## The Manchester College Board

Minutes of the meeting held on Friday 3 May 2019 at 10am at OP116/117.

Present:Jenifer Burden, Cllr John Hacking, Catherine Hill OBE, Lisa O’Loughlin (Principal), Mathew Maile, Pauline Waterhouse OBE (Chair).

Apologies Malcolm Sugden

In Attendance: Rachel Curry (Vice Principal - Planning and Performance), John Evans (Vice Principal - Quality and Standards), Lindsey Johnson (Vice Principal - HE Curriculum and Support), Christine Kenyon (Vice Principal FE), Kate Mackenzie (Deputy Company Secretary and Solicitor), Kile Moyana (Assistant Company Secretary and Legal Officer), Michael Walsh (Vice Principal and Dean - HE and Higher Skills)

No declaration of interests were received.

**Part A**

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| **09/19** | **Minutes of the meeting held on 8th February 2019**  The Part A minutes of the meeting held on 8 February 2019 were received and approved as a correct record. |
| **10/19** | **QIP Update**  The Vice Principal of Quality and Standards provided the Board with an update of the QIP. Discussion took place on the elements led by the different Principalship teams across the college. Strong progression was noted with four key areas that were contributory to the ‘Good’ inspection outcome. The ‘In-Year’ academic position to date denoted areas that were still work in progress.  It was recorded that performance was better than expected and remained in line with the inspection judgement. However five curriculum areas in need of further intervention were acknowledged.  Continuing improvement in quality was evident across the college. It was confirmed that middle management training had been identified as an area for development. Members were informed that upskilling of managers had been planned for the next academic year. The strands of management training would also encompass sessions for teachers at the next teachers’ conference.  Board members sought clarification on the target percentage rates. It was confirmed that focus was now on improving remaining grade 3 areas to grade 2, over a realistic period of time.  Members noted that a representation of comparison target data would be useful at future meetings. The Board was pleased to note that improvement was beginning to be evidenced in the five target areas.    The Principalship detailed the challenges encountered within the Construction department, a curriculum area previously listed as requiring fundamental improvement. It was recognised that vacancies had been hard to fill regardless of the various incentives and campaigns used to induce interest. Performance management routes were undertaken with the aim of identifying staff developmental and training needs.  The challenges were acknowledged and the Principalship was encouraged to showcase the college’s offering when reaching out to the city, enhance partnerships with employers, and enrich website campaigns to boost partnerships with construction consortiums and to lead on prioritisation of attracting T Levels expertise. |
| **11/19** | **Predicted Achievement Progress Update**  The Board received an update on ‘in year’ progress outlining the likely out-turn against the achievement rates. Although the structure and processes had been in place for two full years, they were yet to be fully embedded. The data evidenced a robustness in capturing progress and culture change by students. Teachers were more ‘progress focused’ with the booster sessions for students now fully embedded.  Members were directed to Table 3 which depicted a positive trajectory on progress. It was noted that significant measures were set on BTEC for ALPs with the data providing confidence that set targets were achievable. It was confirmed that vocational courses remained on target. In respect of internal measures, significant improvements were noted within the college rather than within ALPs giving the Principalship the opportunity to explore high grade achievement.  A level performance evidenced a disappointing picture on progress. With respect to A Level mock exams, it was highlighted that a lack of confidence in some teachers could have contributed to a dip in student motivation. In response to a query on delivery of mock exams, it was confirmed that a more holistic view of the student journey would be beneficial. Members were reassured that staff were aware of direction of travel and well committed as the process to wind down A Level provision had begun. It was agreed that progress to date confirmed the decision to withdraw from A level provision as the right one for the institution at this time. It was decided a timeline of withdrawal would be brought to the next meeting in order to receive assurance that the withdrawal process would be managed effectively with the last cohort of 2020. The Principal was reminded of the need to maintain a highly ethical stance during this period.  Discussion took place on the ethos on ‘careers’ not courses. Reassurance was given that clear and transparent discussions were already taking place with the 16 Plus consortium and that there was a genuine intent on strong partnerships with high performing sixth form colleges to offer some provision for the college.  In response to a query on differentiated high grades against inspection outcomes with levels 1 and 2 not as strong as level 3, it was explained that it was a weighted calculation. Increasingly the focus had now shifted to depths of learning, teachers’ articulation and students understanding of the subjects. This would reinforce teaching and learning to the top to achieve and/or exceed grades.  Members challenged the team to address the issue of ethos around teaching which was regarded as an enabler for achieving ‘Outstanding’. The college needed to demonstrate that students were being stretched to achieve, for staff to be more confident when imparting knowledge and achieve the breadth and depth of learning.  In closing on this item, members requested the inclusion of functional skills data analysis within this report going forward. |
| **12/19** | **Equality and Diversity – Strategy and Annual Report**  The Board received the report on equality and diversity for The Manchester College.  Included within the paper were annual objectives and a review of business units, including The Manchester College. The report was structured in alignment with outcomes for and achievements of students. Recommendations on the journey to ‘a state of equality’ across the group included the need to develop a dashboard that represented a 3 year trend analysis. The dashboard would be developed to showcase the presentation of data including quality improvement outcomes, case studies and a single equality strategy that was more focused.  Members queried the source of the average data highlighted within the narrative on each table. Confirmation was given that the data was derived from the college’s SAR document which provided granular detail on the protected characteristics. Members requested that clear referencing and actions be outlined on the overarching headline underpinning the data.  ***RESOLVED*** that the Annual Report, including the overarching equality objectives be recommended to LTE Group board for approval. |
|  | ***RESOLVED*** that as the items to be considered are deemed commercially sensitive, the Board move into confidential session. |
|  | **--------------------------------------**  **Chair**  **--------------------------------------**  **Date** |

The meeting closed at 1:30pm.