

# Minutes of the Learning & Quality Committee Meeting held at 2pm on 25 October 2022

Present: Prue Amner (chair), Mark Cooper & Tim Jackson

Apologies: Mike Stoneman & Samantha Miller (staff)

In attendance: David Byford Business Engagement, Apprenticeships & Partnerships Director  
Chris Caddemy VP Information Services  
Tess Cole VP Foundation & Adult Learning  
Liz Davies Quality & Standards Manager  
Matt Phelps Deputy Principal/Deputy CEO  
Katy Quinn Principal & CEO  
Paola Schweitzer Director of Governance  
Sarah Warren VP Vocational Learning

---

## Minutes

### 1 – Standing Items

#### 045 Attendance and Participation

Mike Stoneman & Samantha Miller (staff governor) sent their apologies.

#### 046 Declarations of Interest

There were no declarations of interest.

#### 047 Minutes

The Minutes and Confidential Minutes of the Learning & Quality Committee Meeting on 07 June 2022 were **Agreed** as a correct record.

#### 048 Matters Arising

Governors **Noted** that all outstanding matters arising had been completed.

#### 055 Safeguarding Adults & Children & Young People Policy Review & Annual Report

Matt presented paper 255/22/L&Q setting out a review of the year in relation to safeguarding disclosures/referrals in 2021/22 and staffing arrangements for 2022/23. The report also provided an update on the system for recording safeguarding and statutory safeguarding training, the Single Central Record check and the updated Safeguarding Adults & Children & Young People Policy.

Matt drew governors' attention to headlines within the report:

- The Safeguarding Team dealt with 430 cases in 2021/22, 82 of which were MASH (Multi-Agency Safeguarding Hub) referrals. The highest number of disclosures were self-harm and suicidal thoughts (79 including a few students disclosing on several occasions) and sexual harassment (outside of College) which peaked after the festive break (57). This was higher than previous years and reflected the local and national picture.
- The Safeguarding Team now comprised eight (as opposed to four) staff with a Senior Safeguarding Officer at each campus.
- The first 2022/23 Single Central Record review would take place in November
- Keeping Children Safe in Education training had just been rolled out, focusing on sexual harassment and banter
- Changes were proposed to the Safeguarding Adults & Children & Young People Policy in line with updated legislation.

Prue asked that future reports contain more detailed data and Matt agreed this would be done prior to the report's consideration by Corporation on 13 December 2022. Tim agreed that more granular data would be helpful, particularly when it came to tracking information year on year. He believed that the report, coupled with the VP Student Experience's training prior to Corporation on 04 October 2022, gave governors a good insight into safeguarding at the College. He had recently met with principals from the north of England all of whom had increased the capacity of their safeguarding teams so it seemed to be common across the sector. Matt stated the College was looking at numbers and trends with the aim of more effectively tailoring support to students. There was a brief discussion about the importance of the 2022/23 safeguarding lead governor, Shirley Nellthorpe, being a member of Learning & Quality Committee with Paola stating the matter would be raised at Search & Governance Committee.

Governors **Noted** the Safeguarding Adults & Children & Young People annual report and **Agreed** the Safeguarding Adults & Children & Young People Policy changes.

## 058 Student Suspension & Exclusion Policy (paper 258/22/L&Q)

Matt presented the student suspension and exclusion policy. It replaced existing processes and ensured that there was a clear, consistent and fair process and procedure for suspensions (temporary) and exclusions (permanent).

It was proposed that suspensions of up to five timetabled days could only be issued by a Vice Principal and that exclusions could only be sanctioned by the Deputy CEO/Deputy Principal Exclusions. The decision to exclude a student would not be taken lightly and all steps would be taken to ensure this measure was avoided, including working with the student to change their behaviour at the point of suspension. Reasonable adjustments and special considerations would be applied in relation to any decision to suspend a student with special educational needs and/or those with a disability.

Governors **Agreed** the student suspension and exclusion policy and delegated authority to the Senior Management Team (SMT) to issue suspensions.

## 049 Balanced Scorecard including finalised 2021/22 data

Chris presented paper 249/22/L&Q setting out the balanced scorecard's 2021/22 close out position, noting it would be replaced by the corporate dashboard in 2022/23.

Chris drew governors' attention to key data:

- **Income:** 16-18 and AEB income were projected to outturn just above budget and Apprenticeships were projected to outturn under budget.
- **Learners:** There were 5,985 students on classroom-based provision (2,953 of whom were on study programmes). This was a decrease from 2020/21 due to consolidating adult provision and lower 16–18-year-old recruitment at Tangier Campus. There were 989 apprentices (1,159 in 2020/21) however many apprentices had passed their original planned end date.
- **Attendance:** Overall College attendance in 2021/22 was 84.9% (88.1% in 2020/21). English and Maths attendance was 74.7% (78.9% in 2020/21).
- **Achievement Rates:** Actual to date 16-18 study programmes 80.5%, adults 86.2%, apprenticeships (overall) 42.7% and apprenticeships (timely) 9.1% (this was subject to change as data was finalised).
- **GCSE results:** The percentage of 16-18 students who achieved a grade 4-9 in English was 18% and 17% for Maths (national average 22% and 15% respectively). The percentage of adults who achieved a grade 9-4 for English was 32% and 39% for Maths (national average 39% and 32% respectively).
- **A Levels results:** The percentage of students who achieved a pass grade was 98.7%. The College performed above the national average in overall pass rate students achieving grades A-C.

Achievement and retention were lower than anticipated due to incorrect historical practice: when closing down the year claim against the Individual Learner Record, some students had incorrectly been carried over to the following year instead of being withdrawn. This issue had recently come to light and had been rectified by withdrawing these students, but this had a negative impact on 2021/22 achievement data. In response to a question, Chris stated the practice had likely taken place for some time, possibly up to four or five years. Tim had seen this issue before and asked if it was due to a misunderstanding concerning the nature of the students or an MIS issue. From his investigations Matt had found that curriculum leaders had carried out the closing down process correctly. They did not have visibility of these students. He believed the decision to carry over these students was taken at a senior level. Katy stated it was hard to know exactly how the situation had arisen, the important thing was to start 2022/23 with clean data. Tim thanked Chris for spotting the error and supported management's approach to resolving it. He believed the matter needed to be drawn to the Chair of Corporation and Chair of Audit's attention.

Tim asked if online learning meant attendance had improved. Matt stated this was the case, but that whilst students preferred face to face provision, attendance was less good. Tim believed online attendance was sometimes false as students were present virtually but doing other things. The College needed to improve attendance by 5% and so there had been a focus on attendance and expectations at the start of term. Tim noted that the apprenticeship achievement rate was 42.7%, more than 10% below the national average and that whilst he was not surprised, it was disappointing. Matt noted it was likely to improve to 46% against R14 and that it would have been around 50% if Ha Ha Training data was excluded. This was clearly not good enough, but the College was in a stronger position now as a great deal of work had taken place over the last

couple of years to address the issues. David agreed, stating that all apprenticeships were now delivered directly by the College and there were monthly monitoring meetings. Prue noted that staff needed better training to track apprenticeships and David confirmed that staff had recently been upskilled/trained. Tim congratulated staff on the GCSE results, particularly as the exams took place so soon after the pandemic. Prue stated that she had been advised prior to the meeting that 40 students had not yet been enrolled in class this year and asked for an update Chris stated that enrolment had been hampered by the use of two legacy systems, meaning that it was not possible to record 100% of progressions and late admissions and that some students had to be added manually to the system. 36 of these students had now been enrolled.

Governors **Noted** the 2020/21 college performance to date.

## 050 **Careers Report 2021/22 including Destination Data**

Matt presented paper 250/22/L&Q providing an update on Matrix Accreditation and the Careers teams' work in 2021/22 as well as 2022/23 plans and the new Tutorial Programme. Headline data was also provided for 2020/21 destinations.

Matt drew governors' attention to highlights from the report.

The Matrix Standard was the DfE's standard for ensuring the quality of the delivery of high-quality careers information, advice and guidance and was used to accredit contracts including the National Careers Service. In December 2021 the College was awarded its first Matrix Assessment as a merged College. This would be in place for two years. Careers activity would be embedded in the new 2022/23 Tutorial Programme to support students with their progression and the new MyCoPC app would support apprentices and adults. The focus for 2022/23 was to bring the Careers team together and standardise service provision in line with the College's Careers Education, Information and Guidance (CEIAG) policy and strategy. This was being supported by an experienced Student Services consultant.

The self-assessment report identified capturing destination data as a key area for improvement as it was inconsistent across campuses meaning it was not possible to link the quality of education and curriculum design to progression and sustain destinations. The College was working with an external company, Purlos, to support this work. The College captured 70% of its 2020/21 leavers destination data, 84% of whom reported a positive destination ie relevant to their studies. Prue was pleased to see this positive destination figure. Tim noted that this data would be persuasive when talking to employers, as it demonstrated the impact of what the College did. Matt agreed, noting that destination data played an increasingly important role within Ofsted's Education Inspection Framework.

Governors **Noted** the Careers Report including the destination data.

Mark left the meeting, which meant the meeting was no longer quorate.

# Notes of the Learning & Quality Committee Meeting held at 3pm on 25 October 2022

Whilst the meeting was no longer quorate, Prue and Tim believed there was a value in continuing with the meeting.

## **2021/22 Quality Improvement Plan Update (paper 251/22/L&Q)**

Matt presented the Quality Improvement Plan (QIP) term 3 update, setting out the distance travelled in 2021/22. The QIP identified eleven key areas for improvement, of which six were RAG rated red and five amber at the start of the year. The term 3 update showed that ten were now amber and one green (areas were RAG rated on impact). Whilst this was an improvement, there was some way to go as impact measures were either too fledgling or not yet visible and would only be fully evident in 2022/23. Amber actions would be carried forward into the 2022/23 QIP, alongside emerging areas for improvement identified during the 2021/22 self-assessment process currently underway.

Prue noted that the QIP was rigorous and detailed, one of the best she had seen. Tim noted that it was a strong report and asked what further action was being taken regarding work experience and functional skills. Tess noted that attendance was key in this area and so rigorous monitoring was in place. Sarah believed the Employer Engagement Board should improve the link with employers.

In response to a question, Katy stated that the digital strategy would now be considered in spring 2023 to allow time to research best practice at other colleges and identify the best way forward (at present there was an inconsistent approach across the campuses to learning platforms and digital tools). Chris outlined the strategy's six proposed pillars, four of which were concerned with teaching and learning including student experience.

## **Enrolment Numbers for 2022/23 (paper 152/22/L&Q)**

2952 students were currently enrolled (including students aged 19-24 with an Education Health Care Plan (EHP), against a target of 3105. The College was still interviewing and placing late applicants and this number was reflected in the 90 projected enrolments. Tangier Campus enrolment had been strong and was projected to be 55 above target. This was on the back of lower recruitment in 2021/22 which meant the second year cohort was smaller than usual. The College's current funding allocation was 2948 and the College was projecting an additional 94 students in 2022/23. Enrolments would continue until half term. The focus for 2022/23 was progression as that would make a significant difference. In response to a question, Sarah stated that beauty therapy had an ambitious target which, following growth in 2021/22, it had not been able to sustain.

## **Future Curriculum and Learner Numbers (paper 153/22/L&Q)**

The future curriculum planning model assumed the College increased market share for full time provision from 52% in 2020/21 to 65% in 2027/28 (an increase of 360 learners) as well as 13% growth of adult, apprenticeships, commercial and adult learner loan provision and 79% growth of HE provision. Matt noted that the model underpinned the estates strategy (hence the timeframe had been extended to 2027/28, beyond the lifetime of the strategic objectives) and bidding for future funding rounds. The model had been shared with the FE Commissioner's team the previous week and they believed it reflected good practice.

The College was likely to recruit a total of 3100 learners in 2022/23. Tim noted that learner growth within such a short time after merger and against a backdrop of decreases in some colleges was quite remarkable although noted that the College needed to test itself against optimism bias. Matt agreed, noting that the growth had been achieved in the absence of a single College brand (recruitment was through the legacy college brands) and within the context of a less than smooth start to term, so the College's position could only strengthen. Everyone agreed the importance of maximising progression opportunities.

### **Strategic Plan Update (paper 153/22/L&Q)**

Matt presented several strategies, all of which underpinned the strategic plan 2022-26. Each strategy identified objectives which aligned to the curriculum strategy. Key performance indicators aligned to the Corporate Dashboard and/or Learning & Quality Dashboard (in development). A further seven strategies would be brought to the following meeting: Higher Education Strategy, Quality Strategy, Tutorial Strategy, Work Experience and Industrial Placements Strategy (Tim suggested that information was circulated to governors in advance of the Ofsted monitoring visit), Schools Liaison Strategy, Employer Engagement Strategy and Apprenticeships Strategy.

The strategies appended to this report were:

- **Curriculum strategy**
- **Equality, Diversity & Inclusion (EDI) strategy.** In response to a query, Matt noted that accessibility needed to be embedded in the strategy
- **Careers strategy:** This would be amended to include the governor link
- **Partnership strategy:** Tim suggested referencing the new employer body Hampshire Chambers of Commerce and the focus on Local Skills Improvement Plans as well as the Ofsted skills measure testing the extent to which a college met local need. This point also referred to the adult learning strategy.
- **SEND strategy:** An implementation plan would be ready in January 2023 for the Personal Development Day (cross-College staff training day).
- **Maths & English strategy:** Tess noted that whilst a large number of students were taking exams in November, there had been a more selective process this year.
- **Adult learning strategy:** The Engage App which would shortly be available to all students would enable them to access their materials etc.

Prue asked about learning styles, noting the importance of using a variety of approaches in supporting inclusive teaching and learning and suggested this needed to be captured in the quality strategy as well as the EDI, higher education and teaching and learning strategies. Matt confirmed this was captured in the teaching and learning strategy.

### **TLA Update (paper 256/22/L&Q)**

This paper updated governors on teaching, learning and assessment across all campuses.

A whole College approach to lesson observations and learning walks was awaiting outcomes of staff consultations and union approval. A coaching model was proposed, based on the Ofsted style approach to observations as well as unannounced learning walks. A CPD programme for all teaching staff was being developed to reflect the professional standards. This programme would be responsive to emerging TLA themes across the College and within specific curriculum areas and was in addition to Professional Development Days and bespoke CPD and support from the Teaching Excellence Team.

Tim noted that it was a great report and asked to what extent the College was taking the opportunity to peer reference with other colleges. Matt stated that external people had been identified and that there were also opportunities for sharing good practice across campuses. Prue stated that she had shadowed Kara Hall, Learning & Assessment Manager, for a day of learning walks at Tangier and Highbury campuses and the report reflected what she had observed. She was interested to see how the assessment would develop and asked to participate in learning walks at the College's other two campuses.

### **Learner Voice Update (paper 257/22/L&Q)**

This paper provided an update on actions taken in response to student feedback from the induction survey which took place earlier this term. Key findings were:

- Students at Arundel Campus were most satisfied with their induction
- A very high proportion of students at each site agreed that they feel safe in College, were aware of the expected standards for attendance and punctuality and knew how to contact their teacher for support
- Highbury and North Harbour students needed further clarification concerning work experience opportunities
- The clarity of timetables was an issue at all sites apart from Arundel Centre
- Benchmarks against other colleges were low in all areas and rated in the lowest quartile.

Prue stated that part of the self-assessment process was to speak with students and it would therefore be good for the Committee to get involved in focus groups. Liz had discussed the matter with Paola and dates would be circulated to governors shortly. Liz confirmed she attended all course representative meetings and that representatives were encouraged to collect the views of their class mates and feed them into the learner voice process.

### **Any other Business**

In response to a question, Matt confirmed that the FE Commissioner's team had suggested an external person participate in the SAR process. The College had agreed that this person would review the output of the SAR process and the team had confirmed they were happy with that suggestion. Tim noted that FEC worked on the basis of active support, so colleges weren't obliged to agree to all their suggestions.

The meeting ended at 4.20pm.