

## The Manchester College Board

Minutes of the meeting held on 22 November 2023 at 9:30am at Openshaw

Present: Dame Ann Limb (Chair), Catherine Hill OBE, Philip Johnson, Rachel Curry (Principal), Jenifer Burden, Mark Fletcher (via Teams), Garry Bridges, Mubarak Oyebode

Apology: Justice Ellis

In Attendance: Rhona Bradley (Group Safeguarding Link Governor), Mark Harris (Vice Principal: Adult Curriculum), Debbie Sanderson (Vice Principal: Planning and Performance), Michael Walsh (Deputy Principal: Adult Curriculum and Student Support) and Ed Lack (Group Director of Quality), Barry Atkins (VP FE Curriculum), Marie Stock MBE (Vice Principal – Student Experience and Support), Michelle Fletcher (Vice Principal – TMC Quality), Orla Wood (Divisional Finance Director – College and Income Team), Lorna Lloyd-Williams (Company Secretary & General Counsel), Sherman Wu (Governance Officer)

For Safeguarding Report item 75/22: Andrew Pickles (Assistant Principal – Foundation Learning and Student Support), Jamie lee Tucker (Student in Openshaw), Kayden Armstrong (Student in Openshaw), Randolf Nyame (Student in City Centre Campus)

*No declaration of interests were received.*

*The Chair welcomed Mubarak Oyebode, the new student co-opted member, to his first meeting and it was noted that Mubarak Oyebode would be brought through the induction process.*

### Part A

70/22	<p><b>Part A minutes of the meeting held on 6 October 2023</b></p> <p>The Part A minutes of the meeting held on 6 October 2023 were received and approved as a correct record and signed by the Chair.</p>
71/22	<p><b>Matters arising</b></p> <p>The Board received an update that a report detailing how the employer engagement team and curriculum team worked together and the coherence of touchpoints with the employers would be integrated into the briefings being prepared for governors on aspects of the College's work.</p> <p>Regarding the well-being survey, the Board was informed that the results would be available on Monday and would be included in the upcoming performance report.</p> <p>Information for the Board on the materials shared with students on British Values would also be shared within the briefings being prepared for governors.</p> <p>A governor inquired about the schedule of deep dives. The Board was informed that the schedule of link visits within the group was part of the governor's training plan, and the Company Secretary</p>

	<p>would notify the Board about the Deep Dive/Learning Walk schedule which members were welcome to attend.</p> <p><b>ACTION: Company Secretary to advise the Board the Deep Dive/Learning Walk schedule</b></p>
72/22	<p><b>TMC Quality Improvement Plan (QIP) and Ofsted Preparedness</b></p> <p>The Board was presented with key areas for improvement emerging from the 2022/23 SAR and every target would be RAG rated against its description in the table and at each QIP monitoring point to allow rapid and clear oversight of the improvement trajectory against each area for improvement. Results from those learning walks indicated that significant progress had been made against some of the personal development themes like British Values.</p> <p>A governor commended the team's efforts in preparing the QIP and Ofsted preparedness report which provided an overview of various areas. During discussion, a governor asked about the monitoring update date and the anticipated impact from the action plans. The Board was informed that the 1st monitoring update would occur on 7 December 2023. A governor asked for further elaboration on some of the targets, specifically if the expected impacted could be expanded upon. Following discussion, it was agreed that impact would be expected to be evidenced in the QiP in detail at each monitoring point.</p> <p><b>ACTION: Group Director of Quality</b></p> <p>The QIP area for improvement for English and maths was discussed in detail. The increased volume of 16-18 year olds studying for a resit in English or/and maths was explored, with the reductions in high grades in Manchester schools impacting the volume of 16 year olds who were required to resit and the change to the progress model for the College. The Board acknowledged that the College had transitioned to a progress-based model for English and Mathematics.</p> <p>A discussion took place regarding qualification reform and the intent to create more robust Level 2 programmes to facilitate students' smooth progression to Level 3 programmes or entry direct into the labour market from level 2 qualifications. The Principal shared that the College strategy had focused on enhancing higher technical skills and pathways to employment. A governor raised concerns about the challenges for students who did not have a high grade in English/maths to progress to a level 3 programmes. In response, the Principal committed to update the TMC Board on the impact of qualification reform and contribution towards local skills needs.</p> <p>The Board received update on Ofsted preparedness and quality improvement initiatives. These encompassed action plans for identified areas for improvement and focus , learning walks, quality team and consultant support, tutorial programme overhaul and work with employers. A governor inquired about work with curriculum leads and their backups. The Board was reassured that support had been provided to the curriculum leads and their backups, although there were staff changes within the College throughout the year. However, it was emphasized that continuous training would be offered during the ongoing Deep Dives throughout the year.</p>

	<p>Governors recommended highlighting changes compared to the last report, providing explanations for the actual differences, and offering more details to clarify why certain areas were not marked in blue/green. The Board received assurance that the next report would incorporate these suggestions.</p> <p><b>ACTION: Group Director of Quality</b></p> <p>A governor asked about staff recruitment and the Board was informed that while in some departments such as construction recruitment remained challenging, Project Connect had slightly reduced the overall turnover rate. It was noted that the College had reviewed terms and conditions and pay ranges with other colleges as part of its Project Connect implementation in order to be provide a competitive offer.</p> <p>A governor asked about employer/stakeholder work with the College. The Board was advised that the College had strategic links and extensive partnerships with employers . Nevertheless, whilst effective in much of the curriculum, there was some improvement required in others to ensure employers where informing the implementation of knowledge, skills and behaviour at the curriculum level.</p> <p>A governor inquired about strategies to attract and recruit T-level students. It was explained that T level summer schools supported students interested in joining a T level programme to better understand the requirements of the course and expectations and to ensure a good match for them and for the College.</p>
73/22	<p><b>Personal Development</b></p> <p>The Board was provided with an update on the 2023/24 personal development framework and actions/improvements implemented in response to the 22/23 SAR evaluation of personal development as 'requires improvement' .</p> <p>It was noted that the College's Careers Strategy 2023 was in line with the DfE Careers Strategy, published in December 2017, and incorporated its themes and key priorities.. The eight Gatsby Benchmarks of Career Guidance underpin the DfE Careers Strategy and set the standards for good career guidance for all learning providers. The Board was informed that the Student Careers Service offered careers advice, information, welfare advice and guidance to potential, existing and progressing students within The Manchester College. All team members were qualified and experienced advisors. The College currently met 100% of the Gatsby Benchmarks, the national benchmarks for good careers guidance and was Matrix accredited and a member of the Careers Development Institute.</p> <p>It was reported that a significant number of learning walks had taken place with the express aim of capturing early impact and outcomes of the work undertaken to improve personal development. A governor questioned how the College captured the outcomes/impact of the personal development themes and whether there was a way of supplementing some of the questions so that students could better understand and answer them. The Board in response, were provided with further details of the approach of both staff and Ofsted in relation to this issue.</p>

**74/22 Student Outcome Report (2022/23)**

The Board was briefed on the following key points:

- Improving achievement rates for 16-18 students on level 3 diplomas, through better retention of year one students on two-year diploma qualifications
- Implementation of new progress measures in GCSE English and mathematics that will focus on student progress based on their Uniform Mark Scale (UMS) score as well as high-grade achievement and the impact this will have on overall achievement and high-grade achievement in 2023/24
- The small number of departments that continue to have lower than acceptable achievement rates
- College Alps grades and high-grade achievement
- The continued success of students, teachers and managers in securing overall achievement rates well above national rates year-on-year.

It was also highlighted to the Board the key aspects where student outcomes align strongly with GM priorities. A discussion regarding key metrics for measuring success took place, particularly comparison to benchmark and the College and the Board's high aspiration for its students. The Board were advised that key measures would be drawn out of the strategic plan to used for the Board to monitor the College against.

**ACTION: TMC Board to be provided with key metrics for monitoring the achievement of the Strategic Plan.**

**75/22 Safeguarding Report**

*Andrew Pickles joined the meeting.*

The Board was presented with the key items arising from the Safeguarding Report, relevant implications and appendix A of the report. It was emphasised that College needed to ensure there were structures, policies and procedures in place to mitigate any risk and the Group Safeguarding Link Governor got assurance on that from regular meetings with the safeguarding lead within the College

A governor inquired what audit activity had been undertaken. The Board was advised that following a comprehensive review of safeguarding arrangements within the College, a revised structure with focused roles and responsibilities was introduced. There was also a robust internal audit to identify safeguarding alerts and provide timely referral. Additionally, an internal audit on different aspects of safeguarding from student and staff perspectives had been undertaken and the findings had been circulated to Audit and Risk Committee.

A governor asked how the student could reach out and get the support in respect of safeguarding out of College hours. In response, it was explained that the College had student hub with abundant information available to the students together with the support from external supplier, particularly 24-hours advice support.

It was noted that the Board received the safeguarding update provided by the Principal prior to the meeting.

A governor proposed delivering a shorter version of safeguarding training to all LTE group members. The Board was informed that safeguarding training for LTE group members is scheduled for March 2024.

<p>76/22</p>	<p><b>Student Voice</b></p> <p><i>Jamie lee Tucker (Student in Openshaw), Kayden Armstrong (Student in Openshaw) and Randolph Nyame (Student in City Centre Campus) joined the meeting.</i></p> <p>The Board received an update on the 2023/24 student voice strategy and analysis of activity in the first half term of this academic year. The Board was reported that induction survey had been undertaken and full analysis on it would be included at the next board meeting.</p> <p>The Board received information that different activities had been held to get students involved internally and externally and the Principalship team had scheduled lunches at every campus each term to get direct feedback. The Principal would deliver a summary of the findings or insights gathered from these meetings at the end of the cycle of lunches.</p> <p><b>ACTION: The Principal</b></p> <p>A governor inquired whether the College obtained sufficient adult voice feedback. The Board was advised that feedback from evening part-time students was an area for focus. In respect of quality, it was noted that adult voice was obtained through learning walks and deep dives and a high response had been received from adult learners. The Principal expressed the intention for adult students to attend a future board meeting.</p> <p>Governors then had the opportunity to discuss with the students present their experience and hear from them what they had been doing and their next steps. Positive feedback was received regarding the staff and the tutors. Positive feedback was also given regarding the pastoral support from tutors too. Governors asked whether there was anything that could have been done better and differently and it was noted that students sometimes encountered systems problems. A student also shared an experience of not receiving respect in the classroom. It was noted that student hub had addressed this issue at the time. The Principalship team would also reach out to this student for further follow-up.</p> <p>The students also commented that there were links to industry and business in their programmes and suggested incorporating more physical activities, which they believed would make a positive impact.</p> <p>The formal meeting then ended and Board members had the opportunity to engage further with students during the lunch.</p>
	<p><b>RESOLVED</b> that as the items to be considered are deemed commercially sensitive, the Board moved into confidential session.</p>
	<p>-----</p> <p><b>Chair</b></p> <p>-----</p> <p><b>Date</b></p>