

Kirklees College Corporation

## QUALITY, PERFORMANCE & STANDARDS COMMITTEE

### Minutes of a meeting held from 15.00 to 17.30 on 14 October 19 at the Huddersfield Centre

Present: Cristina George Member (Chair)  
 Stephen Donnelly Member  
 Marie Gilluley Member (Executive)  
 Gerard Hetherington Member  
 Lydia Precious Member  
 Nick Taylor Member  
 Sue Weston Member  
 Andy Williams Member

Attendance: 8/8 = 100% KPI 80% Quorum: 3

In attendance: Ms J Arechiga Assistant Principal - Study Programmes/Learner Services  
 Ms C Gonzalez-Eslava Vice Principal - Curriculum, Performance & Innovation  
 Ms P Firth Assistant Principal - Adults & Higher Education  
 Ms J Green Clerk to the Corporation  
 Ms P Harrow Assistant Principal - Safeguarding and Inclusion  
 Ms P Hughes Assistant Principal - Quality/Apprenticeship Provision

#### Item

#### Action/ Report Item

PRELIMINARY ITEMS		
<b>0</b>	<b>WELCOME AND INTRODUCTIONS</b>	
i	The chair welcomed everyone. Due notice having been given and a quorum being present, she declared the meeting open.	
<b>1</b>	<b>APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</b>	
i	There were no apologies.	
ii	All confirmed that they had no direct or indirect interest in any way in the business to be transacted at the meeting, which they were required by the Instrument of Government or otherwise to disclose, other than those matters previously disclosed.	
<b>2</b>	<b>MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING</b>	
i	<b><u>RESOLVED:</u></b>  <b>(i) To approve the minutes of 24 June 2019 as an accurate record.</b>  <u>Matters arising not on the Agenda</u>	
ii	No matters were raised that were not on the Agenda.  <u>Update on Agreed Actions</u>	
iii	Progress against the actions agreed at the previous meeting was noted as follows:	

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iv	<u>Attendance Data:</u> The attendance data had been presented as requested.	
v	<u>Delivery Models in Attendance Reporting:</u> Vice Principal Carmen Gonzalez-Eslava (“CGE”) said the College had decided to follow a sector trend of dispensing with three hour blocks of English and maths teaching, substituting 1.5 hour blocks ‘sandwiched’ by other aspects of learners’ programmes, with the aim of improving the student experience and boosting attendance. She said other colleges had gone further and reduced overall teaching time as some evidence supported this. Members noted that the transition had gone well and said they looked forward to seeing the results in future attendance reports.	
vi	<u>Committee Work Schedule:</u> The Committee Work Schedule and meeting calendar approved at Corporation had incorporated the necessary changes.	
vii	<u>Committee Self-Assessment Report:</u> The draft report had been amended in line with member feedback and the Search & Governance Committee would review it on 23 October.	
viii	There were no outstanding actions.	
<b>QUALITY OF EDUCATION AND STUDENT EXPERIENCE</b>		
<b>3</b>	<b>STUDENT SUCCESS PERFORMANCE INDICATORS</b>	
i	Following brief discussion, it was agreed that the Committee could not make a recommendation without obtaining more benchmarking data.	
ii	<b>Action:</b> The Vice Principal to prepare a report for the Corporation containing details of previous years’ targets and outturns for comparison with the proposed 2019-20 Student Success Performance targets and with a brief description of each indicator.	CGE
iii	<b>RESOLVED:</b>  <b>(i) To make no recommendation at this stage.</b>	
iv	<b>Corporation Report:</b> The Committee requested more information from management to support the setting of recommended targets for the indicators of Student Success; this will be prepared in time for the Corporation meeting.	
<b>4</b>	<b>TEACHING LEARNING AND ASSESSMENT DEVELOPMENT PLAN</b>	
i	<p>The Assistant Principal Quality/Apprenticeship Provision Ms P Hughes (“PH”) presented the findings of the previous two years’ Internal Quality Reviews (IQR), highlighting that the process had identified the following key areas for improvement which, with Corporation approval, the quality team would focus on in 2019-20:</p> <ul style="list-style-type: none"> <li>• Assessment methods;</li> <li>• Stretch and Challenge;</li> <li>• Progress in learning;</li> <li>• Maths and English;</li> <li>• Teaching pedagogy for external examinations (to include a focus on readiness for level 3 NQF (National Qualifications Framework) qualifications and readiness for End Point Assessment (EPA) in new Standards for apprenticeship provision);</li> <li>• Digital skills.</li> </ul>	

Item	Action/ Report Item
ii	<p><u>Internal Quality Reviews</u></p> <p>The outcomes of the 2018-19 IQRs (Internal Quality Reviews) were compared with those of the previous year and attention was drawn to some inconsistencies between the grading of curriculum areas using the old IQR process and actual learner outcomes. Members agreed that this showed the strength of the case for the investment the Corporation had made in developing a new approach to performance monitoring. PH said future Committee reports would be based on data from the new Student Progress Check process which the Corporation approved at its July meeting. She said the new process was expected to provide a more in-depth and holistic approach to monitoring; there was already some evidence of it working.</p>
iii	<p>Members shared management's optimism about the new process. In discussion, they highlighted opportunities for triangulation of information as part of the annual self-assessment process.</p>
iv	<p><u>Staff Continuous Professional Development ("CPD")</u></p> <p>The 2019-20 arrangements for staff to improve their practice and subject knowledge received positive feedback: members commended the decision to set time aside at a staff CPD event for curriculum areas to devise their own targeted and individualised CPD programmes. There was agreement that the all-staff conference should take place later in the cycle than usual, following the first round of Student Progress Checks.</p>
v	<p>Members sought assurance that staff development needs would continue to be robustly addressed and were pleased to hear that action plans would be agreed at the end of Student Progress Check weeks. Highlighting the need for the College to be realistic and constructive in its approach to staff management, members emphasised that teaching staff must feel supported in their professional development and that systems of accountability must not feel oppressive or punitive. There was agreement that the introduction of a process for revisiting and reviewing judgements in-year was a positive move in this regard.</p>
vi	<p><u>Excellent Practice Working Group</u></p> <p>The Committee welcomed plans for a cross-College Working Group to facilitate the wider sharing of excellent practice in Teaching, Learning and Assessment. The Chair said she looked forward to hearing about the impact of the initiative in future reports.</p>
vii	<p><u>Monitoring and Impact</u></p> <p>The following performance indicators were agreed to be useful measures of the effectiveness of Teaching, Learning and Assessment in 2019-20:</p> <ul style="list-style-type: none"> <li>• Learners meet or exceed their in-year progress targets and make progress towards their end goals for all elements of their programme of study, including English and maths;</li> <li>• The number of students achieving high grades improves;</li> <li>• Student outcomes improve compared to 2018-19;</li> <li>• Number of tutors/assessors in support plans decreases and there is an increase in the number of tutors demonstrating excellent practice; and</li> <li>• Students and staff develop digital skills that allow them to succeed and progress.</li> </ul>
viii	<p>Referring to the report's Appendix, a member commented that a line could be added describing how the role and approach of the Committee had evolved.</p>
ix	<p><b>Corporation Report:</b> The Committee received a report on the performance of curriculum areas and advises that eight of nineteen curriculum areas have been</p>
	<p>Report Item 1</p>

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	<p>judged to require improvement, with the remainder being 'good' or better. Most areas had maintained their judgement from the previous year, with three areas improving and four deteriorating from the previous year's judgement. The Committee was advised that (subject to Corporation approval) the following key areas for improvement would feature in the 2019-20 Quality Improvement Plan:</p> <ul style="list-style-type: none"> <li>• Assessment methods;</li> <li>• Stretch and Challenge;</li> <li>• Progress in learning;</li> <li>• Maths and English;</li> <li>• Teaching pedagogy for external examinations (to include a focus on readiness for level 3 NQF (National Qualifications Framework) qualifications and readiness for End Point Assessment (EPA) in new Standards for apprenticeship provision); and</li> <li>• Digital skills.</li> </ul>	
<p><b>5</b></p> <p>i</p> <p>ii</p> <p>iii</p> <p>iv</p> <p>v</p> <p>vi</p> <p>vii</p>	<p><b>STRUCTURAL CHANGES UPDATE</b></p> <p><u>English and Maths</u></p> <p>The Committee discussed the decision to move to a more centralised model and sought assurance that it was based on tried and tested methods. A member observed that over many years, the sector had swung back and forth between centralised and decentralised models in the search for the elusive perfect solution.</p> <p>CGE said the College's decision was informed by good-practice advice from the AoC (Association of Colleges) Quality Network and several successful colleges, including Grimsby, Preston and Manchester. Those colleges had implemented similar or more centralised structures and reported more effective sharing of good practice, freeing-up of capacity, reduced reliance on agency staff and, ultimately, improvements in the overall quality of their provision.</p> <p>Ms J Arechiga ("JA"), the Assistant Principal Study Programmes/Learner Services, said the move was also intended to support further growth in the Alternative Provision, a new curriculum area established in 2018 to support students at risk of dropping out and becoming NEET (not in employment, education or training).</p> <p>It was agreed that the new more centralised model was likely to improve the College's ability to respond to the 'challenges ahead' that were mentioned in JA's report. Members noted in particular that the proportion of students joining the College with low starting points (already high) was growing just as entry requirements were increasing for many level three programmes, and commented on the need to share good practice, produce learning resources efficiently and promote the importance of maths and English.</p> <p>A key concern was the risk of poor maths and English achievement impacting on overall achievement. Members repeated the hope that the College might persuade feeder schools to share information about learners as part of the mitigation strategy.</p> <p>A member suggested that the College might approach the Local Authority and the University to propose that research be commissioned around systems and data capture, and transition and individualised programmes. This was agreed.</p> <p><b>Action:</b> The Senior Leadership Team to explore the possibility of collaboration with the Local Authority and Huddersfield University to commission some research into systems and data capture, and transition and individualised programmes.</p>	<p>SLT</p>

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	<p><u>Engineering</u></p> <p>viii Members took note of the structural changes the Senior Team had implemented in the area of Engineering in response to difficulties caused by key skills shortages and compounded by changing regulations, the move from frameworks to standards and the introduction of end point assessments.</p> <p>ix In response to a question, PH said the interventions were having some effect and work was underway to repair employer relationships and staff morale. The creation of the Head of Faculty and Head of Engineering and Science Apprenticeships roles was starting to show a positive impact and employer concerns and complaints were reducing, with employers reporting improved levels of satisfaction.</p> <p>x PH said the fundamental challenge was recruiting people with the right skills to put in front of a class, when private sector roles offered higher salaries and a less pressured work environment. She said an inordinate amount of time had been spent on recruitment and developing new initiatives, some of which would be brought to the Corporation in due course. There was excellent potential for growth in the area, as learner numbers were up and the College had gained some new apprenticeship clients as well as losing some.</p> <p>xi <b>Corporation Report:</b> The Committee discussed the risks and benefits of adopting a more centralised model for English and maths, and restructuring the Engineering provision. It concluded that the changes management had made were well thought-through, reflected the College’s overall strategy and were an appropriate and proportionate response to (mainly external) challenges that would otherwise harm the learner experience, student outcomes and employer relationships.</p>	Report Item 2
6	<p><b>CURRICULUM UPDATE</b></p> <p>i The Committee welcomed the news that the College’s 2019/20 Capacity Delivery Fund budget allocation had been confirmed as £311k, with a target to complete a minimum of 249 eligible industry placements. It was noted that, while preparations for T Level delivery from September 2020 were progressing well, fulfilling the work experience requirement of 300 hours of industry placements for all students would be a key challenge; relevant processes and procedures were in place and the new Industry Placement Team had started work but there would likely be resistance from both learners and employers.</p> <p>ii The Principal, Marie Gilluley (“MG”) said curriculum staff were preparing for the new reformed qualifications to be delivered from Sept 2020, in particular looking at whether additional resources or equipment would be required to deliver them. The Committee discussed the Governments plans to withdraw funding for the majority of level three courses, remarking on the gaps this was expected to leave in learning pathways, it being unclear how level two learners without an apprenticeship might progress along certain career routes. MG described the frustrations of the AoC policy group she was part of, which had made numerous representations about this to policy makers.</p> <p>iii <b>Corporation Report:</b> Preparations are underway for the introduction of T Levels and the withdrawal of funding from the majority of level three courses and progress has been satisfactory. The Principal, Marie Gilluley, shared a concern she had raised with policy makers: that the roll out of the new qualifications and the withdrawal of funding for level three courses may create gaps in learning pathways, so that some level two learners cannot progress towards their chosen career goals.</p>	Report Item 3

Item		Action/ Report Item
7	<p><b>LEARNER FEEDBACK 2018-19</b></p> <p><u>2018/19 Term 3 learner feedback survey</u></p> <p>i The internal survey had returned largely positive feedback, with 91% of respondents saying they felt happy at the College and 88% saying they would recommend it to a friend. 8% of respondents (a 2% rise since the previous year) had reported not feeling safe in College however, and this was agreed to be a concerning number. PH said where those respondents had given reasons in the comments box, those had been sent to the student support team for follow-up.</p> <p><u>2018-19 FE Choices (external) survey</u></p> <p>ii The Committee was disappointed to see that the FE Choices survey had returned starkly different results from the internal survey, with an overall satisfaction score of just 75%: 6 percentage points below the 2018-19 sector average. It was noted that the FE Choices feedback also conflicted with the findings of the College's independently-run employer surveys, which had mirrored the internal student survey, with overall satisfaction up 8.8%.</p> <p>iii The Committee highlighted the risk of reputational damage, noting that the survey outcomes would be published and might impact on staff recruitment and employer relationships. There was also discussion about the meaning of the results. PH said while it was not an excuse, there were deficiencies in the FE Choices methodology, for example there was disproportionate representation of certain areas including Engineering apprenticeships (where there were known quality issues), which may have thrown off the results. She said the College would learn lessons from the outcomes, including how to get a more accurate picture of the provision from the survey next year.</p> <p>iv <b>Corporation Report:</b> The College's performance in the FE Choices survey was disappointing. Survey methodology deficiencies such as overrepresentation of certain curriculum areas, were thought to be a key factor. The overall satisfaction rate of 75% contrasted starkly with the internal student survey outcome of 91%, as well as with the feedback from independently-run employer satisfaction surveys. The Committee agreed that there were lessons to be learned from the survey outcomes and cautioned that the reputational risk flowing from the publication of the FE Choices results must be carefully managed.</p>	Report Item 4
8	<p><b>QUALITY IMPROVEMENT PLAN 2019-20 OBJECTIVES</b></p> <p>i The Committee discussed the format of the Quality Improvement Plan and emphasised the need to RAG rate for impact rather than process. There was agreement that actions should be tracked but could be ticked off as they were completed, whereas the impact column would remain amber until the desired impact was realised. The Committee agreed that the frequency of monitoring should not be 'one size fits all'; rather each item should have its own milestones, with intervening periods greyed out.</p> <p>ii There was agreement that all Governors should have access to a live document, to see how things were progressing in real time, but should be reminded that it is rare to see the impact of actions in the short term.</p> <p>iii <b>Action:</b> Using the Committee's feedback on the desired format and functionality of the Quality Improvement Plan, the Senior Leadership Team to prepare a reporting template and populate it for one quality objective to illustrate how it would work, and share it with Committee members for feedback.</p>	SLT

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9	<p><b>PERFORMANCE: RECRUITMENT UPDATE</b></p> <p>i A report summarising the latest enrolment and funding position against the 2019/20 targets was presented. Members noted that the College had seen growth in numbers and increased funding in all funding streams in the last 18 months, with the exception of Higher Education which, in line with other colleges had seen a decline over the same period and was identified as the main area of concern.</p> <p>ii The Committee congratulated management on an ‘encouraging’ overall outturn and acknowledged the hard work that had gone into open days, promotions and school liaison. It was agreed that the enrolment figures demonstrated the College’s capacity to respond to adversity and to overcome challenges. Referring to the recent difficulties in the Faculty of Engineering, a member said it was only to be expected that such problems would present from time to time; what mattered was management’s readiness to respond.</p>	
10	<p><b>PERFORMANCE: MATHS AND ENGLISH ACHIEVEMENT 2018-19</b></p> <p>i The Committee discussed JA’s report and noted that, although the overall achievement rate was down on the previous year and 3.58% below the national rate, the internal progress scores were promising, showing that progress made by English and maths students in 2018-19 was well above the national average and represented an improvement on 2017-18. A member highlighted that the average student had improved their performance in English by half a grade and there was agreement that, in the context of 70% of the 2018-19 student population having arrived without a grade 4 or above in English and maths, this was a very positive outcome.</p> <p>ii It was agreed that the Corporation should be encouraged to focus on progress and assess its effectiveness in the context of learner starting points as well as achievement rates. MG said the internal progress measures showed the College was doing exceptionally well with students who had previously failed, some multiple times, and who were not enthused by the prospect of repeating maths and English.</p> <p>iii The Committee welcomed a recent policy change permitting students with a grade two or below in GCSE English or maths to either study towards a pass in Functional Skills Level Two or study towards a GCSE Grade nine to four, with no requirement to undertake further qualifications once this was achieved. It was agreed that this was a positive move both for learners and the College.</p> <p>iv There was discussion about the logistics of streaming learners so that those close to the high grade boundaries and keen to improve would not be taught alongside reluctant learners. Cautioning that running too many levels within a faculty could be inefficient, JA said the College would be moving to a mixed model with some high grade classes and resits in November.</p> <p>v <b>Corporation Report:</b> According to the headline data for English and maths, the overall achievement rate for 2018/19 for English and maths was below the national rate and down from 2017-18 but the Corporation is encouraged to view this performance in context: 70% of learners enrolling in 2018-19 had not achieved a grade 4 or above in English and maths, and the internal progress scores showed that progress made by English and maths students was well above the national average and also represented an improvement on 2017-18. The average student improved their performance in English by half a grade.</p> <p>The Adult English and maths provision, having a third of all English and maths enrolments, was a main area of concern. Most curriculum areas were above or</p>	Report Item 5

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	equal to the national rates for GCSE English and maths, with the exception of Science and Access, ESOL, Foundation, Hair and Beauty, Motor Vehicle and fabrication and Brickwork and Wood (for English only).	
<b>11</b>  i   ii   iii   iv   v   vi   vii   viii	<b>HIGHER EDUCATION AND SKILLS UPDATE</b>  Ms P Firth, Assistant Principal Adults & Higher Education (“PF”) presented her report and members noted as follows:  <u>Achievement</u>  As in previous years, the standards of the awards validated by Huddersfield University and other partners had continued to be sound and the learning opportunities for students at the College high quality. This had been verified by External Examiner reports.  Student retention, pass and achievement overall for University of Huddersfield provision was in line with the previous two years. 2018/19 was the final year of Teesside provision.  <u>The new structure</u>  A new Head of Higher Education and Skills would join the College in December.  <u>Overview of the provision and current numbers, 2019-20</u>  There were 344 students studying higher skills provision in 2019/20 (26 September 2019) at Level 4 and 5 through: Higher National Certificates, Higher National Diplomas, HE (Teacher Education) Apprenticeships and Full Cost. The breakdown of curriculum area courses with student numbers had not been included in the report. PF said this was available should any member wish to see it.  Identified growth in Construction HNC, Public Services (new programmes for 2019/20) and Creative Industries had not yet materialised. Management was working to recruit later in the academic year.  <u>Student feedback and actions 2018/19</u>  The governance structure of student voice was unchanged from 2017-18.  The majority of issues raised in 2018-19 were resolved at either Course Committee or Student Consultative Committee level. They included concerns about the quality of teaching, the ‘bunching’ of assessments, delays in receiving feedback, and issues with accommodation and facilities, including the availability of WiFi and access to the Virtual Learning Environment.	
<b>POLICY AND PROCEDURE</b>		
<b>12</b>  i   ii	<b>ENROLMENT SCRUTINY PANEL PROCESS</b>  Members were pleased to hear that the new Enrolment Scrutiny Panel Process (which had originated from a safeguarding discussion in May about higher risk students) was proving successful; of the twelve individuals barred by the Panel thus far, at least eight were not in the criminal justice system; some in prison. One had recently been sentenced to nine years.  Ms P Harrow, the Assistant Principal Safeguarding and Inclusion said the intention was to give assurance to staff and students that the College was taking action to	



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iii	<p>keep them safe and it had received good feedback so far. She said the quality of the partnership-working and intelligence-sharing meant the Panel could have high levels of confidence in its decision-making.</p> <p><b>Corporation report:</b> The introduction of a process for barring individuals from enrolment where evidence indicated involvement in serious criminal activity had had a positive impact, with good feedback from staff, no appeals, and evidence that it was working in for form of criminal sanctions subsequently imposed for many of those barred. There has been no evidence of abuse of the process, such as using it to exclude students before exams, and while the number of exclusions was slightly higher than expected, it was still low at 12.</p>	Report Item 6
<b>ADMINISTRATIVE ITEMS</b>		
13 i	<p><b>GOVERNOR INVOLVEMENT</b></p> <p>Members noted that the College's Self-Assessment validation panels were coming up, as well as a Takeover Day event at Huddersfield Town Football Club, which Mr G Hetherington and Ms C George would be attending.</p>	
14 i	<p><b>FINANCIAL RECOVERY: IMPACT ON QUALITY – DISCUSSION</b></p> <p>MG said in her view there were no quality issues linked to the financial recovery and this was agreed. MG reminded the meeting that the Further Education Commissioner's team would be visiting on 12 November.</p>	
15 i	<p><b>PUBLICATION OF PAPERS</b></p> <p><b><u>RESOLVED:</u></b></p> <p><b>(i) The Committee's previous minutes, along with the Quality Task Group minutes, should be made available for publication; as should the proposed changes to the Committee Terms of Reference. All other papers to remain confidential subject to review, on the basis that (per clause 17(2)(d) of the Instrument of Government, they are deemed to be matters which, by reason of their nature, should be dealt with on a confidential basis.</b></p>	
<b>MATTERS TO NOTE</b>		
16 i  ii  iii	<p><b>STUDENT VOICE PLANNER</b></p> <p>A paper providing an overview of student voice activity was received, together with a calendar of events. The Chair commented that she would encourage Governors to get involved in student voice meetings.</p> <p>The Committee discussed the timetable for appointing new Student Governors and proposed that the Search &amp; Governance Committee investigate whether any different arrangements could be made next year to avoid long gaps in representation.</p> <p><b>Corporation Report:</b> The Committee recommends that the Search &amp; Governance Committee should be asked to investigate whether any different arrangements could be made next year to avoid long gaps in Student Governor representation.</p>	Report Item 7
17 i	<p><b>DATE OF NEXT MEETING</b></p> <p>Monday 9 December 2019, 15.00</p>	

## Items of Report for Corporation

#	Details	Minute
1.	<p>The Committee received a report on the performance of curriculum areas and advises that eight of nineteen curriculum areas have been judged to require improvement, with the remainder being 'good' or better. Most areas had maintained their judgement from the previous year, with three areas improving and four deteriorating from the previous year's judgement. The Committee was advised that (subject to Corporation approval) the following key areas for improvement would feature in the 2019-20 Quality Improvement Plan:</p> <ul style="list-style-type: none"> <li>• Assessment methods;</li> <li>• Stretch and Challenge;</li> <li>• Progress in learning;</li> <li>• Maths and English;</li> <li>• Teaching pedagogy for external examinations (to include a focus on readiness for level 3 NQF (National Qualifications Framework) qualifications and readiness for End Point Assessment (EPA) in new Standards for apprenticeship provision); and</li> <li>• Digital skills.</li> </ul>	4ix
2.	<p>The Committee discussed the risks and benefits of adopting a more centralised model for English and maths, and restructuring the Engineering provision. It concluded that the changes management had made were well thought-through, reflected the College's overall strategy and were an appropriate and proportionate response to (mainly external) challenges that would otherwise harm the learner experience, student outcomes and employer relationships.</p>	5xi
3.	<p>Preparations are underway for the introduction of T Levels and the withdrawal of funding from the majority of level three courses and progress has been satisfactory. The Principal, Marie Gilluley, shared a concern she had raised with policy makers: that the roll out of the new qualifications and the withdrawal of funding for level three courses may create gaps in learning pathways, so that some level two learners cannot progress towards their chosen career goals.</p>	6iii
4.	<p>The College's performance in the FE Choices survey was disappointing. Survey methodology deficiencies such as overrepresentation of certain curriculum areas, were thought to be a key factor. The overall satisfaction rate of 75% contrasted starkly with the internal student survey outcome of 91%, as well as with the feedback from independently-run employer satisfaction surveys. The Committee agreed that there were lessons to be learned from the survey outcomes and cautioned that the reputational risk flowing from the publication of the FE Choices results must be carefully managed.</p>	7iv
5.	<p>According to the headline data for English and maths, the overall achievement rate for 2018/19 for English and maths was below the national rate and down from 2017-18 but the Corporation is encouraged to view this performance in context: 70% of learners enrolling in 2018-19 had not achieved a grade 4 or above in English and maths, and the internal progress scores showed that progress made by English and maths students was well above the national average and also represented an improvement on 2017-18. The average student improved their performance in English by half a grade.</p> <p>The Adult English and maths provision, having a third of all English and maths enrolments, was a main area of concern. Most curriculum areas were above or equal to the national rates for GCSE English and maths, with the exception of Science and Access, ESOL, Foundation, Hair and Beauty, Motor Vehicle and fabrication and Brickwork and Wood (for English only).</p>	10v
6.	<p>The introduction of a process for barring individuals from enrolment where evidence indicated involvement in serious criminal activity had had a positive impact, with good feedback from staff, no appeals, and evidence that it was working in for form of criminal</p>	12iii

	sanctions subsequently imposed for many of those barred. There has been no evidence of abuse of the process, such as using it to exclude students before exams, and while the number of exclusions was slightly higher than expected, it was still low at 12.	
7.	The Committee recommends that the Search & Governance Committee should be asked to investigate whether any different arrangements could be made next year to avoid long gaps in Student Governor representation.	16iii