Governance

Meeting/Committee	**Quality & Standards Committee**
Date of meeting	11th May 2022 at 5pm (via Google Meet)

1 Declarations of Interest and Eligibility

The meeting Chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.

Appointment of the meeting Chair

In the absence of Jennifer Worsdale it was agreed that Heather Barnett would Chair the meeting.

2 Welcome, introductions and apologies for absence

Attendees:

Heather Barnett	Meeting Chair
Katie Curtis	
Katie Asgari	
Jason Austin	
Donna Clifford	
Shirley Collier	
Carol Stanfield	
Veronica De Bruce McCoy	

In attendance:

Tracey Mace-Akroyd	Deputy Principal/CEO
Maxine Bagshaw	Director of Governance
Cheryl Martin	Assistant Principal
Claire Godfrey	Assistant Principal
Daniel Stanbra	Director Adult Education & Contracts
Andrew Birch	Head of Higher Education
Laura Reid	Head of Student Services – Safeguarding & Student Support
Keith Sanderson	Interim Campus Manager - North Notts campus
Dave Cosgrove	Head of Business Intelligence and Performance
Mel Smith	Interim Director of Programmes for Young People
Dave Smith	Interim Campus Manager - Rotherham
Kelly Beighton	Interim Director of High Level Skills and Innovation
Lucy Barnwell	Director of Marketing and Learner Recruitment
Tanya Gertsmar	Head of SEND and High Needs

Apologies for absence

Apologies for absence were received from Jennifer Worsdale.
Lucy Barnwell was welcomed to her first meeting of this committee.

3 Minutes of the meeting held on 9th March 2022

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

AGREED: to approve the minutes of the meeting held on 9th March 2022.

One member of the committee made an observation that the numbering of the 'key themes' on pages 3 and 4 may be slightly out of alignment and it was agreed that these would be reviewed and amended if required.

There were no matters arising.

4 Actions Progress Report

The committee were happy to note the content of the update provided and the progress made.

5 QIP 2021/22

The detailed report was presented and key matters highlighted were:
- RNN5 – this has been RAG rated as amber now following the comments made by committee at the last meeting
- Apprenticeship data now includes both national and end of year predictions
- RNN1 – this is RAG rated as amber as the college believes it is on target to achieve by yearend
- RNN2 and 2A are RAG rated as green as the college is already seeing a positive impact
- RNN3B, 4 & 5 continue to be amber
- RNN6 is RAG rated as green
- Position in relation to staff recruitment and retention continues to be amber

In relation to recruitment and retention, the Director of Governance referred to comments made by Shirley Collier in an email and advised that, at the recent Finance Committee meeting it had been agreed to establish a Pay and Reward Task and Finish Group so that governors would have an opportunity to look at this from a strategic perspective.

AGREED: to note the content of the update provided.

6 Risk Report

The Deputy Principal drew governors' attention to her detailed report and advised that, an immediate key risk is in relation to exam arrangements for English and Maths GCSE's. She advised that the group was struggling to secure sufficient volunteers and/or external recruits. Exams take place next week. Group is confident in terms of the number of invigilators required however is short of 34 readers and scribes on Wednesday and 50 short on Friday, which is posing a risk. Committee were given assurance that a number of solutions are being considered, including members of the Executive and SLT supporting practically.

Committee asked what will happen if the group cannot provide the required number. Staff advised that learners will still have to sit their exams but that it

would not be ideal circumstances for them, which is why there is a planned further communication to go out to staff explaining the urgency of the situation. In terms of scribes, it was acknowledged that these have to be provided on a one to one basis whereas readers could support a small group. Staff advised that, if the group is still short, each learner will be reviewed on an individual basis and a risk based approach taken. Those with anxiety and those who have already had a one to one need identified will be a priority and that, for others, it may be a shared reader. Again, it was explained that, students will need to be prioritised.

Committee asked for more information in terms of what readers and scribes do and asked whether this is something new for this academic year. Staff advised that in relation to readers these are provided to students who have had additional learning support assessments with a need identified i.e. having someone available to read the questions and an example of why this might be the case is a visual impairment. Scribes provide support to write down the answers provided by students and this again aligns with in class additional learning support needs having already been identified.

Deputy Principal advised that having sufficient volunteers is a reoccurring problem and that, to try and address this, the group started to look externally earlier in the year however she expressed a view that there is a piece of work to do with staff in terms of the culture surrounding exams going forward. College has always relied upon a lot of good will and needs to be more proactive in the future. She explained that there had been a similar position in previous years but that the position this year had been exacerbated by the fact that there were many more students sitting GCSEs and that the sheer volume means that exam arrangements are still short. Staff advised that, in addition, because the group did not have prior year exam results but instead had TAGs and CAGs staff did not have early information regarding ALS and access arrangements required from schools.

Other risk areas highlighted were:
- Attendance – Deputy Principal advised that this is still a risk. Current position is 81% against a target of 90%. She advised that the position remains the same as reported in local schools and the local authority and aligns with the percentages in the boroughs which had the highest number of covid cases.
- Predicted achievement continues to be a risk, however committee were advised that the group is not seeing a negative impact which would directly correlate to attendance. Committee were given assurance that staff are being flexible in terms of catch up and the support offered and provided. All acknowledged that there was a need to capture what the group has done to maximise attendance and an example was in relation to Maths and the removal of a digital session which wasn't working. Committee were advised that the group has introduced the Inspire Programme, particularly for those students with the lowest levels of attendance. All agreed that there was a need now to maintain a focus and make sure that attendance does not fall any lower.

In relation to the Inspire Programme and the use of life coaches, committee asked whether they are having an impact on attendance. Staff advised that it is still 'early days' but that there are positive signs i.e. 1,400 attendees in week one and 300 one to one sessions provided. An example given was in relation to a bricklaying cohort who had participated this week and it was described as a really positive session with students very engaged. College is gathering information from the facilitators to ensure the impact of the project is captured.

Committee were advised that attendance during week 2 one to ones was also good, with some learners self-referring for the sessions this week.

Question and challenge from the committee was to monitor the general attendance and not just specific session attendance for these learners. It was confirmed that this information is collected and monitored via the trace system and that staff will then be able to correlate many aspects including attendance, destinations, achievement etc. In addition, staff are taking learner survey feedback. It was agreed that, at the next meeting attendance information would be shared for those students who are participating in the Inspire Programme (Cheryl Martin, June 2022). Committee were advised that vocational and catch up coaches are also providing support to improve attendance. Staff indicated that, whilst attendance remains a risk, there is confidence that the group is doing all that it can to improve it.

- Apprenticeship overall attendance – committee were advised that part of the PIMS process includes NLG support to give external advice on how to improve apprenticeships. Working with this individual has identified some data anomalies and, as a consequence, the group is looking at adjustments, particularly in relation to a flexible learning options. She confirmed that staff were working to ensure that data is accurate.
- English and Maths – a number of points were noted:
  - The group has removed the digital sessions as previously advised
  - Catch up coaches are working in groups and on a one to one basis to ensure that students catch up
  - Increased number of English and Maths GCSE entrants this year will impact upon the high grade profiles
- Apprenticeship provision generally remains a risk

A challenge from the committee was that they would like to see an impact assessment regarding the work being done by catch up coaches e.g. is it leading to improved attendance. Committee agreed that they would like to see quarterly updates on activity and impact to ensure that resource is going in to the right place. Deputy Principal advised that staff weren't able to report progress at this meeting as the group is currently conducting the progress 3 checks. It was agreed that a short impact assessment would be provided at the next meeting and then scheduled on a quarterly basis for an update as part of the work plan for 22/23 (Deputy Principal, June 2022 and then quarterly reporting).

- Learner progress – committee were advised that this is still a risk and that the group needs to be mindful of accuracy and progress over time in terms of percentages and proportions. She explained that the progress reviews are really key so as to ensure that learners get to where they are expected.
- Recruitment of staff remains a risk and it was acknowledged that this links with board level discussions. Staff advised that some positive inroads have been made in some areas, however core construction and engineering is still a concern. Committee asked what the message to local employers is and whether there is a potential negative impact in terms of students. Deputy Principal advised that the group has put a halt on recruitment in some areas where there are staffing challenges and that the aim, in a number of areas, is for January starts. A challenge from one member of the committee was to consider the LSIP report and specifically the fact that engineering is very high on the local agenda. Group has to be able to recruit to meet employer need or they may go elsewhere. Deputy Principal advised that the risk regarding core engineering and construction is particularly at the Rotherham campus.

She advised that engineering recruitment generally is in crisis nationally, both for education providers and also industry. She advised that the group does have a strategy of targeting individuals who may be on a retirement flightpath, with the aim being to bring them in to FE and, in addition to this, the group is looking more at 'growing its own'.

- Ofsteds PMV inspection actions remain a priority. Committee were advised that the college needs to be mindful of the outcomes and not lose sight of actions agreed and recommendations made, particularly in relation to apprenticeship provision and English and Maths teaching. She advised that both aspects featured heavily in all of the reports provided to committee today.

AGREED: to note the content of the update provided.

7   Data Dashboard

The Head of Business Intelligence and Performance introduced his detailed written report and key matters highlighted were:
- There are 1,400 indicators within the report and these will increase over time
- Cost centres are measured against KPIs
- Data is available at both a top level and then right down to a cost centre at an individual campus
- This report shows what is available to staff
- Governors attention was drawn to one example i.e. applications and it was explained that this is one of the key measures. System used allows analysis across all areas to ensure consistency e.g. speed of the process. The system has had some positive feedback from the learner recruitment team with it being helpful to have data provided at both a group and campus level.
- The system is updated every morning

A question from one governor was in terms of the subheadings and they asked whether they can be 'more joined up' and an example given was applications and curriculum planning as it appears that they are the same thing. Governors thanked staff for the incredibly useful information but suggested that the front sheet could make the links easier for them to understand. All agreed that it was really reassuring to see what is now available to staff however, from a governor perspective, what is needed is an overview as it is not the role of a governor to 'crawl all over the information'. Whilst the report was helpful, committee did not feel that it was pitched at a governor level and a challenge was issued for staff to be able to provide a two page overview. It was agreed that this would be reviewed by the Head of Business Intelligence & Performance, Deputy Principal and Principal and that they would then put forward proposals (DC/TMA/JA, June 2022).

Feedback from governors was that they need a succinct and rolled up report. It was agreed that staff would review the subsets and agree what should be provided at governor/committee level. Suggestion made was that link governors would then be able to drill down in relation to the data for their specific areas, which would then provide a line of triangulation.

AGREED: to note the content of the information provided.

8   Safeguarding, Prevent and E&D

The Head of Student Services presented her report and key matters highlighted were:

- Mandatory training compliance is high
- Staff continue with face to face training as this is preferred to a digital approach
- Team are working with HR to identify some really good Level 3 safeguarding training for members of the SLT to support them when they are undertaking duty cover
- No LADO referrals this year
- Number of interventions are high, with 1,444 for safeguarding and welfare. Mental health is an area of concern with a high number of referrals. Group is now able to refer in to the Inspire Programme.
- Staff continue to work with Rotherham Virtual Schools in relation to pupil premium support
- Group has seen an increasing number of unaccompanied asylum seekers
- Staff continue to attend prevent partnership group meetings
- Prevent action plan is complete and compliant and is reviewed twice a year
- Staff met with members of the violence reduction unit and discussed how the college can link in. There are some really positive developments and opportunities, particularly involving research. An event focusing on knife crime is planned for next week at DVC.
- Staff are looking to undertake the second round of campus mapping
- Next 10 minute takeover will focus on online safety

Committee were then provided with a notice of a concern and it was explained that, sexual harassment and sexual violence training provided to SLAs today had highlighted the fact that Rotherham College is cited in one of the submissions on the 'everyone's invited' website. The intention of this website is to highlight rape culture in education and most of the local schools are also cited. Staff advised that the group is doing an awful lot in this area and therefore being named is disappointing. There is no date stamp to the posting and therefore the college cannot assess how long it has been there. It was agreed that there is a need, with stakeholders, to be open about the fact that the college is on the list and is aware of it and that what is critically important is to be clear about what the group is doing to address and mitigate i.e. a proactive approach. All acknowledged that the approach taken by staff is 'it can happen here' and that the website generally should be supported in terms of raising awareness of the prevalence of this issue in education.

One member of the committee made reference to a sentence in the report which states 'we have already matched the number of interventions and unique learners in 19/20 and still have one full term left of the academic year' – she asked what the implications are for staff and is there a plan in place to ensure that the group can continue to intervene where it is needed. Staff advised that there were a number of initiatives, including:

- Utilising study support coaches – this will take some of the work required away from mentors
- Pupil premium pilot intervention – this is targeted work

It was explained that this is a well-used service which does lead to more referrals. Committee were given assurance that resources are reviewed annually and, where possible, the 'load is shared'. Staff advised that support is provided as best as possible and that there is an option to externally refer where required. Challenge from the committee was that, if this level of need is to continue then there may be a need to plan differently.

Committee were advised that the Inspire Programme has created some more capacity to support learners and assurance was given that the impact in relation to this can be tracked and monitored.

AGREED: to note the content of the update provided.

9   Curriculum Planning

The Assistant Principal presented her detailed report and advised that stage two of the process has been completed and that the group is nearly at the sign off point. Predicted student numbers (ESFA funded) are 2984 which is growth of 140.

In terms of next steps, key points highlighted were:
- Some key marketing elements
- Agree sign off for any courses which are not likely to achieve agreed contribution levels
- Work to do with employers
- This will then be followed by detailed planning in terms of visits, employer delivered sessions etc.

Curriculum plans take the group in to 22/23 and particularly in areas which will have T Level developments.

One member of the committee noted the intention to have centres of excellence at one or other campus and they asked what the implications of this are for students, as the group covers a number of geographic areas, and an example given was in relation to travel to learn. Staff explained that the plan is to have these at the lower levels of provision where students can develop knowledge, skills and behaviours. The intention is to merge the generic elements to bring about efficiencies. Group is looking at putting on some form of transport to support learner movement. It is intended that this will be a complementary offer and will not compete with the broader approach. Committee were advised that it will allow more consistency and continuity in terms of the staff that students see and that it should enable staff to be used more effectively, particularly where there are shortages in key areas.

Question and challenge from the committee was how the curriculum planning process aligns with HR resource planning. Assistant Principal confirmed that curriculum colleagues work closely with HR in relation to both under and over staffing and that there is always a focus on resource efficiency. The next stage is to speak to staff and discuss where there may be any individual impact. Committee were advised that most contracts of employment allow for working across all sites. Committee were given assurance that a joint site curriculum planning day took place in January 2022 and that this was to ensure that there is a real culture of working together.

One member of the committee asked a number of questions, including:
- Why is the group promoting courses if there are low or no applications. They asked whether it is a responsive approach.
- Why do reports provide numbers in terms of ESFA funding and £s for apprenticeship provision
- In relation to digital, where is the college in terms of the capital investment bid submitted
- Where is the link with the LSIP report, as governors need to be assured that curriculum is meeting local needs. Is there any sense of the risks and recommendations arising from the LSIP report.

Staff responded to the questions and points made included:

- The group uses Vector and EMSI data which feeds in to the curriculum planning process. This allows analysis of local requirements.
- Group only puts on a new course if it is known that there is employer demand.
- In relation to the numbers versus the £s this relates to how the areas of provision are funded. It was explained that for 16-18 ESFA (2844) funding follows the learner, however in relation to apprenticeship provision the group is given a 'pot' and the money follows the qualification and not the learner.
- In relation to the LSIP recommendations, it is believed that the group embodies the expectations. To enable the group to further respond an SDF bid has been submitted to try and provide more capacity and an example given was, an Incubation Hub at DVC which would allow more employer engagement. Staff have also looked at developing a few dedicated sites for employers and an example given was, automotive provision and the potential for a dedicated low carbon centre with a focus on electric vehicles. This would generate revenue as well as capacity.

Deputy Principal provided assurance that the executive had asked very similar questions in terms of application numbers and employer engagement during the curriculum planning process and that there are some key areas of provision at each site that can build upon existing arrangements. Examples given were digital and Rotherham Campus and business, childcare and health at DVC. Intention is to really market what each sites USP is and courses will be different and have different outcomes.

In terms of the numbers versus the £s committee were given assurance that they link back to the strategic plan and that there are underlying spreadsheets which provide the granular data.

Challenge from one member of the committee was that the LSIP report would seem to suggest that private providers are 'waiting in the wings' and it doesn't necessarily read as if the group is fully represented. Staff advised that there are 40 recommendations and that it is quite difficult to succinctly report. Challenge from the committee was that they would want assurance that what the group is planning is built on local intelligence, including the LSIP report and recommendations. It was agreed that a copy of the LSIP report and the colleges response to it would be scheduled for discussion at the next meeting (Claire Godfrey, June 2022). Governors acknowledged that this was a key strategic responsibility and therefore required board focus. Staff provided assurance that all provision types are being considered with a view to identifying how the group is meeting the content of the LSIP report.

AGREED: to note the content of the update provided.

10   Learner Voice

The Assistant Principal presented the detailed report and confirmed that the summary provided is based upon the three main data sets. She confirmed that learner surveys look at a number of areas, including:

- Quality of education
- Learner experience
- Quality of facilities
- Support services

She confirmed that staff have identified some areas for improvement and these will be taken forward in September. She confirmed that a destinations report would be presented to the next meeting (Cheryl Martin, June 2022).

One member of the committee made an observation regarding the question on ALS within the survey and the fact that the position is RAG rated as red. It was explained that, as there is only a small proportion of students who receive it, it does distort the satisfaction rating. Staff confirmed that they have changed the way of reporting this to reflect actuality.

Another observation made was that the answers regarding 'taking part in sports/healthy activities' has a low rating. It was explained that the deep dive survey is very deep however the questioned used are very narrow and that, on reflection, the group should be asking more about personal development opportunities rather than sport. Staff indicated that the response in this area were impacted by the fact that the survey was undertaken early in the year when the group was not able to do as many health and wellbeing activities as usual because of social distancing requirements. It was confirmed that the position in the exit surveys is much higher.

AGREED: to note the content of the update provided.

11   Overview of Quality Assurance Arrangements

The Assistant Principal drew committees' attention to her report and explained that it provides a summary of the other activities that sit alongside deep dives. She provided assurance that the quality assurance process is robust and accurately evaluates the quality of education. Governors indicated that they would find it useful to have sight of the 'quality calendar' and it was agreed that this would be provided at the next meeting (Cheryl Martin, June 2022).

A challenge from the committee was that the report doesn't mention data use and data analysis, however it was acknowledged that this underpins the vast majority of the quality assurance work done. Governors suggested that it would be helpful to make reference to this just to close the loop and demonstrate how data analysis is integrated in to the processes.

AGREED: to note the content of the update provided.

12   Value Added – Progress Measures

The interim Director of Programmes for Young People summarised her report and highlighted the fact that the KSB tracker is a key mechanism for monitoring and measuring progress and that it includes:
- A starting point score
- Assessment at three progress points
- The final assessment has concluded and this is demonstrating that 95% of 14-18 learners are making good progress. The average points travelled from starting point to assessment point 3 is +13.19%.
- 3.11% of learners resulted in the same score and 1.44% of learners reported a negative score
- Nearly all of the 1.44%of learners who reported a negative score were due to a variety of reasons including attendance
- Progression boards measure performance against qualifications and it was explained that these are aspirational
- Target aim grades (TAG) are set at the beginning of the academic year to measure performance against a qualification.

- The February 2022 progression boards have now concluded and these demonstrate that 80% of learners on a study programme are making exceptional or expected progress towards their TAG and 16% of learners may not meet their expected TAG
- The 184 learners are receiving interventions including catch up sessions, bootcamps and access to the Inspire restorative programme.
- There has been no national progress data issued other than the pre covid position
- Group will be able to measure both internal and external progression
- It is very difficult to benchmark with national as the group only has a small number of level 3 learners which are included. RNN progression boards include all learners and all acknowledged that it was critically important that the final boards accurately capture all progression data.

Question from one member of the committee was whether or not the group uses ALPS or ALICE as a way of comparing. It was explained that the group does not and that, generally in relation to ALPS providers put in their own data which can be selective. This information is used more by sixth form providers. RNN group feels that it is head and shoulders above all others in terms of its systems and processes in this area.

AGREED: to note the content of the update provided.

13   Learner Recruitment for 22/23

Lucy Barnwell presented her detailed report and key areas highlighted were:
- Applications are down on the prior year position but are up when compared to 2020
- Group is not able to control the external environment but are able to control the internal i.e. customer journey and therefore it is important to be able to review the application to enrolment process. Group has engaged with 'think smart' to be able to analyse this. They will provide some recommendations and this area will be a focus.
- Employer engagement is key across the whole group and there is a need to create 'one journey'. The intention is to create a group centred approach.

When considering the detail of the report an observation made was that, in relation to some schools, there has been a significant decline in relation to the number of applications and they asked whether there has been analysis to try and better understand why. Staff advised that this has been identified as an area where the group needs to be more tenacious and that the intention is to speak to the schools team regarding this next week. Challenge from the committee was that it is fundamental that governors can understand the customer and employer map and acknowledged that it was multifaceted. It was agreed that these maps, once created, would be shared (Lucy Barnwell, June 2022). Challenge from the committee was how this connects with the LSIP e.g. with employers. It was explained that this is in a number of ways including a one stop shop and quarterly meetings. Challenge from the committee was to make sure that RNN is key in every development.

Committee asked what the application conversion rate is. Staff advised that it is circa 60% but expressed the view that it could be higher if there is the right customer service focus. Question and challenge from the committee was in relation to the strategies to be deployed to increase/grow student numbers. It was explained that there are strategies in a number of areas, including:
- Increasing applications

- Improving conversion rates
- Improving retention -which also includes upselling and an example given was to the UCR

Committee asked when progression data between the levels of study internally would be known. It was confirmed that this would be available by the end of the week and it was therefore agreed that a report on this would be provided to the next meeting (Dave Cosgrove, June 2022). Assistant Principal confirmed that this information has been taken in to consideration when planning the curriculum for next year and beyond.

AGREED to note the content of the report provided.

14 Apprenticeship Update

The Assistant Principal presented her detailed written report and it was acknowledged that apprenticeship provision had been discussed as part of an earlier agenda item which focused on risks. Other key points highlighted were:
- College is predicting to be above national QAR rates
- There are concerns regarding end point assessment for engineering and construction
- Staff continue to review reforecasting
- There are areas which are making progress
- KSB is improving

An observation made by one governor was that there is some really good headline news within the report and an example given was the fact that 65% of apprentices are making positive progress.

AGREED: to note the content of the update provided.

15 HE Update

The Head of Higher Education presented his written report and key matters highlighted were:
- Cumulative in year retention is higher than the previous year and is good
- Final year retention is just slightly down on last year by 0.5%
- Attendance is slightly down but there is confidence that this can be addressed and resolved
- Group is improving retention rates for underrepresented groups i.e. those with a disability, polar quintile and BAME. A lot of work in this area is now starting to pay dividends.

He then provided an overview of three consultations taking place.

Committee then considered the data report and it was described as a 'mixed picture' with some positives and negatives, however committee were advised that it is based upon 4 years worth of data and therefore includes pre merger data and the expectation is that the position will improve. Teaching excellence data will include NSS survey results which were excellent for RNN.

(Katie Asgari left the meeting at 6.50pm)

Question and challenge from the committee was in terms of the implications for RNN and is there a need to reconsider what the group does. Governors all agreed that they needed a much clearer idea of potential impact as this would inform strategy. The Head of Higher Education indicated that, regulation can involve

sanctions, however these have not yet been made clear in terms of the how, particularly how performance will be measured and assessed. All agreed that it was important to actively track and understand the outcomes of the consultations and it was agreed that a report would be provided in the autumn term on implications and impact (Andrew Birch, September 2022). With a particular focus on what we do and will it meet the expected criteria. Governors asked whether the group can act swiftly enough to respond in terms of changing the curriculum. Staff advised that it would not be possible to change mid year and therefore there will always be a slight lag. Challenge from the committee was to ensure that this remains a live issue for discussion and something to keep a close eye on.

AGREED: to note the content of the update provided.

16 Adult Education and Contracts Update

The Director for Adult Education and Contracts presented his detailed report and key matters highlighted were:
- Group started the year with AEB self-assessed as 'good' and this continues to be the case with a lot of hard work.
- Staff have built up the learner experience
- Students now have more opportunities and examples given were in relation to enrichment
- There is great participation with the Inspire initiative
- Almost all adults are making good progress and are on track for improved achievement. Current position is 94.56% and group is predicting between 90% and 91%.
- There are some negative trends including attendance, however there has been no negative impact on retention and predicted achievement
- There is good progress from starting points and a positive picture in relation to knowledge skills and behaviours.

AGREED: to note the content of the report provided.

17 16-18 Study Programmes Update

The detailed report was considered and an update provided on the R08 position. Key matters highlighted were:
- For GCSEs, position is 83.65% which is 2.52% above national average
- For functional skills, position is 82.10% which is 4.9% below national average. It was explained that there are smaller numbers this year.
- 92.6% retention is above last year and reflects a lot of hard work
- 81% attendance overall is a slight decline on prior year position, however this is not resulting in poor performance
- Group provides a twelve-week careers guidance programme which supports next steps, including how to create CVs, signposting etc. A question from one member of the committee was how this will be evaluated and measured. It was explained that there are three elements of IAG across the group which includes adults, study programme learners and apprenticeships and those who have EHCPs. It is a very bespoke offer with a focus on destinations. Staff will capture attendance at the various events and will then be able to compare against achievement and particularly progression when compared with those who did not attend the events. It was explained that it is a combination of signposting and tracking.

AGREED: to note the content of the update provided.

18   High Needs Update

Key matters highlighted were:
- Retention and attendance are good and is higher than those students who not have high needs
- In relation to KSB progress, the distance travelled is an increase from starting points by +10.%
- A lot of work has been done in relation to curriculum planning
- Group has provided a 'transition and preparing for adulthood' event. This included what services are available and included professional representatives and practitioners from a number of areas. It was described as a 'raising awareness' event to support transition.
- There is an exciting opportunity to expand the adult offer and a bespoke offer is being considered for September.
- Staffing position is being reviewed to ensure effective access arrangements
- There is an identified need to capture ALS data fully
- Current SEND consultation may have an impact and this is being closely considered

AGREED: to note the content of the update provided.

19   Committee Terms of Reference

The Director of Governance introduced this item and indicated that the changes proposed are to facilitate the board agreement that this committee would have oversight of marketing activities. Committee, having reviewed the terms of reference, felt that the additions proposed were sensible but it was noted that there is no reference within the document to the committees responsibilities in relation to safeguarding and EDI. It was agreed that these would be added to the version presented to the board for approval (Director of Governance, May 2022).

Committee also indicated that it would be useful to co-opt someone onto this committee who has marketing experience.

AGREED: to recommend to the board updated terms of reference with additional monitoring responsibilities to be referred to in relation to marketing, safeguarding and EDI.

20   Code of Good Governance – Compliance Checks

The Director of Governance presented these and explained that they were an early opportunity to reflect on where the college currently is in relation to expectations regarding:
- Teaching and Learning
- Safeguarding and Student Voice
- EDI

It was agreed that governors would be given an opportunity to provide feedback outside the meeting and a deadline date for this was set for 31st May 2022.

An observation made was that the data in FE is very complex and governors acknowledged that staff were working really hard to provide information to them, however a challenge issued was that governors need to see effective reports to ensure assurance. Challenge from governors was to find a way to

make the papers more streamlined, with staff reflecting upon the level of information to be provided. One suggestion was the potential for more to be done by link governors. It was agreed that, prior to the next meeting, staff would reflect on the level of information provided and also what needs to be in the work plan for 22/23 so that the 'load' can be spread amongst the planned meetings (Deputy Principal/Report writers – June 2022).

Governors confirmed that they would provide feedback on the compliance checks and also potential reporting improvements by the end of May 2022.

AGREED: to note the content of the checklist provided.

21   AOB

There were no items of additional business.

22   Date and time of next meeting

This was confirmed as 27th June 2022 at 5pm via Google Meet.

The meeting closed at 7.15pm

Signed _____ Chair

Date _____