

Minutes of the Learning and Quality Committee meeting held on 12th November 2019
4:30pm
CRC, Cambridge campus

MINUTES OF THE MEETING

Present Barry Fyfield (Chair)
 Vernice Key
 Mark Robertson
 Mike Cole
 Terry Butcher
 Muskaan Abdul Qadir (Student Governor)
 Cameron Wallace-Sayers (Student Governor)

In attendance Kate Da Costa, Corrin Hoyes, Michelle Dowse

Clerk Emily Baldwin

General		
1	Declarations of Interest Apologies for absence	<p>There were apologies for absence from Heather Du Quesnay and Theresa van Ruth.</p> <p>The two new student governors were warmly welcomed to the meeting.</p> <p>There were no declarations of interest.</p>
2	Minutes of the meeting held on 11 th June 2019	<p>The minutes of the meeting of 11th June 2019 were agreed.</p> <p>K Da Costa confirmed that she would be presenting Pro-Monitor during the course of the meeting.</p>
Strategic Items		
2.1	Annual safeguarding and child	<p>M Dowse introduced the safeguarding report for 2018/19. There were 542 referrals which was in line with the previous year. There were 4 concerns logged for PREVENT, one of which was referred onto the Prevent programme.</p>

protection
report 2018/19

The College had moved to the My Concern online logging system system. In the longer term, it was beneficial to have electronic files for reasons of efficiency. Reporting was slightly different than the previous system, and new reporting procedures were being upgraded to allow statistics to be analysed by age and other criteria.

Governors noted the continued issue of mental health which was rising nationally and at the College. Suicide ideation and attempts were slightly reduced, but this was partly due to the way these incidents were recorded. Instances of bullying were in-line with the previous year.

Homelessness was reduced from last year, but this was partly because the College was working on early intervention before it became a safeguarding issue.

There had been substantial changes in the safeguarding team, which had required increased training. The focus in 2019/2020 was on:

- Continued improvement of Mental health services, including hub and mental health panel
- Bullying analysis to understand links with disciplinary policy.
- Ensuring safeguarding reporting system was used to full capacity
- Wider college safeguarding communication, including Safeguarding Board.

M Cole asked why there was an increase in the gap between male and female referrals. It was noted that the makeup of the student population had not changed and this would therefore be investigated. He also asked about the student panel and whether 'invitation only' wording was appropriate. He was assured that this was carried out to preserve the anonymity of the student and the invitation was communicated to the student via the support worker.

V Key asked if the College had considered holding counselling clinics at the college so as not to disrupt student lessons. M Dowse acknowledged that there could be restraints on implementing this, but would investigate it as a possibility.

T Butcher stressed the need to have better feedback to tutors where it was appropriate on safeguarding issues. It was noted that information to tutors was dependent on the nature of the safeguarding concern and in many cases there were confidentiality issues. However, where it was appropriate to do so, measures were being put in place on Pro-Monitor to ensure communication was made to tutors.

Governors asked for assurance that students knew where to go to seek help after their induction has completed. Student Governors confirmed that students should go to the Hub, and this was widely known. It was also noted that Student Voice fora were used to test the extent of knowledge of safeguarding processes amongst students. Students were also asked about safeguarding in their mid-year survey. There was less awareness of radicalisation amongst students. Student Governors suggested that face-to-face presentations were more effective than online training.

		<p>Governors noted that the policy had been updated to take account of new legislation, such as the reference to upskirting. Minor changes related to terminology and staffing references had also been made.</p> <p>Governors also noted the annual monitoring report that had been developed for the Local Authority.</p> <p>It was agreed that safeguarding should be a standing item on Corporation meetings.</p> <p>Governors <u>recommended</u> the updated safeguarding policy to Corporation.</p>
4.1	Student Union Constitution	<p>M Dowse introduced the proposed amendments to the Student Union Constitution and Code of Conduct.</p> <p>The changes included the ability to elect the President and Vice President in the summer of the preceding year, with the rest of the roles deferred to the autumn term. Student Governors would be elected to the Student Union automatically. Complaints about the Union would now go to the President and the Principal before going to the Board.</p> <p>The Committee <u>recommended</u> the Student Union Constitution to the Corporation.</p> <p><i>M Dowse left the meeting.</i></p>
2.2	Summary Performance Report/Draft Summary Self-Assessment (SAR)2018/19.	<p>C Hoyes introduced the summary performance report 2018/19 and key headlines from the SAR.</p> <p>Governors considered the achievement rates for all ages and levels for 2018/19:</p> <ul style="list-style-type: none"> • All ages and all level achievement rate - 86.4%, 1.2% above the national rate • 16-18 all level achievement - 83.1%, 1% above the national rate • 19+ all level achievement - 88.5%, 0.3% above the national rate <p>Governors noted that performance had been particularly strong for 16-18 year olds at level 3., with achievements for large qualifications at this level improving. Access course achievement for 19+ students had also improved.</p> <p>Poorer English and maths achievements at level 1 and 2 had reduced the overall achievement rates for 16-18 year olds at those levels.</p> <p>Of the 66 vocational qualifications with a poor achievement rate in 2017/18, two-thirds had shown improvement. The remaining qualifications were predominantly in construction, engineering and service industries and were being closely monitored.</p>

Governors noted that retention rates on 2 year programmes was lower, as many students had found employment after their first year. Governors said it was important to see this through the destination data.

Governors advised being cautious of language if the outcome was only 1% over the national average as this was not necessarily statistically significant. It was noted that national averages lagged behind a year. Governors stressed the importance of ensuring students were well prepared for exams. It was noted that exam techniques would be more of a focus in 2019/20.

Governors discussed the success rates for apprenticeships. The success rate for internal delivery had improved from the previous year, and for most ages and levels were now above the national average. The overall rate for all levels was 55.3% when subcontracted delivery was taken into account and 70.3% without subcontracted delivery. It was noted that if an apprentice lost his job, he/she would not be able to continue in the apprenticeship. Governors said it was important to understand the extent to which this was an issue to assess whether it was appropriate to lobby on the issue. It was noted that while timely achievement rates were improving, too many apprentices were taking too long to achieve the full framework. This was in part due to completion of English and Maths which had caused delays. Some apprenticeship programmes were now having English and Maths at the start of the course which was proving successful. SMT were confident to forecast continued improvement in apprenticeship outcomes. Quality issues in construction, particularly in plumbing, had largely improved.

Governors noted the pass rates for GCSE Maths and English which had been discussed in detail at the September Corporation meeting. It was noted that the pass rate was lower at the Huntingdon campus for 16-18 year olds.

Overall retention rates were good in 2018/19 at 92.4%, above the national average. Retention for 19+ had declined slightly. College attendance rates were broadly in line with the previous year (85.42% in 2018/19 as opposed to 85.92% in 2018/19). English and Maths attendance was too low and a priority for improvement.

C Hoyes introduced the key headlines from the draft SAR which was still in progress. The College was likely to propose a SAR grade of 2, with some outstanding features.

C Hoyes explained the key strengths and weaknesses under the different headings.

Student Governors were asked about their experience with attendance at English and Maths. They confirmed that it was closely monitored and students who did not attend were contacted by their tutors.

		<p>Governors advised that the final SAR should be more specific about the curriculum areas that did not have good attendance.</p> <p>Governors <u>received</u> the report.</p>
2.3	Priorities and Targets 2019/20	<p>C Hoyes introduced the targets and priorities for 2019/20.</p> <p>Key priorities for curriculum and quality were:</p> <ul style="list-style-type: none"> • Improving attendance • Improving English and maths high grade achievement • Continuing to improve qualification achievement rates • Embedding the role of the tutor • Preparation for Ofsted <p>Stretching targets had been set for all delivery areas. Tutors were being appropriately supported in their use of ProMonitor.</p> <p>Governors asked about the department targets for attendance and were assured the minimum target was 90% for all areas. This was supported by a new disciplinary process.</p> <p>Governors discussed the revisions to the KPI targets. They questioned why English and Maths attendance was lower than overall attendance. C Hoyes explained that they wanted to be realistic about English and Maths attendance as the national pictures was that attendance in English and Maths lagged behind other subjects. It was agreed that the target should be set at 90% for the following year but it was appropriate to have a transition to this target for 2019/20 as suggested.</p> <p>B Fyfield gave feedback on learning walks that he had undertaken at the two campuses. The Huntingdon campus had felt very quiet. M Robertson acknowledged that the campus did not have as much teaching on a Friday. The Student Governor said that there were issues with lack of engineering space at the Huntingdon campus. This meant that workshop activities had to be stretched across the week to enable all students to have access to workshops.</p> <p>The Committee <u>approved</u> the targets for inclusion in the Governors' KPI table.</p>
2.4	English and Maths Action Plan	<p>K Da Costa introduced the English and Maths Action Plan.</p> <p>She explained that the College had introduced a new approach for the year, building on the lessons that had been learnt from the issues arising the previous year. A number of actions were already in place.</p>

		<p>She was asked whether there were any timetabling issues at the start of the year. She acknowledged that there had been some changes to timetables due to staffing issues but these were minimal.</p> <p>There was a much tougher stance on attendance at English and Maths, with a misconduct meeting held if a student did not attend. Governors asked about the amount of staff time needed to attend misconduct meetings arising out of non-attendance of English and Maths lessons, and what evidence there was that they were effective. K Da Costa responded that it was usually the tutor's responsibility to hold the misconduct meeting, but English and Maths tutors were encouraged to attend if possible. The evidence that the misconduct meetings were effective would be seen at the next L&Q meeting when attendance data was available. She was expecting there to be an improvement in attendance as a result.</p> <p>Governors suggested using a buddying or mentoring system to encourage Maths and English attendance. The Student Governor agreed it was potentially a good idea.</p> <p>K Da Costa demonstrated ProMonitor and how the flags in the system enabled tutors and management to see attendance data and misconduct meetings.</p> <p>Governors welcomed the approach to monitoring attendance and the fact that the terminology was aligned to that in the workplace. Governors asked the extent to which department heads accessed the system. The expectation was that they did so on a regular basis</p> <p>Governors <u>received</u> the report.</p>
2.5	Attendance update 2019/20	<p>K Da Costa introduced the report on student attendance.</p> <p>Governors noted that attendance was being monitored closely by SMT. Data on attendance by department was being tracked. Almost half of sub-departments had attendance above 90%. Attendance for English and Maths was significantly better than the previous year. Visibility on attendance was greatly improved.</p> <p>Governors asked whether the induction programme set out expectations to students on attendance. It was confirmed this was the case. The Student Governors agreed that the link to success rates and professional standards was made at induction, but it could be useful to have a further session on the importance of a good attitude to attendance in the workplace.</p> <p>Governors questioned whether ProMonitor was able to capture punctuality issues and it was confirmed this was the case. They also asked whether punctuality triggered misconduct meetings. It was noted it would if there was an issue around punctuality.</p>

		<p>Governors asked about the timing of getting student views and whether department boards with students were held too late in the year. After discussion, it was agreed that they were timed appropriately as they complemented the other student feedback such as induction surveys. It was suggested that the College looked at the use of doodle polls at the beginning of the year which were very dynamic.</p> <p>The Committee <u>received</u> the report.</p>
2.6	Student behaviour at CRC Annual Report and 2019 update	<p>K Da Costa introduced the Student Behaviour Annual report.</p> <p>There had been 1350 warnings issued over the year, which was an increase of 757 from the previous academic year. Recording procedures for warnings were much better embedded than in previous years and consistent across campuses.</p> <p>In 2019/20 the behaviour policy had been further revised and a new ID Badge Policy and Attendance Policy had been introduced. ID compliance was greatly improved across both campuses.</p> <p><i>M Abdul Qadir left the meeting</i></p> <p>It was noted that the majority of misconduct meetings were for persistent poor attendance.</p> <p>Governors asked why there had been a higher proportion of misconduct meetings in Engineering and Motor Vehicle. C Hoyes confirmed that this was expected as attendance in that area needed improvement.</p> <p>Governors questioned whether there was any correlation between the quality of teaching/management and student attendance. C Hoyes agreed this was the case in some areas, and attendance data did enable management to check whether there were any associated quality issues.</p> <p>Governors noted that data student behaviour was one indicator which enabled SMT to monitor quality of departments. Governor noted that there would be further reporting on areas that needed improvement at the next meeting.</p> <p>The Committee <u>received</u> the report.</p>
Matters for information		
3.1	HE Self-Assessment report	<p>C Hoyes introduced the HE Self-assessment report. She explained that HE provision was overseen by the Office for Students. This report was an annual self-assessment. The College had self-assessed as outstanding, with a grade 2 for leadership and management</p>

		<p>147 HE students had completed their qualification in 2018-19, out of a total cohort of around 250. Success was measured against the QAA Quality Code. Key accountability measures were retention, student satisfaction and destinations. All of the key performance measures was good or better. The College was awarded a TEF (Teaching Excellence Framework) Bronze Award in 2018/19.</p> <p>Governors noted there were good progression route for students. Many students welcome the opportunity to study in a smaller environment than a traditional university.</p> <p>C Hoyes went through the Quality Improvement Plan, which was RAG rated. Governors asked about the need to improve scholarly focused staff development which was currently rated as red. It was noted that this was a priority for 2019/20. All teaching staff were appropriately qualified but they needed to attend outside conferences and training opportunities to ensure their knowledge remained current. It was noted that professional development for teaching staff would be covered at the next meeting. All other areas were graded as green or amber.</p> <p>Governors noted that attendance was particularly high on HE courses and there were strong links to employers.</p> <p>The College were looking to develop HE programmes at a greater pace now that solid foundations were in place.</p> <p>Governors welcomed the report and commented that it was extremely pleasing to see the improvements made in the delivery of HE and that it was now at a very high standard. Staff involved should be commended for their dedication and enthusiasm to the College's HE programme.</p> <p>Governors <u>received</u> the report.</p>
3.2	Quality update	<p>C Hoyes introduced the Quality update.</p> <p>She updated Governors on the outcome of two recent Internal Quality Reviews (IQRs):</p> <ul style="list-style-type: none"> - Quality of assessment and internal quality assurance in construction. It was noted that areas of improvement had been identified to standardise best practice across the department. - Quality of feedback on written work. This report highlighted the need for further training to standardise the college's approach to marking. <p>A Student Induction Survey had been completed with very positive results and a high response rate of 82%. Results were particularly strong in Huntingdon.</p>

		<p>National Results for the annual FE Choices Employer and Learner surveys had been published. CRC was the highest scoring College in the region for the Employer Survey and the 4th highest for the Learner Survey.</p> <p>Progress scores for students who achieved level 2 and level 3 qualifications in 2018-19 showed that the College's value added performance was improving.</p> <p>The college was awarded AOC Beacon Commendations for Real World Learning, Learner Support and Careers Advice and Guidance, and had been invited to go forward to the next stage for two awards.</p> <p>The College had been shortlisted for an FE Gold award in marketing</p> <p>Governors <u>received</u> the report.</p>
3.3	Teaching and learning risks	<p>The Committee noted the latest version of the Risk Register.</p> <p>The Committee noted that the risk around English and Maths achievement rates had changed to red which they supported.</p> <p>The Committee <u>received</u> the report.</p>
3.4	Student and College Success Stories	<p>The Committee noted and welcomed the Student and College Success Stories.</p>
Committee business		
4.2	Self-assessment of Governors' Performance	<p>Governors agreed that it had been a useful and robust meeting and had been chaired well. There had been ample opportunity to contribute.</p> <p>In order to keep the meeting to time, it was advised that contributors should raise key points rather than covering the full report in their introductions.</p>

There was no other business and the meeting ended at 7:30 pm.

Signed

Chair