

Kirklees College Corporation

QUALITY PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held from 15.00 to 18.00 on 28 June 2022 via Microsoft Teams

Present:	Dr A Williams Ms C George Mr G Hetherington Mr P Singh	Independent Member (Chair) Independent Member Independent Member Executive Member
Attendance:	4/5 = 80%	KPI 80% Quorum: 3
In Attendance:	Ms J Arechiga Ms R Blackburn Miss L Buckley Ms J Green Mr S Harrison Ms P Hughes Ms M Rich Ms R Swallow Ms K Sykes Ms A Tregear	Vice Principal - Curriculum and Innovation Observer Assistant Principal – Apprenticeships Clerk to the Corporation Head of Faculty - Quality, TLA, HE, & Teacher Education Assistant Principal - Quality and Curriculum Head of Faculty English & Maths Pastoral Support Manager (Item 7 only) Higher Education and Skills Manager Head of Student Support, Development & Inclusion

Item	Action/ Report Item
PRELIMINARY ITEMS	
0	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 to the meeting, in particular the new Head of English and Maths Ms M Rich (“MR”). Ms R Blackburn (“RB”) was, as at the last meeting, observing with a view to joining the Committee.
1	APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTERESTS
i	Apologies were received from Staff Member Ms C Catmull and Assistant Principal Student Experience Ms P Harrow.
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.
2	MINUTES OF THE 5 MAY 2022 MEETING AND MATTERS ARISING
i	<u>RESOLVED:</u> (i) To approve the 5 May 2022 minutes as an accurate record. <u>Update on Agreed Actions</u>
ii	<u>English and Maths to be on the Agenda for this meeting:</u> This was on the Agenda.
iii	<u>Circulate details of curriculum areas behind on target:</u> These were in the meeting papers.
iv	<u>Share a high-level extract from the Target File:</u> This was an appendix to the QIP.
v	<u>Present an update on Navigate:</u> This was on the Agenda but there was agreement that a more detailed session should be scheduled (with optional attendance for Members).

vi	Action: Schedule a more detailed session to look at the use of the Navigate software.	JG, JA
vii	<u>Request food bank donations for the next Corporation meeting:</u> This had been actioned.	

QUALITY, PERFORMANCE & STANDARDS

3 STUDENT PERFORMANCE AND PROGRESS UPDATE REPORT

- i The Quality team was using two points of comparison to assess performance: previous year (2020-21) and last pre-pandemic year (2018-19). The Head of Quality, Mr S Harrison (“SH”) said neither was a true comparator; unlike their 2018-19 counterparts, the 2021-22 cohort had lived through a pandemic. In addition, more Level 3 qualifications were now examined and there had been a move from Frameworks to Standards in Apprenticeships.
- ii SH reported the headlines as follows:
- The College continued in a positive direction, maintaining a ‘Good’ judgement based on the quality of TLA (Teaching, Learning and Assessment) and forecast outcomes.
 - Although aspirational targets will not be achieved, outcomes are expected to exceed the 2018-19 outcomes in almost all areas. 16-18 provision was maintaining ‘Good’ with a positive direction of travel; 19+ was moving from ‘Requires Improvement’ to ‘Good’ after showing significant improvement, with strong forecast outcomes.
 - For Apprenticeships (‘Requires Improvement’) the trajectory was significantly positive.
 - English & Maths remained an area of focus following the calculated grades throughout the pandemic.
- iii Attention was drawn to heat maps showing curriculum area predictions against (i) target, (ii) previous year and (iii) 2018-19. Members noted as follows:
- 16-18 overall predicted achievement (79.6%) was in line with both comparator years;
 - Overall predicted achievement for 19+ (86.8%) was a significant improvement on both comparator years;
 - Some areas’ 16-18 and 19+ predictions were below target, particularly the construction faculty in light of skills shortages in this sector. Some risk was emerging in the public services area as well.
 - ESOL (English for Speakers of Other Languages) at both sites made up almost half of the 19+ curriculum. It had improved significantly, pushing up overall predictions for 19+. It was expected to hit target and outperform both comparator years;
 - Overall predicted achievement for Apprenticeships (both frameworks and standards) was 3.4% above 2020-21 outturn.
- iv Members agreed that, after all the work around early identification of ‘at risk’ learners and intervention, it was disappointing to see curriculum areas a long way off target, particularly 16-18 Foundation which had performed well in previous years. A Member asked what the College would do to support learners who didn’t achieve.
- v Assistant Principal Ms P Hughes (“PH”) said this was a critical question. Essentially, it was about effective careers education, information, advice and guidance, which the Committee would discuss later in the meeting. Some students would inevitably take more time to complete qualifications than others, particularly English and maths; the College approach was to manage expectations around this, so that students who did not achieve the first time would expect to continue on their educational journey. She said for a number of students, mental health and other health issues had been a factor. The College had also lost more students than usual to the workforce during the year and although they had moved on to positive destinations, it would affect achievement rates. Every student would receive a ‘career next steps’ guidance interview careers advice and would be supported to continue their education even if they didn’t achieve.
- vi Seeking further assurance, the Member asked PH to use 16-18 Foundation as an example and to explain why achievements had gone down when they had always been so high. PH

	acknowledged the Member's concerns and said the Quality Team had asked the same question, particularly regarding Foundation. They had analysed the data at the granular, individual student level. In Foundation, health concerns had influenced decisions about whether to remain on programme. As the numbers on the programme were quite small, one or two leavers significantly impacted percentage achievement. PH said the Quality Team was highly satisfied that appropriate interventions had been used to try and retain learners and confident that the quality of TLA in Foundation was not declining in any way.	
vii	SH said, since the predictions in his report were arrived at, the Quality Team had taken further steps to maximise Foundation achievement; the latest data suggested the likely percentage achievement for Huddersfield 16-18 Foundation was 91.66%. He said the predictions in the heatmap for Huddersfield 16-18 Foundation had been produced by a central administration team; the only area that had taken that approach. This might have affected the quality of the predictions.	
viii	A Member cautioned against overreliance on comparison from one year to the next, saying it was not unusual for a curriculum area to consistently enjoy excellent outcomes and then suffer a dip; the question was whether the dip was significant. Vice Principal Curriculum & Innovation Ms J Arechiga ("JA") said not only was this true in normal circumstances, given the events of the past two years and the legacy issues, year-on-year comparison was of extremely limited use.	
ix	JA said, in her view, there were several factors: the challenge of making accurate predictions after two a-typical academic years, the fact of the pandemic impact still being felt, and a number of unknown quantities such as the move to exam-based assessment. She said, at the prediction boards, staff had inevitably inclined towards caution and, even where predictions were revised in light of challenge there was still a risk of underestimation.	
x	Assistant Principal Miss L Buckley ("LB") agreed. She said, for Apprenticeships, the best-case scenario was 66% - but external factors, particularly end-point assessments, created a high level of uncertainty against which backdrop 63% was a prudent forecast. In response to a question, she said in 2020-21 the College had rolled over 247 Apprentices due to end-point assessment delays and the impact of lost learning, whereas this year it would be close to 70. It was agreed that the reduction in rollovers was impressive.	
xi	JA emphasised that all areas of concern had previously been communicated to the Committee. She said many of the performance gaps were due to key skills shortages, a risk across the sector, with staff leaving teaching posts to go into industry. She said while it was necessary to get creative in order to meet the College's staffing needs, she was confident that the quality of TLA and learner support in affected areas remained 'Good', otherwise she would not say the College was 'Good' overall.	
xii	The Chair thanked JA and the team for these explanations. He said some commentary in the paper along those lines would have assisted Members when being presented with apparently concerning data. He said it was difficult otherwise for Members to distinguish between areas that needed challenge and areas that were under control. The Principal, Mr P Singh agreed, saying while he understood the challenge of presenting such complex information, clarity was essential when reporting to Governors. JA suggested that she prepare a high-level cover paper for future sessions and it was agreed that a short cover paper providing some data analysis would help Members hone in on the right issues.	
xiii	In response to a question, SH agreed that 19+ looked to be outperforming 16-18 but said this was largely due to proportionality; ESOL in particular made up nearly half of 19+. Pointing to predicted achievement for 16-18 Landbased (8% below target and also down against the two comparator years) and 19+ Landbased (up on target by 13.51% and substantially up against the two comparator years), he said the key difference was proportionality, i.e. the number of learners.	

xiv	The Committee discussed the closedown process, which SH said was going well. He said there were some challenges around timeliness and there was a variety of activity to complete before 8 July but the College was in a much-improved position.	
xv	A Member asked how curriculum area targets were set. Where curriculum areas with weaker historical performance had lower targets in relation to better performing areas, was this due the nature of the students, or was the College looking at previous achievement and adding a few percent on? How much assurance was there that the targets were suitably aspirational? PH said the targets were individualised with managers and were context specific but it was not at a forensic level, so there was some consideration of cohorts but there was more work to do. <u>GCSE English and maths examinations</u>	
xvi	Despite learners being unaccustomed to exams and having to contend with travel disruptions due to national strikes, attendance at exams had risen by 1.4% compared to the last round in 2019, apparently bucking the national trend. SH said the College could potentially see an outturn for GCSE English and maths above what staff had predicted. The awarding bodies had confirmed that grade boundaries would be adjusted to be more generous this year but there was still some risk around 'high grade' ¹ achievement. <u>Student Satisfaction Survey Results</u>	
xvii	SH said, despite fewer survey responses than the previous year's record high, student satisfaction remained high, with some significant improvements compared to 2018-19. He said 2020-21 was not a true comparator as students were not sitting exams at the time of last year's survey. The highest level of overall satisfaction had been at Brunel, where there was underperformance in both achievement and TLA, so this raised some questions.	
xviii	Corporation report: The management team presented the 2021-22 predicted outcomes and, having discussed the data in detail, the Committee reports as follows: <ul style="list-style-type: none"> ➤ The setting of targets for quality, performance and standards may require more Corporation scrutiny going forwards. The 2021-22 targets were clearly over-ambitious. Although most targets will be missed, outcomes are expected to outperform last year and 2018-19 (the last pre-pandemic year) in almost all areas; ➤ 16-18 provision is maintaining 'Good' with a positive direction of travel, while 19+ is moving from 'Requires Improvement' to 'Good' after showing significant improvement with strong forecast outcomes; ➤ Unfortunately, there were some significant gaps between the predictions and outcomes for 2020-21 (the first year of trialling a new approach to predictions). This year, we expect to see the gaps reduce as the methodology and risk tolerance has been refined; ➤ Key risk areas are the construction faculty and English and maths. Sector-wide skills shortages are a major factor. 	Report Item 1
4	REVIEW OF SUBCONTRACTING ARRANGEMENTS	
i	Corporation report: The Committee reviewed the College subcontracting arrangements, noting the educational rationale for entering into each contract and seeking assurance that the subcontractor remained low risk and high quality and that the arrangement remained in line with the Corporation's policy for delivery subcontracting. It reports as follows: <ul style="list-style-type: none"> ➤ The West Yorkshire Fire & Rescue Service ("WYFRS") subcontracting arrangement will be discontinued. It has been identified as high risk in terms of retention and delivery of the minimum contract value (but not quality); 	Report Item 2

¹ Grade 4 is classed as a pass, equivalent to the old grade 'C'. However, grades 5 and above are where students are advised to aim for at school as they run up to grade 9.

ii	<ul style="list-style-type: none"> ➤ The agreement with the Huddersfield Giants Community Trust is under review and may not continue. However, it is low risk and high quality and clearly fills a gap in niche/ expert provision, as well as improving access to training facilities; ➤ Castleview Ltd remains high quality and low risk. However, the College will be following subcontracting guidelines and returning to tender for 2022-23. <p>A Member asked for assurance that in withdrawing from the subcontracting contract with the WYFRS, the College would not impact the positive relationship between the organisations. LS said the WYFRS understood the College's reasons for ending the contract and the positive relationship was expected to continue.</p>	
JOURNEY TO EXCELLENCE		
16.10 Ms A Tregear, Head of Student Support, Development & Inclusion, joined the meeting.		
5 QUALITY IMPROVEMENT PLAN UPDATE		
i	<p>PH reported on the Quality Improvement Plan (the "QIP"). All areas for improvement were RAG rated 'Amber' (on track but not yet achieved) and indicator arrows showed the direction of travel for each area. PH briefly updated Members on the progress of each item and highlighted an error in her report: the final item (re Adult provision) was showing a sustained position (→) when it should be showing an improvement (↑).</p>	
<u>English and Maths</u>		
ii	<p>MR updated the Committee on progress the College had made in this area, saying:</p> <ul style="list-style-type: none"> ➤ The new leadership structure was in place with a full complement of subject experts; ➤ The hard work that had gone into supporting students to attend exams had paid off; ➤ There had been significant investment in staff development to drive quality improvement; ➤ The quality of education had improved in-year to 'Requires Improvement'; ➤ Next year, the curriculum would have more of a 'personal development' focus to raise the confidence, resilience and motivation of students with previous low achievement; ➤ English and maths had received a significant amount of the Tuition Fund allocation for 2022-23. It would be used to fund more one-to-one and small-group delivery; ➤ An investment in the software package CENTURY² was having a positive impact; and ➤ As Maths and English were shortage areas, staff recruitment/retention was a key risk. 	
iii	<p>SH said the College had built up a partnership with Nelson and Colne College in Lancashire; he would share the details with MR, as they had had good results for English and maths and may have some useful learning to share.</p>	
iv	<p>A Member commented on the 'significant variation' in attendance for maths and English across the College and asked whether this was indicative of the learners in each curriculum area, or if it reflected variations in delivery across curriculum areas.</p>	
v	<p>PH said, based on the analysis management had done, the answer predictably was a bit of both. She gave the example of Hair & Beauty (Dewsbury), one of the biggest areas, saying the nature of the industry, the cohort, and the aspirations around maths and English and progression in the area all played a part. A piece of work MR was doing in collaboration with the Quality Team was around creating more consistency in the setting of high expectations and aspirations for students across the maths and English teams. In response to a follow-up question, PH said there was substantial work to do to achieve the objective but it was work that could be done at a fast pace, particularly with MR's experience and expertise and the full leadership team now in place.</p>	

➤ ² CENTURY is an artificial intelligence teaching & learning platform.

<p>vi</p> <p>vii</p> <p>viii</p> <p>ix</p>	<p><u>Careers Education, Information, Advice and Guidance (“CEIAG”)</u></p> <p>The Chair welcomed the Head of Student Support, Development & Inclusion Ms A Tregear (“AT”). She shared the key headlines as follows:</p> <ul style="list-style-type: none"> ➤ A review of CEIAG was in progress with a focus on intent, to inform policy going forwards. The College’s level 6 specialist careers advisors were looking at how CEIAG was embedded across the business; ➤ At the College’s Festival of Learning on 8 July, the CEIAG team would facilitate a good practice sharing session on embedding CEIAG and achieving the Gatsby benchmarks; ➤ A challenge was ensuring teaching staff maintained up-to-date technical knowledge; ➤ In 2022-23, students on programmes of study would have more time allocated to what was currently called PAD but was to be rebranded as the ‘personal development programme’. This would cover things like personal brand and safer internet use; and ➤ From September, progress coaches would triage advice and guidance enquiries. There would also be some changes to the work experience programme. <p>AT was asked to comment on the work placements data, which seemed to show a low uptake of work placements relative to target; as well as fairly big gaps between the number of learners planning work placements (or equivalent) and those having completed them. AT said there were a combination of factors: high aspirations on the one hand and the challenges of the pandemic on the other, with students unused to face-to-face learning and having fallen behind with their work readiness skills. She said some of the issues would naturally resolve as employers became more willing to take students again and once students had experienced a more stable year. This would not be enough on its own and the College was rolling out a joined-up programme of work-readiness activities, including a dedicated hour on learners’ timetables. Positioning CEIAG as a key strategic driver through the QIP should help prioritise these activities, giving assurance that the work would be done.</p> <p>Noting that work placements would be discussed further as part of Item 7, the Chair thanked AT for her presentation. He said the topic was a critical one, as it was a key part of the Inspection Framework and the Committee should continue to monitor progress, ensuring that all provision types were covered, as well as High Needs.</p> <p>Corporation report: The Committee received briefings on two of the Quality Improvement Plan (“QIP”) key areas for improvement: (i) maths and English; and (ii) Careers Education, Information, Advice & Guidance (Governors might see this referred to by the acronym CEIAG). Maths and English is deemed an improving area and the Committee was able to gain assurance that this was in fact the case, although there is clearly some way to go to achieve the QIP impact measures. Meanwhile, CEIAG is sustaining its position rather than improving, but the groundwork is in place for a programme of improvement and, given the strategic importance of CEIAG, the Committee has committed to keeping it on its radar.</p>	<p>Report Item 3</p>
<p>6</p> <p>i</p>	<p>SELF ASSESSMENT UPDATE</p> <p>SH outlined the planned Self-Assessment Report (‘SAR’) validation process for 2021-22, highlighting the key changes as compared to previous years. He said there would be a key focus on personal development.</p> <p><i>16.42 A 5 min comfort break was taken. When the meeting resumed at 16.47, all rejoined with the exception of Ms M Rich and Ms A Tregear. Pastoral Support Manager Ms R Swallow joined.</i></p>	
STUDENT EXPERIENCE		
<p>7</p> <p>i</p>	<p>PERSONAL DEVELOPMENT</p> <p>The Committee discussed the rich programme of personal development activities the College provided. The Assistant Principal, Student Experience had highlighted numerous examples in her report, such as the work with Leaders Unlocked around becoming an anti-</p>	

<p>ii</p> <p>iii</p> <p>iv</p>	<p>racist college; a project to address and prevent sexual harassment; and ongoing work on restorative practice and interventions which was showing a positive impact; 48 students had taken part in 63 restorative interventions with 90% (43) retained in college.</p> <p>Pastoral Support Manager Ms R Swallow (“RS”) (presenting) said the Navigate software had the potential to be a powerful tool but unfortunately use of the platform had been patchy so far and more work was needed in 2022-23 to engage students more fully. A Member asked if the variations in use were mainly due to staff not appreciating the value of the system and therefore not encouraging students to use it, or to students disliking the software. RS said where Navigate had been introduced to student focus groups, it had been positively received, so it was likely that the barrier was poor buy-in from curriculum staff. RS observed that there was always a transitional period before new software was fully adopted; she said the same thing had happened with Pro-Monitor.</p> <p>It was suggested that management might think about how curriculum teams planned in personal development as part of their curriculum intent; looking at it through the lens of curriculum might help with consistency.</p> <p>Corporation report: The Committee discussed the College’s programme of personal development activity, now a central part of the Education Inspection Framework. With a richness of activity going on, the College seems close to achieving the ‘Outstanding’ grade. However, there has been slow take-up of the Navigate software, which the College had hoped would provide clear sight of the impact of the activity and this will be addressed through further promotion to curriculum staff. The Committee congratulates management on the varied and interesting programme of personal development activities it has put together and reflects that personal development is not just something to put into the College’s Self-Assessment report but is for students to understand how they have developed personally during their period of study.</p> <p><i>17.05 Ms R Swallow left the meeting.</i></p>	<p>Report Item 4</p>
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HIGHER EDUCATION & SKILLS

8 HIGHER EDUCATION AND HIGHER SKILLS STRATEGY

<p>i</p> <p>ii</p> <p>iii</p> <p>iv</p>	<p>The Higher Education and Skills Manager Ms K Sykes (“KS”) presented the Higher Education & Higher Skills Strategy 2022-2025 (the “Strategy”). She said it was important to understand the context for the Strategy in terms of the 2018 Augur report and review of post 16 education and funding, the Covid pandemic, and the Levelling Up Strategy and the Skills for Jobs White Paper. She said as various key reforms were being rolled out, the College would need to position itself to respond to a new landscape. A strategic focus for the Government was the role of higher education (“HE”) in responding to the UK skills shortage and the Strategy sought to grasp the opportunities this presented, with a change of focus to Levels 4 and 5, the introduction of even more flexible learning models.</p> <p>The College had consulted widely, working closely with employers as well as universities that could be strategic partners. It had also undertaken student consultation.</p> <p>There was agreement that the Strategy would need curriculum staff buy-in if it was to succeed and there was discussion about how the College was engaging with staff. A particular change would be a relaunch of research and scholarly activity, with timetables adjusted to accommodate this. A Member said there would inevitably be risks around staff development and recruitment, as the College would be unable to match industry rates for the very high-level skills it would need to deliver the Strategy. KS agreed that the College would need to think creatively about how it did this, drawing on its learning from the pandemic to design a new curriculum. She said she did not feel daunted by the scale of the challenges around delivery.</p> <p>A Member asked how important the HE provision was to the College strategically. The Member said, having watched the slow shrinkage of the provision, the Corporation would</p>	
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v	<p>likely respond with caution to a plan for regrowth. KS said it was strategically important to preserve and grow the HE provision but initially the focus would be on managing the decline. She said she had highlighted the risks in the Strategy but was confident that there was scope to achieve it.</p> <p>Corporation report: The Committee reviewed the new Higher Education and Higher Skills Strategy (the “Strategy”) which aims to realign the College’s Higher Education (“HE”) provision in response to the evolving national skills strategy and recent curriculum reforms. HE remains strategically important for the College and its communities; without it, or if the College fails to respond to the national agenda, there could be a big gap in our communities’ opportunities and aspirations. The Strategy ultimately aims at growth, but initially will look to manage the decline and reposition the College for the future. It does not materially impact the educational character and so will not require Corporation sign-off.</p>	Report Item 5
COMMITTEE SELF ASSESSMENT		
9	<p>COMMITTEE SELF-ASSESSMENT</p> <p><u>Review of Performance 2021/22</u></p> <p>i The Committee used a SWOT analysis template to structure a discussion about its Strengths and Weaknesses and the Threats and Opportunities it was confronting, or which may be on the horizon. This was completed and Members were invited to continue to add to it. A key concern was about the adequacy of the time available for discussion.</p> <p>ii Action: To write up the Committee SWOT analysis as an action plan for 2022/23.</p> <p><u>Review of Terms of Reference</u></p> <p>iii Corporation report: Some changes to the Terms of Reference are proposed for approval.</p> <p>17.05 Ms C Catmull left the meeting.</p> <p><u>Draft Calendar and Schedule for 2022-23</u></p> <p>iv Corporation report: The proposed meeting dates and schedule of business for 2022-23 are proposed for approval.</p>	<p>JG</p> <p>Report Item 6</p> <p>Report Item 7</p>
GOVERNOR INVOLVEMENT, MATTERS TO NOTE, AND ADMINISTRATION		
10	<p>GOVERNOR INVOLVEMENT</p> <p>i The Chair and Vice Chair had been invited to attend KC Stars and the COLS awards.</p>	
11	<p>PUBLICATION OF PAPERS</p> <p>i RESOLVED:</p> <p>(i) Items marked with an asterisk on the meeting agenda shall not be published.</p>	
12	<p>DATE OF NEXT MEETING</p> <p>i 14 November 2022 at 3pm.</p>	
13	<p>THANKS AND CLOSE</p> <p>i The Chair thanked everyone for attending. There being no further business, he declared the meeting closed at 6pm.</p>	

Items of Report for Corporation		
#	Details	Min
1.	<p>The management team presented the 2021-22 predicted outcomes and, having discussed the data in detail, the Committee reports as follows:</p> <ul style="list-style-type: none"> ➤ The setting of targets for quality, performance and standards may require more Corporation scrutiny going forwards. The 2021-22 targets were clearly over-ambitious. Although most targets will be missed, outcomes are expected to outperform last year and 2018-19 (the last pre-pandemic year) in almost all areas; ➤ 16-18 provision is maintaining 'Good' with a positive direction of travel, while 19+ is moving from 'Requires Improvement' to 'Good' after showing significant improvement with strong forecast outcomes; ➤ Unfortunately, there were some significant gaps between the predictions and outcomes for 2020-21 (the first year of trialling a new approach to predictions). This year, we expect to see the gaps reduce as the methodology and risk tolerance has been refined; <p>Key risk areas are the construction faculty and English and maths. Sector-wide skills shortages are a major factor.</p>	3xviii
2.	<p>The Committee reviewed the College subcontracting arrangements, noting the educational rationale for entering into each contract and seeking assurance that the subcontractor remained low risk and high quality and that the arrangement remained in line with the Corporation's policy for delivery subcontracting. It reports as follows:</p> <ul style="list-style-type: none"> ➤ The West Yorkshire Fire & Rescue Service ("WYFRS") subcontracting arrangement will be discontinued. It has been identified as high risk in terms of retention and delivery of the minimum contract value (but not quality); ➤ The agreement with the Huddersfield Giants Community Trust is under review and may not continue. However, it is low risk and high quality and clearly fills a gap in niche/ expert provision, as well as improving access to training facilities; ➤ Castleview Ltd remains high quality and low risk. However, the College will be following subcontracting guidelines and returning to tender for 2022-23. 	4i
3.	<p>The Committee received briefings on two of the Quality Improvement Plan ("QIP") key areas for improvement: (i) maths and English; and (ii) Careers Education, Information, Advice & Guidance (Governors might see this referred to by the acronym CEIAG). Maths and English is deemed an improving area and the Committee was able to gain assurance that this was in fact the case, although there is clearly some way to go to achieve the QIP impact measures. Meanwhile, CEIAG is sustaining its position rather than improving, but the groundwork is in place for a programme of improvement and, given the strategic importance of CEIAG, the Committee has committed to keeping it on its radar.</p>	5ix
4.	<p>The Committee discussed the College's programme of personal development activity, now a central part of the Education Inspection Framework. With a richness of activity going on, the College seems close to achieving the 'Outstanding' grade. However, there has been slow take-up of the Navigate software, which the College had hoped would provide clear sight of the impact of the activity and this will be addressed through further promotion to curriculum staff. The Committee congratulates management on the varied and interesting programme of personal development activities it has put together and reflects that personal development is not just something to put into the College's Self-Assessment report but is for students to understand how they have developed personally during their period of study.</p>	7iv
5.	<p>The Committee reviewed the new Higher Education and Higher Skills Strategy (the "Strategy") which aims to realign the College's Higher Education ("HE") provision in response to the evolving national skills strategy and recent curriculum reforms. HE remains strategically important for the College and its communities; without it, or if the College fails to respond to the national agenda, there could be a big gap in our communities' opportunities and aspirations. The Strategy ultimately aims at growth, but initially will look to manage the decline and reposition the College for the future. It does not materially impact the educational</p>	8v

Item**Action/
Report Item**

	character and so will not require Corporation sign-off.	
6.	Some changes to the Terms of Reference are proposed for approval.	9iii
7.	The proposed meeting dates and schedule of business for 2022-23 are proposed for approval.	9iv

Agreed Actions

#	Min	Action	Who	By When
1.	2vi	Schedule a detailed session to look at the use of the Navigate software.	JG, JA	tbc
2.	2ii	To write up the Committee SWOT analysis as an action plan for 2022/23.	JG	September