

Kirklees College Corporation

QUALITY, PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held at 15.00 on 5 October 2020 via Microsoft Teams videoconference

Present:	Dr A Williams	Independent Member (Chair)
	Prof S Donnelly	Independent Member
	Ms C George	Independent Member
	Ms M Gilluley	Principal & Chief Executive
	Mr G Hetherington	Independent Member
	Ms L Precious	Staff Member
	Mr N Taylor	Staff Member

Attendance: 7/7 = 100% KPI 80% Quorum: 3

In Attendance:	Ms J Arechiga	Asst Principal - Study Programmes & Learner Services
	Ms C Gonzalez-Eslava	Vice Principal Curriculum
	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
	Mr G Holden	Teaching, Learning & Digital Lead
	Ms P Hughes	Asst Principal - Quality/Apprenticeship Provision
	Ms C Jordon	Teaching, Learning & Digital Lead
	Ms K Pogson	Teaching, Learning & Digital Lead

Item

Action/ Report Item

PRELIMINARY ITEMS		
0	NOTICE AND QUORUM	
i	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 Dr A Williams, was quorate.	
0	PRESENTATION: DIGITAL DELIVERY	
i	A short presentation was given by the College's Teaching, Learning & Digital Leads, who introduced themselves, explained their roles, and shared a digital assessment tool as an example of an innovative approach to monitoring learner engagement with remote learning. The Chair thanked them for their contributions. <i>15.25 Mr G Holden, Ms C Jordon and Ms K Pogson left the meeting.</i>	
1	APPOINTMENT OF CHAIR, WELCOME AND INTRODUCTIONS	
i	Dr A Williams was appointed as Committee Chair for academic year 2020/21. Thanking outgoing Chair, Ms C George, he welcomed everyone to the meeting.	
2	APOLOGIES FOR ABSENCE	
i	Apologies were received from Assistant Principal Adults & Higher Education Ms P Firth, who was engaged in preparatory work for an Ofsted visit the following week.	

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3 i	<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>	
4 i ii iii iv v vi vii	<p>MINUTES OF THE 22 JUNE 2020 MEETING AND MATTERS ARISING</p> <p><u>RESOLVED:</u></p> <p>(i) To approve the minutes of 22 June 2020 as an accurate record.</p> <p><u>Matters arising not on the Agenda</u></p> <p>No matters were raised that were not on the Agenda.</p> <p><u>Update on Agreed Actions</u></p> <p><u>Proposals for HE Governance:</u> This was on the Agenda.</p> <p><u>2018/19 performance data with English and maths results omitted:</u></p> <p>Action (rolled over): To share with Members the 2018/19 performance data with English and maths results omitted.</p> <p><u>Committee Performance Report:</u> This had been actioned.</p> <p><u>Apprenticeship Strategy:</u> This had been actioned.</p>	CGE
MAIN ITEMS		
5 i ii	<p>VICE PRINCIPAL'S UPDATE</p> <p>Vice Principal Curriculum Ms C Gonzalez Eslava ("CGE") reported as follows:</p> <ul style="list-style-type: none"> ➤ In line with the latest Department for Education guidance (the "FE Guidance"), the College had now resumed delivery, a huge task logistically; ➤ While the FE Guidance emphasised the importance of on-site delivery, it recognised that this may be supplemented by high quality remote delivery where this was effective existing practice. Given the local context, the College was taking a cautious approach, tailoring its arrangements to individual groups of learners, with some attending in person once a week; others on a rota basis one week on and one week off; and those with special educational needs disabilities or difficulties and more vulnerable learners attending every day; ➤ Learner feedback had been mixed as many struggled with online learning. A helpline was now available for those with IT issues. More IT equipment had been provided on campus for those without hardware or Internet access at home; ➤ Learners were missing the social side of College but had responded in a mature and respectful way to the social distancing and other measures. Staggered start and finish times were helping maintain social distance between groups. <p>Members asked about the experience of teaching staff, expressing concern for their wellbeing. CGE said she shared this concern; staff were working extremely hard to prepare and deliver both online and in-person lessons, with many finding this challenging. In response to a question, she said the College had not seen an increase in stress-related absence (in fact, sickness absence had decreased) but management was aware of the burden on teaching staff and would continue to meet with the trade unions and provide access to sources of support in a bid to alleviate it. The Chair asked CGE to pass on Governors' thanks to all concerned.</p>	

Item		Action/ Report Item
6	LEARNER PROGRESS ENGLISH AND MATHS	
i	Helen Watts, Head of Faculty English, Maths and Alternative Provision, presented an assurance report in respect Strategic Risk 8 “Failure to improve outcomes and learner experience on English and maths”.	
ii	Members recalled that all students who were due to sit maths and English exams in summer 2020 had been awarded the highest of either their Centre Assessed Grade (submitted by the College after moderation) or their moderated Ofqual grade. The College’s results showed a modest increase compared to 2018/19 across the board - with the exception of GCSE English for 16-18 year olds.	
iii	There was discussion about the reliability of the 2019/20 grades as a basis for determining starting points, given the risk of grade inflation - particularly for those joining the College from local secondary schools, some of which had had unusually good results. Overall, the cohort appeared to have higher starting points than previous cohorts, and this would normally translate to a higher progression rate.	
iv	Ms J Arechiga (“JA”) said initial diagnostic tests called Basic and Key Skills Builder Tests (“BKSB”) were being used alongside the usual baseline assessments to more accurately assess learners’ starting points, identify whether they were on the right course, and determine whether the cohort was really as strong as the 2019/20 results suggested. BSKBs would be used again later in the year to track progress. Adults and apprentices would also complete them.	
v	Action: An update report on baseline assessments for the 2020/21 maths and English cohorts to be brought to the Committee’s next meeting.	JA
vi	In response to a question, Assistant Principal Ms P Hughes (“PHu”) said it had been announced that Progress Measures would not be released for 2019-20, so there would be no external benchmarks.	
	<u>Century Tech Learning Platform</u>	
vii	JA explained how a new learning platform the College had introduced would support and develop learners’ skills both in and out of the classroom. In response to a question, she said the College had unlimited licences for the software and it would be shared widely across curriculum areas. Members were invited to sign up for an account to test the functionality of the platform for themselves.	
viii	Action: Any Member wishing to sign up for a Century account to contact the Clerk. <u>16-19 Tuition Fund</u>	Members
ix	The Department for Education had granted additional funding to support small group tuition for 16-19 study programme students in English, maths and other courses where COVID-19 had disrupted learning. JA said the College would prioritise support for students who had not achieved a GCSE grade 4 or above in maths or English. She said the maths and English Success Centres would also be used as a resource for learners wishing to access small group support.	
x	Corporation report: Teaching staff are warmly congratulated on the 2019/20 exam results. Improvements were seen across the board - but particularly among 16-18 learners. The Committee discussed the risk that, had there been any grade inflation, learners could be on the wrong courses and struggle to cope. Members were reassured that, to mitigate this risk, baseline assessments were underway to identify inconsistencies between awarded grades and actual starting points. Details of how the College was using the additional catch-up funding were also shared and discussed, with Members commenting positively on the College plans.	Report Item 1

Item		Action/ Report Item
7	<p>LEARNER SUPPORT</p> <p>i Assistant Principal Ms P Harrow (“PHa”) presented her report, saying its purpose was (i) to set the scene for future reports in terms of how the College identified, assessed and responded to support needs and (ii) to propose some topics and themes for future meetings. Acknowledging a Member’s comment, she said she was already looking at how the information contained in her report could be used in communications with other stakeholders and she would also look to include some specific information about support for adult learners, particularly vulnerable adults.</p> <p>ii The report explained various categories of vulnerable learner and highlighted the need to adhere to statutory requirements in the case of SEND¹, Looked After Children (in the care of a Local Authority) and Care Leavers². A breakdown of the numbers in each category currently enrolled at the College was included. As in previous years, the number of learners accessing specific support and accessing general pastoral non-specialist support interventions had increased. Members noted the various staff roles involved and types of intervention learners received.</p> <p>iii PHa said the College used a tool called the RODI (Risk of Dropout Indicator) to identify learners in need of support, using a variety of risk indicators and in liaison with feeder schools. She said fewer students than usual had been identified via the RODI system in 2020/21; this was assumed to be a direct impact of school closures.</p> <p>iv Members acknowledged the need to achieve value for money and asked PHa to comment on how effectively the College could measure the impact of its learner support activities. She said, as detailed in the annual report, student feedback and the learner voice, the first-hand experience of students, parents and carers, and monitoring attendance and behaviour, were all used to evidence the impact of the team’s efforts – and the College had won awards for its strength in evidencing impact. New software called Navigate was being rolled out and this would further enhance the College’s monitoring capability.</p> <p>v Action: The Committee to receive a demonstration of the Navigate software.</p> <p>vi A Member commented on the increasing workload and the need to ensure there were enough frontline staff to meet the anticipated demand.</p> <p>vii RESOLVED: (i) To approve the proposed topics and themes for future meetings, noting that the schedule would need to be kept under review.</p> <p>viii Corporation report: The Committee received a report on learner support which identified levels of vulnerability within the student cohort and potential barriers to learning, explained how support needs were identified and support was allocated, and detailed the range and levels of support offered. The Committee also approved a schedule of reports for the rest of the academic year.</p> <p><i>16.40 A comfort break was taken. When the meeting resumed at 16.45, all re-joined.</i></p>	<p>PHa</p> <p>Report Item 2</p>
8	<p>TLA DEVELOPMENT PLAN FOR 2020/21</p> <p>i The Head of Quality Mr S Harrison (“SH”) spoke to his paper and to slides, setting out the priorities for teaching, learning and assessment for 2020/21 and describing activity undertaken to date to drive continuous development.</p>	

¹ Special Educational Needs, Difficulties and Disabilities

² 16-25 year olds who have been ‘looked after’ at some point since the age of 14 and were in care after their 16th birthday.

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ii	Members were pleased to hear that supporting professional development was high on the agenda and remarked on the range of support available, noting the focus on digital skills and the development of tools to support learners' development both academically and in terms of gaining wider skills and becoming well-rounded citizens.	
iii	A Member asked to what extent the TLA Development Plan had changed in response to COVID-19. SH said the digital strategy had been well underway before the pandemic struck with plans already in place for each curriculum area to have a digital week, running everything via the Microsoft Teams platform. That way of working was now seen by many as the future, not just for the College but for businesses and organisations generally, regardless of whether and when the situation with COVID-19 resolved. Therefore, there was an increased emphasis in the plan around moving processes online and digital upskilling for both staff and students.	
iv	<p><u>RESOLVED:</u></p> <p>(i) To note the management advice in respect of the key TLA priorities for teaching, learning and assessment.</p> <p>(ii) To endorse the Teaching, Learning and Assessment Development Plan.</p>	
v	<p>Corporation report: Having discussed with management the key priorities, particularly the digital strategy, the Committee recommends that the Corporation endorse the 2020/21 Teaching, Learning and Assessment Development Plan.</p>	Report Item 3
GOVERNANCE		
9 HE GOVERNANCE FRAMEWORK		
i	The Clerk outlined her approach to reviewing the HE governance framework. She said as the timetabling of meetings did not allow for reporting from the HE Committee to the Committee without compromising the effectiveness of one or other body due to timing issues, her proposal for 2020/21 was that they both report directly to Corporation, with QPS focusing mainly on performance targets, the achievement of the Access and Participation Plan, and compliance with the regulatory baseline set out in the Office for Students conditions of registration. As the year progressed, she would map the framework, keeping the arrangements under review, with a view to taking an assurance report to Audit Committee at the end of the year.	
ii	<p>Corporation report: The Committee received an update on the review of the HE governance framework and noted the progress to date.</p>	Report Item 4
10 GOVERNOR INVOLVEMENT		
i	A number of Governors had volunteered to join curriculum area self-assessment validation panels and those were underway. At the Search & Governance meeting, it had been confirmed that Governor visits to College could safely recommence.	
MATTERS TO NOTE AND ADMINISTRATION		
11 DATE OF NEXT MEETING		
i	30 November 2020.	
12 PUBLICATION OF PAPERS		
i	<p><u>RESOLVED:</u></p> <p>(i) All papers to be made available for publication, except for the Student Storyboard pen portraits.</p>	

Items of Report for Corporation

#	Details	Minute
1.	Teaching staff are warmly congratulated on the 2019/20 exam results. Improvements were seen across the board - but particularly among 16-18 learners. The Committee discussed the risk that, had there been any grade inflation, learners could be on the wrong courses and struggle to cope. Members were reassured that, to mitigate this risk, baseline assessments were underway to identify inconsistencies between awarded grades and actual starting points. Details of how the College was using the additional catch-up funding were also shared and discussed, with Members commenting positively on the College plans.	6x
2.	The Committee received a report on learner support which identified levels of vulnerability within the student cohort and potential barriers to learning, explained how support needs were identified and support was allocated, and detailed the range and levels of support offered. The Committee also approved a schedule of reports for the rest of the academic year.	7viii
3.	Having discussed with management the key priorities, particularly the digital strategy, the Committee recommends that the Corporation endorse the 2020/21 Teaching, Learning and Assessment Development Plan.	8v
4.	The Committee received an update on the review of the HE governance framework and noted the progress to date.	9ii