

Kirklees College Corporation

QUALITY, PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held at 15.00 on 22 June 2020 via Microsoft Teams videoconference

Present:	Ms C George	Independent Member (Chair)	(to 16.32) (from 16.15)
	Ms M Gilluley	Principal & Chief Executive	
	Ms L Precious	Staff Member	
	Mr N Taylor	Staff Member	
	Dr A Williams	Independent Member	

Attendance: 5/7 = 71% KPI 80% Quorum: 3

In attendance:	Ms J Arechiga	Asst Principal - Study Programmes & Learner Services
	Ms P Firth	Asst Principal - Adults & Higher Education
	Ms J Green	Clerk to the Corporation
	Mr S Harrison	Head of Quality, TLA, HE and Teacher Education
	Ms P Harrow	Asst Principal - Safeguarding and Inclusion
	Ms P Hughes	Asst Principal - Quality/Apprenticeship Provision

Item

Action/ Report Item

PRELIMINARY ITEMS		
0	WELCOME AND INTRODUCTIONS	
i	The Chair welcomed everyone, observing that it was some time since the Committee had met, as the previous meeting was rolled into the Corporation meeting due to the pandemic lockdown.	
ii	The Clerk confirmed that due notice of the meeting had been given; the requirement for all persons participating to be able to communicate with one another was satisfied; and the meeting, which had been initiated from the home address of Committee Chair Ms C George, was quorate.	
0	FACULTY PRESENTATIONS	
i	Presentations were given by: <ul style="list-style-type: none"> - Steve Harrison, Head of Faculty - Quality, TLA, HE, & Teacher Education ("SH"); - Sharon Archer, Curriculum Area Manager – ESOL, Adult Skills ("SA"); and - David Doran, Head of Faculty – Engineering ("DD"). 	
ii	SH presented on the sharing of good practice, highlighting the benefits of collaboration both among staff and with learners themselves. He said the College had been well-prepared for digital delivery and went into lockdown in a strong position in terms of its ability to reach learners and work remotely and to upskill its staff. As part of a refresh of the Digital Strategy, many staff had received Microsoft Teams and Digital Skills training and, having surveyed staff and knowing their ICT confidence, management was able to provide targeted support during lockdown. Members were pleased to hear that student engagement had averaged around 70% since 23 March and that preparations were underway for next year.	
iii	SA and DD shared examples of learner engagement during lockdown and	

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iv	<p>highlighted some barriers in terms of accessibility and usability. There was discussion about the prospects for overcoming those and incorporating remote learning innovations into the learner experience permanently. SA said some learners preferred the remote learning model. DD's slides included examples of feedback from employers, commending the College on doing a good job.</p> <p>Congratulating the presenters, the Chair asked that the Committee's thanks be communicated to all staff members involved in remote delivery and learner support.</p>	
1	<p>APOLOGIES FOR ABSENCE</p> <p>Apologies were received from Committee members Mr G Hetherington and Prof S Donnelly. Mr N Taylor would join late due to another College commitment.</p>	
2	<p>DECLARATIONS OF INTEREST</p> <p>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.</p>	
3	<p>MINUTES OF THE 3 FEBRUARY MEETING AND MATTERS ARISING</p> <p><u>RESOLVED:</u></p> <p>(i) To approve the minutes of 3 February 2020 as an accurate record.</p> <p><u>Matters arising not on the Agenda</u></p> <p>ii No matters were raised that were not on the Agenda.</p> <p><u>Update on Agreed Actions</u></p> <p>iii <u>Proposed collaboration with the Local Authority and Huddersfield University:</u> Vice Principal Curriculum Ms C Gonzalez Eslava ("CGE") said the College had sought agreement from feeder schools and the Local Authority to take the proposal forward. Although the commitment was there, as yet there been no opportunity to do this.</p> <p>iv <u>Progress Check dates to be shared:</u> This had been actioned.</p> <p>v <u>Quality Task Group to work on the Quality Improvement Plan:</u> This had been actioned.</p> <p>vi <u>Management to review the RAG rating approach, to ensure that there is consistency across all areas of the Quality Improvement Plan:</u> This had been actioned.</p> <p>vii <u>Clerk to diarise the approval of the first (January 2022) access & participation impact report and add monitoring the Access & Participation Plan to the Committee's work schedule:</u> this had been actioned. Monitoring would be part of Higher Education ("HE") Compliance reports.</p> <p>viii <u>Quality Task Group to review its Terms of Reference:</u> this had been actioned.</p> <p><u>RESOLVED:</u></p> <p>(i) To approve the proposed amendments to the Quality Task Group terms of reference and to adopt the new version with immediate effect.</p> <p>x <u>HE Governance:</u> This was in progress; conversations had taken place; the next step would be to present formal recommendations to the Committee.</p>	

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xi	Action (rolled over): QPS Committee to receive proposals for HE Governance.	ZD, PF, JG
xii	<u>Reporting on Safeguarding:</u> The reporting of safeguarding had been disentangled from the reporting of learner support and this was reflected in the work schedules for the Safeguarding Committee and this Committee.	
xiii	<u>Committee Reports:</u> Management was avoiding duplication where possible. It was agreed that formal monitoring was unnecessary, the object being to reduce workload.	
xiv	<u>Committee Core Agenda Items:</u> The Quality Improvement Plan, Celebrating Success and Good Practice, and Learner Support all featured on the 2020/21 Work Schedule.	
xv	<u>Governor Involvement with Curriculum Areas:</u> To be progressed post-lockdown.	
QUALITY IMPROVEMENT		
4	NATIONAL ACHIEVEMENT RATES	
i	The Committee discussed the College's 2018/19 performance relative to the sector, as reported in the 2020 National Achievement Rates Tables ("NARTs").	
ii	<p>Assistant Principal Pauline Hughes ("PH") said, while overall performance in 2018/19 was not a positive picture compared to national rates and other local providers, the make-up of students of the different institutions could account for many of the differences. She said in the College's case, lower overall performance could largely be attributed to the factors that were discussed during the validation of the 2018/19 self-assessment report ("SAR"), including:</p> <ul style="list-style-type: none"> ➤ the College's 16-18 cohort being among the most disadvantaged nationally in terms of the proportion of learners who did not achieve a grade 4 or above in GCSE English and maths by the end of key stage 4, i.e. before joining College; ➤ the exceptionally high number of English and maths enrolments (51% of 16-18 and 27% of adults); and ➤ the exceptionally high number of English for Speakers of Other Languages ("ESOL") enrolments. 	
iii	<p>The management report on the NARTs included benchmarking data showing a correlation between a higher proportion of English & Maths enrolments and ESOL enrolments and lower overall achievement (although it was noted that Leeds City College had a particularly high ESOL achievement with a high number of enrolments) The report also recalled the many positives drawn out in the 2018/19 SAR validation to support the overall assessment of the College as 'Good', including:</p> <ul style="list-style-type: none"> ➤ the significant progress made by students in vulnerable groups and with additional needs; ➤ the significant increase in vocational achievement in 2018-19, much faster than the national rate (although not yet where Governors wished it to be); and ➤ the excellent progress College learners made from their starting points in their English and maths qualifications, with Department for Education progress measures showing consistent increases over the last four years above the national rate. 	
iv	PH said another factor for the College was the much-higher-than-average proportion of Diploma enrolments at all levels, particularly level 3. She said colleges with a high proportion of non-regulated (courses with no external awarding body) enrolments and colleges that offered "smaller" courses had higher achievement and management had begun a full review of the curriculum offer that would consider whether full Diplomas could be too challenging for many students, particularly those	

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	with lower entry points. She cautioned that a College strength was that learners were enrolled on qualifications that allowed progression to further education while still funded – and said it should not move away from that, particularly given the stronger emphasis on progression within the Education Inspection Framework.	
v	Noting that performance in the NARTs was a key indicator that Ofsted and the ESFA monitored and made judgements on, a Member wondered if this could be a risk for the College, having self-assessed as “Good” for 2018-19. After discussion, Members remained satisfied that there was a strong narrative to support the conclusions the Corporation had reached in its self-assessment. They agreed that, to the extent that there was room for improvement, the College had put together an effective roadmap for further success in the form of its quality improvement plan.	
vi	It was observed that there was already evidence of further improvements since 2018/19 thanks to the robust programme of quality initiatives that had been launched over the past twelve months. It was, however, agreed that the Committee should revisit the College’s 2018/19 performance data with the English and maths results taken out and the Principal Marie Gilluley (“MG”) said this had been done for the Senior Leadership Team and the results could be shared with the Committee.	
vii	Action: QPS Committee to receive the 2018/19 performance data with the English and maths results omitted. <u>Apprenticeships</u>	PH
viii	Members were disappointed to see a decline in this area but noted that it was part of a national trend caused mainly by factors outside colleges’ control, such as changes in the rules for achievement/funding, the introduction of new standards, the phasing out of subcontracting, and temporary skills shortages.	
ix	Corporation report: According to the 2020 National Achievement Rates Tables, the College’s performance in 2018/19 was not a positive picture as compared to national rates and other general further education colleges in the West Yorkshire region. The reasons for this were discussed in detail and the same conversation was had as at the 2018/19 self-assessment report validation meeting. It was reiterated that the College was ‘Good’. Unfortunately, College students have, on average, far lower starting points and further to travel than their contemporaries at most other institutions; there is also an exceptionally high proportion of maths, English and ESOL enrolments, and all these things are risk factors for lower overall performance. To obtain a fuller picture, the Committee has asked to receive the 2018/19 performance data with the maths and English results disaggregated. Some action points have been identified around curriculum review and are already in train. The Committee continues to monitor the implementation of initiatives around progress monitoring, along with other elements of the quality improvement plan.	Report Item 1
4A	QIP THEMED DISCUSSION: MATHS AND ENGLISH	
i	Assistant Principal Ms Julia Arechiga (“JA”) recalled again the context of English and maths, their impact on overall performance and the unusually low starting points of College learners. She said due to Covid-19, the landscape had dramatically changed and things would be very different moving forwards, with immediate changes as follows: ➤ Changes to timetabling, with learners to attend weekly two-hour sessions and complete an hour of independent learning; ➤ A move away from Functional Skills in favour of a GCSE pathway, Functional Skills no longer being as good a fit with the curriculum intent in terms of progression into GCSE since the recent reforms;	

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ii	<ul style="list-style-type: none"> ➤ The move to a more centralised, cross-college team and the appointment of a new Maths and English Lead to better support the monitoring of the quality of the delivery and in-year progress; ➤ Streaming of all GCSE groups based on entry points; ➤ A move to a shared scheme of work and weekly lesson topic/content, to ensure that all learners received a consistent and high-quality learning experience; ➤ Increased use of online platforms, delivery tools and online courses; and ➤ New arrangements for initial assessments within four weeks of enrolment. <p>JA highlighted that the challenges around identifying learner starting points would be greatly amplified in 2020/21 due to the accessibility of IT equipment and in the absence of raw score data to indicate whether learners had placed closer to the top or bottom of their grade boundaries.</p>
<i>16.15 Mr N Taylor joined the meeting.</i>	
iii	<p>Members agreed that, if maths and English teaching and learning was set to continue online, Governors would need further assurance around the adequacy of learners' access to ICT hardware and Internet. A Member asked whether adequate consideration had been given to the logistics of accommodating an additional 800 maths and English GCSE candidates at exam time. JA said she would take this away as an action point.</p>
iv	<p>A Member asked about the aim of completing initial assessments within four weeks and asked why the College would leave this until week four. JA explained some of the practical reasons for this and said four weeks was intended as a maximum time, rather than the norm.</p>
v	<p>Corporation report: A detailed report was received on English and maths, a key area for improvement in the Quality Improvement Plan. Despite the College having committed significant senior staff resource to the grading and ranking of over 5.5k learners in English and maths GCSE and Functional Skills, substantial progress has been made on the maths and English action plan and several recent and planned changes were discussed with the Committee. These included the restructuring of the maths and English team and a move from Functional Skills in favour of a GCSE pathway. Online teaching and learning has proven a successful delivery method for many learners and, subject to adequate assurances being received around the accessibility of hardware and Internet, management plans to continue to deliver much of the maths and English curriculum online in 2020/21.</p>
5	LEARNER PROGRESS
i	<p>PH reminded Members of the exceptional arrangements the exam regulator Ofqual had put in place for exam and assessment and drew attention to a table in her paper showing numbers of student enrolments against the three assessment categories: calculate, adapt and delay. She said the significant numbers in the 'calculate' category represented a good position for the College.</p>
ii	<p>The Committee commended the College's swift response to the changes in assessment certification. It was agreed that good progress had been made and noted that the analysis of student achievement would follow the submission of all qualifications in the 'calculate' and 'adapt' categories at the end of July and 'delay' by the end of September. Members noted that the category of 'delay' was a key priority area in the College's re-opening plans, as students would need to swiftly access education to complete their qualifications and progress to the next stage.</p>
	Report Item 2

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iii	The Head of Quality, TLA, HE and Teacher Education, Mr S Harrison (“SH”), shared the outcomes of the latest progress checks, reminding the meeting of the format and focus of those reviews. Several Members had accompanied managers at progress check meetings and walkthroughs, so there was significant interest in the findings. The Committee was pleased to hear that Hospitality & Travel had improved to ‘Outstanding’ and Health & Social Care and Process & Manufacturing had improved to ‘Good’. Some areas had made progress but not enough to move up a band; Business & IT fell into this category, as did Hair & Beauty, which was close to ‘Outstanding’ but attendance remained an issue.	Report Item 3
iv	A Member suggested that an assessment of an area’s capacity to improve might be a good addition to the performance table, recognising (in cases where change would inevitably take time) the embryonic work that would ultimately facilitate improvement. It was generally felt that this would be supportive of curriculum areas and useful to Governors. SH was asked to give the suggestion further consideration.	
v	In response to a question, SH said there had been no complaints about the student progress check process, either in terms of fairness or around the approach taken. He said some lengthy constructive discussions had been had.	
vi	Corporation report: Good progress is being made on the calculation of grades. The analysis of student achievement will follow the submission of all qualifications. The new student progress check process appears to be working extremely well and several curriculum areas have made improvements over the course of 2019/20.	
6	There was no item 6.	
7	HE UPDATE	
i	<p>Assistant Principal Ms P Firth (“PF”) presented her update. Members noted as follows:</p> <ul style="list-style-type: none"> ➤ HE numbers were increasing but were not where they needed to be; ➤ Promotion of progression opportunities to Level 3 and 2 learners was underway; ➤ To feed Level 4 provision, there were plans for growth at Level 3 through Access to HE programmes, new HNC/Ds, apprenticeships and professional courses; ➤ The new Uni Connect¹ Outreach Officer had already done some valuable work with the HE & Skills Manager and the recruitment team on encouraging Level 2 and 3 students into HE; and ➤ The HE Committee had approved a Student Protection Plan, Student Transfer Plan, Refund & Compensation Policy, Fitness to Practice Policy and Fit to Sit Policy, as well as a module spec template and an amended Assessment Policy. <p><u>Impact of Covid-19 on HE & Skills</u></p>	
ii	Members were pleased to hear that teaching, learning and assessment had continued despite the lockdown measures and the vast majority of students would achieve their qualification. Graduation had been postponed until further notice.	
iii	Further risks to HE recruitment were reported and noted. In the wake of the coronavirus, some universities had adopted new admissions practices such as increasing the use of unconditional offers, in an attempt to recruit a greater share of domestic students. It was likely that this would put smaller HE providers at risk of financial strain, as prospective students would be likely to accept offers from more established and prestigious institutions. In response, the Department for Education	

¹ Uni Connect brings together 29 partnerships of universities, colleges and other local partners to provide targeted HE outreach to young people in years 9 to 13 living in particular geographic areas.

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iv	intended to impose student number controls capped at forecast growth plus 5% - but this would also impact negatively on the College, as would prospective students choosing to defer their applications to the following year.	Report Item 4
v	<p>Members expressed concern about course viability. All faculty areas had been given until Friday 26 June to confirm the position in terms of 2020/21 recruitment and the number of offers that had been accepted. She said if minimum numbers were not achieved, some courses might be delivered online to make them cost-effective.</p> <p>Corporation report: Covid-19 will create new challenges for Higher Education & Skills recruitment, as universities target domestic students with unconditional offers, international applicants drop off, and prospective students choose to defer entry to 2021/22. A planned cap on recruitment will also impact the College, reducing the number of students the College is able to recruit to lower than planned for.</p>	
1632	<i>Ms L Precious left the meeting.</i>	
COMMITTEE SELF-ASSESSMENT		
8	<p>QPS COMMITTEE REMIT AND APPROACH - UPDATE AND REVIEW OF TERMS OF REFERENCE</p> <p>Corporation report: Amended Terms of Reference are recommended for approval.</p>	
9	<p>WORK SCHEDULE AND MEETING DATES</p> <p>Corporation report: The Schedule of Business is recommended for approval.</p>	
10	<p>COMMITTEE SELF-EVALUATION</p> <p>The Clerk had prepared a draft report based on responses to an anonymous survey hosted on the Teams site. In discussion, it was agreed as follows:</p> <ul style="list-style-type: none"> ➤ Appointment criteria for the Chair did not need to be formalised; ➤ The Committee was able to procure its own specialist advice; ➤ Induction training would better support new Members; ➤ Chair/Clerk pre-meets should take place via Teams; ➤ Inputs to the Agenda were welcome but should not be formally sought before each meeting; ➤ Agendas excluded operational business; ➤ Members had not had cause to issue guidelines on reporting, being satisfied with report quality; ➤ Updates for those who missed meetings should be via Committee minutes; ➤ It was felt that formal appraisals for members or the Chair would not be appropriate; and ➤ Meeting documents were occasionally late but usually with good reason. <p>Action: The Clerk will update the draft performance report based on discussions at the meeting and Committee members' further input, if any. The report will be discussed at the September Search & Governance meeting.</p>	JG
MATTERS TO NOTE AND ADMINISTRATION		
11	<p>DATE OF NEXT MEETING</p> <p>Provisionally 5 October 2020, subject to Corporation approval.</p>	

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12	<p>PUBLICATION OF PAPERS</p> <p><u>RESOLVED:</u></p> <p>(i) The Committee’s previous minutes to be made available for publication. 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. The Committee remit paper and draft terms of reference, draft schedule, dates and performance review report were drafts, final versions of which would eventually be published more widely.</p>	
13	<p>OTHER BUSINESS</p> <p>i CGE said management’s work on the new Apprenticeship Strategy had been disrupted by Covid-19 and significant changes had had to be made, hence the strategy was not ready in time to bring to the meeting. It was agreed that it would go directly to Corporation, but be circulated to Members for comments first.</p> <p>ii Action: The Apprenticeship Strategy to be shared with Committee Members for comments.</p> <p>iii There being no further business the meeting ended at 17.34.</p>	CGE, JG

Items of Report for Corporation

#	Details	Minute
1.	According to the 2020 National Achievement Rates Tables, the College's performance in 2018/19 was not a positive picture as compared to national rates and other general further education colleges in the West Yorkshire region. The reasons for this were discussed in detail and the same conversation was had as at the 2018/19 self-assessment report validation meeting. It was reiterated that the College was 'Good'. Unfortunately, College students have, on average, far lower starting points and further to travel than their contemporaries at most other institutions; there is also an exceptionally high proportion of maths, English and ESOL enrolments, and all these things are risk factors for lower overall performance. To obtain a fuller picture, the Committee has asked to receive the 2018/19 performance data with the maths and English results disaggregated. Some action points have been identified around curriculum review and are already in train. The Committee continues to monitor the implementation of initiatives around progress monitoring, along with other elements of the QIP.	4(ix)
2.	A detailed report was received on English and maths, a key area for improvement in the Quality Improvement Plan. Despite the College having committed significant senior staff resource to the grading and ranking of over 5.5k learners in English and maths GCSE and Functional Skills, substantial progress has been made on the maths and English action plan and several recent and planned changes were discussed with the Committee. These included the restructuring of the maths and English team and a move from Functional Skills in favour of a GCSE pathway. Online teaching and learning has proven a successful delivery method for many learners and, subject to adequate assurances being received around the accessibility of hardware and Internet, management plans to continue to deliver much of the maths and English curriculum online in 2020/21.	4A(v)
3.	Good progress is being made on the calculation of grades. The analysis of student achievement will follow the submission of all qualifications. The new student progress check process appears to be working extremely well and several curriculum areas have made improvements over the course of 2019/20.	5(vi)
4.	Covid-19 will create new challenges for Higher Education & Skills recruitment, as universities target domestic students with unconditional offers, international applicants drop off, and prospective students choose to defer entry to 2021/22. A planned cap on recruitment will also impact the College, reducing the number of students the College is able to recruit to lower than planned for.	7(v)