

**Minutes of the Learning and Quality Committee meeting
held on 2nd March 2021 4:30pm
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 Mohamad

In attendance Michelle Dowse, Kate Da Costa, Corrin Hoyes

Clerk Emily Baldwin

1.1	Declarations of Interest	There were no apologies for absence.
1.2	Apologies for absence	There were no declarations of interest.
1.3	Minutes of the meeting held on 2 nd February 2021	D Gibney asked for a correction to the name of the HE Quality Committee and to reflect the fact that she was invited to the Committee rather than being a member. The Clerk agreed to make the changes to the minutes. Otherwise, the Committee agreed the minutes as a true and accurate record. It was noted that the HE Strategy would be reviewed alongside the Adult Education Strategy next term.
2.1	Curriculum priorities Ofsted report update PIAP	C Hoyes introduced the latest version of the PIAP which was updated on a monthly basis. Updates had been made to the impact column as the College was starting to see the impact of measures that had been put in place, particularly around attendance and student satisfaction. It was noted that a number of apprenticeships were achieving later than planned due to COVID restrictions. The College was returning to work-based assessment as soon as possible after the 8 th March 2021. Governors noted the national plans for summer exams, and recognised that these arrangements could have an impact on the national average. Governors noted the recent Ofsted monitoring visit. The College would have the option to waive the monitoring visit if they felt it was appropriate. Governors noted that waiving the visit would mean an earlier full inspection. The College would

		<p>need to be focused on preparing for Ofsted and the FE Commissioner inspections. Governors agreed that an earlier full inspection would help to galvanise and focus staff action. The College needed to be confident that it had made improvements in the areas identified in the report. It was noted that future IQRs were planned on areas that had been identified as needing improvement. A mock inspection using a third party could be useful.</p>
2.2	Termly performance report	<p>K Da Costa introduced the termly performance report.</p> <p>The report covered current attendance and retention. Overall attendance had improved in comparison to the same position last year, including for English and maths. Four departments were below the attendance target but these were showing improvements in-year. It was noted that supported learners had lower attendance for online learning but it was expected this would improve with face to face attendance.</p> <p>Governors noted there was a new head of engineering in post who was making good progress. There had also been new appointments to English and Maths positions.</p> <p>C Hoyes updated Governors on the new assessment processes in place for the summer, although there were still some areas that needed to be clarified nationally. The College had processes in place to deal with student appeals. She also outlined the arrangements in place for College reopening, including testing of students. COVID safety measures were still in place, with additional measures for mask wearing and additional hand sanitisers.</p> <p>Governors suggested that the Students' Union or other student bodies could take a role in promoting student testing.</p> <p>Governors welcomed the graphical representation of the GCSE resits. It was noted that GCSE resits were useful evidence for the teacher assessed grades.</p> <p>Governors discussed the KPIs for teaching and learning. They noted the new KPIs for apprenticeships. There were still some issues with some of the older apprenticeships not having moved across to the Smart Assessor system. Apprenticeship satisfaction had improved. Currently there were some apprenticeship reviews which were behind schedule and these were being addressed directly with the relevant managers. Governors asked about the impact of COVID on apprenticeships. Off the job training had been problematic for some apprenticeships due to COVID. This could affect timely completion in the future. It was noted that Microsoft Teams had been used successfully for some apprenticeship reviews, but in some areas these needed to be better documented on Smart Assessor.</p>
2.3	Destinations report	<p>C Hoyes introduced the Destinations Report 2019/20. The survey was carried out at the end of the autumn term. It included all students who left college or complete a study programme or qualification in the previous academic year.</p> <p>Overall, the percentage of leavers with a known destination had improved in comparison to last year. The College's contact data had improved and the number of unknown destinations was in line with national benchmark. Of the 86% of leavers with a known destination, 92% had a positive destination to work or</p>

		<p>further training. This was a slight decline on the previous year, in part due to the implications of COVID.</p> <p>The percentage of part-time leavers who were unemployed after completing their programme had risen; this was because of an increase in the number of employability programmes offered, targeted at students seeking work.</p> <p>The number of part-time and adult learners progressing with a known destination was lower than for study programmes but was still relatively high compared to benchmark.</p> <p>A slightly higher number of students were going on to further study. The number of full time leavers progressing to higher education had increased slightly. The data was split by department and Governors discussed the different progression routes by departments. It was noted that this detailed data was scrutinised in curriculum planning meetings.</p> <p>Governors discussed whether the report should separate out internal progression from a student's destination when leaving the College. It was noted that progression to a higher level was particularly important for some courses. The aim of all courses was to eventually lead to employment. The report was developed in accordance with DfE definitions, but the data within the report was also split by progression and employment routes.</p> <p>Governors discussed how far progression routes were dependent on the intent of the particular course. Governors asked if students could revise their career intent during their course of study, and it was confirmed that this was supported. Governors asked how this was documented and it was noted that this was logged on ProMonitor.</p> <p>The Corporation Chair explained that she had participated in the curriculum planning meeting for construction and motor vehicle, and had noted that many students did not necessarily secure employment in their area of study. Students' perceptions on whether their particular course was useful was useful data.</p> <p>C Hoyes explained that there was still some discussion nationally about how success for adult learners could be measured. It was noted that this needed to be sustained employment or learning.</p> <p>Governors welcomed the thorough report.</p>
2.4	Induction materials	<p>C Hoyes introduced the report on student induction. It explained the processes in place and the principles used in designing induction. It also included a summary of key characteristics of induction activities for different types of students, as well as examples of induction planners used this year. Induction included material for the college as a whole, and relevant to a particular course. The induction period lasted for several weeks. The induction for part-time students had been revised. Pre-course material was sent out to students.</p> <p>Governors asked about induction for apprentices. Assessors were responsible for ensuring apprentices completed their induction using a checklist linked to SmartAssessor.</p> <p>Governors noted the summary of induction feedback from this year's autumn term survey. There was positive feedback, with 96% of students saying they would recommend the College. Induction had been particularly important this year due</p>

		<p>to the lockdown, and was used not only to welcome students to the College but to understand individual students' skills needs.</p> <p>Governors said the induction seemed very thorough. It was agreed that the report should be made available to other governors.</p>
2.5	Student involvement	<p>M Dowse introduced the student involvement progress report.</p> <p>She reported that the participation of adult students and apprentices had improved. The mid-year survey showed an improvement in the percentage of students who felt the college listened to their views. Apprenticeship satisfaction had also improved.</p> <p>It was noted that departmental representatives engaged well in the college. Many had reported that online meetings were more accessible. C Williams, one of the Student Governors, confirmed that departmental meetings were well attended and engaging. There was a focus on getting more students involved and running interesting workshops.</p>
2.6	Risk Register	<p>E Baldwin introduced the Risk Register. The Committee discussed the risks relating to teaching and learning and were satisfied with the risks and mitigating actions included. They also noted and welcomed the new safeguarding risk register.</p>
3.1	Any other business	<p>M Dowse gave a safeguarding update.</p> <p>The number of safeguarding concerns was slightly less than the previous year. The concerns were however more complex, particularly around mental health and home issues. The College was continuing to monitor mental health issues. The team was recruiting a LGBT champion. The College currently had sufficient capacity to deal with the number of cases. Specific training had been introduced in departments where it had been identified there were CPD requirements.</p> <p>M Cole, the safeguarding lead Governor reported that he was in regular contact with the safeguarding team. It was important to ensure the safeguarding team itself was well supported and this should be included on the Risk Register.</p>
3.2	Self-assessment of Governors' Performance	<p>Governors agreed that it had been a useful meeting, with good discussion. Papers had been thorough. Governors asked that data in tables in future reports were presented in a similar format to ensure they could be clearly understood.</p>

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