

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

MINUTES OF THE MEETING

Present Lynn Morgan (Chair)
Heather Du Quesnay
Mark Robertson
Mike Cole
Bradley Dorrington
Nichola Harrison
Hannah Mizzen
Mason Friars

In attendance Michelle Dowse, Kate Da Costa, Corrin Hoyes, Dan Burns

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. Bradley Dorrington, Hannah Mizzen and Mason Friars were welcomed to their first L&Q meeting. There were no declarations of interest.</p>
<p>1.3</p>	<p>Minutes of the meeting held on 9th June 2021</p>	<p>The minutes of the meeting on 9th June 2021 were agreed to be an accurate record of the meeting.</p>
<p>2.1</p>	<p>Presentation on Apprenticeships</p>	<p>D Burns, Director of Curriculum, introduced the presentation on apprenticeships. Key points of his presentation included:</p> <ul style="list-style-type: none"> - How apprenticeships had moved from Frameworks to Standards - The length of Programmes that could be 48 months long - Outline of Ofsted feedback and how improvements had been taken forward, including progress meetings, assessor visits, awareness of End Point Assessment visits, careers advice, PREVENT awareness and feedback on marked work - Other improvements that were being taken forward, including recording of off-the-job training, development of apprenticeships delivery VLE for staff and increased focus on student wellbeing under Smart Assessor <p>Governors noticed the significant progress that had been made in all areas since the Ofsted inspection, and also noted the areas that continued to need improvement. They noted the breakdown by department which showed some inconsistency across the College.</p>

		<p>H Du Quesnay had attended the Apprenticeship information evening and was impressed by the level of information given. She asked about the response rate to the survey, and noted it was 70%.</p> <p>N Harrison said the presentation showed that good progress had been made on the issues raised by Ofsted. She asked whether the College had an aspiration to reach 100% for progress review meetings. D Burns confirmed that this was the aspiration, and the College had changed its procedure so that if the employer cancelled then the review meeting would still go ahead. The College was also recruiting additional assessors.</p> <p>Governors asked for assurance that the issues regarding feedback on marked work were being monitored by methods other than survey work. D Burns confirmed that this was the case, and that there were ongoing quality monitoring processes including the use of deep dives.</p> <p>Governors noted that apprenticeships was still graded as 3 in the SAR and asked how close the area was to moving to a 2 grade. C Hoyes explained that the SAR was based on evidence for the previous year, at which point it was too early to show the impact of new processes put in place. The College also was recovering from the impact of COVID which had meant many apprenticeships had been furloughed or facing disruption to their work.</p> <p>M Cole said it was important to understand what 'good' looks like, and to use benchmarks against other colleges, rather than just showing progress since Ofsted. If the College was exceeding those benchmarks, it would be apparent that the College could be viewed as providing good or excellent provision.</p> <p>Governors asked for clarification on whether the databases showed apprenticeship attendance, including for English/Maths. It was noted that attendance was monitored through a separate system but that attendance records were an important component of the Progress Review meetings.</p> <p>D Burns was thanked for his clear and informative presentation.</p> <p><i>D Burns left the meeting</i></p>
2.1	College Self-Assessment Report (SAR) – key headlines	<p>C Hoyes introduced the key headlines from the College SAR.</p> <p>The College was proposing a Grade 2 for all areas, with the exception of apprenticeships which would remain a Grade 3.</p> <p>She outlined the key areas for improvement identified in the SAR:</p> <ul style="list-style-type: none"> • Inconsistencies in the quality of feedback on written work • Ensuring that all apprentices receive a regular progress review, as while this was improving it remained inconsistent • Improvement to achievement rates for apprenticeships and in GCSE maths • Improvement to Functional Skills results, as assessment processes had been significantly affected by COVID • Attendance rates in Construction and Engineering which were below the College target.

		<ul style="list-style-type: none"> • Attendance rates for English and maths although these were now above the college target • The personal development curriculum for some part time adult learners <p>L Morgan suggested that the College needed to be active about ensuring students could talk about their career intentions. C Hoyes confirmed that the College had revised its induction processes on careers advice for all provision types and secured extra funding for careers advisors. The use of Teams had meant that careers advisors could continue in lockdown and had actually been more accessible. The College was making sure that careers advice was tailored to adult learners. The College had benefited from a grant from the Combined Authority to fund a careers officer dedicated to adult learners.</p> <p>C Hoyes also drew attention to the annex which set out the College's overall progress against the Ofsted improvement plan. Governors welcomed the overview.</p>
2.2	Performance data	<p>C Hoyes introduced the performance data for 2020/21.</p> <p>This paper covered the unvalidated achievement rates for all ages and levels for 2020/21, for apprenticeships, classroom-based programmes for adults and 16-18 year olds, and English and maths. Achievement, retention and pass rates for colleges and training providers had not been published since 2018/19; this was because of the changes made to assessment due to Covid 19, and the adverse effect on some courses, where practical skills were more difficult to teach and assess during lockdown. Because of this, most national averages were from 18/19.</p> <p>Overall, achievement rates had been affected for all ages and for both apprenticeships and study programmes and were slightly lower than the rates achieved in 2019/20, which suffered less disruption to both delivery, access to learning in college and assessment. They were however generally above 18/19 levels. Achievement targets had not been met for classroom-based and apprenticeship; the retention target for adult learners was met.</p> <p>High grades GCSE pass rates improved for both English and maths, and were above college targets. Functional skills achievements fell short of the college target due to the impact of Covid on assessment.</p> <p>Governors asked how far Ofsted would analyse the data and take into account the impact of Covid. C Hoyes confirmed that Ofsted were not allowed to use the data as it was not published. They would be able to look at GCSE resits but the number of students sitting the exams was not representative of a normal year. It was important to continue to use the data and comparators internally to understand how the College was progressing.</p>
2.3	Annual safeguarding and child protection report	<p>M Dowse introduced the annual safeguarding and child protection report. Key points from the report included:</p> <ul style="list-style-type: none"> • Students at CRC feel safe based on the induction survey (98%) • Safeguarding cases were continuing to grow- 7.3% increase on 19/20, and a 52.6% increase on pre-pandemic numbers; early indications were that there

		<p>were even more cases this year post-pandemic. This was in line with national trends.</p> <ul style="list-style-type: none"> • During 20/21 there were many improvements to embed safeguarding across the College, including the development of a culture of vigilance. • Other improvements included improved attendance monitoring, enhancing safeguarding across all provision types and enhancing services for our most vulnerable students • There was a continued increase in concerns around mental health, anxiety and wellbeing, an increase in home issues and attendance concerns. • There was an increase in self-harm but suicidal thoughts had remained static and there has been a decrease in attempted suicides. • There were 16 concerns around sexual harassment and sexual violence in 20/21, which was the same number as the previous year. The types of concern did however differ with an increase in disclosures around rape. • There were 2 concerns logged for extremism and radicalisation • There has been an enhanced focus on staff training and any allegations against staff members have been thoroughly investigated. <p>M Dowse outlined the 2021/22 priorities:</p> <ul style="list-style-type: none"> • Prevent – further embedding so all students could articulate it easily; • Sexual harassment & violence so all staff can articulate College policies can educate students so they are aware of acceptable behaviours; • Training – measuring recall of staff, not just engagement; • Further improving resources for staff, students and parents; • Further improvements to recording particularly around systems but also ensuring the safeguarding team documents rationale; • Refinement of attendance monitoring; • Checks to ensure our policies and procedures are being followed. <p>Governors discussed the points raised in the Annual Report.</p> <p>M Cole, Governor safeguarding lead, commended the team for all the work they had undertaken to keep students safe. He asked about steps to improve diversity in the team, and also asked for assurances about the level of safeguarding resources. M Dowse confirmed that the College was taking steps to make the team more representative of the student body, but that this was challenging. She confirmed that recruitment was underway for a new member of the team.</p> <p>[Confidential wording removed]</p> <p>For future reports, Governors asked for –</p> <ul style="list-style-type: none"> - More detail on the differences in cases by campus - More information on Looked after Children - Reference to ethnicity profile of College and local community <p><i>M Cole left the meeting.</i></p>
3.1	Termly performance report	K Da Costa introduced the termly performance report.

		<p>It had been a difficult start to term due to the continued impact of COVID. A change in national guidelines around COVID meant there were many hybrid lessons with students attending both at home and in college. This was very challenging for staff particularly for lessons in workshops.</p> <p>Attendance levels had been affected nationally, and it was understood that average attendance rates were on average about 6% down.</p> <p>Governors asked how Ofsted would take account of the blended learning methods. It was important that we showed how the College was checking that students were safe and making progress.</p> <p>B Dorrington asked for clarification on how students were helped to catch up if they were absent due to COVID. K Da Costa explained this varied by department, as some catch-up would require 1:2:1 attention. Staff were working additional hours to help students catch-up.</p> <p>C Hoyes introduced the findings of the student induction survey. Highlights included:</p> <ul style="list-style-type: none"> • 95% of students agreed with all statements; there was a similar response across the campuses • 96% of students surveyed said they would recommend the College. • The score for 'I feel safe' was 97% • 97% said 'The teaching is good on my course' <p>The survey was split by provision type. There was an increase in the response rate which was now at 86%.</p>
3.2	KPIs	<p>C Hoyes introduced the updated teaching and learning KPIs. Corporation had agreed to streamline the KPIs that featured in the corporate KPI sheet.</p> <p>C Hoyes explained that some of the targets had been changed to be more reflective of the results and the ongoing impact of COVID.</p> <p>Governors endorsed the proposed reporting of KPIs to L&Q Committee and Corporation. They particularly supported the breakdown of targets by student type.</p>
3.3	Personal Development Strategy	<p>M Dowse introduced the new Personal Development Strategy. It covered the College's vision for students to be life, work and career ready. She outlined the key strategic objectives and priorities for 2021/22.</p> <p>Governors felt it was an excellent strategy that brought the different strands of personal development together. It was important to look at how students could have a record of their personal development. The College was looking at more sophisticated reporting mechanisms for this.</p> <p>H Mizzen, Student Governor, gave her own experience of careers advice. She felt that it needed to be raised more in lessons and in 1:2:1s so that all students were clear where to go for advice. M Dowse agreed to speak to H Mizzen outside the meeting to follow up her points and report back to the Committee.</p> <p>The Committee approved the Personal Development Strategy.</p>

3.4	Online courses	<p>C Hoyes introduced the key findings from the latest IQR on online courses. The quality of provision was viewed as generally positive with the main areas for development around</p> <ul style="list-style-type: none"> • The consistency of assessment and learner feedback • How well learners are encouraged to progress to positive destinations • The implementation of a high-quality personal development programme • Improvements to monitoring data <p>Governors noted that it was a large and growing area for the College. The intent of courses was aligned to key target sectors in the region.</p> <p>Governors suggested the College analysed the breakdown of students in terms of diversity. This would enable support to be tailored given that they may have different needs and could also be an important component of the College's strategy to broaden access to learning.</p> <p>It was important to understand the financial contribution of the courses. It was noted that the most popular courses were fully funded by the Combined Authority.</p>
3.5	English and Maths	<p>C Hoyes introduced the English and Maths update.</p> <p>Assessment processes had started well, and there was good collaboration across the college. The November GCSE resits were a disruption due to large numbers who sat (in line with Ofqual and DfE guidance), but provided experience of GCSE exams to many students who had not done so before. This did have a negative impact on attendance immediately after the resits.</p> <p>Governors noted the findings of the IQR review which showed that there had been good progress. Areas for improvement were around progress reporting and standardising feedback.</p> <p>The Committee welcomed the clear report.</p>
4.1	Review of teaching risks	<p>E Baldwin introduced the paper on teaching and learning risks. Governors agreed with the recommendation to streamline the number of risks.</p> <p>L Morgan suggested rewording of the risk around Ofsted to make it less passive.</p>
4.2	Any other business	<p>Governors discussed the vacancy for a Governor lead for Higher Education. It was suggested that the Search Committee discussed the issue outside the meeting.</p>
4.3	Self-assessment of Governors' Performance	<p>Governors agreed that it had been a useful meeting. New governors said they had found it had been informative and had been able to follow the material.</p>

There was no other business and the meeting ended at 6:50 pm.

Summary of Actions

Actions			
Safeguarding	For future reports, Governors asked for – <ul style="list-style-type: none">- More detail on the differences in cases by campus- More information on Looked after Children- Reference to ethnicity profile of College and local community	M Dowse	Nov 2022
Personal development strategy	M Dowse to speak to H Mizzen outside the meeting to follow up her points on careers advice and report back to the Committee.	M Dowse	March 2022
Online courses	College to analyse the breakdown of students in terms of diversity on online courses.	M Dowse	March 2022