

**MINUTES OF MEETING OF
THE LEARNING, TEACHING AND ASSESSMENT COMMITTEE
HELD VIA MICROSOFT TEAMS AT 10am ON THURSDAY 25
NOVEMBER 2021**

Present:	Dr S Morton (Chair) Dr A Birkinshaw Professor J Craig Mrs A Lall (Vice-Principal Curriculum and Quality) Mrs J Rogers Mrs E Woodhall	In attendance:	Mrs J Matthews (Director of Governance) Ms A Crabtree (Head of Quality) Ms C Jackson (Student Services Manager)(until M21/26)
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ACTION

DEEP DIVE PRESENTATION: IT, MEDIA AND CATERING

Prior to the meeting, the Learning, Teaching and Assessment Committee received a presentation from Giles Atkinson, Head of IT, Media and Catering on their recent deep dive. Other Governors who were not members of the Committee also attended.

APOLOGIES FOR ABSENCE

M21/01 There were apologies for absence from the Principal.

DECLARATIONS

M21/02 Professor Craig declared an interest in relation to validation work he was undertaking for the University of Hull.

MINUTES OF 17 JUNE 2021

M21/03 The minutes of the meeting of 17 June 2021 were approved as a correct record.

MATTERS ARISING ON THE MINUTES OF 17 JUNE 2021

M21/04 Members had received a copy of the action tracker and noted the contents.

M20/93 – Ofsted preparation

M21/05 It was reported that Dr Birkinshaw had shared contact names with the Vice-Principal (Curriculum and Quality).

M20/113 – web filtering

M21/06 It was reported that the web-filtering system had now been activated to ensure there were timely reports on accessing appropriate sites and this would be incorporated in future safeguarding reports.

M20/131 – parental surveys

M21/07 It was suggested that a simple web-based survey for parents to allow them to provide feedback should be explored.

VP C&Q

SAFEGUARDING

Safeguarding/prevent annual report 2020-21

M21/08 The Student Services Manager presented the Safeguarding and Prevent annual report 2020-21 which summarised the termly reports received throughout the year.

M21/09 A question was asked about the extent to which increased counselling needs were thought to be due to students not being in College as a result of Covid. It was reported that “toxic stress” was a significant factor and a further nine volunteers were being recruited to support the current demand. A further question was asked about whether Student Services had sufficient resources to support students as required, and whether there were any other obstacles Governors should be aware of. It was reported that there had been

	<p>an overwhelming number of referrals in the first term of the year but Safeguarding was a priority and well supported by the senior team. Governors noted that the College worked with the universities in Leeds in relation to provision of volunteers which was a model that worked well. The Committee expressed its thanks to the Counselling Co-ordinator for their work in managing the service, and it was suggested that it might be useful for them to attend a future meeting as this was a significant ongoing issue.</p>	
M21/10	It was noted that a separate Quality Improvement Plan existed for safeguarding which would be shared at the next meeting.	Student Services Manager/VP C&Q
M21/11	A question was asked about whether the College self-assessed against the requirements of the Keeping Children Safe in Education Guidance and the Vice-Principal (Curriculum and Quality) reported that exercise had been completed with a RAG rated analysis.	
M21/12	A Governor challenged whether College policies included students aged 19 (i.e. all students under 20 years of age) and the Vice-Principal (Curriculum and Quality) agreed to check and confirm that.	VP C&Q
M21/13	<p>Safeguarding Children and Vulnerable Adults Policy</p> <p>The updated Safeguarding Children and Vulnerable Adults Policy had been circulated and it was noted that the amendments reflected the latest Keeping Children Safe in Education. A challenge was raised about where relationships between staff and older students were addressed and it was agreed to confirm that was covered within the Staff Code of Conduct. The Committee recommended the Safeguarding and Vulnerable Adults Policy to the Board for approval.</p>	VP C&Q
M21/14	<p>STUDENTS</p> <p>Student Engagement Plan 2021-22</p> <p>Governors had received the Student Engagement Plan for 2021-22 and a Governor challenged whether targets had been set for what would be provided for students in order to hold teams to account. It was confirmed that every team, including English and Maths had been challenged to ensure all students received enhancement and enrichment but it was suggested that targets should be put in place for these and expectations set out clearly at this stage of the academic year.</p>	VP C&Q
M21/15	A Governor challenged the questions within the student satisfaction survey and suggested that more focussed questions should be included that aligned with student engagement so that the success of the activities could be measured. It was agreed to consider whether a specific question to measure enrichment and whether it added value could be included in future. In response to a further question, it was confirmed that students were given assistance with how enrichment activities were reflected in their UCAS applications.	VP C&Q/Head of Quality
M21/16	<p>Initial Student Survey Report</p> <p>A report on the initial student survey had been circulated and it was noted that an overall result of 94% showed that students felt this was a good College. Although the score was above target, it was a reduction of 3% on the previous year.</p>	
M21/17	The Committee noted that directed study time was being piloted in the current year for those students not studying English and Maths, although only 71% reported that they had found it helpful. It was confirmed that it took place within either the Learning Resource Centre or classrooms and a Governor challenged why student satisfaction was lower for that when staff had allocated time to plan for directed study. Concern was expressed that a recent visit to College indicated that there was not enough study taking place during those sessions, and it was confirmed that it was better managed when undertaken by teaching staff. Governors emphasised that it was not having an impact on learning if it was less successful when Progression Support Assistants were responsible. It was reported that a range of staff were being used but that focus groups would look at this further.	

M21/18	A Governor challenged the data within the appendix where although the percentages may appear satisfactory on the surface, a number of areas were below the acceptable quartiles, with few ranked in quartile B and none ranked in quartile A. The direct link between satisfaction, retention and achievement was emphasised and Governors sought assurance that managers had targets for student satisfaction. It was reported that targets and KPIs were in place for all managers and it was requested that they be challenged to improve the quartile ratings.	VP C &Q
M21/19	A Governor challenged why data had not been broken down for English and maths where there were significant concerns, and it was reported that it had been previously, and would be reinstated.	VP C&Q/Head of Quality
	ANNUAL REPORTS	
	Work experience review 2020-21 and plan 2021-22	
M21/20	The Committee had received the work experience review 2020-21 and the plan for 2021-22 and it was recognised that there had been a significant impact from the Covid-19 pandemic, with only 24% of students completing work experience. A significant number of students had, however, benefitted from virtual opportunities and the College had now invested in a new platform, Grofar to help support students. In response to a question, it was confirmed that tutorials had been delivered to students on Grofar and that it was not an app but was accessible through all devices.	
M21/21	A question was asked about whether any students were at risk of not completing their qualification as a result of difficulties around work placement and what steps were being taken to address those. It was confirmed that where work experience was mandatory, those students had been prioritised and had completed their work placements.	
M21/22	A Governor highlighted inconsistency between the information reported in the deep dive session with IT, Media and Catering and the information relating to those subject areas in the annual report, and the Vice-Principal (Curriculum and Quality) confirmed that the two reports were not referring to the same data. It was requested that the definitions used were clarified to ensure that it was clear what the data referred to.	VP C&Q
	Final destination data 2019-20 and interim data 2020-21	
M21/23	The Committee received the final destination data for 2019-20 and the interim data for 2020-21 which would also be submitted to the Board. It was reported that it was proposed to contract an external organisation to collect the data in future to ensure that it was fully representative, which was supported by the Committee.	VP C&Q/Head of Quality
	Complaints and Compliments 2020-21	
M21/24	The annual report on Complaints and Compliments for 2020-21 had been circulated and it was noted that one complaint had been referred to the Information Commissioner's Officer but the College's handling of it had been endorsed. In response to a question about any insights from complaints that could be improved, it was reported that the majority would probably have been prevented through improved communication.	
M21/25	Governors noted the high number of compliments at Evolve and it was reported that there was a high level of parental contact which might explain and provide an example of good practice for others in the College. It was, however, noted that parental engagement had improved as a result of remote parents' evenings and it was a contributory factor in those areas with good attendance.	
	Freedom of Speech annual report 2020-21	
M21/26	The Freedom of Speech annual report for 2020-21 had been circulated and the contents were noted.	

The Student Services Manager left the meeting at this point.

LEARNING AND TEACHING

Key Quality KPI update

M21/27 The Quality KPI update had been circulated and the Vice-Principal (Curriculum and Quality) highlighted the key points. It was noted that there had been a decline in achievement in most areas, which was disappointing although high grades for English and maths had improved. Attendance in English and maths had, however, declined further compared to the previous year and apprentice achievement was below national rate for the first time in five years, although it was recognised that the latest national data was prior to the Covid pandemic. The Vice-Principal (Curriculum and Quality) reported that exams had been taken for functional skills whereas other assessments had been through Teacher Assessed Grades (TAGs), and if the data on functional skills was removed, outcomes were in line with previous year. A Governor challenged that as functional skills data had not been removed from previous years' data, it was not a like for like comparison and it was agreed to review the data with that in mind, to allow Governors to make an accurate judgment. A follow up question was asked about whether any use had been made of TAGs for functional skills and it was confirmed that those were only by individual application, although it was reported that some colleges had made good use of that option.

**Head of
Quality/VP
C&Q**

M21/28 A Governor queried whether achievement was taken into account when carrying out observations and it was confirmed that it was not, with assessment and progress used as indicators. It was reported that every member of staff had a comprehensive teaching profile built from three walkthroughs, two peer observations and any deep dive observations.

M21/29 A Governor questioned what support was provided to help students prepare for exams, and it was reported that programme leaders in English, maths and functional skills were responsible for tracking students and ensuring they were exam ready. Regular mock exams were scheduled with dates available to all students.

M21/30 It was noted that HE outcomes had declined and it was reported that some institutions had been criticised for setting targets in relation to HE as it might encourage manipulation of the data.

M21/31 Governors reported that apprenticeship results at some other colleges had held up better during the pandemic and concern was expressed at overall data of 54% for apprenticeships which it was felt was overgraded within the College Self-Assessment Report. It was agreed that the grade for apprenticeships should be reviewed and adjusted accordingly and the Committee requested a paper for the next meeting on apprenticeship achievement, with a detailed breakdown.

**VP C&Q
VP C&Q**

M21/32 Overall, Governors expressed serious concern about the decline in achievement across so many areas and emphasised the importance of this being the priority for the year.

QAR 2020-21 and targets 2021-22

M21/33 The Vice-Principal (Curriculum and Quality) had circulated a paper on the QAR and targets for 2021-22 and Governors challenged whether they could approve this without accurate data on current performance. It was requested that the paper should be revised with accurate performance data, and including functional skills targets. A challenge was also presented as to whether the proposed apprenticeship target of 80% was realistic without a clear rationale to support it. It was agreed that an updated paper and commentary should be presented to the next meeting for approval.

VP C&Q

T-levels report

M21/34 The Committee received an update on T-levels and noted that a meeting had been held with the ESFA lead earlier that week. Monthly recruitment data would be submitted to

the ESFA from January 2022 and Governors were pleased to learn that there had been a lot of interest at the recent Open Day.

Teaching and Learning and Deep Dives

M21/35 A paper had been circulated updating Governors on deep dives, to which they were invited if they wished. A Governor challenged whether the College was being rigorous enough in the deep dives, given the other data presented to the meeting.

English and maths Strategy

M21/36 The updated English and maths Strategy had been circulated and a Governor challenged whether it had been revised in light of the poor functional skills results. It was agreed to update it with additional information about functional skills and present it to the next meeting for approval.

VP C&Q

Professor Craig and Ms Woodhall left at this point.

SELF-ASSESSMENT

Self-Assessment Report (SAR) 2020-21 and Quality Improvement Plan 2021-22

M21/37 The Self-Assessment report (SAR) 2020-21 and Quality Improvement Plan (QIP) 2021-22 had been circulated and a Governor challenged that the SAR was not taking serious account of the emerging trends in recruitment, performance and student satisfaction. It was felt that the SAR and QIP presented were insufficiently rigorous and not addressing the crucial indicators in those areas. It was requested that the SAR and QIP be reviewed and the updated document presented to Governors for approval.

VP C&Q

STRATEGIC PLANNING

Our Offer and Operating Plan

M21/38 The Committee had received a copy of "Our Offer" and Operating Plan and expressed concern that it was too high level, with a lack of clear timescales and little differentiation between it and the Strategic Plan. It was requested that the SMT review how strategic planning was carried out so that it was clear how success was being measured and monitored.

VP C&Q

Our Engagement strategy and Employer Engagement Plan

M21/39 In the absence of the Principal, it was agreed to defer the Our Engagement Strategy and Employer Engagement Plan.

HIGHER EDUCATION

HE Quality Report 2020-21

M21/40 Governors received the HE Quality Report 2020-21 and members agreed that the NSS results were disappointing. A Governor challenged the plan for improving recruitment and it was reported that new programmes had been proposed and a meeting was due to be held with the University of Hull to discuss future plans. A 3-5 year plan was to be developed which would be a key target of the new Director of Curriculum.

RISK REVIEW

M21/41 The Committee reviewed the risks relevant to its work and the Vice-Principal (Curriculum and Quality) reported that the Risk Management Group had met since the papers were issued and risks relating to student voice, destinations and significant underperformance would now have individual action plans. It was requested that risk relating to work placements and end point assessments should also be kept in view. In response to a question, it was confirmed that all end point assessments would be completed by the end of the year, with some already done and others scheduled. A Governor commented that some risks had been RAG rated green when that was not appropriate and it was requested that those be reviewed. It was also requested that the next report clarify where the Committee had received reports against those risks to ensure all were being considered.

VP C&Q

VP C&Q

REVIEW OF MEETING

M21/42

The Committee reviewed the meeting and noted that there had been a lot of material, some of which had been late in circulation. It was agreed that a September meeting of the Committee should be reintroduced to spread the business in the autumn term. Some concern was expressed that Employer Engagement had not been discussed and it was noted that this would be a substantive item for the Away Day in January 2022.

**Director of
Governance**

DATE OF NEXT MEETING

M21/43

It was noted that the next meeting would be held on **Thursday 10 March 2022 at 10am.**

The meeting closed at 12.20pm