

The Manchester College Board

Minutes of the meeting held on 13 May 2022 at 10.00am in Openshaw

Present: Justice Ellis, Mark Fletcher, Cllr John Hacking, Catherine Hill OBE, Philip Johnson, Lisa O'Loughlin (Principal) and Pauline Waterhouse OBE (Chair)

Apology: Jenifer Burden MBE and Leo Nicholas

In Attendance: Barry Atkins (Vice Principal – FE Curriculum), Victoria Cornwell-Lyon (Vice Principal – Quality), Rachel Curry (Deputy Principal), Melisha Ebanks (Assistant Company Secretary and Legal Officer), Christine Kenyon (Deputy Principal), Kate Mackenzie (Deputy Company Secretary and Solicitor), Debbie Sanderson (Divisional Finance Director - College and Income Team), Marie Stock MBE (Vice Principal – Student Experience and Support) and Michael Walsh (Vice Principal and Dean - HE and Higher Skills).

No declaration of interests were received.

Part A

09/22	<p>Part A minutes of the meeting held on 4 February 2022</p> <p>The Part A minutes of the meeting held on 4 February 2022 were received and approved as a correct record.</p> <p>Further to Minute No. 05/22 regarding the November 21 re-sit GCSE exam results a verbal update was provided. High grades for English ranked 4.3% below NR and for English these were 8% below NR. The increased volume of students signed to resit which included all transition students was understood. It was anticipated that the benefit of this would be evidenced in the summer series. The Board probed whether any analysis had been carried out to determine whether transition students had not achieved and what trends had emanated. The skills gap analysis and how this was being addressed from a pedagogical perspective was detailed. The post covid impact of student nervousness around sitting exams had been relevant and the strategy to support learners and initiatives in place including booster sessions and external agency tutor support was alluded to. The Board was content that a strategy was in place and the impact of this would be understood and tested following the summer results.</p>
10/22	<p>Quality Improvement Plan Update 2021-22</p> <p>The Quality Improvement Plan for 2021-22 (“QIP”) was presented, with a progress update to the end of April 2022, including systemic Areas for Improvement (“AFIs”)</p>

with three-year milestones. It was explained that the QIP would drive the continuous improvements in quality for the benefit of the learners as it was ambitious and broad ranging. It was reiterated that some systemic AFIs would take two or three years to fully resolve. Included in the QIP were the college's systemic AFIs and the progress on the AFIs for year one had been RAG rated. It was articulated that most of the actions in the QIP related to the Quality of Education which was flagged to constitute the most crucial aspect of the Education Inspection Framework.

It was positively noted that progress against the QIP actions in the period had been particularly strong, especially in relation to student progress, achievement of high grades and performance on Btec 2016 qualifications, which were specifically harder than the previous 2010 Btec qualifications that most students used to take. The end of year forecasts relating to student progress on these qualifications were looking outstanding. This was noted to demonstrate evidence of the rising expectations that the college had for both students and teachers; but also provided evidence of improvements in overall pedagogical standards.

In addition, progress relating to the following key areas of improvement were considered particularly strong:

- AFI 1 – Development of a Digital Inclusion Strategy and the establishment of 'minimum digital standards' across the college.
- AFI 2 – Teachers use of metacognition to develop students' ability to recognise key knowledge and understanding; and commit it to long-term memory.
- AFI 4 – Quality of teachers' assessment target-setting which drives ambition and achievement.
- AFI 6 – The proportion of students achieving high grades across all levels through the promotion of a 'distinction achieving ethos'.
- AFI 16 – Improvements in the tracking and monitoring of summative assessments through strong management oversight and intervention strategies.

Whilst significant progress had been made in the following areas, it was flagged that they all required additional actions to be taken in the next academic year, in order to fully secure their achievement:

- Aspects of AFI 2 – Use of adaptive teaching and assessment practices.
- Aspects of AFI 4 – Quality and consistency of developmental, written feedback.
- Aspects of AFI 6 – Raising of teacher expectations in relation to:
 - Independent study
 - Developmental formative assessment
 - The acquisition of academic / study skills
- Aspects of AFI 7 - Impact of actions taken to reduce achievement gaps between differing groups of students.
- AFI 9 – Firmer embedding within the curriculum of wider socio-political affairs, and how this related to their everyday lives.

- AF1 11 – The extent to which ‘student voice’ meaningfully drives improvements.
- Aspects of AFI 16 – The tracking and monitoring of formative assessment practice to drive improvements more swiftly

A summary of the position in respect of systemic AFIs was also provided which included :

- AFI3 – High needs- planned actions mostly on track.
- AFI5- English and maths – majority of planned actions implemented
- AFI8- Student attendance – most limited progress evident with this AFI although attendance rates on Tlevels remained strong
- AF12 – Student destinations- all strands remain on track to be in place and operational by the end of the year.
- AFIs 14 & 15- Leadership of Learning- feedback from the first 10 managers engaged in the programme was positive. Progress to streamlining the HR and appraisal process with HR is slower than desired . A discussion on the student voice ensued and it was noted that due to Covid this had weakened over the last couple of years and actions were underway to ensure this was strengthened and embedded across the College.

In regards to to AFI5- English and Maths(E&M)- the Board welcomed the ambitious prediction for high grades. A member reflected that the key to the college realising the ambition of high grades for students also relied heavily upon the technical subject matter teachers as well as the E&M teachers supporting and championing the drive and ambition of students in E&M. The board probed whether alignment was evident in the college’s strategy and structure. Presently this was variable between departments .The Vice Principal – Curriculum however outlined the current strategy which would see E&M moving into the remit of curriculum rather than retained in a centralised team. With the Heads of Departments being equally responsible for the whole programme; the rationale that this would lead to greater connectivity of aspiration and drive and improve outcomes for learners was articulated.

Discussion then focused on AFI 8- student attendance. As discussed previously in the meeting this was noted as the most difficult systemic AFI. Adult attendance at 89% was strong but 16-18 was still not where it needed it to be. The strategies being developed to seek to deliver positive impact next year were detailed. The board queried whether the impact of activities available in the city may impact on attendance once in the new premises. The considered work strands to address this was shared including the design of the building to encourage students to socialise in the centre and the competitive pricing of food in the canteen. The board sought a report in the next academic year detailing any issues being managed that the college may not have experienced before.

Christine Kenyon left the meeting

In regards to AF12 – student destinations – and further to Minute No. 04.22 it was confirmed that the work in year has been to harness IT infrastructure to be able to demonstrate at granular level. The Board recognised the importance under the

	<p>new accountability framework that student destinations needed to both demonstrate alignment with employers area of study but the skills needs of Greater Manchester with the responsibility to ensure that curriculum underpins the skills needs of the city. A detailed understanding of the skills needs of GM would need to be understood mapped to The Skills and Post 16 Education Act and some considered time would be spent at a future meeting on these requirements.</p> <p>Finally whilst noting the detailed rag rating for AFIs as received the board sought clarity on how they could gauge assurance that the impact of each measure completed translated to impact. The need to wait until the end of the year to assess full impact was understood. It was proposed that at a future meeting, and once the results had been received, a summative version of the paper would be brought to the Board by way of closing the year which would evaluate the impact of actions and provide assurance and opportunity for the Board to test the same.</p>
<p>11/22</p>	<p>FE Tuition Fees Policy</p> <p>The FE Tuition Fee Policy for the academic year 2022/23 was submitted for review and approval. Conscious of the importance of bursaries for many students, the Board sought confirmation as to the criteria for allocation and the review process This was outlined and an evaluation was set to take place next week aligned in part to how spend could support curriculum ambition. It was agreed that for next year it would be prudent for a report in respect of bursaries to be presented alongside the FE Tuition Fee Policy report.</p> <p>RESOLVED that the Tuition Fee Policy for FE for 2022/23 as set out in the report, be approved.</p>
	<p>RESOLVED that as the items to be considered are deemed commercially sensitive, the Board moved into confidential session.</p>
	<p>----- Chair</p> <p>----- Date</p>