

TMC Board meeting

10 October 2024, Openshaw

Present: Dame Ann Limb (chair), Philip Johnson, Catherine Hill OBE, Rachel Curry (Principal), Mubarak Oyeboode, and Mark Fletcher (from item 5 onward).

Apologies: Justice Ellis, Jenifer Burden and Garry Bridges.

In Attendance: Debbie Sanderson (Vice Principal Resources, Planning & Performance), Michael Walsh (Deputy Principal: Adult Curriculum and Student Support), Lorna Lloyd-Williams (Company Secretary & General Counsel), Barry Atkins (Deputy Principal), Michelle Fletcher (Vice Principal – TMC Quality), Orla Wood (Divisional Finance Director – College and Income Team), Marie Stock (Vice Principal Student Experience and Support) Stuart Steen, Vice Principal FE and Yetunde D. Olabode (Governance and Legal Advisor).

For item 5 -8 Christian Jowles (Assistant Principal Quality)

The meeting opened at 10:01 and was quorate with at least 3 Governors present	
1	<p>APOLOGIES</p> <p>Apologies were received for Justice Ellis, Jenifer Burden and Garry Bridges</p> <p>The Chair expressed gratitude for the efforts made by the leadership team to ensure a smooth and positive return to the academic year for returning and new students and colleagues. The Board appreciated all that had been done to create a supportive and encouraging environment for the start of the academic year.</p>
2	<p>DECLARATIONS OF INTEREST</p> <p>There were no declarations of interest.</p>
3	<p>MINUTES OF THE MEETING of 25th of June 2024</p> <p>The minutes of the meeting on the 25th of June 2024 were approved as a true and correct record of the meeting.</p>
4	<p>MATTERS ARISING</p> <p>The Company Secretary updated the Board on the actions arising from the previous meeting as follows:</p> <p>Regarding item 7 (Performance Report - Board papers) the NARTS rates for 2023/24 would not be available until around March 2025 and would be included in student achievement data reports from that point onward.</p> <p>Concerning the item 7 (Performance Report - English and Math Progress Model) it would be helpful for additional information to be included on range and distribution of progress moving forward in future reporting. It was noted that this would likely be an ongoing matter and would be added to future reporting on English and maths, and the Board was asked if they wished to retain it as an action item. The Board confirmed that it did. Other items were indicated as scheduled for discussion later in the business cycle for the academic year.</p>

	<p>The Board clarified that item 9 duplicated item 7, both concerning English and Maths performance. It was explained that both items referred to the same action, with a shift in focus towards assessing progress from starting points, QMS scores, rather than a sole focus on high grades. The Board acknowledged the importance of tracking and demonstrating progress and requested the action sheet be updated accordingly.</p> <p>Action: Company Secretary.</p> <p><i>Mark Fletcher joined the meeting at 10:06am</i></p>
5	<p>FINAL QUALITY IMPROVEMENT PLAN (QIP) 2023/24</p> <p>The Board was informed that the cover paper highlighted key themes and that the report represented the final position for 2023/24. It was noted that the QIP was presented before all data for 2023/24 was complete. Where this was the case, these would be highlighted during the meeting. Progress in overall improvement areas from the previous year was outlined on the report's first page. The Quality Improvement Plan (QIP) showed movements in RAG (Red, Amber, Green) status, with five Areas for Improvement (AFIs) moving to green and five remaining amber, which were carried into the self-assessment for 23/24. Of the ten AFIs, five turned green, and five stayed amber. Target three of AFI 2 showed achievement rates rose to 91.1%, slightly below the 92% target, requiring further monitoring. All 24 targets were marked accordingly in the report.</p> <p>The Board sought clarification on AFI 3 regarding some teachers not using effective assessment strategies. They asked about sanctions and support available for identified teachers. It was explained that the College first identified the areas needing support and provided assistance that was focused on various assessment strategies, such as classroom assessments and feedback mechanisms. Strategies aligned with Internal Quality Assurance (IQA) and Improvement Plans (IPs) were implemented to support improvement, with professional discussions and deep dives monitoring effectiveness. The Board then asked about escalation if no improvement occurred. It was explained that teachers would enter a capability process if underperformance persisted. The quality team would escalate cases to curriculum leads for risk assessment and action planning. If no progress was made, the teacher would proceed through the capability process. The Board was assured that escalation was minimal, but the process was in place to ensure quick and effective responses, with ongoing monitoring and support to uphold teaching standards.</p> <p>The Board expressed concern over the declining percentages reported at the third QIP monitoring point, particularly regarding professional discussions, new teacher lesson visits, and formative assessment tracking. They sought an explanation, as some figures could suggest a decline in teacher effectiveness. It was clarified although the College had continued strong overall outcomes, the focus remained on continuous improvement and enhancement of teaching quality. The new professional discussions and increased monitoring rigor highlighted areas needing improvement. The Board suggested the report could better convey that this was a deepening of quality assurance, not a performance decline. The Board emphasized that fluctuating percentages, should be clearly framed as part of the improvement strategy, not reduced effectiveness. They commended the quality and evidence-based nature of the papers but encouraged clearer presentation to ensure accuracy and prevent misinterpretation.</p> <p>The Board asked about the support provided to teachers for improving assessment and feedback practices, and how these improvements were measured and impacted student learning. It was explained that the College's quality assurance system, supported by Heads of Department and a dedicated quality team, identified areas for improvement, developed action plans, and monitored implementation to ensure staff compliance. The Board inquired further about how the effectiveness of these processes was measured and whether they resulted in improvements. It was clarified that lesson visits, teaching observations, and student discussions were used to assess feedback's impact on student progress. The quality team also conducted deep dives, learning walks, and professional discussions to evaluate teaching practices. For instance, last year, concerns in the Health and Social Care department were identified through student feedback, leading to targeted support for teachers and follow-up focus groups, which confirmed improvements. The Board asked about the questions asked of focus groups and whether one-on-one sessions might elicit more honest feedback. It was clarified that the College already conducts one-on-one interviews as part of its deep dive methodology, following the Ofsted approach. The Board acknowledged this but emphasized giving students the opportunity for one-to-one sessions following focus groups might be something to consider.</p>

	<p>The Board also questioned the objectivity of the QIP in some areas. For instance, while the evidence suggested sufficient progress to mark an area as “amber,” there was still a question over whether, it might warrant a “red” rating. The Board referenced a target focusing on adult participation and engagement as part of a new adult strategy, highlighting difficulty in identifying specific evidence used to justify its achievement. It was acknowledged that these concerns were valid and linked to the drafting of some of the targets and the types of evidence available to measure achievement, for example, the tension between quality improvement and strategic development, recognizing that some targets, especially those linked to strategic goals, would evolve over time. The Board was informed that the upcoming QIP would address these issues, with adjustments to improve consistency and objectivity. They advised that future reports could potentially more clearly connect data and narrative to the target to ensure transparency and prevent misinterpretation. The Board encouraged further refinement to align the QIP’s objectives with the strategic direction more clearly with incremental targets.</p> <p>The Board inquired about the number of new teachers since the start of the 2024/25 academic year. It was explained that staffing fluctuates, with 96 teachers having left in the past 12 months. The College follows a consistent induction process, categorizing new teachers into early career teachers (ECTs) needing additional support, new to the organization and industry experts requiring pedagogical training. The College offers a "Tools to Teach" program for industry experts, with 26 new teachers inducted so far.</p> <p>The Board then inquired about the volume achievement data still pending receipt. They noted that 80 qualification achievements were pending, but these were not expected to affect outcomes significantly. They also queried the number of pending GCSE resit results, which could impact 30-40 cases. It was noted that some re-marked papers showed positive outcomes, and further updates could change the high-grade percentage but not to a significant degree. The Board agreed to proceed with approval of the final QIP for 23/24, conditional on final data updates, and expressed their appreciation for the work. They clarified that final QIP should be circulated before the November meeting.</p> <p>Action: Vice Principal Quality to circulate the updated QIP for 2023/24 by email to the divisional board members.</p> <p>Recommendation: The Board approved the QIP Report for 2023/24, contingent on the inclusion of the final achievement data and the clarifications discussed during the meeting having been made.</p>
6	<p>SELF ASSESSMENT REPORT (SAR) 2023/24</p> <p>The Board was informed that the self-assessment report was a collaborative effort among principalship colleagues, senior leadership, and curriculum teams, reflecting a unified approach across the College. The report provided an overview of the College's performance over the past year, presenting a strong and positive narrative about its commitment and ambition for students. The Board acknowledged the pride of the team and noted positively the decision to advance the self-assessment process earlier in the year. Curriculum teams conducted their first validation in July, supported by the Quality Team, with final validation completed in September, giving the College a clear focus on key Areas for Improvement (AFIs) at the start of the academic year. The Board supported this proactive approach as the right strategy for continued growth. The report highlighted 14 key strengths, an increase from last year, covering the Ofsted criteria and reflecting the College's high achievement levels. Regarding areas for improvement, it was clarified that the seven key AFIs included those carried over from the previous year's QIP. This reduction from last year indicated progress. The Board recognized that the College, given its strong position, demonstrated a commitment to providing excellent opportunities and support for students through its outcomes and self-assessment. The Board commended the report's quality, noting it accurately reflected their experiences and feedback from staff and students as evident through their participation in learning walks and deep-dives, as well as student engagement in the Board meetings.</p> <p>The Board suggested that reference could be more explicitly made in the introduction to the SAR of the College’s mission, vision and values.</p> <p>Action: Vice Principal Quality to amend the SAR to reference mission, vision and values.</p>

The Board inquired about the College's partnership with J2Research. It was explained that J2Research contacts students six months post-completion to gather destination data, which was integrated into the College's Power BI platform as a Destinations Dashboard. In December, J2Research planned to contact students who left in September 2024 to track their current status and career sectors. The Board asked about the reliability of J2Research's data. It was clarified that the data was cross-checked with the College records for accuracy before integration. The company's thorough approach, despite the cost, was seen as a valuable investment, providing both immediate and historical insights to align College programmes with student and local needs. The Board queried whether this approach was common among peers. It was confirmed that colleges use similar methods, with some also using external companies, though it was unclear if all used the same provider. Previous attempts to involve teachers in data collection for former students were found to be too time-consuming and in line with the commitment to reducing the burden on teachers had been removed as an expectation. The data collected primarily supports curriculum planning, ensuring courses lead to positive student outcomes. The Board expressed approval, noting the impressive destination data. They inquired if this practice was innovative and exceeded standard expectations. It was explained that the partnership's advantage was maintaining contact with alumni and enabled the College to track actual destinations rather than intended destinations. The long-term goal was to develop a database of former students as alumni to showcase the College's impact and enhance its reputation and connections. The Board emphasized the importance of this data for aligning with local and regional economic plans, particularly as Manchester and Greater Manchester expand devolved powers and allocate resources for skills development. They stressed that demonstrating the College's alignment with these strategic goals could help secure additional funding and support for targeted programmes and be key to tracking the effectiveness of the College's contribution to local and regional needs. The Board suggested including this information in relevant reports to ensure these efforts were documented and communicated clearly.

The Board questioned why Level 3 Travel and Tourism had not been identified as a curriculum area AFI in the same way that health and social care level 3 and construction level 1 had been. It was clarified that this issue had been the subject of extensive discussion, explaining that travel and tourism was a smaller cohort size (30 to 40 students), and the decision on whether to include it as a key area was based on volume and impact but the provision was still subject to intervention.

The Board asked if the College surpassed the 90% achievement rate threshold and was informed that the current figure was 90.28%, which they commended as a significant achievement.

The Board sought to understand the data availability for students with Special Educational Needs and Disabilities (SEND) and high needs, emphasizing its importance. It was clarified that the now the achievement data was largely complete they could now analyse the outcomes for College's large number of students who were care experienced and with Education, Health, and Care Plans (EHCPs). The Board acknowledged the work done with this group and stressed the need for the data to evaluate outcomes effectively within the final outcomes. An action was agreed to revisit the SEND and high-needs data in the SAR.

Action: Vice Principal Quality to ensure the final student outcomes for high needs once known is included in the SAR.

The Board expressed satisfaction with the document and the grading and encouraged the College to continue its drive for continuous improvement aligned to the Ofsted handbook, particularly those aspects that had potential to develop towards an 'outstanding' self-assessment in future. They commended the College's progress. The Chair noted the effectiveness of the governors' challenge aligned to its vision for excellence. The Chair thanked board members for articulating this challenge, emphasizing the commitment to being realistic, while also aiming for "outstanding" in the College's future quality enhancement strategy.

The Board raised a question about the status of Math and English in Ofsted inspections. They noted the challenges posed by government policy for resits and sought clarity on the College's progress. It was explained that, while achieving high grade outcomes remains challenging, the college has strong systems in place to address any quality related issues. It was emphasized that, although further progress was needed as articulated in the AFI, and would likely be an area subject to a deep dive in inspection, the College had undertaken its own deep dives and was making progress against identified actions so this should not pose a risk to the College's overall performance.

The Board inquired about the status of the value-added measure, known as ALPs. It was clarified that ALPs relevance had reduced in significance due to the evolution of qualifications, with fewer courses now aligning with this system. Although its usage was decreasing across the sector, ALPs remain a valuable tool for progress monitoring and course development. About half of the courses included in ALPs achieved a grade 3 or higher, placing them in the top 25% nationally. The Board questioned whether the College should continue using the ALPs table in reports. It was agreed in discussion that the focus as indicated in the report on high-grade achievements was a sensible way forward, with a footnote to be added that indicated this transition to maintain transparency, noting that ALPs relevance may be diminishing.

The Board also sought clarification on the term "minimum entitlement" for adult students as indicated in the SAR. It was explained that adult students receive a tailored tutorial program based on their study mode. The Board recommended changing the term to "entitlement based on their mode of study" to better reflect the comprehensive support provided, as the current term 'minimum' could imply limited support. The Board asked if the College had reached a 92% threshold in adult learning outcomes. It was confirmed the College was close to this target, and the Board suggested further discussion on whether such targets should be adjusted. The Board sought clarification on the "Preparation for Adulthood" framework for high-needs students. It was explained that the College uses this framework to track progress in specific areas like employment, relationships, health, and independent living, based on initial assessments and skills outlined in each student's EHCP. This approach supports the holistic development of high-needs students as they prepare for adulthood.

The Board sought to understand whether students in what might be described as the 'middle' achievement bracket might be unintentionally disadvantaged. They referenced a learning walk visit to a Level 1 class, where seven of ten students had varying needs, including SEND and ESOL challenges. The Board questioned whether the remaining three students, without such needs, might be receiving less attention. It was clarified that this had not been identified as an area for focus from deep dives and the outcomes data would also suggest that this was not the case. During this visit, a student from this group was observed taking a leadership role, demonstrating engagement and initiative and whilst the Board acknowledged this, the importance of ensuring all students receive adequate support in the inclusive environment the College promotes was emphasized. The College confirmed its strategy for largely integrated model of supported learning for high needs students, avoiding discrete groups for those with additional needs. The College understood the importance of monitoring classes closely to avoid discrete classes. The Board appreciated the efforts made and highlighted the need for vigilance in planning and timetabling. The Board noted that, while the observation was based on a single sample, it underscored the importance of carefully balancing group compositions, especially but not limited to foundational programmes. They acknowledged that such considerations were vital for ensuring an inclusive and supportive environment for all students.

The Board discussed the importance of maintaining inclusivity and monitoring associated costs. The Chair emphasized the challenge of ensuring the College reflects societal diversity, highlighting the need for vigilance in supporting all students. The Chair noted that the College measured how students perform taking into account their circumstances and the complexities of responding to student need, particularly in relation to safeguarding and mental health. The Chair referenced previous learning walks by Board members, noting that these allow governors to see for themselves what is articulated in the SAR. It was mentioned that a Governor recently participated in a learning walk, providing positive feedback on ESOL class engagement and praising the understanding of British Values. A number of questions had been raised in relation to access to childcare support and devices and this had been followed up. It was clarified that ESOL classes had access to drop-in sessions to help students access available support. The Board was assured that the College was actively addressing resource and support needs.

Action: Vice Principal Student Experience and Support to follow up the question raised in relation to bursary support for ESOL students.

The Chair pointed out an administrative detail, noting that "Prince's Trust" should be updated to "King's Trust" in the governance section of the report.

Action: Vice Principal Quality to amend the reference to King's Trust.

	<p>The Board noted that the safeguarding governor lead and Rhona Bradley from the LTE Group Board held this role, as the safeguarding governor lead was LTE Group wide. The Company Secretary confirmed that the safeguarding governor regularly attends the LTE Group Safeguarding Strategy meetings and works closely with college leadership team to ensure information flow and consistency across the Group. The Company Secretary reassured the Board that the governance structure and safeguarding protocols were clearly documented, with additional clarifications to be added if needed. The Chair noted that the safeguarding governor was attending the next meeting of the TMC divisional board for the safeguarding annual report.</p> <p>It was agreed that the final version of the SAR, including all updates and the latest data, would be circulated to Board members before the November meeting.</p> <p>Action: Vice Principal Quality to circulate the final SAR once the updates requested had been made.</p> <p>The Board resolved to approve the SAR for 2023/24.</p> <p>Break from 11:24am to 11:40am</p>
7	<p>Quality Improvement Plan 2024/25</p> <p>The Board was informed that the College had brought forward the drafting of the QIP to be considered alongside the SAR this year. In previous years, the QIP would have been available at the November meeting. As such the QIP was still in its early stage, with improvements expected before the next meeting. It highlighted that the five key areas rated amber last year were carried into the new Quality Improvement Plan (QIP) and integrated into the current Areas for Improvement (AFIs) and targets. The College identified seven key AFIs this year:</p> <ul style="list-style-type: none"> • A minority of teachers do not use in-class assessment to inform future teaching and do not give students written developmental feedback or targets that help them to improve Too few EPYP (16-18) students achieve high grades in GCSE English and Maths • The progress made by students taking GCSE maths is below college expectations Attendance is too low in a minority of areas and punctuality does not always meet college expectations • Despite an extensive enrichment offer, not enough students participate • The current model of careers support needs further development in order to fully engage and meet the needs of level 3 year 2 students EPYP Construction level 1 and Health & Social Care level 3 are underperforming. <p>The Board was advised that these areas would be the focus throughout the year, with progress monitored against 24 distinct targets under a new Quality Assurance (QA) framework designed to track and measure improvements.</p> <p>The Board questioned the approach to punctuality, emphasizing its importance as a life skill and the need for a clear definition, consistent standard and measurement. The College acknowledged the challenges and the need to set high expectations while considering practical student behaviours such as those experienced with public transport. It was explained that teachers were encouraged to set clear expectations in the classroom, while College staff aimed to promote punctuality outside the classroom such as clearing the canteens after the free breakfast service. Learning walks indicated efforts to improve punctuality, but more consistency of measurement and refinement were needed. The Board noted potential unintended consequences of a strict punctuality policy, such as discouraging attendance. They recommended a balanced approach that recognized the efforts of late-arriving students, especially those with personal challenges, while maintaining high standards. They called for a clear benchmark on punctuality and definitions of lateness to be recorded consistently. The College had included within the QIP the review of procedures, the management of punctuality, and guidelines for staff to ensure accurate measurement. The Board discussed an example from a Level 3 group, where students with the teacher had used democracy as a British Value to decide a lateness threshold, ultimately agreeing on three minutes. The Board noted that this remained work in progress as an AFI.</p> <p>The Board was also informed that Transport for Greater Manchester were hosting stands on each campus and had issued a student survey about transportation issues, for example the 219-bus route, which students said affected punctuality. The Board acknowledged that while external</p>

	<p>circumstances like bus schedules were challenging, there was also the need for students to take responsibility, such as catching an earlier bus. The College agreed that this was also an opportunity to teach students proactive planning and personal responsibility. The Chair emphasized that the primary objective was to prepare students for the workplace, where punctuality is essential, and that this should be a unifying message.</p> <p>A Board member sought clarification on the College's low student participation in the College's extensive enrichment programme. Following discussion, the Board understood that this Afl was associated with participation in extra-curricular enrichment (outside of the classroom) and whilst this not mandatory it was encouraged as providing students with additional personal development and participation in extra curricula enrichment remained low. The College also had in class enrichment which provided The Board suggested revising AFI number five to reflect the extensive offer while recognizing that personal circumstances, such as work or caring responsibilities, may limit participation. They emphasized the need to acknowledge personal choice and external factors, ensuring the phrasing accurately represents the situation. It was agreed to refine the language to differentiate between the overall enrichment programme and extracurricular activities.</p> <p><i>Micheal Walsh left the meeting at 11:56</i></p> <p>The Board discussed low participation in the enrichment programme, noting logistical challenges like travel requirements for activities. They suggested involving class reps as advocates to increase awareness and engagement. This idea was supported, emphasizing that promoting enrichment could enhance the College's culture and student experience. Student understanding of enrichment would be revisited during learning walks, as some students seemed unaware of available opportunities, highlighting the need for clear communication. A board member noted that adult learners, often with work or caregiving responsibilities, face barriers to participation. The College was refining its enrichment offer for adult learners in line with the updated inspection framework, which now evaluates 'relevance' for personal development for adults.</p> <p><i>Mubarak Oyeboode left the meeting at 12:08pm</i></p> <p>The Board stressed adapting activities to meet all student groups' needs and discussed initiatives like one they were aware of in terms of community engagement in Bolton to increase minority group participation. The Board supported promoting volunteering and civic engagement within the enrichment programme, noting the benefits for students.</p> <p>The Board agreed that while they had approved the SAR, the QIP would be noted as it was an iterative document subject to ongoing updates and scrutiny. It was agreed that the QIP would continue to be monitored as a standing agenda item for the Divisional Board, allowing for continuous feedback and refinement.</p> <p>Recommendation: The Board agreed to formally note The Manchester College QIP 2024/25 subject to ongoing updates and scrutiny.</p>
8	<p>DRAFT STUDENT OUTCOMES REPORT 23/24</p> <p>The Board was presented with a provisional student outcomes report for the 2023-24 academic year. It was noted that while still in early stages, the report showed the College in a strong position, preparing students for future opportunities. College achievement, retention, and pass rates were significantly above most recent national rates for 2022/23. The report showed substantial positive data ("green"), suggesting a favorable outlook. While the 2022/23 national rates were not yet published, preliminary comparisons with other institutions indicated that the College was likely to maintain its strong position. Interim English and Maths national data from the Association of Colleges (AOC) was also included.</p> <p>The Board asked if the data was current. It was confirmed that the data was up to date, collected via exam results uploaded from awarding organisations into the College's Individualised Student Record system and into the Pro-Achieve system, which aggregates data from various colleges, providing benchmarks for comparison.</p> <p>The Board reviewed the status of results, noting that only 87 were still outstanding. The College's current maximum achievement rate was 90.3%, with a target of 90.6%. It was projected that the College could still rank in the top 10 nationally once finalized and remain the top institution in Greater</p>

Manchester – albeit the 2023/24 national data would not be available until Spring 2025. The Board discussed improvements in achievement rates for Level 2 and Level 3 courses. Achievement rates for Level 2 increased by 6.5 percentage points, narrowing the gap between levels. Level 3 diploma programs saw a 7.1 percentage point increase, placing the College above national averages. The College's focus on addressing achievement gaps across Levels 1, 2, and 3, previously impacted by the impact of COVID-19, was noted.. Matching students to appropriate courses and ensuring consistent enrolment practices contributed to a positive start for the year. Effective timetabling, structured English and Maths classes, and a "pause week" also supported a positive start to the year in 2023/24 and achievement boards and progress monitoring points supported the relentless drive to ensure students were on track to achieve. The Board commended the College's strategy for narrowing achievement gaps and providing personalized support. They emphasized the importance of monitoring student progress closely and maintaining high expectations. The principalship team were praised for their efforts to raise student ambition and ensure all students receive needed support.

The Board inquired about the implementation of the "right student, right course" initiative and its integration across curriculum areas. It was noted that while significant progress had been made, one or two areas had been a focus for 2024/25. A tailored enhanced review process in health and social care was showing signs of impact however construction at level 1 remained an area for focus. The College pilot for level 1 construction in partnership with the foundation learning team was underway and an early deep dive scheduled to consider impact after half term. An early indication of impact in health and social care was attendance rates having improved from 80% last year to 88% by week six of the current year. Feedback from learning walks showed progress in health and social care, with higher student engagement and attendance compared to previous years. The "right student, right course" approach led to improved behaviour and a positive learning environment, boosting both student and staff morale. One teacher reported a more engaged and motivated cohort, positively impacting their job satisfaction. The College emphasized its commitment to staff support and motivation to enhance culture, retention, and satisfaction.

The Board questioned the terminology, suggesting "right learner, right course," but it was clarified that "student" should be used consistently based on student feedback. The Board agreed that "right student, right course, right teacher" could be more comprehensive, emphasizing the alignment of students, courses, and teachers. The Board inquired about managing course preferences and the risk of placing students in courses they did not choose due to capacity issues. It was confirmed that most course changes were finalised by half term, with occasional adjustments beyond that point within the same curriculum area.

The Board sought assurance on the impact of capacity constraints facing Manchester on student satisfaction and retention. They suggested conducting a thorough analysis by December to review outcomes for students who had to enrol on an alternative course to that which they had applied for, as a result of courses being full, tracking their retention rates and satisfaction levels to ensure placement decisions were effective. The Board noted a potential impact of growing waiting lists on student satisfaction and retention and understood the challenges of maintaining waiting lists and offering alternatives or referring to other providers. It was agreed that further analysis of student choice and enrolment would be undertaken to continue to inform capacity management and decision-making.

The Board questioned the final position on English and Maths achievement and progress. The College reported a rise of 1,347 students enrolled on GCSE English and Maths under the new progress model. In GCSE English, 19.6% of 16-18 students achieved a high grade (9-4), +0.3pp. above the AoC pass rate. Using the college's new progress mode, 76.1% of students improved their final UMS from their starting UMS and on average each student improved by just under 3/4 of a grade (0.7). In contrast, in GCSE Maths, 8.4% of 16-18 students achieved a high grade (9-4), - 6.6pp. below the AoC pass rate. Using the college's new progress mode, 57.4% of students improved their final UMS from their starting UMS and on average each student improved by 1/5 of a grade (0.2). Measures related to improving GCSE Maths included appointing a new head of department and a specialist to improve teaching skills, with the department starting the year fully staffed for the first time, moving away from agency reliance. The Board expressed concerns about government English and Maths policy potentially limiting skills-based education opportunities. They noted that some career paths, like accounting, now have higher entry requirements, excluding capable individuals. The College acknowledged this as a broader societal challenge, with

	<p>qualification reform potentially limiting progression to level 3, although this was subject to a 'pause' announced by the new Government.</p> <p>The Board asked about T-Level entry requirements and reconsidering the emphasis on English and Maths to allow students with grades three or four to progress in vocational pathways, supporting broader student success. The Chair commended the Deputy Principal's responses on having a broad offer that allowed smooth transition to Level 3, with entry requirements aligned to course content and onward pathways. The Board recalled previous discussions with the DfE about high T-Level entry requirements and stressed that the issue should be addressed at primary and secondary levels, not solely at the FE level. They noted that government funding for extra English and Maths hours was ineffective without additional qualified teachers, highlighting the pay gap between school and college staff as a barrier. The Board urged submitting feedback to the review and assured the Deputy Principal of their support and resources to address Maths challenges, acknowledging the need for focused attention whilst understanding the difficulties faced.</p> <p>The Board reviewed strong performance data for students receiving additional learning support, noting a 90.9% achievement rate, exceeding the overall college rate. They acknowledged that specific group data would follow but viewed the current figures positively. The Board discussed the improvement in high grades across all levels., with Level 2 increasing from 24% in 2020 to 46% and Level 1 rising from 24% to 56%. They recognized these significant achievements. Internal progression showed a positive trend, with 85% of students advancing to higher levels last year and 83% projected for 2024-25. The Board noted the substantial rise in students progressing to higher qualifications, especially from Level 3 courses, over the past two years. The Board reviewed the progress of students with Education, Health, and Care Plans (EHCPs), with 550 having targets set under the Preparing for Adulthood (PfA) progress model and demonstrating improvements in skills and competencies. They noted an average improvement of one progress grade from the October 2023 baseline and looked forward to comparing this year's outcomes. It was reported that EHCP student numbers had increased to c.600, one of the highest figures nationally. The Board recognized this growth as part of a national trend and commended the College for managing the increase effectively.</p> <p>The Board inquired about the Travel and Tourism programme. It was explained that the course faced challenges last year due to staff sickness and reliance on agency staff, affecting the student experience. Existing staff, while experienced in the industry, needed further support to enhance their teaching skills. A new manager was appointed mid-year to stabilize the area, with additional support and quality reviews planned.</p> <p>The Board noted the update but noted that the College may reassess or scale down the courses, based on the effectiveness of the quality interventions and capacity planning outcomes.</p> <p>Recommendation: The Board agreed to approve The Manchester College Draft Student Outcomes Report 2023/24.</p>
9	<p>ENHANCED SKILLS UPDATE (incl. LSIF PROJECT UPDATE)</p> <p>The Board reviewed the "Contributing to Meeting Skills Needs" position paper and noted that the self-assessment and strategic alignment with the city region's skill needs was crucial. The self-assessment for 2024/25 and the paper provided evidence on the judgement that the College makes a strong contribution to skills needs, based on strategic alignment with the local economy and curriculum relevance. This alignment would be crucial for Ofsted's skills judgment. The Board was informed that the "strong" rating was supported by effective employer and stakeholder involvement in curriculum design. Examples included qualifications in business, adding gel polish units in hair and beauty, advanced web development in computing, and DWP-requested courses for warehousing roles. These demonstrated the College's ability to align its curriculum with industry needs and regional demands. Further evidence included green skills qualifications attached to construction, positive student outcomes, and stakeholder feedback.</p> <p>The Board was assured that the strategic engagement, curriculum alignment, and positive student impact provided a solid basis for the College's self-assessment. The Chair expressed support, and the Board expressed satisfaction with the paper, acknowledging that it clearly demonstrated the College's strengths and its impact on meeting the skills needs of students and employers. This also</p>

	<p>reflected the feedback provided direct to the Board during their deep dives/learning walks and the curriculum area presentations.</p> <p>The Board reviewed the collaboration with Manchester University Hospital Trust and Stepping Hill in the health and social care curriculum, suggesting that the paper be strengthened to include details on specific devices used and their role in enhancing work placements.</p> <p>The Board recorded that the divisional board endorsed each assessment in section three of the covering paper and approved the document. They agreed to include Stepping Hill's contribution as part of the enhancement work. The Board emphasized using the document as a future reference tool.</p> <p>Recommendation: The Board agreed to approve the Contribution to Meeting Skills Needs (Position Paper), noting that refining the table of curriculum areas would be an action item.</p> <p>Action: Deputy Principal</p>
10	<p>SAFEGUARDING POLICY</p> <p>The Co Secretary asked if the Board was satisfied with recommending the paper to the Group Board for approval at the upcoming meeting. The Board confirmed their satisfaction, noting that the document effectively captured all relevant roles and responsibilities. A Board member highlighted that the recent training and model was well-reflected and aligned with current requirements, ensuring clear communication of expectations. The Company Secretary appreciated the divisional board's scrutiny before submission to the Group Board. It was</p> <p>Resolved to recommend the approval of The Manchester College Safeguarding Policy to the Group Board.</p>
11	<p>AOB</p> <p>The Board briefly discussed improving access to meeting packs. A co-optee member asked about access to the board management software. It was clarified that the issue had been raised and was being addressed. The Company Secretary acknowledged the frustration, particularly for co-opted members who lacked the same access as other members and reassured the Board that a solution was being pursued. The Company Secretary was tasked with resolving the matter.</p> <p>Action: Company Secretary</p> <p>British Values (Video Presentation)</p> <p>The Board viewed the video and praised its quality, describing it as "brilliant and inspiring." They inquired about its purpose and intended usage. It was clarified that the video, recently finalized, was designed as an educational tool for tutorials, targeting students aged 16 to 18. It had been shared with leaders and managers earlier in the week, with plans for wider dissemination across the college. The video was inspired by a resource from the Education and Training Foundation (ETF) featuring student experiences. The College aimed to create a localized version featuring their own students to showcase their experiences. The final result was well received, with excitement about its potential impact. The Board asked about promoting the video on social media, given its powerful message about inclusivity and diversity. They suggested it could serve as both an educational and promotional tool but emphasized the need for proper permissions from participants before broader distribution. They acknowledged the balance between internal use and external promotion, emphasizing the video's value in both contexts.</p> <p>The Chair noted the video's dual purpose of reinforcing British values and promoting inclusivity, stating it was valuable for fostering a sense of community among students. The Board agreed the video effectively communicated the College's welcoming environment and alignment with British Values. The idea of producing additional videos, such as one focusing on enrichment opportunities, was also discussed. The College confirmed the video would be used in all 16 to 18 tutorials and extended to other student groups. They recognized video potential as an effective learning tool, engaging students more than traditional methods.</p>

	SIGNED (CHAIR)..... DATED

Meeting closed at 13:07pm