

Kirklees College Corporation

QUALITY PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held from 15.15 to 17.10 on 7 March 2022 via Microsoft Teams

Present:	Dr A Williams Prof S Donnelly Ms C George Mr G Hetherington Mr P Singh	Independent Member (Chair) Independent Member Independent Member Independent Member Executive Member
Attendance:	5/6 = 83%	KPI 80% Quorum: 3
In Attendance:	Ms J Arechiga Miss L Buckley Mr D Doran Ms J Green Mr S Harrison Ms P Hughes Ms A Quantrill	Vice Principal - Curriculum and Innovation Assistant Principal - Apprenticeships Head of Faculty - Engineering Clerk to the Corporation Head of Faculty - Quality, TLA, HE, & Teacher Education Assistant Principal - Quality and Curriculum Teaching, Learning & Digital Innovation Manager

Item	Action/ Report Item
PRELIMINARY ITEMS	
1	WELCOME AND INTRODUCTIONS
i	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.
ii	The Chair welcomed everyone, noting that it was Independent Member Professor S Donnelly's final meeting as a Committee member, as he was retiring as a Governor.
2	APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTERESTS
i	Apologies were received from Committee member Ms C Catmull. It was noted that, as Ms G Woodyet had resigned from the Corporation, she was no longer a Committee member.
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.
3	MINUTES OF THE 29 NOVEMBER 2021 MEETING AND MATTERS ARISING
i	<u>RESOLVED:</u> (i) To approve the 29 November 2021 minutes as an accurate record.
ii	<u>Update on Agreed Actions</u>
iii	<u>Insights from Association of Colleges ("AoC") policy lead Mr D Corke:</u> To discuss at Item 6.
iv	<u>Highlights from the management analysis of the accuracy of the January/February predictions:</u> To be covered under Item 6 on the Agenda.
v	<u>Upload of Access & Participation Plan Impact report to the website:</u> This had been actioned.

QUALITY, PERFORMANCE & STANDARDS		
3.1	QUALITY IMPROVEMENT PLAN MONITORING	
i	Assistant Principal Ms P Hughes (“PH”) spoke to her paper, saying the College was making expected progress on all areas for improvement (“AFI”). There were positive indicators of good progress for the quality of education, albeit maths and English and apprenticeships were potential risks.	
ii	PH highlighted that the quality of education in maths and English had been misreported as ‘Requires Improvement’ rather than ‘Inadequate’ (p2 of the paper - bullet 6). She said this concern would be discussed in more detail under Agenda Item 7.	
iii	Two new items had been added to the QIP: a legal requirement in response to the national review of sexual abuse in schools and colleges and some improvement aims relating to Careers Education, Information Advice and Guidance, a critical area to develop post-pandemic to ensure all students were on the right course/level with clear career pathways.	
iv	The Head of Faculty Engineering Mr D Doran (“DD”) was invited to speak to the risk around the timely completion of apprenticeships complete their apprenticeship in a timely manner and by their planned end dates”. He said the return to face-to-face teaching and more ‘normal’ access to employers had brought a renewed level of confidence and learner satisfaction was now high.	
v	A high proportion of apprentices (55.5%) were still continuing beyond their expected end dates against a QIP target of less than 10%. DD said various considerations were at play, including whether end points were fixed correctly in the first place. The end-point assessment delays for apprenticeship standards were a key risk and the meeting explored how the College was responding, noting that end-point assessment delays had been cited at the 4 March Finance Committee meeting as a contributing factor in the negative income budget variance. In response to questions, DD described controls that were in place to monitor progress and prevent communication failures, errors and consequential delays. He said in some cases, the College was the end-point assessor, whereas in others it was reliant on external providers.	
vi	A Member asked if management could provide any additional assurance about the College’s capacity to achieve the aimed at improvements for apprenticeships in the allotted timeframe. Assistant Principal Miss L Buckley acknowledged that there were some risk indicators but said the year was panning out very differently from the previous one following the withdrawal of the Covid-restrictions, very positively impacting more practical apprenticeship areas such as engineering and construction. She said student satisfaction was high and, although employers had been more critical than students in recent surveys, the feedback had provided a roadmap to improve. Regarding the ‘end dates’ target, while there was still a capacity strain in terms of the assessment centres, the backlog was reducing and the College was processing learners through reviews efficiently and booking assessments in a timely way. 276 apprentices had been carried over from 2021 and a further 211 were expected to complete in 2022 with some planned end dates of 31 July.	
vii	Corporation report: The Committee received a report on progress on the College’s quality improvement plan. All areas for improvement identified in the December self-assessment report had been allocated targets and impact measures, against which the College is making expected progress. The Committee was given a detailed explanation of the judgements made in the key risk areas of English and maths and Apprenticeships - where a particular concern is delayed end-point assessments. The College is taking what steps it can to mitigate the risk of further apprentice carry-forwards and predicts an achievement rate of 69%, i.e. a 10% improvement on last year.	Report Item 1

Item		Action/ Report Item
<p>3.2</p> <p>i</p> <p>ii</p> <p>iii</p> <p>iv</p> <p>v</p> <p>vi</p> <p>vii</p>	<p>EXTERNAL QUALITY REVIEW FINDINGS</p> <p>Vice Principal Ms J Arechiga (“JA”) said FE Associates (who conducted the external quality review) had validated the College’s self-assessment (“SAR”) findings. No areas of significant concern were identified and the only discrepancy was that areas the College had assessed as ‘Outstanding’ had been assessed as ‘Good’. Both JA and PH felt this was probably an evidential, rather than a quality, issue. There had been positive feedback on the strengths of leadership and management, as well as the clarity of curriculum intent. The consultants had also observed excellent student behaviour and attitudes to learning.</p> <p>The advice from the consultants was not unexpected. It included:</p> <ul style="list-style-type: none"> ➤ Focus less on data and more on knowledge, skills and behaviour; ➤ Include knowledge, skills and behaviour in target setting; ➤ Further develop careers, work placements and destinations; ➤ Give a high priority to English and maths, as the teaching observed was less strong than in other areas. <p>A Member speculated that the experience of being reviewed must have prompted leaders to reflect on whether the College had a fully embedded understanding of what ‘Outstanding’ looked like under the new Education Inspection Framework. JA replied that the exercise had exposed some knowledge gaps; as an institution, the College was not quite as far along as she had thought. Doing the external review had been helpful in this regard and she planned to build on the learning by sending staff out to visit other colleges to see outstanding provision first-hand.</p> <p>The meeting recalled that the College had tested itself against a new framework that, due to the pandemic, was really still in its infancy. There was agreement that it was always a challenge to move from the lived experience of one SAR approach to a new one.</p> <p>There was discussion about the challenges around English and maths, which the consultants had readily acknowledged. A Member recalled having seen an FE Week article featuring Bradford College and its recent success with English and maths. JA had seen this too and had secured their agreement to share their good practice.</p> <p>Action: English and maths to be on the agenda for the next meeting.</p> <p>Corporation report: The recent external review of quality broadly confirmed the College’s self-assessment findings. Feedback was positive, with praise for the leadership team’s capacity to drive improvement, the clarity of curriculum intent and learner behaviour and attitudes to learning. Some discrepancies around the boundary of ‘Good’ and ‘Outstanding’ prompted the Committee to ask whether the College had a fully developed understanding of what ‘Outstanding’ looks like under the new Education Inspection Framework and management confirmed that this was something they were reflecting on; they will be facilitating staff visits to other providers to consolidate learning from the review.</p>	<p>JG</p> <p>Report Item 2</p>
<p>6</p> <p>i</p> <p>ii</p>	<p>STUDENT PERFORMANCE AND PROGRESS REPORT</p> <p><u>Attendance</u></p> <p>Attendance was down on 2020-21 and below target. English and maths were a particular concern. The data showed this was a national rather than a local issue and many comparator colleges were faring the same or worse. Early February data looked more promising but the issue persisted in English and maths, which were significantly off target.</p> <p><u>Education and Training</u></p> <p>The Committee noted as follows:</p> <ul style="list-style-type: none"> ➤ Student progress was broadly in line with last year. Timely unit and assessment completion was below expectation but higher than previous year. An issue with English and maths progress data was being looked at by the IT team. 	

	<ul style="list-style-type: none"> ➤ Data from the Term 1 Student Experience Survey showed student satisfaction was high and had increased in some areas. Overall satisfaction was 97%. ➤ Predicted achievement was 87.49% for Education and Training (+4.33% above previous year) and 69.33% for Apprenticeships (+10.02% above previous year). ➤ Students would be sitting examinations again this year. In some areas there were concerns about lack of readiness in terms of behaviour. <p><u>Insights from AoC Policy Lead David Corke</u></p> <p>iii The national data from the AoC backed up the conclusions made in the 2020-21 SAR about College performance based on retention and pass rates. JA said, due to the pandemic, it would be the only national data set available for 2020-21.</p> <p>iv Comparison of College retention with national rates showed:</p> <ul style="list-style-type: none"> ➤ Poor retention at L2. The national data showed a decline in retention for sector subject areas containing those since 2019-20 and the College had a high number of learners in those areas. ➤ L3 looked to be similarly affected; the College had asked AoC for comparator data. ➤ L1 significantly above national rate. ➤ 19+ slightly below national rate. <p>v Comparison of College pass rates with national rates showed:</p> <ul style="list-style-type: none"> ➤ 16-18 above national rate for all levels but L3. ➤ 19+ Entry Level (40% of Adult enrolments) significantly below national average – this was due to the high proportion of learners on English for Speakers of Other Languages (ESOL) courses, who had had to sit examinations rather than being tutor assessed. <p><u>Accuracy of Predictions</u></p> <p>vi Analysis of the 2020-21 predictions showed that the College was not yet robustly accurate with its predictions. The March predictions for both 16-18 and Adults had been inaccurate, undermining the College’s ability to mitigate risks at an early stage. The meeting explored this concern, noting that as the pandemic disruption and uncertainty had undoubtedly added to the challenge, the current year’s results might be easier to predict. Management was planning some further staff training on risk identification, analysis and evaluation and work was in progress to refine the process, with robust challenge within curriculum areas.</p> <p>vii Noting that, for 2021-22, some predictions had already been made, the Committee agreed that the 28 February predictions would be the ones to follow. Attention was drawn to the fact that most learners would be performing under exam conditions for the first time and exam readiness was showing some risks. Some exam mitigations announced by the Department would introduce more uncertainty, as they were unprecedented.</p> <p>viii Corporation report: The Committee received a Student Performance and Progress report, which included benchmarking data for 2020-21 performance gathered by the Association of Colleges. This further validated the College’s self-assessment findings. Management shared some risks around the accuracy of the College’s predictions and the Committee discussed the actions being taken to address this.</p>	Report Item 3
15.50	<i>Teaching, Learning & Digital Innovation Manager Ms A Quantrill joined the meeting.</i>	
7	<p>QUALITY OF EDUCATION: STUDENT PROGRESS CHECKS UPDATE</p> <p><u>Progress on QIP Area for Improvement: “Ensure no inconsistencies in the quality of education and no gaps between different groups of students, with all areas good or better”.</u></p> <p>i Head of Faculty, Quality, Mr S Harrison (“SH”) said, while the majority of impact measures were on target, a recent review had demonstrated that Apprenticeships in-year performance required improvement. In particular, a recent survey had indicated that only 56% of employers considered the standard of apprenticeships ‘Good’ or better.</p>	

Item	Action/ Report Item
<p data-bbox="201 190 667 224"><u>Student Progress Check Outcomes</u></p> <p data-bbox="201 250 414 284"><u>Apprenticeships</u></p> <p data-bbox="121 293 1382 495">ii SH said in recent Student Progress Checks (on which the QIP progress report was based), management had looked at apprenticeships across the College, finding that eight out of twelve sectors were 'Good' or better. Four areas had demonstrated an improvement from the previous year's SAR judgements; three had shown a decline. In terms of proportionality, SH said currently, 54% of apprentices were in 'Requires Improvement' curriculum areas.</p> <p data-bbox="201 524 507 557"><u>Education and Training</u></p> <p data-bbox="121 566 1382 734">iii Two areas had shown a significant improvement in year: Sport & Public Services had moved from 'Requires Improvement' to 'Good' and Motor Vehicle had moved from 'Inadequate' to 'Requires Improvement'. Childcare was demonstrating a positive direction of travel and would hopefully move to 'Good' by the end of the year. English and maths had shown a decline in performance and been judged 'Inadequate'.</p> <p data-bbox="121 763 1382 931">iv In response to a question, SH said there were pockets of excellent practice in English and maths and there were opportunities to share good practice - but quality was inconsistent across the provision, mainly due to significant turbulence within the team, staff changes and shortages, etc. He said while all the curriculum areas were working to the same standard resources, some areas were more skilled and successful in using them.</p> <p data-bbox="201 960 475 994"><u>Teaching & Learning</u></p> <p data-bbox="121 1003 1382 1137">v Teaching, Learning & Digital Innovation Manager Ms A Quantrill ("AQ") shared the key strengths and weaknesses identified in the Student progress checks, noting that they reflected the findings of the external review. She said the areas for improvement had been fed back to the curriculum areas.</p> <p data-bbox="201 1167 408 1200"><u>SPARC Update</u></p> <p data-bbox="121 1209 1382 1377">vi AQ updated the meeting on the intent, implementation and impact of the professional learning framework for curriculum staff (the 'SPARC' programme). Progress reviews were underway and the engagement target had been hit. She shared details of the development and support work her team was doing across the College, as well as investments made in teaching learning and development initiatives and how impact would be measured.</p> <p data-bbox="121 1406 1382 1552">vii A Member asked how the College leveraged staff members' professional development work, in particular research projects. AQ acknowledged the need to disseminate learning and said she was planning a conference for July 2022. Members welcomed this and encouraged AQ to be as aspirational as possible for the event.</p> <p data-bbox="121 1581 1246 1615">viii Action: To consider the scope to involve Governors in the July TLA conference.</p> <p data-bbox="201 1644 347 1677"><u>Next Steps</u></p> <p data-bbox="121 1686 1382 1821">ix Department led Student Progress Checks would take place between 14 March and 8 April with deep dives, peer to peer walks and student experience walks. Towards the end of April, the second round of Quality Team led Student Progress Checks would begin and judgements would be made about progress and direction of travel.</p> <p data-bbox="121 1850 1382 2119">x Corporation report: The Committee received a report on the Student Progress Check findings. Currently, 54% of apprentices are in 'Requires Improvement' curriculum areas and, as this is a cause for concern, the Corporation should keep the position under close review. The quality of English and maths teaching and learning is also a concern; it has declined since the SAR validations and is now judged to be 'Requires Improvement'. Members were able to discuss in detail with the Quality Team leads the interventions and support being provided to drive improvement in these and other areas, in particular staff professional development initiatives and the impact of those.</p>	AQ
	Report Item 4

Item	Action/ Report Item
xi SH shared with the Committee that AQ had recently gained a Jisc Community Champion Award for the work she had done both locally and nationally to improve teaching, learning and assessment. He said she was really driving the College forwards. Members congratulated AQ on her achievement and thanked her for all the work she had done. 16.20 Ms A Quantrill left the meeting.	
8 ANNUAL COMPLAINTS REPORT	
i SH shared the key headlines from the report: <ul style="list-style-type: none"> ➤ All complaints were resolved and the complainants satisfied at either formal or informal stage in 2020/21 (no complaints progressed to the appeals stage). ➤ 39 complaints, 35% decrease compared to the previous year. ➤ 5 complaints were formal, 70% less than the previous year. ➤ All formal complaints were closed timely (5/17 formal complaints past expected deadline in 19/20). ➤ Lowest number of complaints recorded in the last 4 years. ➤ 13 compliments recorded (first formal year of recording compliments). ➤ There were no themes or patterns to the complaints received, including in terms of the personal characteristics of the complainants (sex, race, etc.). ii SH described some of the work in progress to improve complaints handling: training new managers to be effective investigating officers and checking alignment with Office for Students requirements, consumer rights law, etc. He reminded the Committee that the complaints procedure sat alongside other communication channels for feedback such as student voice events and virtual suggestion boxes. iii A Member commented on the value of customer feedback and observed that the aim should be to encourage complaints as a means of identifying quality issues. This was agreed. iv Corporation report: The Committee received a report on the student complaints procedure, which is published on the College website . Having discussed the arrangements and the handling of recent complaints with the management team, we are satisfied that student complaints or reports of abuse are being effectively investigated and addressed.	Report Item 5
OVERSIGHT OF EQUALITY, DIVERSITY & INCLUSION STRATEGIC GROUP ("EDISG")	
9 EDISG MINUTES OF 12.01.22	
i The 12 January meeting minutes were received and the Committee noted as follows: <ul style="list-style-type: none"> ➤ The meeting was held on schedule, via Microsoft Teams; ➤ It was well attended with 16 members present and an additional nine attendees, including three Governors. There were 5 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; ➤ There was a report on external EDI work with the Commission for Racial Justice; ➤ An EDI monitoring report on activities, services and processes was received. ii Corporation report: The Committee has no issues to report in terms of the Equality, Diversity & Inclusion Strategy Group's procedural effectiveness.	Report Item 6
MATTERS TO NOTE AND ADMINISTRATION	
10 GOVERNOR INVOLVEMENT	
i Governors had been involved in the FE external quality review, had taken part in Student Progress Checks and had joined the procurement panel for the external audit service.	

	The Chair had attended an Education & Training Foundation webinar which was part of a governor development series. He would share his learning with JA and with the Committee.	
11	PUBLICATION OF AGENDA PAPERS	
i	<u>RESOLVED:</u> (i) Items marked with an asterisk on the meeting agenda shall not be published.	
12	DATE OF NEXT MEETING	
i	Thursday 5 May 2022 at 3pm.	
13	THANKS AND CLOSE	
i	The Chair thanked everyone for attending, with particular thanks to Professor S Donnelly. All wished him well for the future and thanked him for his contributions to the Committee.	

Items of Report for Corporation		
#	Details	Min
1.	The Committee received a report on progress on the College's quality improvement plan. All areas for improvement identified in the December self-assessment report had been allocated targets and impact measures, against which the College is making expected progress. The Committee was given a detailed explanation of the judgements made in the key risk areas of English and maths and Apprenticeships - where a particular concern is delayed end-point assessments. The College is taking what steps it can to mitigate the risk of further apprentice carry-forwards and predicts an achievement rate of 69%, i.e. a 10% improvement on last year.	3.1vii
2.	The recent external review of quality broadly confirmed the College's self-assessment findings. Feedback was positive, with praise for the leadership team's capacity to drive improvement, the clarity of curriculum intent and learner behaviour and attitudes to learning. Some discrepancies around the boundary of 'Good' and 'Outstanding' prompted the Committee to ask whether the College had a fully developed understanding of what 'Outstanding' looks like under the new Education Inspection Framework and management confirmed that this was something they were reflecting on; they will be facilitating staff visits to other providers to consolidate learning from the review.	3.2vii
3.	The Committee received a Student Performance and Progress report, which included benchmarking data for 2020-21 performance gathered by the Association of Colleges. This further validated the College's self-assessment findings. Management shared some risks around the accuracy of the College's predictions and the Committee discussed the actions being taken to address this.	6viii
4.	The Committee received a report on the Student Progress Check findings. Currently, 54% of apprentices are in 'Requires Improvement' curriculum areas and, as this is a cause for concern, the Corporation should keep the position under close review. The quality of English and maths teaching and learning is also a concern; it has declined since the SAR validations and is now judged to be 'Requires Improvement'. Members were able to discuss in detail with the Quality Team leads the interventions and support being provided to drive improvement in these and other areas, in particular staff professional development initiatives and the impact of those.	7x
5.	The Committee received a report on the student complaints procedure, which is published on the College website . Having discussed the arrangements and the handling of recent complaints with the management team, we are satisfied that student complaints or reports of abuse are being effectively investigated and addressed.	8iv
6.	The Committee has no issues to report in terms of the Equality, Diversity & Inclusion Strategy Group's procedural effectiveness.	9ii