

Kirklees College Corporation

QUALITY, PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held at 15.00 on 10 May 2021 via Microsoft Teams videoconference

Present:

Dr A Williams	Independent Member (Chair)
Mr B Blank	Student Member
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

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

In Attendance:

Ms J Arechiga	Vice Principal Curriculum
Miss L Buckley	Assistant Principal - Study Programmes
Ms J Evans	Head of Faculty Foundation, ESOL & Adult English & Maths
Ms P Firth	Asst Principal - Adults & Higher Education
Mr S Gannon	Head of Apprenticeships – Faculty Engineering & Science
Ms J Green	Clerk to the Corporation
Mr S Harrison	Head of Faculty Quality & TLA
Ms P Hughes	Asst Principal - Quality/Apprenticeship Provision
Ms S Rawson	Head of Recruitment, Careers and Customer Service
Mr P Singh	Observer
Mr S Stevenson	Observer
Alys Tregear	Head of Student Support & Development, Progress & Inclusion

Item

**Action/
Report Item**

PRELIMINARY ITEMS		
0	WELCOME AND INTRODUCTIONS	
i	The Chair welcomed Mr P Singh (“PS”), who was observing a meeting cycle prior to succeeding Ms M Gilluley (“MG”) as College Principal in June. It was noted that PS would join the Committee as a Member from 7 June 2021.	
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 met and the meeting was quorate. The Chair declared the meeting open.	
1	APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST	
i	Apologies were received from Assistant Principal Student Experience Ms P Harrow.	
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 8 MARCH 2021 MEETING AND MATTERS ARISING	
i	Action: To amend the 8 March 2021 minutes, correcting attendance to 88%.	
ii	RESOLVED: (i) Subject as above, to approve the 8 March minutes as an accurate record.	

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iii	No matters were raised that were not on the Agenda.	
iv	The sole action, a correction to the previous meeting's minutes, had been attended to.	
QUALITY, PERFORMANCE & STANDARDS		
3	STUDENT PERFORMANCE AND PROGRESS	
i	Ms P Hughes, Assistant Principal Quality/Apprenticeship Provision ("PH") spoke to slides. She said in response to the rapidly changing landscape, the predictions were subject to regular review and some of the numbers in the detailed paper (produced before Easter) were now considered at risk, for example student reengagement post-lockdown was less strong than anticipated, creating uncertainty around retention and performance.	
ii	Nevertheless, predicted achievement was predominantly in line with 2019/20 achievement, albeit with a decline in level 3 achievement for new qualifications, a small decline in adult ESOL and hair and beauty and a small increase in Apprenticeship achievement. Unfortunately, delays in delivery of practical tuition and end point assessments were expected to cause many apprentices to carry forward into the next academic year.	
iii	Members noted with interest that a recent Association of Colleges survey showed 77% of 16-18 year olds and 69% of adults nationally were performing below where they would be expected to be at the current point in the academic year. PH said, according to national reports, over 80,000 apprentices would go past their expected end dates, substantially impacting the national achievement rates.	
iv	An emerging risk around the changing arrangements for assessments was discussed. Members were particularly concerned to hear that ESOL ¹ and functional skills learners would be required to sit examinations. They asked how the impact on those learners could be mitigated. PH said the College would use formative assessments to judge exam readiness; it was already preparing for resits and tutors would apply for individual exemptions where appropriate.	
v	Members were encouraged by the news that retention was ahead of where it was in May 2020, while attendance was roughly in line with where it was at the time of the first lockdown in March 2020.	
vi	Vice Principal Curriculum Ms J Arechiga ("JA") said, by half term, having revisited the predicted achievements, the team would be in a position to provide a more robust picture. In response to a question, she said the approach taken this year was unusual on account of Covid; in normal years, there would be far less uncertainty; tutors making initial predications in January had not known when, or whether, face-to-face teaching would recommence. In 'normal' years, the predications, once established in the early part of the Spring term, would be kept under review, but with the expectation that there should be no changes.	
vii	Action: The curriculum calendar for 2021/22 to be shared with the Committee at the next meeting for information.	JA, SH
viii	Corporation Report: The Committee received a learner progress report, which set the scene well in terms of the rapidly changing external environment and emerging risks. There was detailed discussion about the pandemic impact on staff and students, as well as the College response. We are pleased to report that retention and attendance (both key performance measures for quality) are holding up well, with retention ahead of the May 2020 figure and attendance roughly in line with	Report Item 1

¹ ESOL: English for Speakers of Other Languages

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	<p>March 2020 (the first lockdown). We are satisfied that the College is responding well to the challenging risk environment. As things stand, predicted achievement is roughly in line with 2019/20, albeit with a decline in level 3 achievement for new qualifications; a small decline in adult ESOL and hair and beauty; and a small increase in Apprenticeship achievement. An update will be provided at the July Corporation meeting.</p>	
<p>4</p> <p>i</p> <p>ii</p> <p>iii</p> <p>iv</p> <p>v</p>	<p>TEACHING LEARNING AND ASSESSMENT (“TLA”)</p> <p><u>Student Progress Checks Update (“checks”)</u></p> <p>Head of Faculty Quality & TLA Mr S Harrison (“SH”) shared the headlines, saying:</p> <ul style="list-style-type: none"> ➤ The college was sustaining its TLA position of ‘Good’ quality of education overall but at 71% ‘Good’ or better, it had not met its key performance indicator of >85%. ➤ Six curriculum areas were showing an improvement from the previous year’s judgements and a further eleven had maintained a judgement of ‘Good’ to ‘Outstanding’. Three had maintained ‘Requires Improvement’, with just one showing an overall decline from the previous year. ➤ 67% of TLA (teaching, learning and assessment) in class and work-based provision was ‘Good’ or better; 74% in online digital lessons. ➤ A key area for improvement was student academic progress on programme. This was at 70% and would be mitigated through the Ofqual Extraordinary Regulatory Framework and nationally recorded loss in learning. ➤ An action plan was in place for Motor Vehicle, Fab and Welding. The Quality Team was working to further enhance staff digital skills, to drive up the quality of remote learning and stimulate learner engagement, particularly at lower levels. Student Support Mentors were supporting the team to re-engage learners. ➤ Plumbing and Electrical had an action plan in place, as staffing issues had temporarily impacted on quality, delaying student progress. The interventions that had been made since were expected to deliver improvements. ➤ While Engineering and Science remained ‘Inadequate’, it was continuing on its upward trajectory, with evidence of quality improvement. <p>A Member, recalling the management plan to frontload the higher risk areas, noted that Plumbing and Electrical was among the last areas to receive a check. The Member asked if the Inadequate judgement had been a surprise. SH said as the underlying issue had been staffing and therefore having a new staff team in place, a decision was taken to delay the check to avoid putting pressure on them. He said a lot of support had been put in in the lead up to the check and the outcome was not a surprise, as the interventions had not had time to bear fruit.</p> <p>The Chair commented that, anecdotally, he had heard positive comments from middle leaders about the progress check mechanism and asked if there was any wider feedback on this. SH commented that the new approaches had been very much welcomed by curriculum areas and had been found to be useful and constructive.</p> <p>A Member observed that the gap between the percentage of TLA that was ‘Good’ or better and the percentage of learners making expected progress had narrowed since the last meeting. SH said substantial work was being done, in particular through the PEER² process, to achieve good student progress. He said with students back in College, there was an opportunity to push for further improvement.</p> <p>Corporation report: The Committee discussed recent Student Progress Check findings and is pleased to report that, albeit the target of 85% of teaching, learning</p>	<p>Report Item 2</p>

² PEER: Performance Evaluative Enhancement Review

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<p>and assessment 'Good' or better has not been achieved, 'Good' quality education has been sustained. Almost all curriculum areas are either improving or holding steady at 'Good' or better, with only one showing a decline in terms of its overall judgement. The Committee discussed the three areas that were graded 'Inadequate': Motor Vehicle, Fab and Welding, Plumbing and Electrical and Engineering and Science. We noted the actions management is taking and the anticipated timescales for turnaround, which will not of course be immediate.</p>		
<p>16.05 Ms A Tregear joined the meeting.</p>		
5	<p>LEARNER SUPPORT PART 4: SENSORY</p>	
i	<p>The Head of Student Support & Development, Progress & Inclusion Ms A Tregear ("AT") reported on the arrangements for supporting hearing impaired ("HI") and visually impaired ("VI") students. Two case studies accompanied her paper, together with a report on the utilisation of resources and some performance data for the cohort.</p>	
ii	<p>Members commended the proactive approach taken to ensure that effective processes and procedures were in place to support sensory impaired learners. There was agreement that AT's report provided a good level of assurance in respect of compliance with relevant statutory duties, including the duty to make reasonable adjustments. A Member commented that it was pleasing to see such good practice around input to Education Health and Care Plans ("EHCPs"). PS commented positively on the College's use of dedicated funding.</p>	
iii	<p>Retention and achievement rates for sensory impaired learners were 'Outstanding', with a strong three-year trend for pass rates above national benchmarks. Retention had been 100% for the last two years. AT said, 2019/20 had seen a decline in pass rates and achievement for HI learners, due to low achievement of maths and English GCSE. Members were pleased to hear that actions had been taken to address the issues but agreed that it was too soon to expect to see a positive impact.</p>	
iv	<p>Members agreed that the Learner Support series of reports had substantially raised their awareness and understanding of how the College supported different student cohorts and removed barriers to learning. There was agreement that Members should also consider how their learning could be usefully shared with other Governors, given the contribution it could potentially make to the narrative around the impact of the College's work, its values and the delivery of public benefit.</p>	
v	<p>Corporation Report: The Committee received an informative report detailing the high quality support and services the College provides to learners with sensory impairments. The report provided a good level of assurance in respect of compliance with relevant statutory duties and highlighted examples of excellent practice. This was the latest in a series of briefings. At the end of the series, the Committee will discuss future governance arrangements for learner support and how its recent learning can usefully be shared with, and be of practical use to, the Corporation.</p>	<p>Report Item 3</p>
<p>16.30 Ms S Rawson joined the meeting. Ms A Tregear left the meeting.</p>		
6	<p>CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE</p>	
i	<p>It was noted that all Further Education Colleges were required to:</p> <ul style="list-style-type: none"> ➤ secure access to independent careers advice for all learners³ up to and including age 18 and 19-25 year olds with EHCPs; and 	

³ This is a condition of funding.

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<p>ii</p> <p>iii</p> <p>iv</p> <p>v</p> <p>vi</p> <p>vii</p>	<p>➤ provide all such learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities⁴.</p> <p>The Head of Recruitment, Careers and Customer Service, Ms S Rawson (“SR”) said Ofsted would consider the quality of careers advice as part of the inspection judgement on ‘Personal Development’. She said in this regard, the new Navigate software was being used to build an evidence base.</p> <p>SR explained that, in line with Department for Education guidance, the College’s careers service (which was outsourced to a third party provider) was mapped to the Gatsby Charitable Foundation’s Benchmarks (detailed at Appendices 1 and 2 to SR’s report). She said, unfortunately, the pandemic had impacted the achievement of the Gatsby benchmarks, in particular #5 (employers) and #6 (work placements), both of which had previously been 100% achieved. It was hoped that, as the economy recovered, normal levels of compliance would be restored;</p> <p>SR said, in addition to its internal quality controls (Student Surveys, guidance surveys and destinations monitoring), the College used the Matrix standard⁵ to quality assure the careers and employment guidance provided to its learners. An accreditation review was due but had been deferred to June 2021 due to Covid.</p> <p>Members noted as follows:</p> <ul style="list-style-type: none"> ➤ Work to better promote the careers service was underway and planned, as the Summer 2020 student survey (the most recent available data) had indicated that only 67.97% of students knew how to access the service and moving it online had impacted attendance at appointments and sessions; ➤ Pandemic restrictions and remote working arrangements had reduced the speed and effectiveness of ‘Swap Don’t Drop⁶’ interventions and attendance reporting; ➤ The careers service had been impacted by a recent change in progress coach line management; ➤ Further work was being done around the effective capture of destinations data and its validation. In 2020, 88% of 16-18 Study Programme students had positive destinations recorded. <p>Members observed that, with the cessation of lockdown, many of the issues affecting the careers service would substantially resolve themselves.</p> <p>Corporation report: The Committee received good assurance on compliance with the Funding Body’s expectations around the provision of careers advice and guidance. As with other areas, the careers service has suffered setbacks due to the pandemic but it is expected to bounce back once restrictions are lifted. A concern identified about the completeness of learner destinations data was discussed in some detail and the Committee satisfied itself that steps were being taken to achieve more effective data capture in the future. Governors will recall that destinations data is an important performance indicator for a variety of intended outcomes, not least good progress.</p> <p><i>16.50 Ms S Rawson left the meeting. Mr S Gannon and Ms J Evans joined the meeting.</i></p>
<p>7</p> <p>i</p>	<p>QUALITY IMPROVEMENT PLAN: HIGH LEVEL MONITORING</p> <p>JA presented the high level update report on quality improvement, reminding</p>

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⁴ by s.45 of the Education Act 1997

⁵ The Matrix standard is the international quality standard for organisations that deliver information, advice and/or guidance, either as their sole purpose or as part of their service offering.

⁶ A scheme to boost retention and achievement by supporting learners to move to new programmes, rather than withdrawing from College altogether.

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ii	<p>Members that, at the last meeting, all the Areas for Improvement (“Afl”) had been RAG rated ‘Amber’. She said the judgements had since been revisited and four Afl remained ‘Amber’, while three had moved to ‘Red’.</p>	
iii	<p>JA invited the Head of Apprenticeships Mr S Gannon (“SG”) and the Head of Foundation, ESOL and Adult English and Maths, Ms J Evans (“JE”), to brief Members on their respective areas (Afl 7⁷ and Afl 4⁸, both currently rag rated ‘Red’).</p> <p><u>Area for Improvement 7: Apprenticeships</u></p>	
iii	<p>Despite strong recruitment and retention, the College was not achieving the Apprenticeships quality improvement targets. SG said this was largely due to the pandemic and the shrinkage and outsourcing of work by employers. As apprentices had spent a large portion of the year distance learning, the development of their practical skills was now a high priority, yet delivery was being hampered by staffing, skills and resource shortages. Many apprentices were expected to go past their planned end dates, so timely achievement would be adversely impacted.</p>	
iv	<p>Corporation report: The Committee discussed the mitigating actions the College has taken to control for the Area for Improvement 7 (Apprenticeship) risks. Despite a good level of activity and some positive developments around staff recruitment and development, the impact of the pandemic has been significant in this area and there are many underlying factors that are beyond management’s control. While agreeing that the Quality Improvement Plan area rating should continue to be ‘Red’, Members advocated for the inclusion of a detailed narrative explaining the position.</p>	Report Item 5
17.00 Mr S Gannon left the meeting.		
v	<p><u>Area for Improvement 4: Adults</u></p> <p>JE said Adult retention was good, as was engagement. Pastoral and learning support had been maintained, with over 160 Adult learners accessing it since the start of the academic year. JE said staff had gone beyond expectations, giving up evenings and weekends to try to mitigate the impact on learners. Despite best efforts, however, Adult achievement was a key risk. The prediction (shown on the second of JE’s slides) represented a slight dip since 2019/20 when the area had received a ‘Requires Improvement’ judgement in the annual Self-Assessment.</p>	
vi	<p>Members discussed the underlying issues, noting that a key factor was the makeup of the Adult offer: the high proportion of ESOL and functional skills, which were challenging to deliver remotely. The requirement for such learners to sit examinations would also, inevitably, have a substantial impact.</p>	
vii	<p>The Committee was pleased to hear that attendance was being rigorously monitored. Recruitment was still under target due to Covid and there was discussion about the strategies that had been put in place to try to boost Adult enrolment.</p>	
viii	<p>Corporation report: The Committee discussed the mitigating actions taken to control for the Area for Improvement 4 (Adults) risks. As with Apprentices, the slippages are underpinned by factors almost entirely outside the College’s control. Our Adult provision is heavily weighted towards courses that are harder to deliver remotely, such as English for Speakers of Other Languages and Functional Skills. Consequently, we can expect to see a dip in achievement this academic year. As with Apprenticeships, while it is appropriate for this area to be rated ‘Red’ on the Quality Improvement Plan, some narrative should be added to provide context to that assessment.</p>	Report Item 6

⁷ Afl #7: Continue to drive improvements across apprenticeship provision to ensure high quality and consistency of provision across all programmes.

⁸ Afl #4: Develop innovative and flexible adult programmes that effectively meet the needs of students through high participation, retention and achievement during the ongoing pandemic and beyond.

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17.10 Ms J Evans left the meeting.	
7 i ii	STUDENT VOICE: STUDENT UNION PARLIAMENT MEETING REPORT The Student Union President Mr B Blank (“BB”) gave an account of the recent Student Parliament meeting. It had deviated somewhat from the usual agenda, as the lockdown had impeded communication between student reps and constituents. The Parliament had discussed possible areas of focus for working groups in 2021/22, including a possible partnership with the Local Authority on an environmental change programme. A hustings also took place ahead of the Student Union elections.
17.20 Ms J Arechiga and Mr G Hetherington left the meeting.	
MATTERS TO NOTE AND ADMINISTRATION	
13 i	GOVERNOR INVOLVEMENT The Committee noted as follows: <ul style="list-style-type: none"> ➤ Governors had attended the recent Student Parliament; ➤ Some Governors had attended a guided tour of Pioneer House; and ➤ Preparations for an inspection preparation task group were underway. The Committee Chair would be joining the task group.
14 i	DATE OF NEXT MEETING 5 July 2021.
15 i	PUBLICATION OF AGENDA PAPERS <u>RESOLVED:</u> (i) The papers are not deemed confidential.
0 i	CLOSE There being no further business, the Chair declared the meeting closed at 17.25.

Items of Report for Corporation

#	Details	Minute
1.	The Committee received a learner progress report, which set the scene well in terms of the rapidly changing external environment and emerging risks. There was detailed discussion about the pandemic impact on staff and students, as well as the College response. We are pleased to report that retention and attendance (both key performance measures for quality) are holding up well, with retention ahead of the May 2020 figure and attendance roughly in line with March 2020 (the first lockdown). We are satisfied that the College is responding well to the challenging risk environment. As things stand, predicted achievement is roughly in line with 2019/20, albeit with a decline in level 3 achievement for new qualifications; a small decline in adult ESOL and hair and beauty; and a small increase in Apprenticeship achievement. An update will be provided at the July Corporation meeting.	3viii
2.	The Committee discussed recent Student Progress Check findings and is pleased to report that, albeit the target of 85% of teaching, learning and assessment 'Good' or better has not been achieved, 'Good' quality education has been sustained. Almost all curriculum areas are either improving or holding steady at 'Good' or better, with only one showing a decline in terms of its overall judgement. The Committee discussed the three areas that were graded 'Inadequate': Motor Vehicle, Fab and Welding, Plumbing and Electrical and Engineering and Science. We noted the actions management is taking and the anticipated timescales for turnaround, which will not of course be immediate.	4v
3.	The Committee received an informative report detailing the high quality support and services the College provides to learners with sensory impairments. The report provided a good level of assurance in respect of compliance with relevant statutory duties and highlighted examples of excellent practice. This was the latest in a series of briefings. At the end of the series, the Committee will discuss future governance arrangements for learner support and how its recent learning can usefully be shared with, and be of practical use to, the Corporation.	5v
4.	The Committee received good assurance on compliance with the Funding Body's expectations around the provision of careers advice and guidance. As with other areas, the careers service has suffered setbacks due to the pandemic but it is expected to bounce back once restrictions are lifted. A concern identified about the completeness of learner destinations data was discussed in some detail and the Committee satisfied itself that steps were being taken to achieve more effective data capture in the future. Governors will recall that destinations data is an important performance indicator for a variety of intended outcomes, not least good progress.	6vii
5.	The Committee discussed the mitigating actions the College has taken to control for the Area for Improvement 7 (Apprenticeship) risks. Despite a good level of activity and some positive developments around staff recruitment and development, the impact of the pandemic has been significant in this area and there are many underlying factors that are beyond management's control. While agreeing that the Quality Improvement Plan area rating should continue to be 'Red', Members advocated for the inclusion of a detailed narrative explaining the position.	7iv
6.	The Committee discussed the mitigating actions taken to control for the Area for Improvement 4 (Adults) risks. As with Apprentices, the slippages are underpinned by factors almost entirely outside the College's control. Our Adult provision is heavily weighted towards courses that are harder to deliver remotely, such as English for Speakers of Other Languages and Functional Skills. Consequently, we can expect to see a dip in achievement this academic year. As with Apprenticeships, while it is appropriate for this area to be rated 'Red' on the Quality Improvement Plan, some narrative should be added to provide context to that assessment.	7viii