**Minutes of the Learning and Quality Committee meeting
held 10th October 2022 5:30pm
Cambridge campus**

MINUTES OF THE MEETING

Present	Lynn Morgan (Chair)
	Mark Robertson
	Bradley Dorrington
	Lesley Deacon
	Beryl Gillespie
	Michael Killick
	Nathan Smith
	Mason Friars
	Tim Arthur
In attendance	Kate Da Costa, Corrin Hoyes,
Clerk	Emily Baldwin

1.1 1.2	Declarations of Interest Apologies for absence	There were apologies for absence from Jack Williams and Heather Du Quesnay. T Arthur, Deputy Chair, was welcomed to the meeting who was attending in the absence of the Chair. There were no declarations of interest.
1.3	Minutes of the meeting held on 7th June 2022	The minutes of the meeting on 7th June 2022 were agreed to be an accurate record of the meeting.
2.1	Start of term report	K Da Costa introduced the start of term report. Full time study programme enrolments were strong and slightly above the same time in comparison to last year. The student withdrawal rate was relatively low at 2% to date. Students' ID badge compliance and behaviour was good overall. Quality improvement remained a continued focus. Priorities in 2022/23 were to further embed employers into the areas of teaching and curriculum, and ensure high attendance and retention on all programmes. K Da Costa went on to give more information on GCSE resits. GCSE English and maths high grade pass rates were higher than in 2018/19, which was the most recent prior year without disruptions to exams. High grade maths results were 21.3%, above the national rate although still below the College aspirational target. This was a significant improvement, since the marks required to achieve a

		grade 4 had increased significantly. High grade English results were 22.8% which was slightly below the indicative national rate and below target.
		High grade pass rates for adult learners had declined slightly for English, and more significantly for maths students.
		Governors asked for more information on the reasons for the lower pass rates for adult learners. K Da Costa explained there was no single reason. The attendance of adult learners was lower over the covid period in part due to a number having caring responsibilities. It was important to maximise the use of assessment processes for part time adult learners in 2022/23.
		T Arthur joined the meeting.
2.2	KPIs for 2022/23	C Hoyes introduced the proposed KPIs for reporting to L&Q Committee and Corporation in 2022/23.
		The report outlined the proposed KPIs for 2022/23 including any changed KPIs. Governors asked about the positive destinations KPI for adult learners and asked why the rate was lower than for 16-18 learners. It was harder to get information on destinations of adult learners, many of which were online learners.
		L Deacon joined the meeting.
		Governors agreed that the data sets for tracking apprenticeships should align with the new apprenticeship accountability framework.
		Governors asked about the response rate for student and employer surveys. The response rate for student surveys was high. Governors noted the lower response rate for employer surveys. They asked if the low response rates was for certain sectors, but it was confirmed that the rates were similar across sectors. Governors said that the College needed to make use of other intelligence to get employer feedback. They acknowledged that there were already a range of sources. In addition, the Quality team were undertaking direct calls to employers in the autumn term. The Committee asked for a summary of recurring themes at the next meeting.
		Governors asked about attendance targets and whether they were at an appropriate level. They recognised that the proposed target was above the DfE national average pre-covid. It was important to have an achievable target for attendance to motivate staff. The College had a higher target for SEND learners as expectation was that they would attend more, despite the impact of covid. It was agreed that the attendance target had been set at an appropriate level given the ongoing effects of covid.
		The Committee **agreed** the KPIs for reporting to L&Q Committee and for inclusion in the Corporation KPI dashboard as appropriate.
2.3	Apprenticeship accountability framework	C Hoyes introduced the Accountability Framework, a new quality framework to cover apprenticeship provision at all ages and levels.
		The Accountability Framework replaced the 'minimum standards of performance' used previously which focussed on achievement rates. Governors noted that the

| | | new framework had a broader and more holistic set of quality measures. They also noted that there would be a dashboard in the future. In the meantime, the College had created its own dashboard and monitored its performance against the new criteria. Currently there were no red flags.

The report also included details of apprentices who were past their planned end date. Apprentices who were furthest away from their planned end date were on a combination of plumbing, electrical and engineering apprenticeships, where delays were exacerbated by lost assessment time during Covid, lack of EPA capacity due to demand, and high levels of assessor caseload in hard to recruit areas. Some apprentices changed jobs or were made redundant during COVID.

Governors asked for further clarification on the impact of apprentices overdue. It was noted that it did not make substantial difference to achievement rates. The framework allowed 15% tolerance on completing end point assessments to schedule, and the College was within those parameters. For some sectors there was no incentive to have apprenticeships complete.

Governors asked for clarification on when funding stopped for apprenticeships. It was noted that an element of the funding was only released on achievement. These apprentices were regularly monitored to ensure they were continuing to engage and making progress. Governors also asked about the number of apprentices on old frameworks, and it was confirmed that there were very few.

Governors **noted** the new framework. |
|---|---|---|
| **2.4** | Post Inspection Action Plan (PIAP) | C Hoyes introduced the Post Inspection Action Plan. It had been updated to capture progress made since it was last reported to the Committee.

Actions had all been carried out after Ofsted and subsequent monitoring visits. One area that was still being progressed was to improve the quality of feedback to students on their written work. The pace and consistency of this improvement was affected by the online/remote learning and changes to assessment since 2020. Excellence coaches were working with particularly affected departments. A further deep dive was planned to look at the impact of improvement actions.

Governors asked whether this was identified as an improvement area in staff appraisals. It was confirmed that was the case for relevant staff members.

Governors asked about the extent of preparation for Ofsted amongst students and staff. C Hoyes outlined the programme of IQRs and observation processes that were in place at the College.

Governors asked how British values was been rolled out to student and staff. This was a key part of the induction process and would be checked through the induction survey. There were posters about British values around the college. T-mail also played a key role in communicating key messages to students via tutors. It was confirmed that apprentices' access to T-mails was monitored.

Governors stressed the importance of making sure students were aware of the PREVENT training they had received in appropriate language. For apprenticeships, this needed to be contextualised in terms of what radicalisation risks there were for their career. N Smith, Student Governor, confirmed that |

		students did receive information on British values and on PREVENT. It was important that this was communicated to them in a managed way so that students did not get overwhelmed with the information at the start of the year. It was agreed that it was ongoing training throughout the year, and was not just delivered at induction. *M Killick left the meeting.*
2.5	Quality assurance strategy	C Hoyes introduced the Quality Assurance and Improvement Strategy which had been reviewed. Governors also noted the Quality Framework. Governors queried whether more should be added to the strategy about the role of employers. It could also benefit from reference to British values as part of skills and personal development. Subject to such changes, Governors **recommended** the strategy to Corporation.
2.6	Adult Curriculum Strategy	K Da Costa introduced the updated Adult Education Curriculum Strategy. The strategy had been updated to align with local, regional and national skills strategies. It also embedded the new skills duty. It was important that the College was clear about its strategy from teachers and assessors through to Governors. Governors agreed it was an important strategy and welcomed its update which contained clearer contextual and demographic information. Governors **recommended** the strategy to Corporation.
3.1	Any other business	Governors asked about the impact of the cost of living crisis, and whether any KPIs needed to be altered as a result. It was noted that national averages were referenced in setting targets which would take account of the national context. Governors asked about the impact of Stagecoach cutting bus routes. It was noted that some students were affected, although the College also ran a number of its own buses so the impact was less than other sixth form colleges in the region. Short term solutions were being sought by the Combined Authority.
3.2	Self-assessment of Governors' Performance	Governors agreed that it had been a useful meeting with sufficient time for discussion. T Arthur was thanked for attending the meeting in the absence of the Chair.

There was no other business and the meeting ended at 7:15 pm.