

Kirklees College Corporation

QUALITY, PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held at 15.00 on 8 March 2021 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: 7/8 = 88% KPI 80% Quorum: 3

In Attendance:	Ms J Arechiga	Vice Principal Curriculum
	Miss L Buckley	Assistant Principal - Study Programmes
	Ms P Firth	Asst Principal - Adults & Higher Education
	Ms J Green	Clerk to the Corporation
	Mr S Harrison	Head of Faculty Quality & TLA
	Ms P Harrow	Asst Principal – Student Experience
	Ms P Hughes	Asst Principal - Quality/Apprenticeship Provision

Item

**Action/
Report Item**

PRELIMINARY ITEMS		
0	NOTICE AND QUORUM	
i	The Clerk said due notice of the meeting had been given; the requirement for all participants to be able to communicate with one another was satisfied and the meeting, initiated from the home address of the Committee Chair, was quorate.	
1	WELCOME AND INTRODUCTIONS	
i	The Chair welcomed everyone to the meeting, in particular Assistant Principal Study Programmes Miss L Buckley, who was attending her first meeting. Introductions were made. It was noted to be Committee Member Mr N Taylor's final meeting and the Chair thanked him for his contributions over the years.	
ii	The Chair had agreed with Vice Principal Curriculum Ms J Arechiga ("JA") that a new approach to reporting would be trialled at the meeting, with an opportunity for Members to provide feedback at the end.	
1	APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST	
i	New Committee Member Mr B Blank had sent apologies.	
ii	No one declared any direct or indirect interest 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.	
2	MINUTES OF THE 30 NOVEMBER 2020 MEETING AND MATTERS ARISING	
i	Action: To correct the minutes of 20 November 2020 to reflect Ms P Harrow's new job title.	JG

Item	Action/ Report Item
ii iii iv v vi	<p><u>RESOLVED:</u></p> <p>(i) Subject to Ms P Harrow’s new job title, ‘Assistant Principal Student Experience’ being substituted for her previous one, to approve the minutes of 30 November 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>The Committee was updated on agreed actions as follows:</p> <p><u>To send the Navigate Powerpoint presentation to the Clerk for circulation:</u> This had been actioned.</p> <p><u>Report to support decision-making on how the conversation around progress would be progressed:</u> This would be discussed as part of the Learner Progress report.</p>
QUALITY, PERFORMANCE & STANDARDS	
3 i ii iii iv v	<p>STUDENT PERFORMANCE AND PROGRESS</p> <p>Ms P Hughes, Assistant Principal Quality/Apprenticeship Provision (“PHu”) spoke to a series of slides on the theme of learner progress. She said the headline was that learners had, thus far in the year, made excellent progress despite severe disruption caused by the pandemic and, typically, very low starting points.</p> <p>The Committee had devoted considerable time to supporting the Quality, Performance & Standards team in pursuing a goal of being able to identify, in year, whether learners were making ‘good progress’. Members were consequently pleased to hear that changes recommended by the Quality Task Sub-Group were having a positive impact. Additional metrics added to the performance indicators were capturing aspects of learner development that went beyond the purely academic, providing a more holistic view of progress and allowing management to better quantify ‘good progress’. In addition, the new Navigate software the College had introduced was being used to collect data on learners’ personal development which was expected to provide a richer picture. An appendix to PHu’s written report “Progress in Learning Guide” detailed how and why the College measured progress.</p> <p>Members agreed that, in the circumstances, the current position was looking better than they might have expected. Student satisfaction was high, despite severe disruptions to face to face learning, and retention was in line with the previous year or better. Attendance remained stable for the majority of courses, with improvements at Level 3 and in Higher Education (“HE”) – but maths and English were key concerns.</p> <p>A Member referred to the detailed learner progress paper (included in the meeting pack) and asked PHu to explain what the timely completion of units and assessments for study programmes and substantial adult provision data was showing. PHu explained that learners were unable to complete units as some of the component assessments could not take place due to the COVID restrictions, hence the percentage of units completed was much lower than it would normally be. She said it was not yet clear what accommodations the awarding bodies would make.</p> <p>PHu shared the key learner progress risks. They included the fact that the maths and English teams (both areas experiencing low attendance, particularly since the cancellation of national examinations had been confirmed, and correspondingly low progress) did not yet have sufficient assessed work to inform centre-assessed grades for all learners. Other notable risks included delay in achievement and progress for apprentices and qualifications with a licence to practice; and an</p>

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vi	<p>enhanced level of risk (due to the relative paucity of information this year) that those requiring interventions would not be identified or would be identified too late to make a difference. Mitigations that had been put in place were discussed and Members agreed that the College appeared to be doing all it could.</p> <p>Corporation Report: The Committee received a report on learner progress and discussed the impact of the continuing pandemic. With a number of 'unknowns' still to contend with, particularly in policy terms, it is hard to draw any firm conclusions at this time. The Committee is assured that there will be a clearer picture by its next meeting in May and certainly, indications are good, with many potential concerns considered likely to be mitigated in due course. Particular risk areas are maths and English. Low attendance and motivation persist among our maths and English learners, particularly since it was confirmed that centre-assessed grades will replace national examinations. The Committee has previously reported on the risk that, due to the high proportion of maths and English enrolments, poor performance in these key subjects can significantly impact overall performance. Governors will recognise that maths and English are fundamental to young people's progress in learning, work and life and will be pleased to hear that the College is putting substantial resource into supporting affected learners' catch-up needs.</p>	Report Item 1
4	<p>TEACHING LEARNING AND ASSESSMENT ("TLA")</p> <p><u>Student Progress Checks ("checks")</u></p> <p>i Head of Faculty Quality & TLA Mr S Harrison ("SH") shared the headlines, saying:</p> <ul style="list-style-type: none"> ➤ Checks were continuing. The >85% 'good or better' target had not yet been met but as higher risk curriculum areas had been prioritised for early checks, the positive trajectory towards target was expected to continue. ➤ 70% of TLA in class and work based learning ("WBL") and 76% of online lessons had been assessed as 'low priority' or 'share good practice' (i.e. 'good or better'). ➤ Learners continued to prefer face-to-face delivery but the preference was less marked than it was initially. ➤ Five curriculum areas had improved their overall judgement since 2019/20, with Business & IT (WBL) and Health & Social Care moving to 'Outstanding'. Another five were showing clear signs of improvement albeit they had not yet improved on their previous overall judgement. ➤ No areas so far had shown a decline in overall judgement from 2019/20. <p>ii SH highlighted that Motor Vehicle had been graded 'Inadequate' for the second time in succession and was on a downward trajectory - but this reflected the impact of lockdown in an area where learners wished to be extremely hands on. Getting back into workshops was a key priority, as the area had the capacity to improve as soon as circumstances would allow.</p> <p>iii SH described how the online checks were undertaken and Members who had participated in them shared their experiences. One commented positively on the contributions of teaching assistants. Another remarked on the need for Governors to gain assurance outside of Corporation meetings, so as to be able to triangulate information, rather than relying entirely on management reporting.</p> <p>iv A Member asked SH to comment on the gap between learner academic progress on programme (60%) and quality of TLA (70%+ 'Good' or better). SH agreed that learner progress should be considered a limiting factor for TLA quality - but suggested the gap might reasonably be attributed to the fact that the checks were not all complete yet and the quality of TLA in the better performing areas would be looked at last.</p> <p>v In response to a question, SH said the College compared well against the sector in terms of learners' digital engagement and the student experience it was offering.</p>	

Item	Action/ Report Item	
<p>v</p> <p>vi</p>	<p><u>Department for Education (“DfE”) Remote Education Framework</u></p> <p>A framework produced by the DfE to support providers to identify the strengths and areas for improvement in their remote education provision had been used by the College for internal reporting and to identify key areas for development. SH’s final slide shared the management scoring against the framework criteria.</p> <p>Corporation report: The Committee received a good level of assurance from the Head of Faculty Quality & TLA on the quality of teaching, learning and assessment. The outcomes of recent Student Progress Check were discussed. Most curriculum areas were improving; one for Governors to be aware of is Motor Vehicle, which was graded ‘Inadequate’ for the second consecutive year. The management view is that the area will improve as soon as learners get back into practical workshops, as digital delivery does not suit them. The Committee will continue to monitor.</p>	<p>Report Item 2</p>
<p>15.50 Ms P Harrow joined the meeting.</p>		
<p>5</p> <p>i</p> <p>ii</p> <p>iii</p> <p>iv</p> <p>v</p>	<p>LEARNER SUPPORT PART 3: LOOKED AFTER CHILDREN</p> <p>Assistant Principal Ms P Harrow (“PHa”) reported on the College’s arrangements for supporting care experienced young people (‘Looked After Children’ and ‘Care Leavers’) and those living without the support of family or carers (‘Estranged’).</p> <p>The Committee discussed the report, commenting on the number of care experienced learners enrolled at the College and the significant work that went in to supporting them. PHa shared some performance data on the cohort, saying:</p> <ul style="list-style-type: none"> ➤ 41% were NEET¹ at age 19 and only 6% typically progressed to Higher Education, as compared with a third of all 19 year olds; ➤ Retention of Looked after Children in year was 99.36% and retention for Care Leavers was 96.83%. Overall College Retention was currently 97.53%; ➤ Current attendance for Looked After students was slightly above whole College; ➤ Current attendance for Care Leavers was 78.97%, with a particular challenge around attendance for male students in the Care Leaver group. <p>The Committee discussed some of the cohort’s particular risk factors and needs in terms of previous disrupted learning, mental health support, risk of exclusion, special educational needs, poverty and homelessness. PHa said she expected the number of Estranged learners to spike due to the additional strain on family relationships during lockdown. She said the extent of this would not be known until learners returned to College; currently her team was aware of eleven cases of homelessness.</p> <p>A Member asked if there was a risk that achievement for Looked After children (normally equal to or better than College average) would be lower relative to peers who were not Looked After children due to the lockdown. PHa said the College was providing a high level of support but vulnerable cohorts would inevitably suffer more.</p> <p>Corporation Report: The Committee received an informative report detailing the support and services the College provides to care experienced young people and students living without the support of family or carers. A future report will pick up on the impact of the College’s interventions, including in terms of destinations.</p>	<p>Report Item 3</p>
<p>6</p> <p>i</p>	<p>QUALITY IMPROVEMENT PLAN: HIGH LEVEL MONITORING</p> <p>PHu reminded Members that the Quality Improvement Plan (“QIP”) was approved in December 2020, so work on achieving it was at an early stage. She said the papers presented earlier in the meeting explained the basis of the ‘distance travelled’ judgements management had made for each of the Areas for Improvement (“Afi”).</p>	

¹ Not in Education, Employment or Training - refers to a person who is unemployed and not receiving an education or vocational training.

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ii	She said in the unprecedented circumstances of a national lockdown, measuring performance accurately was a challenge, so management would not be able to make any firm predications about the QIP objectives being achieved until later in the year. With that caveat, she said the in-year indicators (relatively good levels of attendance, learner satisfaction, retention and quality of TLA) were showing good signs of achieving the sustained position of judging the College as 'Good' - and the recent publication of Ofqual's Extraordinary Regulatory Framework for 2021 would support more accurate judgements in relation to students' progress and achievement.	
iii	PHu said the Extraordinary Regulatory Framework had introduced changes in relation to a number of qualifications offered by the College as part of its Adult provision; this might be something for the Committee to focus on, given that Adult provision had been a recurring Area for Improvement ("Afi") in successive QIPs. This was agreed.	
iv	<p>The meeting debated what should be reported to the Corporation at its 26 March meeting and there was agreement that Governors should hear about:</p> <ul style="list-style-type: none"> ➤ any changes to the risk profile or the scoring of any risk(s) since the Committee papers were written; and ➤ the particular challenges for those learners who would need to sit examinations or undertake practical assessments and would not be entitled to any mitigation in respect of loss of learning. 	
v	A discussion took place about the approach to reporting, colour coding, rag rating, the level of detail and data shared, etc. It was proposed that the Microsoft Teams site might be used to share some of the additional detail that underpinned the high level QIP reports, for those Members who wished to dive deeper into the evidence.	
7	EQUALITY, DIVERSITY & INCLUSION ("EDI") STRATEGY GROUP MINUTES	
i	<p>The 13 January meeting minutes were received and the Committee noted as follows:</p> <ul style="list-style-type: none"> ➤ The meeting was held on schedule, via Microsoft Teams; ➤ It was well attended with 17 attendees, including 3 Governors, and 4 apologies; ➤ Previous minutes were approved and actions were dealt with as agenda items; ➤ Monitoring of the Single Equality Scheme Action Plan was undertaken and no concerns were identified in terms of progress towards the objectives; ➤ The Committee fed in to the annual EDI report, per the Audit Committee recommendation that this should become part of the approval process; ➤ An EDI monitoring report on activities, services and processes was received. 	
ii	Reporting to the Corporation had been via the EDI Strategy Group's minutes and a verbal report from the Principal Ms M Gilluley ("MG") who had shared some items from the monitoring report and had passed on the Group's recommendations in respect of the Annual EDI report, which the Corporation then approved.	
iii	Updating the Committee on matters arising from the 13 January minutes, MG said the College had distributed 600-700 additional devices to support remote learning. She also shared an update from the Black FE Leadership Group, which had launched a toolkit for monitoring progress against its ten-point plan.	
iv	Corporation report: The Committee has no issues to report in terms of the Equality, Diversity & Inclusion Strategy Group's procedural effectiveness. The Corporation has already received the minutes of the Group's 13 January meeting.	Report Item 4
MATTERS TO NOTE AND ADMINISTRATION		
13	GOVERNOR INVOLVEMENT	
i	The Clerk reported as follows:	

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	<ul style="list-style-type: none"> ➤ Governors were participating in Student Progress Checks; ➤ Governors had observed curriculum planning meetings; ➤ Link Governor relationships seemed to be developing well - a report would go to the Search & Governance Committee. 	
14 i	<p>DATE OF NEXT MEETING</p> <p>10 May 2021. Predicted grades would be on the meeting agenda.</p>	
15 i	<p>PUBLICATION OF AGENDA PAPERS</p> <p><u>RESOLVED:</u></p> <p>(i) The papers were held not to be confidential.</p>	

Items of Report for Corporation

#	Details	Minute
1.	The Committee received a report on learner progress and discussed the impact of the continuing pandemic. With a number of 'unknowns' still to contend with, particularly in policy terms, it is hard to draw any firm conclusions at this time. The Committee is assured that there will be a clearer picture by its next meeting in May and certainly, indications are good, with many potential concerns considered likely to be mitigated in due course. Particular risk areas are maths and English. Low attendance and motivation persist among our maths and English learners, particularly since it was confirmed that centre-assessed grades will replace national examinations. The Committee has previously reported on the risk that, due to the high proportion of maths and English enrolments, poor performance in these key subjects can significantly impact overall performance. Governors will recognise that maths and English are fundamental to young people's progress in learning, work and life and will be pleased to hear that the College is putting substantial resource into supporting affected learners' catch-up needs.	3vi
2.	The Committee received a good level of assurance from the Head of Faculty Quality & TLA on the quality of teaching, learning and assessment. The outcomes of recent Student Progress Check were discussed. Most curriculum areas were improving; one for Governors to be aware of is Motor Vehicle, which was graded 'Inadequate' for the second consecutive year. The management view is that the area will improve as soon as learners get back into practical workshops, as digital delivery does not suit them. The Committee will continue to monitor.	4vi
3.	The Committee received an informative report detailing the support and services the College provides to care experienced young people and students living without the support of family or carers. A future report will pick up on the impact of the College's interventions, including in terms of destinations.	5v
4.	The Committee has no issues to report in terms of the Equality, Diversity & Inclusion Strategy Group's procedural effectiveness. The Corporation has already received the minutes of the Group's 13 January meeting.	7iv