

**Minutes of the Learning and Quality Committee meeting
held on 9th June 2021 4:30pm
Virtual meeting**

MINUTES OF THE MEETING

Present

Lynn Morgan (Chair)
Heather Du Quesnay
Mark Robertson
Abby Houghton
Mike Cole

In attendance

Michelle Dowse, Kate Da Costa, Corrin Hoyes, J Lloyd (for item 2.1)

Clerk

Emily Baldwin

<p>1.1 1.2</p>	<p>Declarations of Interest Apologies for absence</p>	<p>There were apologies for absence from Theresa van Ruth, Cordelia Williams and Yeish Mohamad.</p> <p>There were no declarations of interest.</p>
<p>2.1</p>	<p>Presentation on Supported Learners</p>	<p>J Lloyd introduced the presentation on high needs students. He explained that the College was one of the top nine providers in the country in terms of number of high need students. He pointed out some of the growth areas, including the number of students with hearing and visual impairment.</p> <p>J Lloyd drew attention to the recent restructure which had improved staff satisfaction and was a more effective way of providing support to students. He updated Governors on the range of training that had been provided to tutors and learning support mentors, including new training on autism. The College had also worked with another college to share best practice. He also explained how Pro-Monitor was used to document students' progress.</p> <p>J Lloyd set out a number of strengths in College delivery, including:</p> <ul style="list-style-type: none"> - Personalisation of learning on programme - Life skills training for EHCP students on vocational programmes - Continuation of inclusive college agenda - Development of curriculum study hubs - Pastoral support advisers for each curriculum area <p>Risks included:</p> <ul style="list-style-type: none"> - Transition planning from year 9 and ensuring highly effective transition from school to college, including documentation. This was a national risk - EHCP outcomes and greater scrutiny of measures, particularly by local authority

		<ul style="list-style-type: none"> - Greater level of litigation/tribunal activity, particularly around specialist provision - Funding reductions - Recruitment of support staff <p>J Lloyd confirmed that sensory support for students was now in place at the College.</p> <p>Governors asked for clarification on the delivery structure, and J Lloyd confirmed the role of team leaders in managing supported learners. He also confirmed that the ratio of learning support mentors to students differed depending on the individual and the local authority. Governors also asked about the roll-out of individualised training programmes which J Lloyd confirmed were tailored to specific staff needs and experience.</p> <p>Governors agreed that they had found it an extremely useful update and thanked J Lloyd for his contribution.</p> <p><i>J Lloyd left the meeting</i></p>
1.3	Minutes of the meeting held on 2 nd March 2021	The minutes of the meeting on 2 nd March 2021 were agreed to be an accurate record of the meeting.
2.2	Termly performance report & KPIs	<p>C Hoyes and K Da Costa introduced the termly performance report.</p> <p>The report has been reformatted to include provision type reporting and department level health checks. It also now included progress against actions from the Ofsted Improvement Plan and Internal Quality Reviews.</p> <p>C Hoyes updated Governors on key priorities over the last term, including:</p> <ul style="list-style-type: none"> • Assessment processes, which were progressing well but had been a significant workload for staff • Progression activities for students • Environment week, with a range of student activities on offer • Arrangements for students leaving the College <p>Governors noted that around 300 students were progressing to HE. Governors said that this was a significant achievement. They asked for the College to define the target for progression to HE. They noted that the College was currently above the national target of 47% which was particularly impressive as the College did not deliver A Levels. Governors said this was good evidence of an improvement in students' aspirations as many students joining the College did not necessarily envisage going onto University. M Dowse confirmed that this was included in marketing material. Governors noted that government policy was focused on high level apprenticeships.</p> <p>C Hoyes reported on student attendance data, which had improved significantly over the past 2 years. Only 2 departments delivering study programmes were below the 90% target, and these were showing improvements in-year. Learners with high needs had lower attendance rates due to the impact of Covid. Governors noted that the FE Commissioner had stated that the benchmark was 86% for</p>

		<p>study programmes and 85% for adult learners, and the College was performing above those benchmarks.</p> <p>Governors asked for clarification on the target for study programme, noting that English and Maths was reported separately. It was agreed that it would be useful to have data on overall attendance including English/Maths in future reports.</p> <p>Governors asked whether there were any common trends in the complaints received. It was noted that most complaints were about individual staff behaviour/teaching style which were all investigated by HR. There were no common themes. For adult learners, a few complaints related to courses that had been postponed and refunds had been given where appropriate.</p> <p>The termly performance report included information on issues arising from Performance Monitoring Boards. One common theme was the need to improve consistency of feedback on written work, which was being addressed.</p> <p>Attendance for apprenticeships was good, particularly given the impact of COVID. Governors noted that the forecast achievement rates for engineering and construction, and health/early years was lower than for other subjects.</p> <p>K Da Costa gave an update on progress with English and Maths. The assessment process had helped the team work together more effectively and some of the processes would be continued into the following year to monitor student progress.</p> <p>Governors noted the feedback on HE programmes which had a high 90% satisfaction rating. They also noted the improvements that were ongoing in response to the Ofsted inspection.</p> <p>Governors discussed initial assessments, and the challenges with setting students that had not sat an exam in the summer before. They noted that Maths and English resits had been helpful in assessing student levels. Governors also noted that a number of students needed support to build resilience.</p> <p>Governors discussed whether there had been an analysis of the diversity of learners and achievement levels in assessments. It was noted that all teaching staff had unbiased training and that results had been moderated by an external team. Some students had their online lessons in the College if their circumstances did not allow them to study effectively at home. Attainment levels would continue to be analysed on equality and diversity characteristics and reported accordingly.</p> <p>Governors welcomed the report which they said was very comprehensive.</p>
2.3	Satisfaction surveys	<p>Learner satisfaction survey</p> <p>C Hoyes introduced the learner satisfaction survey. There had been an increase in the response rate which was now at 86%. 95% of students would recommend the college, which was an increase of 5% over the previous year. There were similar responses across both campuses. 97% of students said they felt safe in college and 95% of students knew who to ask if they had any problems. The data was also broken down by provision type,</p>

		<p>Governors asked about the question regarding feeling safe in college. It was noted that all responses were investigated. There were a range of factors that influenced the response, many of which were external to the College such as traffic and COVID.</p> <p>Employer satisfaction survey</p> <p>M Dowse updated the Committee on employer feedback which came from a number of sources. The annual FE Choices Employer Satisfaction Survey had been replaced with feedback through the Apprenticeship Service. The majority of employers had rated the College's quality of training and service as 'good' in this survey. However, it was felt that the survey itself was not sufficiently detailed, so the College had undertaken its own survey internally. The overall satisfaction score from that survey was 96%</p> <p>Both surveys outlined a number of strengths and areas for improvement. This was scrutinised alongside other feedback such as formal complaints and feedback from employer forums. A number of improvement areas and accompanying actions had been developed.</p> <p>Governors asked about the nature of the single complaint related to quality. It was noted that this was an isolated complaint.</p> <p>Governors received the report.</p>
2.4	Teaching and Learning Strategy review	<p>K Da Costa introduced the Teaching and Learning Strategy. The Strategy had been updated to ensure that it was in line with the Curriculum Strategy 2020-2024.</p> <p>Small revisions have been made to the previous version with inclusion of effective learning support and reference to an inclusive curriculum.</p> <p>Achievement rate KPIs had also been updated in line with new KPIs.</p> <p>The Committee approved the updated Strategy.</p>
2.5	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 recommended that additional wording was included related to English and Maths to reflect the findings of the most recent IQR.</p> <p>Governors noted that a more thorough review of the Risk Register would take place for the next academic year.</p>
3.1	Success stories	<p>Governors welcomed the report on student and staff achievements.</p>
3.2	Terms of Reference	<p>E Baldwin introduced the Terms of Reference which had been reviewed to ensure they remained appropriate.</p> <p>The Committee recommended the Terms of Reference to Corporation with no changes.</p>
3.3	Work plan review	<p>E Baldwin introduced the Committee Work Plan item.</p> <p>All items set out in the workplan for 2020/2021 had been covered, with additional items included where appropriate.</p>

		<p>Governors discussed the Work Plan for 2021/2022. The recommended the following changes:</p> <ul style="list-style-type: none"> - Update on English and Maths in the autumn term - Review of initial assessments - Broader personal development strategy to complement the Careers Strategy; Governors warned that this needed to be tightly defined with measurable targets. <p>Governors went on to discuss the return of students in the autumn term. It was recommended that consideration was given to workshops in addition to taster days and to bring some students in earlier. It was noted that this was already the plan for students with high needs.</p>
3.4	<p>Safeguarding update</p> <p>Carer support accreditation</p>	<p>M Dowse gave a safeguarding update.</p> <p>The number of safeguarding concerns was higher than the previous year. There had been 739 safeguarding concerns, which related to 509 students; this was slightly fewer students than last year. The College continued to have sufficient capacity to address the cases, but it was noted that the caseload was rising. There had been a considerable increase in mental health issues, including self-harm. There was a priority to make sure a safeguarding culture was embedded across the College. Training was ongoing, with specific training underway for assessors and governors on Prevent. The College had responded to the 'Everyone Invited' campaign and had developed sessions on consent and healthy relationships.</p> <p>M Cole, the safeguarding lead Governor reported that he was in regular contact with the safeguarding team and reported on the dedication and good work of the team. He said that he had raised the issue of ensuring the safeguarding team reflected the diversity of the population where possible.</p> <p>M Dowse informed Governors that the College was working towards the Quality Standard in Carer Support. Training slides had been sent to all Governors. She explained why young carers was an important issue for the College, with approximately one third reporting mental health issues and low levels of attendance and educational attainment. The standard gave the College the opportunity to look at the issue in more depth and had been extremely useful in enabling the College to support young carers effectively.</p> <p>Governors agreed that M Cole would take on the role of lead governor for young carers as part of his safeguarding role.</p>
3.2	<p>Self-assessment of Governors' Performance</p>	<p>Governors agreed that it had been a useful meeting. They agreed that the papers had been comprehensive and welcome the new format of the termly performance report. The meeting had been well chaired.</p>

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