

Manchester City Council Report for Information

Report to: Economy Scrutiny Committee – 10 February 2022

Subject: LTE Group Update
The Manchester College Strategy and Performance Update
LTE Estates and infrastructure programme
Total People apprenticeship provision

Report of: Lisa O'Loughlin, Principal and Deputy Chief Executive: The Manchester College/LTE Group
John Thornhill Chief, Executive LTE Group

Summary

This paper provides an update on three key areas:

1. 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 2021.
2. Progress update and next steps on LTE Group estates and infrastructure plans including site disposals
N.B. Some short video links embedded for members who could not attend official openings.
3. Progress on apprentice provision via Total People.

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, LTE Group's commitment to progressing Phase 2 of its Estates Transformation Strategy and the risk of less capacity than needed for places from 2024. Members are also asked to note the ongoing impact from Covid on apprentices achieving qualifications.

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 and our Assistant Principal for Auto, Construction, Engineering and Logistics sits on the GM Mayor's Retrofit Taskforce, leading the GM College's sub-group.

Our Manchester Strategy outcomes	Summary of how this report aligns to the OMS
<p>A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities</p>	<p>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, is the number 1 College for Technical Education in the city and the city region and is the largest provider of T Levels in the city.</p>
<p>A highly skilled city: world class and home grown talent sustaining the city's economic success</p>	<p>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 approximately 34,000 qualification aims each year, with 96% of its students progressing to a positive destination in further study or work.</p>
<p>A progressive and equitable city: making a positive contribution by unlocking the potential of our communities</p>	<p>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. Almost 75% of Manchester College's student population are from widening participation postcodes, the majority of students are from ethnically diverse communities and only 36% of 16-18 entrants in September 2020 had grade 4 or above in GCSE English and maths compared to 52% nationally. Very high proportions of learners achieve and positively progress within the college regardless of starting point. The college is ranked number 1 in GM (at the last publication of National Achievement Rate Tables (NARTs)) for student outcomes and MiDES data 2021 shows that the college's learners achieve well ahead of their peers in other GFEs.</p>

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.

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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.

- MiDES Data 2020/21
- The Manchester College learner outcome report 2020/21
- LTE Group Inspection Report 2019

1.0 Introduction

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 2021. Key areas covered in the report are:

- Context and current Ofsted profile
- The Manchester College's engagement with Ofsted since 2019 (its last full inspection)
- The Manchester College's Learner Cohort
- The impact of the Manchester College's 2020 Strategy on the lives of Manchester residents
- The Manchester College - 'College Vision 2025 Strategy' and associated curriculum strategy
- The Manchester College - Learner outcomes performance 2020/21
- The Manchester College – In-year learner performance 2021/22
- Total People - 2025 Strategy and Manchester Learner Performance 2025
- Total People – Learner Cohort
- The LTE Group/Manchester College - Transformational estates strategy
- Skills policy and future strategic challenges

2.0 Background

This report was last received by the committee in February 2021.

3.0 Main Issues

3.1 Context

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, delegated responsibility for quality improvement and assurance across the LTE Group sits with Lisa O'Loughlin (Principal and Deputy CEO). 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 (TMC) and Deputy Chief Executive (LTE Group), 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 the Group's wholly owned subsidiary company Total People.

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 (PIAP), previously reported to the committee in 2019 to address every area for improvement identified in the previous 2017 inspection.

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.

The College will enter year 4 of a 5 year inspection cycle in September 2022, however since 2019 it has continued to engage with Ofsted through Covid monitoring visits, pilot inspections and national surveys since then and has had an engagement with Ofsted every year since its last full inspection.

3.2 TMC Engagement with Ofsted since 2019 Monitoring Visit – Covid Impact 11 November 2020

In common with most colleges, The Manchester College had an interim visit from Ofsted during the first year of the pandemic to explore how successfully the College was continuing to safeguard its students and provide effective, online teaching, learning and assessment. The visit was very positive and inspectors' feedback acknowledged that we had managed the transition from campus-based to online learning well, quickly adjusting curriculum priorities and providing swift and comprehensive CPD to develop our teachers' confidence and skills in teaching online. They praised the introduction of 6-weekly curriculum reviews to help keep students on track and the comprehensive and detailed strategies we developed to keep learners safe

during covid restrictions, with students, especially the most vulnerable, and staff being contacted regularly to discuss their wellbeing.

Education Reform Pilot Inspection July 2021

In line with the Governments Skills and Post-16 Education Bill 2021, and the new draft Statutory Guidance for Further Education Colleges with regard to their duty to meet local skills needs (will become a statutory requirement when the bill receives royal ascent in the spring term). Ofsted has been working to determine how to perform its new role in making a judgement about the effectiveness of colleges in meeting local skills needs. As such Ofsted selected The Manchester College as one of a small number of colleges inspectors wanted to visit to help them develop, at request of the DfE, a more extensive approach to evaluating how successfully colleges have aligned their curriculum to the needs of the local economy and inform the development of appropriate outcome measures. Although this was not a full or graded inspection, informal feedback from inspectors was positive, particularly with regard to the Manchester College's curriculum strategy, its partnership with employers, its work to embed Industry Placements and develop institutional learning ahead of the implementation of T Levels.

T Level Survey February 2022

The College has also, subsequently, been selected by Ofsted to form part of its national survey into the early delivery of T level qualifications. The survey has been commissioned by the DfE and is intended to gain an understanding of how T Levels are being taught and establish how they can be made even better for students, colleges and employer partners alike. Inspectors will be looking at how the College is delivering T Level programmes, how we are working with employer partners, how we are teaching course content and our students experience of T Levels so far. The first visit is scheduled for the first week of February 2022, with a follow up visit in approximately one year's time. We are not anticipating direct feedback, but the findings will be incorporated into summative national reports likely to be published in September this year and next.

3.3 The Manchester College's Learner Cohort

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 2019
- Almost three-quarters of students reside in deprived postcode areas
- The proportion of students in the 16-18 age group joining the College in 2020/21 with A*-C/9-4 in GCSE English and Maths was 16 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 students of diverse ethnicities
- In 2020/21, the College had some 5,300 16-18-year-old students (approximately 47% of the student population), accounting for just under 20,000 enrolments, who studied courses from pre-entry to level 4
- The 16-18 cohort comprised 46% female students, 54% male students
- 16-18 students from students of diverse ethnic backgrounds represented 54% of 16-18 students; 77% resided in deprived postcode areas; young people in care and recent care leavers represented 10% of the cohort, a larger proportion than in previous years; 25% of 16-18 students declared a learning difficulty or disability
- 44% of 16-18 students studied level 3 qualifications
- Adult students represented a slightly larger proportion of the College's student cohort with just over 6,000 students on adult learning programmes in 2020/21, representing 51% of students and totalling almost 21,000 enrolments
- The majority of adult students (59%) are female though this proportion is lower than the previous year following an increasing 3-year trend
- 58% of adult students were from diverse ethnic backgrounds, 69% resided in deprived post code areas, and 12% declared a learning difficulty or disability.

3.4 The impact of the Manchester College's 2020 Strategy on the lives of Manchester residents

In 2020 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.

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.

From a standing start 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.

As a result of this strategy 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. The LTE Group and The Manchester College are proud of the fact that despite being a non-selective college, the college successfully delivered its 2020 Vision and is achieving exceptional outcomes for learners. This can clearly be evidenced by the college's position nationally in the last published data set pre the Covid-19 pandemic:

- 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. In addition to delivering excellent learner outcomes, the other key 2020 strategy achievements are 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 20/21 over 30% 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 the 'Careers not Courses' strategy had on the destinations of students and the employers
- 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 and has established sector specific Employer Advisory Boards bringing industry and curriculum together to co-design curriculum in every sectoral area
- In 2021 the College won the TES award for Careers and Employability

- In 2021 the College was awarded the Queen's Anniversary Trust Prize for the success of its 'Career not Courses' strategy and the impact on learners' lives

Perhaps the most important impact of the College's 2020 strategy was 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%

3.5 The Manchester College - 'College Vision 2025 Strategy' and associated curriculum strategy

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.

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.

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.**

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.

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.

3.6 The Manchester College - Progress against the Vision 2025 Curriculum Strategy

Industry Excellence Academies and T Level Implementation

Industry Excellence Academies are now well established at the Manchester college in the following sectors:

- Automotive Construction, Engineering and Logistic – Openshaw Campus
- Sport Health and Wellbeing – Openshaw Campus
- Creative and Digital Industries – Opening at City Campus Manchester in September 2022, but already well established from a departmental structure and curriculum entitlement perspective
- Service and Retail Industries – Harpurhey and Wythenshawe Campus

In each of these Industry Excellence Academies students benefit from a curriculum co-created and co-delivered with employers and all have a 40 day Industry Placement. Currently over 35% of 16-18 students at The Manchester College are in the Industry Excellence Academy and have very attendance, with IEA attendance at 88% and T Level attendance well above 90% on all programmes. On all T Level programmes, though it is early in the academic year, all students are making good progress and placements are well on track

to be 100% achieved by the end of the year. Current placements completed or in-placement are 43% for T levels and 52% for transition students.

As part of the Curriculum Strategy associated with the College's Vision 2025 Strategy the college was successful in 2019 in gaining approval to run the following T Levels from September 2022: Construction, Education and Childcare, Health & Health Science and Digital T Levels along with corresponding Transition courses. There are currently over 300 students enrolled across these programmes.

Industry Advisory Boards across all areas, have informed a range of decisions regarding T Level delivery, from aspects of delivery to CPD for staff. Working in partnership with employers the college has successfully gained employer commitment with endorsed T Levels in three of the current four routes and has a range of employer partners for all routes:

- Construction Route – Kier Construction
- Digital Route – Lloyds Banking Group and Silverchip
- Health and Science Route – HHS and Manchester University
- Education and Childcare Route – Multiple employer partners

In 2022/23 the college has been approved to build on its T Level and Transition offer in the following areas:

- Business and Administration Route
- Engineering and Manufacturing Route
- Hair and Beauty Route
- Catering and Hospitality
- Creative and Design Route
- Agriculture, Environmental and Animal Care
- Additional aspects of the Digital Route

Whilst formal T-level and transition programmes have only been in place since September, student performance to date is very positive. Pre entry summer schools, combined with initial advice and guidance, have ensured that students could make fully informed choices about what was right for them, and their future intended destinations. Retention on all of these programmes is very high and in most cases at 100%, similarly attendance is incredibly high and above 90% on all programmes.

To date, most students across the T-level and Transition programmes are making good progress and feedback from employers, suggests that we are effectively supporting students not only academically, but pastorally and in relation to clearly defined employability targets.

3.7 The Manchester College - Learner outcomes performance 2020/21

Due to the Covid-19 pandemic, the 2020/21 FE 16-18 student outcomes consist mostly of centre-assessed grades and results determined by teachers and moderated through a series of achievement boards. For adults though,

centre assessed grades were used for some qualifications, 95% of The Manchester Colleges adult learners studied qualifications that remained examined and were subject to qualification reform (i.e. raising the expectation of examined and assessed subject knowledge/content). However, results in 2020/21 remained strong for both 16-18 and adult learners with 16-18 learner outcomes improving for a third consecutive year. Key points to note regarding 2020/21 student outcomes at The Manchester College are:

- Due to the Covid-19 pandemic the 2020/21 FE 16-18 student outcomes mostly consist of teacher-assessed grades and results provided by teachers and moderated through a series of achievement boards
- Achievement rates increased for 16-18 students for the third consecutive year and now sit at 91.8% and 8.4 percentage points (pp.) above the current national rate
- However, unlike 16-18 provision, a very large proportion (95.2%) of adult qualifications were non-adapted, such as functional skills qualifications, and technical, license to practice qualifications. As such, teaching and learning, preparation for examination and examinations, which had to be deferred on numerous occasions, were significantly impacted by periods of lockdown
- Adult achievement rates remained high at 92%, 2ppts above the national rate. Though this represented a small decline on previous years' results, this was largely due to two factors: firstly the impact of the Covid pandemic on adult engagement and the particular strain put on adults in terms of childcare, parental care and increased working pressures; and secondly the impact of qualification reform on 95% of adult qualifications delivered at The Manchester College, which retained examinations, many of which had a more challenging curriculum content and examination papers, as their final assessment method rather than teacher assessed grades
- The strength of the continuing improvement for 16-18 students is largely due to achievement rates at entry level and level 1 sitting well above national rates and a significant improvement in achievement at Level 2, which increased by 3ppts on the previous year and Level 3 which improved by 2 ppts on the previous year. In addition, achievement rates at level 2 have increased for the past three years and are now 6.6pp above the national rate
- Achievement rates for students with high needs increased by 1pp in 2020/21 and their overall achievement exceeds the overall college achievement rate by three percentage points
- 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

- Functional skills, as described above were subject to significant reform and are now a much more difficult qualification to achieve. As a result of this and the context of Covid 19, achievement rates saw a decline in level 1 and 2 English and level 1 mathematics for both age groups. Nationally, achievement rates for these qualifications declined dramatically in the same period, with the resulting effect being that The Manchester College's results for these qualifications are still significantly ahead of the all GFE rates by between 19 and 65pp
- Achievement rates in ESOL continue to be exceptionally high
- Achievement rates increased by 5pp in 2020/21 for 16-18 students with free school meal entitlement and by 2pp for looked after children. Both achievement rates are also above the college rate for 16-18 students
- Achievement rates for female and male 16-18 students with Caribbean or White and Black Caribbean heritage continue to sit significantly above the national level
- Achievement rates for 16-18 female and male students with dyslexia have improved further and now sit above national comparative rates
- Achievement rates for 16-18 students with free school meal entitlement, looked after children, and care leavers, are in line with, or exceed, their peers
- Student progress on all qualifications measured by Alps was very good to excellent, with the exception of subsidiary diplomas
- High grade achievement on BTEC qualifications improved slightly and remain very high, especially at diploma level
- Achievement of high grades on Level 3 non-Alps provision (184 students), improved by 5%, and at 60% is strong.

Since March 2020, the College has continued to work with and address the challenges of the cohort it serves within the context of the Covid-19 pandemic. Whilst there are no current full, nationally published data sets for 2020/21, it is possible to provide some indication of the continued strength of the College's student outcomes by reference to data from MiDES ILR R14 2020/21 (based on 235 colleges / >90% of colleges).

This comparator data shows The Manchester College to be well ahead of the GFE average in both retention, pass rate and achievement, as follows:

Retention

- 2019/20: 16-18 All GFEs 93.5%, TMC 93.7% (+0.2pp.); adults All GFEs 95.0%, TMC 96.7% (+1.7pp.).

- 2020/21: 16-18 All GFEs 93.2%, TMC 94.9% (+1.7pp.); adults All GFEs 94.5%, TMC 95.2% (+0.7pp.).

Pass rates

- 2019/20: 16-18 All GFEs 92.2%, TMC 96.6% (+4.4pp.); adults All GFEs 92.4%, TMC 96.0% (+3.6pp.).
- 2020/21: 16-18 All GFEs 91.5%, TMC 96.9% (+5.4pp.); adults All GFEs 92.6%, TMC 96.6% (+4.0pp.).

In addition, this comparator data shows that learners studying English and maths at The Manchester College, do well relative to their peers in other GFEs in English and maths, despite having much lower academic starting points:

- Whilst Manchester schools English and maths GCSE results have been improving, attainment on entry remains well below the national rate for TMC learners – only 36% of 16-18 entrants in September 2020 had grade 4 or above in GCSE English and maths compared to 52% nationally, leading to TMC being ranked 216 out of 235 college, for the starting points of their learners.

Despite this, GCSE English and maths 9-4 pass rates for these learners were well above the all GFE averages as follows:

- GCSE English 9-4 pass rates 45% TMC cf. 39% All GFEs (+6pp.). Average progress from Grade 3 0.32 at TMC cf. 0.12 All GFEs (+0.2)
- GCSE Maths 9-4 pass rate 41% TMC cf. 35% All GFEs (+6pp.). Average progress from Grade 3 0.15 at TMC cf. 0.15 All GFEs (same)

Learners at The Manchester College undertaking Functional Skills achieved significantly better than their peers in other GFEs, despite these qualifications remaining examined and the impact of functional skills reform, as follows:

- Functional Skills English: Entry Level TMC 100% cf. 81% All GFEs (+19pp.), Level 1 TMC 87% cf. All GFEs 61% (+26pp.), Level 2 TMC 83% cf. All GFEs 50% (+33pp.)
- Functional Skills Maths: Entry Level TMC 99% cf. 81% All GFEs (+18pp.), Level 1 TMC 85% cf. All GFEs 30% (+55pp.), Level 2 TMC 84% cf. All GFEs 19% (+65pp.).

3.8 The Manchester College - In-year learner progress 2021/22

The academic year 2021/22 continues to see significant disruption due to the Covid-19 pandemic. Whilst infection rates and on-site transmission of Covid 19 remain very low at the college and the vast majority of learning for this year has taken place face to face, the 2021/22 cohort of learners face significant disadvantage due to the legacy of the Covid-19 pandemic. In particular,

safeguarding concerns have increased and at Jan 2022 stand at a higher rate than the full year volumes in the years preceding the Covid 19 pandemic. In addition, the Omicron variant of the virus has impacted student attendance. Whilst pre-Christmas attendance at The Manchester College was the highest experienced for four years, January and February attendance has been significantly impacted by rising infection rates.

Furthermore, the impact of qualification reform presents further risk to student achievement in 2021/22. The shift to RQF quals has intentionally raised the bar, and Btec (2016) quals are significantly harder. In addition, use of teacher-assessed grades for the last two years has resulted in students having lower starting points than their qualification suggest. Therefore, the gap between where they are and what their target grade is, is significantly greater than previous years and equally students have very limited exam experience, confidence and capability, the majority having not sat formal examinations since year 6.

Despite these challenges, retention at the college remains at its highest in the last 3 years at 98%, Industry Excellence Academy and T Level students attendance is well above 90% in all areas and all Industry Excellence Academy students are on track to complete their Industry Placements.

3.9 Total People - 2025 Strategy and Manchester Learner Performance 2025

The academic year 2020/21 has seen significant disruption in apprenticeships and work-based learning due to the Covid 19 pandemic. Large volumes of apprentices were impacted in relation to accessing on and off the job training, functional skills assessments and EPA, all of which are fundamental parts of their apprenticeship standard. Current estimates are circa 100,000 apprentices nationally who cannot complete their qualifications due to delayed end point assessments (EPA) by awarding bodies.

Total People introduced a risk-based approach to continuing to provide learning and support to learners via online platforms and blended learning models, with on-site delivery maintained for the most vulnerable learners which was in line with government/DfE guidance. Blending learning models were implemented and delivered to cohorts of learners across all sectors focusing on skills, knowledge and behaviours to ensure engagement and progress continued throughout this period. This approach ensured that learners continued to progress and receive support from their learning coaches whilst restrictions to off and on the job training and EPA were in place.

All apprenticeship starts in 20/21 have been on apprenticeship standards, in response to the pandemic, there has continued to be changes to the funding rules, in particular End Point Assessment arrangements. Some government / DfE changes/ relaxations were introduced late in the year (second half) and as a result learners' progress and ability to complete their programmes were hindered further.

The whole apprenticeship sector has seen a reduction in apprenticeship starts of 6.9% August 20 to April 21 compared to the same time last year, However, Total People did see an increase in learner volumes in some specific key sectors, for example in custody and detention, childcare and health and social care environments.

In line with Total Peoples 2025 vision for GM and with the continued support and investment of the LTE group, Total People launched the new Bus & Coach and HGV engineering facilities for Apprentices in March 2021 at the Wythenshawe campus. Not only does the facility support current apprentices and employers, but in time will support new skills in green vehicle and electric vehicle technologies.

3.10 Total People - Learner Cohort

In line with Total Peoples strategy and 2025 vision to grow participation across GM. In 2020/201 Total People worked with 665 apprentices across the GM boroughs. Apprentices were from a range of sectors with the majority from professional services, healthcare and construction following apprenticeships standard from level 2 to level 5. This cohort comprised of 48% female learners and 52% male learners.

Apprentices from ethnically diverse backgrounds represented 15% of the cohort with 39% of learners living in the two most disadvantaged wards of GM. Of this cohort, 50% are studying at level 3 and above.

16-23 year olds made up 67% of the cohort with 67% of apprentices studying level 3 and above.

In 2020/2021 660 adult learners studied short AEB courses with Total People, the majority of adult learners (67%) are female and 28% are from diverse ethnic backgrounds.

3.11 The LTE Group - Transformational estates strategy

Members may recall that our original strategy for the City was to complete all works in one programme with a value circa £170m. Funded 70% by LTE Group and 30% through government grant. This original strategy would have brought all new facilities and capacity on stream for September 2022. Government capital grants (regional and national) at the outset were insufficient to match fund LTE's investment and LTE agreed to fund 80% for a first phase with a grant from GMCA and support from MCC.

This would then need a phase two scheme to deliver the capacity and vocational/technical skills need the city needs to meet population growth and the DfE national policy plans on qualifications such as "T" levels and Higher Technical Qualifications. In April 2021 DfE commenced a national grant programme for Further Education, LTE with endorsement from the Leader and Chief Executive of MCC applied to this scheme. Post April 2021 DfE issues changes to the rules for grant applications and capped the maximum amounts

and since then there have been further delays to decisions which will impact our plans for phase 2 and create a gap between capacity required to meet demands in the City and available places from 2024. Work with officers of MCC has commenced to understand the nature of this gap on both academic places and vocational/technical places.

Despite these headwinds our programme continues to progress well as follows:-

Capital Build Programme – Phase 1

The project is the largest co-created and co-funded project in the sector, in what is a funding collaboration between the LTE Group, Greater Manchester Combined Authority, Greater Manchester Local Enterprise Partnership and Manchester City Council, alongside commercial backing from Santander.

The estate's transformation has run in parallel to the College's curriculum strategy to 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.

City Campus Manchester

The flagship project, City Campus Manchester, is a brand-new £96m campus in Manchester City Centre, next to the Manchester Arena, which is now nearing completion with its specialist technical facilities for courses linked to the digital and creative sectors.

The project is progressing ahead of programme and is within the agreed cost plan, despite the challenges in supply of material and labour, and cost, brought about by Covid-19 and Brexit. Handover of the facility is anticipated to take place in the summer term 2022, with the first students welcomed to study there from September 2022. A transition plan to the new campus is underway working with schools and year 11 leavers, as well as students progressing within the College. This plan has seen engagement with schools and young people to raise awareness of the curriculum strategy and routes to specialisation, including T levels, as well as the amazing spaces from which this high-quality technical education will be delivered. It is anticipated that transition events will be able to take place within City Campus Manchester over the summer term so that students can familiarise themselves with the site, as well as the transport links.

City Campus Manchester has provided a real working environment for 12 of The Manchester College's students who are now in the second year of an Architectural, Construction & Engineering Scholarship programme with Willmott Dixon, undertaking to date 66 weeks of meaningful placement on the site. Willmott Dixon has provided 667 apprentice weeks on site and in November 2021 undertook tours of the site for 21 Year 10 pupils. Through a focus on local supply chain procurement, Willmott Dixon have exceeded its commitment to local expenditure and use of local labour.

Openshaw

As part of the strategy there has also been a £25m investment in renovating and expanding the Openshaw Campus, to provide new facilities for our students in Sport, Health and Social Care, Childhood Studies, Public Services and Construction & Engineering. This project was completed in September 2021, again on programme and on budget and the facilities are now being fully utilized by students.

Construction and Engineering

Students in our Industry Excellence Academy for Construction and Engineering are benefitting from purpose built practical areas for plumbing, electrical, carpentry, joinery, brickwork and plastering as well as a multi-skills area for joint projects. On the mezzanine level there is an electrical testing area, work bays for electrical, carpentry and joinery and break out teaching areas. There is a dedicated T Level area with classrooms that can be transformed into a conference space for employer sessions, dedicated workspaces and practical areas for each T Level route, cutting-edge BIM suites for learning the latest design techniques and an immersive tech lab where students will use virtual reality to learn skills such as welding. The construction sector is one of the fastest growing in Greater Manchester and this investment enables the College to match its provision with the needs of the economy.

Childhood Studies

New facilities for students in our Industry Excellence Academy for Childhood Studies include a fully equipped mock-nursery/early years setting with outdoor play area, a fully equipped baby room and a state-of-the art sensory room.

Health and Social Care

Students in our Industry Excellence Academy for Health and Social Care and students at UCEN Manchester have facilities that include a mock hospital ward complete with sector leading hospital beds, screens, chairs, bedside tables, PPE equipment, blood pressure monitors, a nursing station with computer, hand washing facilities and toilet, waste disposal bins and ceiling hoist. There is an infectious disease area which contains a hospital bed and associated PPE resources to facilitate barrier nursing. In addition, there is a Care suite with a lounge area, bedroom, kitchen and bathroom fully fitted with

assistive and adaptable fixed equipment (bed/bath) plus additional equipment such as ceiling hoist, walking frames, height adaptable chairs and tables, crutches and wheelchairs. The kitchen is stocked with adapted feeding equipment. As Health and Social Care is one of the largest sectors in the region and is rapidly growing, and demand only expected to increase, these facilities will enable the next generation of industry talent to hit the ground running when they enter the world of work.

Public Services

In our Centre of Excellence for Public Service students have access to new criminology facilities including a forensics laboratory, fully equipped with the latest technology for criminal investigation.

Sport

We have made significant investment in the facilities for our Centre of Excellence for Sport and Sports courses at the College/UCEN Manchester. This includes a fully equipped sports centre with a six-court multi-discipline indoor sports hall with viewing gallery, a media suite with a live link to the sports hall and match analysis capability, a 30-station gym, a strength and conditioning room, an aerobic/dance studio and two dedicated IT suites. All our other Openshaw students will also have access to the sports facilities and the Gym for enrichment. From Summer 2022 a full-sized, floodlit 3G full multi-sport pitch with home and away team changing rooms, direct access to the pitch and a seated spectator space will also be available.

The official opening of the Openshaw facilities has been universally well received by members, students, parents and employers and student numbers have grown quickly in line with expected demand. Tours of the new facilities at City Campus Manchester and Openshaw can be arranged for members of the Economic Scrutiny Committee. Additional resources showing the new facilities are accessible via the link below.

Additional Resources

[Building Industry Excellence | tmc.ac.uk](https://tmc.ac.uk)
[City Campus Manchester | Opens 2022 | The Manchester College - YouTube](#)
[Sport | New facilities now open | The Manchester College - YouTube](#)
[Health and Social Care | The Manchester College - YouTube](#)
[Gym Facilities | Now Open | The Manchester College - YouTube](#)
[Building Your Future | UCEN Manchester](#)

Wythenshawe and Harpurhey

The existing sites of Wythenshawe and Harpurhey will provide **routes into specialisation** at the Centres of Excellence. The learning hubs will deliver a complex transitioning and support service, supporting significant volumes of students at risk of becoming NEET and offer an engagement curriculum for harder to reach students. Pre-employment, IAG, as well as welfare, English/maths and work placements will be delivered. Curriculum at level 1/2 will be provided in Construction, Logistics and Motor Vehicle as well as Animal Care, Hair/Beauty/Hospitality and Travel/Tourism at Wythenshawe. T level

transition at level 2 and the T level routes at level 3 will also be delivered in hair, beauty and aesthetics and animal care and management. Investment in new facilities for hair and beauty and animal care will be completed at Wythenshawe in summer 2022.

Curriculum offer at level 1/2 will be provided in Hair/Beauty/Hospitality, Travel/Tourism and ESOL at Harpurhey. Investment in new hospitality production kitchens at Harpurhey was completed in summer 2021, with students there now operating the main refectory for students as a real working environment.

Capital Build Programme – Phase 2

In parallel to the publication of the White Paper Skills for Jobs: Lifelong Learning for Opportunity and Growth in January 2021, the Government also launched the Further Education Capital Transformation Fund (FECTF). The FECTF gave FE colleges the opportunity to bid to the Department for Education for investment in capital projects that address the upgrading of their FE estate. The LTE Group made an application for funding from this fund for Phase 2 of its estates strategy which was to replace its Shena Simon campus with an extension to the Phase 1 building at City Campus Manchester. The Phase 2 building would accommodate business, financial and professional services at a £46.8m build cost, with a grant request of £30.5m.

The application was approved in stage 1 of the process to progress to the next stage however the DFE advised that all progressing bids had to reduce the value of their schemes by 10% or be capped at £20m, whichever was the greater. The funding gap of £10.5m necessitated a redesign and a smaller phase 2 building. Given this smaller building would not be large enough to accommodate all the curriculum at Shena Simon, an alternative option is to retain part of the Nicholls campus until the remaining funding is secured to complete Phase 2. The DFE has delayed announcements on the outcome of the FECTF until Spring 2022, which presents some challenges. Under Phase 1, investment was planned at Shena Simon during summer 2022. Investment that would be abortive if the Phase 2 application was successful. The LTE Group has written to the Education and Skills Funding Agency to express its concern in relation to the delay.

The incremental demand posed by post Covid and post Brexit reskilling, increases in the post-16 cohort size and increased demand from 16-18 students who value the technical work-based curriculum, as well as the incremental demand for space from the Government's recently announced uplift to post-16 taught hours will add more demand in the City. This cannot be accommodated by displacing delivery to online and needs the extra space capacity. Whilst the Government is providing funding for upgrades to the further education estate nationally, as yet there has been no announcement to fund the capacity needed within post-16 education. The LTE Group/The Manchester College is working with the City Council on the post-16 capacity research underway currently to support the ask for funding from the Government to tackle the challenge of space need.

Progress with surplus site disposals

Members will recall that securing capital receipts from the disposal of vacated assets is a critical element of the LTE Group's financial plan to self-fund the majority of the investment in the new estate. Given the delay to grant decisions by DfE nationally, this has resulted in a need to spend £2.8m at our Shena Simon campus, an old, listed building not fit for purpose that we wish to dispose of. This increased cost, alongside a growing need for more capacity creates a much greater dependency on our remaining disposals to generate best value.

Where possible LTE Group has sought to generate a win win at each location to support other strategies across the City such as housing, health, transport, low carbon.

Progress on disposals is as follows:

- **Moston** – Acquired by social housing provider, One Manchester.
- **Harpurhey (AP)** – Acquired for community healthcare by Mosscafe.
- **City Centre surplus land** – Acquired by social housing provider, Clarion
- **Northenden Campus** – Acquired by Miller homes in partnership with social housing provider Wythenshawe Community Housing Group.
- **Fielden Campus** – nearing completion of a formal public tender process, more than a dozen bids received, formal review of the final three by end of March 2022. Bids being evaluated include continued educational use and residential use. The LTE Group will wish to secure best value from the disposal of a public asset to reinvest the capital receipt in the wider needs of the city. LTE is working with the City Council to generate a final proposal that works at the City level and the local level.
- **Welcomb Street** – Work is progressing to dispose of this site to support the need for light industrial capacity in East Manchester. Heads of terms have been agreed with an interested party for the disposal

3.12 Skills policy and future strategic challenges

On the 21st January 2021 the Government published its skills White Paper 'Skills for Jobs: Lifelong Learning for Opportunity and Growth'. Following this the DfE invited a number of colleges to be involved in closed consultation groups ahead of launching a formal public consultation in July 2021. In July 2021 the DfE also publishes its Statutory Draft Guidance for FE Colleges, Sixth Forms and Designated Institutions on how it will review the effectiveness of colleges in meeting local skills needs. It is expected that a mandatory duty to meet local skills needs will come into effect when the Education and Skills Bill receives royal ascent in Spring 2022. The LTE Group and The Manchester College are currently working closely with the DfE as part of its selected consultation group.

Directionally, however, the Skills Bill 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

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 lagged funding; possible focus on payment on outcomes; the revised approach to regional and institutional allocations through a 'needs based' approach and the funding balance between AEB and L4/5
- 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.

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.

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 is enabling 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%.

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 September 2022.

4.0 Recommendations

Members are asked to consider and comment on the information in the report:

LTE Group and the College's suggestion of a collaborative response to the consultations associated with the FE White Paper, LTE Group's commitment

to progressing Phase 2 of its Estates Transformation Strategy and the risk of less capacity than needed for places from 2024. Members are also asked to note the ongoing impact from Covid on apprentices achieving qualifications.