

**Minutes of the Learning and Quality Committee meeting  
9<sup>th</sup> June 2020 4pm  
Virtual meeting**

**MINUTES OF THE MEETING**

**Present** Barry Fyfield (Chair)  
Heather Du Quesnay  
Mark Robertson  
Mike Cole  
Daniele Gibney  
Terry Butcher  
Lynn Morgan  
Theresa van Ruth

**In attendance** Kate Da Costa, Corrin Hoyes, Timothy Arthur

**Clerk** Emily Baldwin

<b>General</b>		
<b>1.1</b>	Declarations of Interest Apologies for absence	There were apologies for absence from M Abdul Qadir and C Wallace-Sayers.  L Morgan was warmly welcomed to the meeting as a new Governor.  There were no declarations of interest.
<b>1.2</b>	Minutes of the meeting held on 3rd March 2020 and matters arising	The minutes of the meeting of 3rd March 2020 were agreed.  There were no outstanding actions.
<b>Strategic Items</b>		
<b>2.1</b>	Termly Performance Update	K Da Costa introduced the Curriculum and Quality Update. She updated Governors on attendance data. <ul style="list-style-type: none"> <li>• Student attendance was 81%, compared to average of 84% before lockdown</li> </ul>

- English and maths attendance was 59%, compared to 75% before lockdown
- Attendance policies had been amended to take account of online provision

Governors noted that there were instances of authorised non-attendance, such as attendance in the workplace.

Governors asked if consideration had been given to how attendance would be tracked in the future. They also asked whether students being taught to timetable was always appropriate as some students were sharing computers or had caring responsibilities which made it difficult for them to attend at a specific time of day. C Hoyes said there was no national guidance on this yet, but the College needed to be mindful of demonstrating guided teaching to the funding body. The plan for September was that students would be expected to attend college for 1-2 days depending on the nature of their programme. Of the remaining 2 days, it was expected that one of the days would be taught to timetable and the other would be more fluid with a high degree of self- access to online materials.

Governors agreed that there was a need to plan a timetable that provided support and flexibility to move in and out of online learning as national guidance changed.

Governors noted that the national guidance on what counted toward English and Maths assessments had not been helpful in encouraging students to attend classes. This would not be the case in September. It was anticipated that English and Maths would be taught at the College rather than online.

Induction content was being revised. Governors advised that the College paid close attention to induction materials to encourage English and Maths attendance. It was important to engender an understanding on why students were studying and that acquiring a certain skillset enabled them realise their ambitions. This would be equivalent to the concept of 'Graduate capital' used at universities. Induction materials could be a useful topic for discussion at a future Task and Finish Group or L&Q Committee.

C Hoyes explained that following cancellation of exams, new assessment processes were put into place which had been a significant challenge.

Current retention rates were strong, and 3% above the final position in 18/19 for all ages.

		<p>Governors asked how the College was learning lessons from what we had achieved in online learning and from what other colleges were undertaking. C Hoyes explained it was important to ensure a smooth link between in-college and online delivery. The views of students had been sought through Student voice fora. Many students had valued learning at home, but e-learning should be seen as supplementary. Excellence coaches had been working on staff development and resources to focus on what made a good online lesson or online resource. The team were making use of free webinars and bringing research back into the College. Formal observation processes had been suspended during lockdown, although regular learning walks had continued. Staff development lessons would be recorded more formally in the future.</p> <p>Governors asked about attendance of vulnerable students. Attendance reports for vulnerable students were released every hour.</p> <p>It was noted that many students appreciated being able to access services offline, particularly careers support, as they were not restricted to college opening hours.</p> <p>B Fyfield asked about the impact of changes to assessment processes for apprenticeships under lockdown. It was noted that some were continuing, for example apprenticeships in digital technology. It was important for the College to keep track of the different processes and deadlines applicable to apprenticeships as this varied amongst the different awarding bodies.</p> <p>Governors noted the statement that it was likely that the cancellation of exams had had an impact on attendance and engagement, but that attendance rates and work completed by students demonstrated that this was not as significant as it may have otherwise been. C Hoyes confirmed that it was difficult to show data to demonstrate this, with the exception of attendance data and the view of the Quality team. It was important to document the view from ESFA when it was given.</p> <p>Governors asked if there was a structured approach to learning lessons from online learning, and the extent to which the Quality team was engaged with staff to enable that. K Da Costa confirmed that was the case and areas such as timetabling were viewed as a two-way process with staff.</p>
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<p><b>2.2</b></p>	<p>Curriculum planning</p>	<p>M Robertson introduced the new curriculum strategy which was in draft form. It was noted that the strategy was a new document that was designed to give intention and purpose for the different types of provision offered by the College.</p> <p>Guiding principles had been devised for the different provision types.</p> <p>Governors asked whether the labour market information looked at the current situation, or looked forward to trends. M Dowse confirmed that it tended to look into the future, but the pandemic made future trends difficult to predict.</p> <p>Governors asked about the destination data. They noted it included progression at CRC as a positive destination, and the College encouraged students to progress to higher levels. Governors agreed it was important to track progression within CRC. Governors also needed to have a breakdown by course of the proportion of students who left the College and did not find employment or further education opportunities. It was noted that the information in the curriculum strategy was drawn from a fuller Destinations report.</p> <p>Governors discussed the intent behind the College's Media Makeup course as an example of a course that did not always lead to direct employment opportunities. It was noted that the course was broader than media makeup and there were good destinations for students on that course. In such cases, it was important that students had transferable skills so they could move into employment, even if it was not directly related to the course.</p> <p>Governors discussed the curriculum priorities set out for study programmes, and expressed their support for the priorities as outlined.</p>

		<p>Governors asked SMT to investigate whether the NHS could potentially fund some of the new leisure/social courses on an individual basis.</p> <p>It was important that the College looked at the opportunities for retraining of adults. M Dowse said the College was well positioned with a strong team to be responsive to demand.</p> <p>Governors discussed the College’s approach to sub-contracted provision. It was noted that the contract in London was being cut. Governors asked if the College was pulling back from Northampton. It was noted that the main focus in that area was Maths and English provision. M Robertson confirmed that the aim was to reduce provision over time, but the College was currently allowed to provide courses in that area.</p> <p>Governors advised that reference to online learning be put in the priorities for apprenticeships.</p> <p>K Da Costa explained some of the delivery and planning considerations for 2020/21 that were included in the curriculum strategy. Governors noted the complexity of timetabling for the new academic year. They also noted the support mechanisms for learnings with EHCPs that were being put in place.</p> <p>Governors asked that there be points of review for the curriculum strategy that came back to the L&amp;Q Committee.</p>
<p><b>2.3</b></p>	<p>Apprenticeships</p>	<p>M Robertson introduced the report on apprenticeships.</p> <p>M Robertson outlined some of the main challenges and issues with apprenticeships, including:</p> <ul style="list-style-type: none"> <li>• delays with the sign-up process</li> <li>• issues with Advice and Guidance</li> <li>• tracking of the 20% off the job training requirement</li> <li>• monitoring of in-year progress and End-point assessments</li> <li>• Maths and English achievement</li> <li>• tracking of progression</li> </ul> <p>Governors discussed the issues in more detail, including the timing of the completion of frameworks and ensuring these were monitored tightly.</p>

		<p>It was important that Governors were able to monitor progress with apprenticeships.</p> <p>C Hoyes outlined the areas where needed attention following the Ofsted inspection. These included:</p> <ul style="list-style-type: none"> <li>• Apprenticeship achievement rates were too low</li> <li>• Leaders and managers needed to ensure that adults and apprentices received impartial careers advice and guidance to help them plan their next steps</li> <li>• Apprentices and adults did not have a sound understanding of British values</li> <li>• Communication with employers was not consistent</li> </ul> <p>It was important to have qualified assessors. New unqualified assessors needed to receive teacher training quickly.</p> <p>Although management information related to apprenticeships had improved, there still needed to be more standardisation across the systems which were currently held in three databases. Governors asked if there was adequate resource to enable this. C Hoyes explained that significant work had already been carried out to bring the systems together.</p> <p><i>M Cole left the meeting.</i></p> <p>In terms of check points for individual apprenticeships, Governors asked whether the existing ways of evaluating apprenticeships could be used under the new system.</p> <p>Governors noted that British values were put forward as part of the PREVENT agenda. For full time students, it was embedded in the tutorial programme. The College needed to find a way of embedding this in other funded provision.</p> <p>Governors agreed it was important to establish how apprenticeships should be monitored which should be at least on a termly basis. It was agreed there should be a clear plan with RAG ratings with a single source of data that was accessible across the different committees. It was agreed that this would be considered by the Task and Finish Group.</p>
2.4	Learner Satisfaction Survey	C Hoyes introduced the Learner Satisfaction Survey. The survey was directed at students and apprentices who attended College and was conducted at the beginning of the year before lockdown.

		<p>Overall scores had significantly improved since 2018-19, with similar responses across both campuses.</p> <p>D Gibney noted the variation across the subject areas. C Hoyes noted this and that student satisfaction was addressed as part of PMB meetings. Low satisfaction rates were in some areas that were a curriculum priority for the College so there was a particular need to improve these areas quickly.</p> <p>Governors noted the lower satisfaction level for the College preparing students for a job or next course, and underlined the importance of information, advice and guidance. This was in line with the findings of the Ofsted report and raised issues of the visibility of the careers team and the timeliness of advice. These issues were being addressed.</p> <p>The Committee noted the report.</p>
<b>Matters for information</b>		
<b>3.1</b>	Managing risks	The Committee noted the risks relating to teaching and learning in the Risk Register.
<b>3.2</b>	Enrolment audit	The Committee noted the positive outcome of the Enrolment internal audit.
<b>3.3</b>	Matrix report	<p>The Committee noted that CRC had achieved the Matrix accreditation for the information, advice and guidance provided to students at CRC. The College was required to hold the accreditation by the ESFA.</p> <p>The Matrix Standard assessed the quality of support students received in their choice of career, learning, work and life goals. The scope covered Curriculum delivery, Apprenticeships, Student Support Services and Employer Engagement. The report outlined overall strengths and areas for development. Any areas for development identified were being assessed further.</p> <p>The Committee noted the report.</p>
<b>3.4</b>	Student and College Success Stories	The Committee noted and welcomed the Student and College Success Stories.

<b>Committee business</b>		
<b>4.1</b>	Any other business - safeguarding	M Cole confirmed that he had met with the Designated Safeguarding Lead and would circulate his notes from the meeting.
<b>4.2</b>	Workplan 2020/2021	Governors approved the proposed workplan for 2020/21.
<b>4.3</b>	Terms of Reference	Governors approved the proposed Terms of Reference with minor changes. It was noted that the Committee Chairs were in the process of discussing how apprenticeships should be covered across the Committees.
<b>4.4</b>	Self-assessment of Governors' Performance	Governors agreed that it had been a useful meeting and there had been good discussion over a number of difficult areas.

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

Approved at L&Q Meeting 24<sup>th</sup> November 2020

Chair