

**Manchester City Council
Report for Information**

Report to: Economy Scrutiny Committee – 11 February 2021

Subject: The Manchester College Strategy and Performance Update

Report of: Principal and Deputy Chief Executive: The Manchester College/LTE Group

Summary

This paper provides an update on The Manchester College's progress, performance and contribution to Manchester's work and skills outcomes since the last report to the Economy Scrutiny Committee in 2019.

Recommendations

Members are asked to consider and comment on the information in the report, noting LTE Group and the College's suggestion of a collaborative response to the consultations associated with the FE White Paper and the LTE Group's commitment to progressing Phase 2 of its Estates Transformation Strategy.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city
The LTE Group Estates Strategy will seek to reduce the organisational carbon footprint by 50%. Manchester College students currently lead on the GM Colleges plastics reduction strategy.

Our Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	The LTE Group/Manchester College is a key economic contributor within the city not only as an employer but in underpinning the Manchester Skills and Economic plans. The Manchester College is the largest provider of 16-19, adult and higher education in Greater Manchester, within a Further Education setting and is the number 1 College for Technical Education in the city and the city region.

A highly skilled city: world class and home grown talent sustaining the city's economic success	The Manchester College supports 20,000 people in Manchester to be equipped with the right skills to be employed within the Manchester and Greater Manchester economy. The college delivers 34,000 qualification aims each year, with 96% of its students progressing to a positive destination in further study or work.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	The Manchester College is a non-selective college, connecting Manchester communities to key growth sectors within the city. The College's student cohort is in the lowest quartile of colleges based on Index of Multiple Deprivation 2015. 75% of Manchester College's student population are from widening participation postcodes, the majority of students are from BAME communities and more than 50% of students enter the college without GCSE English or maths. Students positively progress within the college regardless of starting point, with the college ranked number 1 in GM for student outcomes and 96% of students progressing to positive destinations.
A liveable and low carbon city: a destination of choice to live, visit, work	The LTE Group and Manchester College has a strong commitment to environmental sustainability. This is embedded within the management of the existing estate and the plans for the new estate.
A connected city: world class infrastructure and connectivity to drive growth	The LTE Estate Strategy seeks to deliver new world class assets across the city that will continue to support our growth ambitions over the next decade and beyond.

Contact Officers:

Name: Lisa O'Loughlin

Position: Principal and Deputy Chief Executive The Manchester College/LTE Group

Telephone: 0161 674 2251

E-mail: loloughlin@tmc.ac.uk

Name: John Thornhill

Position: Chief Executive LTE Group

Telephone: 0161 674 3371

E-mail: John.Thornhill@ltegroup.co.uk

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- National Achievement Rate Tables 2018/19
- DfE progress measures 2018/19
- The Manchester College learner outcome report 2019/20
- LTE Group Inspection Report 2019
- MIDES Report 2019/20

1. Introduction

1.1 This paper provides an update on The Manchester College's progress, performance and contribution to Manchester's work and skills outcomes since the last report to the Economy Scrutiny Committee in 2019. Key areas covered in the report are:

- Delivery of the College's 2020 Strategy
- An overview of the College's Vision 2025 Strategy and associated curriculum strategy
- Learner outcome performance 2019/20
- In-year learner progress 2020/21
- FE policy and future strategic challenges
- Appendix 1: Overview of curriculum delivery in the new Manchester College Estate
- Appendix 2: The Manchester College's response to Covid-19

2. Background

2.1 This report was last received by the committee on 5 December 2019.

3. Main Issues

Context

3.1 Responsibility for leadership and quality assurance of all provision rests with the LTE Group, led by John Thornhill Chief Executive and overseen by a board of governors. A dedicated FE board of governors reports into the full LTE Group board. Within the LTE Group, The Manchester College, led by Lisa O'Loughlin Principal and Deputy Chief Executive, provides study programmes, adult learning courses and provision for students with high needs. All apprenticeship provision is managed separately to the College, by Melanie Nicholson in Group's wholly owned subsidiary company Total People.

3.2 Ofsted last inspected the College in February 2019. The inspection judged the College to be good against all aspects of the inspection framework and in each type of provision. This followed a period of implementing a comprehensive post-inspection action plan, previously reported to the committee in 2019 (PIAP) to address every area for improvement identified in the previous 2017 inspection.

3.3 The 2019 inspection recognised that:

- Senior leaders have a strong ambition for the College and its students and a clearly defined strategy to identify and meet the skills needs of local employers and make a significant contribution to the economic and social welfare of the city
- Senior leaders have a very clear and ambitious strategy for the College and have maintained very strong strategic partnerships with stakeholders, using these partnerships astutely to develop a highly effective curriculum

- Leaders have a very good knowledge of the local labour market, employment trends, and proposed developments in the city
- Leaders work closely with employers and strategic groups in Manchester such as the city council, the local enterprise partnership, New Economy and the Greater Manchester Combined Authority to provide training and education in the subjects or vocational skills and at the levels needed
- Leaders have created a culture of aspiration, support and challenge for staff and students. Leaders challenge staff to improve their teaching practice. The introduction of 'The Deal' successfully highlights the expectations that staff have for their students. As a result, most students develop the behaviours that they need to be successful in their future careers
- Leaders have focused effectively on ensuring that the College ethos is based on careers not courses. Students receive impartial careers advice and guidance that is effective in helping them make informed decisions regarding their future careers or further learning opportunities
- Almost all students, including a high proportion of those who have high needs, benefit from effective work-related learning and high-quality work experience activities. Students benefit from working in large organisations, such as the NHS and Manchester international airport. As a result, they gain valuable experience in areas such as customer service, working alongside colleagues and timekeeping skills. This prepares them well for sustained employment.

3.4 In line with the College's strategy, The Manchester College is an inclusive, non-selective college with a very high proportion of its students, particularly in the 16-18 age group, being from disadvantaged backgrounds. Key features of our student cohort are:

- The College's student cohort is in the lowest quartile of colleges based on Index of Multiple Deprivation 2015
- Almost three-quarters of students reside in deprived postcode areas
- The proportion of students in the 16-18 age group joining the College in 2019/20 with A*-C/9-4 in GCSE English and maths was 15 pp. below the national average
- The College is also one of the most ethnically-diverse in the country, with the majority of students in both age groups belonging to BAME groups
- In 2019/20, the College had some 5,200 16-18-year-old students (approximately 46% of the student population), accounting for over 18,500 enrolments, who studied courses from pre-entry to level 4
- The 16-18 cohort comprised 47% female students, 53% male students
- 16-18 students from BME backgrounds represented 52% of 16-18 students; 29% of 16-18 students declared a learning difficulty or disability, a significant increase on previous years
- 45% of 16-18 students studied level 3 qualifications
- Adult students represent the largest proportion of the College's student cohort with 6,220 students on adult learning programmes in 2019/20, representing 54% of students and totalling over 17,600 enrolments
- The majority of adult students (61%) are female and this proportion has increased over each of the previous 3 years

- 60% of adult students were of BAME heritage, 71% are from deprived post codes, and 20% declared a disability.

3.5 The LTE Group and The Manchester College are proud of the fact that despite being a non-selective college, student outcomes at The Manchester College have been improving year on year since 2016 and are now amongst some of the highest rates in the country notably the College is currently:

- Ranked number 1 nationally for Adult Basic Skills achievement, in the National Achievement Rate Tables (NARTS) (DfE)
- Ranked number 1 in GM for 16-18 achievement
- Ranked number 1 in GM for Adult achievement
- Ranked number 1 in GM for all age achievement
- Ranked number 12 nationally for 16-18 achievement
- Ranked number 17 nationally for adult achievement
- Ranked number 11 nationally for all age achievement
- No 1 in GM for Progress in Technical Qualifications (DfE Progress Measures)
- Ranked number 2 in GM for student progress in Applied Generals (DfE Progress Measures)
- Ranked number 2 in GM for student progress in Maths (DfE Progress Measures)

These very high levels of achievement demonstrate the College's ability to overcome disadvantage and help students from all backgrounds to succeed.

4. Update on performance against 'College 2020 Strategy'

- 4.1 The College's 2020 strategy outlined two key propositions 'Be Amazing' and 'Careers not Courses', and set ambitious targets for the College to go beyond the delivery of excellent qualification outcomes for students, and deliver curriculum that is co-created, co-delivered and co-branded with employers in all sectors, guaranteeing a minimum of two weeks external work placement for all L2 and L3 vocational students, with 25% of 16-18 year olds on employer led programmes with a 40 day industry placement.
- 4.2 A cornerstone of the College's 2020 'Be Amazing' strategy focused on 'Careers not Courses' outlining the College's ambition to shift the culture from one of support, to a healthy balance between support and challenge for colleagues and students. The 'challenge' component of the strategy was getting students to think beyond the next steps of their education and instead to focus on their ultimate career ambitions so that the College could proactively help them achieve their aspirations.
- 4.3 From a standing start back in 2016, the College now has over a thousand partnerships, covering every subject area, with employers across Greater Manchester and the North West, and with these employers saying that 9/10 of the College's students are ready for the workplace. These relationships have led to the College running courses that are co-developed and co-delivered with employers, aligned to the skills needs of Manchester and meeting

employer need, and have enabled the College to launch its Vision 2025 strategy that will see the launch of both Centres of Excellence and Industry Excellence Academies where students will have even better opportunities to prepare for a future career.

4.4 As part of this strategy the College will also discontinue its small A-level programme in 2021.

4.5 The College has delivered on its College 2020 ambitions, with key achievements as follows:

- In 2018/19 (pre-Covid) The College delivered 2 week work placements to over 3,500 16-18 year olds and 20% of the national target for 40 day industry placements
- In 2019/20 over 25% of 16-18 year olds are studying on fully co-created, co-branded and co-delivered curriculum
- In 2019/20 the College won two AOC Beacon Awards the JISC Award for Technology – for the impact our Assistive Technology strategy has had on the employment and life outcomes of High Needs students and the Careers and Enterprise Company Award for the impact our ‘Careers not courses’ strategy has had on the destinations of students and the employers we work with
- Over the life of the strategy the College has developed 30 fully co-created programmes, which are now subject to a sharing practice project with DfE
- TMC’s T Level Action Plan has been identified as best in class nationally by ESFA
- Governors have invested 4% of College pay budget in employability professionals
- As part of our 2020 and Vision 2025 strategies the College has made the ‘Dual Professionalism’ guarantee to staff – A ‘Back to the Floor’ commitment of 5 days or more for staff to undertake industry placement activity
- The College now has widespread employability mentoring across its 16-18 cohort and volunteering from BW3, PwC, EY Ambassador and One Million Mentors
- TMC became the first College in GM to achieve all Gatsby Benchmarks
- In all sectors the College has established sector specific Employer Advisory Boards bringing industry and curriculum together to co-design curriculum
- In 2020 TMC was shortlisted for TES Awards in the FE Leader of the Year Award and Careers and Employability categories
- In 2021 TMC is shortlisted for Educate North Awards in the FE College of the Year, UK Leadership Award, Student Experience – for how ‘The Deal’ supports employability, Innovation Award - for a digital delivery project categories.

4.6 Perhaps the most important impact of the College’s 2020 strategy is the impact on destination outcomes. In 2019 (pre-Covid), destinations to sustained employment directly from L3 technical curriculum increased in key sectors for Manchester and Greater Manchester. Previously destinations

directly to employment had been as low as 5-8%. These rates increased in key sectors to:

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

5. 'College Vision 2025 Strategy' and associated curriculum strategy

5.1 The College's Vision 2025 Strategy aims to build on the successes and achievements of the College 2020 Strategy and move the College towards its ambitious vision to become 'The number 1 College for Technical Education and Employment'. Embedded within the Vision 2025 Strategy the College has initiated development of a new curriculum strategy.

5.2 The key drivers of our 'compelling case' for both this ambition and the underpinning elements of the strategy can be summarised as:

- National policy on technical education
- National productivity challenges
- The Local Industrial Strategy
- The Greater Manchester Strategy
- Manchester's Work and Skills Strategy and ambition for 'Inclusive Growth'
- The economic, education and health performance data for Manchester communities
- The starting points and economic prospects of students and our mission to connect them to high value employment and ensure they are part of Manchester's continued growth
- The skills shortages of key employers in key growth sectors within the city and city region.

5.3 The following are the key strands and enabling projects of the TMC Curriculum Strategy:

- **Establishing Industry Excellence Academies** – Including T Levels, 40 Day Industry Placement entitlement and Sponsored Programmes
- **Establishing Centres of Excellence** – developing technical education provision to ensure all students have an initial entitlement of 2 weeks external work placement with an ambition to progress to industry placements for all
- **Establishing Community Hubs and further improving our foundation learning entitlement** - including transition year, ensuring sector-based foundation curriculum and broader engagement curriculum (including schools transition)
- **Further aligning and developing the adult skills offer to key growth sectors and skills shortages**
- **Re-aligning the Curriculum Support Entitlement**
- **Establishing Employer Hubs** – Transitioning from Employer Advisory Boards to long term, engaged co-creation and applied research relationships with employers

- **The Centres of Excellence Property Strategy.**

- 5.4 The College Vision 2025 Strategy will deliver two key entitlements for students, one contained within our Centres of Excellence and the second within our Industry Excellence Academies.
- 5.5 Centres of Excellence students will study a broad range of courses and develop the skills and gain the qualifications to take the next steps in their career. Industry Excellence Academy (IEA) students will benefit from a programme of study that is co-created, co-delivered and co-branded 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 industry practitioners delivering lessons, industry mentors and a 40-day industry placement. Our current employer sponsored programmes and T Levels will sit within the IEA. Prior to the Covid-19 lockdown, 268 Industry Placements were live and 2,049 work placements had already taken place across a range of sectors.
- 5.6 As members will be aware, The LTE Group/The Manchester College is now well underway with its generational physical transformation of its estate to ensure the Vision 2025 strategy is underpinned by industry standard facilities. The LTE Group's investment represents the largest single investment (£139m) in post-16 skills in Manchester by a single group, transforming the estate in order to provide high quality teaching and learning environments and deliver the skills strategy.
- 5.7 The estate's transformation and College strategy respond directly to the changes and challenges the city faces: such as population growth; the emergence of new types of jobs in new sectors; aligning the transport infrastructure to skills needs; changes in housing and planned investment in key parts of the city; and the move to a zero carbon economy. These have all been factors which have shaped The Manchester College and UCEN Manchester's new estate and curriculum strategies through a different delivery model with better access through Neighbourhood Learning Hubs and grouping curriculum into the specialist clusters of Creative and Digital; Health and Wellbeing; Construction and Logistics; and Business, Financial and Professional.
- 5.8 The projected impact by 2030 responds to all aspects of the Our Manchester Strategy. Focussing on higher level skills, this investment aims to close the resident wage gap, increase the number of local people in new jobs created in the city with one million Mancunians upskilled in the investment lifespan. It is projected that there will be a 23% growth in higher skills with clear pathways to higher education and an offer that will be employer co-designed and delivered with a focus on future jobs, with the ultimate 2025 ambition for the College to be the number one provider of technical and vocational training in the North West.
- 5.9 This infrastructure project for further education has major implications for the economy of GM and Manchester, focusing on key priority skills areas such as Creative and Digital; Health and Wellbeing; Construction and Logistics; and

Business, Financial and Professional Services. Our delivery model will reduce our GM carbon footprint by 50%, have the capacity to respond to 20% population growth with an offer that will focus on future careers, skills and lifelong learning. Learner volumes are ahead of plan to date and it is likely that demand will see the need for Phase 2 to be progressed in 2021.

5.10 Key benefits of this strategy are:

- Specialist Centres of Excellence and Industry Excellence Academies delivering work ready leavers with relevant work experience and higher GCSE attainment - increasing achievement and access to employment
- The 23% growth in volumes creates a higher output of qualified leavers providing the engine for productivity/social mobility within the City Region
- Students accessing our Basic Skills provision continues to increase. As the number one College in the country for student achievement in functional English and Maths, creating capacity for higher volume of students, will lead to a higher skilled workforce in English and Maths
- Greater capacity and appropriate facilities for the delivery of T Level qualifications at the College post September 2021
- The capacity to build further relationships with new employers, developing employer hubs where industry practitioners work alongside students to meet sector challenges, building on the relationships we currently have with over 1,000 employers
- More students leaving with the skills and qualifications that businesses really want, to get more of them to progress to study at L4 and 5 and into better-paid jobs
- Employer partnerships that support progression and skills development in work, increasing employer sponsored programmes, increasing student volumes on the T level occupational routes and on 40 day industry placements
- Community Hubs that provide specialist transition support for young people in low participation communities and those most at risk of NEET by continuing to increase the quantity and quality of English and Maths qualifications for those who have not yet achieved a L2 qualification
- Person centred support that will provide opportunities to access employer focused curriculum for those Greater Manchester and Manchester young people in the highest risk categories, including young people with SEND and young people vulnerable to extremism and gang related activity
- Supporting the GM Local Industrial Strategy in its ambition to be at the Centre of the Fourth Industrial Revolution by increasing the volumes of 16-18 year olds and adults progressing to higher level study and or into work, in Creative and Digital Industries
- Employer partnerships that support the growth of a Dynamic City Centre and contribute to the digitisation of low productivity industries by increasing GM resident participation and destinations in priority areas such as cyber security, digital analysis, ethical hacking etc
- An offer that supports the GM Industrial Strategy's ambition to create the largest Digital and Creative cluster outside of the South East and it's ambition to create Dynamic City Centres through the development of arts and culture and developments such as The Factory by growing and

developing the number of Manchester 16-18 year olds and adults, accessing TV and Film Production at the Manchester Film School, Acting and Performance at The Arden school of Theatre and Contemporary Arts Curriculum in the school of Visual Arts

- Increased opportunities for Manchester adult residents to take part in the expansion of Arts and Culture and the growth of Dynamic Cities by increasing the volumes of Manchester residents accessing short transition courses and progressing into higher study or work in Performing, Creative and Contemporary Art Practice. In addition to creating bespoke short intervention solutions for Creative and Digital industry employers to address productivity challenges and skills gaps and provide opportunities for non-creative industry employers to access digital solutions through the development of employer partnership hubs.

6. Learner outcomes performance 2019/20

6.1 Due to the Covid-19 pandemic, the 2019/20 FE student outcomes consist mostly of centre-assessed grades and results determined by teachers and moderated through a series of achievement boards. However, results in 2019/20 are consistent with a four year upward trend of improvement in almost all areas of the College's learner outcomes data. Key points to note are:

- TMC Achievement rates increased for all student age groups for the third consecutive year with all rates now above the 90% mark
- Achievement rates for 16-18 students now sit at 90.9% and 7.5 percentage points (pp.) above the most recent national rate
- For adults, achievement increased to 94.7% and 4.4pp. above the national rate
- With one exception, all levels of study remain above their corresponding national rates
- College achievement rates improved further for the majority of qualification types and are at or above the national level for both age groups for the significant majority of qualification types
- A level achievement remains significantly below the national rate. This is due largely to the decline in retention over two years on the now linear A levels compared to separate retention measures on the previously one-year modular AS and A2s. However, the protracted effort to improve A level provision finally bore fruit in the form of significant improvement in both the pass rate (100%) and high grades (39%, up +15pp.)
- Achievement remains stronger than the national rate for level 3 diplomas, the gateway to university and good career opportunities for most vocational students
- GCSE English and mathematics grade 9-4 (previously, A*-C) and grade 9-1 achievement rates increased for 16-18 and adult groups and now show a three-year trend of improvement. High grade achievement for both subjects and ages is now above the national rate
- The already high functional skills achievement rates improved further at most levels for both age groups, particularly so for 16-18 students at level 2 English and for adults at level 2 English and level 1 and 2 mathematics.

Functional skills achievement rates continue to be much higher than the national rates for these qualifications and achievement rates in ESOL continue to be exceptionally high

- Achievement rates for 16-18 students with free school meals entitlement remained constant in 2019/20, and rates for looked after children and care leavers, remained above the College rate
- External value-added measures provide an indication of the progress students make during their course (or the distance travelled). Having positioned the Alps system at the centre of our efforts to focus teachers much more strongly on students' progress throughout 2017/18, we built on this with an even stronger performance in 2018/19 and consolidated this in 2019/20
- The outcome is improvements in the majority of vocational Alps grades, with the BTEC (2010 suite) grade 3, which is probably regarded as the most significant external measure of student progress by most Ofsted inspectors and other external agencies, again placing TMC in the top 25% in the country
- The proportion of students achieving high grades is strong at level 3 with an increase from 59% to 62% in 2019/20, including an increase from 81% to 88% in high grade achievement across extended diplomas
- In 2018 the College redefined its English and maths strategy. We operate a differentiated model for 16-19 study programmes, based upon highest prior attainment at entry, ensuring positive progress at the end of key stage 5 (KS5). DfE performance measures for 2018/19 indicated that progress in both English and maths has continued to improve on previous years
- Outstanding pastoral support enables 16-19 study programme students to progress. MiDES progression reports show the College's internal progression rates to be above the national average
- After leaving the College, the large majority of students contacted through extensive destinations surveys progress onto positive destinations. In the most recent survey, of those available for work, only 3.5% of 16-18-year olds, and 5.7% of adults were unable to find sustained employment.

7. In-year learner progress 2020/21

- 7.1 The academic year 2020/21 has seen significant disruption due to the Covid-19 pandemic with students following a blended learning model between September- December 2020, following a period of remote delivery between March and July 2020 for students on 2 year programmes. The third national lockdown has further exacerbated this situation, with the majority of TMC students following a remote delivery model from January through to March 2021 (at the earliest). Appendix 2 describes The Manchester College's approach to the delivery of learning and student support through this period.
- 7.2 During the period between September 2020 and December 2020, when the majority of students accessed face to face learning, the control measures in place at the College were instrumental in reducing any further potential disruption caused by on-site transmission and the subsequent need for self-isolation. During this period the College maintained 2 metres social

distancing, going beyond the government guidelines and as a result had no incidents of on-site transmission and a positive case to self-isolation ratio of 1:1. This has ensured that no student has suffered any further excessive disruption to learning than that caused by periods of government instructed remote and blended delivery models.

- 7.3 The Manchester College has implemented a 6 week cycle of review for planning and sequencing curriculum and addressing progress and attendance through 'catch-up' and 'booster' methodologies. As a result student attendance is currently 1.25% higher than 2019/20 and ALPs progress in A Level, BTEC, Foundation Diploma, CACHE, UAL and Access to HE qualifications are at or above the rates in 2019/20.

8. FE policy and future strategic challenges

- 8.1 On the 21st January 2021 the Government published its skills white paper 'Skills for Jobs: Lifelong Learning for Opportunity and Growth'. The LTE Group and The Manchester College are currently reviewing the implications of the white paper and a number of associated consultation documents.
- 8.2 Directionally, however, the White Paper is largely consistent with the direction of travel outlined in the College Vision 2025 Strategy and key elements of the TMC Curriculum Strategy. The paper aligns particularly well to:
- The Manchester College and LTE Group's People Strategy
 - The Manchester College and LTE Group's Property Strategy
 - The Manchester College Curriculum Strategy; including the Centre of Excellence and Industry Excellence Academy entitlements, the increased focus on co-created curriculum with employers as partners and the development of Employer Hubs
 - The Manchester College's re-alignment of its adult curriculum
- 8.3 However, there are a number of challenges that could be created by the outcomes of the detailed consultation opportunities associated with the paper. These are:
- The impact of new funding mechanisms – particularly the focus on payment on outcomes and the funding balance between AEB and L4/5 provision
 - The impact of curriculum reform, particularly concerning value judgements placed on levels of curriculum
 - Accountability structures and the potential for disruption to leadership and management structures, and existing successful partnerships with regional and local authorities including MCC, the CA, the LEP and the ESAP.
- 8.4 On all of the areas above, The Manchester College and LTE Group will seek to work with MCC and GMCA to respond to each consultation in the best interests of the city and city region.

- 8.5 The key focus for The Manchester College going forward largely aligned to this new policy will be to support the recovery of the Manchester City Economy and the subsequent continued growth. The launch of the National Skills Fund will enable the College to provide the much needed increase in higher level skills to meet these challenges, alongside the foundation learning offer delivered through its AEB funding. We anticipate that as L3 and above participation in technical education rates recover, in addition to the growth in 16-18 students and T'levels, the additional capacity TMC will need to provide totals between 12-15%.
- 8.6 In the next decade the number of 16-18-year olds who will leave the schools system needing higher level skills or education will increase by 26%. The Manchester College's Strategy is fully aligned to meeting the needs of employers and connecting students to growth opportunities and the LTE Group's estates transformation strategy aims to meet this increasing demand through a 2 phased development. Phase 1 is well underway and on track to complete by 2022.

9. Recommendations

- 9.1 Members are asked to consider and comment on the information in the report, noting LTE Group and the College's suggestion of a collaborative response to the consultations associated with the FE White Paper and the LTE Group's commitment to progressing Phase 2 of its Estates Transformation Strategy.