



**Minutes of the Quality and Curriculum Committee
held on 23 February 2022 at 5.30 on Teams**

Present:	Dr Ann Lees (Chair) Ian Looker Lee Probert (Chief Executive and Principal) Mark Rushworth John Robinson Beth McHugh-Hicks	
In Attendance:	Carolyn Barker – Director of Governance Sarah Barbacane - Director of Curriculum – Professional & Commercial Industries (HE) Victoria Howarth – Director of Quality of Education Danny Brett - Deputy Chief Executive and Principal (Curriculum and Quality) Rob Holmes – Director of Curriculum – STEM (Apprenticeship lead)	
Item 1	Apologies for Absence / Declarations of Interest	Action
	<p>Apologies were received from Cathy Waters and Laura Mason. Meltim Celik's absence was noted.</p> <p>There were no declarations of interest.</p> <p>The Chair welcomed DB, VH and BMcHH to their first meeting and invited BMHH to advise the rest of the Committee on her role, as Progress Coach, at the college.</p> <p>The Chair advised that a review of Committee written materials would commence including review of the schedule of business. The aim is to cover the remit of the Committee in a more effective way over the year and to set KPIs to monitor progress.</p>	
Item 2	Minutes and Matters Arising	
2.1	Minutes of the Previous Meeting <p>The Committee reviewed the minutes of the meeting of 30 November 2021.</p> <p><i>The Committee resolved to approve the minutes of the previous meeting.</i></p>	
2.2	Actions Summary <p>All due actions were complete.</p> <p><i>The Committee resolved to note the update on the Actions Summary.</i></p>	
2.3	Any Other Matters <p>A governor requested an update on the destination data asked for previously. This was in the context of last year's A-Level results and whether this led to students taking up university places. It was confirmed that more accurate sources of data are being sought and a report would be issued to the Committee before the next meeting.</p>	DB

	<p>whether data and analysis of EPA assessments versus tutor assessments is available and if there is correlation between the two. The Committee was advised that several EPA assessments had gone through, and although in-depth notes from the assessors on the apprentices' performance is available, we are awaiting the final outcomes/data. There have been only one or two occasions when the apprentices have not done as well as expected. A governor sought clarification that the evidence we have to date is that the outcomes for apprentices are lining up with our expectations. This was confirmed.</p> <p>A governor queried whether the lower levels on the level 4 statistics and the significant gender imbalance were areas of concern to be addressed. The Committee was advised that there are several actions being taken, for example, asking Heads of Curriculum (HoC) to go through the process of planning for a 3-year curriculum to focus on higher and degree level apprenticeships. Regarding the gender imbalance, unfortunately this is a direct consequence of the College's apprenticeship provision being predominantly construction and engineering.</p> <p>It was asked whether we are confident that our means and routes to engage with employers are as good as they can be and whether we are offering what employers want. The Committee was advised that we have tested the plans with employer stakeholder forums, and these will continue. There is also an element to consider that we do not try to become everything to everyone but that we are focused on progression for learners.</p> <p>The Committee was advised that there was another piece of work in train to assess where we are represented across relevant stakeholder bodies. Feedback to date is that we have some level of inconsistencies that we are addressing by means of focusing our time, effort and resource in those areas that are needed with specific actions.</p> <p>A governor asked whether we think there are any other sectors that we may do well within and if we know what employers are investing in locally. The Committee was advised that we have invested in a system named Vecta that provides sector intelligence in construction. There is one main competitor in terms of locality, Leeds College of Building, with more than 2,000 apprentices. Other provision that has been considered is Health & Social Care and digital technologies to identify opportunities to increase the offer. In Sciences we have struggled to ensure strong employer links so are trying to strengthen those links in digital, science and construction.</p> <p>The Committee was informed that apprenticeships are performing well for the College, but we must continue to ensure we match quality with quantity whilst also considering other provision to offer.</p> <p>Thanks were given to the Committee and RH for the discussion and papers.</p>	
Item 4	Strategic Plan Implementation	
4.1	<p>Implementation plan – Pillar 1 & Pillar 2</p> <p>The reports for Pillar 1 and Pillar 2 were noted as received.</p> <p>The Committee was advised that with reference to the schedule of business and quality reporting, there is some natural repetition across papers, but the implementation plan papers provide the most up to date position about progress.</p>	

	<p>The report highlighted that student attendance remains a concern compared to the same time last year. The Committee was informed that specific interventions are being introduced to support improvements including revised lines of support and scrutiny. The Committee agreed a fuller report is required for the next meeting. The leadership team share the concerns expressed by the governors and are focusing on ensuring the right systems are in place to ensure the student voice is represented and we have the rate of progress needed.</p> <p>The Committee concluded that attendance is clearly complex and needs a multifaceted approach to resolve the issues and something we will want to come back to as new actions are rolled out. A staff governor agreed with the points made in the discussion and that often the issues are associated with student anxieties.</p> <p><i>The Committee resolved to note the implementation plan reports.</i></p>	DB
Item 5	Student Engagement and Success	
5.1	<p>Quality Report</p> <p>The Report was taken as read.</p> <p>The Director of Education gave an overview of the paper to the Committee. The Quality Report is one of the set of reports that is being reviewed currently to ensure it is focused on the right things at timely points in the year. Student attendance is low and not where we want it to be, and attendance in English and Maths is significantly lower. A considerable amount of work at Director and HOC level has been taking place to ensure interventions with students and groups are in place. Discussions at recent meetings have highlighted that there are some students feeling overwhelmed as a result of over- inflated grades owing to the change of method for assessments (CAGs and TAGs). There is therefore a job of work to do from a pastoral perspective to understand the student issues to give them the confidence and resilience to see them through to the end of the year.</p> <p>The Committee was advised that retention is broadly in line with previous years and that 16-18 is marginally higher. Reviewing retention by curriculum area to equip HoCs with a clear picture of what retention looks like in terms of student numbers.</p> <p>The HE exams board meeting was very positive with strong feedback particularly in arts provision. It was also pleasing to see staff taking on lead awarding roles and doing so with confidence.</p> <p>The governors were asked whether there were any questions at this point.</p> <p>The Committee concluded that it was a tribute to the clarity of the paper that no questions were raised.</p> <p><i>The Committee resolved to note the Quality Report.</i></p>	
5.2	<p>Student Disciplinaries Report</p> <p>The report was submitted at the request of the Committee because of the rise in disciplinaries.</p> <p>The paper was noted and comments from the Committee were invited.</p>	

	<p>A governor asked if there is a concern around the number of students that are withdrawing and the viability of class sizes and subjects. The Committee was assured that a regular review of class sizes and consideration of amalgamating classes is undertaken to ensure it is reflective of the needs of the students. As part of the curriculum planning process there is a lot of work around viability of groups, for example in hospitality because of lower student numbers. In terms of behavioural issues and impact, overall, we are seeing a proportion of lower-level behaviours that we do not want to see and is perhaps a carry-over where there has not been that opportunity to embed social norms and appropriateness. Several measures have been put in place to improve in this area such as walkthroughs, raising the profile of the senior leadership team and resetting expectations inside and outside classrooms.</p> <p>A governor asked how far we are through the year in terms of the disciplinary figures being reached. The Committee was advised that the figure is up until the date that the report was written i.e. 5 months of data so halfway through the year. Disciplinary are normally more common in term one. We have not seen the same volume coming through since and behaviours have settled somewhat in the second term. Nevertheless, monitoring is continuing.</p> <p><i>The Committee resolved to note the Student Disciplinary report.</i></p>	
Item 6	Teaching, Learning and Assessment	
6.1	<p>The Teaching, Learning and Assessment Report was received. An overview was provided to the Committee on the existing three formal mechanisms for reviewing the quality of TLA.</p> <p>Due to the disruption to TLA over the past two years, work is behind on formal and informal Observations of Teaching and Learning (OTLs). However, the teams are on course to complete with staff before Easter.</p> <p>Second learning visits have focused on specific strategies:</p> <ul style="list-style-type: none"> - Those that teachers use to introduce new knowledge and skills and the impact these strategies have on students; and - Those teachers use to test recall of prior knowledge or to build on skills development and the impact these strategies have on students. <p>Feedback from students on the strategies being used by tutors was incredibly positive. Reports are still being developed and will be available for the next Committee meeting for discussion.</p> <p>The final way to review TLA is to carry out internal reviews which can be called at any time to identify where improvements can be made. 2 internal reviews have been completed to date with 2 planned next week. The approach being taken is to try and model the Ofsted inspection approach.</p> <p>The outcome of the exercise has reaffirmed what the HOCs of those areas already knew in terms of how that area is operating. There are some general themes coming through on TLA where we are planning some short sharp CPD sessions for tutors.</p> <p>Comments were invited from the governors. The Committee advised that the paper was very clear and focused, and members were pleased with how much work has been achieved and/or set in motion in a very short period of the Director of Quality joining the college.</p>	VH

	<p>The Committee asked if there are any issues with the manageability for staff to carry out the strategies or whether it is providing clarity on what systems are in place. The Committee was advised that the HOCs prefer a more prescriptive approach to focus on specific strategies. As the approach to TLA is reviewed, training will be organised to bring everyone up to speed to meet expectations for quality. The intention is to move at pace with the aim of being empathic to staff in introducing new QA practices and processes.</p> <p><i>The Committee resolved to note the Teaching, Learning & Assessment report.</i></p>	
6.2	<p>Interested Party Feedback</p> <p>The report outlined the initial findings of the 'on-programme' survey that closed on the 9 February 2022. Further detail will be made available at the next Committee meeting.</p> <p>Two new questions were added to the survey this year to coincide with the themes of the learning visits. The responses to the new questions scored more than 90% with students feeling positive.</p> <p>Noting the decline in responses from parent/carers, a governor asked if there are issues around responding and what actions to address have been put in place. The Committee was advised that the initial findings suggest a decline in satisfaction with smaller volumes of responses than those given previously. A piece of work is being completed by the Quality Team on a parent/carer communications strategy to bring some clarity over contact points.</p> <p>The Committee queried the low response rate from employers (5 responses) asking why it appears rather low. The Committee was advised that employers are contacted for feedback at the point at which the apprentice completes rather than surveying employers at one point in the year.</p> <p><i>The Committee resolved to note the Interested Party Feedback Report.</i></p>	VH
Item 7	Supporting Students	
7.1	<p>Supporting Students Report</p> <p>The paper was noted and comments from the Committee were invited.</p> <p>It was agreed that the new model for student support would be kept under review at points in the academic year to gauge progress and ensure the model was embedding across the wider college.</p> <p>The Committee asked whether students were getting the contact time with their progress coaches. The Committee was advised that students are receiving the time needed, however different approaches are being taken such as group or individual 1-2-1s to ensure that the system is sustainable. It is difficult to generalise across all students because its dependent on the curriculum areas and views of students who value the 1-2-1 sessions more.</p> <p>A further update on the matter is to be scheduled on the agenda to allow further discussion.</p> <p><i>The Committee resolved to note the Supporting Students Report.</i></p>	MH

Item 8	Corporate Governance and Assurance	
8.1	<p>Strategic Risk Monitoring. The risks were provided for the Committee to scrutinise. The report was noted.</p> <p>The Committee was advised that the risk descriptions may be reviewed along with the work on KPIs to look at how to quantify the direction of travel and aid future discussions and monitoring by governors.</p> <p>Progress against HE QIP The Director of Curriculum – Professional & Commercial Industries (HE) provided an overview of progress against the HE QIP, noting that recruitment is positive with an increase in applications for art subjects. It has been identified that some courses need more attention through marketing and work on some HE focused films. Overall students are on course to achieve 2:1s and above.</p> <p>The Committee was invited to comment.</p> <p>A governor asked whether progression of FE students to HE was under review. The Committee was advised that in some areas such as media make-up and cyber security there is strong progression. In Film subjects there are strong applications with a mix from our level 3 students and external. The team is currently completing a piece of work on HE STEM to encourage FE students to move into HE.</p> <p><i>The Committee resolved to note the progress against the HE QIP.</i></p>	VH
8.2	<p>FE QIP The Director of Quality provided an overview of the key actions to date. The FE QIP has been updated since it was circulated with the Committee papers and now includes much more targeted and focused actions, including milestones and impacts. The term one update will be submitted to the next Committee meeting.</p> <p>The Committee asked whether we are on course for meeting the Skills for Success timelines. It was advised that work is not as far ahead as we would like it to be. However, it is being rolled out across the College and is now a common language being used, certainly with progress coaches.</p> <p>A governor commented that this Committee’s focus is to review progress to plan and raised concerns regarding the feasibility of effectively monitoring a plan that is 20 pages long. The Committee was advised that the review of the plan is continuing with termly updates to be provided to demonstrate improvements being implemented. The plan next year will be more focused.</p> <p>The Committee Chair advised that it is important that the Committee reviews progress and resolved to consider a review of the schedule of business to ensure there is a clear focus on the QIP to improve support for students.</p> <p><i>The Committee resolved to note the FE QIP.</i></p>	
	SUMMARY MATTERS	
Item 10	Key Meeting Outcomes and/or Actions	
10.1	<p>Matters for report to the Governing Body (if any)</p> <ul style="list-style-type: none"> Apprenticeships – discussion, progress, and actions. 	CB

	<ul style="list-style-type: none"> Improving the effectiveness of reporting to Committees and triangulating the information between Committees. 	
10.2	Matters for report to Audit Committee (if any) <ul style="list-style-type: none"> Detailed scrutiny of apprenticeships at Audit Committee. 	
Item 11	Summary Matters	
11.1	Any Other Business	
11.2	Date of the Next Meeting – 25 May 2022	
Signed		
Name:	Dr Ann Lees	
Date:		