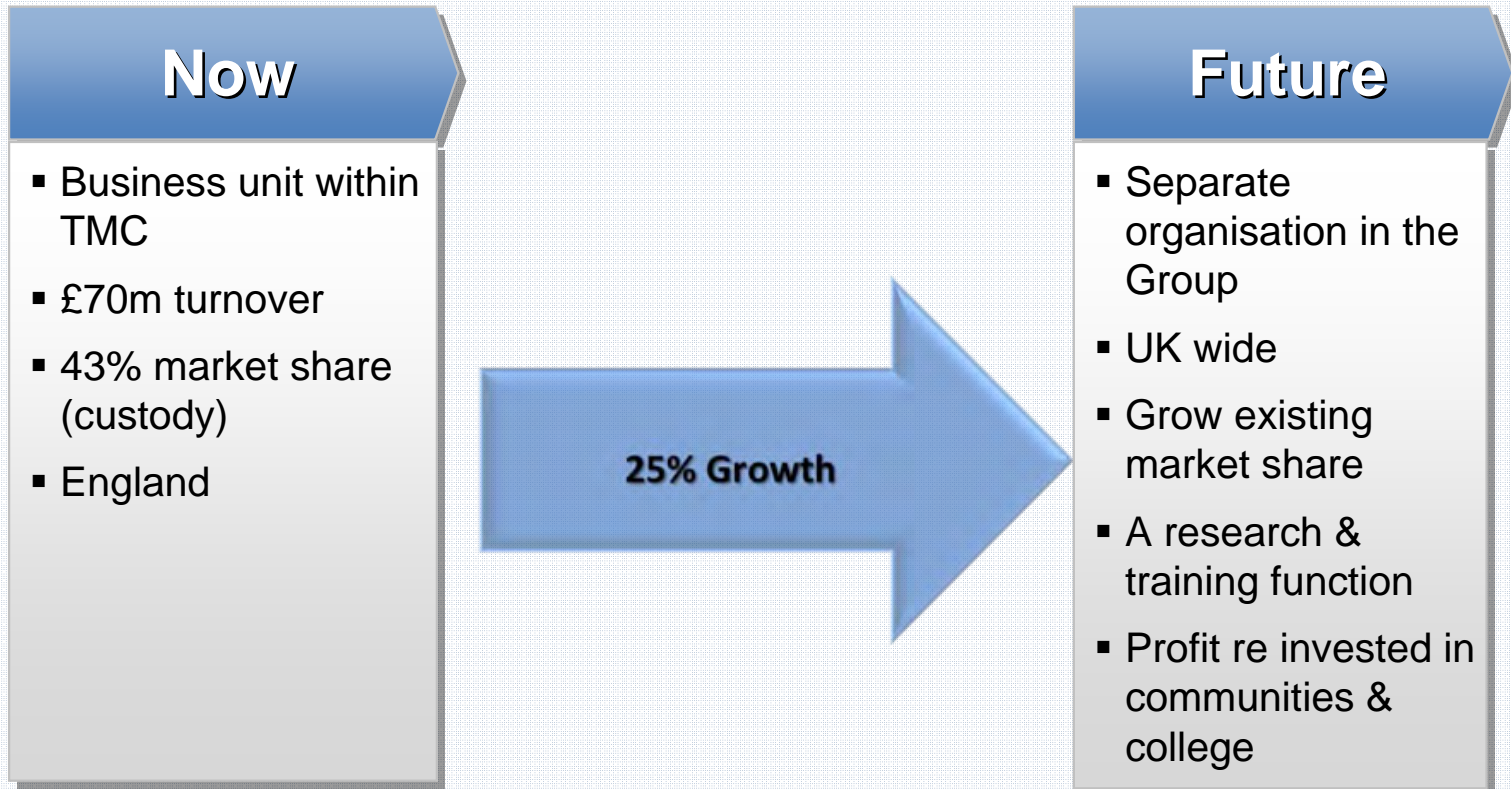
- 1,400 apprentices
- Less than 2% of the market share
- 1.3% of turnover
- Lack of expertise & capacity
- Manchester under represented

Three fold growth

Future

- Stand-alone organisation
- 5,000 apprentices
- Higher level apprenticeships
- Consider acquisition or joint venture
- Profit re invested in communities or college

Offender Learning



MOL

Now

- Narrow product range
- High dependency on CIPD
- Department within the college
- Turnover c.£7m

Double in size

Future

- Standalone organisation
- No 1 in flexible professional qualifications
- £15m turnover
- Multi-product solutions
- Profit re invested in communities or college

Higher Education

Now

- 8th biggest HE in FE
- 1,450 students
- -11% below NSS benchmark
- 60% of our courses are FDs
- 60% of our courses validated by Salford University

Grow three fold

Future

- 4,500 + students
- Expanded full & part time offer
- Refreshed HEI partnerships
- Developed academic infrastructure
- University Centre

International

Now

- No fit to strategy
- A steady focus approach
- Small & fragmented offer

HE only – exit all other areas

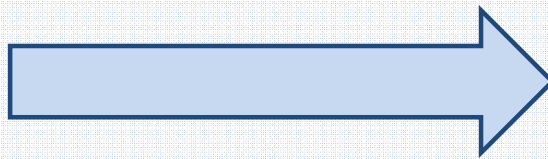
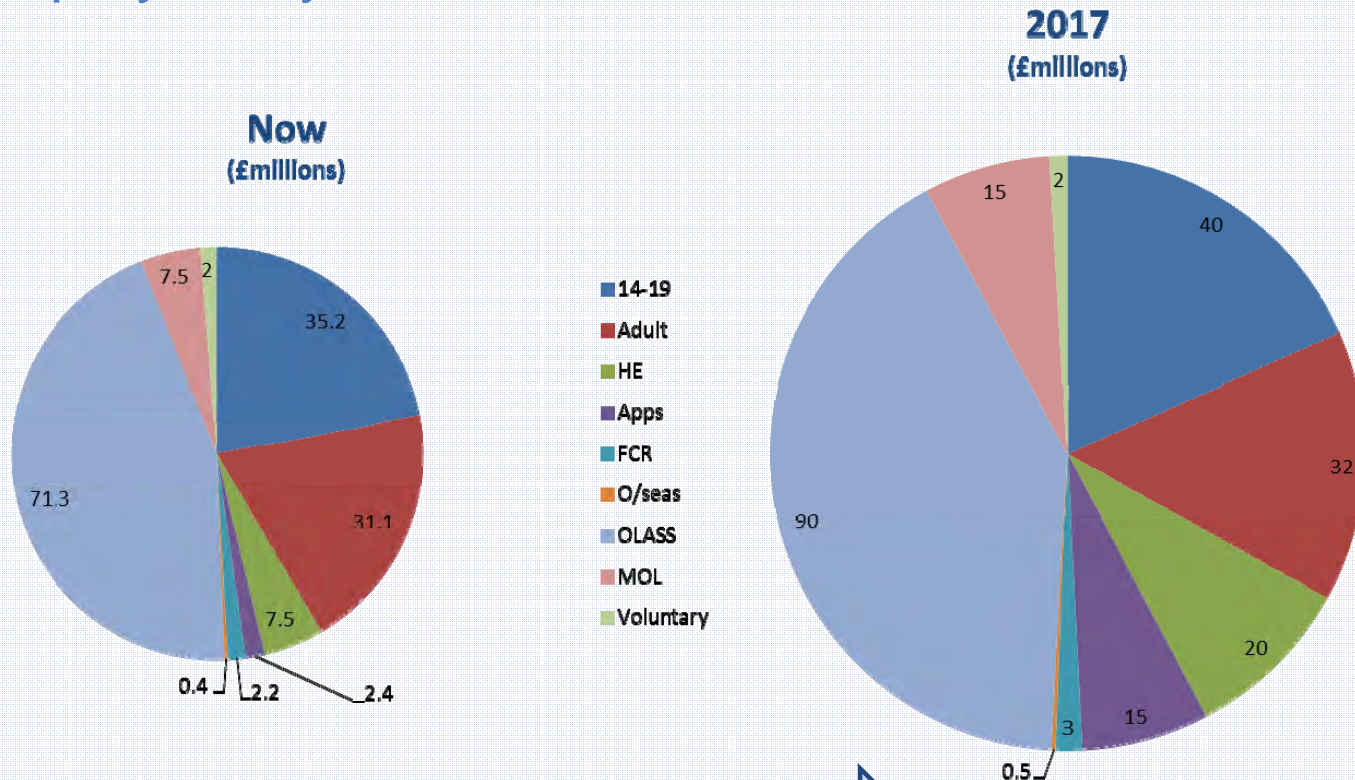
Future

- HE only
- Support HE growth
- Stabilise HE Access & foundation year offer
- Re-visit in 2 years

New Opportunities



The Vision - The leading provider for progression & employability



£205-
£220m



**Why? Re Invest £10m per annum in city for the city
Right employer led provision linked to LMI**

Progress

- Support and alignment in all areas except DfE
- Banks and finance partners agreed first cash release
- Quality infrastructure in place
- New management team in place end Sept 2013

- Decline on enrolment halted
- First contract wins on apprenticeships
 - Scottish Power, Moog, Cisco, Local Govt
- First contracts in justice sector now being tendered
- Strategic partnerships, HE, Suppliers, Employers now in negotiation
- Site strategy being scoped
- Some collaborative work with other colleges e.g. Oldham & Trafford.

Now building plans to execute – Joint areas with MCC

- 14+ City wide strategy
- Adult strategy, Delivery and Policy change
- Lobbying
- Apprenticeship development
- Site strategy, locations, linked to Regen and PSR.
- New business implications-Employment agency
- New schools liaison model
- Curriculum re work with New Economy/Chamber
- Structures for delivery, LEP, SEP, etc
- Exit areas- International, Schools trusts



Mission, Vision and Values



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Mission – our PURPOSE

NOW

‘To raise aspirations and achievements to enable economic success and social inclusion, within Manchester and beyond, by delivering excellence in learning for individuals, communities and employers.’

FUTURE

‘To improve lives and economic success through learning and skills.’

Vision – where will we be in 5 years?

NOW	FUTURE
<p>‘Strategic Leadership, Community Inclusivity, Learner Success, Sustainability.’</p>	<p>MOL: ‘The UK leader in the flexible provision of professional qualifications’</p>

Vision – where will we be in 5 years?

NOW	FUTURE
<p>‘Strategic Leadership, Community Inclusivity, Learner Success, Sustainability.’</p>	<p>THE MANCHESTER COLLEGE: ‘The leading college for progression and employability.’</p>

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Vision – where will we be in 5 years?

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Vision – where will we be in 5 years?

NOW	FUTURE
<p>‘Strategic Leadership, Community Inclusivity, Learner Success, Sustainability.’</p>	<p>OFFENDER LEARNING: ‘The UK leader and innovator in offender learning, skills and employability’</p>



How are we doing –Year end 2012-13

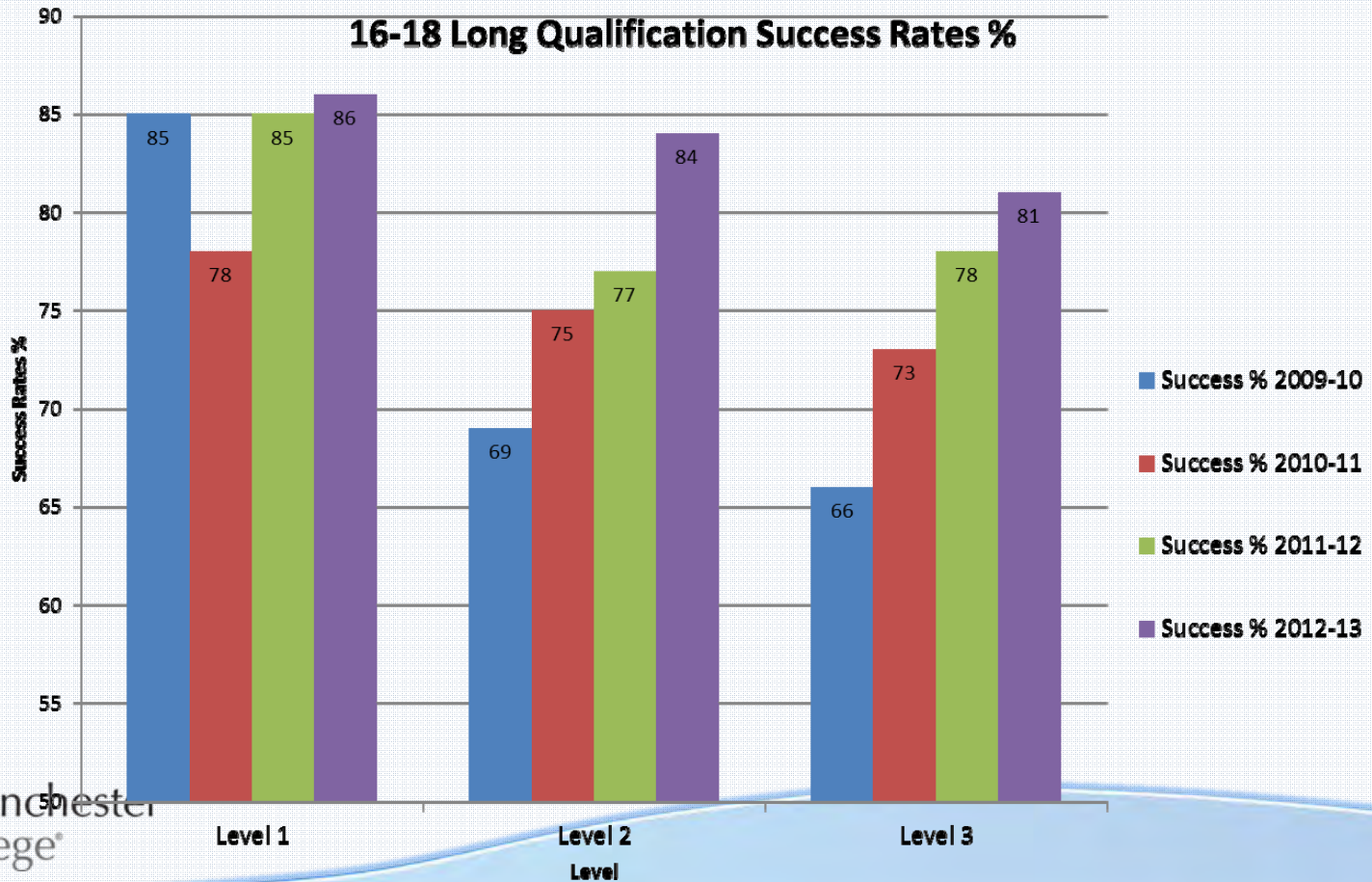


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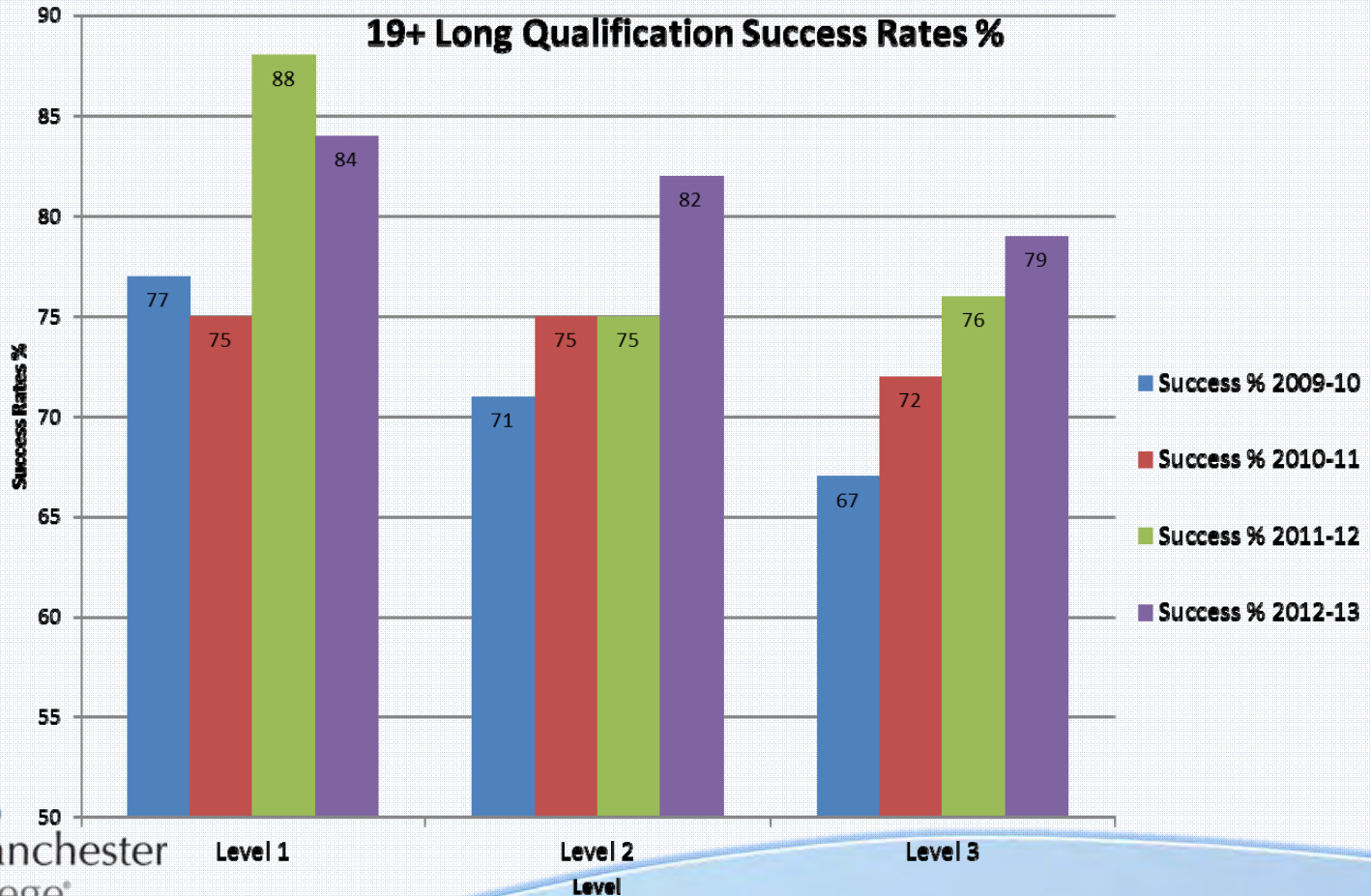
16-18 – Four years of improving performance

- A2 (A Levels) above benchmark
- Positively changing mix of students to full time (vocational and academic)

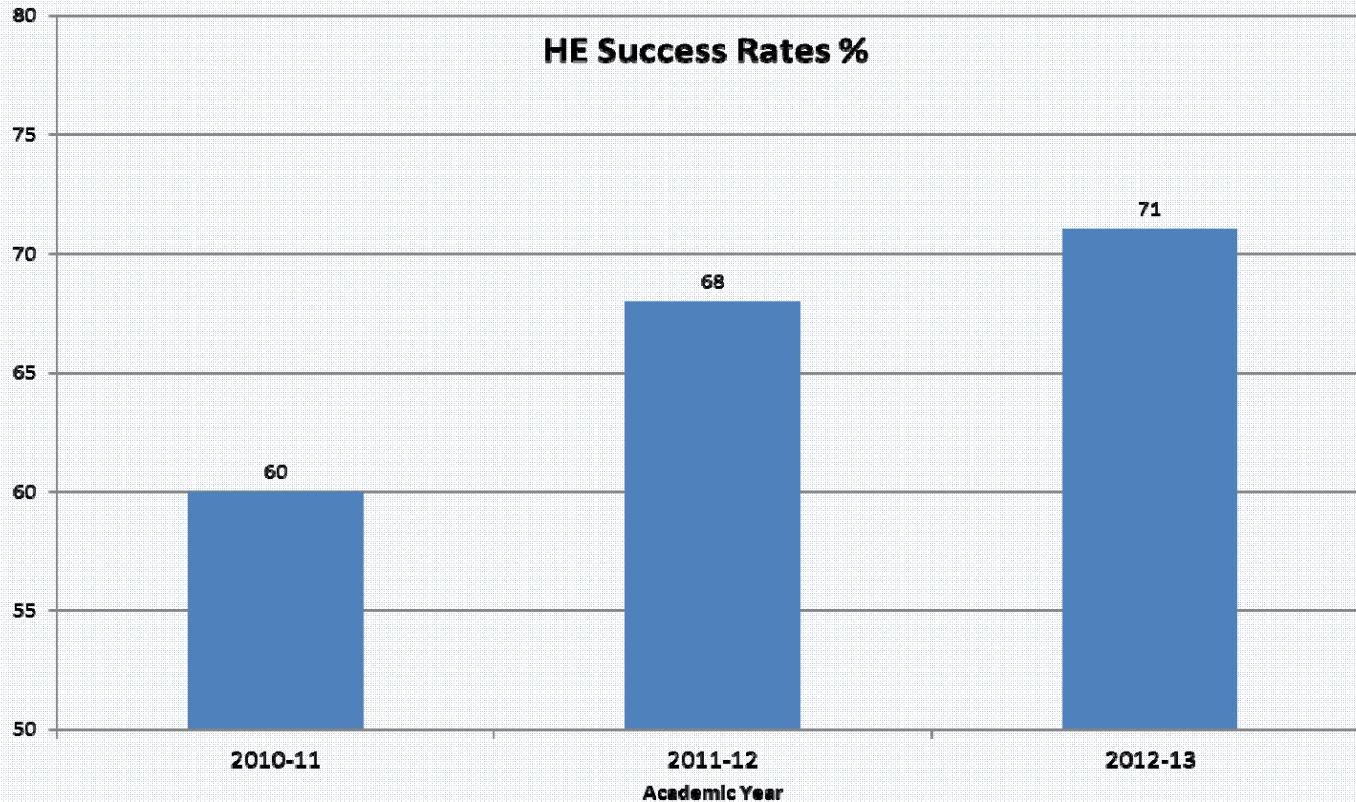


Adult – Consistent improvement

Movement from short and part time programmes to full time at Level 1 in line with government priorities



HE – Three years of improvement



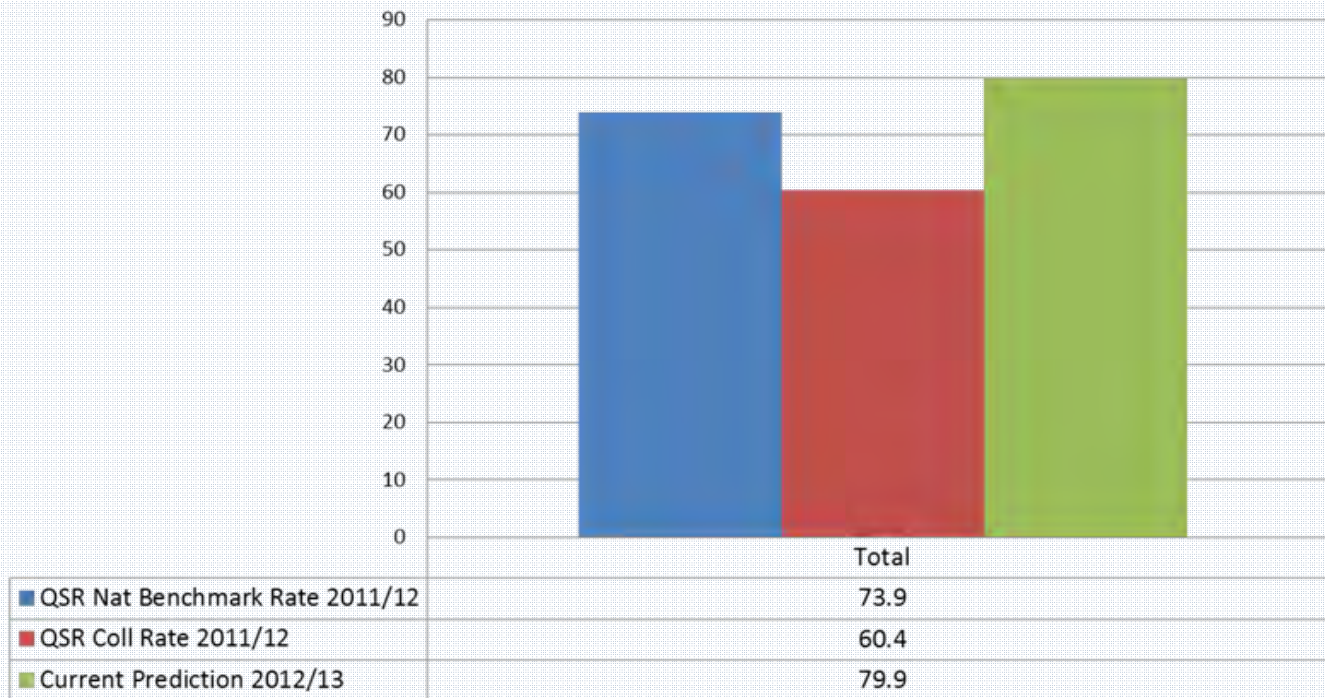
HE NSS Scores up 13%

86% now better than university average



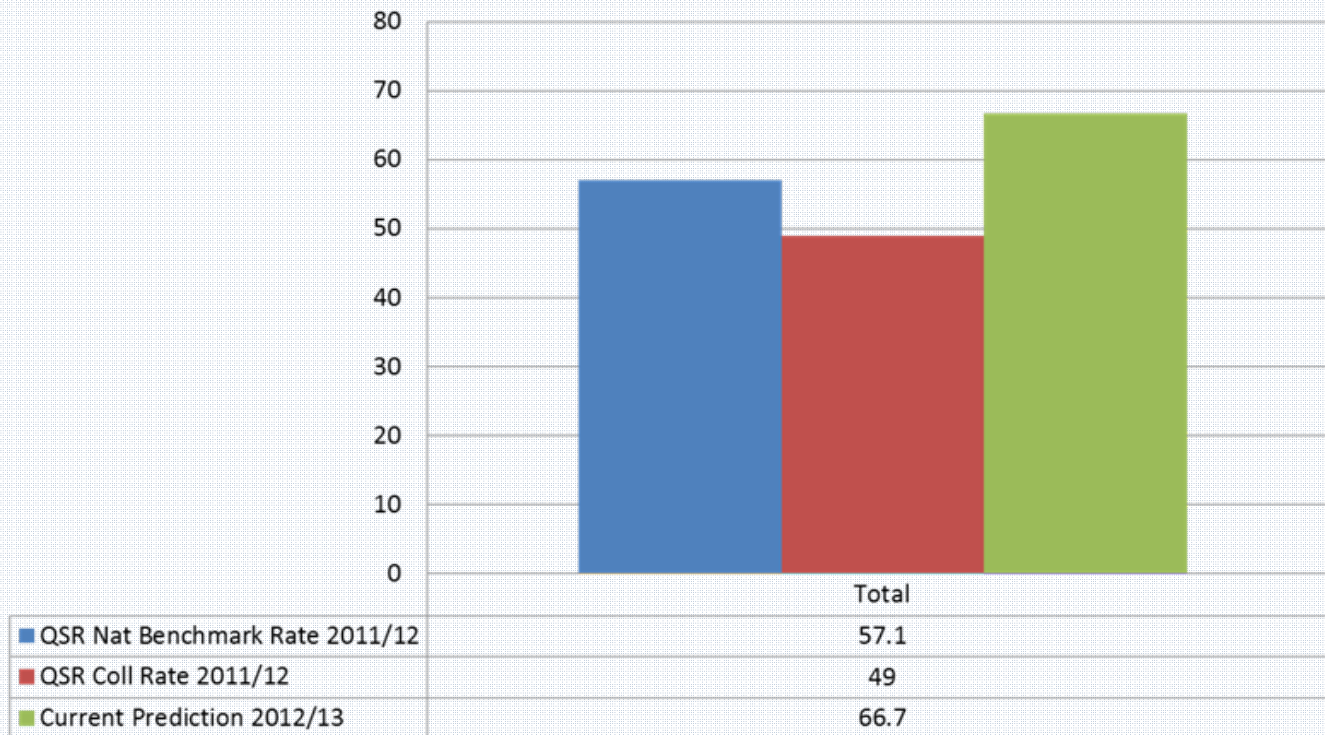
Apprenticeship – Overall success up 32%

Apprenticeship Overall Success Rates %



Apprenticeship - Timely Success Up 36%

Apprenticeship Timely Success Rates %



Apprenticeship Strategy.....

Grow Apprenticeship provision to meet City and National need. 35% National Growth, 77% City.

Develop new stand alone business unit to deliver this

Ambitious 3 year plan to increase apprenticeship participation to 5,000 learners - £15m income target



Update on Measuring Wider Outcomes



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