

## The Manchester College Board

Minutes of the meeting held on 8 July 2022 at 10.00am in Openshaw

Present: Justice Ellis, Cllr John Hacking, Lisa O'Loughlin (Principal) and Pauline Waterhouse OBE (Chair)

Apology: Jenifer Burden MBE, Catherine Hill OBE, Mark Fletcher, Philip Johnson

In Attendance: Linda Barlow, (Assistant Company Secretary and Legal Officer), Victoria Cornwell-Lyon (Vice Principal – Quality), Rachel Curry (Deputy Principal), 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), Carol Whitworth (Assistant Principal - Industry Excellence and Business Relationships for Minute no. 17/22 and Michael Walsh (Vice Principal and Dean).

*No declaration of interests were received.*

*The Board welcomed Linda Barlow to her first meeting.*

### Part A

15/22	<p><b>Part A minutes of the special meeting held on 9 May 2022 and meeting held on 13<sup>th</sup> May 2022</b></p> <p>The Part A minutes of the special meeting held on 9 May 2022 and meeting held on 13<sup>th</sup> May 2022 were received and approved as a correct record and signed by the Chair in hard copy.</p>
16/22	<p><b>Nomination of Chair</b></p> <p>It was agreed to nominate Pauline Waterhouse OBE for the position of Chair for 2022-23.</p>
17/22	<p><b>Presentation from Curriculum Area – Click Studio</b></p> <p><i>Carol Whitworth attended for this item.</i></p> <p>The Board received a presentation on Click Studio from the Assistant Principal which detailed the journey of the curriculum area. The vision and purpose of the project, which was to link education to industry was explained to the Board. The presentation focused on two key projects carried out in partnership with:</p>

- The Kamla Foundation which brought together HE Media, FE Computing and hospitality students to showcase the work of the Foundation and support a celebration meal held at the Openshaw Campus.
- Manchester Cathedral for the Prestigious Sacred Space Conference which brought together FE Film & TV, business and media students to organise, support and film the event. The Board positively noted that the impressive work of the students had led to an annual project with the Cathedral.

Current projects were also highlighted to the Board including:

- Documenting the restoration of the belfry at Manchester Cathedral
- Producing podcasts with FreshRB to promote healthy living and strong mental health amongst young people.
- Work with The Gatsby Foundation and The Museum of Science and Industry to support a project documenting 100 technician roles over the next 12 months.

The expansion of the scope and approach for the future development of the curriculum area was explained to the Board to include:

- Creation of a dedicated space on the new City Centre campus to include an IT workshop providing students with opportunities to gain experience to support the new T Level in Digital Support Services.
- Expansion to include all curriculum areas across the College and UCEN Manchester as well as developing and expanding the activities to include, live briefs, employer meeting space and an employability hub.
- Exhibition Space for students to display and sell their work -developing their entrepreneurial skills.
- Innovation Hub providing access to all curriculum areas to learn about digital initiatives.

The Board was presented with the cost investment required to support future development, in particular:

- The need to monitor resource demand to organise and implement future activities.
- Long term management and resourcing of the IT workshop depending on its success.
- The need for individual curriculum areas to provide a budget if a cost was involved for their specific event.

It was highlighted to the Board that the curriculum area would likely develop quickly over the next two years, with further developments coming onboard including:

- A working shop to stock new and used IT equipment.
- Provision of access, via an SLA, to alumni to equipment after graduation to develop their skills.
- Promotion of the Job Shop initiative which was currently in development.
- Development of merchandise.

	<p>The Board congratulated the team on a fantastic initiative and commented that it was positive to hear about the rich links the project would make across the curriculum and how a dedicated space for exhibitions aligned with the QIP.</p> <p>The Board probed the mechanism in place to ensure that the project mapped to learning aims and employability and was assured that on occasion some briefs had been turned down as they did not align. The Board commented that it would be particularly important to consider when, and at what stage, employer input would be most beneficial to ensure that the purpose of the project as an enabler for employability and skills through a curriculum of lives briefs was realised. The Board recognised that the project was a structured approach in line with the colleges engagement strategy to engage with employers leading to a more formalised way of student entry into employment .</p> <p>In response to a query about the purpose of the merchandise, this decision had emanated from students' desire for the project to have an identity and it would also provide a sponsorship opportunity for employers that would assist to fund future projects.</p> <p>The Board noted the success of the two key projects and challenged whether the pipeline of similar scale projects could be maintained moving forward. In response, it was clarified that not all projects would be on the same scale and the emphasis was to ensure that the ethos of the link with not-for-profit organisations, charities and small businesses was maintained. An opportunity aligned to GM police on a project relating to a campaign around counterfeiting and intellectual property rights was signalled which was deemed as a positive opportunity to enhance the richness within curriculum around human rights .</p> <p>The Board further welcomed the positive potential benefit of the project to increase interaction between FE and HE students to support progression into UCEN Manchester. The Board also mooted the potential for opportunities to provide physical space and a platform for creative industry graduates to support destinations.</p> <p>In response to a query about how widely the project was communicated internally among teaching and non-teaching staff, it was explained that there was a plan to launch the project during <i>Love Our Colleges</i> week .</p> <p><i>Carol Whitworth left the meeting.</i></p>
<p><b>18/22</b></p>	<p><b>Quality Improvement Plan Update 2021-22</b></p> <p>The Quality Improvement Plan for 2021-22 ("QIP") was presented, with a review of progress to date , including systemic Areas for Improvement ("AFIs") with three-year milestones. Noting that the Board undertook an indepth discussion of the QIP at its meeting in May (Minute 10/22 refers), the discussion focused on key aspects of the QIP.</p> <p><i>Michael Walsh left the meeting</i></p>

	<p>It was explained to the Board that the Afls identified as rolling over into the next academic year were not in relation to intent and impact and that there was clarity about purpose of provision.</p> <p>In particular:</p> <p>In relation to the specific aspect of AFI 2 - <i>Use of adaptive teaching and assessment practices</i>, it had been challenging to assess and measure progress, but steps had been taken to interview teachers to stress the emphasis on training and evaluating impact.</p> <p>In relation to specific aspect of AFI 7 – <i>Impact of actions taken to reduce achievement gaps between differing groups of students</i>, this had also posed a challenge, but the Board was assured that clear strategies and measures were in place to reduce these gaps in the next academic year.</p> <p>In response to a query on what insights were available in relation to actions taken on this aspect of AF17 specific to pedagogy and student support, it was explained that it was more challenging to understand underlying issues in different sociocultural groups and that although some progress had been made to understand the challenges in the 16-18 cohort, the 19+ cohort presented different challenges.</p> <p>The Board discussed the need to do more on pedagogical strategy particularly to understand the data and map this against the sociocultural circumstances of students but also to guard against making assumptions and use it to inform discussions with students about how the curriculum related to them.</p> <p>The Board were assured that achievement gaps were being monitored and that research along with learning walks and student voice would help bring student support and the curriculum together.</p> <p>In response to a query in relation to how ‘<i>minimum digital standard</i>’ AFI 1 – <i>Development of Digital Inclusion Strategy and the establishment of ‘minimum digital standards’ across the college</i> had been set, it was explained that a Bronze, Silver and Gold approach was applied and teaching tools were assessed to ensure that at least Bronze was achieved with additional steps identified to move upwards through the system. In response to further query, it was confirmed that managers and teachers were aware of the standards and how they applied. The ambition in regards to digital inclusion was focused on and the challenge to bridge the gap whilst balancing resources was alluded to and work in train in this regard .</p> <p>The Board probed the approach and current effectiveness of Communities of Practice. The intent to reinvigorate these was positively noted and the value of these being teacher led with the need to understand industry developments to drive quality in teaching and learning was considered to be of importance.</p>
	<p><b>RESOLVED</b> that as the items to be considered are deemed commercially sensitive, the Board moved into confidential session.</p>

	<hr/> <b>Chair</b>
	<hr/> <b>Date</b>

The meeting closed at 1.31pm