

THE TRAFFORD COLLEGE GROUP

**Minutes of the Meeting of the Further Education Curriculum & Quality Committee  
held at 5.30pm on Wednesday 10 November 2021 via Microsoft Teams**

<b>Present</b>	Sarah Drake	Chairperson
	James Scott	(Principal and Chief Executive Officer)
	Glad Capewell	
	Graham Luccock	
	Michelle McLaughlin	(Staff Governor)
	Adam Redford	(FE Student Governor)
	Fatma Shami	(FE Student Governor)
<b>In Attendance</b>	Barry Watson	Corporation Secretary
	Carmen Gonzalez-Eslava	(Deputy Principal)
	Emma Goodlet	(Assistant Principal, Student Experience and Support)
	Andrew Mould	(Assistant Principal – Apprenticeships)
	Helen Wood	(Assistant Principal, Study Programmes – Academic)
	Tracey Wood	(Assistant Principal, Adults Skills & Employer Engagement)
	Gemma Hawkey-Holt	(Director of Quality, Performance and Standards)
	Yvette Hansbury-Robinson	(Director of International and Curriculum Development)
	Mollieann Jeacott	(Deputy Student Governor)
	Uswah Sayyed	(Deputy Student Governor)
	Kal Kay	(Chief Finance Officer)
	Kendra Kirby	(Assistant Principal, Study Programmes – Vocational)
	Alison Duncalf	(Deputy Corporation Secretary)

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**FEC&Q/39/21 Welcome and Apologies for Absence**

The Chairperson extended a welcome to the recently appointed Student Governors, Adam Redford and Fatma Shami, and Deputy Student Governors, Mollieann Jeacott and Uswah Sayyed.

A welcome was also extended to Michelle McLaughlin (Student Engagement and Learner Voice Lead) who was attending the meeting in her capacity as the recently appointed Staff Governor.

The Chairperson also welcomed Kendra Kirby and Tracey Wood to their first meeting of the Committee as well as Kal Kay who was attending the meeting as part of her induction to the organisation.

The Corporation Secretary (CS) reported that apologies for absence had been received from Sue Derbyshire, Collette Fagan, Sattar Shakoor and Kurt Allman.

**FEC&Q/40/21 Declaration of Direct or Indirect Interest in any of the following Items**

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

**Minute No****FEC&Q/41/21****Minutes of the FE Curriculum & Quality Committee Meeting held on 16 June 2021**

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

**FEC&Q/42/21****Matters Arising from the Minutes**

- i) FEC&Q/20/21 – Matters Arising – Careers Education, Information and Guidance Report

There was confirmation that the latest submission of the DfE monitoring form had been submitted and that the next submission was scheduled to take place by 1 December 2021.

- ii) FEC&Q/21/21 – Updated Student Engagement Action Plan 2020/2021 and Priorities 2021/2022

The Assistant Principal, Student Experience and Support Programmes (APSESP) reported that resource support for students who may be affected by sexual abuse were now available.

- iii) FEC&Q/21/21 – Updated Student Engagement Action Plan 202/2021 and Priorities 2021/2022

The Deputy Principal (DP) stated that with respect to learner input into the assessment of the impact of the quality of teaching and learning there was a need to develop this further and stated that there had been a reluctance to make too many changes during the Covid period. The DP added that from a quality assurance perspective the approach had been reframed and the introduction of Curriculum Development Area Reviews (CDARs) had learners at their core and ensured learners had a significant input to the process. Assurance was provided that reframing was consistent with Ofsted requirements.

- iv) FEC&Q/23/21 – SEND Update Report – Parental Forum

There was confirmation that with respect to the development of a parental forum that this was being addressed as part of the Student Engagement Strategy. There was confirmation that this aspect would be included in the Strategy and reported upon through the associated action plan.

- v) FEC&Q/23/21 – SEND Update Report – Inclusion Lesson Visits

The Director of Quality, Performance and Standards (DQPS) reported that with respect to the Inclusion Lesson Visits and the identification of no areas for improvement in six of the areas, further training had taken place with the Inclusion teams, incorporating a focus on recording against the criteria.

- vi) FEC&Q/25/21 – Student Governors Report and Student Newsletter

There was confirmation that the Student Newsletter was now being circulated to members with the latest one having just been issued.

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## vii) FEC&amp;Q/32/21 – Matters Arising - Annual Student Exclusion Report

A member highlighted the position in relation to the reporting of student exclusions and associated supporting ethnicity data. There was confirmation that the breakdown of the data had been provided within the Self-Assessment Report (SAR) and that a management working group had been set up to address and report accordingly. The Deputy Principal (DP) added that reporting was largely a timing issue and it would take place as part of the next Student Support Report to the Committee.

**Action: Deputy Principal**

There were no other matters raised by members arising from the minutes and it was resolved that they be noted.

**FEC&Q/43/21****Quality Improvement Plan 2021/2022**

The DP referred members to the previously circulated Draft Quality Improvement Plan (QIP) 2021/22 and reminded members that it had been previously considered by the Board of the Corporation and at the SAR Validation Panel held earlier in the day.

The DP reported that post the Validation Panel it had been agreed that that fine tuning would take place in relation to personal and social development; the capturing of gaps around adults; and the provision of greater clarity around Level 1 and Diplomas.

The DP further added that at the presentation to the Board of the Corporation meeting on 15 December 2021 the QIP would also include updates on both attendance and retention.

**Action: Deputy Principal**

Questions from members were invited.

- A member commented on the final position presented for the 2020/2021 QIP (page 2) and asked whether there should be an achievement impact measure as presented later in the report with respect to adults and apprenticeships. The member further highlighted KPI number 8 (page 17) and the statement that there were no significant gaps of greater than 3% across the different cohorts of vulnerable learners and their peers. The member suggested that the statement would benefit from greater clarity in respect of its application.

The DP concurred with the comments and undertook to make the appropriate revisions.

**Action: Deputy Principal**

- A member highlighted KPI number 5 (page 11) and asked if the impact measure of having at least 95% of young people completing a meaningful work placement was achievable.

The DP responded that while there was recognition that this presented a challenging target it was considered to be achievable. The DP added that there

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had there been some changes to support as well as around the NAVIGATE platform. It was also suggested that all students may access placements but not all would gain external work-related placements plus there would be some exempted students. The DP undertook to revisit the wording to provide greater definition around what 95% would mean.

**Action: Deputy Principal**

The Principal and CEO (PCEO) confirmed that reflection would take place on the wording around this point. The PCEO added that it could be argued that work related learning should be 100% with all young people having access to some form of work-related learning in whatever form that may be and that there should perhaps be a separate target for external work-related placements.

**Action: Deputy Principal**

**There were no further questions or issues raised by members and following due consideration it was resolved that the Quality Improvement Plan 2021/2022 be received and noted.**

**FEC&Q/44/21****Quality of Education Report – November 2021**

The Director of Quality, Performance and Standards (DQPS) referred members to the previously circulated Quality of Education Report, November 2021.

The following aspects of the report were highlighted:

- the context of the effect of the pandemic and its impact on learning, with all students having experienced a level of negative impact on their progress and development and the response of the Group to the challenges of the pandemic via four main priorities for the first term
- an update in changes to the Quality Improvement Cycle activity encompassing the introduction of Progress Boards (replacing Academic Boards at Trafford and Health Checks at Cheadle and Marple) which also supported the production of the SAR and QIP
- preparation to ensure Ofsted readiness and the areas of focus for curriculum teams and managers including re-establishing skills in face-to-face delivery and building the capacity of managers and their teams via seven targeted sessions with quality improvement experts
- lesson visit activity and the training taking place to support a standardised approach to lessons supported by Short Lesson Visits (258 from 450 teachers) from across the Group as a means of seeing both new staff and existing staff and to facilitate an overview of feedback
- the range and details of Continuing Professional Development (CPD) across the Group

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- engagement in the EdTech Demonstrator Project the aims of which are closely aligned to the Group's Digital Strategy.

The Chairperson thanked the DQPS for her clear and forward looking report and invited the students to comment on their experience of the teaching and learning they were receiving.

- A Student Governor commented that they were happy with the teaching and learning adding that from a personal perspective she considered the standard and quality of the teaching to be high and also referenced the regular assessments taking place to ensure there was a clear understanding, at an individual level, in terms of progress. The Student Governor however highlighted an issue in relation to tutorials stating that whilst there was a recognition of the importance of the tutorials they had on occasion impacted on lesson time.

The Assistant Principal, Study Programmes Academic, Cheadle and Marple (APSPA) responded that the tutorials largely related to personal and social development sessions for which timeliness was an issue. There was confirmation that the APC&M and Student Engagement and Learner Voice Lead (SELVL) were currently exploring alternative approaches to the delivery of tutorials at Cheadle and Marple.

**Action: Assistant Principal Study Programmes Academic/ Student Engagement and Learner Voice Lead**

- A member commented that in her capacity as Link Governor for Quality Assurance (QA) she had observed that QA policies were well established and added that she was impressed by the number of lesson visits that had already been undertaken in this academic year. The member asked if there were any emerging issues from the lesson observations that could be shared.

The DQPS responded that this area was a work in progress and that limited support needs of teachers had been identified through the process which were being addressed via informal coaching.

The PCEO recognised that the numbers associated with the lesson visits required further information around the support required, adding that from the 200 plus visits members need to be able to quantify the action being taken and the support being made available.

**Action: Director of Quality, Performance and Standards**

The DP added further context around the approach to the lesson observations following the loss of many months of face-to-face learning. It was indicated that inclusion and pastoral aspects were an emerging theme. The DP stated that there was a need to bring together available knowledge and that there was an opportunity to do this via the pastoral, learning support and academic teams. The DP confirmed that by adopting a more joined up approach evidence was emerging in relation to the impact of interventions. Assurance was provided that this was not necessarily a problem and was something that could be built upon.

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- A further question was asked by a member in relation to the establishing of learner starting points and the proportion of assessments that had been completed to date.

The Assistant Principal Study Programmes Vocational (APSPV) responded that from a vocational and curriculum point of view 100% had been completed in advance of the half term break.

There was confirmation that staff assessed via a range of aspects including English and maths and that the completion rate for those at this point was 70%. It was noted that the position in relation to digital aspects was slightly less at 50% which had been due to issues with infrastructure.

There was confirmation that staff were now in the process of working with information to determine the support needs of learners.

The APSPV added that utilisation of NAVIGATE currently stood at 50%, a significantly better position than in previous years. It was also noted that this system was new to Cheadle and Marple and that progress there was consequently being undertaken at a slower rate.

**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/45/21****Student Governors Report – November 2021**

The Chairperson invited the Student Governors and Deputy Student Governors to make their report to the Committee.

The following was highlighted:

- the publication of the Student Newsletter which had both a new editor and format with the latest edition having included pieces on Black History Month, Brexit and a Breakfast Event
- a planned event for Children in Need
- the opportunity that 2 students had had to co-present at the Climate Action Now Summit which involved leading high school students on climate change
- a visit to the Altrincham Campus in September 2021 by the Greater Manchester Chief Superintendent, Umer Khan, who made a presentation on community cohesion, with further plans in place for visits other campuses
- the Question Time Event centred around the Climate Crisis and hosted at Marple College
- a planned Criminology Event/Workshop
- a meeting of the Equality Council, comprising 54 members
- the launch of the Community College Kitchen initiative across the Group.

The Chairperson thanked the Student Members for their informative presentations and questions and comments were invited.

- A member added that he had also attended the Student Question Time Event which had been a very informative event with excellent questions posed by

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students, and which had also included the announcement of the results from of a Stockport Metropolitan Borough Council poetry competition (with two winners being Molly Crabbin and Anamika Chow, from the Marple and Cheadle colleges respectively). The member praised the event and suggested that it should happen more often. The member also referenced the very moving poem written by a student and read by a performance artist at the end of the event. There was confirmation that the poem had been shared more widely with Governors.

- The PCEO added that it was his understanding that the Deputy Mayor would be publishing a digital poetry anthology in 2022 within which the poem would be included.
- The APSPV referred to the very positive launch of the Community College Kitchen at the Altrincham campus and the imminent launch at Stockport. The very good turnout at the event was highlighted. The APSPV stated that she was very proud of the initiative and referenced the positive comments from a number of external organisations in relation to the work that was taking place and their desire to be involved.
- The SELVL highlighted the results of the poetry competition for which two Cheadle and Marple students had won the over 11-18s section and overall winner for the whole of the Stockport Borough respectively.
- The APSPV further highlighted the involvement of students in an AOC National College Writing Project.

The CS advised the Committee that the Student Governors would be attending the National Student Governor Conference and that the Student Governors and Deputy Student Governors would also be attending the upcoming AoC Student Governor Training event.

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

**FEC&Q/46/21****Student Engagement Strategy Action Plan Report**

The Assistant Principal Student Experience Support Programmes (APSESP) presented a report which provided members with an update on student experience and the implementation of the Group's Student Engagement Strategy Action Plan. It was added that the report also included the proposed Student Engagement Strategy for the period 2021/2023.

In respect of the action plan update the APSESP provided the Committee with details of the key activities since the last update report. In respect of the updated Student Engagement Strategy the APSESP advised members concerning the key changes to the Strategy. It was also advised that the 5 key objectives in the Strategy remained unchanged.

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Questions and comments from members were invited.

- A member commended the breadth of activities taking place and in particular highlighted the College Ready Programme. A question was asked as to how well the young people who attended this programme were settling in and whether any feedback was available.

The SELVL responded that a small number of students had been identified as requiring extra support and detailed the actions and interventions that had been implemented to address the issues.

It was further reported that the College Ready Programme had tripled in size and an emerging issue had been that, whilst classes were being well attended, some students were not attending maths and English classes. There was confirmation that support was provided by the Pastoral Support Team and that the Group was also embarking on some additional linked up work with Trafford Council.

The member stated that the initiative exemplified the inclusive nature of the College.

- A Student Governor referenced the established Cheadle Student Peer Mentor Programme and asked if there was potential to develop a Student Academic Mentor/Buddy scheme.

The SELVL responded that the College Ready Programme was expanded significantly (from 50 to 130 in the current year) consistent with the demand for the scheme. It was indicated that there was already some buddying taking place but recognised that there may be potential to explore alternative sources of buddying from within the Group.

**Action: Student Engagement and Learner Voice Lead**

- A question was asked by a member regarding retention on the programmes.

The SELVL responded that 4 students (out of 126) had withdrawn from the programmes and that the Group remained in contact with them. It was added that in the previous year, from a cohort of 54, there had been a retention rate of 97%.

**There were no further questions or issues raised by members and following due consideration it was resolved that the Student Engagement Strategy Action Plan Update Report be received and noted and that the Student Engagement Strategy and Implementation Plan 2021/2023 be recommended to the Board of the Corporation for approval.**

**Action: Board of the Corporation**

**FEC&Q/47/21****Student Support Report – November 2021**

The APSESP referred members to the previously circulated report which provided key updates regarding the following issues:

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- Inclusion, including EHCP learners, High Needs learners, support for Apprenticeships and Access arrangements
- Safeguarding, including referrals by campus and Looked After Children (LAC)
- Mental Health and Wellbeing (MHWB)
- Careers, Education, Information Advice and Guidance (CEIAG).

The report also included details of the wider variety of actions taken by the Group to ensure that students had been able to return to onsite learning in a safe and supported environment.

The Committee were also advised of the staffing challenges that the Group faced and its impact on student support. The APSESP provided details of the actions that had been taken to address the staffing challenges in order to ensure the continuance of effective support to students.

The APSESP also provided details of the support offered to students with mental health and well-being requirements. In this context the Committee's attention was specifically drawn to the increased risk in respect of suicide which had more than doubled in relation to last year's figures.

Questions from members were invited.

- A member asked a question in relation to the sessions held in respect of sexual harassment and abuse and whether the Board of the Corporation could be assured that all staff and students had attended accordingly.

The APSESP referred to the numbers provided in the report adding that all students had attended as part of their induction tutorial and where live sessions had not been attended by staff there had been an option to book on to a recorded session. The APSESP added that a follow up session was also to be held as well as a survey, accessed via a QR code, specifically focused on safeguarding.

- A member applauded the excellent report and commented that the LAC numbers appeared to be high from a caseload perspective. The APSES responded that numbers were similar to those for previous years although there were increased numbers at the Altrincham campus for which a coordinator was now in place.
- An observation was made with respect to staff shortages and the competitiveness in relation to pay both nationally and locally. The PCEO acknowledge this point and undertook to review the position. The PCEO reiterated that the situation was not unique to The Trafford College Group (TTCG) and that the onus was upon the Group to determine its own solution.

### **Action: Principal and CEO**

- A member commented on the personal development framework and the bronze, silver and gold awards. It was observed that consistent with the participation of all students it would be interesting to see the outcomes at the end of the academic year. It was suggested that at the next meeting of the Committee it would be useful to have an update on the NAVIGATE network

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particularly in relation to the employability of students and the key element of student participation and personal responsibility.

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

i) **Mental Health and Wellbeing Policy 2021/2023**

Members were referred to the previously circulated Mental Health and Wellbeing Policy 2021/2023.

The APSESP indicated that the Policy focused on student mental health and wellbeing, clearly defined roles and responsibilities and included information on how the Policy would be monitored and evaluated.

Questions from members were invited

- A member highlighted the incorrect use of the term school in respect of paragraph 3 of the documentation.

The APSESP undertook to make the appropriate amendment,

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

**There were no further questions or issues raised by members and following due consideration it was resolved that the Mental Health and Wellbeing Policy 2021/2023 be recommended to the Board of the Corporation for approval subject to the agreed amendment.**

**Action: Board of the Corporation**

ii) **Careers, Education, Information, Advice and Guidance Policy 2021/2023**

Members were referred to the previously circulated Careers, Education, Information, Advice and Guidance (CEIAG) Policy 2021/2023.

There was confirmation that the Policy set out the purpose and scope; referenced appropriate guidance and the aim for all students to have access to impartial CEIAG.

Questions and comments were invited.

- A member asked a question with respect to section 3 and the aim of the Group for all students, including potential and ex-students, to have access to impartial careers information, advice and guidance. It was asked as to how the Group anticipated providing advice to potential and ex-students.

The PCEO welcomed the comment and suggested that the wording be revisited to make the position clearer stating that the reference to ex-students would largely be those students who were at the point of exiting the organisation.

**Action: Assistant Principal, Student Experience and Support Programmes**

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**There were no further questions or comments from members and following due consideration it was resolved that the Careers, Education, Information, Advice and Guidance Policy 2021/2023 be recommended to the Board of the Corporation for approval, subject to the agreed amendments.**

**Action: Board of the Corporation**

**FEC&Q/48/21****Merger Integration Update Report – November 2021**

The Assistant Principal Study Programmes Academic, Cheadle and Marple (APSPA) referred members to the previously circulated Merger Integration Update Report adding that this was the first iteration of the report.

The APSPA provided some context around Cheadle and Marple (CAM) and confirmed that the report provided an overview in terms of progress concerning the integration of CAM into the Group. The APSPA also provided the Committee with an overview of the provision and characteristics of both colleges together with the key activities undertaken which would enable successful integration as follows:

- the initial activity focus post-merger had related to Teacher Assessed Grades across all qualifications and verification of quality processes
- the position in respect of the curriculum which would initially continue largely as in 2020/2021 and within which there had only been limited changes including the addition of core hours at L2 to bring hours in line with rest of the Group
- GCSE Maths and English were largely unchanged
- from a quality perspective there had been a significant level of alignment following preparation pre-merger which had included both cross fertilisation and a substantial change in terms of CPD following the adoption of the TTCG model
- Student Support and the pastoral system had largely remained as per pre-merger with the biggest change relating to the introduction of a 2 day induction period (previous one half of a day induction)
- aligning the culture of the 5 campuses continued to be a key challenge and included the “One College, Local Difference” approach
- work was taking place with partners including Loudspeaker who had delivered a half day Staying Safe session
- the House Monitors and tutor system remained in place but it had been recognised that further support was needed, a new counsellor was due to commence imminently and a Pastoral Support Mentor had also just been appointed
- students had embraced TTCG student engagement.

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Questions from members were invited.

- The Link Governor for Cheadle commented concerning the challenge around culture, which it was suggested would not be a quick fix. The member highlighted the excellent support in place and the good start made post the merger.

The observations of the Student Governor who had previously been a Student Governor for CAMSFC were invited. The Student Governor indicated that she had seen changes and that overall from a student perspective the position post-merger was good.

The DP highlighted the subtle changes that had taken place which would have a long-lasting impact and congratulated the APC&M and her team.

**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/49/21****English and Maths Strategy 2021/2023**

The APSPV referred members to the previously circulated proposed English and Maths Strategy 2021/2023 adding that post the merger it was considered to be timely to review the provision of English and maths across the Group.

The APSPV stated that students across the entity were at very different stages in respect of English and maths and that there was a commitment to setting both a standard and quality assurance markers to reflect the attainment at the different college campuses at the point of entry.

It was indicated that at Stockport, Trafford and Cheadle and Marple Colleges the quality and outcomes had improved over the last three years but that the Group recognised further work was required in the ever changing landscape for English and maths.

The APSPV provided members with an overview of the key issues that the revised Strategy sought to address. The APSPV also outlined how the Strategy would impact on the following areas of provision:

- 16-19 learners
- 19+ learners
- Adult Learners
- Apprenticeships.

It was noted that the Team was also actively engaged in a range of external initiatives including GMCG Curriculum Innovation Project and the AoC Creative writing project.

The APSPV also highlighted the impacts measures and confirmed that the targets were in line with Group's KPIs. There was confirmation that the measures were considered to be ambitious and realistic in order to support a continued path of improvement.

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Questions and comments were invited from members.

- A member suggested that the impact table should also incorporate the outcomes for 2020/2021 as a means of determining a benchmark and a starting point for the Strategy.

The ASSPV undertook to make the requested amendment.

**Action: Assistant Principal Study Programmes Vocational**

- A member commented that the Strategy contained some ambitious targets and referenced in particular to the attendance target of 85%. He asked how management would ensure the targets would be achieved.

The APSPV confirmed that there would be an action plan to support the implementation of the Strategy together with the Quality Improvement Plan which would be reported on at future meetings of the Committee.

**Action: Assistant Principal Study Programmes Vocational**

The PCEO referred to the availability of national benchmarks from the Midas Report which would be shared with Committee members. The improvements made at Stockport were highlighted as well as the narrowing of the gap at Trafford, previously identified as a key issue.

**There were no further questions or issues raised by members and following due consideration it was resolved that the English and Maths Strategy 2021/2023 be recommended to the Board of the Corporation for approval subject to the agreed amendments.**

**Action: Board of the Corporation**

**FEC&Q/50/21****Any Other Business**

The Chairperson reported that this was the last meeting of the Assistant Principal, Student Engagement and Support. Members recorded their thanks to the APSES highlighting in particular the support she had established for students. Members wished her well for the future.

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

**FEC&Q/51/21****Date of Next Meeting**

It was agreed that the date of the next meeting would be held on Wednesday 23 March 2022.

**Action: Corporation Secretary**

The meeting closed at 7.34pm