



MINUTES
of the meeting of the Quality and Standards Committee
held on Wednesday 23 November 2022

Present: - Laura Johnston (Chair)
 Barry Hansford
 Debbie Lambert (Co-opted member)
 Alan Layng
 Liz Quinn
 David Williams (Principal)

In attendance: - Debra Baldwin (Director of Personnel)
 Jo Ricketts (Deputy Principal)
 Linda Watkins (Clerk to the Corporation)

The meeting was quorate as six Members were present. The Chair welcomed everyone to the meeting, particularly Barry Hansford, introductions followed.

	Action
<p>1. Apologies for Absence Apologies were received from Jeremy Nicholls.</p>	
<p>2. Declaration of Interests None declared.</p>	
<p>3. Approval of the Minutes of the last Meeting The Committee agreed that the Chair should sign the minutes of the meeting held on 29 June 2022 as a true record.</p> <p style="margin-left: 40px;">I. The Deputy Principal informed Governors that data tracking is being reviewed in response to the suggestion to track an amalgamation of attendance (including GCSE and Functional Skills), retention and progress data holistically.</p> <p style="margin-left: 40px;">II. Teachers had confirmed that feedback from Governors who had conducted learning walks was useful.</p> <p style="margin-left: 40px;">III. The Skills Needs paper would be presented during the meeting. The Committee will be requested to recommend it for the Board's approval before publishing on the website.</p> <p><u>The Committee agreed:</u> -</p> <ul style="list-style-type: none"> • To approve the minutes 	
<p>4. Student Outcomes and Student Experience</p> <p style="margin-left: 40px;">I. Performance data/KPIs 2022/23: Attendance rates showed a slight decline in attendance in each faculty except for Oswestry Campus which had increased marginally. There was discussion about</p>	

reasons which had been discussed at quality summits identifying that this was largely driven by some students' mental health and anxiety. Students identified at risk are offered support, there is a balance to ensure that this does not impact on staff creating them additional work. In contrast GCSE maths and English attendance has improved slightly. There had been some technical issues with registers which are being addressed. Functional Skills attendance has decreased at Oswestry Campus and Walford Campus. County Training Functionals Skills are completed by apprentices who are an addition in data reporting this year. Some apprentices studying Functional Skills have been registered for both English and maths instead of one subject. Students are required to attempt a Level 2 Functional Skills qualification but there is no requirement for them to be successful. There was a question about the variation in attendance; apprentices and register issues have impacted on this which will be resolved by the end of November. GCSE and Functional Skills' target is 80% with strategies implemented to maximise attendance. A Governor asked if main qualification attendance targets of 90% are likely to be achieved. This may not be achieved. This year a neutral mark 'not expected' has been removed from registers which had created a 2% reduction in attendance. Assistant Principals can mark students who are supported to work outside of the classroom environment.

A 4-point scale has been introduced to report progress. These were reported by faculty showing the percentage of students who have made strong, good, some or limited progress; high percentages have made good or strong progress to date. Regular progress reports are issued to parents. There have been high levels of engagement for teachers to complete progress tracking.

Apprenticeship overall achievement best case was 71.2% and timely achievement 71.9%. 82 apprentices rolled over who were beyond their end date due to covid and breaks in learning; of these, 34 have yet to achieve. The apprentice progress remains the same. County Training has been disproportionately affected by covid with high numbers of starters in health care programmes.

2021/22 FE data was reported in the Self Assessment Report.

- II. 2021/22 HE Data and graduate outcomes were incorporated in the HE Annual Quality report. The AOP identified that HE recruitment and enrolment has decreased. The NSS score is very good and above the sector average overall. There was discussion about scores for learning resources which tends to be scored low, particularly in FE colleges delivering HE programmes. A Governor enquired if any actions need to be taken to improve learning resources. The main issue identified was print solutions resulting from students bringing their own devices. This was also identified as an issue last year and was investigated. Information regarding this is published in the HE student induction pack. There are improvements to WIFI signals and increased WIFI coverage. In contrast, FE students are asked about learning resources who have not identified any issues.

- III. The Deputy Principal outlined courses identified in serious concern. CMT have discussed the process to identify courses and make this more dynamic with Assistant Principals identifying low performing courses from last year with any further courses to be identified this year at part of quality summits. This will be repeated throughout the year after quality summits.
- IV. NSS student survey results 2022 were reported and discussed as part of the HE data.

5. 2021/22 and 2022/23 Annual Operational Plan (AOP)

RAG rated progress of implementation of the 2021/22 AOP was provided which would also be reported to the Board.

The draft AOP for 2022/23 was presented which linked intrinsically to the SAR and HE quality report. There was a separate detailed action plan for animal care at Walford Campus.

The following items were discussed.

- 1.3 Targets have been set for teaching and learning of 92.5% good or outstanding; current performance is 92.1% based on students' perception from the QDP rating.
- 2.1 To improve internal progression of students from Level 1 to 2, Level 2 to 3 and year 1 to year 2. Data would be added to measure progress.
- 2.4 A Governor referred to the action to provide more opportunities to explore the next steps and career choices for adult students and apprentices. They asked if this was part of the IAG matrix. This had been identified by Ofsted for IAG to apprentices who their employer has agreed to employ which had meant that the College had not offered employment advice. Ofsted had also commented that the College had not provided careers advice to ESOL adult students during the first few weeks of their courses.

The Committee agreed: -

- The AOP and narrative report were extremely useful

6. Individual Review of Teaching, Learning and Assessment and Developmental Observation 2022/23, and Learning Walks

The IRTLA was aligned to the Department for Education's teacher standards. In the IRTLA teachers were required to choose either unseen or peer developmental observation cycle and identify a theme they would like to focus on to aid their line manager in pair/grouping working teams.

123 have chosen to undertake the peer observation cycle, and 79 the unseen observation cycle. 10 have opted out this year as they are completing the DET programme.

A breakdown of scores by staff self-assessment against the teacher standards was provided. This will inform themes for staff development and support to individual teachers. Line managers can use this information for peer and unseen observations. There is a new protected timeslot of an hour per week to provide additional training or support.

Governors agreed that this was an extremely effective tool. Behaviour management is wide reaching which could be a limiting factor. A Governor asked if there are comparisons with assessments, student

feedback and learning walks. These are not formally matched but there is an opportunity to feed this into the first appraisal. Training information will be presented to the Committee later in the year. Governors will be invited to learning walks next term.

J Ricketts

7. Quality

- I. Self-Assessment Report (draft). The SAR provided an open and transparent assessment of progress with the summary of grades outlined: by each faculty for quality of education, behaviour and attitudes, personal development and leadership and management. Section 7, outlining faculty performance and outcomes, has been added following the Ofsted inspection. Outcome scores data had decreased following implementation of examinations after Teacher Assessed Grades (TAGs) in 2019/20 and 2020/21. A/S Levels are being removed with a 2-year linear model introduced. Governors agreed that the data should remain in the SAR and understood reasons for the decline in outcomes. There was a comment that the draft inspection report reads strongly asking if the SAR included sufficient stretch with the aim to be outstanding. It was acknowledged that some areas could be assessed as grade 1 agreeing that the SAR will show the journey to progress to outstanding. Personal development would be graded as outstanding once IAG and work placements are addressed. Most areas are a robust grade 2. This has built a strong platform and is an excellent achievement for Oswestry Campus and Walford Campus. The College will work towards being an outstanding provider as part of its 5-year plan. There will be opportunity for more discussion at the February Board meeting.
- II. The Ofsted Inspection Report was presented with Governors' attention drawn to 'what the provider needs to do to improve'. The starting point for high needs students needed to be measured so that there is evidence they are taught the skills they need to progress rapidly; some high needs students need an up-to-date assessment as their EHCPs were written several years ago. It was noted that high needs achievement rates are better than the student population. Oversight of progress of high needs students is included in the SAR. A Governor asked if there was sufficient capacity to deliver IAG advice across all campuses. There was confirmation that there is capacity, the delivery focus needs to be revisited to ensure the context is appropriate for different groups of learners e.g., self-employment and tax advice for apprentices who frequently progress to self-employment. There is a strong contribution from the College towards meeting the skills need locally; however, this had been downgraded despite substantial work in this area. There is an option to challenge and appeal; however, this would cause a 6–9 months delay to publication of the report. It was agreed that the College should not challenge. Behaviour and attitudes had been grades as a 1; Governors commended staff.
- III. The HE Annual Quality Report was presented noting that actions will feed into the AOP.
- IV. Strategic Higher Education Committee minutes 7 September 2022 noted.

- V. Careers Programme and progress against the Gatsby benchmarks has been put in place which is comparable to last year's programme; this will be circulated to Governors.
- VI. Sub-contracting termly meeting minutes – The Skills Network: 4 October 2022 were noted.
- VII. Meeting Skills Needs was noted agreeing that this was a clear paper. There were some revisions.
- VIII. The Student and Apprenticeship Protection Plan is a 2-year plan which was agreed last year.

The Board agreed: -

- To recommend the Board approve the final SAR
- To recommend the Board approve the Higher Education Quality Improvement Plan
- To note reports presented for information
- The Meeting Skills Needs paper would be recommended to the Board for approval, subject to revisions, which would be published on the website
- To recognise staffs' hard work and congratulate them on the positive Ofsted inspections

D Williams

8. Equality and Diversity

- I. Equality and Diversity Annual Report 2021/22 included data for protected groups comparing progress with all learners. Children looked after (CLA) students' achievement is lower; to address this additional support has been provided to CLAs including assigning individual mentors who link with care settings as opposed to social workers. Applicants are requested to declare CLA earlier in applications as opposed to the enrolment stage. Staff training for significant adverse childhood experiences and attachment disorder is in place. There are some issues with CLAs who move out of county who sometimes have limited support from Local Authorities. The autumn safeguarding audit will focus on CLA. There are good links in place with the virtual head. There is lower achievement by ethnicity some of which related to Level 1 ESOL programmes. This is a small number of learners with additional context required. A Governor commented that performance is tracked by male/female asking if non-binary and trans students are tracked separately. These are not currently reported separately but could be captured this year. All students are supported with inclusivity throughout the College.
- II. The Single Equality Scheme 2022/23 was noted in draft with some changes subsequently made by the E&D Committee. Objectives and the action plan had been updated.
- III. Minutes of the Safeguarding, Equality and Diversity Committee: 12 October 2022 were noted.

The Board agreed: -

- To note the equality and diversity annual report which will be presented to the Board
- To recommend the Board approve the Single Equality Scheme
- To note the minutes

9. Safeguarding and Child Protection

- I. Child Protection and Safeguarding Annual Report 2021/22

- II. Safeguarding and Child Protection Policy which incorporated KCSIE 2022.
- III. Safeguarding including Child Protection and Prevent Annual Plan 2021/22 shows achievement and progress to date in 2022/23. This included KCSIE and strengthening lockdown procedures.
- IV. Minutes of the Safeguarding Network Meeting: 30 June and 15 September 2022 were noted.
- V. Staff bulletins. Governors agreed that these are positive and very useful.
- VI. Prevent Strategy 2022/24 was noted.
- VII. Prevent Risk Assessment for 2022/23 was RAG rated; this will include any comments made by Ofsted regarding British Values and radicalisation.
- VIII. Mental Health Strategy Action Plan 2020/24 was noted.

The Board agreed: -

- To note the child protection and safeguarding annual report which would be presented to the Board
- To recommend the Board approve the Safeguarding and Child Protection Policy
- To note minutes, bulletins, Prevent Strategy, Prevent Risk Assessment and Mental Health Strategy Action Plan

10. Student Discipline and Complaints

- I. Student Discipline Annual Report 2021/22 showed that there were 68 stage 3 and 5 disciplinaries which compared similarly to last year. A small number of students had disciplinaries relating to drugs. The College will discuss working with neighbouring colleges to address this. This year to date there has been an increase in disciplinaries. A Governor asked how many stages the policy has noting that there are 5 stages.
- II. Student Complaints Annual Report 2021/22 showed that there were eleven complaints during the year which had been resolved. One complaint was made to the Office of Independent Adjudicators (OIA) regarding an HNC animal care and management student with a proposal for the College to make £500 payment as a goodwill gesture; the student was in debt meaning that their debt was reduced. OIA have suggested that the College consider reducing the number of stages in its complaints policy which will be reviewed once the report has been received.

The Board agreed: -

- To note the annual reports showing low levels of both student disciplinary issues and student complaints which will be presented to the Board
- Complaints will be reported by campus and the number of complaints upheld in future.

11. Any other business and comments

The Deputy Principal explained that the College was previously awarded a Teaching and Excellence Framework (TEF) silver for its HE provision. OfS relaunched the TEF and metrics with applications due by mid-January. The TEF dashboard requires providers to participate with over 500 students meaning that, based on the size of HE provision delivered, the TEF

application is non-mandatory for the College. The Deputy Principal recommended that the College does not submit an application.

The Committee agreed: -

- To recommend that the Board agree that the College should not pursue submitting a TEF application

12. Date and Time of Next Meeting: Tuesday 18 April 2023 at 3.15 pm

Signed as a true record of proceedings

Chair: **Date:**