

TRAFFORD & STOCKPORT COLLEGE GROUP

**Minutes of the Meeting of the Further Education Curriculum & Quality Committee
held at 5.30pm on Wednesday 26 June 2024
in the Boardroom at the Altrincham Campus Trafford College**

Present:

Sarah Drake	Chairperson
Charlotte Barratt	
Graham Luccock	
Michelle McLaughlin	Staff Member
Marcia Reynolds	
James Scott	Principal and Chief Executive
Uswah Sayyed	Student Member
Blerta Shira	Student Member

In Attendance:

Rebecca Clare	Corporation Secretary
Carmen Gonzalez-Eslava	Deputy Principal
Danielle Judge	Assistant Principal – Apprenticeships, HE and Higher Skills
Adam Sinnott	Assistant Principal – Quality, Student Experience and Support
Helen Wood	Assistant Principal - Study Programmes – Academic
Tracey Wood	Assistant Principal – Adult & Employer Engagement

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FEC&Q/15/24 Apologies for Absence

The Corporation Secretary (CS) reported that apologies for absence had been received from Olivia Bussey and Emily McIntosh.

The Chair of the Committee confirmed that this would have been Emily McIntosh's first meeting of the FE Curriculum & Quality Committee, and the Committee will look forward to having her input and experience in the future.

The Chairperson of the Corporation confirmed that Sabine Van der Veer has resigned from the Board of the Corporation due to moving to Cambridge. The Chair of the Committee thanked Sabine for her commitment as a Co-opted Governor but also in her capacity as a Link Governor.

Sapphire Oferi-Anakwa (Deputy Student Member) was not in attendance at the meeting. Evie Wainwright was not in attendance at the meeting.

FEC&Q/16/24 Declaration of Direct or Indirect Interest in any of the following Items

There were no declarations of either direct or indirect interest recorded.

FEC&Q/17/24 Minutes of the FE Curriculum & Quality Committee Meeting held on 13 March 2024

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

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FEC&Q/18/24 Matters Arising from the Minutes

The Chairperson referred members to the previously circulated pro forma actions arising from the minutes of previous meetings and it was noted that a number of matters arising had been completed or would be covered through the business items and/or were future actions. The following progress was reported in relation to the open action:

- i) FEC&Q/04/24 Matters arising – Student Support Update Report – October 2023 (41/23 – 8 November 2023)

There was confirmation that further work in relation to suspensions and the impact on learning was being undertaken and this will be reviewed at the end of year. The review will include attendance and the link between mental health and attendance. **This action will remain open until further work is completed.**

Action: Deputy Principal (DP)/ Assistant Principal – Quality, Student Experience and Support (APQSES)

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

College Attendance Survey Report 2024

The DP referred members to the previously circulated AoC College Attendance Survey Report 2024. The DP shared the headline information for student absence from the AoC report as follows:

- overall attendance has remained relatively stable over the past four years at around 85%, although 16 to 18 and adult attendance has dropped slightly
- the DP confirmed that the AoC reported that attendance at 16 to 18 English and maths continues to be 9% lower than for the main qualifications. Attendance at adult English and maths is 5% lower than for other adult provision
- the survey indicates an increased focus on attendance with more staff involved in monitoring attendance and confirms the use of college behaviour and attendance polices to address poor behaviour
- the DP confirmed that benchmarking attendance across the sector continues to be a challenge due to the lack of a national benchmarking system and agreed guidelines for authorised and non-authorised absence
- the DP confirmed the standout response to the survey concerned reasons for poor attendance
- the survey showed that in 2019, general illness was the most reported reason for non-attendance, stated by 63% of respondents. It was reported that in 2023 general illness is reported by 62% of respondents, but 89% of respondents reported mental health as being the primary cause for non-attendance, up from 49% in 2019
- engaging in paid work and transport challenges have also seen significant increases as reasons for absence.

The DP confirmed TSCG overall attendance to be 82% and 62% for English and maths. Both figures were reported to be lower than the AoC figures and the DP

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confirmed that there was work to be done to improve attendance. The DP confirmed that some students are choosing not to attend English and maths classes, but attendance at the maths and English hubs, introduced this year, was reported to be good.

A member questioned whether the attendance for the maths and English hub was captured. The DP confirmed that attendance registers are collated but reminded governors that the purpose of the hubs was that they would be used ad hoc as an additional support measure for students. The Assistant Principal – Study Programmes Academic (APSPA) confirmed that the hubs have a positive feel to them, and the Group will be measuring the impact of the hubs going forward. The DP confirmed that the Group has been pleased with attendance during the recent examination period and the impact of this will be measured.

A member questioned the attendance figure for the recent examination period. The DP confirmed that the attendance was 4% higher than the previous year. The APSPA confirmed that attendance during the examination period has improved across all campuses, but particularly at Cheadle and Marple.

A member questioned if there was any evidence that students are accessing English and maths from home. The APSPA confirmed that there was evidence that students were accessing work from home, and this has increased throughout the year. There is a dashboard that can be accessed and a record of students' usage. The APSPA confirmed that a lot of timetable work was undertaken to support English and maths attendance, but there continued to be two problem areas for attendance which were reported to be Construction and Hair and Beauty. The Group is exploring whether there is an alternative qualification to support students in these areas that will still meet the funding requirements. The APSPA confirmed that students enjoy working at their own pace and there is a willingness to engage that can be seen from the evidence of attendance at the hubs. The Committee discussed how attendance is measured differently across the sector and how this can impact the data and it was confirmed that TSCG measures attendance at every lesson rather than once a day.

The DP confirmed that in relation to the reasons for absence that TSCG aligns to the increase in mental health across the sector and additional work commitments and this does impact outcomes.

The headline information for staff absence was also contained within the AoC report and showed that absence rates for teaching and support staff are higher than those for managers at 6.1 days and 6.9 days. It was reported that managers' absence rate is 4.3 days. It was reported that minor illnesses and stress or mental health issues are the most common reason for staff absence. However, absence due to stress and mental health has seen an overall decrease.

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

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FEC&Q/19/24 **Predicted Outcomes and Value Added 2023/2024**

The DP and APSPA referred members to the previously circulated Predicted Achievement and Value-Added report for 16-19 students and apprenticeships for 2023/2024.

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

- predicted achievement for 16-19 provision is expected to be 82.54% which is above the final achievement rate for 22/23 by 1.54% and above the national achievement benchmark by 1.14%. There are three key areas which have shown significant improvement from 22/23: Computing (25%), Construction (10%) and Sustainability and Science (16%)
- predicted achievement for Apprenticeships is expected to be 60.9% which would be a 5.1% increase from 22/23 and 6.3% above the national rate. Significant improvements are expected within Health, Care and Early Years, whilst Engineering has experienced some challenges which has led to a significant decline in their predicted achievement
- predicted achievement data on learners with additional support or needs indicates an improvement on 22/23 across all categories and is above the Group position
- the data by campus indicates that two out of the five campuses (Cheadle and Stretford) are expecting an improvement in predicted achievement with the Stretford campus predicting an improvement of approximately 7%
- A Levels across the Group have been ALPS 6 for the last two monitoring points which sees an improvement from ALPS 7. Both Marple and Cheadle campuses are predicting an improvement by 2 and 3 grades respectively whilst Altrincham is predicting a decline
- all 5 qualification types (A Level, Applied General, Level 2 Other, Tech Cert and Tech Level) at the last monitoring point indicate an improved position from 22/23 in relation to value added. Level 2 Other, Tech Cert and Tech Level show positive progress, whilst A Level and Applied General move closer to systematically adding value. Nine of the Applied General areas show positive progress compared to three for 22/23

A member commented that this is the last year of students' grades being impacted by Covid which could impact on overall grades.

The DP confirmed that the Group will continue to maximise learning opportunities in the final weeks of term to ensure the focus remains on student achievement and high grades. The DP explained that further analysis will be undertaken to ensure that key areas for intervention for 2024/2025 are identified quickly and lead to swift action.

Questions and comments were invited from members.

A member requested for the numbers of students with additional support, and those entered for exams at each campus be added to future reports, as they already are for Apprenticeships and 16-19 year olds.

Action: Deputy Principal

The DP confirmed that members of staff are working hard to ensure that the students achieve.

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A student member raised a question in relation to how predicted grades for AS Levels impact on predicted grades for UCAS and what would happen if a student didn't achieve a good grade. The APSPA confirmed that it may be possible to do a resit in August.

There were no further questions or issues raised by members and following due consideration it was resolved that the Predicted Outcomes and Value Added 2023/2024 be received and noted.

FEC&Q/20/24

Apprenticeship Accountability Framework

The Assistant Principal Apprenticeships, HE and Higher Skills (APAHEHS) referred members to the previously circulated report and an overview of the Group's position in relation to the national set of Apprenticeship Accountability Framework (AAF) metrics. There was confirmation that the information provided an insight into any areas that could be of concern along with those improving, plus the next steps and/or recommendations to be actioned to support further improvements. A summary of the key issues was presented within which the following were highlighted:

- good progress has been made against the AAF across several areas. Increased achievement in 22/23 has moved TSCG from "at risk", to "requires improvement" in this category. If 23/24 predictions are realised this should be on track, although EPA timings can impact upon this
- apprentice feedback has a confirmed metric of >2.5 at the last update in February 2024, this would have meant TSCG was "at risk", however, there have been further apprentices completing this feedback and the score has moved to "good"
- whilst the OFSTED criteria for the AAF is the overall grade of TSCG, which is "good," the apprenticeship provision needs to improve to be self-assessed as "good" for 23/24, and this is currently on track
- the removal of the 250 apprentice figure benefits TSCG. Prior to the latest changes, the out of funding figure, whilst below the 15% threshold, was close to or slightly above the 250 figure and, as such, was "requires improvement"

The APAHEHS recorded her thanks to the MIS Team for their support.

In terms of the next steps the following were noted:

- to continue to promote internal employer and apprentice voice surveys to capture data that the Group can use to help drive improvements. These are ongoing throughout the year; targeted links have been set up and are discussed at reviews, and emails are shared periodically. Internal surveys are to be redeveloped for 24/25 to mirror the questions asked on the external survey to be able to review at departmental level
- continued use of the AAF dashboard on Strata, drilled down by department and standard level, in monthly meetings with each Head of Studies and Employer Responsive Managers/Programme Leaders to help shape the Group's apprenticeship offer and review which areas are flagged as "requires improvement" and at risk
- ensure continued close monitoring of 23/24 completers to ensure improved achievement and reduced OOF (Out of Funding) apprentices.

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Questions and comments were invited from members.

A member questioned the current position in relation to outcomes. The APAHEHS confirmed there was 68 outcomes still outstanding.

There were no further questions or issues raised by members and following due consideration it was resolved that the Apprenticeship Accountability Framework update be received and noted.

FEC&Q/21/24 FE Quality Improvement Plan and Performance Indicators report 2023/2024

A progress update against the 8 objectives or Areas for Improvement (Afls) within the Quality Improvement Plan was presented within which the areas of concern were highlighted. An update on the Key Performance Indicators for 2023/2024 was shared.

The DP reported that the key priority is to continue to support students to complete their outstanding qualifications and assignments by providing as many opportunities as possible for learners to achieve and progress. The DP confirmed that the exam attendance, including English and maths will be analysed, and the Group will consider any implications for progression to ensure that learners get appropriate CEIAG and make informed choices about their future steps.

The DP shared a summary of the report as follows:

- KPIs have improved overall, and this shows progress. The four areas at risk have been “in intensive care” with an aim to improve outcomes for learners
- performance across departments is still inconsistent across campuses and this could still be improved with increased sharing of good practice across campuses. Consistency remains the main area of focus
- the KPI for Apprenticeships is now RAG rated green and shows good progress is being made
- the self-assessment is predicted to be graded ‘good’ by the end of the academic year
- there has been good work around adults and widening participation and the Group is aiming for this area to be graded as ‘outstanding’ in the future
- there has been increased work around CPD and One Practice Change and a number of different events to support teachers.

Comments and questions were invited.

A member queried the KPI figure for the work-related learning as -41% seemed a significant difference and questioned the reference to PPD. The DP confirmed that PPD stands for Personal and Professional Development. In relation to the work-related learning, the work undertaken by the Student Experience Manager is significant but is a challenge to record. The DP confirmed that the offer is broad, and a range of students engage. The DP stated that there is more work to be done in relation to how PPD hours are recorded and students being work experience ready. There will be a focus on building confidence and a focus on social action that can be included in work experience hours in the future.

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There were no further questions or issues raised by members and following due consideration it was resolved that the FE Quality Improvement Plan and Performance Indicators report 2023/2024 be received and noted.

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Quality of Education Update Report June 2024 (including T Level and Learner Voice Update)

The Assistant Principal Quality, Student Experience and Support (APQSES) referred members to the previously circulated reports and an overview of the quality of education and analysis of how continuous improvement was being driven.

The following was highlighted:

- all curriculum areas are currently finalising their QIP for 2023/2024 and presenting their overall progress at QIP term 3 meetings
- a new approach has been undertaken by the Quality Team to ensure that there has been close intervention and support of all courses that are underperforming; this is referred to as 'uplift activity.' This is based on a number of key in-year performance indicators, including predicted achievement and value-added, retention, attendance, and learner voice. 29 courses were identified as at 'significant risk' and have been fully supported through targeted quality activity, such as lesson visits and coaching
- CDARs have been undertaken in the following curriculum areas this year: Academic Altrincham, Health, Care & Early Years, Construction, Apprenticeships, Adult & Community, Academic Cheadle, HE, and T Levels
- the performance of students in vocational exams has been a key focus in driving improvements in outcomes this year. Analysis of January exam performance has identified improvements in many areas; however, further improvements are required in Sport, Uniformed Public Services (UPS) and Computing
- the end-of-year survey had an 89% overall satisfaction score, which was a 1% decrease on the end-of-year survey from 2022/2023. This came from a sample size of 66% of study programme students. However, this outcome was impacted by the addition of a new question about engagement in extra-curricular activity. When removing this question from the analysis, the overall satisfaction is 91%, a 1% increase on last year. 11 questions improved from last year. The top performing curriculum area was Adult and Community (94%). Marple was the top performing campus (91%), with Stretford the lowest performing (86%). Areas of concern include regular tutor 1-1 meetings, and the provision of work experience
- the Apprentice survey has produced mixed results, with varying satisfaction across curriculum areas. It was noted that 58% of Apprentices that have completed the survey rated their training received so far as good or excellent, which is an increase of 6% since March. This is a positive with many of the results improving from the survey in March. 16% have rated their training as poor, however, this is a decrease of 6% since March. There will be a new survey for next year that will be linked to the external survey. The students were being followed up where there was a negative response received
- a revised approach to lesson visits is now being followed, which uses Rosenshine's Principles of Instruction as the basis for analysis. These are aligned with both the Ofsted EIF and the ETF Professional Standards for FE

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teachers. 117 developmental lesson visits have taken place this academic year (67 using the new criteria). 109 tutors have been recommended CPD and 8 have been referred to mentoring. The majority of teachers now receive 'CPD' as an outcome and are provided with an associated action, which acknowledges the fact that all teachers should be striving for continuous improvement

- learning walks are conducted within curriculum areas by HoS and PLs, as a further method to support the quality of TLA. 283 have been recorded so far, which is an increase on the previous year of 35. These will continue to take place until the end of the academic year
- 'One Practice Change' has been central to the Group's CPD approach in 2023/24. Tutors were tasked with developing one area of their teaching practice for improvement throughout the year, fostering self-led development and opportunities for reflection and discussion with colleagues. Further evaluation of the impact of this new approach is detailed within the supporting paper, with examples of best practice detailed. This approach will continue next academic year
- the first TLA Conference takes place week beginning 1 July 2024, with a variety of workshops being delivered by colleagues. It was confirmed that there is a productive agenda planned for the TLA Conference. A further two TLA Conferences are planned in 2024/2025 with an external speaker for the first event focusing on feedback and assessment
- colleagues across the college have taken part in a variety of LSIF CPD as part of the LSIF Workforce Development strand
- extensive CPD has been delivered to ensure colleagues are fully prepared and supported to deliver T Levels.

In terms of the next steps the following were noted:

- overall analysis of curriculum area QIP's to evaluate the impact and progress made against identified areas for improvement
- analysis of student outcomes and value-added, with emphasis on outcomes for 'at risk' courses
- launch a new procedure for increasing teacher accountability in September 2024
- devise Quality Assurance and Improvement Procedure for 2024/2025 implementation
- review the Student Success Framework for 2024/2025
- launch the new Teaching and Learning Strategy for 2024/2025
- follow up student end-of-year survey results through targeted activity and student focus groups
- review the impact of the One Practice Change CPD model and plan a celebration event.

Questions and comments were invited from members.

The APQSES commented that review meetings had shown that there was a strong correlation between good attendance and good teaching.

A member noted high absence, particularly in business. The DP confirmed that in some cases this was where students may have already passed their exam, but the tutor has entered the student to try and achieve a higher grade.

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A member sought clarity in relation to the new procedure for measuring performance. The APQSES confirmed that a platform will be launched to measure teacher performance and to measure how their students are performing. It was confirmed that there will be a platform for every teacher, and this will measure value added, attendance, student satisfaction and CPD hours. It was confirmed that the Group is exploring how this will be launched with teachers to show that this is to support accountability and measure performance in a positive way. The DP confirmed that this will be a useful tool to provide teachers with everything they need to know on one page. The APQSES confirmed that members of staff are looking to see how this can be rolled out to LFs and learner progress teams.

A member requested whether governor training could be held in relation to MIS next academic year, given the increasing role that this plays in improving performance.

Action: Corporation Secretary

A member commented that the one page may need to be adapted to support the differences between vocational and academic subjects/classes. The APQSES confirmed that this was being considered as part of the launch.

The APQSES confirmed that the courses at risk from last year have improved dramatically.

There were no further questions or issues raised by members and following due consideration it was resolved that the Quality of Education Update Report (including T Level and Learner Voice Update) be received and noted.

FEC&Q/23/24

Student Destinations Report

The APQSES referred members to the previously circulated report and an update on Student Destinations for 2022/2023 leavers.

The following headlines from the report were shared:

- the Destination Report provides a detailed analysis of the destinations of the college's full-time learners who completed a programme with the college in June 2023
- destinations for 78% of learners were successfully established through the work undertaken by J2 Research
- positive destinations are 91.8%, this is down 1.2% from the previous year
- 92.9% of all 16-18 learners achieved a positive destination. This compares to 94.3% in 2021/2022
- 88.4% of all adult learners achieved a positive destination. This compares to 88.1% in 2021/2022
- 84.1% of adult skills funded provision learners achieved a positive destination. This compares to 88.8% in 2021/2022
- 98.7% of Apprenticeship learners achieved a positive destination
- 86.5% of loan funded learners achieved a positive destination. This compares to 88.1% in 2021/2022
- 87.7% of High Needs learners achieved a positive destination. This compares to 83.6% in 2021/2022

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- 88.1% of EHCP learners achieved a positive destination. This compares to 88.4% in 2021/2022
- Overall, the number of full-time learners, not in paid employment and looking for work in April 2023 is 3.8%. This is an increase from 2.5% in 2021/2022
- for adult learners, 5.6% are looking for work. This is an increase from 2.75% in 2021/2022
- Marple had the highest positive destination rate for Education and Training learners at 95.8% (+2.4% from 2021/2022)
- Stockport had the lowest positive destination rate E&T learners at 88.9% (-2%)
- 87.8% (+0.3%) of learners responded that the course they studied was relevant to their career path. In addition, 72.6% (-0.4%) agreed that the course they studied was relevant to what they are doing now
- 93.5% (+1%) of learners agreed that their time on their course helped them to learn, work or study independently and make independent decisions
- 85.7% (+1.2%) of learners agreed that the College had helped them to prepare for working life
- 90.4% of apprentices agreed that their apprenticeship has enabled them to reach their desired goals and targets.

The APQSES confirmed that, as next steps, the curriculum areas will review the data further to add impact to positive destinations in the future.

Questions and comments were invited from members.

A member questioned, in relation to possible scrutiny from Ofsted, how the Group uses data to impact positive destinations. The APQSES explained that as part of the review, the Group will consider the three I's and the PCEO referred to how 'impact' on destinations forms 'intent'. There will be further analysis in the SARs and monitoring in year and there will be a training session planned for members of staff relating to 'intent'.

The APQSES reported that he had recently met with a new company that could provide a service for the collection of destination data in the future. The company provides a live dashboard that the Group can access to monitor destinations in year, and it was confirmed that this is at a similar cost to the current provider.

A member questioned the data in relation to intended versus sustained destinations. The APQSES explained that this information is not provided but it would be useful to have this information to understand differences and why a destination may have changed.

A member commented on the positive destination data for TSCG of 90.5% compared to 67.4% for national data and thanked the team for their hard work.

There were no further questions or issues raised by members and following due consideration it was resolved that the reporting in respect of Student Destinations be received and noted.

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FEC&Q/24/24 Student Governor Report

The Chairperson invited the Student Governors in attendance to present the Student Governor Report to the Committee.

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

- TSCG held several hustings events across all campuses
- TSCG held a Mayoral hustings event
- students took part in an interview for the BBC for the Mayoral hustings
- students took part in a BBC radio Manchester breakfast show
- Mood Box Monday was launched to evaluate students' mood in relation to critical affairs
- activities relating to sustainability took place.

The Student Governors provided a presentation in relation to Student Experience, highlighting what was going well and areas of challenge at the different campuses. In terms of what was going well reference was made to "feeling safe at college" at all campuses, being familiar with exams and being prepared for the next steps. In terms of challenges, requests were made, at individual campuses, for more sports activities and a bigger multifaith room.

The Chairperson thanked the Student Governors for their informative report and presentation.

Questions and comments were invited from members.

A member requested further information in relation to Mood Box Monday. The Student Experience Manager explained that there had been numerous topics such as a focus on whether students knew who their local MP was and a question as to whether people under 18 should be able to vote. This had proved a positive mechanism for gathering further student voice. The local councils have expressed an interest in Mood Box Monday and for the Group to test questions on students to gather feedback and support discussions at their committees. The Committee thanked the Student Experience Manager for the positive work in this area and wider engagement with the local councils. The PCEO confirmed that an excellent example of this was a former student being elected as the youngest councillor for Moss Side at the recent local elections and where the Group was actively supporting young people to influence local politics.

In relation to the challenges, a governor questioned how matters arising would be actioned. The Deputy Principal confirmed that the themes raised through Student Leadership and other forums were being considered by the Executive Team, so recommendations can be controlled and actioned appropriately.

The Committee thanked the student governors for their detailed presentation and discussion which shared student experience and opinion.

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

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FEC&Q/25/24 Student Support Report

The APQSES 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:

- in relation to **learner support**, mentor appointments had significantly increased with 2,917 learners (69% increase compared to 2022-2023) having been seen and 8,234 one-to-one sessions having been conducted, a 32% increase compared to the previous year
- that there had been an increase in the number of 16-18 students being referred for and accessing support
- 6% less males than females had accessed mentoring compared to the percentage for the Group population
- the team had received 1,904 mental health declarations to date, an increase of 184% compared to the same point in the 2022-2023 academic year
- **safeguarding** referrals presented a 67% increase in referrals compared to the previous year
- the top safeguarding referral categories were mental health; home/parenting issues; peer on peer abuse; risk of suicide; and bullying
- an increase in staff training to support students in relation to mental health, including the Group's journey to become a 'Trauma Informed Group' continues. 10 Trauma Informed Champions are now delivering training and 600 staff have been trained to date
- 2 members of the Board of the Corporation had attended the audit event with their attendance having been very well received by the external agency supporting the Group in its trauma informed journey
- the Leaders in Safeguarding Audit took place in May which had a positive outcome with some suggestions for the future. A recommendation relates to Keeping Children Safe in Education Guidance and how comments from students will be recorded in the future. Another recommendation relates to low, medium, and high-level concerns and an approach to measure this going forward
- in the Student Survey 98% of students said they felt safe during their time at college with no significant matters reported
- in relation to **Learning Support and Inclusion** and the increase in the number of High Needs learners, recruitment for support staff remains a challenge. A member commented on the increase nationally. The Adult Employability team are delivering Step-into-Learning Support courses of which 4 cohorts have been delivered so far
- for **Student Behaviour**, student suspensions (339) had increased compared to the previous year and was shared by campus breakdown. This was reported to be consistent with the amended and more robust approach to behaviour introduced earlier in the year. The approach to tackling inappropriate behaviour for this academic year was provided
- a number of new initiatives, as part of **Alternative Provision and Curriculum Development**, were introduced during the current academic year in response to the significant increase in NEETS, as recognised by Trafford LA in the SEND Forum
- programmes included the successful implementation of "Step into Learning" at Stockport, a 10-week alternative curriculum programme; the positive

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impact of the Supported Internships (at Stepping Hill Hospital and Trafford General Hospital plus a new Supported Internship based at Trafford Town Hall); as well as the Engage programme at Altrincham and Stockport providing a programme for those learners who would otherwise drop out of college

- the College Ready Programme was attended by 65 learners in July 2023, of which 60 (92.3%) progressed onto full time courses at the college. Of these, retention is currently 90% and attendance is 75%

Questions and comments were invited from members.

A member questioned, in relation to the increase in learning support, was the Group able to meet demand. The APQSES confirmed that the analysis shows that there is a higher number of students accessing the support at Cheadle and Marple College. The APQSES reported that the Group was not understaffed in this area, but the caseload had increased.

A member questioned the report in relation to Prevent and a reportable event. The APQSES confirmed that this was in relation to a student testing our own technology system and was reported to Prevent but no further action was required. The APQSES confirmed that although referrals to Prevent have increased nationally, the end results for Channel have decreased. The figures for vulnerability without risk of extremism and radicalisation have increased. The reportable event showed that TSCG systems work well in detecting possible incidents of concern.

A member questioned whether a further breakdown of suspensions could be shared for 'Caribbean' and whether the 18 suspensions related to a particular group. The Deputy Principal confirmed that the ethnic groups are taken from the Government guidance for reporting and match the student enrolment form to condition of funding.

A member questioned, in relation to the number of suspensions, whether the students who returned from suspension improve their behaviour and go on to achieve, to show evidence on whether suspensions were supporting positive behaviour. The Deputy Principal confirmed that further analysis is required, however some of the learners have dropped out and some have gone on to achieve. The PCEO confirmed that at TSCG, a suspension is treated as a neutral act, as students may be asked to stay at home while there is an investigation and sometimes an allegation is not upheld. **A member confirmed that it may be helpful to report the number of students that have been through a behavioural process instead of suspensions in the future to show where the behaviour process has had impact.**

Action: Assistant Principal - Quality Student Experience & Support

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/26/24

Student Experience Report including Student Survey and update on Careers and Gatsby Benchmarks – June 2024

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

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

The APQSES drew particular attention to the broad range of activities that students had engaged in throughout the academic year and highlighted the following:

- the provision of information in relation to student experience by campus for 16-19 students, which at the Altrincham campus comprised 1,440 (64% of the student population); Cheadle 595 (65%); Marple 355 (71%) Stockport 1,089 (67%); and Stretford 393 (46%)
- there have been a significant number of community projects taking place across all campuses, in which the college is working in cooperation with local partners such as Pollination Stations/Rain Gardens at Trafford and Marple in partnership with Cheshire Wildlife Trust, 'Get Active Plus' at Stockport and Cheadle in cooperation with the British Army and Stockport County Football Club, and 'Cut it out' at Trafford and Stockport
- activities in relation to the local elections and the General Election have taken place including Hustings, Round Table Events and an Auto Registration campaign. A GM Mayoral Hustings event also took place, which was attended by all 9 GM Colleges
- the College won the Educate North Award for Community Engagement

The APQSES drew particular attention to the Careers update and Gatsby Benchmarks and highlighted the following:

- the most recent self-assessment against the benchmarks (undertaken in conjunction with an Enterprise lead from the Careers and Enterprise Company) has resulted in 7 out of 8 benchmarks being rated as 100%
- Gatsby benchmark 3 scored 91%; further detail is available in the supporting paper

The DP confirmed that Gatsby Benchmarks are statutory for 16–18-year-olds only.

In terms of the next steps and timeline the following were reported:

- to review the effectiveness of the Student Experience Strategy and Action Plan on the personal, social, and cultural development of our students in readiness for the next academic year, and to ensure that we are meeting skills needs
- to finalise the Careers Policy
- for the Careers team to ensure that clear IAG is provided to all students who are unsure of their next steps, through targeted intervention and support
- Curriculum teams to continue to capture PPD activity and deliver additional opportunities in the summer term
- further action required in relation to a larger multi faith room for students.

Minute No

Questions and comments were invited from members.

A member questioned whether the increase in IAG for all students is required due to students not receiving the career information through schools. The DP confirmed that the Group provide a lot of information to students throughout their journey with TSCG. **The DP confirmed that there will be a new Careers Policy, and this will be presented at a future meeting.**

Action: Deputy Principal

Members recognised the excellent level of participation in the World Skills event and the positive results, which included a number of first place positions.

The PCEO added that the World Skills event showcased the skills, behaviour and attitudes of students, and delivered an assessment of the core competencies required in the workplace.

Members commented that the careers reporting had been informative and very helpful.

The DP confirmed that the Group will be changing its approach going forward to widen student experience and the areas covered in Personal Development and a new role is being recruited to lead this. The outcome of this will be shared in due course.

Action: Principal and CEO

The PCEO indicated that a presentation would be made to the next meeting of the Committee in relation to careers and the Gatsby benchmarks.

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/27/24

Policies

The APQSES referred members to the following previously circulated policies:

- Mental Health and Well-being Policy 2024/2026
- SEND Policy 2024/2025
- Student Relational Behaviour Support Policy 2024/2026
- Sexual Violence, Harassment and Abuse Policy 2024/2026
- Complaints and Compliments Policy

There were no questions or issues raised by members and following due consideration and deliberation it was resolved that the policies be recommended to the Board of the Corporation for approval subject to a review of the recommended changes.

The APQSES confirmed that the changes to the policies were shown through track changes. **A member shared several amendments in advance of the**

Minute No

meeting, and it was confirmed that these will be considered ahead of the policies being recommended to the Board of the Corporation for approval.

Action: Assistant Principal – Quality Student Experience & Support

The following policy and strategy were recommended to be extended as a thorough update is planned for the Autumn term. There were no updates other than the extension of date.

- Careers Education and IAG Policy 2024/2026
- Excellence in Teaching Learning and Assessment Strategy 2024/2027

A member requested that the Governor Link for Careers be referenced in the policy.

Action: Assistant Principal – Quality Student Experience Support

The DP confirmed that there were significant changes to the Student Relational Behaviour Support Policy 2024/2026. The Chair of the Committee requested that governors feedback any comments to the Corporation Secretary by 5 July 2024.

Action: Members of the Committee

There were no questions or issues raised by members and following due consideration and deliberation it was resolved that the Policy and Strategy be recommended to the Board of the Corporation for approval.

FEC&Q/28/24

Leaders in Safeguarding Audit

The Deputy Principal (DP) provided a summary of the recent audit on Safeguarding carried out by Leaders in Safeguarding. The report provided areas of strength, areas of recommendation and the Group's response to the 8 recommendations. The DP explained that the Leaders in Safeguarding Award is a registered Quality Mark given to organisations following a thorough external audit of their safeguarding arrangements against 16 Safeguarding Standards. The Deputy Principal confirmed that the Group will provide a response to the recommendations and then the audit findings will be presented to the LIS Scrutiny and Validation Panel who will decide whether all the standards are met, prior to being awarded. The Deputy Principal explained the importance of displaying the Leaders in Safeguarding Quality Mark to show that the Group's policies, procedures and everyday practices have been checked by experts. This also demonstrates to students, members of staff and stakeholders that the Group prioritises safeguarding and the Group is serious about ensuring safety and promoting welfare in the services provided.

The Chair of the Committee acknowledged the support of the Link Governor for Safeguarding and the HR Team for their support with the positive outcome.

FEC&Q/29/24

Any Other Business

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FE Commissioner's Event

The APSPA reported that she had recently attended the FE Commissioner's Just One More Thing Event with a focus on Student Behaviour. The APSP confirmed that the Corporation Secretary had also attended the Just One More Thing Event for People and Culture.

The APSPA confirmed that the event took place at East Kent College Group and was particularly helpful due to having a similar structure to TSCG. The APSPA shared the highlights of the day including the following:

- student behaviour becoming a national theme
- the Trauma Informed Approach is a great initiative, and other colleges were interested in this
- shared approaches for staff development
- contemporary reasons for challenging behaviour and work around students of today and the changing teenager
- adopting practices to support the ever-changing student
- increased support for mental health.

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

Governance Team

The Committee recorded its thanks to the Deputy Corporation Secretary for her service, following the announcement of her resignation.

FEC&Q/30/24

Date of the Next Meeting

It was agreed that the provisional date of the next meeting would be held on 20 November 2024 at 1pm and will be confirmed upon the schedule of meetings being approved at the July Board of the Corporation meeting.

Action: Corporation Secretary

The meeting closed at 7.32pm.

Tracey Wood left the meeting at 6.50pm.