

THE TRAFFORD COLLEGE GROUP

**Minutes of the meeting of the Further Education Curriculum & Quality Committee
held at 5.30pm on Monday 28 November 2022 via Microsoft Teams**

Present:	Sarah Drake Charlotte Barratt Olivia Bussey Graham Luccock Michelle Mclaughlin James Scott Ashley Hartle	Chairperson Staff Governor Principal and Chief Executive Officer Deputy Student Governor
In Attendance:	Barry Watson Carmen Gonzalez-Eslava Yvette Hansbury-Robinson Jane Nickisson Adam Sinnott Helen Wood *Tracey Wood Alison Duncalf	Corporation Secretary Deputy Principal Assistant Principal, Student Experience and Support Assistant Principal, Higher Education and Skills Interim Director of Quality Performance and Standards Assistant Principal, Study Programmes – Academic Assistant Principal, Adults & Employer Engagement Deputy Corporation Secretary

* Joined the meeting via Microsoft Teams

Minute No

FEC&Q/32/22 Apologies for Absence

The Corporation Secretary (CS) reported that apologies for absence had been received from Glad Capewell, Adele Carney, Mollieann Jeacott, Marcia Reynolds and Uswah Sayyed.

The CS also reported that Assistant Principal, Study Programmes Vocational was unable to attend the meeting.

A welcome was extended to Charlotte Barratt (Governor) and Ashley Hartle (Deputy Student Governor) who were attending their first meeting of the Committee.

A welcome was also extended to Jane Nickisson, Assistant Principal, Higher Education and Skills (APHES).

FEC&Q/33/22 Election of the Chairperson of the FE Curriculum and Quality Committee for the Academic Years 2022-2024

The CS sought nominations for the position of Chairperson of the Committee for the Academic Years 2022/2024.

Sarah Drake was the sole nomination, and it was unanimously resolved that she be elected as Chairperson of the Committee for the period outlined.

Action: Corporation Secretary

FEC&Q/34/22 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/35/22 Election of the Vice-Chairperson of the FE Curriculum and Quality Committee for the Academic Years 2022-2024**

The Chairperson sought nominations to the position of Vice Chairperson of the Committee for the Academic Years 2022-2024.

Olivia Bussey was the sole nomination, and it was unanimously resolved that she be elected Vice Chairperson of the Committee for the period outlined.

Action: Corporation Secretary**FEC&Q/36/22 Minutes of the FE Curriculum & Quality Committee Meeting held on 29 June 2022**

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

FEC&Q/37/22 Matters Arising from the Minutes

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

FEC&Q/38/22 Ofsted Inspection Visit November 2022

The Deputy Principal (DP) presented a verbal report concerning the recent Ofsted inspection of The Trafford College Group (TTCG).

There was confirmation that the Group was in receipt of the Draft report and that subject to validation and confirmation of the grade it was anticipated the final report would be published within the next 10 days. The DP indicated that the only comment that was likely to be made in terms of response to the Draft report concerned the use of language.

The DP reported that the inspection outcomes were consistent with the Group's own self-assessment processes (SAR) and its proposed Quality Improvement Plan (QIP). It was stated that the main areas for improvement were in relation to apprenticeships and that the Choices Curriculum provision at Marple was not considered to be ambitious enough post Covid which was surprising but would be taken on board.

Questions and comments were invited from members.

- The comment was made that, from a governance perspective, assurance could be taken from the Group's self-assessment processes aligning exactly with the outcomes of the inspection.
- Members further commented on the excellent outcome particularly in the context of two mergers in three years and a national pandemic. There was agreement that all involved with the inspection were to be congratulated.

The Principal and CEO (PCEO) added that the draft report had 4 areas of improvement, 2 in relation to apprenticeships, one in relation to Choices and the final one in relation to attendance and its variability. The PCEO added that in terms of the Choices provision and ambition this aspect had previously been inspected as good. It was suggested that the view of Ofsted may have been, that on the back of Covid, there had not been sufficient progress in terms of re-establishing some elements such as work placements.

The CS, in the absence of GC (Co-opted member), shared comments that she had submitted in relation to the inspection in which she stated that it was a remarkable outcome, particularly taking into account the mergers, Covid and financial constraints, and a fantastic achievement.

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There were no further questions or comments from members and following due consideration it was resolved that the verbal update be received and noted.

FEC&Q/39/22**Student Outcomes Report 2021-2022**

The Deputy Principal (DP) referred members to the previously circulated report and a summary of outcomes for students across different types of provision, including outcomes for different cohorts of students across the Group, for 2021-2022.

The DP stated that, following the impact and disruption of Covid, 2021-2022 marked the return of exams for the first time since 2019. Members noted that during the previous two years marks and grades had been allocated using teacher assessed grades against stringent awarding body organisation guidelines. Furthermore, there was recognition that 2021-2022 was the first time many students on full-time provision were subject to external exams and assessments to inform their overall qualification grades.

There was confirmation that a summary of GCSE and A Level results for 2021-2022, together with the key points arising, had been presented to and considered at the meeting of the Board of the Corporation held on 19 October 2022.

The DP provided members with a brief overview of the key outcomes and issues arising from the data and the position in respect of the following outcomes/issues was summarised:

- Education and Training Overall - Young People
- Education and Training Overall – Adults
- Apprenticeships
- High Needs
- English and Maths
- Headline GCSE Data
- Outcomes for Subcontracted Students in 2021-2022
- Sustained Destinations for 2020-2021 Completers
- Survey Outcomes: Employment and Education Impacts
- Key Areas for Improvement in Relation to Outcomes for Students 2022-2023.

Questions and comments were invited from members.

- The PCEO commented, in relation to comparator data, 16-18 achievement rates had fallen significantly and were below the Group's own internal KPI target. The PCEO stated that data from MIDAS has indicated that for 16-18s the Group was 0.5% below for retention but above 1% in terms of pass rates, which was in line with the sector.

The PCEO added that underneath this data there was recognition of the work that needed to take place in relation to curriculum areas that had underperformed in 2021-2022 namely Construction at Stockport, Computing, Engineering, Gas and Plumbing at Stockport and Stretford, and Science and Motor Vehicle at Stockport.

It was further commented that the achievement rates for adults had improved from 85% in 2021-2022 to 89% in 2021-2022 and that the overall retention (3% improvement on the previous year) and pass rates were slightly above the sector.

The DP undertook to share a copy of the MIDAS report, including that for Maths and English, with members of the Committee.

Action: Deputy Principal

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In respect of apprenticeships, the DP confirmed that anecdotal intelligence was suggesting that the Group's apprenticeships were in line with performance elsewhere in the sector.

- With reference to English and Mathematics and the pass rates of 1-9 and 4-9 a member asked if information was available on whether students had moved up a grade/grades i.e., whether there had been added value.

The PCEO clarified that national reporting in relation to this aspect had not taken place due to Covid but that the Group had undertaken its own analysis. The DP undertook to share this information with members.

Action: Deputy Principal

- In relation to Internships a member commented that FE Weekly appeared to be reporting that only a quarter of students across the sector on internships had found employment.

The DP cautioned that this information was likely to be anecdotal consistent with the lagged element to reporting in this area and provided a detailed explanation of the work undertaken by the Group in particular with Stockport and Trafford MBCs at Stepping Hill and Trafford General Hospitals. It was further advised that, at 66%, the Group's performance was much higher than that referred to in the FE Week but that much more work was required to be done with employers in this respect.

In relation to the collected data the DP confirmed that the sustained destination data was collated by an external agent J2 Research. The PCEO commented that there may be a gap between Ofsted reporting and sustained destination data of one year.

It was further noted that pre-internships were also being explored.

Action: Deputy Principal

There were no further questions and comments from members and following due consideration it was resolved that the Student Outcomes Report 2021-2022 be received and noted.

FEC&Q/40/22**Draft Self-Assessment Report 2021-2022 and Quality Improvement Plan/Key Performance Indicators 2022-2023 Report**

The DP referred members to the previously circulated documents:

- Self-Assessment Report (SAR) 2021-2022
- Quality Improvement Plan (QIP) for 2022-2023; and
- Key Performance Indicators Report (KPIs) 2022/2023.

There was confirmation that 8 objectives and areas for improvement (Afi) were proposed for 2022/2023, some of which were a continuation of the Afi's identified last year, and some new areas reflecting the Group's current position, the changing needs of learners and the partners the Group was working with as well as the introduction of the new sub-judgement on how the skills needs of stakeholders were being met.

The DP advised that the SAR and QIP were usually validated by a group of governors as part of the Group's quality assurance processes. It was added that following the full Ofsted inspection of the Group between 8-11 November 2022 and the rigorous scrutiny therein of each of the SAR judgements it was considered that there was confirmation that the Group's self-assessment was accurate, and the areas identified for improvement were the right ones.

There was confirmation that some minor changes had been made post Ofsted, data had been confirmed and the QIP had been changed to separate out High Needs. In addition, it was stated

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that the view had been expressed that for apprenticeships a lot of the performance indicators were data driven and that they would benefit from being more qualitative.

Reference was also made to the proposed KPIs for 2022-2023 some of which were very ambitious.

Questions and comments from members were invited.

- A question was asked by a member in relation to the KPIs for attendance being 90% and given the current position was it achievable? The member also sought clarification around how the KPI's had been determined.

The DP responded that extensive discussion had taken place in relation to the attendance KPI. It was stated that there was reluctance to reduce the target but also recognition that it would be a huge challenge to move from the current position to the 90% target. The DP added that the view was that there should be high expectations for staff.

In terms of the setting of targets and how they were determined, the DP stated that the impetus in most cases was to try to set a higher target to that achieved the previous year. For apprenticeships it was confirmed that the target was to return to the same position that the Group had been at in 2018-2019.

It was reported that the ESFA was also about to introduce an Apprenticeship Accountability Framework which would incorporate 5 or 6 additional performance measures relating to aspects such as quality performance indicators and off the job training. There was confirmation that they would be measured on a monthly basis. It was suggested that 50% of students currently did not complete and that performance at less than 60% could present the option for intervention on the part of the ESFA.

Reference was made to the high expectations being set in the context of a challenging national picture with the potential for intervention and ultimately withdrawal of the contract by the ESFA.

- The member asked when the Accountability Framework was to be introduced by the ESFA.

The DP responded that it was likely to be rolled out slowly adding that at the moment there was not access to the data for the previous year and that this would not be available until April 2023.

- Clarity was sought in respect of employer and student feedback and how this would be measured.

The DP confirmed that there was currently a website where employers could provide feedback, which was updated every 90 days. The view was expressed that there was concern in relation to the consistency of this information as only a snapshot in time was being taken. It was noted that an equivalent system was in place in relation to apprenticeship feedback.

- A member asked the Deputy Student Governor (DSG) if she had a view as to why students chose not to attend all their classes.

The DSG suggested that this could be for a variety of reasons ranging from uninteresting lectures and tutorials, mental health issues, UCAS timeframes and / or peer pressure.

- The question was asked by a member as to whether there was a reason why the impact measures were set at an increased level of 3%.

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The DP indicated that in relation to performance of different cohorts anything above 3% was considered to be significant and less than 3% was not significant. The DP further advised that the intention was to set as high standards of attainment as possible.

- In respect of apprenticeships and the target of stabilising the staffing base in hard to recruit areas by December 2022, a member asked for a progress update.

The DP responded that there were a couple of gaps in engineering and that the response had been to pause “starts” in this area but that there were no significant issues to report.

In other curricular areas it was stated that there had been minor changes to staffing. Reference was made to the issues in Construction 18 months ago which had now been overcome and a similar position in Early Years. In these areas it was suggested that the next step was to now focus on the performance.

The DP added that at a strategic level a review of the pay scales for assessors had taken place the previous year and that this had made a significant difference. In addition, it was stated that an extensive support framework was also in place for new members of staff. It was suggested that the combination of these actions had had an impact delivering a much improved but not perfect position.

The PCEO stated that it was not only about data but also qualitative interpretation of where the Group was. Using the example of apprenticeships, a key impact measure was making the move from requires improvement to good; for High Needs it was to maintain self-assessment of good; and for adults, which was not too far from outstanding, it was to self-assess as outstanding by the end of the year.

It was suggested that there was a need now to move beyond being solely data driven to a focus on a qualitative view of the information.

Action: Deputy Principal

There were no further questions or issues raised by members and following due consideration it was resolved that the Self-Assessment Report 2021-2022; Quality Improvement Plan 2022-2023; and Key Performance Indicators 2022-2023, incorporating the agreed changes, be recommended to the Board of the Corporation for approval.

Action: Board of the Corporation

FEC&Q/41/22**Quality of Education Update Report**

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

The IDQPS indicated that the report detailed and analysed the key quality processes being undertaken and provided an introduction to the various changes that had taken place for 2022-2023 to ensure that the Group was providing the required level of challenge and support to drive continuous improvement.

The context of the report was outlined and the IDQPS provided the Committee with an update of the key issues and progress made with regard to the following:

- The Quality Improvement Cycle including Progress Boards review and Impact and Subject Induction and Initial Assessment.
- Lesson visits assessments and Teaching and Learning Assessment (TLA) outcomes.
- TLA Continuous Professional Development (CPD) and Coaching and Mentoring.
- Induction Survey Outcomes and Next steps.

Minute No

Questions and comments from members were invited.

- A member commented that given the 42nd day retention period had expired was there any impact information available in terms of the student induction survey.

The DP responded that the analysis was not yet complete but added that the Group had seen some movement in students and that as many requests as possible had been accommodated. Reference was made to the Engage Programme and the Progression Curriculum targeted towards those learners who were undecided. The DP added that the view was that there was a need to develop a mini version in each curriculum area whilst being mindful that a mini college within a college was not created. There was recognition that at 16 years old some learners struggled or changed their minds and that there was a need to offer the ability to move without stopping learning.

It was noted that the Engage Programme operated pre Covid and had been utilised for those learners who were thinking of dropping out. The DP reiterated that there was a need to have a curriculum that accommodated this and that the issue was around developing a curriculum that could cope accordingly.

- The question was asked by a member if the team went back in and re-checked with learners.

The IDQPS confirmed that activity was reviewed, and action plans were initiated with progress considered as part of the Curriculum Development Area Reviews (CDARs). The PCEO added that reports would also be received from MIDAS which would enable the Group to compare outcomes with last year's data and with the national picture.

The PCEO, with reference to the induction survey, highlighted the questions asked of learners in relation to safeguarding and the assurances therein. The IDQPS further stated that during a CDAR the questioning in relation to safeguarding was addressed, adding that analysis took place immediately and was followed up as appropriate.

It was noted that the response rate to the question "I feel safe at college" stood at 99%. There was confirmation that the other 1% who responded negatively were immediately followed up. The Assistant Principal, Student Experience and Support (APSES) indicated that in most instances the question had been mis-read with only one real concern arising.

- Members commented on the induction survey and the high level of participation.

The PCEO stated that in terms of impact and the effectiveness of the new induction process, when compared to the position the previous year, the increase was 2% but there had been much higher participation. The DP added that during the Ofsted inspection the thoroughness of the initial assessment had come through very clearly.

- A member highlighted questioning and assessment being identified during CDARs as well as making questions more interesting. It was suggested that this aspect was not necessarily to the fore within the CPD offer.

Reference was made to the Tier 1 project in relation to questioning and the Tier 2 offer in relation to questioning for immediate impact. There was confirmation of engagement on the part of one-quarter of the workforce. The IDQPS added that there would always be a focus on questioning for which there was recognition that this was something staff had to work on and become better as their career progressed.

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

Minute No**FEC&Q/42/22 Curriculum Development Area Reviews (CDARs) Update Report**

The IDQPS referred members to the previously circulated paper and an update on the progress of the Curriculum Development Area Reviews (CDAR) during the current academic year including the action plans arising.

There was confirmation that CDARs were an important element of the Group's quality assurance processes and were well embedded although relatively new to Cheadle and Marple.

A summary of the CDAR activity to date was presented and the reports in respect of the following areas were highlighted:

- Creative Arts
- Computing and Science including apprenticeships
- Construction (Stockport) including apprenticeships
- Engineering and Motor Vehicle including apprenticeships

The reports for each area of provision identified key areas for development and recommendations for study programmes and the IDQPS went through each report and outlined the process following the completion of the report and the link with progress Boards in terms of monitoring actions and improvements.

Questions and comments from members were invited.

- A question was asked by a member in relationship to outcomes and whether they were demonstrating improvements.

The IDQPS responded that definite progress was being made.

- A member commented on the merits of the CDAR process and the impact they were having. It was asked what the plans were in relation to making the move from good to outstanding.

The IDQPS suggested that this shift would be supported via the level of engagement with CPD as well as the vast majority of lessons being good and incorporating effective questioning.

The DP added that the challenge related to consistency and that this could be seen as the biggest barrier following 2 mergers and Covid. The DP further stated that there was a need to make students more aware of the skills that they were developing, suggesting that opportunities were being missed in some areas and that personal and social development was not yet consistent.

- A member commented on the progression of the CDARs over the last 2 years and the improved consistency.
- A further question was asked in relation to Creative Arts at Altrincham and the comment that the Macs were not always fit for purpose and that teachers were required to have back up plans and to adapt should the technology not be operational.

The Assistant Principal, Higher Education and Skills (APHES) provided assurance that plans were in place to replace the equipment.

- A member, in relation to consistency, asked if it was the same departments that were underperforming.

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The IDQPS responded that this was largely the case and why CDARs were being undertaken more frequently in some areas. In addition, it was stated that other aspects would include performance management, greater visibility of leaders and remission for Programme Leaders.

The PCEO added that there was a need to balance some of these areas with recognition of the significant challenges that they may be facing particularly in those areas where it had been very difficult to recruit teaching staff.

There were no further questions or issues raised by members and following due consideration it was resolved that the Curriculum Development Area Reviews Update Report be received and noted.

FEC&Q/43/22 English and Maths Strategy Action Plan Update

The Deputy Principal referred members to the previously circulated report and the Maths and English Strategy Action Plan update for 2021/2022 as prepared by the Assistant Principal, Study Programmes Vocational.

The following key issues were highlighted:

- that the Strategy 2022-2024 was revised in 2021 and now embodied the Cheadle and Marple campuses
- the Strategy contained 4 main objectives and incorporated strategies to respond to the context of the pandemic and the lost learning resulting
- some of the key issues related to improving attendance for English and maths arising from which there were pilots in some areas targeted toward improving attendance
- recognition of the correlation between attendance and outcomes
- the extensive considerations in relation to outcomes and the work around alignment with awarding bodies.

There were no questions or comments from members and following due consideration it was resolved that the update the English ad Maths update report and action plan for 2022-2023 be received and noted.

FEC&Q/44/22 Student Governors' Report

The Chairperson invited the Deputy Student Governor (DSG) to present the Student Governor Report to the Committee.

The DSG shared some of her own experiences as a student and the support that she had received from a personal perspective. Comment was made around the challenges facing students including the impact of the cost-of-living crisis. It was stated that overall, a positive position was presented with the significant enrichment offer, outside of the curriculum, being highlighted as being available to students.

The following activities undertaken since the last meeting of the Committee were highlighted:

- Student Experience Roadshow delivered across all sites during induction, comprising 40 in person sessions and 3 virtual sessions, which raised awareness of the extra curriculum offer and active student groups.
- activities with community partners which included Welcome Wednesday (intergenerational work with Age UK); International Older Persons Day at Stockport and Trafford; Digital Awareness Week at Stockport College; Winter Warming hosted by Choices at Cheadle College; and planned Winter Market Stalls at Marple Sixth Form College
- Hello Yellow where students and staff were encouraged to wear yellow to support Young Minds

Minute No

- Student Newsletters which included a special edition for Black History Month
- TTCG Poetry Competition to coincide with National Poetry Day
- a voter registration drive
- Student Question Time an annual event which presented an opportunity to meet with local politicians and debate key issues
- a debate team pilot had been launched the previous week
- the December Cash for Kids fund raiser which was operating on different dates across the campuses
- other plans in place moving forward included a Get Active Programme; Carbon Literacy sessions; the Writing Squad; and Raise Your Voice.

The Chairperson thanked the DSG for her informative report and communication of the breadth of student activities taking place across the Group.

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

FEC&Q/45/22 Student Support Update Report

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

It was reiterated that student support was key to learner success with the focus being upon ensuring that the support to learners was consistently excellent, delivered in a timely way and effective in addressing barriers to students' participation and achievement of their programme, development, and further progression.

The following aspects of the report were highlighted:

- the 2 sections of the report in relation to both learner support and learning support.
- an increase in the number of 16–18-year-olds coming forward for support with the impact on mental health and personal and social development being in the top 3 reasons
- reference was also made to a lack of confidence, social concerns and stress cited by learners.
- recognition that adult referrals also took place.
- the signposting that took place which included the availability of online materials and the opportunities to access support.
- the top 5 safeguarding issues comprising mental health/self-harm; bullying; risk of suicide; domestic abuse; and peer on peer (Child on Child) abuse.
- a significant increase in the number of students requiring learning support with there currently being 169 High Needs students (an increase of 65 from the previous year) and 526 Education and Health Care Plans EHCPs (increase of 80 from the previous year).
- the largest proportion of learners with High Needs and EHCPs were studying in the Progression curriculum.
- the specialist training being undertaken by staff and the growth of the programme for Learning Facilitators.

Questions and comments from members were invited.

- A member, with reference to Prevent referrals, asked if any had been taken up.

The APSES responded that there were very few referrals adding that any that may occur were progressed through Channel at Trafford MBC. There was confirmation that referrals took place from there and advice was provided accordingly. It was noted that to date there had been only 2 referrals arising from which the students had agreed to the support and were engaged in learning.

Minute No

There was agreement that future reports would include reference to Prevent and any associated activity. In addition, it was requested that future reports also referenced impact particularly from the perspective of areas such as High Needs.

Action: Assistant Principal, Student Experience Support

The observation was made that in relation to the information recording High Needs learners by Campus provided, that given the number of students at the Stretford campus the number of High Needs students were very low and whether the trend would be continued to be observed. In answer about support to Learners the PCEO confirmed that the learning Facilitators follow the Learners on a Campus-by-Campus basis.

In respect of the number of referrals the DP confirmed that the number recorded was the number of individual incidences.

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

FEC&Q/46/22**Meeting Local Skills Needs – Employer Engagement Update Report**

The Assistant Principal Adult Skills and Employer Engagement (APASEE) referred members to the previously circulated report and information in relation to the comprehensive and inclusive curriculum that was in place in order to provide students with good progression opportunities into further study and/or employment as well as being aligned to local and regional needs.

There was confirmation that this was a new report that was being presented to the Committee and was in part a response to the recently introduced skills judgement by Ofsted and the statutory obligations arising from Skills for Jobs White Paper reforms. It was suggested that the content of the report was likely to change over time to reflect changing priorities, for instance, the work taking place with different stakeholders or as an overview of local labour market intelligence and the Group's offer.

The following areas of activity were highlighted:

- the update on the new Employer Partnerships Team which had a focus on identifying local needs at grass root levels and which was already starting to make an impact.
- the reinstatement of Employer Advisory Boards (EABs) which provided a platform from which key partners could have a real voice in shaping skills and further talent.
- EABs were held in November 2022 in the areas of Digital; Science; Engineering; Motor Vehicle; Construction; Hair and Beauty; and Hospitality.
- further EABs were planned for February 2023 and would include Creative Media; Health; Care; and Early Years.

Emphasis was placed on the connection of Curriculum Teams to sectors and the focus on current and future skill needs.

A summary of employer engagement activity in term one was presented which included the engagement that had taken place with new employers, with the majority of engagement having been in relation to apprenticeships (62%).

In terms of engagement with sectors, based on the GMCA priority skill sectors, it was confirmed that a good cross section had been attained with engineering having been the highest (22%).

Minute No

Reference was also made to the information provided in relation to employer key stakeholders in terms of contract values and spend with the Group. It was confirmed that the top 5 income generators related to apprenticeships.

An overview of planned development for term two was also presented together with an update on the Local Skills Improvement Plan (LSIP).

Questions and comments from members were invited.

- Members welcomed the report and asked that it be delivered at each meeting of the Committee. It was further asked that information be provided in relation to the discussions held at the Employer Advisory Boards.

The PCEO commented that the report provided a good update on Employer Engagement but that meeting local needs also should include community aspects and that the format of the report should be changed to reflect that going forward.

He referred specifically to the Community Responsive Strategy which was due to be considered by the Board in December 2022 and the actions in the QIP which impacted on reporting.

The APASEE confirmed that future reports would take the factors identified into account.

Action: Assistant Principal, Adult Skills, and Employer Engagement

- A member commented that engineering looked to be one of the biggest areas of demand. Given the quality challenges for this area it was asked as to how it was envisaged the quality needs would be met.

The DP acknowledged the challenges and the huge potential on the one hand whilst recognising that moving forward there was also a need to support staff to meet the expectations of employers. It was stated that the robust development plan, which focused upon consistency, would also be extended to address aspects such as innovation and upskilling.

There was recognition of the staffing issues faced by the Group however it was suggested that they had been addressed to a large extent and that the next step would be to upskill. The industry updates received by staff were highlighted as well as the Industry Ready initiative which had also been praised by Ofsted.

It was added that the Group was due to commence its curriculum and people planning for 2023-2024 and that part of this would include looking at what employers were saying, and the resources needed to support the plans.

- A question was asked by a member as to the preparedness of employers to help the Group.

The DP responded that this happened in some areas but added that there was a need to develop a framework and formalise mutually supportive relationships. There was recognition of the need for consistency across the Group and also the need to be more targeted in terms of skills.

The APASEE added that larger employers in particular recognised the importance of this relationship. It was added that one aspect of the work taking place was that with SMEs, encouraging them to think about their future needs. It was stated that the webinars would be utilised to support this aspiration.

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The PCEO reiterated the importance of governor understanding of the Ofsted judgement which had been “reasonable” noting that it was not expected that there would be many awards made of “significant”. It was confirmed that the Group had been described as strategically very strong and that the challenge, at this time, was the ability to articulate that which was being said at a strategic level to being played out and having an impact.

- A member asked if there were any good news stories in the context described that could be shared.

The PCEO responded that there were many good students and successful employer partnerships across the Group. It was stated that Stockport in particular had a very strong workshop delivery at levels 1 and 2 demonstrating how employers informed delivery. The PCEO added that traditionally Stretford was one of these areas of provision and that the issue here related to one of gaining greater consistency.

Members also noted that the link governor for this area would also act as a conduit on behalf of the Committee and Board in their link governor meetings.

There were no further questions or issues raised by members and following due consideration it was resolved that the Meeting Local Skills Needs – Employer Engagement Update Report be received and noted.

FEC&Q/47/22 Arrangements for Future Meetings

The CS referred to the recent discussions that had taken place at the Board of the Corporation meeting arising from which Committees were invited to give consideration to their future meeting arrangements with a view to optimizing governor attendance.

A range of comments were made by members with the consensus being that meetings would continue in a face-to-face format with the option of hybrid attendance where in-person attendance was not feasible.

There was agreement that the arrangements be revisited at the end of the academic year.

Action: Corporation Secretary

There were no further comments made by members and it was resolved that the considerations in relation to the future meeting arrangements of the Committee be noted.

FEC&Q/48/22 Any Other Business

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

FEC&Q/49/22 Date of Next Meeting

It was agreed that the next meeting of the Committee would be held on Wednesday 15 March 2023.

Action: Corporation Secretary

The meeting closed at 7.36pm