

THE TRAFFORD COLLEGE GROUP

**Minutes of the Meeting of the Further Education Curriculum & Quality Committee
held at 5.30pm on Wednesday 8 November 2023
in the Boardroom at the Altrincham Campus Trafford College**

Present:

Sarah Drake	Chairperson
Charlotte Barratt	
Graham Luccock	
Michelle McLaughlin	Staff Governor
Marcia Reynolds	
James Scott	Principal and Chief Executive Officer
**Blerta Shira	Student Governor

In Attendance:

Carmen Gonzalez-Eslava	Deputy Principal
Danielle Judge	Assistant Principal – Apprenticeships
Jane Nickisson	Assistant Principal – Higher Education and Skills
Adam Sinnott	Assistant Principal – Quality, Student Experience and Support
Helen Wood	Assistant Principal – Study Programmes (Academic)
Tracey Wood	Assistant Principal – Adults Skills and Employer Engagement
Alison Duncalf	Deputy Corporation Secretary
Evie Wainwright	Deputy Student Governor

** Joined the meeting via Microsoft Teams

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FEC&Q/30/23 Apologies for Absence

The Chairperson extended a welcome to the new Student Governor appointees in attendance at the meeting, Blerta Shira and Evie Wainwright.

The Chairperson further congratulated Adam Sinnott following his appointment to the position of Assistant Principal – Quality, Student Experience and Support.

The Deputy Corporation Secretary (DCS) reported that apologies for absence had been received from Olivia Bussey, Uswah Sayyed (Student Governor), Sapphire Ofei-Anakwa (Deputy Student Governor) and Sabine Van der Veer (Co-opted Member).

FEC&Q/31/23 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/32/23 Minutes of the FE Curriculum & Quality Committee Meeting held on 15 March 2023

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

Minute No**FEC&Q/33/23 Matters Arising from the Minutes**

The Chairperson referred members to the previously circulated summary of actions arising from the minutes and the progress attained therein.

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

FEC&Q/34/23 Student Outcomes Report 2022-2023

The Deputy Principal (DP) referred members to the previously circulated Student Outcomes Report and a summary of outcomes for students across different types of provision and different cohorts of students across the Group for 2022-2023 as well as the key points arising from the Outcomes summary.

There was confirmation that the outcomes had previously been considered by the Board of the Corporation at its meeting on 18 October 2023 as well as at the Self-Assessment Report (SAR) Validation Panel held earlier in the day.

A high-level overview was presented and the following was highlighted:

- all outcomes in relation to student achievements had improved with the overall position presenting at 86%, an improvement of 2.5% compared to the previous year
- improvement was attained by young people, adults and apprenticeships however targets were not achieved, with the exception of adults
- overall positive destinations for full-time learners was 93%, marginally less than the previous year
- overall student satisfaction was 90% compared to 87% in 2021-2022, a +3% improvement.

Members were further directed to the summary table on the second page of the covering report.

In terms of the next steps the following were confirmed:

- to address swiftly the actions identified in curriculum areas and Group Quality Improvement Plans (QIPs), by working closely with teachers and managers, providing robust challenge and driving high standards in every aspect of the learner journey; and
- to continue to support staff through effective Continuous Professional Development (CPD) to deliver high standards of education and support for all learners.

Questions and comments were invited from members.

- A member sought clarity in relation to the sharing of a fuller report on destinations.

The DP confirmed that this report would be shared in due course.

Minute No**Action: Deputy Principal**

- Reference was made to the sample size of the survey referred to in the supporting report.

The Assistant Principal Quality, Student Experience and Support (APQSES) confirmed that the survey took place at the end of the academic year and there had been a good level of compliance with a 70% response rate.

In relation to the destination survey there was confirmation that this was outsourced. The APQSES confirmed that the destination report would include information in terms of the size of the survey.

Action: Assistant Principal Quality, Student Experience and Support

The Principal and CEO (PCEO) expanded upon the outsourced methodology and the DP added that the only aspect not captured was that in relation to very short adult courses.

There were no further questions or issues raised by members and it was resolved that the Student Outcomes Report 2022-2023 be received and noted.

FEC&Q/35/23**English and Maths Benchmarked Results**

The Assistant Principal Study Programmes Academic (APSPA) referred members to the previously circulated report and information in relation to benchmarked data for GCSE English and maths outcomes and average progress.

There was confirmation that MiDES was a shared service developed for the Association of Colleges which enabled participating colleges to upload their data.

The following key issues were reported:

- English results presented a more positive picture than maths with the Group being ranked 120 out of the 221 colleges who had submitted data for Grade 9-4
- maths presented much more of a challenge and was ranked 138 out of 222 colleges with outcomes being in line with All Colleges, better than the average GFE Colleges but below North West Colleges
- the position in relation to different ethnicities and from an age perspective was presented
- in terms of 9-4 outcomes, at the point of the R14 cleansed final data, the English pass rate was 24.5% (23% nationally) and maths 14.1% (14.5% nationally).

Questions and comments were invited from members.

- A member sought clarity in respect of the R12 and R14 returns.

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There was confirmation that MIS submitted a monthly data return to the ESFA with R12 being the end of year submission and R14, two months after the end of the year, and which was the cleansed and final position.

- A question was asked by a member in relation to the self-assessment of English and maths on entry.

The DP responded that the MiDES report profile and comparator data of students at the college who do not have English and maths suggested the Group had more students with these qualifications however it was stated that a significant number of these students had only just achieved a pass.

- It was asked as to whether there were extra staff available to support the additional students studying for their maths and English GCSEs.

The APSPA stated that despite 410 extra maths learners and 424 in English there had been a smooth start to the year. Reference was made to extensive preparatory work that had taken place to ensure effective timetabling was in place at the start of the year. It was added that due to the increase in numbers a creative approach had had to be adopted. There was confirmation that as of this week there remained only 17 hours to fill in order to be fully staffed.

The PCEO added from a policy perspective, the increase in numbers had been shared with the DfE but extra monies would not be received until the following year i.e. funding was lagged.

- A member asked as the position in relation to attendance.

The APSPA responded that despite the additional student numbers the position was not good enough at approaching 70%.

It was added that drop-in hubs for English and maths were also being set up.

The Student Governor provided an insight from a student experience perspective adding that there were also students new to the country who both wanted and needed to study these two subjects.

The APQSES also highlighted the change in the grade boundaries in 2022-2023 and the impact that this had had for students.

There were no further questions or comments from members and following due consideration it was resolved that the update report in respect of the English and Maths Benchmarked Results be received and noted.

FEC&Q/36/23**Employer Responsive Strategy Update**

The Assistant Principal Adult Skills and Employer Engagement (APASEE) referred members to the previously circulated Employer Responsive Strategy update and

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information on employer engagement activity from the Employer partnership teams.

There was confirmation that the accompanying report had as its focus the progress made against the Employer Responsive Strategy. It was noted that, moving forward, reporting would take place via the new Skills Accountability Committee on which the 3 governor representatives would have a lead role in monitoring progress against the action plan.

The following areas were highlighted:

- that this was the last year of the Employer Responsiveness Strategy and action plan
- the Greater Manchester LSIP had been approved in June 2023 arising from which senior leaders were collaborating with both Local Authorities and Greater Manchester Combined Authority (GMCA) to respond and plan accordingly
- the Group has established “Employer Advisory Groups” for all priority sectors to support the vision of an employer-informed curriculum and to facilitate more effective development, planning and delivery to meet identified needs
- that the Employer Advisory Boards had been realigned to the technical routes as defined by GMCA
- that a key focus for the year was improving the employability of young people and work readiness through the design and delivery of professional development to which employer involvement and endorsement was critical
- considerable work was taking place with employers in relation to apprenticeship opportunities
- leadership and management had been identified in the LSIP as a priority, in both Stockport and Trafford, arising from which the Group had launched a “Leading with Confidence” programme, with the first cohort having commenced in September and the next cohort planned for February 2024.

Questions and comments were invited from members.

- Clarity was sought by a member in relation to the length of the Leading with Confidence programme.

There was confirmation that the course would run over 10 weeks following which an invitation to a further 12-week course could be extended. It was noted that businesses had said that initially they were not be looking for a lengthy course.

- In terms of the “feeding” into the curriculum a member asked at to what this meant.

The APASEE responded that the Heads of Study co-chaired the boards with a remit to look at T-level pathways and aspects such as the sequencing of qualifications and the timing of placements. It was stated that for the first time, employers had the opportunity to critique the approach enabling fine-tuning to meet their needs and with a view to making students more employable.

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The DP highlighted the two-way process in terms of employers being able to provide guidance on what students needed to know in advance of a placement including the softer skills of aspects such as punctuality, and receiving constructive feedback with the aim of students being placed to succeed when they entered employment.

Discussion followed in relation to the securing of T-level placements. The APASEE confirmed that students had until the end of the academic year to secure placements.

- A member asked as to whether there were any significant omissions in respect of the advisory boards.

The APASEE stated that the omissions were mainly in relation to finance and professional areas in terms of ensuring a balance between Stockport and Trafford and large and small employers. There was confirmation that, where there had been limited engagement, alternative opportunities to engage were being explored such as via the Chamber of Commerce.

There were no further questions or comments from members and following due consideration it was resolved that the Employer Responsive Strategy Update be received and noted and, further, that all future reporting would take place via the Skills Accountability Committee.

Action: Skills Accountability Committee

FEC&Q/37/23**Draft Self-Assessment Report 2022-2023 and QIP and Performance Indicators 2023-2024**

The DP referred members to the previously circulated report and information in relation to the Self-Assessment Report (SAR) 2022-2023; the Quality Improvement Plan (QIP) 2023-2024; and Key Performance Indicators (KPIs) 2023-2024.

There was confirmation that the Validation Panel had been held earlier in the afternoon during which consideration had been given to the SAR process and proposed grades as detailed in the supporting information.

Members noted that the Validation Panel had concurred with the Group's self-assessment of Grade 2/Good and would make a recommendation to the Board of the Corporation accordingly.

The DP reported that 8 key objectives and Areas for Improvement (Afi) had been identified for 2023-2024. It was noted that some were continuation of Afls from the previous year that required further work or greater consistency. There was confirmation for each objective, actions/milestones as well as the KPIs would be monitored and reported regularly throughout the academic year.

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The DP presented an overview of the key objectives and Afls:

- Continue to improve consistency and standards in the quality of education for young people across all campuses and subject areas.
- Improve the development of “English and maths” skills across the Group, ensuring that more learners achieve the qualifications required for progression and success.
- Continue to improve the quality of apprenticeship provision and engagement with employers to reduce the number apprentices who do not successfully complete their programmes timely.
- Further improve the consistency and standards in the quality of education for learners with learning difficulties and/or disabilities and our most vulnerable cohorts.
- Develop and embed effective approaches to support learners with the requirements of new qualifications, ensuring they are better prepared to achieve and progress.
- Continue to develop learners’ professional behaviours and “soft” employability skills alongside their technical/academic skills to equip them for successful progression into employment and/or study, as identified by employers in the LSIP.
- Continue to develop a high-quality adult offer that is aligned to the priority areas identified in the LSIP and Accountability Statement.
- Drive a culture of continuous improvement and excellence across all areas, ensuring that all staff have very high expectations of themselves and the students and/or services they support.

The Chairperson, with reference to the considerations of the Validation Panel and confirmed that discussion had taken place around the first point of the QIP, attaining improvement of consistency and standards in the quality of education and the specified underperforming areas, particularly in relation to student progress, of Construction; A levels at Cheadle; Health and Social Care, Early Years; and Computing and Science; plus English and maths.

There was agreement that the monitoring of these areas be a standard item on future agendas of the Committee for the remainder of the academic year.

Action: Deputy Principal/Assistant Principal Quality, Student Experience and Support

The APQSES provided an update on progress to date and reported that an independent learning process had been launched for A levels. It was confirmed that this approach had been previously been adopted pre-Covid at the Cheadle and Marple campuses and had impacted positively upon results. Its extension to Altrincham was noted and it was added the impact going forward would be monitored as well as learning from good practice.

The APQSES further reported that a CDAR in relation to A level provision had been undertaken at the Altrincham campus with a focus on the implementation of independent learning activities. Members noted that CDARs would also be extended to other campuses around homework and follow up by teachers.

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The APSPA added that the CDARs would also consider other aspects including where learners may need additional support in progressing on their course.

The DP referred members to the proposed Quality KPIs and the end of year position for 2022-2023 and proposed targets for the 2023-2024 academic year. Attention was drawn to the proposed target for attendance which had been set in the context of the previous year's outcome. It was suggested that attendance of anything less than 90% would not be acceptable.

The new KPIs for Apprenticeship, in line with the Apprenticeship Accountability Framework, were also highlighted.

It was noted that all the other Quality KPIs were largely in line with the previous year's performance indicators.

The DP confirmed that a realistic approach had been taken in setting the targets, adding that where a lower target had been proposed account had been taken of the end of year position and, notwithstanding, there continued to be an aspirational approach.

Members concurred that they considered the performance targets continued to be aspirational.

Further information was provided in relation to the new Careers Education Information Advice and Guidance (CEIAG) targets, particularly in relation to T levels where performance had been positive the previous year albeit with low numbers, and with the expectation that the current year would present challenges. It was suggested that the 100% T level target may be ambitious but all learners were required to engage with a placement.

In relation to the Apprenticeship Performance Indicators, further context was provided in relation to the employer and apprentice satisfaction targets. There was confirmation that they were external measures set through the National Apprenticeship Service. It was reported that the latest results presented a 3 (from 4) stars for employer feedback (from in the region of 280 responses) and for apprentices, of which there had been only 30 responses, the rating was currently 1.9 stars (for which a 2.5 star rating was required to attain a pass).

There was confirmation that there was random selection in terms of the issuing of the surveys and employers and learners could be approached a number of times. Assurance was provided that learners were encouraged to complete internal and external surveys and that, during induction, reference was made to the reviews issued via external links.

Members noted the importance of the outcomes from internal surveys.

There were no further issues or questions raised by members and following due consideration and deliberation it was unanimously resolved that the following be recommended to the Board of the Corporation for approval: -

(a) the validated Self-Assessment Report 2022-2023; and

Minute No**(b) the Quality Improvement Plan and Performance Indicators Report 2023-2024.****Action: Board of the Corporation****FEC&Q/38/23****Quality of Education Update Report**

The Assistant Principal Quality, Student Experience and Support (APQSES) and Support referred members to the previously circulated report and the quality of education and analysis of key data in relation to quality matters.

The following areas from the report were highlighted:

- the structural changes to the Quality Team and the introduction of a number of new roles
- the process adopted for the curriculum area self-assessment within which 5 areas had been graded as “outstanding”; 12 as “good”; 9 as “requires improvement”; and 1 graded as “inadequate (Early Years Apprenticeships)
- that the Quality Improvement Plans (QIPs) would be monitored via the new QIP Progress Boards which would take place at the end of each term and require presentation and reporting on their areas for improvement
- the proposal that all enabling teams (27) would also now complete a SAR and QIP, following an equivalent process to that adopted for the curriculum areas, via a Validation Panel in January.

The PCEO added that with respect to the extension of the SAR validation process to enabling teams there was a need for consideration, as a committee, as to the development of the process and the progress reporting mechanism to the Board of the Corporation. There was recognition of the synergy to some link governor areas and that members may wish to harness link governor involvement within the validation process.

Action: FE Curriculum and Quality Committee/Board of the Corporation

There was confirmation that the enabling teams would be pursuing a quality of education theme, addressing aspects including the quality/intent of the enabling service as well as their contribution and impact.

It was requested that a list of the potential 27 enabling areas/QIP areas be shared.

Action: Deputy Principal

- A member raised the issue of the implementation of the student digital entitlement and asked as to the position in relation to AI. Assurance was sought in relation to the processes in place.

The DP responded that a review was to take place in relation to the Group’s Assessment Policy. There was recognition of the need to take a stance on the matter. It was suggested that a more explicit approach may be required

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as well as work with students to increase awareness of the associated implications.

The PCEO made reference to the positive aspects of AI and highlighted work that had commenced on how AI could support a reduction in work load looking areas such as lesson planning and schemes of learning. There was confirmation that IT had commenced work in this area.

There were no further questions or issues raised by members and following due consideration it was resolved that the Quality of Education Report be received and noted.

FEC&Q/39/23 Student Governors Report

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:

- the Student Experience Road show delivered across all sites during induction
- the Student Governor elections which took place from 18 to 28 September, the process followed and the good engagement across all sites
- the Student Ambassadors open event and Student Leadership meetings
- the Parent's Evening held on 4 October and the good level of student engagement delivered support on campus
- cross college participation in the writing of articles for the Student Newsletter with early editions focusing upon a welcome to the College and Black History Month
- a variety of student activities to match the Group's values of respect have been initiated
- participation in the demonstration of skills acquisition across FE in conjunction with the Association of Colleges (AoC) campaign
- a Debate Club led initiative with Dial Park Primary School demonstrating and directing on essential skills that support democratic processes
- the first formal Debate Club's event held in the Trafford Town Hall Council Chambers on the influence of social media enhanced with critique from the Leader of Trafford Council
- the delivery of activities at the Stockport Climate Action Now Summit
- a Work with Apprentices initiative and a partnership with the army through the Get Active Programme Plus and additional half day activities to support a variety of careers
- Mental Health and Wellbeing Champions have partnered with Kooth (a mental health online support forum) with a view to providing voluntary sessions to support mental health and wellbeing including mechanisms for peer support
- working with the AoC, Youth Social Action Ambassadors have been recruited on all sites to lead on projects bespoke to the college locations to respond to civic duty and support community cohesion.

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The Chairperson thanked the Student Governors for their comprehensive and informative reporting including the activities they had participated in and their impact.

Questions and comments were invited from members.

- The Student Governors were invited to share their views as where there may be opportunities for the Group to make improvements.

The view was expressed that for students new to the college or when considering their next steps, the advertising was limited as well as the options to gain knowledge of the Group and/or its individual colleges.

Consideration followed in relation to the aspects that may attract students to the college. A personal perspective was provided by the students present. It was noted that the college as well as being an FE provider also provided an education route for individuals who could no longer access high schools.

The view was also expressed that when viewing potential colleges, the experience could be overwhelming and it was suggested that Marple offered the option of a smaller and more inviting scenario. It was further suggested that if the Group was seeking to attract students from further afield there was a need to look at the opportunities to support travel.

Discussion followed in relation to the Parents Evening and the support provided by students. Reference was made to the QR codes created to facilitate questions and parental feedback. It was noted that the most responses had been from the Cheadle site and that initial analysis indicated generally positive feedback.

The APQSES added that parental interaction was an aspect that needed to be improved. It was noted that there was a parental portal for which work was ongoing to ensure it became more established.

- A question was asked by a member in relation to the EDI breakdown of the student population.

The DP responded that for the previous academic year analysis as part of the self-assessment indicated a 70/30 split with 30% of learners having ethnic minority backgrounds. It was indicated that reporting via the ILR took place under a minimum number of set categories. The APSES undertook to provide a full breakdown to the next meeting of the EDI Committee.

Action: Assistant Principal – Quality, Student Experience and Support/EDI Committee

The Staff Governor stated that of the 2000 students that she worked with 55% identified as white British with 45% from other cultural backgrounds.

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- A further comment was made in relation to the website and the provision of more information directed to prospective students and not just those students currently at the college.

The PCEO responded that a new website was to be launched imminently and feedback would be welcomed.

It was added that an area where greater consistency was also required related to managers gaining greater ownership of course information on the website.

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/40/23**Student Experience Update Report – October 2023**

The APQSES presented a report which provided members with an update on the Group's student experience and student engagement activities that added value and developed students personally, socially, culturally and emotionally for their next steps.

The APQSES drew particular attention to the broad range of activities that students had engaged in since the start of the new academic year. It was confirmed that the report provided additional information in relation to the student experience activities as referred to within the Student Governor Report.

Attention was drawn to the significant number of community projects planned and taking place across all campuses, in which the Group was working in cooperation with local partners.

It was noted that the Community College Kitchen continued to support a large number of students. There was confirmation that the Breakfast Club had been accessed by more than 500 students and that the Just Ask Services had supported more than 50 students in accessing products such as food staples.

An overview of initiatives being progressed around carers was provided which included events to support National Careers Week 2024 and engagement with employers by the Employer Engagement and Work Experience teams.

The APQSES reported that a solution was now in place in relation to the multi-faith prayer rooms which would accommodate the numbers that wanted access. There was confirmation the position would continue to be monitored going forward.

Questions and comments were invited from members.

- A member made reference to the summary of student experience participation by campus and suggested that it would be useful for the numbers to also be provided as a percentage of the total number of students.

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- A member further commented that the header in respect of leadership be extended to include Student Governors.

Action: Assistant Principal Quality, Student Experience and Support

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/41/23**Student Support Update Report – October 2023**

The APQSES referred members to the previously circulated Student Support Report, and an update on matters relating to student support from both a pastoral and inclusion perspective.

The following aspects of the report were highlighted:

Learner Support

- Mentors had seen 1,116 learners (a 37% increase compared to the same point last year) and held 1,700 one-to-one sessions (52% increase).
- The assemblies delivered by the Learner Services team during induction week to promote mentoring services complemented by visits to classes during week one.
- That 474 mental health declarations had been recorded to date, a 15% increase compared to the same point in 2022-2023

Safeguarding

- Safeguarding and Prevent were covered in week one, a mandatory session, which encouraged learners to engage with support where required.
- Over 100 staff had been trained in Mental Health First Aid.
- Building upon the success of the Safety Roadshows held the previous year, the Group was hosting termly events across all campuses to ensure learners were aware of the local offer.
- The journey to becoming a Trauma Informed College continued with 10 Trauma Informed Champions delivering a focused version to all curriculum staff as part of Continuing Professional Development (CPD).

Learning Support and Inclusion

- The substantial increase in High Needs (HNs) and EHCP learners which had resulted in a significant increase in vacancy hours for Learning Facilitator support.
- HN learners had grown by 290, an increase by 59.8%, with the largest percentage of learners with HN/EHCPs studying in the Progression curriculum.
- Transition support links with external providers had been enhanced for 2023-2024, where 594 learners were accessed through transition support, of which 399 learners had an EHCP and 195 had additional needs but no EHCP in place.

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Student behaviour

- There had been a significant increase in student suspensions (69) compared to 13 at the same point last year.
- Altrincham had recorded the highest number of suspensions with none recorded at Marple and 2 at Stretford.
- The increase was indicative of greater vigilance and more robust recording of incidents and a firmer approach in relation to ID cards and the growing problem of vaping indoors.

Alternative Provision/Curriculum Development

- In response to the different needs of learners there has been a broadening of the offer for 2023-2024.
- Numbers were growing with 91% of the 65 learners having attended College Ready enrolled on a college course.
- The Supported Internship based at Trafford General Hospital was inspected on October 2023 as part of the Internship Quality Assurance Framework (SIQAF) with a positive outcome.

Questions and comments were invited from members.

- A question was asked by a member in relation to suspensions and the impact of lost learning.

The APQSES responded that the aim was to minimise the number of exclusions and turn around any suspensions as quickly as possible.

There was recognition that there was also an impact on staff in terms of supporting learners to catch up on their learning. The DP further highlighted the impact on attendance particularly in circumstances of where they may have been a group suspension.

It was requested that future reporting seek to capture this information.

Action: Assistant Principal Quality, Student Experience and Support

The PCEO went on to state that there was a need to regroup as a Leadership Team in terms of the approach to zero tolerance and it was suggested that the stance may need to be revisited.

- A further question was asked by a member in relation to the provision of work to learners during a period of suspension.

The APSPA stated that suspension was a neutral act and that students continued to have access to Teams during the intervening period. It was added that the vast majority of students were readmitted following their suspension.

Clarification was provided that during a period of suspension learners should not miss out on any formal assessment.

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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/42/23

Greater Manchester Combined Authority (GMCA) Education Leaders Report – Careers Education, Information, Advice and Guidance – The Trafford College Group – September 2023

The Deputy Principal referred members to the previously circulated report and the recently published “Education Leaders Report” on Careers Education, Information, Advice and Guidance (CEIAG) for the Group produced by the Greater Manchester Combined Authority (GMCA).

There was confirmation of the work related to moving forward into the transformation landscape, driven by Trailblazer Deeper Devolution and a mandate to develop careers strategy, which will respond to the Local Skills Improvement Plan (LSIP) and reflect the integrated technical education for the city region.

It was noted that the report presented some good findings and recommendations and further highlighted opportunities for benchmarking and the sharing of good practice.

In respect of the Group two areas were identified as areas of best practice and celebration:

- The provision of a huge Careers Fair as part of Careers Week which included 60 employers and 15 universities which was accessed by students from 5 colleges. The event was very successful with 97% of the employers and providers committing to support the event again.
- The high quality “tutorial programme” built into the timetable of all students which provides additional learning, support and skills builders delivered at the right level in preparation for adult life and their chosen pathway/career. An additional offer to the week- long work placement that all students access.

The identified areas for development were reported to be:

- To work with the Partnership and Quality Lead at GMCA to identify an industry/sector lead as the Group’s Enterprise Advisor.
- To develop a comprehensive Carers Strategy inclusive of an enhanced strategic 3-year plan.

There was confirmation that the APSPA was the Group’s designated FE representative. It was noted that the work in relation to MBacc (Greater Manchester Baccalaureate) for technical education was now well advanced. There was confirmation that the Link Governor would follow up on this work accordingly.

Action: CEIAG Link Governor

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The DP emphasised the focus upon careers over the current academic year.

The PCEO raised a governance issue in respect of the development of a Careers Strategy adding that previously a strategy was in place underpinned by Gatsby benchmarking. It was suggested that the Board of the Corporation may wish to form a view in terms of the current policy and an associated strategy and further whether this was a Board issue.

It was requested that a copy of the policy be shared in advance of a view being formed and discussions take place with the link governor role for this area.

Action: Deputy Principal

There were no further questions or comments from members and following due consideration it was resolved that the GMCA Education Leaders Report – Careers Education, Information, Advice and Guidance be received and noted.

FEC&Q/43/23**Any Other Business**

The Chairperson referenced the reporting in relation to T Levels and learner voice at a recent meeting of the Board of the Corporation and the opportunity to undertake an early temperature check, particularly in relation to retention.

There was agreement that this aspect be considered further at the next meeting of the Committee.

Action: Deputy Principal/FE Curriculum and Quality Committee

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

FEC&Q/44/23**Date of Next Meeting**

It was agreed that the next meeting would be held on Wednesday 13 March 2024, 5.30pm at Altrincham campus.

Action: Corporation Secretary

The Assistant Principal - Adults & Employer Engagement left the meeting at 6.45pm, during consideration of agenda item 9.

Evie Wainwright (Deputy Student Governor) left the meeting at 7.24pm following consideration of agenda item 11.

The meeting closed at 7.31 pm.