

TMC Board meeting

2nd May 2024, Openshaw

Present: Philip Johnson (Chair), Catherine Hill OBE, Rachel Curry (Principal), Jenifer Burden (teams), Justice Ellis, Mubarak Oyeboode, Mark Fletcher and Garry Bridges

In Attendance: Mark Harris (Vice Principal Adult & Vice Dean) Debbie Sanderson (Vice Principal Planning & Performance), Michael Walsh (Deputy Principal: Adult Curriculum and Student Support), Ed Lack (Group Director of Quality), Lorna Lloyd-Williams (Company Secretary & General Counsel), Barry Atkins (Deputy Principal) , Michelle Fletcher (Vice Principal Quality) , Marie Stock (Vice Principal Student Experience and Support)

Draft Minutes

	The meeting opened at 10.01 and was quorate with at least 3 Governors present
1	APOLOGIES There were no apologies. It was noted that Garry Bridges would leave in the break due to elections.
2	DECLARATIONS OF INTEREST There were no declarations of interest.
3	MINUTES OF THE MEETING of 1st FEBRUARY 2024 The Board approved the minutes of the meeting of the 1 st February as a true and correct record of the meeting.
4	MATTERS ARISING The Company Secretary updated the Board on the actions as follows: <ul style="list-style-type: none"> • The Head of Department would reach out to the student co-opted member to discuss the observed experiences for the management team's further investigation. - completed • The Principal will ask Employment Engagement Team to explain more on the alliance model at next board meeting. – included in curriculum area presentation.

	<ul style="list-style-type: none"> • To invite the student co-opted member to join the student focus group, where they could delve into tutorials, gather ideas, and provide additional insights based on students' feedback-completed • An executive summary featuring targets and outlining the key strategic KPIs and any changes compared to the previous report would be presented at the next meeting for board's scrutiny in performance report – on agenda for approval • Action concerning EDI – included in performance slides
5	<p>CURRICULUM AREA –EMPLOYER Engagement</p> <p>The Board received a presentation from the employer engagement team on employability, partnership and skills. Members were taken through the purpose of the employer engagement strategy and the team that supports this. Governors were advised of the academy, the qualifications within them, stakeholders and the purpose of the academies. Governors asked about the role of Stepping Hill hospital having seem them as a partner in one of the deep dives. Governors probed whether where on the alliance model there was only one employer was this a concern and were advised that it was not a concern but an area for development of contacts ensuring that quality was high. It was explained that in some areas it might be that only 2 or 3 stakeholders were needed.</p> <p>The Centre of Excellence model was explained with the differentiation being explained and members were then talked through the alliance model, how this had developed and how it works. Members were provided with an overview of the number of stakeholders in each curriculum area.</p> <p>Members were advised of the intent of the stakeholder advisory boards – to ensure that meet the local needs and it was noted that each curriculum area had to participate in at least 2 a year.</p> <p>Members asked about the process used to assess employers' suitability to assist with the curriculum and the due diligence process was explained with the Board receiving assurance from this.</p> <p>10.32 Jenifer Burden joined the meeting on teams</p> <p>It was explained that for employers this was additional work and this was valued and recognised through the innovation in engagement scheme with particulars of this being explained and the Board being advised that this was well received by the Groups stakeholders. It was added that this scheme encourages competition amongst stakeholders.</p>

In terms of impact, members received details of the work placements scheme and advised that learners were set objectives to achieve during work placement. Currently 64% of students had undertaken a work placement to date

Governors asked having just undertaken an ESOL link visit, whether more could be done for this cohort of students and were advised that bespoke stakeholder boards were being looked at as one of the mechanisms for improving quality in this area with it being agreed this was an area for improvement.

Governors questioned whether the College had matched what we said we would do in the Queen's anniversary award. The Principal advised that the award recognised the strategy but the college had found that this had needed to be embedded more in some areas in the last 18 months to have a greater impact. Governors probed how impactful measures were and the department advised that they felt the work was really impactful for students citing examples eg employers coming in to deliver training sessions to both staff and students that they would deliver to their own staff. Also, art students delivering an art exhibition at the Manchester library.

10.44 Mark Fletcher joined the meeting in person having previously been on teams

Governors commented that there was a need to feed into apprenticeships and it was confirmed that this was being looked at with it being recognised that a structure needed to be in place.

Members were presented with a slide detailing strengths, areas for improvement and key priorities. Members were advised that a key priority was in relation to recruitment of staff. Governors asked how far the college was away from stakeholder collaboration focusing on LSIP priorities and were advised that it was an area for focus because the work needed capturing.

Governors were asked to share any employer contacts with the team.

It was agreed the team would arrange to meet with the Student co-opted member.

Action

It was also agreed that the presentation slides would be circulated.

Action

6	<p>PRINCIPALS REPORT</p> <p>The Board noted that an overview report had been provided by the Principal setting the scene and were happy for this to be continued as a practice.</p>
7	<p>PERFORMANCE REPORT</p> <p>The Board received the performance report and noted the following key points:</p> <ul style="list-style-type: none"> • Risk Register – The Board were advised that the current risks had been updated with minimal change from Quarter One. The risks had been reviewed by the leadership team in March, with reference to the strategic plan, and were being further updated. The updated risks would be presented at the next TMC Divisional Board meeting. Governors raised the need to have the direction of travel included in the risk register going forward. <p>Action: Vice Principal</p> <p>Action: Risk section on each paper to be tied to the specific risk on the risk register.</p> <p>Action: To include an executive summary in the risk register and look to improve board papers by having this nearer the top part of the agenda.</p> <p>Quality – The Board were advised that the national achievement rates had been published and showed the College in a strong position against national rates for achievement, retention and pass rates. It was also noted that the College was 10th of all GFE providers for the all-ages achievement rate, with the third highest absolute number of achievers. In response to questioning the Board were advised that TMC was the third biggest college. Members probed how strong was being defined and it was explained that it was in relation to benchmarking with other colleges across the country. Governors emphasised that we need to be looking beyond the national rate and it was acknowledged that the college was.</p> <p>The Board were also advised that the College was placed 17th of all providers for its adult achievement rates with a very high volume of adult learners compared to nationally. Within GM the college was top for overall rates and adult and 16-18 learners. The Board commented that it would be helpful to see achievements rates for past years to give greater context. The Principal explained that this was an update on the outcome</p>

report from the autumn term and this was by way of additional assurance and update as the colleges position against the rest of the country. It was suggested that a NARTs comparator for the previous year would still be helpful going forward:

Action: for future papers

English and Maths Progress Model - the Board had received a paper explaining how the progress model worked with it being noted that the progress model measured progress that a student was making towards a grade rather than focusing on the grade that a learner may achieve at the end of the year. The Deputy Principal advised of the impact that this had on enrolment to GCSE this academic year as GCSE's were a more aspirational qualification. Governors were updated on the current progress position and taken through in detail the data provided in the slides. Members advised that they like to see more information about the range and distribution of the progress going forward.

Action: Deputy Principal

Members asked how this compared to systems that other colleges were using and were advised that the college was ahead in terms of the model and sophistication of the model but did need some refining. Members were taken through the preparation for forthcoming exams.

ED&I - The Board received a colleague profile which highlighted the following:

- Currently 61% of colleagues within TMC were female.
- The colleague population did not yet represent the diversity seen within the college student population with regards to ethnicity (colleagues 27%, students 16-18 54% and adult 63%)
- Approximately one third of colleagues were over 50, which needed to be factored into future resource planning

Governors commented that the Greater Manchester figures for ethnic diversity were in the mid-20s and therefore it was suggested that the staff workforce was diverse and that the college might be over indexing. Governors commented that there was nothing regarding sex or disability and were advised that this was the first time the College had seen the data and they were working on this reporting with HR. It was noted that this was still an area that was a work in progress and the ED&I strategy was to be an area of focus at the forthcoming strategy days.

Members discussed ED&I and the need for this to be something that was owned by the whole organisation. Board members were advised that an

ED&I coordinator had been appointed by the College and the scope of her role together with actions taken to date were detailed to the Board

Student Support & Safeguarding – an update was provided to the Board of activity in the second term of the year, January to March 2024. The number of cases was noted to be lower than the first term and of these fewer were rated medium/high with the following key statistics being noted:

- Overall number of referrals made had decreased by 39%
- External Referrals had gone up by 27% since Term 1
- L2 Medium/High had reduced by 73% since Term 1
- Face to Face remained the main referral method (48% of all referrals)
- Cases of homelessness continues to rise (47% increase since Term 1)

The Board were provided with particulars of two high profile cases in Manchester involving students/former students. The Board were advised that currently there had been no impact of these on current students. The Board also noted that the Chair was kept up to date regarding these matters

Staff Turnover and Wellbeing - Staff turnover rate was 16.82% YTD, versus 16.09% prior YTD. This included a high number of leavers at the end of a Fixed Term Contract. Excluding these the resignation rate was noted to be 11.19% vs 10.13% prior YTD. Members were informed that the college was starting to see a shift from resignation within 1 year to resignation between 1-5 years. Sickness absence was running at 4.14% which was lower than 2022/23.

The Board asked about leavers and the aging workforce and whether this was seen as an issue or an opportunity and whether there was concern regarding this. The Board were advised that there had been concern last year that the number of leavers in the first year was high with staff going to competitor colleges and the position was now better. It was emphasised that this was new data and the college was now working with HR to scrutinise by department and that staff over 50 tended to be in support staff areas. The Board were advised that the management teams were looking at both how can the college support these staff and attract new talent. Governors probed what actions were being taken to address the stress and anxiety that was the cause of sickness and were advised that feedback was awaited to pull together a list of actions.

Governors then were invited to bring questions on the rest of the performance report and raised the issue of IT, with it being noted that the CFO was looking at this as part of the work in professional services. Governors queried whether it was the norm to check on students IT and there was a need for this to be prioritised. The Vice Principal emphasized the work was being done to work collaboratively with the Group.

12 noon Garry Bridges left the meeting and it remained quorate

Key Performance Indicator Update – an updated report was presented following feedback at the TMC Divisional Board in February 2023 It was explained that this was the next iteration for KPIs to be monitored by the divisional Board. Governors commented that need to be able to understand within the KPIs what can be not yet be graded as it was an annual KPI.

Students

- Positive Destinations - all learners
- Attendance - all learners
- Progression: all learners
- QDP question on 'College Staff Treat Me Fairly' is ahead of national benchmark

Excellence:

- Ofsted Good / SAR Good
- Achievement Rates - overall
- QDP student satisfaction question 'I Would Recommend the College to a Friend' ahead of National Benchmark

Our People, Our culture:

- Staff Turnover - voluntary - measure to be defined
- Staff Absence – short term
- Staff Satisfaction as is measured from Pulse Survey - 'I enjoy working with my colleagues'

Our City, Our Community:

- Learner numbers as per the accountability statement in total
- Increase learner numbers in health and social care
- Exceed ESFA 16-18 contract target learner number

Our Environment, Our Investment:

- Achieving financial business plan contribution

It was

Resolved to approve the above KPI measures.

8	<p>CAPACITY UPDATE this item was elevated on the agenda</p> <p>The Vice Principal spoke to her paper on the key issues relating to capacity which also contained a reminder of what was being done in relation to phase 2 of the estate's strategy. The Board were advised that a lot of data was awaited which would be built into the capacity requirements. The Group Chair advised members of the discussion regarding this at the March Group Board and that this was a major issue for the Group. The Principal advised that a Council subgroup had been formed to tackle this issue and the first meeting taken place.</p> <p>The Board had also been provided in the paper with the short-term work being undertaken to prepare for September. In response to questioning and concerns about the pace at which this issue was developing, members were advised that the Group was leading on this issue. Governor asked about the impact on the estates strategy and the Principal provided some particulars of what was being considered.</p>
9	<p>QUALITY UPDATE INCLUDING QIP AND OVERVIEW OF DEEP DIVES</p> <p>The paper was taken as read with the following having been highlighted:</p> <ul style="list-style-type: none"> • A consolidated, downscaled approach to inspection readiness over the summer term. • Positional BRAG ratings by course that illustrated a continually improving picture with the significant majority of provision being good or better. <ul style="list-style-type: none"> • The College's approach to intervention where a small minority of provision requires improvement, and positive indications of progress where Enhanced Support Reviews were in place. • Learning Walks and their impact, especially the illustration of significant improvement against key college improvement targets around students understanding of fundamental British Values and radicalisation and extremism. • The rigour and robustness of the TMC QIP, specifically sections focused on MP2 by Afl, and emerging impact on students. <p>Governors probed the AFIs and asked for an index of the enrichment activities.</p> <p>Action for next meeting</p> <p>In relation to British values members asked whether there was an opportunity to add a target to this which could be evidenced from what is</p>

	<p>being learnt from the learning walks. There was a wide-ranging discussion regarding this and the operational measures being taken.</p> <p>12.58 Mark Fletcher left the meeting and it remained quorate.</p>
10	<p>UPDATE ON QUALIFICATION REFORM</p> <p>Governors acknowledged the close work being undertaken with the Gatsby Foundation and commented that should consider how much change was expected in some areas</p> <p>13.02 Jenifer Burden left the meeting and it remained quorate</p>
11	<p>FE TUITION FEE POLICY</p> <p>It was</p> <p>RESOLVED TO approve the FE Tuition Fee Policy 2024/25, subject to the insertion of the final GMCA Funding Rules 2024/25 once available.</p>
12	<p>STUDENT FOCUS GROUPS – CURRICULUM – TEACHING & LEARNING</p> <p>The following key points were highlighted to the Board:</p> <ul style="list-style-type: none"> • Data generated from curriculum focus groups triangulated with the college's other quality assurance methodologies and tallied with the self-assessment as overall grade 2, Good. • The significant majority of students were experiencing good or better teaching, learning and assessment. • The significant majority of students were highly satisfied with the quality of teaching on their course and whilst 70% of students were set work that was demanding this was an area for improvement. • The vast majority of students think that teachers have good knowledge of the subjects that they teach. • A significant majority of students had said that topics were re-visited to help them to remember more and that their teachers were using in-class assessment activities to check their understanding. • Each curriculum department had specifically identified strengths and Areas for Improvement (AFI's) written into each report, allowing them to respond in a timely and focused manner, where students had raised concerns. <p>The Board were advised of the follow up and impact from this. Members were advised that there had been a focus on no response and that there</p>

	<p>had been some positive feedback for example in plumbing. Governors probed how students interpreted the questions and it was explained that staff would then make these questions more student friendly. Governors probed further about the lack of targets and how this was addressed. The Board were advised that there was not a concern about students being set targets but more about the messaging of targets to students. Deep dives had shown there was lots of feedback.</p> <p>Members also discussed the correlation between student behaviour and staff sickness absence and noted that a robust approach had been taken which had led to a decrease in staff sickness absence.</p>
	13.19 the formal meeting closed and Governors moved into a lunch where they met with students
	SIGNED (CHAIR)..... DATED