

Kirklees College Corporation

QUALITY, PERFORMANCE & STANDARDS COMMITTEE

Minutes of a meeting held at 09.30 on 14 November 2022 in the Conference Suite, Waterfront Quarter

Present:	Dr A Williams Dr W Bailey Mrs R Blackburn Mrs C George Mr D Harding Mr P Singh	Independent Member (Chair) Independent Member Co-opted Member Independent Member Independent Member Principal & Chief Executive (by videoconference)
Attendance:	6/7 = 86%	KPI 80% Quorum: 3
In Attendance:	Ms J Arechiga Ms L Buckley Ms J Green Ms P Hughes Ms A Quantrill Ms R Swallow Ms K Sykes Mr J Wilson	Vice Principal - Curriculum and Innovation (by videoconference) Assistant Principal – Apprenticeships Clerk to the Corporation Assistant Principal - Quality and Curriculum Teaching, Learning & Digital Innovation Manager Pastoral Support Manager (from 11.45) Higher Education and Skills Manager Head of Faculty, Quality & TLA

Item

Action/ Report Item

PRELIMINARY ITEMS		
1	APPOINTMENT OF CHAIR, WELCOME AND INTRODUCTIONS	
i	<u>RESOLVED:</u>	
	(i) To re-appoint Dr A Williams as Committee Chair.	
ii	The Chair welcomed everyone, in particular new Head of Quality Mr J Wilson and new Committee members Dr W Bailey, Acting Associate Dean at the School of Education at Huddersfield University; Mr D Harding, an FE education consultant and former Vice Principal Curriculum at Barnsley college; and Mrs R Blackburn from the Shaw Trust Education & Training Foundation and formerly of the RNN Group, where she was an assistant principal.	
2	NOTICE AND QUORUM	
i	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.	
3	APOLOGIES FOR ABSENCE AND DECLARATIONS OF INTEREST	
i	Apologies were received from Committee Member Mr G Hetherington.	
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.	
4	MINUTES OF THE 28 JUNE 2022 MEETING AND MATTERS ARISING	
i	<u>RESOLVED:</u>	
	(i) To approve the 28 June minutes as an accurate record.	

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ii	<u>Update on Agreed Actions</u>
iii	<u>Schedule a detailed session to look at the use of the Navigate software:</u> This would take place after Christmas.
iv	Action (rolled over): Arrange a session for Committee Members on Navigate.
v	<u>Write up the Committee SWOT analysis as an action plan for 2022/23:</u> This was on the Agenda.
QUALITY, PERFORMANCE & STANDARDS	
5	LEARNER PERFORMANCE AND PROGRESS
i	Ms P Hughes, Assistant Principal Quality/Apprenticeship Provision ("PH") set the scene for the report by explaining that, although the last pre-Covid year 2018-19 was being used as the comparator year, it differed significantly from 2021-22 due to the changes that had been made to qualifications and the fact that the 2021-22 cohort had lived through the pandemic. She said there was little in the way of national benchmarking from more recent years.
	<u>2021-22 Outcomes and Destinations</u>
ii	<p>The Committee noted as follows:</p> <ul style="list-style-type: none"> ➤ 2021-22 16-18 achievement was in line with the 2018-19 position; ➤ Overall predicted achievement for 16-18 year olds was within 2% of the final outturn. ➤ New level 3 qualifications for 16-18 year olds were reporting lower achievement rates than previous qualifications studied. ➤ 16-18 GCSE English & Maths pass rates remained too low. Maths had been disappointing with only 4% of candidates achieving a grade 9-4. This was in line with the national picture based on conversations with other colleges. ➤ Adult achievement was reporting a 4% increase from 2018-19, helped partly by the increase in subcontracting. Adult provision was on an upward trajectory. ➤ Apprenticeship achievement was reporting good progress at 63% from 59% in 2018-19 and a significant in year retention improvement of 10%. ➤ Positive destination and progression remained high but had not fully closed down.
iii	<p>Members commented on the report, saying:</p> <ul style="list-style-type: none"> ➤ The RAG rating used had caused some confusion; they had not understood why some items were 'Red' while others were 'Amber'. Including a key would have aided understanding; ➤ Management commentary was needed rather than just raw data, for example highlighting of outcomes management was particularly pleased with or concerned by and providing contextual information; ➤ It would have been useful to have the 2018-19 national average data for comparison, to avoid inadvertently comparing with any outlier results.
iv	Action: Reflect Members' comments on the report in report writing guidance.
v	The Committee reflected that the key objective was to ensure accuracy in terms of grade judgements and gain a sound understanding of the areas for development. JA agreed. She drew attention to the Progress and the Destinations and Progression data, saying with strong evidence around personal development and wider skills progress and destinations the Committee could have confidence in a self-assessed judgement of 'Good' overall.

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vi	Members recalled at, at the last meeting, construction and 16-18 English and maths had been identified as key risk areas, with predictions below target. The risk had crystallised, with Level 1 impacted by underperformance in construction, where historical skills shortages had impacted student experience and the quality of education. Motor vehicle was also flagged as an area for concern and the same reasons were given i.e. historical staff shortages.
vii	A Member distinguished between improvements driven by structural change, which could be expected to be sustained, and improvements attributable to differences between cohorts, which could not. JA said the evidence was that the leadership and management changes the College had made had had a positive impact; where there had been instability, this had been addressed.
viii	Members had questions about the College approach to target setting. The Chair said, while it was understood that the College would sometimes fall short of target, the Committee needed to better understand the approach methodology and why there were variations between areas with some RAG rated 'Red' despite having outperformed other areas. In discussion, the meeting explored the value of trend data, noting the difficulties created by the pandemic in this regard. There was recognition of the challenge of setting aspirational but achievable targets before the recruitment profile was fully known – and of the need for a mechanism for adjusting targets in year.
ix	A Member asked about achievement gaps between groups such as high needs, race/ethnicity, sex, etc. JA said this was covered to some extent in the Student Experience/Learner Support Outcomes paper (Item 10) and it would be covered in more detail in the Self-Assessment Report. Members would see some widening of the small gaps between high needs and vulnerable cohorts and other students, which would also be looked at at the Equality, Diversity & Inclusion Strategic Group (the minutes of which would go to the December Corporation meeting).
x	The meeting recalled that historically, predictions had been somewhat inaccurate. The College was still developing its methodology in this regard and 2021-22 had turned out to be a mixed picture, with some accurate predictions and some that had missed the mark in both directions. JA said the process of discussing performance data and agreeing predictions had added value, driving early identification of risk and interventions.
xi	The progress measures had been calculated using MiDES ¹ data, as the Department for Education had committed to not using KS4 prior attainment data in performance measures, so had not produced its own data set. Almost all the progress scores were positive. 71% of students had achieved their 'minimum expected grade' or better, which was agreed to be a strong indicator of student performance. 16-18 maths had shown a decline with a progress score of -0.32 while Adults maths had performed very well with a progress score of 0.91 and 40% of GCSE candidates achieving a grade 9-4.
xii	The Committee was interested to hear that data analysis had shown that better progress was being made at the lower grade level. In response to a question, JA said the College had looked at individual progress as well as percentage progress and there was agreement that it was helpful to highlight that students were making good progress, even though they may not have moved up a grade boundary.

¹ MiDES is a shared service developed for the Association of Colleges. Participating colleges upload their learner data to the secure data server creating a new sector-owned shared dataset. This creates a hugely powerful data resource for members that provides unique in-year benchmarking information.

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xiii	The Destinations and Progression data set was not yet complete; there was more data to collect for some of the Adult provision and some benchmarking data would be available in January. There was discussion about what constituted a 'positive destination' for Adults who were already in employment and JA clarified that continuing in their employment would count as a positive destination and for the purposes of evidencing effectiveness.
xiv	Corporation report: The Committee discussed the 2021-22 outturn, noting a lot of positives within the data. The 2021-22 progress scores were as usual very pleasing with students making good progress from low starting points relative to sector comparators. 71% of Level 1-3 students had equalled or exceeded their expected grades (which were based on their starting points) and this was felt to be a very positive indicator. Some slippage was noted in 16-18 GCSE maths, with College students making less progress than the national average. More detail will be shared in the Self-Assessment Report, to be presented at the Corporation meeting.
xv	<u>2022-2023 Quality Performance Indicators</u> PH shared the proposed performance indicators, to be used to measure the success of students at different points in the academic year, as well as to set targets for individual students, staff, curriculum departments and at College level. An accompanying management paper explained the methodology used to arrive at the indicators and to determine what targets should be set.
xvi	In response to a question, PH said, contrary to what was stated in the management paper, the Committee was not required to approve the indicators and targets but merely note them; they had been approved by the Quality Team.
xvii	Corporation report: The Corporation is required to be clear about how performance will be measured. In consideration of this expectation, the Committee has discussed with management the key performance indicators for quality and performance that will be used for monitoring and target setting in 2022-23. The Committee will receive reports throughout the year on the achievement of these measures.
6	TEACHING LEARNING AND ASSESSMENT ("TLA") <u>Student Progress Checks 2021-22 Final Position and Plans for 2022-23</u> i Teaching, Learning & Digital Innovation Manager Ms A Quantrill ("AQ") said through effective, targeted interventions the College had delivered in-year improvements. 74% of teaching and learning had been judged 'Good' or better by term 3 from a baseline of 52%. ii The Committee was pleased to hear that the College had strengthened its formative assessment methods and had improved its tracking of progress in learning and its summative assessment methods, as well as its support for at risk students. AQ said improvements were still needed in terms of the measurement of student starting points, target setting, exam readiness, recap and retrieval, monitoring and tracking, and planning for learning. Commenting on the progress that had been made, a Member observed that what had improved was the implementation and the impact (in terms of outcomes) was yet to be seen. iii Noting that identifying starting points had been identified as an issue in curriculum areas judged to be 'Requires Improvement', a Member asked if the College knew how to measure starting points accurately or if there was a skills gap in certain areas. AQ said institutionally there was a good level of capability and in English and maths this was a particular strength. She said it was clear where the areas of weakness were; in the 'Requires Improvement' areas, staff shortages had reduced capacity, meaning staff were less able to develop the skills and experience to do the assessments.

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iv	A Member asked about the performance of the subcontracted provision, noting that this had not been covered in the paper. AQ said the data was available, as the Quality Team had carried out a deep dive into the subcontracted provision.
v	Action: Distribute a separate report on teaching, learning and assessment quality in the subcontracted provision.
vi	Some proposed changes to Student Progress Checks were discussed. AQ said the observed lessons were not reflective of the quality of year-round delivery and themed learning walks would provide more information about the whole department. It was agreed that the changes seemed sensible.
vii	Corporation report: The Committee discussed the effectiveness of the Student Progress Checks process, which it feels is 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.
11.00 A comfort break was taken. When the meeting resumed at 11.10, all re-joined.	
7	QUALITY IMPROVEMENT PLAN MONITORING
i	JA presented the end of year position against the key Areas for Improvement in the 2021-22 Quality Improvement Plan ("QIP"). She was recommending that three of the Areas for Improvement be marked as complete:
<ul style="list-style-type: none"> ➤ Response to the 'Review of sexual abuse in schools and colleges' (2021) findings; ➤ Apprenticeships timely completion; and ➤ Increase Adult retention and pass rates, particularly in English for Speakers of Other Languages, maths and English and Access to HE. 	
ii	It was agreed that these had shown good progress and should no longer be regarded as key Areas for Improvement.
iii	It was further agreed that quality of education, attendance at English and maths lessons, and Careers Education, Information, Advice and Guidance should remain on the QIP as, although some good improvements had been made, there were inconsistencies across curriculum areas and continuing to focus on these would support the journey to excellence. It was noted that the College validation of self-assessment 2021/22 would provide further evidence for the key priorities for 2022/23 and identify any additional key Areas for Improvement.
iv	A Member asked if the RAG rating approach in the QIP could be reviewed as it was quite difficult to follow. The Member said the numerous acronyms were also a challenge, even for Committee Members who were more familiar with the sector. JA suggested that the Committee go back to receiving a standard crib sheet with each meeting pack, explaining key concepts and terminology. This was agreed.
v	Action: Reinstate the practice of circulating a QPS crib sheet with meeting packs (J Wilson to update the crib sheet and send it to the Clerk).
vi	Corporation report: Against a backdrop of volatility, uncertainty, complexity, and ambiguity, the College has made good progress on its Quality Improvement Plan and the Committee has signed off on the completion of three Areas for Improvement having seen good evidence of progress. One of the biggest complexities faced this year has been the high number of learners who have had to prepare for and sit examinations with little to no prior experience. Quality improvement starts with methodology of approach and there has certainly been some forward momentum in this regard. The Quality Team has effective mechanisms in place to identify where high quality exists and where improvements are needed and the Committee is hopeful that this will bear fruit and a positive impact will soon start to be seen. There

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	are indicators that quality is improving but there are also indicators of concern in terms of student outcomes in large curriculum areas. It is essential to have 'Good' or better quality of education across the College; critically, the College culture is one of seeking continuous improvement and there is good capacity to improve.	
8	HIGHER EDUCATION & SKILLS – END OF YEAR REPORT	
i	The HE Quality Manager Ms K Sykes ("KS") outlined recent changes to the Office for Students Conditions of Registration, saying there were implications for the College if any of its programmes were not shown to be supporting student success; they would be put at risk. The Office for Students was expected to publish new metrics during 2022-23 and the College would need to measure itself against those.	
ii	There was discussion about falling numbers in Higher Education and the challenges of the market for further education providers. KS said progress was being made against the Higher Education & Skills Strategy to ensure that the products on offer were relevant and aligned with local needs and that the College was able to identify immediate/future projects.	
iii	KS reminded the meeting that, in June 2017, the College had secured a Silver Teaching Excellence Framework ("TEF") rating, an excellent standard for a further education college. However, it had now expired. She said, due to Covid, there had been a contraction in learner numbers, with only 111 enrolments against a business plan target of 121 in 2022-23. While some curriculum areas had exceeded target, the engineering programme had underrecruited as employers were unable to commit due to their own budget uncertainties. With fewer than 500 fulltime students, there was no requirement to apply for a new TEF rating and the management team had made the strategic decision not to reapply for the time being.	
iv	In terms of the future, the aim was to regrow the provision but in a slow and sustainable way, ensuring that adequately qualified staff were in place. Some staff development sessions had been delivered to support this aim, scholarly activity had been reinstated and Higher Education teaching staff were now able to apply to undertake research.	
v	Action: Committee to discuss Higher Technical Qualifications and progression.	KS, QPS Report Item 5
vi	Corporation report: The Committee was updated on developments in the Higher Education ('HE') sector soon to impact the College. All Governors should note that new Conditions of Registration will soon be published by the Office for Students, to include requirements around quality and responsiveness to local needs. This will be a consideration in decision-making about changes to the governance framework. With this expectation in mind, new HE courses due to be launched next year were discussed. The Committee also noted the performance indicators for 2022-23.	
9	SAR VALIDATION PANEL MEMBERSHIP AND ARRANGEMENTS	
i	Corporation report: The Committee will act as the SAR Validation panel, with additional input from an external expert.	Report Item 6
STUDENT EXPERIENCE		
<i>11.45 Ms R Swallow joined the meeting.</i>		
10	STUDENT EXPERIENCE/LEARNER SUPPORT OUTCOMES 2021/22	
i	Pastoral Manager Ms R Swallow ("RS") presented a report which described the impact of the learner support work (outcomes and targeted input for those in receipt of learning support, care experienced, young parents, young carers and those who were economically disadvantaged). The Committee noted the following key risks: ➤ An increase in mental ill health globally was reflected in the safeguarding and	

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	<p>counselling caseloads. Male students and students from some Black, Asian and ethnic minority groups were underrepresented and the College was seeking to address this. A significant increase in suicidal ideation was a key concern.</p> <ul style="list-style-type: none"> ➤ Financial hardship was increasing and posed risk to significant numbers of College students. The threshold to receive the College bursary had been adjusted and the College continued to offer free breakfast and access to care packages and food parcels. ➤ As the number of children living in care in Kirklees had increased by 20% in the last five years, the College was expecting an increase in care leaver students. ➤ Although personal development was a key focus there was a disparity of experience across the College, as well as a significant gap in personal and social development education as a legacy of the pandemic. As a result, the College was seeing an increase in incidents of poor behaviour, with an underlying issue linked to lack of respect for people and place. A re-structure of the Progress Coach team had been carried out to improve the quality of the tutorial provision. ➤ Budgetary constraints were creating a challenge for colleges in competing with other employers, leaving many students without learner support and increasing colleges' exposure to safety risk. ➤ An external quality review had identified some risk around the College's ability to monitor progress against Education, Health and Care Plan ('EHCP') outcomes and actions had been taken to address this, as outlined in the paper. 	
ii	Attendance, retention, achievement and pass rates for high needs students and those with an EHCP were discussed. All were above whole college rates. Attendance had dropped slightly in line with whole college attendance. Retention was the biggest challenge, with a 3.89% drop compared to the previous year.	
iii	Performance data was presented for students who had accessed the College safeguarding service. While pass rates were similar to 2020-21, achievement and retention had significantly declined, with the gap against whole college widening.	
iv	Concerningly, other vulnerable cohorts (young parents, young carers, care leavers and looked after children) were also showing a decline in achievement and retention rates, with some groups showing a significant decline.	
v	Action: Receive an outcomes report for the vulnerable and high needs groups.	AT, QPS
vi	A Committee Member remarked on the fact that, in 21/22, over 950 tutorial sessions had been cancelled due to the increased demands placed on progress coaches. The Member asked if management had looked at the impact on affected students in terms of retention, progression, achievement, behaviour, etc. and suggested this might be a worthwhile exercise.	
vii	Another Member commented that it was very pleasing to see the focus in the paper on investment in Special Educational Needs and Disability (SEND), particularly the work the College was doing using Navigate to track EHCPs. The Member expressed the hope that this would be looked at in more detail and this was agreed.	
viii	Action: Receive a report on the College's Special Educational Needs and Disability provision and the use of Navigate to track EHCPs.	AT, QPS
ix	A member asked how many staff vacancies there were in Learner Support. RS said pastoral support roles in the SEND team were vacant, as well as one safeguarding role. She said this was having a significant impact; staff had large caseloads and there were higher than usual levels of sickness absence.	
x	Corporation report: The Learner Support report discussed some key issues which underpin the higher-than-tolerance exposure scores for strategic risks 2 and 4:	Report Item 7

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	Strategic Risk: Failure to provide students with the support they need to enable them to succeed in their goals.		Current Risk Exposure: 12 Target Risk Exposure: 6	
	Strategic Risk: Failure to equip students with the skills they need to be successful for progression		Current Risk Exposure: 15 Target Risk Exposure: 4	
	The Committee was concerned to hear that a lack of skilled staff and high caseloads were having a significant impact on student experience. Achievement and retention rates for the more vulnerable learner cohorts have shown a decline. The College is carrying a number of vacancies in its Learner Support team and is struggling to recruit in a challenging market.			
11	STUDENT EXPERIENCE WALKS			
i	AQ reported on the outcomes of the Student Experience Walks. Students selected at random were asked about their induction experience and early impressions of the College, including whether they were enjoying their programmes and had everything they needed to succeed. Interviewers checked that students were aware of the support and advice services available to them such as counselling and student finance. 98% of respondents had said they were enjoying their college experience.			
ii	The walks were conducted by Senior leaders, Quality team members, Business and Curriculum staff, and Governors. Findings were shared with relevant staff, reported to the College Leadership Team and shared with all Curriculum Area Managers.			
iii	An area flagged for improvement was changes to timetables and gaps between lessons. AQ said changes were inevitable as final recruitment numbers were not known when the timetable was planned but good communication was key.			
iv	Further student experience walks were planned for later in the year to look at maths and English, progress in learning, destinations and next steps.			
GOVERNANCE, MATTERS TO NOTE AND ADMINISTRATION				
12	COMMITTEE SELF-ASSESSMENT FINDINGS & ACTION PLAN			
i	The Clerk had prepared a report based on the SWOT analysis undertaken in a previous session. She summarised the findings and the proposed actions, noting that the Committee was ambitious to increase its productivity and free up capacity but also recognised that changing external expectations and demands were creating an environment where the Committee must embrace change.			
ii	A potential weakness identified in the SWOT was the quality of management reports and earlier in the meeting, Members had made some suggestions which the Clerk would add to a guidance document.			
13	GOVERNOR INVOLVEMENT			
i	The Committee noted that Governors: ➤ had taken part in the Student Experience Survey; ➤ had participated in curriculum area SAR validations; and ➤ would be attending the AoC Conference (the Vice Chair).			
14	PUBLICATION OF AGENDA PAPERS			
i	RESOLVED: (i) The papers are not deemed confidential.			

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15	DATES OF NEXT MEETINGS	
i	- 10am, Monday 28 November: SAR Validation; - 3pm, Monday 13 March 2023: QPS	
ii	The Chair noted that the meeting on 8 May would need to be moved to another date as the royal coronation bank holiday would now fall on 8 May.	
iii	Action: Reschedule the 8 May 2023 meeting to same day as Safeguarding Committee.	Clerk
0	CLOSE	
i	There being no further business, the Chair declared the meeting closed at 11.30.	

Items of Report for Corporation		
#	Details	Min
1.	The Committee discussed the 2021-22 outturn, noting a lot of positives within the data. The 2021-22 progress scores were as usual very pleasing with students making good progress from low starting points relative to sector comparators. 71% of Level 1-3 students had equalled or exceeded their expected grades (which were based on their starting points) and this was felt to be a very positive indicator. Some slippage was noted in 16-18 GCSE maths, with College students making less progress than the national average. More detail will be shared in the Self-Assessment Report, to be presented at the Corporation meeting.	5xiii
2.	The Corporation is required to be clear about how performance will be measured. In consideration of this expectation, the Committee has discussed with management the key performance indicators for quality and performance that will be used for monitoring and target setting in 2022-23. The Committee will receive reports throughout the year on the achievement of these measures.	5xvii
3.	The Committee discussed the effectiveness of the Student Progress Checks process, which it feels is 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.	6vii
4.	Against a backdrop of volatility, uncertainty, complexity, and ambiguity, the College has made good progress on its Quality Improvement Plan and the Committee has signed off on the completion of three Areas for Improvement having seen good evidence of progress. One of the biggest complexities faced this year has been the high number of learners who have had to prepare for and sit examinations with little to no prior experience. Quality improvement starts with methodology of approach and there has certainly been some forward momentum in this regard. The Quality Team has effective mechanisms in place to identify where high quality exists and where improvements are needed and the Committee is hopeful that this will bear fruit and a positive impact will soon start to be seen. There are indicators that quality is improving but there are also indicators of concern in terms of student outcomes in large curriculum areas. It is essential to have 'Good' or better quality of education across the College; critically, the College culture is one of seeking continuous improvement and there is good capacity to improve.	7vi
5.	The Committee was updated on developments in the Higher Education ('HE') sector soon to impact the College. All Governors should note that new Conditions of Registration will soon be published by the Office for Students, to include requirements around quality and responsiveness to local needs. This will be a consideration in decision-making about changes to the governance framework. With this expectation in mind, new HE courses due to be launched next year were discussed. The Committee also noted the performance indicators for 2022-23.	8vi
6.	The Committee will act as the SAR Validation panel, with additional input from an external expert.	9i

7.	<p>The Learner Support report discussed some key issues which underpin the higher-than-tolerance exposure scores for strategic risks 2 and 4:</p> <table border="1" data-bbox="188 264 1410 456"> <tr> <td data-bbox="196 264 1002 353" rowspan="2"> Strategic Risk: Failure to provide students with the support they need to enable them to succeed in their goals. </td><td data-bbox="1002 264 1342 309">Current Risk Exposure:</td><td data-bbox="1342 264 1410 309">12</td></tr> <tr> <td data-bbox="1002 309 1342 353">Target Risk Exposure:</td><td data-bbox="1342 309 1410 353">6</td></tr> <tr> <td data-bbox="196 353 1002 443" rowspan="2"> Strategic Risk: Failure to equip students with the skills they need to be successful for progression </td><td data-bbox="1002 353 1342 398">Current Risk Exposure:</td><td data-bbox="1342 353 1410 398">15</td></tr> <tr> <td data-bbox="1002 398 1342 443">Target Risk Exposure:</td><td data-bbox="1342 398 1410 443">4</td></tr> </table> <p>The Committee was concerned to hear that a lack of skilled staff and high caseloads were having a significant impact on student experience. Achievement and retention rates for the more vulnerable learner cohorts have shown a decline. The College is carrying a number of vacancies in its Learner Support team and is struggling to recruit in a challenging market.</p>	Strategic Risk: Failure to provide students with the support they need to enable them to succeed in their goals.	Current Risk Exposure:	12	Target Risk Exposure:	6	Strategic Risk: Failure to equip students with the skills they need to be successful for progression	Current Risk Exposure:	15	Target Risk Exposure:	4	10x
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