

## THE TRAFFORD COLLEGE GROUP

### Minutes of the Meeting of the FE Curriculum & Quality Committee held on Wednesday 17 June 2020 at 5.30 pm via MS Teams

<b>Present:</b>	Sarah Drake	(Chairperson)
	Lesley Davies	(Principal and Chief Executive)
	Glad Capewell	
	Colette Fagan	
	Joaquin Llorente	(Staff Governor)
Graham Luccock		
<b>In Attendance:</b>	Barry Watson	(Corporation Secretary)
	James Scott	(Vice Principal Curriculum & Quality/ Campus Principal)
	Alex Fau-Goodwin	(Assistant Principal Stretford & Stockport)
	Helen Wood	(Assistant Principal Altrincham)
	Joan Scott	(Director of Adult & Community Learning)
	Jane Keys	(Director of Apprenticeships)
	Emma Goodlet	(Assistant Principal 16-19 Study Programmes)
	Richard Pleavin	(Interim Quality Manager)
	Gemma Hawkley-Holt	(Head of Teaching, Learning & Assessment)
Yvonne Riley	(PA to the Executive Team)	

#### Minute No

#### GC&Q/18/20 Apologies for Absence

The Corporation Secretary (CS) reported that no apologies for absence had been received.

#### GC&Q/19/20 Declarations of Interest

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

#### GC&Q/20/20 Minutes of the Curriculum & Quality Committee Meeting held on 11 March 2020

The CS provided the meeting with an oral update in respect of the minutes of the meeting held on 11 March 2020. It was noted that the previous meeting had taken place just prior to lockdown and that the meeting notes were held in the office at Stockport so, for reasons beyond his control, the CS had been unable to produce the minutes. It was further noted that the minutes would be produced once the CS was able to gain entry to the office at Stockport. The CS advised that he had spoken with managers and asked if they could recall any actions arising from the minutes and that an update on the Curriculum Area Development Reviews presented at the previous meeting had been added to the agenda under Matters Arising.

#### GC&Q/21/20 Matters Arising from the Minutes:

- i) Update on Actions Arising from the Curriculum Area Development Reviews (CDAR):

#### Construction

The Assistant Principal Stretford & Stockport (APS&S) advised the meeting that the new Head of Study for Construction (HoSC) had only been in college for a short time prior to lockdown but that within that time he had made huge strides. It was noted that there was a renewed focus amongst the team and a much greater focus with regards to professional standards.

## Minute No

In relation to the CDAR and the 14 action points, the APS&S provided an update on the following key actions, which included:

- Individual Targets – It was noted that all students are now provided with individualised targets at the start of each session.
- College Systems – It was noted that the HoSC was positively promoting the use of Markbook which has been evidenced since lockdown with a much more detailed commentary provided where students have not been engaging or are causing concern.
- Learning Facilitators (LFs) and clarity with regards to targets in the sessions. It was noted that the HoSC now holds regular meetings with the LFs and Pastoral Support Mentors (PSMs). It was also noted that within these meetings student feedback was examined with a view to identifying concerns.
- Links with Key Stakeholders – It was noted that the HoSC and the Student Engagement Lead (SEL) had worked closely to develop links with employers and industry specialists, resulting in a database and an eighteen month plan.
- English and Maths – The APS&S advised that the HoSC was looking to instil an industry readiness approach from September, with English and maths key to student progression and embedded within the vocational sessions in addition to discreet lessons.

To summarise the APS&S noted that, in a short space of time, the HoSC and the team had developed a good team ethos and established remote learning. The APS&S also noted that, prior to lockdown, the HoSC had been highly visible around the workshops, setting high expectations for staff and students, and that this contact had been maintained via remote means. Finally, the APS&S expressed his confidence in his expectation for some improvement in this area.

The Chairperson noted that it was a comfort, from a Governance perspective, to see the CDAR used to develop action plans.

### A Levels

The Assistant Principal Altrincham (APA) provided an oral update in relation to the CDAR which included an overview of the findings, the position at lockdown and progress against actions to date.

The APA advised that A Levels had been identified for review as retention had become a key issue following the move to linear A Levels. The APA further advised that retention has seen a significant improvement with an expected increase of around 8%. It was noted that, at this point last year, retention stood at around 70%. The APA highlighted the department's frustrations that students had been unable to sit their exams as all the indicators had shown that exam results would have been good had they taken place.

In terms of the CDAR, the APA highlighted the key fundamental strengths which included teaching, learning and assessment, the A Level offer and student support.

## Minute No

In relation to areas identified as needing review, the APA provided the following update, which included:

- Tutorials:
  - The APA advised that, while A Level students felt they had received beneficial tutorial support in terms of study skills, student support and motivation (important elements for retention), key cross college Group tutorials had not been delivered. The APA further advised that these tutorials had now taken place, prior to lockdown, as large Group assemblies and that plans to replicate in September would mean that, going forward, key tutorials are delivered at an early stage.
  - The APA advised that students who have made the decision not to progress to university did not feel that they received the same level of tutorial support as their peers who had. The APA further advised that the Head of Study for Academic (HoSA) had implemented a variety of activities to provide advice and guidance on alternative progressions post A Level.
  
- Enrolment and Initial Assessment:
  - It was noted that this would be reviewed in light of Covid-19.
  - The APA advised that entry requirements had been increased but highlighted it remained essential to continue to meet the needs of the local community, for example, by taking an individualised bespoke approach, offering a hybrid programme of fulltime GCSE and A Level where appropriate.
  - It was noted that, in terms of internal progression, 45 students progressed from fulltime GCSE in 2019/2020 and that 2020/2021 had a similar forecast.
  
- Markbook and Target Setting – The APA advised of the ongoing issues with Markbook for A Levels. It was noted that the APA and the HoSA would be undertaking a full review of Markbook and how it is used to ensure that it is fit for purpose and that this would include a review of the MAP process. The APA highlighted that, following the CDAR, it had been evidenced that Markbook was being used more regularly and that remote working had reinforced that data needs to be held centrally.

## Maths

The Assistant Principal 16-19 Study Programmes (AP16-19SP) provided an oral update on the progress against the CDAR which was undertaken in November 2019. The AP16-19SP advised that the maths CDAR was the first review to be completed and that they had initially considered conducting a review of both English and maths but had chosen to focus exclusively on maths due to the previous achievement data and low attendance at the start of the academic year.

In relation to the 10 areas for improvement arising from the CDAR, the AP16-19SP provided an update on the following key actions, which included:

- Intent – The AP16-19SP advised that overall the department had found the rationale for the study programme hard to articulate and detailed the measures that had been put in place to ensure that Intent was embedded and that staff understood the rationale. This included the rewriting of the department Intent based on the Education Inspection Framework (EIF) and staff training.

**Minute No**

- Attendance:
  - The AP16-19SP advised of the underperformance of a newly qualified teacher for a large fulltime GCSE group at Altrincham. The AP16-19SP further advised that, following mentoring from the Programme Leader and team teaching, attendance for this group had seen improvement.
  - The AP16-19SP noted instances at Altrincham where learners transferred to another level or course but remained in the same group for maths. The AP16-19SP advised that, going forward, work would be undertaken alongside the Director of MIS (DMIS) to ensure that transfers are completed before the first MAP1 point and that the whole study programme moves with the learner.
  - The AP16-19SP advised that attendance across the Group had risen to 76% prior to lockdown from 70% throughout the CDAR.
  
- Digital and remote learning - The AP16-19SP advised that the maths department was now using the platform Seneca, highlighted by the Student Governor during the previous meeting, and that fulltime GCSE has seen a 95% engagement with the platform prior to the communication that work completed after lockdown would not contribute to final grades. The AP16-19SP further advised that the platform and online resources would continue to be developed going forward. It was also noted that all of the maths department were on MS Teams and that the CDAR and the situation with lockdown has been a real catalyst for the development of remote learning.

There were no further matters arising raised by members and, after due discussion and consideration, it was resolved that the updates be noted.

**GC&Q/22/20****Reopening of College Campuses June/ September 2020**

The Vice Principal Curriculum & Quality/ Campus principal (VPCQP) provided the meeting with an oral update with regards to the reopening of the college campuses in June and September 2019.

In terms of the June reopening, the VPCQP advised that this would be very limited and that this would be for students who fall into the following categories:

- Students with Educational Health Care Plans (EHCPs) where the parents and carers believe that they would benefit from some face to face time in college. It was noted that a number of these students had been accessing the college throughout the lockdown period, in line with Government guidance. It was further noted that, following the reopening, the number had increased to 33 students and that most were based at Stockport with limited numbers at Stretford and Altrincham. The VPCQP advised that the students would be coming into college once a week for a 1-1 session with their LF, focused on a combination of academic and pastoral support.
  
- Students who the curriculum areas identified would benefit from some face to face academic support to support their progression into next year. It was noted that there were around 30 students in this category, spread across the 3 campuses, and that they were predominately Level 3, Year 1 students.
  
- Students on occupational based study programmes where the awarding body has mandated that they need to complete some in college activity to complete the certification. It was noted that these students were primarily based in areas such as Construction and Engineering and that there were around 300 students in this category, accessing Stockport and Stretford.
  
- Students who need to complete some examinations prior to the summer.

## Minute No

The VPCQP advised that the June reopening was commencing on 15 June for a two week period but that this may extend into the first week of July. The VPCQP further advised that all students had been provided with a bespoke timetable and that full risk assessments had been carried out, with campuses redesigned to comply with social distancing and health and safety requirements.

The VPCQP commented that attendance to date had been mixed and that curriculum areas are following up on non attendees daily to try and encourage them to come in, particularly where they need to come in to complete their certification.

The Chairperson noted that the Principal's Briefings and the VPCQP's Curriculum Updates had been useful in keeping Governors well informed.

In relation to the September opening, the VPCQP advised that there is no national guidance as yet but that the Group has been working closely with other colleges to get a sense of their approach and that a lot of emphasis appears to be on adopting a 50/50 model in order to reduce class sizes. The VPCQP further advised that the Group is adopting a different approach as not all study programmes are equal.

The VPCQP provided an outline of The Trafford College Group's approach, which included:

- Occupational based study programmes with a large practical element. It was noted that the model will prioritise workshop time with some blended learning outside of college focused on theory. The VPCQP advised that this would be considered on a course by course basis and the capacity of the workshop.
- Academic and Applied General programmes:
  - Plan A. To continue with the fulltime study programme entitlement but, due to social distancing requirements, some students will access the session on site while others access through live stream. The VPCQP advised of the support for this model and highlighted its flexibility as it allows the course to operate on a sliding scale to increase and decrease numbers in college in line with social distancing rules. The VPCQP appreciated that it was fundamental to have the right technology and infrastructure and advised that this was being developed.
  - Plan B. To follow the occupational based study programme model and reduce the study programme hours in class. It was noted that with this this model the group would come in for half the sessions and work from home with blended learning for the other sessions.
- English and maths and tutorials. It was noted that the model has been devised. The VPCQP advised that tutorials will take place remotely and that this will provide greater flexibility.
- Adult Education programmes. The VPCQP advised that this was a work in progress but that the expectation would be that one year courses would follow an alternate week model. It was noted that the team were working to ensure that the Group has the online resources and the blended learning model to support activity outside of the classroom.
- Apprenticeships. The VPCQP advised that the day release model for Apprenticeships would follow the Adult Education alternate week model.
- Higher Education (HE). It was noted that there was a clear model in place with students splitting their time between college, the virtual classroom (delivered through MS Teams) and independent learning.

## Minute No

In summary the VPCQP expressed his confidence that the Group had a model in place, supported by middle managers, that would be developed and refined over the forthcoming weeks. The VPCQP also acknowledged the challenges, particularly with regards to the infrastructure.

Members made a number of comments/ raised a number of issues arising from the report as follows:

- A Member commented that the planning seemed exceedingly well considered and asked the VPCQP to clarify the implications for staff workload, particularly for those planning onsite and remote lessons. The VPCQP clarified that staff would not be expected to deliver additional sessions and that, where blended learning is highlighted, it would be primarily independent. The VPCQP acknowledged the risk around student engagement but commented that this was something that the Group would need to work through and that other colleges would be required to do the same. The VPCQP highlighted that the HE model was well considered and had been worked through with the HE team to ensure that they had the staffing capacity. The VPCQP noted that the member had raised a good point and advised that the Group would continue to monitor staff workload very closely to ensure that there are no additional pressures.
- A member commented on the number of factors that had been considered in formulating the model, ranging from rooming capacity to the nature of the course, and raised the point as to whether consideration had been given to the devices that students will have access to offsite and whether they will be compatible with the digital resources. The member also raised the broader issue of student engagement, particularly with those students who are difficult to reach, and motivating students to carry out independent learning. The VPCQP thanked the member for her comments and advised that the Group was still working through some of the challenges with regards to remote access and outlined some of the detail to date, which included:
  - A clear audit, undertaken with students at enrolment, to ascertain their access to technology and the suitability of the home environment.
  - The continuation of the process of loaning equipment to students that had commenced during lockdown.
- With regards to the member's question in respect of student devices and compatibility, the VPCQP advised that the platform that the Group uses is compatible with mobile devices. The VPCQP further advised that the Group had begun to give a great deal of consideration to which students are prioritised to access sessions onsite as it was important to ensure that students who have good access at home are not disadvantaged.
- A member raised the question as to students' awareness of the process for September and enquired as to the feedback. The VPCQP advised that there has been no communication with students as yet as the Group had only recently agreed on the model and that the next step would involve the communication strategy. The VPCQP further advised that, with respect to HE, the Group is mandated by the OfS to provide the information to potential students to ensure they are clear on the offer and hence the HE model will be published on the website shortly.
- The Staff Governor raised an issue with regards to remote learning and the suitability of the learning environment, providing an example of a Foundation Learning student working from their bed and the impact that this may have on their learning. The Staff Governor also raised a further issue of students who prefer to work on paper. The VPCQP gave assurances that the issues raised would be factored into considerations when determining which students would have priority access to college.

**Minute No**

- In terms of Foundation Learning, the VPCQP advised that he had met with the HoS for Foundation Learning (HoSFL) and it had been agreed that students would follow the model of a reduced study programme with a reduced qualification which would allow for smaller groups of learners to be provided with intensive support time in college, circumventing some of the issues raised.

There were no further issues raised by members arising from the report and after due discussion and consideration it was resolved that it be noted.

**GC&Q/23/20****Internal Audit Report – Safeguarding April 2020**

The VPCQP provided the Committee with a copy of the internal audit report for safeguarding. It was noted that the internal auditors had undertaken the review to provide assurance that appropriate arrangements were in place and operating effectively in relation to safeguarding.

The VPCQP advised that the report had been considered at length by the Audit Committee but, as safeguarding is curriculum based, it was felt prudent to bring it to the Curriculum & Quality Committee for information.

The VPCQP drew the Committee's attention to 4 key recommendations arising from the report:

- Staff training for all staff – Red significance. It was noted that this was a Red significance because auditors had identified a number of staff members on the HR record showing that they hadn't received a safeguarding induction or the three year refresher training. It was further noted that HR had followed up on the concerns and had provided a very detailed management response. The VPCQP advised that he recognised the issues highlighted but did not feel the findings were as severe as portrayed. The VPCQP raised the issue of an audit during lockdown and the lack of opportunities to challenge, providing the example of casual exam invigilators who undertake training in timeliness for the exam period but were highlighted as an issue. The VPCQP also acknowledged examples of poor housekeeping, which the Group has taken responsibility for and outlined actions. The VPCQP pointed out that, in addition to the safeguarding training, the Group ensures that all staff are updated through electronic means, in terms of the Group's Safeguarding Policy and the DfE key document Keeping Children Safe in Education, and that this is followed up rigorously in terms of compliance.
- IT activity monitoring – Amber significance. The VPCQP advised that the recommendation to move to one overall system to monitor students' online activity was in progress but had been delayed due to lockdown.
- Senior safeguarding leads training – Amber significance. It was noted that the recommendation to update the training matrix had been completed.
- Recording of safeguarding cases – Amber significance. The VPCQP acknowledged the risk and the need to transfer information into electronic form and noted that the Group is in the process of adopting CPOMS, as detailed in the response.

The VPCQP commented that he was very pleased with the feedback overall but expressed his disappointment at the level of assurance being limited as, when he met with the auditors, they were effusive about the good practice around safeguarding and the strength of the Safeguarding Policy in comparison to others.

## Minute No

The VPCQP hoped that the report and the update would provide the Committee with assurance in respect of the actions that were being taken.

Members raised a number of issues arising from the report, as follows:

- A member expressed her concerns with regards to comments on induction training, as Governors had been provided with assurances that safeguarding had been undertaken prior to a staff member entering a classroom, and highlighted the associated risks. The member recognised that some of the issues raised had been down to poor housekeeping and that this should be easily rectified but highlighted that Governor guidelines relating to safeguarding stressed that Governors should have an up to date view of staff training and asked if, in future, an update on the training position could be included in the safeguarding update. The AP16-19SP advised that the report notes the training sessions that have taken place but does not provide details of the data in respect of how many have attended training and how many have yet to attend and undertook to provide the necessary information going forward.

### **Action: Assistant Principal 16-19 Study Programmes**

- A member shared the VPCQP's disappointment with regards to the level of assurance and advised of his general concerns with internal reviews and the judgement process. In response to the transfer of the recording of safeguarding cases into electronic form and the introduction of CPOMs, the member noted that the system had been highly received by other organisations and should provide assurance for the Group. In response to a question raised by the member with regards to Level 4 training, the VPCQP provided assurances that the Safeguarding Leads had received the necessary training and that it had now been recorded correctly as Level 4 on the system. Further discussion focused on Governor training and the issue raised in the report with regards to the logging of attendance on the system. The CS advised that safeguarding training is completed by Governors as part of the annual cycle of Governor training and that notification of attendance is sent through to the HR department. It was noted that the recent scheduled Governor training update had been delayed due to lockdown but had been undertaken remotely prior to the Committee meeting held today.
- The Staff Governor raised the issue of the timing and the length of safeguarding documentation and the temptation that staff may just be inclined to tick that they have read the documentation rather than taking the information in fully. The Staff Governor enquired as to whether there was a way to make the report more succinct or highlight the changes. The VPCQP thanked the Staff Governor for the points raised and stressed the key nature of the information and staff professionalism, providing examples of where staff had been challenged in this regard. The VPCQP noted that when the documents had been sent out at the beginning of the academic year they were accompanied with information signposting the key changes. Further discussion focused on conveying information, testing whether it had been received and issues around compliance.
- A Member pointed out the possibility of the introduction of a questionnaire to ensure that staff had read and understood the information and the VPCQP advised that this was achievable and undertook to look into the matter.

### **Action: Vice Principal Curriculum & Quality/ Campus Principal**

There were no further issues raised by members arising from the report and after due discussion and consideration it was resolved that it be noted.



**Minute No****GC&Q/24/20****Safeguarding Children and Vulnerable Young Learners Report**

The AP16-19SP presented a report which provided the Committee with an update concerning the key issues and actions arising with regard to the implementation of the Group's Safeguarding Children and Young Persons Policy.

The report provided Committee members with the following information:

- The current active caseload in terms of students (19) on either Child Protection Plan/ Child in Need or Team Around a Child together with a breakdown between Trafford and Stockport Colleges.
- Recorded safeguarding incidents. It was noted that safeguarding referrals have decreased. The AP16-19SP advised that she felt that this was due to the regular contact that the PSMs have had with learners and social workers. However, it was important to note that where referrals had been received they were significantly high risk, with 3 students hospitalised.
- Counselling Update. It was noted that in total there have been 147 learners receive counselling, showing an increase of 23 since March 2020. The AP16-19SP advised that the Counselling Service had been available for students to access remotely throughout lockdown but, as it was found that learners preferred face to face, it has now been reintroduced onsite, recognising social distancing and ensuring a safe environment for the counsellor and student. It was noted that the demand had increased with the reintroduction of face to face sessions.
- Looked after Children (LAC) and Care Leavers by Campus including LAC data by department. It was noted that there were 47 LACs across the Group compared to 54 last reported. It was further noted that 7 learners have become Care Leavers since the last report but, due to Covid-19, Care Leavers are 'staying put' which means they are not being moved out of their current accommodation until restrictions are lifted. In terms of the most vulnerable learners with free school meals and bursary, it was noted that, in response to Covid-19, they have been provided with 3 additional payments on top of the weekly payments that they already receive for attending college.
- DBS and Bullying Update.
- Covid-19 and Community Partnership Update. The AP16-19SP advised that the SEL has worked closely with the Local Authorities to provide care packages to all of the 400 learners entitled to free school meals.

The AP16-19SP commented that she was proud of the work that had been undertaken following the emergence of Covid-19, which had seen a move from intense 1-1 support in college to remote support in a short space of time. She further commented that the Pastoral Support team have been supporting 990 vulnerable learners within their 'At Risk' caseloads on a weekly basis and that the team had gone above and beyond to support the most vulnerable learners with additional projects.

The AP16-19SP advised that the Group had received positive feedback from social workers, the Local Authority and Safeguarding Leads in terms of the intense support structure that had been in place across the Group throughout lockdown.

The AP16-19SP further advised that she had attended the Greater Manchester Strategic Safeguarding meeting with the combined authority and that The Trafford College Group were one of the only colleges that had stayed open to support the most vulnerable learners.

**Minute No**

Members raised a number of issues arising from the report as follows:

- A member thanked the AP16-19SP for the information in respect of young carers and asked if information would be available at some stage as to whether working remotely has been a help or a hindrance to this group. The member also drew the Committee's attention to adults with enduring caring responsibilities and questioned, when the Group takes the remote learning strategy forward, whether 'carers' as a particular group could be given some attention to ensure that the strategy is adapted to better meet their needs.

**Action: Assistant Principal 16-19 Study Programmes**

The AP16-19SP noted Transition Funds available through the AoC and the DfE for the most vulnerable learners, of which young carers fall into this category, and plans to put together a package of support including resilience and health and wellbeing sessions targeted at young carers during the summer.

- A member drew the Committee's attention to the 19 learners on Child Protection Plans, of which 18 are at Trafford College, and enquired as to whether this was the norm. The AP16-19SP advised that there were significantly more students at Trafford College than at Stockport College but was unsure of the rationale and undertook to speak to the Safeguarding Leads with regards to the matter.

**Action: Assistant Principal 16-19 Study Programmes**

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

**GC&Q/25/20****Curriculum Development Area Review (CDAR) Reports:****Apprenticeships:**

The Director of Adult & Community Learning (DACL) presented a report which provided the Committee with an update concerning the key issues and recommendations following the review of underperforming areas in Apprenticeships.

The DAACL noted that the review had been undertaken in March and that it had been interrupted by Covid-19 and the commencement of lockdown measures which meant that a full CDAR had not been able to be undertaken. It was further noted that lockdown had impacted the number of visits to workplaces and meetings with assessors.

The DAACL advised that an External Consultant (EC) had already been engaged to work with the provision and that, due to their recent experience with Ofsted, they had been asked to lead on the process. It was noted that, in conjunction with the CDAR, the EC had been asked to create an action plan and that the key recommendations from review had been developed into the plan.

The DAACL further advised the VPCQP and the Director of Apprenticeships (DA) had agreed areas of focus which totalled around 30% of apprenticeship provision.

The DAACL highlighted some of the key strengths which lay with the good relationships with employers and the positive behaviour of apprentices seen during the review.

## Minute No

In terms of the areas for improvement, the DACL highlighted the 5 broad areas for improvement as detailed in the report, which included:

- Planning and sequencing training. It was noted that the EC had produced and implemented a number of online training modules and that briefings had been produced to clarify what constitutes 'off the job' training.
- Information management. It was noted that a more consistent approach to the recording of the learner journey and the live apprenticeship tracker was required.
- Achievement/ training support. It was noted that further training was required with regards to the staff approach to reviews to ensure that they are of a good standard with targets set.
- Performance management. The DACL reported that a number of training modules and events had been planned to ensure that all ABDMs and assessor/ trainers are fully aware of their roles and responsibilities in terms of safeguarding and training quality.
- Safeguarding. The DACL advised that the EC had produced a number of webinars to ensure that all apprentices and employers have access to and have understood key safeguarding information.

The DACL advised that the EC would be continuing with the Group to underpin improved approaches to performance management and quality assurance and that this would be presented to the Committee at its next meeting to provide an update on the CDAR and the action.

### **Action: Director of Adult & Community Learning/ Curriculum & Quality Committee**

The Link Governors for Quality raised concerns with regards to the outcomes of the review and the position had Ofsted undertaken an inspection at this time. The VPCQP reminded the Committee that the self-assessment report (SAR), undertaken in November, had highlighted Apprenticeships as a key risk and noted that this was why the provision, and more specifically underperforming areas, had been put in scope for review.

With regards to the Link Governor's question in terms of the Ofsted Graded position the VPCQP advised of his judgement and outlined the key actions to drive improvements as result of the Apprenticeship CDAR, which included:

- Clear action plan and improvement, driven by the EC working closely with senior managers and the wider team.
- Clear action on areas, to be discontinued, that are contributing to lower overall achievement rates. The VPCQP advised that it was worth noting that the Group Apprenticeship achievement rates were above the National average.
- Task and finish group established with a clear remit to examine the efficiency and the effectiveness of the apprenticeship provision. The VPCQP advised that the Group would focus on staffing as one of the contributing factors to issues within the provision is the number of flexible staff on minimal contracts who are hard to engage in quality improvement.

**Minute No**

- The VPCQP highlighted the move to standards in the EIF and advised that there is a greater focus on teaching and developing new skills and knowledge rather than assessing and validating. In response to a question, the VPCQP advised that the Task & Finish Group would report back to ELT at the end of July.
- The restructure of Apprenticeships at middle management level and the transfer of responsibility for day release Apprenticeships to the curriculum.
- New Employer Responsive Strategy.

The Chairperson thanked the DACL and the VPCQP for the update and the assurances provided and it was agreed that the action plan would be sent to the CS for circulation

**Action: Director of Adult & Community Learning/ Corporation Secretary**

The Chairperson requested that the names of those involved are detailed on the front page of any CDARs going forward.

**Action: Vice Principal Curriculum & Quality/ Campus Principal**

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

**CG&Q/26/20****Student Engagement Strategy 2019/2020 Update Report**

The AP16-19SP presented a report which provided the Committee with an update concerning the progress against the 6 key objectives, as defined in the Student Engagement Strategy, which include:

- To provide a variety of mechanisms to support student voice.
- To provide inclusive student representative structures.
- To provide opportunities for youth social action.
- To provide opportunities for students to participate in community projects.
- To provide opportunities to support aspiration through student leadership, advocacy and participation.
- To provide opportunities to practise and acquire the habit of democracy through democratic elections and becoming informed, critical and active citizens.

The AP16-19SP highlighted that Governors had been in receipt of Student Engagement and Community Partnership Updates via the global email and hence will be aware of the updates contained within the report.

The AP16-19SP advised that the SEL had been proactive with projects undertaken prior to and throughout lockdown and highlighted a number of initiatives, which included:

- Community Care Volunteer Group (Youth Social Action).
- Student Leadership Team. It was noted that meetings had continued remotely across all three campuses.
- Audit of students' views conducted at STEM.
- Equalities Councils. It was noted that presentations had been made to both Stockport and Trafford Council.
- Student Newsletter written by students for students.
- Community College Kitchen.
- Construction Package. To provide necessary enrichment opportunities.

**Minute No**

- 'Cut it Out' (Hair and Beauty Curriculum Area). Training and development to support a reduction in domestic abuse.

The Chairperson thanked the AP16-19SP for her report and, as Link Governor for Student Engagement, expressed how encouraging it was to see the progress that had been made.

The Chairperson referred to the action plan and the need to ensure monitoring and evaluation at Leadership and Governance levels and raised a question with regards to the monitoring of progress and the large number of priorities. The AP16-19SP advised of the measures that would be put in place to evaluate the progress and impact against the 6 key objectives and, following further discussion and consideration, it was agreed that the AP16-19SP would RAG rate the process.

**Action: Assistant Principal 16-19 Study Programmes**

A member commented on all the good work and the range of activities that had been undertaken and enquired whether it would be a good idea to capture the amount of student involvement in the impact assessment.

**Action: Assistant Principal 16-19 Study Programmes**

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

**GC&Q/27/20****Teaching, Learning and Assessment Report – Remote Learning Update**

The HTLA presented a report which provided the Committee with an update relating to Teaching, Learning and Assessment (TLA) at the Group with regards to remote learning.

The HTLA commented on the huge achievement of all the teachers in moving all the provision online in a short space of time due to the pandemic.

The report provided Committee with the following information:

- Digital Strategy. The HTLA advised of the wider context, in terms of the digital strategy, and it was noted that remote learning had been brought forward by six months when all of the provision switched to the independent learning model.
- Approach to Quality Assurance of the Virtual Learning Environment. The HTLA advised that the approach was aspirational with the criteria aimed at measuring remote learning as though it was taking place in the classroom. It was noted that the remit covered all courses and all provision and captured all remote learning activity, including a RAG rated audit of the quality of resources and the level of student interaction.
- Overview of Findings by Provision Type. It was noted that the audits were completed monthly in order to chart progress. The HTLA advised that the first audit took place just four weeks into lockdown and that many courses were already rated good. The HTLA highlighted that the dip in the level of student interaction from April to May was partly due to the move to centre-assessed grades, though the HTLA noted that it was important to point out that many of the students had remained engaged and that this was testament to the hard work of the teachers and the success of the move to remote learning.

**Minute No**

- **Sharing Good Practice.** It was noted that the Weekly Curriculum Briefing, shared with staff and Governors, includes a Virtual Learning Update. The HTLA advised that the update focuses on different department(s) each week and showcases the good practice that has been developed in their area.

The HTLA further advised that the Learning Technology team continue to work with curriculum teams and that part of their work has involved the connecting of staff where they have complimentary skills or where ideas have been developed that are effective.

The HTLA highlighted that it was proposed that the first Showcase 2020/2021 will be dedicated to showcasing the learning, effective practices and ideas that have been developed during lockdown.

The Chairperson thanked the HTLA and staff on behalf of the Governors for their immense efforts.

The Link Governor advised that progress, in respect of TLA and remote learning, had been followed up in meetings with the HTLA and that she was really impressed with the way the team were evaluating the virtual learning environment. In response to a question with regards to the numbers in the overview of findings, the HTLA confirmed that they related to the number of courses.

The Chairperson highlighted the differences between HE and Further Education (FE), in terms of RAG rating, and stated that HE appeared to be in a stronger position, with Construction provided as an example. The HTLA advised that this was due in part to the method of learning and that HE students were already used to the process of independent learning. It was also noted that the HE Construction course was more theory based than the FE course and the HTLA highlighted the challenges of delivering practical sessions via remote means.

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

**GC&Q/28/20****Quality Improvement Plan and Performance Indicators Report**

The VPCQP provided members with a summary report of progress against the Quality Improvement Plan (QIP) 2019/2020.

The report identified the 7 key objectives, each of which had been allocated to a member of the Leadership team who were responsible for delivering the actions and outcomes.

The VPCQP also reminded members of the other improvement strategies and processes across the Group that complement the QIP in the drive for continuous improvement.

The VPC&Q advised that, as a result of Covid-19, Group priorities had shifted to remote learning, supporting vulnerable students and carrying out centre assessed and adapted grading in line with awarding body requirements and that, given lockdown occurred in March, there had been no significant updates to the QIP KPIs or specific objectives in the plan since the previous Curriculum & Quality meeting.

It was noted that the summary report provided an overview of activity that had taken place against the improvement areas in response to Covid-19 and the VPCQP highlighted that the key areas either had been or would be considered as part of the meeting's agenda.

**Minute No**

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

**GC&Q/29/20****Careers Education, Information and Advice & Guidance Report**

The AP16-19SP presented a report which updated members concerning the progress that had been made against the 8 Gatsby Benchmark and milestone targets within the Careers Education, Information and Advice & Guidance Strategy (CEIAG).

The AP16-19P reported on the 2 main observations arising from the report as follows:

- The Group had achieved 7 out of the 8 benchmarks during 2019/2020. Benchmark 6 (Work Experience) had not been achieved. The AP16-19SP advised that a target of 75% of students on external work placements was required in order for the benchmark to be achieved. The AP16-19SP further advised that a piece of work had been undertaken to consolidate the evidence of work experience, including planned, and, had all work experience been able to take place, the target would have been achieved. It was noted that there were 73 placements that were unable to take place due to lockdown.
- The Group exceeded the target to deliver extended industry placements 2019/2020. The AP16-19SP advised that the Work Placement team and Heads had worked hard to secure the placements and meet the target.

A Member welcomed the good news and made reference to the succinct report.

The Chairperson enquired as to whether there were likely to be any repercussions for the Group in terms of the unachieved benchmark. The AP16-19SP advised that, although the Group were waiting on guidance, that funding would not be clawed back this year but that evidence would be required in the October monitoring return in terms of planned work experience for 2020/21. The AP16-19SP provided further advice on the progress to date in respect of planned work placements but noted that the target that had been set would be not be without challenges given the situation with Covid-19.

There were no other issues raised by members and after due discussion and consideration it was resolved that the report be noted.

**GC&Q/30/20****Student Mental Health and Well Being Strategy Update Report**

The AP16-19SP presented a report which updated members concerning the progress that had been made in relation to the Group's Student Mental Health and Well Being Strategy.

The report included a copy of the associated Action Plan for 2019/2020 which consisted of 4 key objectives aligned to the approach taken by the NHS in respect of mental health, as follows:

- Thriving
- Coping
- Getting Help
- Getting More Help and Getting Risk Support

The AP-16-19 advised that the majority of the information contained within the update report had been considered under previous agenda items.

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In this context, the AP16-19SP highlighted the following key points:

- Keeping in touch (KIT) meetings. The AP16-19SP advised that, during the lockdown, PSMs have continued to support all learners with a declared mental health need. This has been carried out via weekly welfare calls. The AP16-19SP highlighted that, in addition to this, the PSMs have carried out KIT meetings with a further 259 adult learners who weren't accessing the service prior to lockdown.
- NCS Planning for 2020/2021. It was noted that the Group plan to continue to participate in the programme across both Stockport and Trafford but, due to Covid-19, there will be changes to the delivery of the programme. The AP16-19SP advised that the SEL is overseeing the communication and the design of the programme which will focus on resilience, mental health and wellbeing and confidence building.

The Chairperson highlighted the imbalance of declared mental health issues between Stockport and other areas and raised the question as to why, with Stockport being significantly higher, there were far more referrals and engagement for counselling at Altrincham highlighted in the Safeguarding Report.

The AP16-19SP noted the breakdown on the Safeguarding Report referred to the internal counsellor who mainly deals with referrals from 16-18 and adults on study programmes and that there is a larger proportion of adults at Stockport with declared mental health needs who are referred to the external counselling service. In response, the Chairperson enquired as to whether the Group could benefit from demonstrating that it is supporting adults with declared mental health needs. Following discussion and consideration the AP16-19SP undertook to include the breakdown for the adult counselling service in future Safeguarding Reports.

### **Action: Assistant Principal 16-19 Study Programmes**

There were no further issues raised by members arising from the report and after due consideration and discussion it was resolved that the report be noted.

## GC&Q/31/20

### **Unlocking Potential and Fostering Success at Stockport College Update**

The VPCQP presented a report which updated members concerning the progress that had been made in relation to the Group's 'Unlocking Potential, Fostering Success' project at Stockport College.

The VPCQP advised that, given the Covid-19 situation, there have been no significant updates to the implementation plan since the last report was considered by the Committee in March 2020 as focus had moved to other activities, as detailed in the QIP update report.

In terms of the project moving forward, the VPCQP highlighted the key areas of focus from September:

- Construction Project: focused on raising aspirations of construction students through coordinated work experience opportunities, links with town centre developments, wellbeing support through the Samaritans and links to Stockport Heritage projects.
- "Cut it Out" Project: focused on raising awareness and support for victims of domestic abuse with a focus on the Hair and Beauty department.



**Minute No**

- Community Cohesion Project: working with a range of stakeholders in the Community Partnership to develop a calendar of activities focused on cultural diversity and community cohesion.
- Transitions Project: in response to the public health crises, a project focused on supporting the transition into college of young carers and other vulnerable groups.
- Virtual Curriculum: a project building on our remote learning developments to provide a curriculum to isolated young people at home who may not yet be ready to access the college environment.

A member thanked the VPCQP and commented that the report provided a clearer understanding of the intent of the project.

There were no further issues raised by members arising from the report and after due consideration and discussion it was resolved that the report be noted.

**GC&Q/32/20****Annual Student Exclusion Report**

The Interim Quality Manager (IQM) presented a report which detailed the outcomes of suspension hearings for 2019/2020.

The report also included:

- Comparative data with the Academic Year 2019/2020 together with comparative data by campus and department.
- Overview of students on GROW and LIP action plans in 2019/2020 compared with 2018/2019. It was noted that student conduct and performance matters that do not constitute gross misconduct are dealt with informally through the GROW process and then formally through the Learner Improvement Process (LIP).

The IQM drew the Committee's attention to the main issues arising from the data, which were as follows:

- The total number of students who have received a Suspension Hearing has reduced on the year previous, from 62 to 37.
- The number of hearings per campus is largely proportionate to the number of full-time students on each campus.
- The highest number of hearings have occurred in Construction and Foundation Learning.
- The number of students excluded following a Suspension Hearing has increased from 3 to 8.
- The GROW and LIP process has had a positive impact on behaviour and retention. The process is being reviewed for even further improvement next year. There has been a dramatic reduction in GROWs but increases in all LIPs.
- The Student Suspension Procedure is also under review, as often the default position is to suspend a student when a more informal action can be taken initially if the issue does not constitute a safety risk.

**Minute No**

Members raised a number of issues arising from the report as follows:

- A member raised a question with regards to the exclusion appeal process and enquired as to how many excluded students had gone through the process to date in 2019/2020. The IQM undertook to provide an update at the next meeting.

**Action: Interim Quality Manager/ Curriculum & Quality Committee**

- The member further enquired as to the makeup of the appeal panel and whether there were any external members. It was noted that the process was internal and conducted by the VPCQP. The VPCQP advised that there had been a small number of appeals this year and detailed the rigorous nature of the appeal process. Following discussion, it was agreed that the Student Suspension Procedure would be presented to the Committee upon the next review.

**Action: Vice Principal Curriculum & Quality/ Campus Principal/ Curriculum & Quality Committee**

- A member requested a breakdown of the ethnicity of students who have been excluded and the IQM undertook to update the report with the relevant data and present to the Curriculum & Quality Committee at its next meeting.

**Action: Interim Quality Manager/ Curriculum & Quality Committee**

There were no further issues raised by members arising from the report and after due consideration and discussion it was resolved that the report be noted.

**GC&Q/33/20****Review of Student Charter**

The AP16-19SP provided the meeting with a copy of the Draft Student Charter for Stockport and Trafford Colleges for consideration. AP16-19SP advised that the Charter contained all the relevant key information and that every student would be provided with a copy.

Members made the following comments and observations:

- A member drew the AP16-19SP's attention to the section about British Values and enquired as to the students' understanding. The AP16-19SP advised of the tutorial process to deliver key messages, of which British Values is a part. It was noted that key tutorials would be delivered remotely on MS Teams going forward.
- The Chairperson made an observation in respect of the images and enquired as to whether they were representative of the student body as a whole. The AP16-19SP undertook to liaise with Marketing in this regard. It was noted that, once updated, the Student Charter would be circulated to the Curriculum & Quality Committee for approval.

**Action: Assistant Principal 16-19 Study Programmes**

- A member drew the AP16-19SP's attention to a small number of minor typographical errors which the AP16-19SP undertook to amend.

**Action: Assistant Principal 16-19 Study Programmes**

There were no further issues raised by members arising from the report and after due consideration and discussion it was resolved that the report be noted.

**Minute No****GC&Q/34/20****Ofsted Ready Update**

The VPCQP provided the meeting with a brief oral update, which included:

- There is no agreed date from Ofsted as yet as to when they will reintroduce their inspection activity but it is anticipated that Ofsted will inspect at some point during the next academic year.
- The Group will focus on key areas of risk. The VPCQP highlighted that areas of risk had been reviewed in detail during the meeting and advised that the CPR process had continued throughout lockdown and that the Group would move into the SAR process shortly.
- A key focus of the TLA strategy for the next year will be the quality assurance of remote learning and the approach to CPD to ensure that students are receiving a good learning experience outside of the classroom.
- Ofsted are due to publish a survey report, based on a small number of providers, with regards to their view on remote learning in colleges.
- It was important to note that, due to Covid-19, the Group would enter into an Ofsted inspection with data from 2018/2019.

A member asked the VPCQP to recall that a meeting of the Governor Ofsted Ready Group was to be scheduled and enquired as to the most appropriate date to schedule a remote meeting. The VPCQP undertook to schedule a meeting prior to the commencement of the new academic year.

**Action: Corporation Secretary**

There were no further issues raised by members arising from the report and after due consideration and discussion it was resolved that the report be noted.

**C&Q/35/20****Any Other Business**

There were no matters raised under any other business.

To finalise the Chairperson applauded senior managers and staff for their hard work in continuing to provide the students with quality education in what has been very challenging circumstances throughout lockdown.

**C&Q/36/20****Date of Next Meeting**

It was agreed that the date of the next meeting would be held on Wednesday 11 November 2020.

**Action: Corporation Secretary**

The meeting closed at 7.50pm.