

The Manchester College Board

Minutes of the meeting held on 15th February at 10.00am at City Campus,

Present: Dame Ann Limb (Chair), Catherine Hill OBE, Mark Fletcher, Philip Johnson, Justice Ellis, Jenifer Burden MBE, Rachel Curry (Principal)

Apology: none

In Attendance: Barry Atkins (VP FE Curriculum), Melisha Ebanks (Assistant Company Secretary and Legal Officer), Christine Kenyon (Deputy Principal), Debbie Sanderson (Divisional Finance Director - College and Income Team), Marie Stock MBE (Vice Principal – Student Experience and Support), Michael Walsh (Vice Principal and Dean) and Lorna Lloyd-Williams (Company Secretary and General Counsel), Ed Lack (Group Director of Quality).

For Item 11: Sukhjeet Rai (Student Voice Manager), Harry Edwards-Shorter (TMC student), Juanisha Mbaimbai(TMC student), Phoebe Schweig (TMC student)

DRAFT PART A MINUTES

	The meeting commenced at 10.02 and was quorate with at least 3 governors present including one LTE Group governor.
1. 31/22	APOLOGIES There were no apologies
2. 32/22	DECLARATIONS OF INTEREST There were no declarations of interest. It was noted that the Chair chaired City & Guilds.
3. 33/22	MINUTES OF THE MEETING ON 23RD NOVEMBER 2022

	The minutes of the meeting on the 23 rd November 2022 were approved as a true and correct record of the meeting.
<p>4. 34/22</p>	<p>MATTERS ARISING</p> <p>It was noted that the one action had been completed with the amended SAR having been circulated to members of the Board.</p>
<p>7 35/22</p>	<p>The meeting reconvened at 11.45 ACHIEVEMENT GAPS REPORT</p> <p>The Principal spoke to her report on achievement gaps advising that of 130 different groups of students key achievement gaps had emerged within four of them.</p> <p><u>White British students</u></p> <ul style="list-style-type: none"> • Achievement rates for 16-18 White British female (-1.8pp.) and male (-0.6pp.) students and adult female (-0.3pp.) students declined slightly from 2020/21. In comparison to 2018/19, 16-18 male students increased their rate by 3.2pp. and 16-18 females by 1.2pp., but for adult females there was a decline of 6.5pp. Adult males increased their achievement rate by +1.3pp. on the previous year, but there was a -2.4pp. decline on 2018/19. 7. • All White British students were below the comparative College rate, though significantly for adult females (-7.3pp.). <p><u>Caribbean students</u></p> <ul style="list-style-type: none"> • In 2021/22, achievement rates for Caribbean students increased on the previous year. For 16-18 females (+0.6pp.), adult females (+2.2pp.) and adult males (+10.2pp.), but declined by -2.3pp, for 16-18 males. In comparison to 2018/19, the rate for 16-18 females increased by +5.4pp. but declined for all other Caribbean students with adult females at - 6.4pp. • Adult females (-8.3pp.), adult males (-3.9pp.) and 16-18 males (-7.5pp) all had achievement rates significantly below the comparative College rate. <p><u>White & Black Caribbean students</u></p> <ul style="list-style-type: none"> • In 2021/22, 16-18 White and Black Caribbean female students (+1.7pp.), male students (+1.8p) and adult students (+2.6pp.) increased their achievement rates on the previous year. In comparison to 2018/19, only 16-18 female students increased their rate (+4.5pp.) with adult females declining significantly by -8.3pp. • All students had an achievement rate below the comparative College rate; 16-18 females (-1.6pp.), 16-18 males (-6.0pp), adult females (-6.5pp) and adult males (-7.0pp.). <p><u>Students with dyslexia or a mental health difficulty</u></p>

- Students aged 16-18 with dyslexia saw their achievement rates decline slightly from 2020/21, though they did increase from 2018/19.
- Adult students with dyslexia saw their rates increase significantly on the previous year. In comparison to 2018/19 and the previous year, 16-18 male and adult female students with a mental health difficulty showed significant declines.

It was noted that the gaps were slightly increased on previous years and actions would be picked up in individual curriculum area QIPs.

Governors asked about dyslexia and what the processes were for identifying this in students. The Board were advised that this would be identified on an enrolment form and would be picked up by a specialist team within the college. Details of other support given were particularised to the Board. Governors were also advised that if this was not identified on the enrolment form it might be that teachers would pick this up in lessons and refer the student. Governors probed regarding white British females and commented that retention was already down by over 2% and that it seemed to be a red flag. The Principal advised that it correlated with underperforming departments and that further analysis was required. Governors also commented that positively the fact that there was a correlation gave an opportunity to do something.

The Board discussed the increasing number of students with an EHCP and the capacity of the college to provide for these students. Governors commented whether there was a workstream looking at what the college can and cannot do and also to ensure there is provision elsewhere if TMC cannot provide. It was explained that a requirement for a student with an EHCP is that the student can state where they wish to attend and there is substantive funding for EHCP students to support them. In terms of capacity the Principal advised that there was work about to start looking at accommodation capacity. The Board were also reminded of the application that had been made for capacity funding but warned that there was likely to be a period of time where there would be a gap and in particular at Openshaw where a differentiated approach would probably need to be taken.

The Board noted the report.

8	CURRICULUM
36/22	<p>T LEVELS – CURRENT POSITION STATEMENT</p> <p>The Deputy Principal spoke to her report which provided an overview of the College’s current position with the T Levels and Transition to T Level programmes introduced in September 2021. The paper also included a summary of the most recent Ofsted Thematic Survey completed in January 2023 and which overall had been positive. The Board were advised that the college was in a good position regarding T Levels however there were challenges with recruitment and parental influence and it was explained</p>

	<p>that if the college does not meet its target, there is a clawback. It was also noted that the costs of recruitment were higher with new staff with industry expertise being recruited. The Board were informed that the college did not perform as well in relation to the transition course and there would be changes made to this. The Board were forewarned that the numbers on the transition course were unlikely to be as high as had been predicted.</p> <p>Governors asked about the E&M requirement, whether this would need to be looked at again as the number of subject areas were widened. The Deputy Principal advised that this was being reviewed and it was noted that this was important for access. Governors asked whether the challenges would be the same for another institution and whether any were TMC specific. In response members were advised that recruitment of specialist staff was an issue across the sector but for the transition course TMC were experiencing the same problems as it does at Level 2. The Board discussed at length T Levels and work placement. Governors asked how the planning for pathways from 2025 for Level 2 students were being developed and whether there were any areas of concern. In response, members were advised the validity of the qualification and the need to better match curriculum pathways with Total People. Governors discussed opportunities at level 2 and looking at exit pathways for students.</p>
<p>11 37/22</p>	<p>STUDENT VOICE</p> <p>Phoebe, Harry and Juanisha, TMC students joined the meeting together with the student voice manager Sukhjeet.</p> <p>The Board were advised that the student voice manager was a new role for the college. Following introductions, Governors asked a number of searching questions and there was a wide-ranging discussion with the following themes being explored:</p> <ul style="list-style-type: none"> • What the student experience was like at City Campus- and whether there were things that we should be doing that we were not • What we provide (facilities/ equipment etc) and whether this supported students' progression? • Why students chose TMC • The student voice manager role- what did it entail and what were the aspirations for the future. <p>Governors asked whether students could be present at Board meetings going forward and the Principal confirmed that this had been arranged for every meeting and there would be an agenda item for discussion with the students.</p>
	<p>RESOLVED that as the items to be considered are deemed commercially sensitive, the Board moved into confidential session.</p>

Chair

Date