

TMC Board meeting

26 November 2024, Openshaw

Present: Dame Ann Limb (chair), Philip Johnson, Catherine Hill OBE, Rachel Curry (Principal), Mubarak Oyeboode, Mark Fletcher, Justice Ellis, Jenifer Burden and Garry Bridges.

For item 9 – Rhona Bradley (in her capacity as LTE Group Safeguarding Governor).

Apologies: None.

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), Ed Lack (Group Quality Director and Standards), Orla Wood (Divisional Finance Director – College and Income Team), Mark Harris (Vice Principal Adult & Vice Dean), Marie Stock (Vice Principal Student Experience and Support) Stuart Steen, Vice Principal FE and Yetunde D. Olabode (Governance and Legal Advisor).

For item 5 – Julian Smith (Assistant Principal - Sports Public Services Care Professions and Science) and Hayley Francis (Director of Curriculum FE - Sports Public Services Care Professions and Science).

For item 9 - Andrew Pickles (Assistant Principal - Foundation Learning and Student Support)

For item 10 & 11 - Christian Jowles (Assistant Principal - TMC Quality)

The meeting opened at 10:03 and was quorate with at least 3 Governors present	
1	APOLOGIES There were no apologies received.
2	DECLARATIONS OF INTEREST There were no declarations of interest.
3	MINUTES OF THE MEETING of 10th of October 2024 The minutes of the meeting on the 10 th of October 2024 were approved as a true and correct record of the meeting.
4	MATTERS ARISING The Board received an update on bursary support for ESOL students and was reassured that student had their needs addressed through tailored workshop sessions. It was noted that no students had been unable to secure childcare placements, as the institution collaborated with Manchester Child Care Support to meet demand. Over 2,000 students were supported through various measures, including childcare access, distribution of equipment, provision of laptops, and responses to individual queries. The Board acknowledged the comprehensive support provided and commended the significant effort involved in assisting such a large number of students.
5	CURRICULUM: PRESENTATION FROM HEALTH AND SOCIAL CARE DEPARTMENT (AFI)

The Board received a presentation from the Health and Social Care Department on its progress over the past three years, focusing on 16–18 delivery and significant improvements in Level 3 courses. Achievement rates for 16–18 learners increased from 84.8 percentage to 87.5 percentage exceeding the national rate by 1 percentage point. Destination data showed 95.1 percentage of students progressed to positive outcomes, with only 2.9 percentage unemployed. Attendance also improved, with a 15.4 percentage point increase in Level 3 Year 1 attendance and an 11.4 percentage point rise in Year 2. The Board was briefed on previous challenges, including difficulties in recruiting qualified teachers, areas for improvement in staff performance, decentralised provision across multiple sites, and enrolment processes that required better alignment to support positive student behaviours and staff morale. It was noted that classroom identity needed strengthening to enhance team culture and expectations. Strategies to address these issues included raising Level 3 entry requirements through the 'right learner, right course' strategy, centralising enrolment with senior oversight, and consolidating provision at the Openshaw site. Underperforming staff underwent performance management, and specialist practitioners were recruited to align teaching with industry standards. Leadership changes fostered a high-expectation culture, transforming experiences for students and staff. The care certificate, a nationally recognised standard, was integrated into the curriculum to enhance industry relevance. A recent deep dive highlighted improvements in behaviour, curriculum sequencing, and industry alignment. Case studies, such as having an autism specialist and teacher who was also a midwife illustrated the department's impact. Future plans included expanding provision, integrating sport and health disciplines, and developing clear pathways for clinical and social care and sports science.

The Board commended the Health and Social Care Department for its progress, with the Chair highlighting this as an example of governor oversight of positive change from attending a deep dive in Health and Social Care, updates through board meetings through to the presentation at this meeting. A Board member who participated in the previous deep dive noted the evident improvement in engagement, attendance, and teaching quality since intervention. The success was attributed to the department's focus on teaching improvements, support for teachers and effective student progression management, including guiding students to more suitable courses when necessary. The Board congratulated the Principalship and teaching teams on the impact. Teacher recruitment strategies were commended for their rigor, with the department prioritising quality over speed in hiring. The HR talent team had also targeted candidates from professional sectors like midwifery and social work, ensuring alignment with teaching and curriculum standards.

In response to questions on employer engagement, the Board was informed of expanded partnerships with employers. Employer feedback was gathered via questionnaires and integrated into the curriculum. The Board also noted efforts to better prepare students for higher education and employment. Structured placements and tailored curriculum enhancements were introduced to address gaps in readiness, particularly for non-T Level students, reducing dropout rates and aligning with employer expectations.

The Board inquired about the wider organisation's capacity to support required improvements and any challenges in securing their support. They were informed that, following the last deep dive, key stakeholders, including the Estates and Quality teams, collaborated with department leadership to create an actionable improvement plan. This included renovating the Rotunda area over the summer to establish a dedicated Health and Social Care space, which strengthened departmental identity and improved efficiency. The Quality team also provided targeted training and advanced practice support for teaching staff. The Chair emphasised the importance of alignment across services, noting that high standards for staff and students must be embedded within the broader organisational culture. The consolidated provision at Openshaw was recognised as instrumental to the department's rapid progress, though the Chair questioned if centralisation might limit future opportunities for students in South Manchester. It was explained that consolidation at Openshaw was essential for ensuring quality improvement before considering expansion of the course offer at other sites. While provision at Wythenshawe and Harpurhey remained limited, leadership indicated that expanding the course offer on other sites could be possible once consistent standards were achieved.

The Board also inquired about the broader Estates strategy and the application of the Centres of Excellence model across campuses. Leadership confirmed that a review of progression routes

	<p>would be picked up in curriculum and resource planning for 2025/26 with a more detailed curriculum review at Harpurhey underway to assess current provision and progression aligned to a more 'hyper' local need. This review, led by the Deputy Principal 16-18, would explore extending Health and Social Care provision.</p> <p>The Board were informed of staffing changes as part of the improvement process, and structured interventions were implemented to support students and address challenges in the learning environment. It was confirmed that the consolidation of provisions at the Openshaw campus during the current academic year had already led to improved results and morale among staff and students. In response to the Chair's query about sustaining improvements, the Board were assured that sustainability remained a focus. Continuous professional development, staff upskilling, and fostering a supportive yet competitive culture among department heads were key strategies. Morale had significantly improved, bolstered by emerging positive deep dive feedback and recognition of progress.</p> <p>The Board were informed of lessons learned from implementing T Levels, including the need to share practice across T Levels and Level 3 vocational standards. Adjustments were made to align practices across both pathways, ensuring consistency and quality. Principalship emphasised the importance of clearly defining nursing and social care pathways to guide students in making informed career decisions. Discussions on developing specific qualifications for social care pathways were ongoing, supported by the recruitment of a practicing social worker to enhance pathway design. The Board noted the potential for cross-disciplinary transitions, such as students moving from education and childcare into social work, and synergies between health and sport, presenting opportunities to expand offerings and support diverse career trajectories.</p> <p>The Chair commended the team's efforts and asked that these thanks be extended with a formal thanks passed to the team from the Board. A future visit to review progress and ensure sustained success was also proposed and agreed upon. The Board inquired about employer relationships and addressing industry needs beyond skills development. While health and sport integration were praised, the Board sought further feedback on employer expectations, particularly competencies students might lack. The presenting duo were tasked with gathering insights and presenting recommendations for curriculum enhancements at a future meeting.</p> <p>Action:</p> <ol style="list-style-type: none"> 1. Governance and Legal Team to put on The Manchester College Cycle of Business for an update on Health and Social Care Department for the same time next year. 2. Assistant Principal - Sports Public Services Care Professions and Science and Director of Curriculum FE - Sports Public Services Care Professions and Science to include in their report a review of feedback from employers on additional needs beyond skills and areas for improvement. 3. The principal to ensure the Board's thanks and recognition be passed to the wider Health and Social Care team. <p><i>Julian Smith and Hayley Francis left the meeting at 10:42.</i></p>
6	<p>PRINCIPAL'S OVERVIEW INCLUDING SCORECARD OUTCOME FOR 2023/24 AND RISK SUMMARY</p> <p>Key agenda items were outlined to the Board, emphasising significant changes in the external policy landscape, including the ongoing Level 3 qualification reforms set to be announced pre- Christmas and the wider Curriculum and Assessment Review (CAR) underway currently and due to report in Autumn 2025. The College actively contributed to the call for evidence toward the CAR, led by Assistant Principal - Sports Public Services Care Professions and Deputy Principal in a rigorous and collaborative process involving networking and close working with three other colleges that had been positive in terms of sharing practice on curriculum delivery and innovation. Emerging policies, such as the Youth Guarantee, were also discussed, with implications for the College's curriculum strategy going forward. Leadership highlighted that once clearer, the impact of these policy changes would be considered in the future review of the TMC Strategy beyond 2027. In response to the Board's query about challenges posed by the Youth Guarantee, Principalship acknowledged the</p>

	<p>need for a broad offer across educational pathways and levels. The Board noted the modelling work underway with Total People to consider future apprenticeships routes in some curriculum areas. The Board noted the importance of considering future curriculum strategy in the context of reform (pre/post-16 and in apprenticeships) but also noting that many young people in Manchester were on multi-year pathways that extended beyond 18, and into what would become the Youth Guarantee. Principalship noted commitment to reviewing detailed guidance and incorporating findings into strategic planning. The Board commended the Principalship's proactive approach and emphasised the importance of maintaining flexibility to address emerging needs.</p>
7	<p>STRATEGIC PLAN KEY PERFORMANCE METRICS FOR 2024/25</p> <p>The Board were updated on the operational plan and key performance indicators (KPIs). Principalship highlighted ongoing detailed reviews, with selected measures included in the group summary scorecard. While metrics like staff turnover were removed from the summary scorecard, they remained under active monitoring through the more detailed performance measures, internal meetings with departments and HR as well as in the governance performance reports. New metrics were added to align with the revised LTE group scorecard, including the reduction of vacancies and the percentage of colleagues completing management training. A KPI promoting staff engagement through recognition initiatives aimed for a 10% increase in recognition nominations. Proposed targets for 2024–25 were developed using trend data from 2022–23 and 2023–24. A detailed comparison of historical performance and future targets was presented, ensuring alignment with group-wide objectives and local strategic priorities. Ofsted inspection outcomes were noted as a key KPI. The Board expressed satisfaction with the structured approach to KPI development and the alignment of group and local objectives within the College.</p> <p>The Board reviewed proposed updates to the operational plan and KPIs for the upcoming period. Principalship explained that targets were set using a numeric and data-driven approach, incorporating external benchmarks where available. The Board were informed that the AOC collated national rates for attendance fell at c.84–85%, though external comparisons were challenging due to the diversity of large College groups. Targets were designed to challenge the College, whilst remaining mindful of context. The Board inquired about the inclusion of digital and health recruitment volumes in the KPIs and the omission of areas like construction and creative media. Principalship clarified that focus areas were selected based on their alignment with the LSIP and had previously been areas where numbers had reduced. Other sectors, like construction, remained monitored through internal metrics and reports. The Board noted this and asked that following the next accountability statement update that this be updated to potentially include other areas. The Principalship proposed that future reports include an overview of the wider set of metrics and updates on the College's contribution to the LSIP. The Chair noted that the strategic plan and KPIs predated some external developments, creating opportunities for refinement.</p> <p>Action:</p> <ol style="list-style-type: none"> Vice Principal Resources, Planning & Performance to include in the next performance report an overview of the wider performance metrics and a summary of College's contribution to the LSIP as a regular item. Governance and Legal team to note in The Manchester College business cycle. <p>The Board then</p> <p>Resolved to approve the Key Performance Indicators and targets proposed for 2024/25 on the scorecard.</p>
8	<p>PERFORMANCE REPORT RESOURCES</p> <p>The Board reviewed the performance report, covering financial performance, health and safety, learner enrolment, capacity update, and staff well-being metrics.</p> <p>The Principalship highlighted that financial performance remained on track, with strong enrolment figures aligning with R04 volume expectations. Regarding staff it was noted that there had been a</p>

reduction in voluntary turnover, particularly among teaching staff, compared to the previous year attributed to staff engagement and well-being initiatives introduced the previous year. The summer 2024 staff pulse survey, whilst focused on engagement and communication, also asked the recurring questions on wellbeing which showed significant improvements. Principalship emphasised alignment with the national Mentally Healthy Colleges strategy and work with One Manchester benchmarking against NHS standards. An upcoming meeting with NHS representatives in December was noted as another step in their work with the College in refining the approach to staff mental health and continued best practice sharing on mental health and wellbeing for students.

In response to questions about well-being programmes, Principalship explained that while some initiatives were group-wide, local programmes were tailored to organisational needs. It was noted that the Group had an occupational health and staff support service delivered via a contracted third party and this was subject to retender currently. Services such as counselling, occupational health referrals, and crisis support were provided through this service. It was noted that improved reporting was expected going forward on this element of the support for colleagues and this would be brought to a future meeting of the Board once available. Staff sickness data was noted, specifically that stress and anxiety (non-work-related) accounted for a quarter of the long-term sickness absence to date (which is similar to 2023/24) and that Short Term Sickness was 0.89% year to date, which was a significant reduction vs where the College ended for 2023/24 which was 1.32%.

Action: Vice Principal Resources, Planning and Performance to provide a snapshot of current wellbeing data when available.

The Board reviewed health and safety metrics, noting an increase in first-aid events compared to the previous year. Principalship attributed this to improved reporting systems reflecting a stronger safety culture rather than an increase in incidents. Most reports were linked to student activity, not staff or visitors, with trends monitored to ensure continued improvement.

The Board noted improvements in LTE Group Professional Services (GPS) under new leadership. Examples included Group IT Director's undertaking learning walks with the quality team to incorporate student and staff feedback and management perspectives.

In response to questions on staff surveys, Principalship clarified that the from the LTE Group had previously engaged "best companies" to undertake full surveys. This had been evaluated and a decision taken to develop a more personalized Business Unit lead approach to staff engagement, allowing more accessible and actionable feedback. The Board was informed of efforts to address HR challenges in LTE GPS, including stabilising leadership and improving transactional services to better support each business unit. The College's HR business partnering was commended and enhancements to transactional processes underway. The Board emphasised the importance of HR's role in shaping positive employee experiences, and the Principalship committed to keeping them informed on this Group-wide work.

In response to questions about teaching resources, the Principalship explained that needs were identified through professional discussions, appraisals, and performance reviews and then into curriculum and resource planning. The Board suggested refining staff survey questions to focus on role-specific insights rather than broad organisational topics. It was noted that the last pulse survey had been themed around communication and engagement and the next survey running in November/December was broader in its questions. The Principalship acknowledged that analysing the results by role would be considered in future surveys while benchmarking against national surveys (TES wellbeing survey 2024). On health initiatives, the Principalship confirmed that while on-site vaccination programs were not currently in place, this was something to consider in future.

The Board reviewed the latest capacity update, including progress on stakeholder engagement and future growth planning. The Principalship highlighted the successful in-year funding submissions and noted that learner numbers had grown by 1,000 since 2018, outpacing regional averages. Projections for 2025–26 included expanding the City Campus, reopening Nicholls Campus, and redistributing 16–18 provision across Openshaw, Harpurhey, and Wythenshawe. The Board were informed that access provision would move from Shena Simon and Openshaw to Nicholls as part of a strategy to consolidate resources and optimise space and staffing efficiencies. Discussions with

	<p>union representatives and curriculum leads were ongoing, with a phased implementation plan to be shared with staff and stakeholders.</p> <p>In response to inquiries about projected growth, the Principalship explained that the increase in 16–18 learners was supported by demographic data, including city council analysis forecasting higher demand for post-16 education due to population growth among 10–14-year-olds. The Board emphasised the importance of flexible planning to address capacity constraints and unexpected changes in demand. Principalship highlighted adjustments across sites and the introduction of a modelling tool to consider resource allocation and space efficiency. The Board noted that near-term growth was secure, but long-term planning could require ongoing work to inform future capital funding applications.</p> <p>The Board reviewed current enrolment figures, noting strong performance in both 16–18 and adult learner categories. The Principalship highlighted progress toward targets but acknowledged capacity constraints in some areas, leading to waiting lists. The Board discussed whether enrolment had reached saturation, recognising the challenges of high demand. The Principalship explained that sustaining growth could depend on capacity adjustments and strategic planning, with deeper insights expected from the ongoing work over the next few months.</p> <p>Geographic trends in enrolment were also examined, with Principalship noting that some students travelled long distances, bypassing local colleges due to the College's reputation. An analysis was underway to assess travel patterns and geographic reach. Preliminary findings suggested that while the Admissions Policy prioritised local Manchester residents when courses were full, the College's provision was attracting students across Greater Manchester. The Board requested that the findings be presented when available to guide future recruitment strategies and policy decisions.</p> <p>Action: Vice Principal Resources, Planning and Performance to present the findings to assess travel patterns and geographic reach of the College.</p> <p>The Board inquired about the criteria used for admissions during oversubscription. The Principalship explained that priority was given to students with an Education, Health, and Care Plan (EHCP), followed by those meeting entry requirements, continuing students, and those ready for progression before postcodes (prioritising Manchester residents) was considered.</p>
	<p>Break 12:07 - 12:13 pm</p>
9	<p><i>Rhona Bradley, Christian Jowles, and Andrew Pickles joined 12:10pm</i></p> <p>SAFEGUARDING REPORT THE MANCHESTER COLLEGE</p> <p>The Board reviewed the annual safeguarding report. Principalship provided an overview of safeguarding practices, highlighting internal reviews and collaboration with local authority partners. External scrutiny confirmed the College's safeguarding practices as robust and effective. The Board were informed that the Designated Safeguarding Lead was now a member of the City Council's Children's Executive Partnership, enhancing collaboration, feedback sharing, and multi-agency shadowing to strengthen safeguarding further. The Board emphasised the importance of incorporating student and staff voices in safeguarding initiatives and Principalship outlined the way in which this was being undertaken.</p> <p>The Board reviewed a case study of an adult learner with significant mental health challenges and how with collaboration with internal teams and external partners the learner had been supported. The Board reviewed positive outcomes achieved through the College's support services, including tailored interventions for students with complex needs. Principalship highlighted the impact of targeted mental health and well-being initiatives, as demonstrated by a case study where a student developed self-regulation, resilience, and early recognition of mental health deterioration through collaboration with well-being practitioners, curriculum teams, and external agencies. The Board noted the extensive resources required for such cases and inquired about sustainability. Principalship clarified that while highly complex cases occurred less frequently—approximately five or six per term—many students required less intensive support. Effective management relied on</p>

significant coordination with external services, balancing internal resources with partnerships to ensure sustainability.

During a previous site visit, the Board observed and commended safeguarding practices in classrooms, noting how teaching staff adapted methods to individual circumstances, such as home life and attendance. The Principalship appreciated this recognition, emphasising that safeguarding was deeply embedded throughout the institution.

The Board inquired about the adequacy of external service provision. The Principalship acknowledged strengthened partnerships with agencies like the local mental health support team and One Education but noted regional disparities in service availability. The College's size and influence facilitated collaboration, though earlier intervention by external agencies could reduce the complexity of cases referred to the College. The Board stressed the need for external agencies to fulfill their responsibilities and avoid over-reliance on the College's resources. Principalship assured the Board that initiatives like the mental health first responder programme had reallocated some responsibilities back to external providers, ensuring shared accountability for high-risk cases while maintaining student support.

The Board reviewed feedback on the communication of preventative education initiatives, noting survey data undertaken at the end of 2023/24 suggested some staff may have previously been unaware of some of the offer. The Board sought clarification on how any gaps in awareness might be addressed. Principalship explained that the survey reflected the early stages of the initiative, during which communication and campus engagement were limited. Between July and September, enhanced efforts were made to gather feedback and refine the framework for preventative education. This included monthly roadshows addressing topics such as misogyny, low-level behaviours, and community safety, resulting in improved participation and positive student feedback regarding informed decision-making and risk reduction. The Principalship acknowledged challenges in achieving full student coverage but highlighted that these ran alongside standardised tutorials and were targeted to specific cohorts/campus. Guest speakers with lived experiences and been introduced to resonate with youth culture and address specific issues, such as knife crime, through bespoke sessions supported by external experts. The Board commended the innovative use of external speakers and encouraged this moving forward, and progress in improving engagement. The Principalship shared examples of partnerships with speakers from prison education programmes, noting their ability to connect authentically with students.

The Board sought clarification on assurance measures for the single central record, focusing on training and DBS checks within the HR framework. The Principalship explained that regular audits were conducted in collaboration with HR to ensure compliance.

An overview of the Prevent Risk Assessment and Action Plan, informed by Manchester City Council, the local and regional Prevent steering group and the Counter Terrorism Local Profile was provided and discussed, specifically the recent change to the local risk in South Manchester. The key actions were noted. It was noted and welcomed that the College's Designated Safeguarding Lead was now a member of the Manchester Channel Panel. The benefits of becoming a Panel Member will enable thematic learning and sharing of geographical risks and intelligence to support College policy, workforce development and the safeguarding of students across the city.

The LTE Group Governor Safeguarding Lead provided assurance regarding, emphasising the robust policies, procedures, and governance measures underpinning the College's safeguarding framework. The Board acknowledged the strategic importance of partnerships with external agencies and initiatives like the safeguarding wheel, which enable resource sharing and community engagement. Ensuring support for children looked after and care leavers during their transition to adulthood was emphasised. Concerns about community-specific risks, highlighted the value of data-driven resource allocation and the role of external services in addressing systemic issues.

The Board then

Resolved to approve the annual safeguarding report 2023/24 for The Manchester College.

	<i>Andrew Pickles left at 12:49pm</i>
10	<p>FINAL STUDENT OUTCOME REPORT</p> <p>The Board were informed that this report was an updated version of the interim report presented and approved in October, subject at the time to some final student outcomes being received. Additional final data, including student group details was incorporated. The Board sought clarification on the distinction between "children looked after" and "care-experienced" terminology. Principalship explained that "care-experienced" refers to individuals of any age who have been in care, while "children looked after" applies specifically to those currently in care. Key updates included the addition of Index of Multiple Deprivation (IMD) rates, segmented internal progression data for students aged 16–18 and, adults, and those with high needs, as well as expanded destination data for high-needs students. These additions aimed to provide a nuanced and thorough analysis of student groups and outcomes.</p> <p>The Board acknowledged the previous comprehensive review of the report, emphasising that the updates—including the inclusion of Index of Multiple Deprivation (IMD) data and additional insights—were well-received. It was reiterated that the focus should now shift to implementing the outlined recommendations for the current academic year. The inclusion of IMD data was praised as a powerful addition, reinforcing the College's role in supporting disadvantaged communities. The Board noted its value in providing context for inspections, governance, and strategic planning, showcasing the College's commitment to inclusivity and success in fostering achievement among underprivileged students. High performance by IMD1 students, exceeding national rates for IMD5 students, was highlighted as a significant accomplishment aligning with the College's strategic priorities.</p> <p>The Board expressed appreciation for the report's primary author in assembling the detailed report.</p>
11	<p>QUALITY UPDATE/STUDENT VOICE</p> <p>The Board reviewed the quality improvement update:</p> <p>1. The Board were informed of the outcomes from the first learning walk of the year. Strengths were noted, with over 80% of the 18 evaluated statements receiving high scores. A few areas for improvement (AFIs) were identified, and detailed reports by level, age group, and site were provided to address these promptly. Monitoring activities to assess the implementation of recommendations were underway. Key data included observations of 354 classrooms, engagement with 1,723 students, and increased joint learning walks involving governors and senior leadership, demonstrating robust oversight.</p> <p>The Board sought clarification on the impact of high proportions of SEND students in classrooms and whether this affected the learning experience for others. Principalship explained that deep dives and class profiling showed no evidence of disadvantage to other students. Additionally, tailored approaches had been adopted aimed to enhance teacher effectiveness within specific departments. The Board discussed examples of inclusive learning environments and their impact on student success. A Board member shared observations from an automotive workshop where a student with autism thrived, actively engaging with support from a tutor and a dedicated practitioner. The Board commended the Accessibility Hub for benefiting all learners and noted the broader advantages of universal design practices, such as accessible teaching materials and limited use of acronyms. The Chair suggested that the SEND team be invited to a future meeting of the Board to present their philosophy, triage processes, and collaborations with external stakeholders like the City Council. It was noted that the Board would also welcome the Business, Digital and Service Industry curriculum team attending a future Board meeting. The Board acknowledged the dedication of the SEND team and their role in fostering inclusivity.</p> <p>Action: Governance Team and Principal.</p> <p>2. The Board were updated on the stakeholder and student voice strategy, now capturing more diverse perspectives. The first round of QIP monitoring had concluded, with data to be shared in the next quality update. Progress on deep dives was noted, with 14 completed to date, including several from the current week. Emerging themes, particularly in curriculum areas under enhanced support review, would be analysed at the next meeting.</p>

Action: **Vice Principal Quality.**

3. The Board reviewed recent deep dives in health and social care, maths GCSE, and travel and tourism, noting positive signs of improvement across all key judgments: quality of education, personal development, behaviour and attitudes, and leadership and management. While progress in health and social care remains under monitoring, evidence of sustained improvement was highlighted. Construction Level One was identified as an area of concern following an October deep dive, which reported limited progress despite support measures. Contributing factors included staff recruitment challenges, equipment shortages, and sickness absences. The Principalship outlined a rapid intervention plan with weekly monitoring, enhanced managerial support, deployment of advanced practitioners, and oversight from group quality teams and senior leaders. Nine key intervention actions were identified with clear accountability, and progress was being closely monitored. A Board member shared observations from recent learning walks, noting a positive atmosphere and purposeful learning but raised concerns about room capacity in some areas. Principalship acknowledged the capacity challenges, emphasising student engagement and purposeful activity and that students had not expressed significant dissatisfaction regarding capacity issues.

4. The Board reviewed updates on support for new teachers, noting that 62 new teachers had started since July 2024. The induction process for new teachers was noted, which included a welcome event, assignment to an advanced practitioner, support from wider teams and new teacher lesson visits. The welcome process had received overwhelmingly positive feedback. The 'Tools to Teach' pilot programme was also explained, designed to equip Emerging Teachers with practical teaching skills and insights. The programme received positive feedback, with attendees rating it an average of 4.75 out of 5 for content quality.

5. Elsewhere on the agenda it was noted that there had been a decrease in staff turnover which was attributed to a range of targeted initiatives, including bespoke pedagogical CPD for teachers within curriculum areas and a focus on wellbeing/workload.

6. The Principalship also highlighted ongoing efforts to enhance digital skills in response to employer feedback, with a digital strategy in development and expected by year-end.

The Board inquired about learning walk findings, specifically regarding student awareness of their targets, and sought clarification on how this might impact their understanding of objectives and learning outcomes. The Principalship explained that early in the academic year, awareness of predictive targets might be limited but deep dive questioning was to be refined to also question students' understanding of immediate learning objectives. It was clarified that while official targets might take longer to be available and used in performance monitoring points, teachers were encouraged to communicate interim targets based on professional judgment. The Board emphasised the importance of students having clarity on their immediate learning goals.

The Board acknowledged staff commitment to addressing these challenges and requested and update on students' understanding of their targets and feedback at a future meeting.

Action: Vice Principal Quality

The Board then expressed their gratitude to Jennifer Burden for nine years of distinguished service to The Manchester College (TMC) and the LTE Group. The Board acknowledged her lasting influence on governance and operations, expressing sincere appreciation for her dedication and professionalism. Additional thanks were conveyed by, the Chair of LTE Group, and the College's Principalship. The Board concluded by wishing Jennifer the very best in her future endeavours.

Christian Jowles, Lorna Lloyd-Williams, Philip Johnson and Rhona Bradley left the meeting at 13:16pm

The student joined the meeting at 13:18pm.

	<p>Student Voice</p> <p>The Board welcomed a group of students to provide feedback on their experiences at the College. The Chair introduced the session, emphasising the value of hearing directly from students and fostering open, constructive dialogue. The students were enrolled in health and social care courses, and students on this course had been asked to attend because the Board had heard from their managers earlier on the agenda for the meeting. The students shared their appreciation for the College's safe, inclusive environment and engaging teaching methods. They highlighted the supportive approach of their teachers, which fostered collaboration and teamwork.</p> <p>Key points raised included:</p> <ol style="list-style-type: none"> 1. A student mentioned challenges in using the library printers and suggested creating an instructional video to assist with the process. The Board acknowledged the idea and encouraged staff to explore its implementation. 2. Students highlighted the positive atmosphere in their health and social care classes, noting a strong sense of teamwork and mutual support among classmates. 3. The students enjoyed coming to College and really liked their teachers. They indicated it was better than school and they were treated like adults with mutual respect and understanding. 4. Concerns were raised about overcrowding on certain bus routes, particularly the 209 bus. The Board were informed that meetings with the bus company were planned to address these concerns. <p>Students shared aspirations for careers in neonatal nursing, midwifery, social care, and medical fields, expressing gratitude for their teachers' guidance and ambition. The Board commended their ambition and determination. Enrichment activities, such as dance classes, were noted as enjoyable and beneficial.</p> <p>The Board expressed appreciation for the students' candid feedback and committed to addressing their concerns. The Chair encouraged ongoing student engagement and reiterated the College's dedication to providing a supportive, enriching environment. The session concluded with the Board extending their best wishes for the students' academic and personal success.</p> <p>Action: Vice Principal Resources, Planning and Performance and Vice Principal Student Experience and Support</p>
	<p>SIGNED (CHAIR)..... DATED</p>

Meeting closed at 14:01pm