

TRAFFORD & STOCKPORT COLLEGE GROUP

**Minutes of the Meeting of the Further Education Curriculum and Quality Committee
held on Wednesday 20 November 2024 at 1.00pm
in the Boardroom at the Altrincham Campus Trafford College**

Present:

Sarah Drake	Chair
Charlotte Barratt	
Olivia Bussey	(Vice Chair)
Graham Luccock	
Michelle McLaughlin	Staff Governor
Marcia Reynolds	
James Scott	Principal and Chief Executive
Aisha Shabbir	Student Governor

In Attendance:

Rebecca Clare	Corporation Secretary
Carmen Gonzalez-Eslava	Deputy Principal
Yvonne Riley	Assistant Corporation Secretary
Adam Sinnott	Assistant Principal Quality and Student Experience
Helen Wood	Assistant Principal Study Programmes – Academic
Miracle Mbokela	Deputy Student Governor
Jaisha Nehal	Deputy Student Governor
Yvette Hansbury-Robinson	Interim Assistant Principal Student Support, Safeguarding and Inclusion

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FEC&Q/31/24 Election of Chair and Vice Chair 2024/2026

Chair of the FE Curriculum and Quality Committee for the Academic Years 2024/2026

The Corporation Secretary (CS) sought nominations for the position of Chair of the FE Curriculum and Quality Committee for the Academic Years 2024/2026.

Sarah Drake was the sole nomination, and it was unanimously resolved that she be re-elected to the position of the Chair of the Chair of the FE Curriculum and Quality Committee for the Academic Years 2024/2026.

Vice Chair of the FE Curriculum and Quality Committee for the Academic Years 2024/2026

The Chair sought nominations for the position of Vice-Chair of the FE Curriculum and Quality Committee for the Academic Years 2024/2026.

Olivia Bussey was the sole nomination, and it was unanimously resolved that she be elected to the position of the Vice Chair of the FE Curriculum and Quality Committee for the Academic Years 2024/2026.

FEC&Q/32/24 Apologies for Absence

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

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The Student and Deputy Student Governors were welcomed to the meeting, introductions were made, and the students shared their areas of study.

FEC&Q/33/24 Declaration of Direct or Indirect Interest in any of the following Items

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

FEC&Q/34/24 Minutes of the FE Curriculum and Quality Committee Meeting held on 26 June 2024

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

FEC&Q/35/24 Matters Arising from the Minutes

The Chairperson referred members to the previously circulated summary and progress update concerning the actions arising from the minutes and earlier meetings of the FE Curriculum and Quality Committee.

It was confirmed that all the actions had been closed.

The Chair of the Committee thanked the Deputy Principal for sharing an email with the FE Curriculum and Quality Committee in relation to an update on student numbers and closed courses. This was an action arising from the Board of the Corporation meeting that took place on 2 October 2024.

There were no further issues raised by members arising from the minutes.

FEC&Q/35/24 Student Outcomes Report 2023/2024

The Deputy Principal (DP) referred members to the previously circulated summary of outcomes for students across different types of provision and different cohorts of students across the Group for 2023/2024 as well as the key points arising from the outcomes summarised.

Key points highlighted included:

- Overall, positive sustained destinations for full time learners for 2022-2023
- GCSE English outcomes for young people are at 24%, -1% from previous year and better than the national rate, which has declined from 23% to 19.3%
- Outcomes higher than All Colleges (22%), All GFE Colleges (20%) but below Northwest Colleges (25%).
- Although TSCG learners continue to make negative progress from Grade 3 in English (-0.03) there has been an improvement on 2022/2023 (-0.18) with students making more progress than All Colleges, All GFE and NW Colleges.
- Progress from Grade 2 is positive (0.17) and an improvement on the previous year (0.10). It is also significantly better than All Colleges (-0.03), All GFE (-0.05) and NW Colleges (0.04).
- GCSE maths pass rate 9-4, TSCG is ranked as 72 out of 223 colleges. This is a significant improvement on the previous year (140/228). Our outcomes are 7% better than in 2022-23, 6% better than All Colleges, 7% better than All GFE Colleges and 5% better than Northwest Colleges.
- In maths, TSCG learners make positive average progress from Grade 3 (0.03) compared to -0.35 in 22-23. In all Colleges (-0.17), All GFE Colleges (-0.20)

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and Northwest Colleges (-0.11) learners make negative progress. Average progress from Grade 2 is very similar, with positive progress (0.12) compared to -0.25 in 22-23 and to the negative progress for All Colleges (-0.12), All GFE Colleges (-0.14) and Northwest Colleges (-0.07).

- Overall student satisfaction is 89%, -1% compared to 2022-2023.

Next steps included:

- To address the actions identified in curriculum areas and Group QIPs by collaborating closely with teachers and managers in those areas, providing robust challenge and driving high standards in every aspect of the student journey.
- To continue to support staff through effective CPD to deliver high standards of education and support for all students.

Questions and comments were invited from members.

A member commented on the widened offer for adult provision and the pleasing improvements in Apprenticeships.

The Principal and CEO (PCEO) confirmed that the Group is working with a consultant to apply the access and participation fund for higher education to further education data. This will help develop a detailed analysis of equalities data to feed into the new EDI strategy. A member commented that it would be helpful for governors to be updated in relation to progress, which aims to address participation gaps and improve measures such as student feedback and suspensions.

A member commented on the low uptake of free school meals among students (12%), significantly lower than the 20% uptake in secondary schools in Trafford and Stockport and whether this has an impact on students and what is being done to increase this. The Deputy Principal confirmed that the bursary is linked to household income. The Group have been promoting the bursary to students and parents to ensure students are fully aware of the support available and this has led to a 32% increase in applications over the last three years. The Deputy Principal explained some of the practical barriers to applying for free school meals include the need for a permanent address and proof of household income, which can be challenging for some students. The Deputy Principal confirmed that the data is showing the Group that there are more people with a lower income threshold at Trafford & Stockport College Group, than other colleges. The Assistant Principal Student Support, Safeguarding and Inclusion confirmed that a reminder was shared this week and consequently a number of requests were received. The Deputy Principal also confirmed that free breakfasts are offered across all campuses and the Safeguarding Committee thresholds have been lowered this year due to the cost-of-living crisis.

The Staff Governor confirmed that personal hygiene products and food have been delivered to different campuses where student requests have been made.

A member questioned the lower achievement rate for male apprentices, and it was confirmed that this was because there were a higher number of males in Construction and the achievement rate for this course was lower overall.

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

FEC&Q/36/24 English and Mathematics Benchmarked Results

The Assistant Principal Study Programmes – Academic (APSPA) referred members to the previously circulated report and information in relation to benchmark data for 16-19 GCSE English and maths outcomes and average progress for 2023-2024.

It was confirmed that the performance of TSCG is compared to All Colleges, All GFE Colleges, and Northwest Colleges. The data is broken down by ethnicity, age group, gender, and subject sector.

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

Key points highlighted included:

GCSE English

- Grade 9-4, TSCG pass rate, is ranked as 105 out of 222 colleges who submitted
- Although TSCG learners continue to make negative progress from Grade 3 (-0.03), this is an improvement on 2022/2023 (-0.18) and learners make more progress than All Colleges,
- Black/African/Caribbean/Black British learners continue to significantly underperform against all other groups, but their results are an improvement on the previous year
- All age groups at TSCG perform better than All Colleges
- In contrast to last year, males now make more progress than females at TSCG and make positive progress.
- TSCG is above all colleges in 6 out of 9 sector subject areas (SSAs) and learners make positive progress in 5 out of 9 SSAs.

GCSE Maths

- TSCG's pass rate (Grade 9-4) has significantly improved, ranking 72 out of 223 colleges, up from 140/228 the previous year.
- TSCG's outcomes are 7% better than in 2022-2023 and better than All Colleges, All GFE Colleges, and Northwest Colleges.
- TSCG learners make positive average progress from Grade 3 and Grade 2, which is a significant improvement from the previous year and better than the negative progress seen in other colleges
- All ethnic groups perform better at TSCG than at other colleges, with significant positive progress for Asian/Asian British and Other Ethnic Groups.

In relation to next steps, the APSPA reported on the need to embed key objectives in departmental QIPs around progress in GCSE English for targeted groups and to monitor the quality of teaching and learning in underperforming areas.

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The APSPA confirmed that English pass rates are better than all Colleges and all GFE Colleges pass rates, but that there is still a need to focus on grade 3 progress, particularly for Black African Caribbean learners and female learners.

Questions and comments were invited from members.

A member questioned both the long-standing issue of underperformance among Black Caribbean students nationally, noting that it has been a concern nationally for over 40 years, and how the Group was going to tackle this issue. The APSPA confirmed the need to identify and address the wider issues affecting their progress. The APSPA emphasised the importance of early intervention and targeted support, with plans to use at-risk software to track and support students, and to work with local authorities to obtain timely information about students at risk.

The APSPA referred to the teaching approach for English being adjusted to a more post-16 specification focus, while the approach for maths includes maintaining current strategies and focusing on sector subject areas for further improvement.

The PCEO stated that there is a point around looking at the curriculum differently to make it more inclusive, particularly around English and this being a knowledge-based curriculum.

A member questioned the relationships with the Local Authority. The Deputy Principal confirmed that the relationship with Stockport Local Authority is good. It was also confirmed that students had been asked to bring in their school reports during enrolment to support information sharing with the Group, but this had limited success.

Action: Assistant Principal Study Programmes – Academic

A member questioned if the Year 2 Students could act as ambassadors for the younger students and share how they had used the English and maths hubs to support their success and whether hubs could be used in other curriculum areas to support success. The APSPA confirmed that she would consider and action accordingly.

The APSPA confirmed the use of Century, an AI-driven learning platform, and this was discussed in the context of both English and maths education. It was noted that Century has had a significant positive impact on maths outcomes, contributing to improved progress and pass rates. However, its effectiveness for English was seen as less impactful, primarily due to the nature of the subject, which involves more writing and production that AI tools like Century may not handle as effectively. The team is working on unpicking the exact impact of Century and exploring how it can be better utilised for English.

The PCEO confirmed the Government's direction of travel in relation to the increase in hours for maths and English next year and confirmed that there will be 4 teaching hours for each and zero tolerance on funding (previously 5%).

A member questioned how much tolerance the Group used last academic year. The Deputy Principal confirmed it was around 4%.

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The PCEO confirmed that there is currently a Curriculum and Assessment review underway, but this will take a year to complete with no immediate decision.

A member commented on the excellent report.

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

FEC&Q/37/24	Draft Self-Assessment Report 2023/2024 and Quality Improvement Plan 2023/2024, Quality Improvement Plan 2024/2025 and Performance Indicators Report 2024/2025
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The Deputy Principal (DP) referred members to the previously circulated report and information in relation to the Self-Assessment Report (SAR) 2023-2024; the Quality Improvement Plan (QIP) 2024-2025; and Key Performance Indicators (KPIs) 2024-2025.

There was confirmation that the Validation Panel had been held on 6 November during which consideration had been given to the SAR process and proposed grades as detailed in the supporting information.

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

The following grades were confirmed:

- All good grading with Apprenticeships also noted as Good
- Skills Needs assessed as strong

Quality Improvement Plan 2024/2025

The DP reported that 8 key objectives and Areas for Improvement (Afi) had been identified for 2024-2025. There was confirmation for each objective, actions/milestones as well as the KPIs would be monitored and reported regularly throughout the academic year.

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

1. Implement effective strategies to improve overall **attendance** rates and narrow the gap between attendance to English and maths, and attendance to main programme so that more students can benefit from educational opportunities and achieve their career goals.
2. Maintain the strong emphasis on the **quality of teaching and training** to ensure that all areas of provision are of a very high standard and learners consistently make excellent progress, are highly motivated to achieve ambitious goals and are exceptionally well prepared for their next steps.
3. Continue to improve consistency and standards in the quality of education and **student outcomes** across all campuses and subject areas, with special focus on those areas that are still below national rates.
4. Continue to improve the quality of **apprenticeship provision** and the proportion of apprentices who achieve and ensure that more apprentices remain on their apprenticeship and participate in meaningful employment.

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5. Continue to consistently develop **learners' professional behaviours and attitudes alongside** their technical/academic skills to equip all learners for successful progression into employment and/or study, as identified by employers in the LSIP.
6. Continue to consistently develop **learners' "soft" employability skills** alongside their technical/academic skills to equip all learners for successful progression into employment and/or study, as identified by employers in the LSIP.
7. Continue to deliver effective and timely **support for all learners** and narrow gaps in performance across different groups, with a special focus on Caribbean and White Caribbean young people and their peers, and to ensure that effective support is in place.
8. Continue to consistently embed the **involvement of employers and stakeholders** in the co-design and co-delivery of all our programmes, and to create "TSCG Graduates" with the skills and behaviours to first access local and regional job opportunities

Key Performance Indicators 2024/2025

The DP reported that the final position for the Student KPIs for 2023/2024 is enclosed, compared to the original target.

The DP advised the proposed KPIs for 2024/2025.

The DP confirmed the following points:

- **Achievement for High Needs Students:** The target is set at 85%, maintaining the previous year's position to avoid regression.
- **Mental Health and Social, Emotional, and Mental Health Needs:** The targets are kept at 90% and 83%, respectively, due to ongoing challenges in accurately coding and identifying these students.
- **Positive Destinations for 16-18 Year Olds:** The target is 93%, aligning with the board's KPI.

Questions and comments were invited from members.

A member questioned whether information in relation to students covered with EHCP is captured accurately. The Deputy Principal confirmed that this is captured through the enrolment form but is difficult to pin down as a measure as the information will not include the students declaring in year.

A member questioned if the KPI for positive destinations was high enough if the strategy is to improve year-on-year. The Deputy Principal confirmed that students are not always striving for higher expectations and therefore this does not positively impact on the figure.

Action: Deputy Principal/Assistant Principals

A member questioned the target date for 2B and 2C as May 2025. The Deputy Principal confirmed that learner feedback was an ongoing action, but the date was when all learners finished. An action was agreed for a progress report to be shared at a future FE Curriculum and Quality Committee.

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

- a. the validated Self-Assessment Report 2023-2024 including Performance Indicators; and
- b. the Quality Improvement Plan and Performance Indicators Report 2024-2025.

FEC&Q/38/24 Quality of Education Update Report

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

The following was highlighted:

- **Quality Assurance and Improvement Procedure 2024/25:** A new procedure has been introduced to drive improvements across the college group. It includes continuous monitoring and improvement, supporting self-evaluation and planning, and providing confidence and information to stakeholders.
- **Self-Assessment and Quality Improvement:** All curriculum areas have completed Self-Assessment Reports (SAR) and Quality Improvement Plans (QIP) and presented at validation panels. The process ensures scrutiny of quality improvement across all curriculum areas throughout the year. 3 curriculum areas were graded as 'outstanding', 17 were graded as 'good', and 3 were graded as 'requires improvement' (Academic Cheadle, Construction, Flixton School). Education and Early Years Apprenticeships has improved from 'inadequate' in 22/23 to 'good' in 23/24.
- **Continuous Professional Development:** The CPD plan for 2024/25 focuses on areas such as AI and digital learning, Rosenshine's Principles of Instruction, feedback and feedforward, industry upskilling, SEND, and dealing with challenging behaviour. The plan includes regular CPD sessions and individualised One Practice Change projects.
- **Subject Induction and Initial Assessment:** The induction process ensures that learners are on the right course and have made early progress. The learner induction survey showed a positive experience overall, with a score of 95%.
- **Courses at Risk:** Courses are identified as at risk based on previous years' performance and in-year performance measures. The Quality Team conducts meetings to address these risks and to plan appropriate support and intervention. Majority of courses at-risk in 23/24 improved their student outcomes because of timely intervention and support.
- **CDAR Behaviour and Attitudes:** A cross-college CDAR has been conducted in the first half term, focusing on Behaviour and Attitudes. It concluded that both attendance and student behaviour have improved generally. Areas for further improvement remain in relation to dealing with poor attendance and punctuality in some areas, particularly for level 1 provision, and further work is required to support teachers in implementing behaviour management strategies.
- **Lesson Visits and TLA outcomes:** 101 learning walks have been completed by curriculum managers. The most common areas for development are

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behaviour routines, checking for understanding and providing scaffolding. A new TSCG Teaching and Learning Framework has been devised and promoted across college.

- **Student Digital Entitlement:** This aims to ensure that all students have access to the necessary digital tools and resources to support their learning and development. The SDE focuses on developing students' digital skills to enhance their learning experience and prepare them for the digital world. The report highlights the steps taken to ensure that all students can benefit from digital learning opportunities. This includes providing training and support for both students and staff to effectively use digital tools and resources.

The APQSE confirmed that the Group was now conducting CDARs for cross college themes with the first CDAR focus on Behaviour and Attitudes. The APQSE confirmed positive trends in behaviour and attitudes, with improvements noted in lesson behaviour and punctuality compared during the first term, compared to the previous year. Behaviour and attitudes were a current focus during the second half-term with students being reminded of expectations. The second CDAR will focus on Curriculum Intent.

The APQSE confirmed that Progress Boards and Learning Walks are still being used.

The APQSE confirmed that most curriculum areas were rated as good, with some areas like employability for education and training rated as outstanding. The APQSE also highlighted the One Practice Change documentation. Areas requiring improvement included Academic, Construction, and a subcontractor, Flixton Girls.

Extensive CPD plan in place, including two designated teaching and learning training days. A focus on the science of learning, effective feedback, and improving memory. The committee discussed the use of CPD for an industry or pedagogy project. The committee discussed the upskilling of industry and pedagogy in the ever-changing world. The APQSE confirmed that where a member of staff has been out of industry for 5+ years, then industry projects are required.

Action: Assistant Principal Quality and Student Experience

The APQSE confirmed that there was a table in the back of report that showed where courses were at the half-way point and where they ended up, with 80% of courses coming out better than predicted. A member asked if governors could have the proportion of high-risk courses included in future reports. The APQSE confirmed that projections will now be analysed, and new courses will be identified, and some courses will be removed from being at risk.

The APQSE confirmed overall attendance is 2% higher than the benchmark figure provided by the AoC of 85%.

In terms of the next steps the following were noted:

- Identify courses that are 'at-risk' due to outcomes and plan intervention and support.

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- Monitor curriculum area QIPs for progress against AfIs and impact of actions.
- Continue CDAR activity for priority curriculum areas. Ensure that CDAR action plans are closely monitored and supported and measured for in-year impact.
- Continue to drive and support the implementation of the One Practice Change CPD model.
- Continue to drive and support the implementation of the Student Digital Entitlement and evaluate the progress across curriculum areas.

Recommendations from the CDARs will be shared with Heads of Studies.

Questions and comments were invited from members.

A member questioned the next steps with the Student Digital Entitlement. The APQSE confirmed that this will be backed up with findings from LSIP that students are not sufficiently well equipped with digital skills for employment. A digital focus will be on the use of Word and PowerPoint.

A member questioned whether this was across the sector. The APQSE confirmed that digital skills were a priority across the sector. The PCEO confirmed that there is no national data for digital skills, but it is being raised by employers as skills that students are lacking. That Computing GCSE is also out of date and puts students off taking further digital qualifications. The PCEO confirmed that digital is included in the MBACC as a compulsory element but there is a question around who is going to teach it.

A member questioned whether the student governors thought digital skills should be a mandatory part of their course. The student governors agreed that it should and gave examples of their own courses where they used digital skills. The APQSE confirmed that upskilling members of staff on their digital skills was also a priority. A member suggested using the One Practice Change to focus on digital skills. Members of staff agreed with this suggestion.

A member thanked members of staff who gave examples for One Practice Change and how useful the information was.

A member questioned the improvement in Education and Early Years and what the teachers were saying about why it has improved. The APQSE confirmed that this was in apprenticeships and there had been intense support in this area with a clear focus from members of staff, more consistent assessors and much tighter monitoring. The Deputy Principal also confirmed that additional resources had been agreed for this area and fundamental changes to the curriculum, working with nurseries to make timely progress. The PCEO also confirmed that this area had been hit by withdrawals from Covid.

A member questioned in relation to information about the teachers on Level 1 courses and whether the strongest teachers were teaching Level 3. The APPSA confirmed that this was not the case, and the teachers had different skills and were experts in their chosen field.

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

FEC&Q/39/24 Student Governor Report

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

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

- campaigning for election for student governor with posters and QR codes for easy voting. The students visited campuses and engaged with students to understand their needs and gather support
- two student governors attended the AoC Conference in Birmingham, networking with other student governors and participating in discussions with AoC representatives on student issues. A student governor confirmed her intention to host an event at TSCG for other student governors
- a student participated in Black History Month celebrations, organising events and managing cultural activities
- students highlighted their involvement in various clubs and activities which helped them with their mental health, and to develop public speaking leadership and organisational skills

The Student Governors provided a presentation in relation to Student Experience, highlighting what was going well and areas of challenge at the different campuses. In terms of positives, students appreciated the supportive and friendly staff across all campuses; they felt that the staff were approachable and helpful; students valued the freedom and flexibility compared to school, such as not having to wear uniforms and being able to manage their own schedules. The introduction of tutorial features, including regular meetings with tutorial teachers, was well-received and helped students with attendance, exams, and other academic concerns. Students at Marple and Stockport campuses specifically mentioned the positive changes and improvements in their campus environments.

In terms of challenges, students expressed concerns about timetable issues, technical problems with accessing student portals, and the need for better library hours and career options. Specific requests included more IT room equipment, outside seating areas, and additional clubs and activities.

The Chairperson and members thanked the Student Governors for their informative report and presentation which shared student experience and opinion.

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

FEC&Q/40/24 Personal and Professional Development Update Report

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The APQSE referred members to the previously circulated report which provided members with an overview of the work carried out by the newly formed Personal and Professional Development Team across the Group in 2024/2025. The APQSE advised that the Personal and Professional Development (PPD) Team was launched in September 2024, focusing on developing the essential skills of our students, enriching student experiences and better preparing them for future career paths.

The following were highlighted:

- **Team Structure and Purpose:** The new PPD team includes Student Enrichment, Careers, Work Experience/Industry Placements, and Schools Liaison, which all contribute to the student journey by providing essential skills and opportunities.
- **New Initiatives:** New initiatives include the Student Alliance, Enrolment “Pit stop” interviews, Future Skills and Enrichment Plans, and Youth Social Action Plans, among others, to enhance student engagement and development.
- **Student Alliance:** The Student Alliance is designed to enhance extracurricular activities by providing updates and guidance on college-wide activities, ensuring students have accurate information about their opportunities.
- **Enrolment “Pit Stop” Interviews:** These interviews gathered key information at enrolment to inform the PPD team’s actions, including registering students to vote and matching them to participation groups based on their interests.
- **Future Skills and Enrichment Plans:** Plans are created in collaboration with Heads of Study and Programme Leaders to address skills gaps identified through Navigate Skills Assessments, ensuring enrichment opportunities align with curriculum requirements.
- **Youth Social Action Plans:** These plans provide opportunities for students to develop soft skills by planning and delivering projects that benefit local communities, supporting work-related learning and experience.
- **Student Enrichment Alignment:** The PPD team has aligned its approach to Student Enrichment with the Association of Colleges/NCFE’s “nine dimensions of enrichment” to identify and support areas needing additional engagement and development.
- **Navigate Skills Assessment:** The Navigate skills assessment identifies skills gaps by curriculum area. The PPD Team are providing practical and digital resources to address these gaps, with specific support for skills below 66% proficiency. The outcomes of the skills assessment have found that ‘enterprising’, ‘digital skills,’ and ‘leadership’ are the lowest scoring skills across TSCG.
- **Student Participation Increase:** Student participation in clubs and societies has increased significantly due to targeted enrolment interviews, with notable rises in groups like the Equalities Council and Youth Social Action Activists.
- **Political Literacy and Civic Responsibility:** The PPD team introduced voter registration at enrolment, marking a transition to adulthood and supporting civic engagement, with plans to expand this initiative further.
- **Schools Liaison:** The Schools Liaison team will be working closely with the wider PPD Team to ensure the information provided to local schools’ details both our curriculum offer, and our wider enrichment offer.

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- **Work Experience and Industry Placements:** This year will see the introduction of 'Youth Social Action' Projects to support the development of 'soft' skills for those students not deemed to be ready for work placement.
- **Careers Programme:** A new Careers Programme for 2024/25 has been devised and details the roadmap to meet the Gatsby benchmarks.

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

- Continue to review the success and impact of the PPD activities offered to our students.
- Complete further analysis of the outcomes of the Navigate Skills Assessment to support curriculum with developing identified skills.
- Devise a new Student Experience Strategy to align with the TSCG Strategic Plan. This Strategy will be completed by the Spring term and clearly set out what our vision is for an outstanding Student Experience.

Questions and comments were invited from members.

The PCEO confirmed the enrichment clubs and activities are aligned with the AoC's 9 dimensions of enrichment, ensuring a comprehensive approach to student development.

A member referred to the positive completion rate for the Navigate Skills Assessment and the drive to increase uptake. It was confirmed that the Navigate Skills Assessment has achieved a 78% completion rate among students and this assessment helps identify key skills that need development, such as enterprising, digital skills, and leadership. It was confirmed that the students retake the assessment at the end of the academic year and there is a meeting taking place next week to drill down on each area.

The Staff Governor confirmed a pilot project is being conducted with Broadoak High School to enhance engagement and collaboration. Activities include community days where the college's community team interacts with Broadoak's team, fostering stronger connections. The Headteacher of Broadoak is scheduled to visit the Group's A-level facilities, with potential plans for Broadoak students to participate in some A-level classes.

It was also confirmed that the Group has been proactive in promoting voter registration during the enrolment process. This initiative has been recognised by national organisations and other colleges as a leading example. The effort aims to increase civic responsibility among students and ensure they are registered to vote. This initiative highlights the Group's commitment to fostering civic engagement among its students.

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

FEC&Q/41/24**Student Support Report**

The Interim Assistant Principal Student Support, Safeguarding and Inclusion (APSSI) referred members to the previously circulated Student Support Report,

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encompassing matters relating to both a pastoral and a learning support (inclusion) perspective.

The following aspects of the report were highlighted:

- the efforts to support students with various needs, improve behaviour management, and provide alternative pathways for at-risk students.
- significant increase in safeguarding referrals, with mental health being the top category
- High needs and EHCP (Education, Health, and Care Plan) students have increased by 26.4%, with 551 students currently having an EHCP
- suspensions have decreased by 49% compared to the previous year, indicating effective de-escalation practices
- incidents have increased by 24%, attributed to better reporting mechanisms
- new provisions for students at risk of becoming NEET, including online courses and re-engagement programs

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

- implement rollout online to all staff on Relational, Attachment Aware and Trauma Informed training alongside a face-to-face targeted delivery model
- complete National Network for Education of Care Leavers audit to maintain accreditation
- host a TSCG Safeguarding Conference to enhance our contextual safeguarding offer alongside our existing communications plan

Questions and comments were invited from members.

A member questioned whether the bespoke programme at Altrincham was for post-16. It was confirmed that it was for post-16 students.

A member questioned in relation to the BTEC in Computing course and the high number of incidents and the link to the course being at risk. It was confirmed that swift action and measures had been taken in relation to this course.

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

FEC&Q/42/24**Policies and Terms of Reference****FE Curriculum & Quality Terms of Reference 2024/2026**

The CS referred members to the previously circulated proposed updated terms of reference for the Committee. There was confirmation that the review was being conducted as part of the business cycle and to ensure governance arrangements were appropriate and effective.

The CS confirmed that the proposed changes to the FE Curriculum & Quality Committee Terms of Reference had been shared through Track Changes.

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There were no questions or issues raised by members and following due consideration it was resolved that the proposed FE Curriculum and Quality Terms of Reference be recommended to the Board of the Corporation for approval.

Careers Education Information, Advice and Guidance Policy (update on Gatsby Benchmarks)

The APQSE referred members to the previously circulated report and information in relation to the Careers Education Information, Advice and Guidance Policy 2024-2026.

Members were directed to the highlighted proposed tracked changes therein.

Action: Deputy Principal

There were no questions or comments raised by members and following due consideration it was resolved that the Careers Education Information, Advice and Guidance Policy be recommended to the Board of the Corporation for approval.

Teaching, Learning and Assessment Strategy - Progress Update

The DP referred members to the previously circulated presentation in respect of the progress of the Teaching, Learning and Assessment Strategy.

The presentation covered the following points:

- Aimed at adapting to technological advancements and changing student needs.
- Emphasis on accessibility and inclusivity in the curriculum.

The DP advised that the Teaching, Learning and Assessment Strategy will be presented at the Governor Strategic Development Day, which is ahead of the next FE Curriculum and Quality Committee. The DP confirmed that the new strategy will reflect the institution's commitment to providing a supportive and inclusive environment for all students, while continuously improving teaching and learning practices.

Action: Deputy Principal

There were no further questions or issues raised by members and following due consideration it was resolved that the Teaching Learning and Assessment Strategy be considered in detail at the Governor Strategic Development Day to be held on 5 March 2024.

Student Experience Strategy (previously the Student Engagement Strategy)

The DP provided a verbal update in relation to the Student Experience Strategy and advised of the development of a comprehensive strategy to enhance the overall student experience, including extracurricular activities and support services.

The DP advised that the Student Experience Strategy will be presented at the Governor Strategic Development Day, which is ahead of the next FE Curriculum and Quality Committee.

Minute No**Action: Deputy Principal**

There were no further questions or issues raised by members and following due consideration it was resolved that the Student Experience Strategy be considered in detail at the Governor Strategic Development Day to be held on 5 March 2024.

FEC&Q/43/24 Any Other Business

There were no matters raised under any other business.

FEC&Q/44/24 Date of the Next Meeting

The Corporation Secretary advised that the next meeting of the FE Curriculum and Quality Committee would be held on Tuesday 11 March 2025 at 1.00pm.

The meeting ended at 3.15 pm.