

## THE TRAFFORD COLLEGE GROUP

### Minutes of the Meeting of the Further Education Curriculum & Quality Committee held at 5.30pm on Wednesday 28 June 2023 in the Boardroom at the Altrincham Campus Trafford College

#### Present

|                     |                                       |
|---------------------|---------------------------------------|
| Sarah Drake         | Chairperson                           |
| Imaan Aurangzaib    | Deputy Student Governor               |
| Charlotte Barratt   |                                       |
| Olivia Bussey       |                                       |
| Graham Luccock      |                                       |
| Michelle McLaughlin | Staff Governor                        |
| Marcia Reynolds     |                                       |
| James Scott         | Principal and Chief Executive Officer |
| *Uswah Sayyed       | Student Governor                      |
| Sabine Van der Veer | Co-opted Governor                     |

#### In Attendance:

|                          |                                                       |
|--------------------------|-------------------------------------------------------|
| Barry Watson             | Corporation Secretary                                 |
| *Paul Butler             | ETF/loD External Governance Reviewer                  |
| Yvette Hansbury-Robinson | Assistant Principal, Student Experience and Support   |
| Danielle Judge           | Assistant Principal - Apprenticeships                 |
| Jane Nickisson           | Assistant Principal - Higher Education and Skills     |
| Adam Sinnott             | Interim Director of Quality Performance and Standards |
| Helen Wood               | Assistant Principal, Study Programmes - Academic      |
| Tracey Wood              | Assistant Principal, Adults & Employer Engagement     |
| Alison Duncalf           | Deputy Corporation Secretary                          |

\* Joined the meeting via Microsoft Teams

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##### **FEC&Q/14/23      Apologies for Absence**

The Chairperson extended a welcome to Sabine Van der Veer, who had previously served as a governor and was joining the Committee as a Co-opted Member. A welcome was also extended to Imaan Aurangzaib (Deputy Student Governor) and Paul Butler (External Governance Reviewer).

The Corporation Secretary (CS) reported that apologies for absence had been received from Adele Carney and Glad Capewell (GC).

It was noted that GC was to stand down as a Co-opted Member of the Committee. The thanks of the Committee were recorded for the extended service of GC as a governor and latterly as a Co-opted Member.

The CS further reported that the Deputy Principal was unable to attend the meeting.

##### **FEC&Q/15/23      Declaration of Direct or Indirect Interest in any of the following Items**

There were no declarations of either direct or indirect interest in any of the meeting's business items.

##### **FEC&Q/16/23      Minutes of the FE Curriculum & Quality Committee Meeting held on 15 March 2023**

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There was agreement that FEC&Q/07/23 under the 2nd bullet point, 5th paragraph should read: - "It was noted that full roll out of the platform to all curriculum areas was taking place with a view to it being established from September 2023".

The minutes of the meeting, incorporating the above revision, were approved and accepted as a correct account of the meeting's proceedings.

**FEC&Q/17/23 Matters Arising from the Minutes**

The Chairperson referred member to the previously circulated summary of actions arising from the minutes and the progress attained therein, from which the following was reported:

## i) FEC&amp;Q/11/23 – English and Maths Strategy Action Plan Update

The Assistant Principal, Study Programmes - Academic (APSPA), with respect to achievement and attendance rates, reported the following:

- GCSE English and maths exam attendance for learners with an identified need was broadly in line with that for those learners without; for EHCP learners it was -0.9% below for English but there was a +0.2% improvement for maths when compared to learners without
- there were some very positive examples in terms of exam attendance which included: GCSE English and Free School Meal (FSM) learners achieving at +1% and Young Carers +3.6%, and for GCSE maths learners who disclosed mental health issues +4.2% and Looked After Children +4.6%;
- in terms of grade 4-9 predicted achievement for EHCP/High Needs (HN) learners, for GCSE English the position was broadly in line with other learners at 25% but for GCSE maths it was 8% below at 10%;
- for further context, 61% of maths learners had a target grade lower than grade 4 (in comparison to English which was 46%) with distance travelled being a more significant measure and which would be reviewed post results.

The Principal and CEO added that there was more work to undertake around determination of the "right" qualification as well as other aspects including the potential for studying English one year and maths the next.

## ii) FEC&amp;Q/12/23 – Training Session in relation to Qualification Reform

The CS confirmed that a training session was scheduled to take place early in the autumn term.

**Action: Corporation Secretary**

## iii) FEC&amp;Q/46/22 – Meeting Local Skills Needs - Employer Engagement Update Report

The PCEO confirmed that there were a number of embedded reporting mechanisms already in place and he outlined the following:

- the Ofsted section within the Quality Improvement Plan (QIP) looking at specific actions;
- the Group's Accountability Statement, the final version of which would be considered at the next meeting of the Board of the Corporation post receipt of the Local Skills Improvement Plan (LSIP); and

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- the work that took place with employers recorded within SP3 of the Strategic Plan (Employer Effectiveness); and the Link Governor reporting.

There was agreement that consistent with the breadth of the existing reporting already in place a separate report to the Committee was not required.

In terms of governor awareness of the ongoing discussions that took place at Employer Advisory Boards, it was noted that this could be addressed via the Governor Link meeting.

iv) FEC&Q/05/22 – Quality Improvement Plan and Performance Management Targets

In respect of the monitoring of student progress and the measuring of SMART targets the position in relation to staffing was raised by a member and it was asked whether there had been success in the recruitment of more permanent staff.

The Assistant Principal – Higher Education and Skills (APHES) responded that after a critical period only two agency staff remained with all positions having been converted to permanent roles. It was stated that from September 2023 it was anticipated that a much more stable position would be in place. The PCEO added that the rationalised provision at Stockport and Cheadle would also go some way to supporting a more stable permanent staffing position.

A member, with reference to the increased number of new staff in place, asked as to how oversight would be maintained in relation to quality and the understanding of intent. The Interim Director of Quality Performance and Standards (IDQPS) responded that this aspect would be addressed via early Curriculum Development Area Reviews (CDAR).

**Action: Interim Director of Quality Performance and Standards/  
Curriculum Development Area Review**

There were no further matters raised by members that had not been actioned or were on the meeting's agenda.

**FEC&Q/18/23****Student Governor Update Report – June 2023**

The Chairperson invited the Student Governor and Deputy Student Governor to present the Student Governor Report to the Committee.

The following wide ranging and extensive range of activities undertaken since the last meeting of the Committee were highlighted:

- events which took place around the Coronation which included an afternoon tea for the community and various screenings brought to life by students from various curriculum areas including Health and Social Care and IT students
- participation by each campus, for the first time, in the Planet Earth Games which was led by a charity that supported colleges and had a focus on sustainability and carbon reduction
- that the Group attained 4<sup>th</sup> place in this country-wide competition
- activities to support carbon reduction which included a number of workshops delivered in partnership with Timeout
- Earth Day celebrations and an awards event for students from across the Green College Assembly

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- the participation of students in the Get Active Programme which addresses inactivity and supports well being
- the holding of the final debate of the year by DB8 at the Altrincham campus involving 52 students which also incorporated skills mentoring from a local MP and the Leader of Trafford Council
- the Student Awards for extra-curricular participation for which there were 31 winners from across the Group, a successful celebratory event
- the publication of the final edition of the Student Newsletter.

In terms of the Student Experience plans for the first term of the 2023/2024 academic year the following were highlighted:

- Student Governor elections
- promotion of the Get Active Programme Plus at the Stockport sites supported by Stockport County Football Club and the British Army Youth Services
- the DB8 Team who would be working with Years 5 and 6 at the Dial Park Primary School on the protocols of debate
- the annual Question Time event in conjunction with the Greater Manchester Colleges Group
- SUEZ training on all things waste
- Widen our World Week and a focus on a week of celebrating cultures, faiths and beliefs and part of the “settling in” plan for the start of the new academic year.

Questions and comments were invited from members.

- The PCEO welcomed the comprehensive report and overview of the range and breadth of activities that students were involved in across the Group. The students were invited to share their experiences of where they considered the Group was doing well as well as where they thought improvements could be made.

The Student Governor (SG) welcomed the opportunities that they had had to engage, which had in turn had presented a route to other openings as well as supporting their own personal development and confidence.

The SG stated that the Group had offered an open platform via which there was choice in terms of the activities that could be accessed. The supportive style of the Group was highlighted which also included the support provided by tutors.

In terms of whether improvements could be made it was suggested that the timing of events could be reviewed with a view to maximising the involvement of students thereby making the experience more effective for everyone.

The Deputy Student Governor (DSG) shared their experience from the perspective of their Applied Science course and suggested that there could be better planning from a timing perspective and a more equitable spread of assignment submission timings. It was added that tutor support had been good but that time management could have been better.

The PCEO recognised that many students had a great experience whilst studying at the Group but that they did not necessarily engage with all that was on offer. It was further recognised that more work could take place to ensure that all students received the same great experience. The comment was made that improvements had been made but there was more to do.

The IDQPS added that with respect to Applied Science there had been an impact from a staffing perspective and, further, that Pearson (the awarding

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body) had introduced a condensed assessment window which had resulted in repercussions across a number of courses. It was stated that there was recognition of the work that needed to take place to amend the academic year to fit the pattern of course requirements.

- A member suggested that it would be beneficial for all members to be appraised of the student perspective and that the contribution of the students should be emphasised to the Board of the Corporation.

**Action: Chair of the FE Curriculum and Quality Committee**

- A member applauded the points made by the students and suggested that the phasing of a course and its assessment requirements be addressed as part of the curriculum planning process alongside qualification planning.

The Assistant Principal Apprenticeships (APA) referred to the Apprenticeship Conference that had been held the previous week adding that moving forward this could be a forum for promotion of the extra-curricular activities that apprentices had access to.

The Chairperson thanked the Student Governors for their informative reporting and asked that the thanks of the Committee be passed on to those students involved in the various groups and events.

**Action: Assistant Principal Student Experience Support**

**There were no further questions or issues raised by members and it was resolved that the Student Governor Report be received and noted.**

**FEC&Q/19/23**

**FE Quality Improvement Plan and Key Performance Indicators Report 2022/2023**

The Interim Director of Quality Performance and Standards (IDQPS) referred to the previously circulated report and an update on the Quality Improvement Plan (QIP) and Key Performance Indicators (KPIs) for 2022/2023.

It was confirmed that the QIP was a focused plan, addressing specific areas for improvement resulting from self-assessment and taking into consideration the changing needs of our students, communities, and employers. It was added that it did not, by itself, constitute the whole approach to continuous improvement across the Group.

A summary of progress made against each of the eight objectives identified for 2022-23 was presented and the following was highlighted:

1. The good progress made in relation to identifying the starting points of students and their needs, as well as the courses and learners “at risk” at an earlier stage in the academic year than in previous years. It was noted however, that the use of regular meetings and in-year data to monitor student progress, provide individual feedback to students and set ambitious SMART targets was still inconsistent in some areas. There was confirmation that overall retention was positive (92.9%), and overall satisfaction high (90%) but that overall attendance was at 82% and this was a concern that needed to continue to be addressed in 2023-2024.

It was commented that there were no significant gaps in terms of groups of students with the only gap of any significance relating to Mental Health.

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In terms of attendance, it was stated that the current position of 82% was below the KPI and stood at an equivalent level to the previous academic year. There was recognition that this could not continue and that there was a need to move forward in the post-Covid world.

For retention it was confirmed that a good position was presented and an improved position over the previous academic year. There was confirmation that the retention of adults stood at 96% and overall retention at 92.9%.

2. That the relentless approach to improving the quality of apprenticeship provision had resulted in a significant reduction in the number of students who had not completed their programme, with current retention of 73% and predicted achievement of 65% (a +18% improvement compared to the previous year).

There was confirmation that whilst good progress had been made there continued to be inconsistencies in some areas due to staffing challenges.

The in-year KPI adjustment down from 70% was referenced and it was confirmed that at the beginning of June 2023 the achievement rate stood at 65% but that there had been slight slippage since. It was suggested that a worst-case scenario of 60% would be achievable meaning that intervention would cease. There was confirmation that cleansing of data was ongoing.

A question was asked by a member in relation the national achievement rate. There was confirmation that this currently stood at 56%

The issue of the impact from staffing issues was raised by another member. There was confirmation that the impact had been high for Construction and, further, that there had also been issues in the areas of Health and Child Care (Early Years) particularly around the release of students to attend college, as well as English and maths attainment. It was reiterated that moving forward the focus would be upon the recruitment of students to the right courses.

The APA confirmed that approaching the Ofsted inspection there had been in the region of 400 out-of-funded learners and that rolling over into the new academic year it was anticipated this figure would be closer to 60, presenting a significantly improved position.

3. That significant progress had been made in further improving the consistency and standards in the quality of education for learners with High Needs (HNs), which had been driven by a highly skilled and committed team who had improved the quality of the systems to monitor students' progress and support alongside the collaboration with the curriculum teams.

It was noted that retention currently stood at 90.7% and attendance was slightly better than the college's average (83%). Reference was further made to the focus that had been placed upon HN learners including within Progress Boards.

4. The use of the "tuition fund" to address the continued issue of "lost learning" was outlined, it was confirmed that this had included the support and preparation for students undertaking external assessments and a focus on improved confidence and resilience on the part of learners. The improved attendance at English and maths exams was referenced, the positive performance in in-year assessments, and improved predicted achievement rates (84% compared to 79.2% in 2021-2022) were all highlighted.

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The APSPA suggested that the tuition fund had been very positive for learners in the current academic year, stating that whilst attendance had been a challenge retention continued to be good.

5. That the additional capacity created in the Student Experience team had effectively supported students' personal, social, emotional, and cultural development, enhanced the student experience and driven positive behaviours. There was recognition, however, that these aspects continued to be a challenge and that the number of student-related incidents and safeguarding referrals had continued to increase in term 3.

Reference was further made to the impact of the implementation of the Group's Positive Behaviour Policy and restorative practices which would continue to be a priority into the next academic year, as well as the review of the Tutorial Programme to further develop the employability and soft skills that will enable student to be successful.

6. That the Group's adult offer has been developed, informed by the skills needs of local businesses, employers and both Stockport and Trafford LAs, with an emphasis on it being broad, relevant, and flexible. It was reported that participation had improved significantly since term 1 but not by as much as had been anticipated, particularly in terms of Level 3/4 and full-time long programmes.

It was noted that many adults had been forced into full time employment due to the cost-of-living crisis and that there had also been increased competition from training providers. Assurance was provided that the Group was working tirelessly to meet the funding allocation although this was proving very challenging. In conclusion it was stated that there had been good progress in developing a current and responsive offer but that the full impact with respect to income and participation was not yet being seen.

The Assistant Principal Adults and Employer Engagement (APAEE) added that the Group continued to respond to local needs across Stockport and Trafford and that, whilst adults had been reluctant to engage, there had been an increased engagement with employer academies as a means to attract employees.

The PCEO stated that hitting the AEB targets was a challenge and that demand was currently for "short sharp" courses to support getting into employment.

7. That significant progress had been made in driving a culture of continuous professional development across the merged college group, including effective support for increased numbers of new teaching staff through the Passport to TLA and mentoring.

The additional information provided in the Quality of Education Report was referenced.

8. That positive progress had been made in further developing an offer that met local needs, and a comprehensive mapping of the full curriculum offer compared to labour-market intelligence and local vacancies effectively informed the Curriculum Planning process. It was reported that the adult offer had been further developed as well as an offer for learners at risk of becoming NEET through the Engage programme and a bespoke vocational offer. There was confirmation that the priority for the next academic year would be alignment of the Group's offer to the recently published LSIP and to ensure funding opportunities were maximised.

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In terms of the next steps and associated timeline it was confirmed that student performance would continue to be monitored alongside the effectiveness of the actions taken in the current academic year to drive improvements in readiness for the 2022-2023 Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

Questions and comments were invited from members.

- The PCEO commented on the “red” classifications within the Quality KPIs stating that this was mostly linked to retention.

Discussion followed in relation to internal progression between the various levels. It was suggested that there were elements of underperformance and that this was something that needed to be addressed moving forward.

The Assistant Principal Higher Education and Skills (APHES) stated that a strategic approach was required to ensure that the curriculum offer created progression pathways within which learners could visualise their journey over a 3,4- or 5-year period. It was further stated that open days and curriculum interviews should act as the starting point.

Reference was made to the workshops and other work taking place to capture learners’ intended destinations. There was also recognition that teams across the campuses needed to work together, which was supported by the recent rationalisation of provision.

In terms of the activities taking place to support the next steps of learners, the APSPA emphasised that when a learner moved curriculum areas it was important that interviews took place to ensure they were making the right step.

- A question was asked by a member as to whether students were questioned why they were going elsewhere.

The APSPA confirmed that this was picked up at an individual level by Heads of Curriculum areas and tutors. It was added that at the moment a number of learners were exploring apprenticeships and that, if they were successful, this would be followed up accordingly.

The APAEE added that progression was being picked up a lot earlier, including via supporting activities such as job and careers events. The APHES suggested that the focus was not just toward the onward journey but also around students that chose to stay with the Group for an extended period e.g. in the areas of construction and trades and that it was also about understanding what that commitment meant.

- A member asked as to whether the issue was quality related.

The APHES responded that there were a range of issues but that there were definite challenges within the trades routes particularly where a learner had previously had a poor student experience from an academic perspective. It was stated that where this occurred, there was a need for the Group to “own” the issue.

There was agreement that in terms of destination planning there was a need to undertake further work moving forward.

- A member sought clarity in terms of the impact on positive destinations which was currently rated as “amber.”



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There was confirmation that this measure related to students that stayed with the Group and progression between the levels.

- A further question was asked by a member with respect to the capturing of alumni data, its utilisation from a marketing perspective and the “selling” of the potential to progress.

The APSPA responded that this information was used within areas by the Heads, particularly in terms of celebration and might include former students being invited to talk to current students. In addition, it was noted that success stories were advertised around the campuses, although it was recognised that there was potential to develop this aspect further.

- A member raised the issue of English and maths in the context of timetables for the next academic year.

The APSPA stated that intense work had been undertaken in conjunction with MIS. There was confirmation that a clear timetable had been set and that at risk areas were being identified, staffing was considered to be more secure and planning had taken place around the expected results.

**There were no further questions or comments from members and following due consideration it was resolved that the update report in respect of the Quality Improvement Plan and Key Performance Indicators 2022/2023 be received and noted.**

**FEC&Q/20/23****Quality of Education Update Report**

The Interim Director of Quality Performance and Standards (IDQPS) referred members to the previously circulated Quality of Education update report.

The IDQPS indicated that the report provided a general review of the quality of education, adding that at this point in the academic year there was a clear focus on ensuring that learners achieve their qualifications and were supported in either progressing to the next level or on to the destination of their choice.

The context of the report was outlined, including the more detailed underpinning reports. The key issues were highlighted and additional commentary by the IDQPS was noted:

- Predicted achievement for 16-18 is 84%, compared to 79% for 21/22.

The IDQPS referred to the work that had taken place post the finalisation of student predicted grade at the end of April/beginning of May 2023. The student meetings and intervention strategies adopted were highlighted as well as the follow up of any areas of concern. It was reiterated that all curriculum areas were doing everything possible to attain the 84% target.

In terms of the next academic year it was stated that ensuring students were on the right courses would continue to be a priority and that any conversations that needed to take place would do so at an early point.

In summary it was stated that the Group was awaiting external exam results and had been encouraged by the January 2023 performance.

- Curriculum areas of concern are: Built Environment (65%), Engineering (76%), Construction (76%) and Health, Care and Early Years (78%).

There was confirmation that these areas had been progressed via follow up meetings.

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In terms of the staffing issues in the area of plumbing, the Assistant Principal – Apprenticeships (APA) reported that the Group had worked hard to support students to achieve, however contingency was in place should any students need to return in September to re-take any of their qualification (roll over).

- Ofsted areas for improvement update, within which of the 4 Areas for Improvements (AFIs) identified in the Ofsted report, one has made significant progress, 2 have made reasonable progress, and one has made insufficient progress (Attendance AFI). It was noted that further commentary was provided in the detailed Quality of Education Report.
- An update on the Quality Improvement Cycle: 13 CDAR's have taken place this year (with a separate report being available on the summary of impact of CDARs). All curriculum areas had undertaken a minimum of 3 Progress Boards and all curriculum areas had had 'at-risk' meetings and support. In addition, it was reported all curriculum areas had had a focused predicted achievement meeting.
- Predicted value-added for 22/23: the Applied Generals and A-Levels predicted value added was slightly down on 2021/2022 outcome. In terms of Level 2, Technical Certificates and Technical Qualifications all were predicted to be up on the 2021/2022 value-added outcomes.
- Lesson visits review for 22/23: 177 developmental lesson visits had taken place and 224 short lesson visits had been completed. It was reported that 30% of tutors had been identified to share good practice; 59% had been provided with recommended CPD; and 7% had been referred for mentoring.
- The biggest strength identified through lesson visits were 'Learner attitude to learning' (101), 'Use of learning resources' (89), and 'Expertise and subject knowledge' (85).
- The biggest AFI identified through lesson visits were 'Questioning strategies' (41), and 'Assessment for learning in the session' (39).
- A CPD review for 2022/2023 indicated significantly higher engagement with the tier 2 offer, with highest attendance to a session of 223 (compared to 87 in 2021/2022). In addition, it was reported more in-person, bespoke CPD had been completed with curriculum areas. With respect to the Apprenticeship CPD programme, there had been a high participation rate of Apprenticeship staff. Moving forward a new approach was to be adopted for 2023/2024 to encourage innovation, plus a self-improvement programme was being considered. It was further reported that all Teaching, Learning and Innovation Practitioners had completed an Education Training Foundation (ETF) Coaching and Mentoring programme.
- The end-of-year student survey analysis delivered responses from 4,419 students (a 60% compliance compared to 39% for 21/22); overall satisfaction of 90% (compared to 87% in 21/22); the highest scoring question – 'I felt safe during my time at the college' was 98%; the lowest scoring question – 'I took part in a work experience placement as part of my course' was 70%; 8 out of 14 questions scored above 90%; 2 out of 14 questions scored below 80%; 29 out of 46 departments scored above 90%; and 4 out of 46 departments scored below 80%. Reference was also made to the additional detail provided in the in the Quality of Education Report.
- In terms of complaints and incidents: complaints were up by 19% (from 2021/2022) with the biggest increase being complaints against staff. It was

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noted that the biggest sources of complaints came from parents (48%) and further incidents had risen by 19%, with the largest increase in Gross Misconduct incidents, Damage incidents and Fire Alarm incidents.

Questions and comments were invited from members.

- A member sought further information in respect of behaviour.

The Assistant Principal, Student Experience and Support (APSES) responded that this had been an area of intense scrutiny with the focus being on making improvements to behaviour. Reference was made to increased reporting arising from greater vigilance as well as the focus on restorative practice.

The PCEO provided additional context highlighting the behavioural issues encountered at the start of the academic year. Comment was also made in respect of the challenges of being able to access student support, recruitment of learning support staff and the challenge from parents in relation to High Needs.

- A member, with reference to the detailed Quality of Education Report, highlighted the correlation between low attendance and achievement. It was asked as to whether this aspect was widely communicated to students.

Assurance was provided that this issue was communicated to students with the PCEO referencing a previously used slogan of “not in class not going to pass.”

The IDQPS highlighted a report published the previous week in relation to sixth form colleges and A level students which posed the question of which came first poor achievement leading to non-attendance or poor attendance precipitating poor achievement.

The APSES also highlighted the work taking place around a rewards system to praise attendance.

**There were no further issues or questions raised by members and following due consideration it was resolved that the report be received and noted.**

**FEC&Q/21/23****Curriculum Development Area Review (CDAR) Report and Performance Management Review**

The IDQPS referred members to the previously circulated report and the recently completed Code Nation CDAR.

There was confirmation that the Group had recently renewed its partnership with Code Nation and that the CDAR report arising detailed the outcomes from the quality review undertaken and also monitored progress in respect of the actions identified in 2021/2022.

The IDQPS reported that the outcome of the CDAR had been very positive. The IDQPS highlighted that a number of new staff were in place, that there was access to quality systems and, further, that the student surveys, which had referenced the impact of tutors, had been very positive. Overall, it was stated that there was reassurance in respect of the provider and the provision.

The following key issues were highlighted:

- Code Nation were delivering two 3-week digital courses in partnership with the Group (Cyber Security and Software).

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- Digital skills had been identified in both the Stockport and Trafford Local Skills Improvement Plans as priority areas.
- As a result of the extensive CDAR activity that took place the Quality Team were satisfied that the quality of provision provided by Code Nation was good.
- The activities undertaken included: online lesson visits, learner focus groups, learner surveys, meetings with tutors, meetings with management and those with quality responsibility, analysis of course materials, analysis of assessment and feedback.
- The quality assurance processes that Code Nation had in place were considered to thorough and ensured that there was close monitoring of delivery and support for tutors.
- Learner voice feedback was very positive.

It was noted that a significant proportion of the 7 recommendations had already been actioned or commenced by Code Nation.

**There were no questions or issues raised by members and following due consideration it was resolved that the report be received and noted.**

**FEC&Q/22/23****Annual Curriculum Development Area Review (CDAR) Summary Review 2022/2023**

The IDQPS referred members to the previously circulated report and an overview of the CDAR activity undertaken in 2022/2023 and the impact of the actions throughout the year.

The following key issues and emerging themes were highlighted:

- 13 Curriculum Area Development Reviews (CDARs) had been completed during the course of the academic year by the Quality Team with priority determined via a risk-based system.
- Curriculum areas had initially been chosen based on a risk-based approach, which included outcomes from 21/22, SAR grades and in-year developments.
- The curriculum areas reviewed encompassed: Creative Arts, Construction, Computing & Science, Engineering & Motor Vehicle, Business & Travel, ESOL, Cheadle Academic, English & Maths, Built Environment, HE, Tutorial, Technical Excellence, Code Nation.
- CDAR activity included lesson visits, learner voice, work scrutiny, analysis of feedback, Teams audit, tracking of learner progress.
- Key changes to the process for 2022/2023, included identifying a sample of learners from the curriculum area prior to the CDAR (this included EHCP and High Needs Learners), and undertaking a deep dive activity into the quality of education and the student experience of these learners.
- A CDAR survey had also been included in 2022/2023, with key questions focusing on TLA and the student experience.
- Each CDAR follows with a CDAR review activity undertaken by the Quality Team, at which the impact of the agreed actions was judged.

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- Of the 9 CDAR reviews that have taken place (of which there were a total of 87 actions), progress is as follows:
  - 53% of actions have made significant progress.
  - 46% of actions have made reasonable progress.
  - 1% have made insufficient progress.
- The one action that had made insufficient progress was in relation to the use of college systems for tracking progress (Promonitor), and further support was being provided for this curriculum area in order to complete the action.
- Curriculum areas that had made significant progress since the CDAR activity against the actions agreed were ESOL and Cheadle Academic.
- Curriculum areas that had made reasonable progress since the CDAR activity against the actions agreed were Computing and Science, Creative Arts, Health and Care, Engineering and Motor Vehicle, English and Maths.
- Curriculum areas that had made insufficient progress since the CDAR activity against the actions agreed were Construction and The Built Environment.

An overview of the next steps and the timeline moving forward was presented.

It was noted that priority areas for early 2023/2024 were highlighted to be Construction/Built Environment and Health, Care and Early Years consistent with the significant staffing issues encountered in year and predicted achievement of below the Group KPI.

With respect to cross-college priorities for 2023/2024 the following was noted: preparing learners for external assessments, consistent tracking of learner progress; and the embedding and development of wider skills into the curriculum (e.g., digital, employability, etc.)

Questions and comments from members were invited.

- The PCEO commented that with respect to Construction, which was made up of a number of areas, some aspects had made progress albeit there were some of areas of specific concern.

The IDQPS concurred with this comment referencing the positives that had emerged via the surveys.

The Assistant Principal – Apprenticeships (APA) highlighted the journey undertaken for this area stating that in some areas, achievement had doubled. It was further reported that staffing was in a much more stable position with a new Head due to commence. The view was expressed that teams were working well together and that this presented a good platform for the new academic year.

**There were no further issues or questions raised by members and following due consideration it was resolved that the report and outcomes be received and noted.**

**FEC&Q/23/23****Student Experience Update Report - June 2022**

The Assistant Principal Student Experience Support (APSES) presented a report which provided members with an update on the Group's student experience and student engagement activities.

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The APSES confirmed that the report provided additional information in relation to the student experience activities as referred to within the Student Governor Report.

The APSES drew particular attention to the broad range of activities that students had engaged throughout the academic year. It was stated that a significant increase had been seen in the recording of activities engaged with, via Navigate (an increase to 3,097 as compared to approximately 1,000 the previous year).

The following were further highlighted:

- the positive impact of the new Student Experience Team
- the increase in “on programme” personal and professional development activity recorded via Navigate
- a significant increase in the number of students who had completed an “Employability Skills Assessment”
- the success of the Careers Fair held in March 2023 to celebrate National Careers Week
- an increase in the number of individual careers appointments conducted
- an increased focus on supporting students with an EHCP (Education, Health and Care Plan) to access the Careers Service.

Questions and comments were invited from members.

The PCEO recognised the progress attained in respect of Navigate but added that there continued to be work to do and that this would be a priority in the next academic year. It was stated that the steer from the LSIP was that there were issues around soft skills arising from which priority would be placed on these aspects, including the building of confidence, working independently and working in teams.

The APSPA added that changes were being made to the tutorial programme to deliver a greater focus on softer skills via a differentiated programme.

- A member asked as to whether softer skills formed part of the initial student assessment.

The APSPA confirmed their inclusion within the initial assessments. The Assistant Principal, Adults & Employer Engagement (APAE) added that discussions were also taking place around encompassing softer skills as part of the induction process.

- A member commented on the visible shift in the utilisation of Navigate and welcomed the commitment to its ongoing use and development.

**There were no further questions or issues raised by members and following due consideration it was resolved that the Student Experience Update Report be received and noted.**

**FEC&Q/24/23****Student Support Update Report – June 2022**

The APSES referred members to the previously circulated Student Support Report, encompassing matters relating to both a pastoral and a learning support (inclusion) perspective.

The following aspects of the report were highlighted:

- Learner support
- Safeguarding

**Minute No**

- Performance of vulnerable learners
- Financial Support
- Learning Support/Inclusion
- Student Behaviour
- Alternative Curriculum

The APSES highlighted the impact of the staffing restructure at the start of the academic year. It was stated that the new structure had delivered many improvements enabling students to be supported more effectively and more efficiently particularly in respect of safeguarding, SEND students and where there were high risk issues.

The following key issues were highlighted:

- Pastoral Mentors had seen an 8% reduction in pastoral meetings compared to 2021/2022, consistent with learners using the bank of self-regulation strategies to regulate their mental well-being
- 94% of students with Education and Health Care Plans (EHCP); 97% of learners with High Needs; and 100% of Care Experienced learners have had regular meetings with a pastoral mentor
- attendance at tutorials was lower than the college average and a review of the content delivery of the Tutorial Programme was currently taking place.

With respect to safeguarding it was reported that the total number of referrals had increased by 21%, when compared to 2021/2022, which was in line with the national picture. It was noted, however, that referrals were being managed more effectively and that there was integration with community partners.

The APSES further reported that mental health, risk of suicide and self-harm continued to be the highest referral categories (35% for 2022/2023)

Prevent, which formed part of the safeguarding agenda, had seen 11 referrals compared to 5 the previous year, an 83% increase. It was reported that the top 3 Prevent categories across Stockport and Trafford continued to be right wing extremism, Islamic extremism and No Defined Counter Terrorism Ideology.

In terms of financial support there had been to date 1,328 16–19-year-olds in receipt of bursary funding which represents 20.6% of the whole cohort. Equivalent support had been provided to 306 19+ learners. There were also currently 614 students in receipt of Free Schools Meals (9.5% of the cohort).

Moving forwards, it was stated that information was to be centralised in terms of the support available to students to ensure students were aware of the support that they could access.

An overview of the learning support and inclusion was presented within which the positive impact of the improved recruitment and retention of Learning Facilitators was highlighted.

It was stated that retention and attendance for EHCP learners was in line with that for students with no EHCP, an improved position compared to the previous year. In terms of attendance by gender and ethnicity it was reported that there was a slight variation from Asian and Black African learners with an EHCP and that this was being addressed.

The increased vigilance in terms of student behaviour was highlighted. It was noted that there had been a significant increase in the number of incidents reported with the top three categories being gross misconduct, Health and Safety and smoking/vaping.

**Minute No**

The APSES reported the position in relation to the Engage programme which provided support for students who were at risk of dropping out from their course and becoming NEET. It was noted that there were 56 learners on the programme and that their attendance rate was currently 80% with an overall retention rate of 87%. With respect to the College Ready Programme there was confirmation that 99 learners had been enrolled in September 2022 and that the in-year retention rate was 92.3% which was above the overall college retention rate of 91%.

Questions and comments were invited from members.

- A member enquired as to whether the College Ready Programme would be continuing in the new academic year.

The APSES responded that 120 learners were expected to commence the College Ready Programme, which was planned to commence slightly earlier in the summer.

- A question was asked by a member in relation to the reference to de-escalating of incidents and the significant increase in exclusions.

The APSES expanded upon some of the incidents that had occurred which had included students letting non-students on to college sites. It was confirmed that such incidents were deemed to be gross misconduct and that there was a need to communicate a very strong message.

The APSPA added that there had been a change in approach to suspensions and the way that they had been re-coded. It was suggested that further analysis of the data was required to determine where suspensions and exclusions had taken place whether they were due to misconduct and whether agreement had been reached with a student that they had come to the end of their journey with the college.

The Chairperson asked if this data could be updated and greater detail shared, including additional information around the qualification being studied.

**Action: Assistant Principal Student Experience and Support/Assistant Principal Study Programmes**

**There were no further questions or issues raised by members and following due consideration it was resolved that the report be received and noted.**

**FEC&Q/25/23****Student Engagement Strategy and Action Plan 2023/2024**

The APSES referred members to the previously circulated report and an update in relation to the one-year Student Engagement Strategy for the period ending 2023/2024 and a proposed action plan to support a one-year extension to the Strategy.

The APSES outlined the position in relation to the extension and the desire to deliver consistency in terms of timings with the Group's Strategic Plan 2024/2027.

It was stated that the impetus behind the Strategy was to ensure that students were involved in decision making and that it sought support them to become more active citizens. There was confirmation that the desired outcomes were that students would have Learned experience of decision-making, leadership, self-assessment and self-evaluation tools through Navigate.

Members were referred to the proposed action plan for 2023/2024 as previously circulated as part of the supporting documentation.



**Minute No**

The CS provided clarification around the request to extend the Strategy for one further year.

**There were no questions or comments from members and following due consideration it was resolved that the update in respect of the Student Engagement Strategy be received and noted and further that it be recommended to the Board of the Corporation for approval that the Strategy be extended for one further academic year (2023/2024) and the proposed Action Plan adopted.**

**Action: Board of the Corporation**

**FEC&Q/26/23****English and Maths Strategy Action Plan Update**

The Assistant Principal Study Programmes Academic (APSPA) referred members to the previously circulated report and the Maths and English Strategy Action Plan update for 2022/2023.

The APSPA referenced the reporting earlier in the meeting in respect of English and Maths.

Members were referred to the progress made against the Action Plan for 2022/2023, as previously circulated as part of the supporting documentation. There was recognition that although a number of objectives continued to be rated amber and red, progress had been made against them. It was added that this outcome was largely due to retention where the desired improvements had not been attained.

The APSPA expanded upon the position in relation to retention, stating that there continued to be issues at the two Trafford sites whilst there had been improvements at both Cheadle and Marple. It was stated, however, that attendance at exams had improved.

Moving forward it was reiterated that the focus upon attendance would be maintained.

Attention was also drawn to the next step of embedding the English and Maths Strategy into the Group's Quality Improvement Plan as a key objective. It was stated that a key feature would include emphasis on the "buy-in" from the curriculum to address and review English and Maths within their teaching. It was further stated that by bringing the English and Maths Strategy into the planned Curriculum Strategy there would be an opportunity to reflect the current educational landscape and qualification reform.

The following key areas of in-year activity were highlighted:

- the 5 key assessment points throughout the academic year for both GCSEs and A levels for which there had been greater compliance in-year
- the ongoing focus upon attendance and the interventions adopted in-year
- the national challenge in relation to staffing and in particular maths teachers
- utilisation of the Tuition Fund, including a positive impact from the appointment of an attendance officer

There was recognition that other organisations were encountering equivalent issues and that whilst there had been a shift forwards moving into the new academic year that this needed to continue.

The APSPA added that it was also thought that English and maths continued to be impacted upon by the pandemic.

**Minute No**

The CS drew members' attention to the proposal that, as of the next academic year, there should no longer be a Maths and English Strategy and that that this area should be encompassed within the Curriculum Strategy.

The PCEO added that there would continue to be a standalone objective within the QIP for maths and English but that the strategy and accompanying action plan would be superseded and absorbed within the Curriculum Strategy.

**There were no further questions from members and following due consideration it was resolved that the update report be received and noted and that the proposal for the English and Maths Strategy to be brought into the planned Curriculum Strategy be endorsed.**

**Action: Deputy Principal**

**FEC&Q/27/23 Policy Reviews**

The following Policy Document, which had previously been circulated, was presented for review by the Committee:

- FE Admissions Policy 2023/2025

The APSPA stated that the Policy had been refreshed and expanded to include extra sections on both adults and apprenticeships. The APAEE added that document was now pertinent to all learners of any age with the emphasis upon all students having the same admissions journey.

Clarity was provided that a separate HE Admissions Policy was in place and considered by the HE Curriculum and Quality Committee.

An overview of the key changes was presented.

**There were no questions or comments from members and following due consideration it was resolved that the FE Admission Policy 2023/2025 be recommended to the Board of the Corporation for approval.**

**Action: Board of the Corporation**

**FEC&Q/28/23 Any Other Business**

The Committee recorded their thanks to both the Assistant Principal Student Experience and Support and the Corporation Secretary who were both attending their final meetings of this Committee. Their excellent contributions and commitment to students were recognised.

The CS thanked the Committee and reiterated the importance of its work, adding that it was integral from a governance perspective in terms of both performance and monitoring. The importance of the Committee's focus upon students was highlighted as well as the role of governor challenge in support of the creation of a good experience for students.

There were no further matters raised by members under any other business.

**FEC&Q/29/23 Date of Next Meeting**

It was agreed that the date of the next meeting would be held on Wednesday 8 November 2023 at 5.30pm.

**Action: Corporation Secretary**

**Minute No**

The meeting closed at 7.38 pm.

The Deputy Student Governor left the meeting at 7.26pm during consideration of agenda item 13.