

<p style="text-align: center;">MINUTES OF MEETING OF THE LEARNING, TEACHING AND ASSESSMENT COMMITTEE HELD IN I1.10 AT 10am ON THURSDAY 18 JUNE 2020</p>
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Present: Dr S Morton (Chair)
Mx L Johnson (Principal & CEO)
Ms J Baxter
Mr P Beck
Dr A Birkinshaw
Mr D Mabbitt
Mrs A Lall (Vice-Principal Curriculum & Quality)

In attendance: Mrs J Matthews (Director of Governance)
Ms A Crabtree (Head of Quality)
Ms E Woodhall
Mr E Drake

ACTION

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| M19/175 | <p>APOLOGIES</p> <p>There were no apologies for absence. The Chair welcomed Mr Drake and Ms Woodhall who were attending the meeting as part of their induction as Governors.</p> <p>DECLARATIONS</p> <p>There were no declarations of interest.</p> <p>FEEDBACK FROM AWAY DAY OF 12 JUNE</p> <p>The Committee reviewed the output from the Away Day on 12 June and noted that the Board had identified a number of opportunities which the Senior Management Team were now looking at and using to develop the curriculum plan. It was recognised that the current situation provided an opportunity to delivery more distance learning, combining face to face and remote delivery, but that this might also increase competition from colleges further afield.</p> <p>MINUTES OF 6 MAY 2020</p> <p>The minutes of the meeting of 6 May 2020 were approved as a correct record.</p> <p>MATTERS ARISING ON THE MINUTES OF 6 MAY 2020</p> <p>The action tracker setting out progress against previous actions had been circulated and its contents were noted.</p> <p><i>M19/169 – English and Maths strategy</i></p> <p>The Vice-Principal (Curriculum and Quality) reported that an updated version of the English and Maths Strategy would be brought to the meeting in September once the impact of COVID-19 and changes to the condition of funding had been reviewed. A question was asked about the likely changes to the condition of funding and the Vice-Principal (Curriculum and Quality) reported that it was around the tolerance. The outcome of the consultation regarding resits was also needed before the strategy could be finalised.</p> <p>A further question was asked about the situation for English and Maths for Level 1 and apprenticeships and the Vice-Principal (Curriculum and Quality) reported apprentices could also have calculated grades in functional skills, whilst there may also be some testing over the summer as part of the return of priority students. The apprenticeships team was continuing to teach those students so that they would be able to sit the test once ready. Conflicting information was being received from the different awarding bodies and the College was ensuring this was kept under close review. A question was asked about whether the approach to English and Maths would change if the current situation continued and functional skills was considered more appropriate than GCSE, and the Vice-Principal (Curriculum and Quality) confirmed that was one reason for delaying the updated English and Maths Strategy.</p> |
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VP C&Q

LEARNING AND TEACHING REPORTS

Teaching and Learning Professional Development update

M19/182 A paper had been circulated updating members on Teaching and Learning Professional Development. It was noted that all platforms being used were checked by both IT and the Staff Development team to ensure compliance with safeguarding and GDPR requirements. The College had continued to use the existing timetable and, in general, engagement had been between 75 and 100% once other methods of connecting with students had been factored in. The biggest disengagement of students had been since the half term break, when it dropped from 83% to 50%.

M19/183 All staff development training had been delivered online and engagement had been better than for face to face CPD. For 2020-21, the focus was on planning unmissable lessons, with bespoke learning needed for curriculum areas. The Vice-Principal (Curriculum and Quality) agreed to share information with the Director of Governance about sessions that Governors could drop into.

VP C&Q

M19/184 A question was asked about the measures taken should mandatory training not be completed, and the Vice-Principal (Curriculum and Quality) reported that line managers were asked to address the issue in the first instance, and should it continue, HR processes were implemented. It was noted that once staff had completed mandatory training, it then had to be logged on the HR system, which is often where any omissions occurred, and staff feedback was that the HR system was not always easy to use.

M19/185 A question was asked about how progression was being dealt with remotely to ensure that it remained positive, and the Vice-Principal (Curriculum and Quality) reported that the focus had been on progression since the half term break, with activities associated with the next level being carried out. The careers team had been busy, working one to one with students. A further question was asked about whether there was course by course visibility of progression intentions and it was confirmed that there was a spreadsheet logging this information. Pre-enrolment was taking place, with all internal applicants being invited to pre-enrol, as well as engagement with new students to arrange pre-enrolment. Curriculum areas had detailed information of the levels of engagement with individual activities.

M19/186 A Governor questioned whether the drop in Aviation had been due to the current economic climate and sought some reassurance about the future. The Vice-Principal (Curriculum and Quality) reported that discussions had been taking place with students about transferable skills and the value of investing in their education so that they were able to access higher level jobs once the aviation industry recovered.

Key Quality KPIs

M19/187 It was noted that in-year FE retention had been maintained at 97%, protected by the lockdown period, compared to previous years when it tended to dip at the end of the year. 16-18 retention was 96.3% compared to 87.7% in the previous year and a national average of 90.5%. For 19+, it was above the national rate by 0.1%. Level 3 certificates for 16-18 year olds and Level 2 certificates for 19+ had been identified as the risk areas. Retention for apprentices was good at 97.5% although there were issues with delays in end point assessments and furloughing of apprentices.

M19/188 In relation to HE, the mitigation process had been simplified, and steps taken to ensure that students were aware of the mitigation processes, leading to a greater number of mitigations.

M19/189 A question was asked about the extent of missing achievements and what steps were being taken to follow these up. It was reported that the following day was the deadline for uploading calculated grades and the Head of Quality confirmed that she was confident that there would not be many missing achievements in FE, although some delayed assessments had now turned into calculated grades. It was anticipated that the results which were not known would be the lowest number to date.

M19/190	A question was asked about whether a report on expected retention and achievement might be presented to the next Board meeting and it was confirmed that the majority of information should be available by the end of the week although standardisation by some exam boards was still to take place, and the impact and timing of that was unknown.	
M19/191	A question was asked about Garden Design Foundation Degree with a retention of 57% and the Vice-Principal (Curriculum and Quality) confirmed that it was a small cohort.	
	Student engagement survey report	
M19/192	It was noted that student satisfaction was 92%, which was higher than it had been, but still too low. There was variation across curriculum areas and QDP had been used to benchmark results this year. The beginning of year survey results had been concerning and a lot of work had taken place which had led to an improvement in the middle of year survey, although remaining in the 3 rd quartile. Members noted that the return rate for the end of year survey was only 7%, which was much lower than expected. A question was asked about whether the survey had been carried out online and it was confirmed that it had been, and had been accessible via mobile phones as well. A further question was asked about whether any reminders had been sent out and it was reported that the usual follow up activities had not taken place as it had not been felt appropriate to pressurise students in the current climate. In response to a question, it was confirmed that there had only been 10 questions to answer. Members agreed that 7% was not a representative response and that it would be necessary to improve this in future.	
M19/193	The Head of Quality reported that the College did not have sufficient ownership of improving student engagement and there had been insufficient checking of the impact of improvements. A tracker had been circulated to the Committee which showed how actions were being monitored and it was noted that it was proposed to circulate this to the Committee at each meeting. It was confirmed that overarching student survey reports would also still be circulated. A question was asked about whether feedback was provided to students about what the College was doing in response and what the mechanism was for that. The Head of Quality reported that it was necessary to do more around this including posters and other updates. It was recognised that students had been insufficiently involved in what was being done, and a better understanding of the student experience was needed.	
M19/194	A question was asked about how many students had not been engaging or had been unable to engage, and it was reported that Student Services had a clear picture of such students and where students were experiencing particular issues. Of those students who had not been engaging previously, some had re-engaged as a result of the online learning. It was requested that an update on student engagement numbers be provided at the next meeting.	VP C&Q
M19/195	Members discussed the use of the tracker, and whilst acknowledging that it might be useful to the College management, and might be referred to in reports, agreed that a separate report to the Committee, with key points, would be preferred.	VP C&Q
	Self-assessment process 2019-20	
M19/196	The Committee received a paper on the revised self-assessment process and it was noted that the new model promoted more succinct judgements. The QIP had also been updated to better incorporate information on how students were positively impacted. The timetable would ensure earlier completion and it would be ready for submission to the Committee in November. The Head of Quality confirmed that she would share the timetable for curriculum area SAR meetings with the Director of Governance to plan Governor attendance. Indicative grades would be shared with the Committee at its meeting in September	VPC&Q/Head of Quality
M19/197	A question was asked about whether there would be templates for staff to work from, and it was confirmed that they had been provided, along with guidance for staff. Workshops had taken place and further one-to-one workshops were also taking place. A further question was asked about whether there would be consequences if the process was not completed on time, and it was confirmed that all staff were aware of the deadlines, and would be challenged at the	

panel sessions if they were not correct.

CURRICULUM DEVELOPMENTS

Assessment and Completion update

M19/198 It was reported that 49% of qualifications would be determined by calculated grades and the biggest risk was around GCSE maths as the impact of the statistical modelling by the awarding bodies was unknown. The maths calculated grades had been reviewed three times as this year's results would be an outlier and there was a risk that they may be adjusted down.

Our Offer

M19/199 It was noted that the College's offer would be revisited following discussions at the Away Day and a question was asked about whether work was taking place internally to review areas that were more, or less, successful in terms of growth or recruitment. The Vice-Principal (Curriculum and Quality) confirmed that the SMT had reviewed the curriculum areas in the Boston Matrix format but that it would not be presented to Governors as it was intended to provide a framework for dialogue before Governors were presented with an appropriately researched curriculum plan. A further question was asked about whether there was a competitor analysis linked to a marketing strategy and the Principal confirmed that they had asked the marketing team to summarise the curriculum offer of competitor colleges and some opportunities had already been identified.

HIGHER EDUCATION

APP impact report

M19/200 The updated Access and Participation Plan impact report had been circulated and it was noted that the retention gap for students with a disability had been reduced. Trend data showed an improving picture in relation to retention rates for both Asian and White students compared to the previous year, however the gap in continuation rates between White and Asian students remained. The College was working to understand where there may be barriers for this particular cohort of students and had made BAME attainment a key target.

Office of the Independent Adjudicator (OIA) annual report

M19/201 Governors received the Office of the Independent Adjudicator annual report and noted that there had been a 3-year decrease in the Completion of Procedures letters and no direct complaints in the 2019 calendar year. No student complaints had been made to the OIA for the last three years.

POLICIES AND STRATEGIES

Prevent Strategy

M19/202 The Committee had received the updated Prevent Strategy and it was noted that Student Services were looking at online safety as part of this. A question was asked about whether consideration had been given to having a practical run through of the incident procedures and it was reported that critical incident management was being looked at as part of the Business Continuity Planning arrangements. Some scenario based training was required but would take place outside term time and a question was asked as to whether this could be completed by October half term. The Principal reported that it would be considered but could not be carried out in the summer due to the focus on opening post-Covid.

Principal

M19/203 A question was asked about how internet safety was being addressed given the use of home devices and the Vice-Principal (Curriculum and Quality) reported that this was a challenge facing all colleges but was about training and parental awareness.

M19/204 A question was asked about whether the College had visibility of the number of staff who had completed their mandatory training and it was confirmed that it did, and was following up any missing. A further question was asked about whether the College engaged in any student based training such as the ETF 'Side by Side', and the Vice-Principal (Curriculum and Quality) agreed to explore that further. It was confirmed that awareness was included in the tutorial programme and understanding checked within every focus group discussion.

VP C & Q

M19/205	<p>The Committee recommended the updated Prevent Strategy to the Board for approval, subject to removal of reference to the College Charter.</p> <p>GOVERNANCE</p> <p>Review of Terms of Reference</p>	
M19/206	<p>The Committee reviewed the updated terms of reference and policies and strategies within its remit. They were recommended to the Board for approval without further amendment.</p> <p>Review of KPIs</p>	
M19/207	<p>A paper had been circulated setting out the proposed KPIs to be monitored by the Committee and it was commented that in some cases, such as retention, where there was a whole year target, a year to date figure may not be fully meaningful unless the context was also provided. The Committee approved the KPIs for its own monitoring and those which it felt should also be reviewed by the full Board.</p> <p>Review of Committee effectiveness</p>	
M19/208	<p>The Committee reviewed its own effectiveness against a set of questions circulated in advance. It was agreed that it would be helpful for the Student Services Manager to attend once per year and the Vice-Principal (Curriculum and Quality) agreed to liaise with her and the Director of Governance to determine the best date. It was also agreed that it would be helpful to include questions around the reporting of the Committee's work and its contribution to the effectiveness of the Board overall in the self-assessment questionnaire completed by all Board members.</p> <p>RISK REVIEW</p>	<p>VP C&Q</p> <p>Director of Governance</p>
M19/209	<p>The relevant extract from the risk register had been circulated and it was noted that there were new risks identified in relation to Covid-19 that were relevant to the Committee. It was suggested that it would be helpful to link the risks to the strategic aims and objectives and relate reporting to Governors to the assessment of risk. Some surprise was also expressed at how many risks had been significantly reduced given the current climate and that it was important to keep this under review to ensure the Board was alive to the risks. The Principal reported that recruitment trends had been included as a finance risk and would therefore be reviewed by the Finance, Resources and Investment Committee. Members suggested that it also related to appropriate curriculum design in the current, volatile climate, and the Principal agreed to add this to the risk register.</p> <p>DATE OF NEXT MEETING</p>	<p>Principal</p> <p>Principal</p>
M19/210	<p>It was noted that the next meeting would be held at 10am on Thursday 24 September.</p> <p>The meeting closed at 12.05pm</p>	