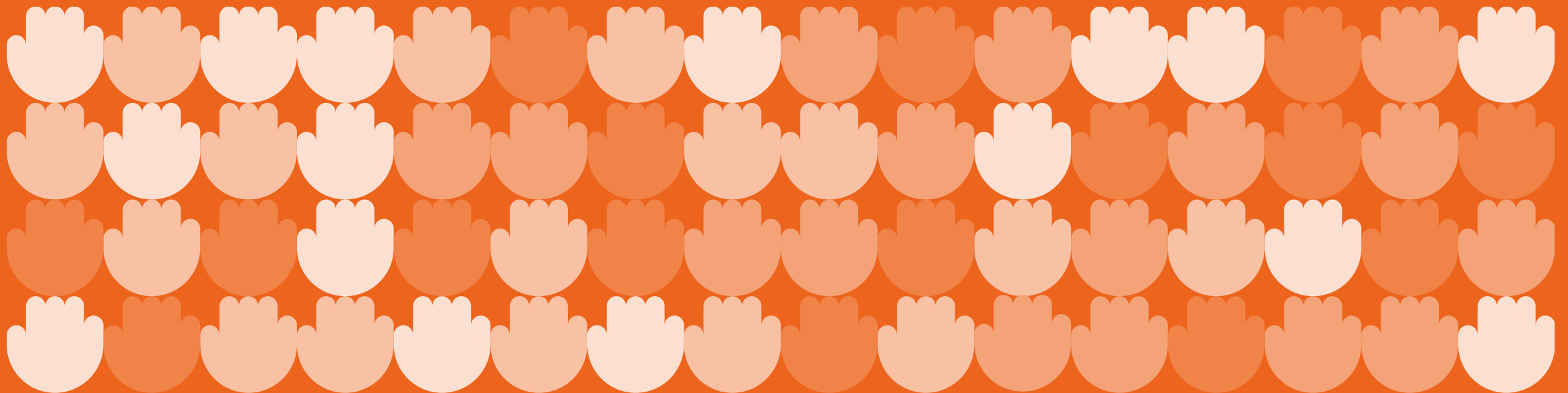


The Greater Manchester Baccalaureate



The university route is clearly set out, but what about technical education?

Introducing the Greater Manchester Baccalaureate (MBacc)



The Greater Manchester Baccalaureate will transform technical education in our city-region

- The Greater Manchester Baccalaureate (MBacc) is a mandate of the Mayor of Greater Manchester, Andy Burnham.
- It aims to grow the economy and help all our young people fulfil their potential through transforming technical education in our city-region by 2030.
- The Greater Manchester Combined Authority is working to deliver the 2030 vision in close collaboration with:

Schools

Colleges

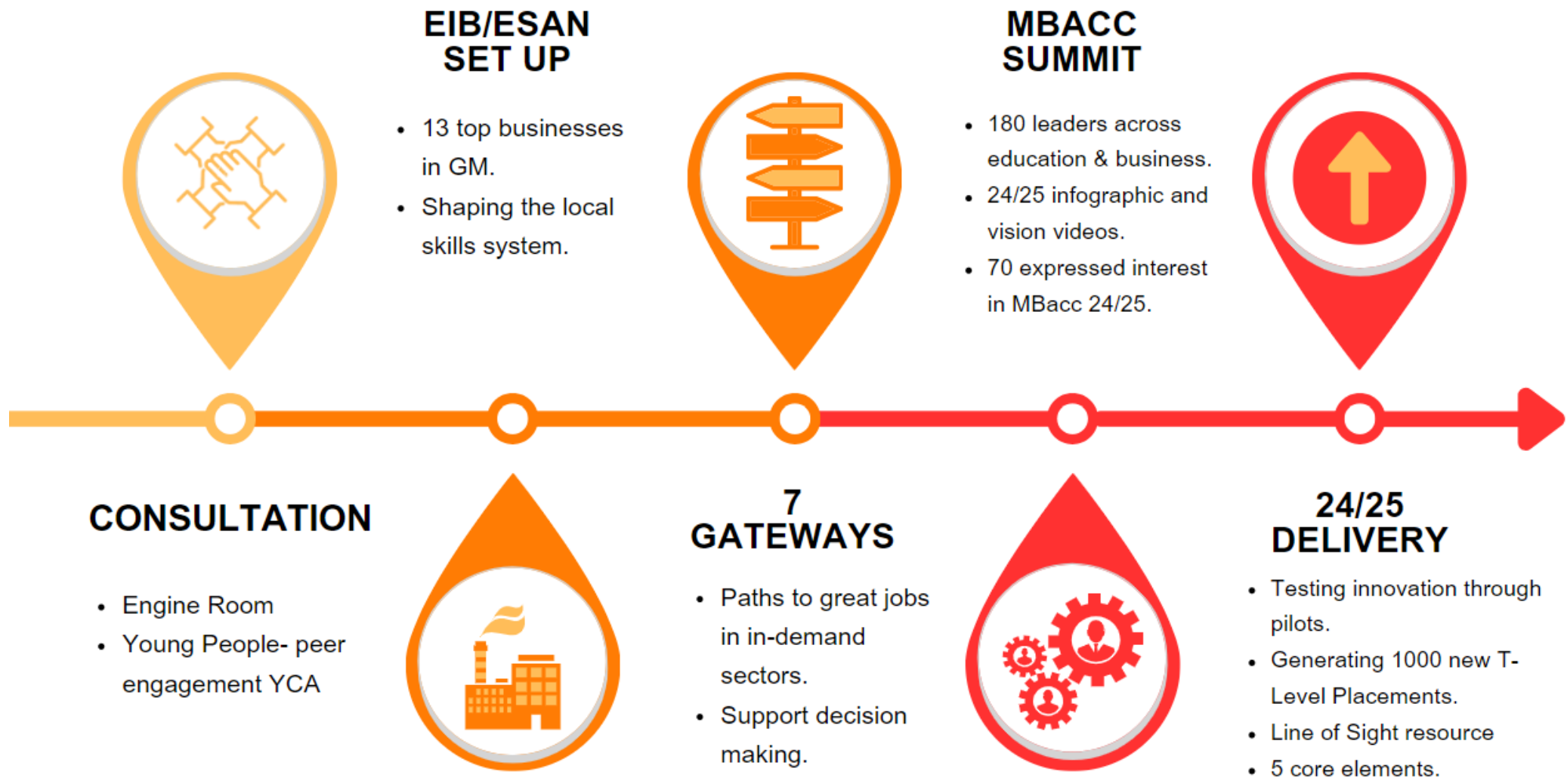
Employers

Delivery
Partners

Young
people

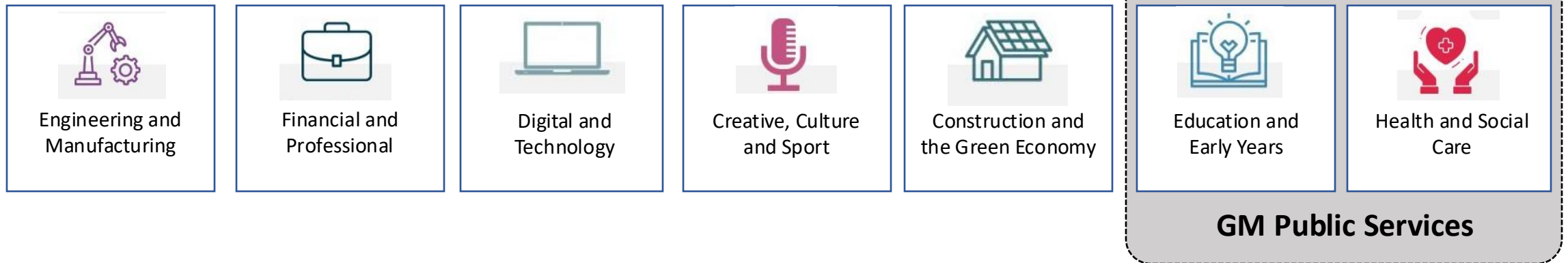
Parents
and carers

Journey so far



Seven MBacc gateways align to Greater Manchester's growing sectors

Young people will be able to choose to see their pathway from seven MBacc gateways



Informed by local labour market data insights, the seven MBacc gateways are all growing sectors with real jobs in Greater Manchester at the end of every gateway.

Gateway maps help visualise the journey

- Providing direction on relevant subjects to build the knowledge needed for careers in the sector.
- Setting out the choice of qualifications at each stage
- Highlighting potential jobs and employers in Greater Manchester

[View all gateway maps](#)

The Greater Manchester Baccalaureate Your gateway to Digital and Technology



Potential employers:

Booking.com | Cloud Imperium Games | GCHQ | BBC North | ITV | Virgin Media

Introducing Beeline

A promotional graphic for Beeline. It features a dark purple background with a yellow dotted line forming a path that starts from the bottom left, curves upwards, then loops back down to the bottom right. A small yellow bee is positioned on the path. In the top left corner, the GMACS logo is displayed with the tagline 'Inspire. Explore. Apply.'. A large red arrow points to the right. The word 'BEELINE' is written in large, bold, yellow capital letters across the middle. Below it, the text 'Putting young people on the path to great jobs in Greater Manchester' is written in white. In the bottom right corner, a red box contains the text 'Part of the MBacc' in white.

GMACS
Inspire. Explore. Apply.

BEELINE

Putting young people on the path
to great jobs in Greater Manchester

Part of the **MBacc**

- An online service being developed as part of MBacc.
- It is inspiring young people to explore Greater Manchester's economy
- Young people step through the gateways of the Greater Manchester Baccalaureate to help inform their next steps
- Users can find out about real jobs in Greater Manchester and how much they could earn

Using Beeline: start here

GMACS
Inspire. Explore. Apply.

About GMACS Get Advice ▾ Employers Find Apprenticeships Opportunities Blog Events **Beeline** Hello!

ⓘ This service is in beta. Your feedback helps us improve it.

BEELINE

Putting you on the path to great jobs in Greater Manchester

Aged 14-18? Not sure what jobs are out there or what qualifications you need?

Beeline puts you on the path to all the great job opportunities right here in Greater Manchester.

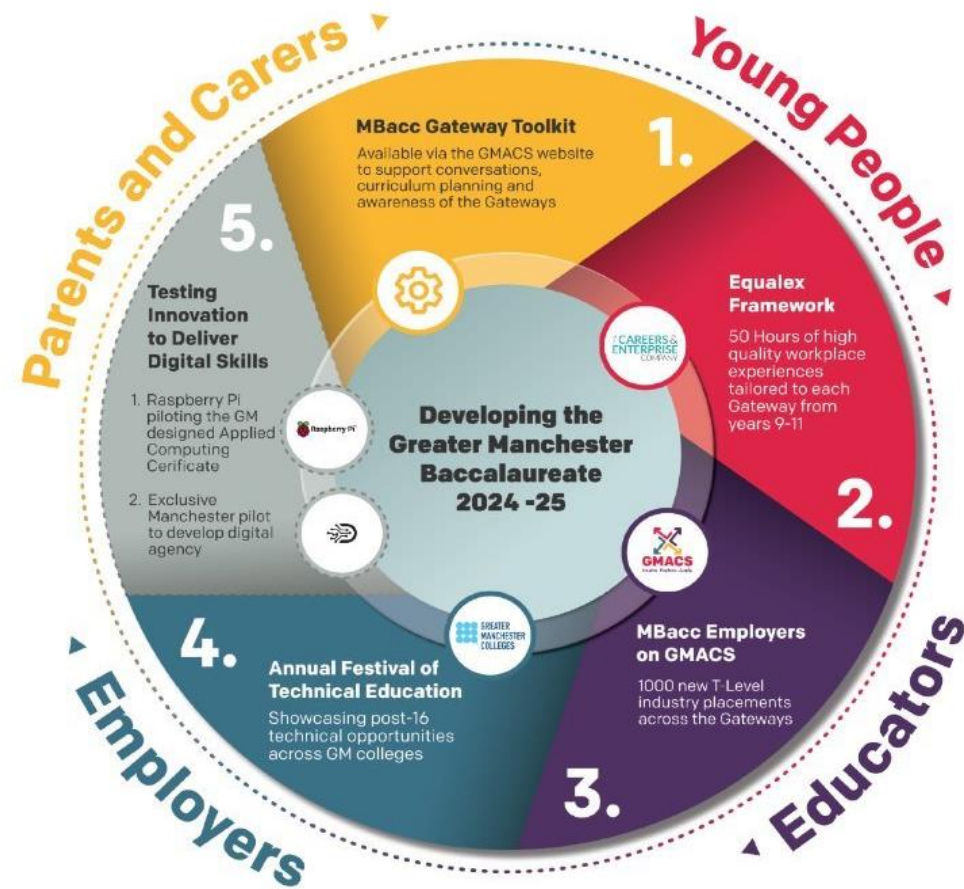
This tool is an important part of the **Greater Manchester Baccalaureate**, the Mayor of Greater Manchester's vision to give you a clear line of sight through technical education routes into high quality jobs within our city region.

Explore the gateways:

- Construction and the Green Economy
- Creative, Culture and Sport
- Digital and Technology**
- Education and Early Years
- Engineering and Manufacturing
- Financial and Professional
- Health and Social Care

- Accessed via www.gmacs.co.uk, GMCA's one-stop-shop to support young people to take their next steps in learning and work
- Landing page includes information on all the MBacc gateways and our development partners
- Explore Beeline for yourself here: www.gmacs.co.uk/beeline

Five key projects form the MBacc's 2024-2025 development priorities



T-Level pledges on GMACS

The screenshot shows the GMACS website with a navigation bar including 'About GMACS', 'Get Advice', 'Employers', 'Find Apprenticeships', 'Opportunities', 'Blog', 'Events', 'Beeline', and 'Hello login'. The main content area features a large image of diverse young people and the heading 'T-Level Placements in Greater Manchester'. Below this are two buttons: 'How to use this page' and 'Find out more about T Levels'. At the bottom, there are three dropdown menus for 'Select Location', 'Select Gateway', and 'Select T-Level'.

- Initial design
- We will iterate the design in collaboration with colleges, employers and young people to improve it

This screenshot shows a detailed page for a placement with Murphy. The header includes the title 'Building Services Engineering for Construction Placement with Murphy (Energy Business Unit)', the date 'September 24, 2024', and categories/tags. The main text describes the placement as being based in the Energy Business Unit of the Stonecross Office. It highlights Murphy's reputation for world-class infrastructure and lists the skills and knowledge students will gain, such as undertaking health and safety training, shadowing experienced site engineers, reading construction drawings, and using CAD software. A 'Read more' button is visible. The page also includes a section 'About the business' and 'About the T Level - Building Services Engineering for Construction', along with the T-Levels logo.

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ENTERPRISE
COMPANY

An opportunity to share policy
intent and explore assessment
opportunities

The Government's vision for work experience (defined 27/11/2024 at market engagement event)

- Ambition to deliver **two weeks' worth of work experience** for every young person- with a focus on **multiple, targeted and variable workplace experiences, totalling 10 days.**
- Expect work experience to be pivotal in **improving work readiness and employability'**
- Experiences should be **aspirational and inspirational, employer-led, first hand and active (two-way employer-pupil interaction).**
- Expecting this to be broken down into a weeks' worth in year 7-9 and a further weeks' worth in year 10 or 11.
 - Years 7-9** – Multiple and varied employer-led activities (individual or group, **supplementing in-person with hybrid or virtual experiences** where this can add value) to explore different industries and occupations, in line with **Gatsby Benchmark 6.**
 - Year 10-11** – work experience placement(s) **totalling one weeks' worth**, in an industry matched to **young people's interests and career aspirations.** This should allow pupils to experience a real working environment and begin to **develop work-based skills and behaviours .**

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COMPANY

In practice....

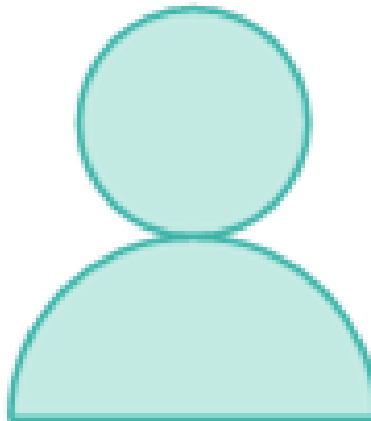
End of Year 11 – Sam's profile

Knowledge

- **Awareness of pathways** into a career in the different industries and the roles associated with those pathways
- Has used the knowledge gained to help make **informed decisions** about their transition thinking through the range of options available to them at Post 16 and Post 18
- **Increased confidence** around their own skill set and how this can best support them in the future workplace

Behaviours

- Developed an **understanding of workplace culture** and how this differs across different sectors
- Developed **positive workplace behaviours** through multiple experiences
- **Feels confident** in making **positive informed decisions** regarding their **future options**



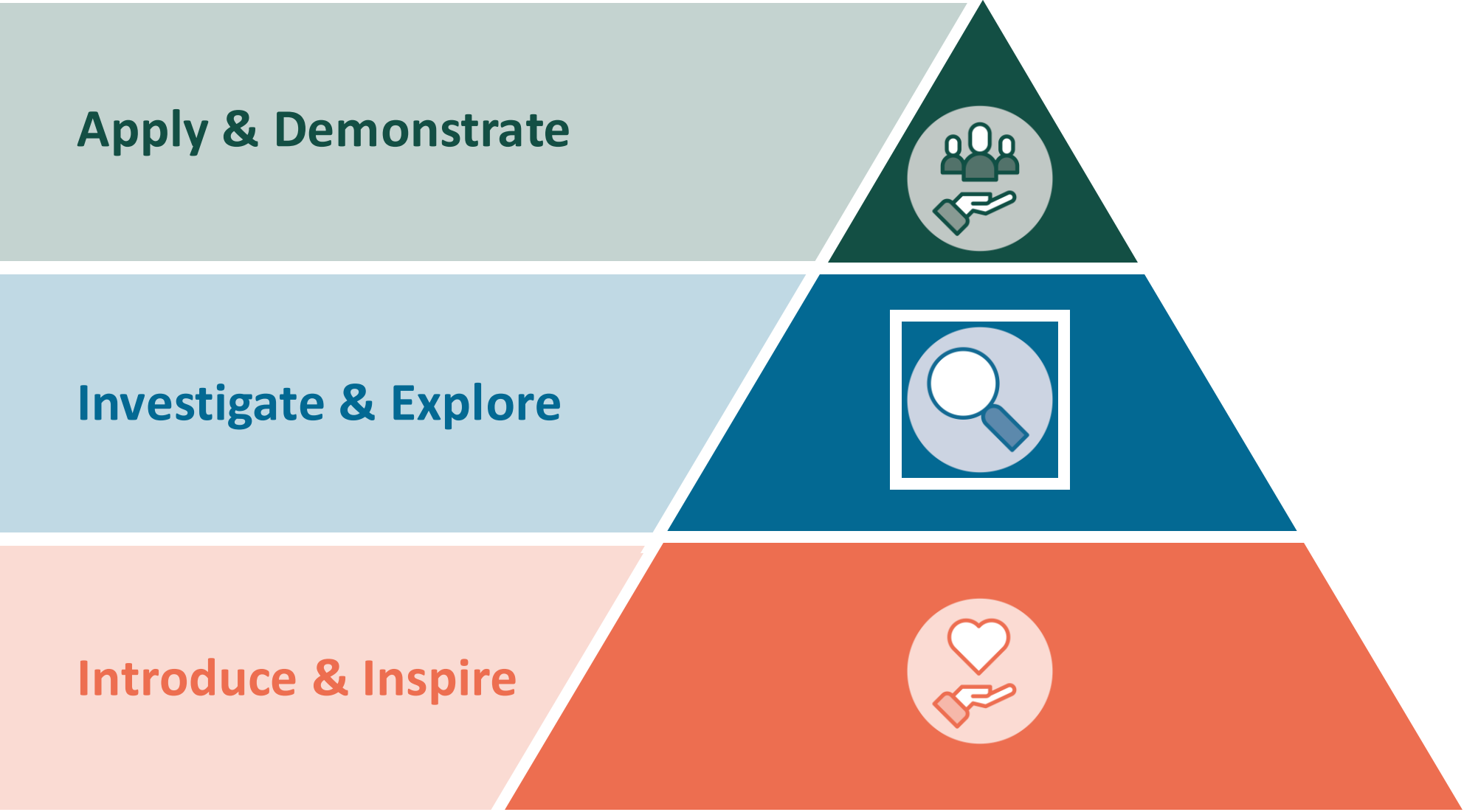
Skills

- Can **self-advocate** and **articulate the sector skills** they have developed to support future choices
- Equipped with the **skills** to support them in making a **successful transition**
- **Developed skills and qualifications** relevant to their chosen pathway through employer experiences and projects
- **Sees the relevance** of skills from their curriculum learning and qualifications to their future options

At the end of year 11, Sam

- **Understands pathways**
- **Realises own potential**
- **Sees the relevance of curriculum to workplace**
- **Has agency in own skills development**
- **Has improved careers readiness scores**

Workplace experiences as a progressive programme



Apply & Demonstrate

Investigate & Explore

Introduce & Inspire

**Lower volume,
higher depth**

**Higher volume,
lower depth**



Why take a progressive approach?

Traditional

Year 7

Year 8

Year 9

Year 10

Year 11

Post-16

Work Experience

Work Experience

equalex



Progressive programme of workplace experiences



Introduce & Inspire



Investigate & Explore



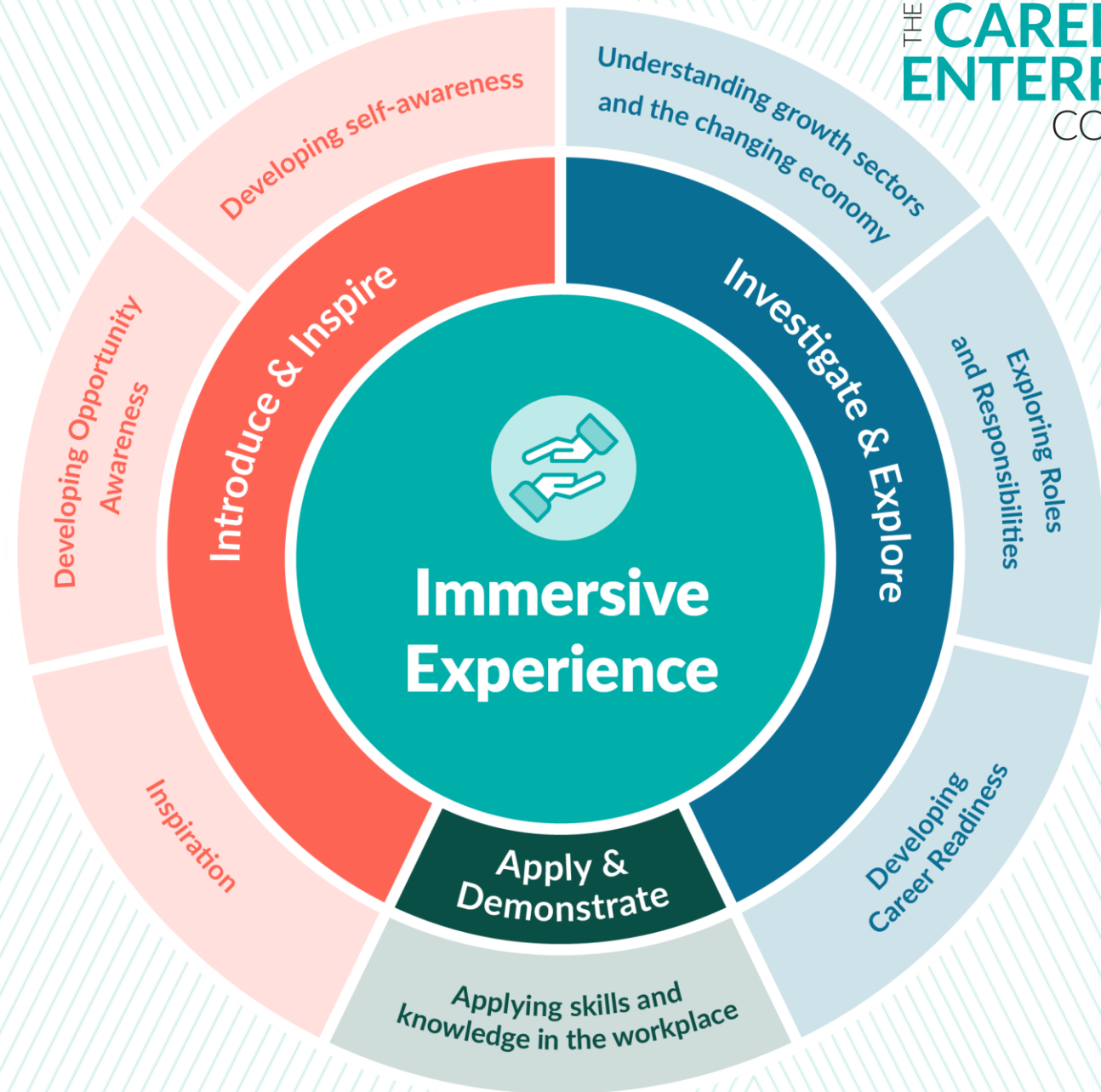
Apply & Demonstrate

The equalex Learning Outcomes:

To meet the equalex quality standard for workplace experiences, students must have the opportunity to meet and evidence the learning outcomes across all 3 core themes.

We encourage innovation regarding delivery of this framework and while we intend to share best practice, we have not prescribed how the outcomes must be achieved.

While this framework is intended to be delivered via workplace experiences, some activities can also be mapped against other areas of a progressive careers programme.



What could this look like for Sam?

Year 8

English trip to BBC (2 hours) **T1** Plus
In school project for BBC Young Journalist
Competition – Applied literacy & oracy skills
(6 hours) **T3**

Year 10

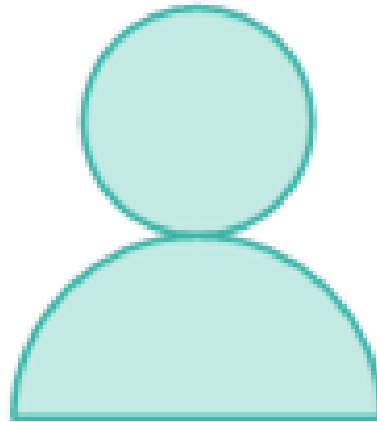
2 days x workplace exploration, 2+ x
employers (e.g. KPMG or [Herts model](#))
(10 hours) **T2**

Year 11

2 days x 1 employer in targeted sector
(10 hours) **T3**

Learner 1 experiences:

- 53 hours = **10+days** = 2 weeks min
- **3+ sectors**
- **9+ employers**



Learner 1

Two+ week's worth

Multiple, progressive
high-quality

Year 7

3 x virtual sector visits (6 hours) **T1**
Plus
1 x community-based project day e.g. Army
(5 hours) **T2**

Year 9

3 x half day industry visits in groups of 8 (9
hours) **T1**
Plus
Physics trip to Jodrell Bank (5 hours) **T3**

Equalex tiers:

- **T1 – Introduce & Inspire**
- **T2 – Investigate & Explore**
- **T3 – Apply & Demonstrate**

Discussion opportunity