

Kirklees College Corporation

## QUALITY, PERFORMANCE & STANDARDS COMMITTEE

### Minutes of a meeting held at 15.00 on 1 November 2021 via Microsoft Teams

Present:	Dr A Williams	Independent Member (Chair)
	Prof S Donnelly	Independent Member (from 17:00)
	Ms C George	Independent Member
	Mr G Hetherington	Independent Member
	Mr P Singh	Principal & Chief Executive
Attendance:	5/5 = 100%	KPI 80% Quorum: 3
In Attendance:	Ms J Arechiga	Vice Principal - Curriculum and Innovation
	Ms P Firth	Assistant Principal - Adults & Higher Education
	Ms J Green	Clerk to the Corporation
	Mr S Harrison	Head of Faculty Quality & TLA
	Ms P Harrow	Assistant Principal - Student Experience
	Ms P Hughes	Assistant Principal - Quality and Curriculum

Item	Action/ Report Item
<b>PRELIMINARY ITEMS</b>	
<b>1</b>	<b>APPOINTMENT OF CHAIR, WELCOME AND INTRODUCTIONS</b>
i	<b><u>RESOLVED:</u></b>  <b>(i) To appoint Dr A Williams as Committee Chair.</b>
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.
iii	The Chair declared the meeting open and welcomed everyone. Members warmly congratulated Ms J Arechiga ("JA") on her recent appointment to the senior post of Vice Principal Curriculum and Innovation.
<b>2</b>	<b>APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST</b>
i	The Clerk advised that, due to a long-standing commitment, new Student Governor Ms G Woodyet ("GW") would not join the Committee until its next meeting. Apologies were received from Assistant Principal Miss L Buckley.
ii	No one declared any interest in the business to be transacted at the meeting which they were required by the Instrument of Government or otherwise to disclose.
<b>3</b>	<b>MINUTES OF THE 5 JULY 2021 MEETING AND MATTERS ARISING</b>
i	<b><u>RESOLVED:</u></b>  <b>(i) To approve the 5 July minutes as an accurate record.</b>
ii	It was noted that the College had not heard anything further about its Education & Skills Funding Agency ("ESFA") institution level QAR report <sup>1</sup> .

<sup>1</sup> QAR (qualification achievement rates) and the associated pass rates and retention rates, are a measure of the quality of the training courses that a provider delivers in a funding year. The ESFA publishes QARs to show the relative quality of provision. Due to the impacts of Covid19 on providers, the ESFA did not produce or publish QARs at institution level in 2019/20.  
QPS Committee 01.11.21

Item		Action/ Report Item
iii	<p><b>Action:</b> To update Members on the status of the ESFA institution level QAR report.</p> <p><u>Update on Agreed Actions</u></p>	PHu
iv	<p><u>Quality Improvement Plan (“QIP”) monitoring (to implement ticking off impact measures as they were achieved):</u> This was on the Agenda.</p>	
v	<p><u>To provide outcomes data to Governors ahead of the Self-Assessment Report (“SAR”) Validation Panel:</u> This was on the Agenda.</p>	
vi	<p><u>Education Inspection Framework (“EIF”) technical briefing:</u> This had been actioned.</p>	
vii	<p><u>Rescheduling of the May and July meetings:</u> This had been actioned.</p>	
viii	<p><u>To add the SAR Validation Panel meeting to the calendar:</u> This had been actioned.</p>	
ix	<p><u>To complete/deliver the Committee’s self-assessment report:</u> This had been actioned.</p>	
<b>QUALITY, PERFORMANCE &amp; STANDARDS</b>		
<b>4</b>	<b>LEARNER PERFORMANCE AND PROGRESS</b>	
i	<p>Ms P Hughes, Assistant Principal Quality/Apprenticeship Provision (“PHu”) reminded the Committee of the context to the 2020/21 outcomes:</p> <ul style="list-style-type: none"> <li>➤ The Covid-19 pandemic had continued to impact, with lost learning time for all learners and deferred practical assessments delaying completion for many apprentices. Centre-assessed grades had replaced national exams again for most programmes (albeit the process had been more rigorous than in 2019-20).</li> <li>➤ Government data suggested that students in groups making up a significant part of the College cohort had been hardest hit by the pandemic in terms of lost learning time (BAME students and those living in the most deprived areas).</li> <li>➤ As in previous years, the 16-18 learner cohort had joined the College with a low average starting point, only 34% having achieved at least a grade 4 in both English and maths prior to joining, compared with a national rate of 52% for General Further Education colleges. The College ranked 204th out of 230 in terms of English starting points and 209th out of 230 for maths starting points.</li> <li>➤ In a late policy reversal, some learners, in particular ESOL (English for Speakers of Other Languages), had had to sit exams without adjustments for lost learning and despite infection concerns and disruption to family life caused by lockdown.</li> </ul> <p><u>2020/21 Outcomes</u></p>	
ii	<p>The Committee noted as follows:</p> <ul style="list-style-type: none"> <li>➤ 2020-21 retention had been high: a 2.5% increase from 2018-19.</li> <li>➤ 16-18 achievement had remained good, with a continuing upward trend.</li> <li>➤ Adult achievement had been impacted by GCSE English and maths retention and pass rates where in-person exams had been reinstated late in the year.</li> <li>➤ Against a national picture of students in vulnerable and disadvantaged groups struggling during the pandemic, the College had been successful at developing the skills of those cohorts, with an increase in achievement.</li> <li>➤ For apprentices, the pandemic impact had been severe; many had missed learning and had waited well beyond their expected end-dates for end-point assessments. Over 30% (239) had had to roll over into 2021-22 (up from 18% in 2019-20) with a resultant impact on the College.</li> <li>➤ The pass rate for end-point assessments was 98% (up 8% on 2019-20).</li> </ul>	

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iii	<p>Members remarked on the richness of the information provided in their packs but queried why they had not received a breakdown of the outcomes data by curriculum area. There was agreement that this was needed, to enable the Committee to triangulate the information received in its reports with the data and be alert to trends.</p>	PHu
iv	<p><b>Action:</b> To upload the outcomes data by curriculum area to the Teams channel.</p> <p>Prompted by a Member who had sat on the ESOL curriculum area self-assessment report validation panel, PHu described how hard College staff had worked to support ESOL students affected by the pandemic. She said, although Adult achievement had suffered, because staff had gone the extra mile to both actively support and keep in regular contact with learners, most had returned this year. She said she couldn't commend the staff highly enough for their efforts to ensure the students had another chance to get to where they wanted to be.</p>	PHu
v	<p><b>Action:</b> To communicate to relevant College staff the Committee's admiration of their tireless efforts to support learners affected by the pandemic.</p>	PHu
vi	<p><u>Progress</u></p> <p>The 2020-21 progress scores were discussed. Members were pleased to note that, as in previous years, the College had done very well against this measure. GCSE English and maths students had made good progress from low starting points, particularly Adults. Value added at Level 3 remained good at +0.21 and 74% of Level 1-3 students were equalling or exceeding their expected grades, which were based on their starting points.</p>	
vii	<p>A Member referred to the percentage of learners who had improved on their previous GCSE grades (33% for English and 26% for maths). The Member said this seemed like a significant achievement and asked if benchmarking data was available for the metric. PHu said while no formal benchmarking data was available, the Association of Colleges ("AoC") Director of Education and Skills Policy David Corke had agreed to look at the College data and provide an external view of its performance and this would include comparison with other providers.</p>	
viii	<p><b>Action:</b> After reviewing any feedback from AoC policy lead David Corke, to share any insights with the Committee, in particular in terms of the numbers of learners moving up maths and English GCSE grade bands at other providers.</p>	PHu
ix	<p>Referring to the contextual information on 16-18 learner starting points, a Member said including Attainment 8 data<sup>2</sup> could further strengthen the case for the College's results being considered 'Good' or 'Outstanding' in the context of its learners and their relatively low starting points. The Member said if the young people joining the College were, on average, significantly behind their peers in English and maths, then it was likely that their Attainment 8 scores would also be below average, in which case it would be important data to use. PHu agreed, saying Attainment 8 data was used by the College to determine starting points and could easily be extracted; it was just a case of further amplifying the message.</p>	
x	<p><u>Gaps between different groups</u></p> <p>PHu said an impact of the pandemic had been to widen or create achievement gaps. In particular, delayed achievement in Construction and Motor Vehicle had impacted mainly white students and male students; their achievement was down against comparator groups.</p>	
xi	<p><u>Destinations</u></p> <p>Members agreed with PHu that it seemed unlikely that only 78% of full-time students</p>	

<sup>2</sup> Attainment 8 measures pupils' results in 8 GCSE-level qualifications.

Item		Action/ Report Item
xii	had a positive education or employment destination, given that the figure was 87% in 2019-20. They were pleased to hear that investigation was underway to check if there had been a data input/collection error, as such a dramatic change could not be explained by changes in employment rates.	PHu
xiii	<b>Corporation report:</b> The Committee discussed the 2020-21 outturn in the context of the continuing pandemic. Lost learning, last minute policy shifts requiring exams instead of centre-assessments for courses such as ESOL, and apprenticeship roll-overs with no catch-up funding, had all conspired to heighten the risk of the College failing to equip learners with the skills they need to be successful for progression. Despite all these challenges, achievement is up for 16-18 Education and Training and Apprenticeship Standards, while progress scores are, as usual, impressive. College learners, who typically have low starting points relative to their school cohorts, make excellent progress on College programmes - and this continues to be a real strength of the College.	Report Item 1
xiv	<b>Action:</b> To bring a paper sharing the highlights from the management analysis of the accuracy of the predictions made in January/February to the March Committee meeting.	PHu
xv	<u>2021-2022 Quality Performance Indicators</u> PHu shared the proposed performance indicators, emphasising the need for effective target setting to drive the agenda of clarity and accountability across the College. She said some of the proposed targets were lower than the year-end position for 2019-20; this accounted for the risk that the methodology from the awarding organisations had potentially resulted in some over-inflation and the likelihood that achievement rates would decline nationally. She said the targets had also been set with a mind to the various curriculum reforms and the adjustments the College would need to make, as well as the continuing impact of lost learning.	PHu
xvi	<b>Corporation report:</b> The Committee considered a set of proposed key performance indicators for monitoring quality and performance in 2021-22. After discussion with the management team, it recommends that the Corporation adopt them.	Report Item 2
6	<u>Quality Improvement Plan Monitoring</u>	
i	With the Committee's agreement, this item was taken out of turn. The meeting discussed management's proposed template for reporting on the achievement of the 2021-22 QIP and Members agreed that they were happy with the format.	
5	<b>TEACHING LEARNING AND ASSESSMENT ("TLA")</b> <u>TLA Summary 2020/21 and Future Plans</u>	
i	Head of Faculty Quality & TLA Mr S Harrison ("SH") reported on the TLA position, saying it was 'Good', with 97% of teaching staff deemed 'Good' or better by the end of 2020-21. Five curriculum areas had attained an improved judgement, while just one had declined since 2019-20. Of those areas without an improved judgement at this stage, six showed signs of a positive direction of travel.	
ii	Members sought confirmation that the Student Voice survey responses reflected the Student Progress Check findings. SH said the 'Good' and 'Outstanding' curriculum areas had received the most positive responses and the weaker curriculum areas the relatively poorer feedback – although 94% of all respondents had agreed that the teaching on their course was of a good standard and 92% had agreed that their lessons were interesting and enjoyable. Apprentices had returned a 90% satisfaction rate for lessons and training sessions.	

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iii	SH shared the key changes he had made to the Student Progress Check process for 2021-22. He said these aimed at three key targets, which included bringing all curriculum areas not yet 'Good' to 'Good' or better in year.	
iv	Members commended management's commitment to continually improving the Student Progress Check process, which already appeared to be highly effective. There was discussion about how developmental peer-on-peer checks for the 'Outstanding' and 'Good' curriculum areas would be quality assured, SH explaining that the Quality team would still have a role: to moderate and standardise the process. He contrasted the approach with the process for the areas not yet deemed 'Good', which he said the Quality Team would lead on.	
v	Members expressed concern about the low capacity of the weaker curriculum areas to improve. SH remarked that, where an area slipped into a lower grade band, this was of course likely to be due, at least in part, to the area having low capacity to improve. He outlined the extensive work being done in each of the weaker curriculum areas to build capacity to improve and said each was subject to an improvement notice and had an individual action plan, which focused on the particular challenges obstructing progress, whether historical staff shortages, learner behaviour management issues, or the impact of lost learning. He said Motor Vehicle was showing positive signs and the Committee could expect to see a change very soon.	
vi	A Member remarked on the number of 'Good' and 'Outstanding' curriculum areas that had nonetheless been assessed as having a low capacity to improve. SH was asked to comment and said, to a large extent, the 'capacity to improve' assessments for the 'Good' or better areas reflected their engagement with their action plans; some being more prompt in implementing actions for improvement than others. Members cautioned that the 'capacity to improve' column in SH's table might inadvertently blur the line between two very different issues: lack of resource and engagement with the improvement agenda. There was agreement that better performing areas should not become complacent.	
vii	<b>Corporation report:</b> The Committee discussed the effectiveness of the Student Progress Checks process, which it feels is very high. It is supportive of recent adjustments, which will make it more efficient and effective, as well as more developmental and empowering for the stronger curriculum areas.	Report Item 3
7	<b>SAR VALIDATION PANEL MEMBERSHIP AND ARRANGEMENTS</b>	
i	PHu outlined her proposed approach to the SAR validation and this was approved.	
ii	<b>Corporation report:</b> The Committee will act as the SAR Validation panel, with additional input from an external expert.	Report Item 4
<i>16.32 A comfort break was taken. When the meeting resumed at 16.40, all re-joined.</i>		
<b>STUDENT EXPERIENCE</b>		
8	<b>STUDENT EXPERIENCE/LEARNER SUPPORT OUTCOMES 2021/22</b>	
i	Assistant Principal Student Experience Ms P Harrow ("PHa") presented a report, which described the impact of the learner support work she had reported on in a series of papers over the course of the previous year.	
ii	The paper referred to research on the impact of the Covid-19 pandemic on vulnerable young people, which suggested that as much as two-thirds of the progress that had been made towards narrowing the achievement gaps had been lost as a result of the pandemic. PHa emphasised the need to look at the College's outcomes through that lens.	
iii	Referring to the Appendix to her paper which listed learner outcomes for various	

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iv	<p>vulnerable groups, PHa said she had some updated figures to share. These were, in many cases, even better than the outcomes stated in the report. Several of the vulnerable cohorts had outperformed the whole College average and in some cases had exceeded the national average. High needs learners, for example, had an achievement rate that was 10% higher than the whole College average and 5% above the national rate for high needs; as well as a pass rate nearly 7.5% higher than the whole College average and 2.83% above the national rate for high needs.</p> <p>PHa shared a table, showing the percentage of learners in each vulnerable cohort who had progressed to a positive destination; this data too showed very impressive results, with very few categories (only young parents, young carers and safeguarded learners) showing any weakness in this regard. PHa said unfortunately, the pandemic had been extremely difficult for young parents and carers in particular.</p>	
v	<p><b>Corporation report:</b> Members were delighted with the 2020-21 vulnerable cohorts outturn, and warmly congratulate PHa, her team and the tutors across the College who contributed to the success of the learner support initiatives and delivered an immensely positive impact. There is a lot to celebrate and the success story will be shared widely, to encourage more learners to access support and to boost engagement by promoting the services to curriculum areas.</p>	Report Item 5
vi	<p>There was discussion about how the year's successes would be built on and the importance of the Navigate software to evidence impact and engagement.</p>	
vii	<p><b>Action:</b> To translate the percentage figures into numbers, to illustrate the relative sizes of the cohorts, drawing the information across from earlier in the report.</p>	PHa
viii	<p><b>Action:</b> To provide the Committee with an updated report, incorporating the new data provided in the meeting.</p>	PHa
ix	<p><b>Action:</b> To share the planning for Ofsted readiness at the March meeting and a logistics plan for Governors within the next week.</p>	PHu
x	<p><b>Action:</b> To support Committee Member Mrs C George in catching up on the missed briefing to Governors on the Education Inspection Framework.</p>	PHu
<b>MATTERS TO NOTE AND ADMINISTRATION</b>		
<b>9</b>	<b>GOVERNOR INVOLVEMENT</b>	
i	<p>The Committee noted that Governors:</p> <ul style="list-style-type: none"> <li>➤ had participated in curriculum area SAR validations and had fed back positively;</li> <li>➤ would be involved in Student Progress Checks;</li> <li>➤ would be taking part in feedback sessions to inform the College strategy;</li> <li>➤ (CG) had attended the opening of Pioneer House;</li> <li>➤ (Mr G Hetherington and CG) would be attending a Black FE Leadership Group induction session; and</li> <li>➤ (GW and CG) would be attending the AoC Conference.</li> </ul>	
<b>10</b>	<b>PUBLICATION OF AGENDA PAPERS</b>	
i	<p><b><u>RESOLVED:</u></b></p> <p><b>(i) The papers are not deemed confidential.</b></p>	
<b>11</b>	<b>DATE OF NEXT MEETING</b>	
i	29 November at 10am.	

<b>Items of Report for Corporation</b>		
<b>#</b>	<b>Details</b>	<b>Minute</b>
1.	The Committee discussed the 2020-21 outturn in the context of the continuing pandemic. Lost learning, last minute policy shifts requiring exams instead of centre-assessments for courses such as ESOL, and apprenticeship roll-overs with no catch-up funding, had all conspired to heighten the risk of the College failing to equip learners with the skills they need to be successful for progression. Despite all these challenges, achievement is up for 16-18 Education and Training and Apprenticeship Standards, while progress scores are, as usual, impressive. College learners, who typically have low starting points relative to their school cohorts, make excellent progress on College programmes - and this continues to be a real strength of the College.	4xiii
2.	The Committee considered a set of proposed key performance indicators for monitoring quality and performance in 2021-22. After discussion with the management team, it recommends that the Corporation adopt them.	4xviii
3.	The Committee discussed the effectiveness of the Student Progress Checks process, which it feels is very high. It is supportive of recent adjustments, which will make it more efficient and effective, as well as more developmental and empowering for stronger curriculum areas.	5vii
4.	The Committee will act as the SAR Validation panel, with additional input from an external expert.	7ii
5.	Members were delighted with the 2020-21 vulnerable cohorts outturn, and warmly congratulate PHa, her team and the tutors across the College who contributed to the success of the learner support initiatives and delivered an immensely positive impact. There is a lot to celebrate and the success story will be shared widely, to encourage more learners to access support and to boost engagement by promoting the services to curriculum areas.	8v