

**Minutes of the Learning and Quality Committee meeting
held on 1st February 2021 5pm
Virtual meeting**

MINUTES OF THE MEETING

Present Lynn Morgan (Chair)
Heather Du Quesnay
Mark Robertson
Daniele Gibney
Abby Houghton
Mike Cole
Theresa van Ruth
Cordelia Williams
Yeish Mohammed

In attendance Michelle Dowse, Tim Arthur, Martin Doel, Marina Gaze

Apologies Kate Da Costa, Corrin Hoyes

Clerk Emily Baldwin

1.1	Declarations of Interest	There were apologies for absence from Kate Da Costa and Corrin Hoyes.
1.2	Apologies for absence	There were no declarations of interest.
1.3	Minutes of the meeting held on 24 th November 2020	<p>The minutes of the meeting of 24th November 2020 were reviewed. It was agreed that the wording on the Risk Register needed to reflect the Committee's review of teaching and learning risks more strongly. Subject to that amendment, the minutes were agreed as an accurate record of the meeting.</p> <p>Governors noted the revised PIAP which had been updated to take account of the main recommendations from the Maths and English IQR. It was noted that a tracking report on all the IQRs would be taken to the Task and Finish Group.</p> <p>It was noted that the item on induction materials would be deferred to a later meeting due to the absence of C Hoyes.</p>
2.1	Ofsted Update on online	<p>Governors discussed recent developments in teaching and learning.</p> <p>GCSE resits Governors discussed the outcome of the November GCSE resits. They noted that for the first time all students had been allowed to resit English and Maths GCSEs if</p>

<p>learning & exams GCSE resits</p>	<p>they requested to do so. This had meant that a significantly greater number of students had sat the exams than in previous years.</p> <p>Governors noted that the high grade pass rate for maths was disappointing, particularly for adult learners. M Robertson explained that the majority of adult learners had left the College in the summer and had only returned to the College to resit their exams, with no additional tuition.</p> <p>Governors noted that even for those students that had not passed, they had been given the opportunity to practice exam techniques. Governors agreed that it had been important to give as many students as possible the opportunity to sit the exams in the current circumstances.</p> <p>Governors asked about the national benchmark. M Gaze said that the College was broadly in line with the national average for English, but was below for Maths.</p> <p>Governors asked for the information to be presented in a graphical format and to clearly show the different groups taking the exams.</p> <p>D Gibney asked whether the low pass rate had affected the learner experience. M Robertson said that this had been dependent on the particular student. Y Mohammed suggested that students sat a 'trial' exam beforehand so that they could see what their chances were of passing. M Robertson explained that this was the usual practice.</p> <p>It was noted that the College might be in the same position in the autumn term and needed to plan for that possibility. It also needed to assess how the College had prepared students for English and Maths and where lessons could be learnt.</p> <p>Ofsted Governors noted the Ofsted monitoring visit that was taking place on 3rd and 4th February. They discussed the progress that had been made since the last Ofsted inspection. M Gaze confirmed that considerable progress had been made. In her opinion, adult provision was now good. The recent IQR demonstrated that staff had addressed many of the areas needing improvement from previous IQRs. Governors noted that some adult learners had experienced issues with technology in accessing lessons and that extra sessions had been put in place to help them. Up to 500 laptops had been issued to students, and an additional 280 laptops had been secured from the DfE.</p> <p>English and Maths was improving, although there were still some issues with Maths that would need to be addressed by the new Maths lead. Other areas had also improved, such as employer engagement and the frequency of reviews for apprentices. There remained areas for improvement in Engineering and construction.</p> <p>The College had been collecting more data on apprenticeships which would aid in-year monitoring.</p> <p>Governors noted the report on online learning and the uncertainties around exams in summer 2021 which was currently under consultation.</p> <p>Governors <u>received</u> the report.</p>
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<p>2.1a</p>	<p>Adult Education IQR and Strategy</p>	<p>M Gaze introduced the main findings of the Adult Education IQR. Overall, it was a positive report, with the number of strengths outweighing areas for improvement. The College had clarified the intent of adult education. The College had a strategy to phase out subcontracting in a manageable way in order to retain quality of provision. It was clear that there been more challenge and input from governors into the intent of adult education provision. Data reports were more granular so the College was able to understand better progress with different types of provision.</p> <p>Adult learners were well supported and the College had a flexible approach in timetabling in the pandemic so that many were accessing courses in the evening. A good proportion of learners had positive destinations. There was also evidence that the quality of teaching was improving through effective CPD.</p> <p>Governors discussed areas for development. Although attendance was good, punctuality needed to improve. Engineering and construction remained less strong than other areas. Governors asked whether management in those areas knew of the improvements needed. The Principal confirmed that there was a common view amongst management and lecturers that improvements were required. This was shown in CPD programmes and staff appraisals.</p> <p>M Robertson introduced the adult education strategy which was still in draft form. It built on the College’s curriculum strategy.</p> <p>Governors discussed a number of changes that needed to be made to the strategy-</p> <ul style="list-style-type: none"> - Addition of areas for improvement - More specific regional context - Measures of success, cross referenced to KPIs <p>Governors discussed the College’s approach to out of area delivery. They noted that the College had been asked by Job Centre Plus to expand its delivery into other geographic areas as there were no alternative local provider. Governors agreed that the College needed to have a clear strategy on out of area provision and ensure it fitted into its overall curriculum strategy. There was a risk that the College lost its focus on its core local area. M Doel said that the new FE White Paper suggested that colleges should speak to other providers in that area to confirm that there was no quality provision in that area and to support those providers if necessary.</p> <p>M Robertson confirmed that leisure courses were only being delivered on a full cost basis. Governors asked for the College to further investigate delivery of courses directly in communities where residents may not have good access to online services or with inadequate public transport.</p> <p>Governors asked for the wording to be revisited in Section 6 to make the College’s strategy clearer. They also asked for a paper detailing any out of delivery area and the rationale for that provision.</p> <p>D Gibney said it was important to understand how the strategies worked together, as there was some overlap between the adult education and HE strategies which needed to be linked together more emphatically.</p>
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		M Robertson agreed to revise the Adult Education Strategy and take a further version to the Task and Finish Group.
2.2	Higher Education Strategy	<p>E Baldwin introduced the background to the HE Strategy. She explained the purpose of the HE Quality Committee which included reviewing the College's improvement processes and key strategic and governance documents, and monitoring KPIs set in the HE Strategy. D Gibney, lead governor for HE, was invited to attend the Committee and would report back to the L&Q Committee on a regular basis.</p> <p>The HE Strategy set out the College's approach to HE delivery. The guiding principles set out in the HE strategy would be added to the college's Curriculum Strategy. The HE Strategy would be revised every three years. Shorter-term curriculum priorities would be added to the Curriculum Strategy and reviewed annually in accordance with that strategy's review cycle.</p> <p>M Robertson explained that the College's approach to HE was to grow levels 4 and 5 where there was demonstrable gap in provision and where there were links to local employment opportunities. M Doel said that the thrust of government policy was that the needs of the local labour market needed to be paramount, and this did not necessarily mean it needed to link to level 6 provision. Governors said it was important to understand where there were gaps in our provision. C Williams, Student Governor, said that in her experience the College did not always make students aware of all of the options for further study at Level 6. M Robertson agreed it was important that the College made students know about all possible options and would investigate that further.</p> <p>Governors agreed it was important to have a 'house style' for strategies with similar formatting and content. It was important to demonstrate that the College was unified.</p> <p>It was agreed that a revised version of the HE Strategy would be presented to the L&Q Committee.</p>
2.3	Student conduct report	<p>M Robertson introduced the disciplinary report. There had been less disciplinaries than in previous years. Compliance with COVID procedures was good. It was recognised that some of the reduction in disciplinaries could be due to a reduced number of students on site, although attendance disciplinaries still applied to online learning.</p> <p>Governors asked about consistency across the College as disciplinary numbers varied between areas. It was noted that this could be due to different student numbers. Future reports should include student numbers so that the data was comparable.</p> <p>The Committee received the report.</p>
2.4	Safeguarding verbal update	M Dowse gave a verbal update on safeguarding arrangements. It was noted that the Safeguarding Policy had been updated and circulated to Governors electronically.

		<p>The College had reviewed all of its vulnerable students and identified those that needed a place in College in the lockdown period. Parents and guardians were also able to request a place which were put forward for consideration at daily safeguarding meetings. There were weekly College opening group meetings and no serious concerns had been raised. 66 students had been offered and accepted a place. All vulnerable students were checked on a regular basis. New attendance processes were in place and vulnerable students were contacted on the same day that they were reported as not attending. A weekly report on non-attendance for all students was compiled.</p> <p>M Cole, safeguarding lead, reported that the College had particularly focused on record keeping since the Ofsted inspection. A Houghton agreed that staff were making sure that everything was logged onto Pro Monitor appropriately. The system was working much more efficiently and students were able to access help much quicker than previously. The Student Governor confirmed that students had been supported through lockdown, and student online groups were particularly helpful.</p>
3.1	Any other business	There was no other business.
3.2	Self-assessment of Governors' Performance	<p>Governors agreed that it had been a useful meeting, with good discussion. The Committee had covered the areas well, given that a number of key staff had been unable to attend due to the forthcoming Ofsted inspection</p> <p>It was noted that both the HE and Adult education strategies had a financial perspective, so a cross-committee view on the strategies was useful.</p>

There was no other business and the meeting ended at 6:45 pm.

Minutes approved at L&Q Meeting on 2nd March 2021