

Minutes of the Learning & Quality Committee Meeting held at 2pm on 21 February 2023

Present: Prue Amner (chair), Mark Cooper, Tim Jackson & Shirley Nellthorpe

Apologies: Mike Stoneman

In attendance:

Daisy Agathine-Louise	Interim Director of Quality
Adrian Ash	HE Consultant
Chris Caddemy	VP Information Services
Tess Cole	VP Foundation & Adult Learning
Liz Davies	Quality & Standards Manager
Leigh Fletcher	Student Experience Consultant
Kara Hall	TLA Manager
Matt Phelps	Deputy Principal/Deputy CEO
Emily Pountney	VP Young People's Academic & Linked Vocational Learning
Katy Quinn	Principal & CEO
Kirsty Ranford	Director Pastoral Services
Paola Schweitzer	Director of Governance
Sarah Warren	VP Vocational Learning

Minutes

1 – Standing Items

59 Attendance and Participation

Mike sent his apologies.

60 Declarations of Interest

There were no declarations of interest.

61 Minutes

The Minutes of the meeting on 07 December 2022 were **Agreed** as a correct record.

62 Matters Arising

Minute 56: Quality Improvement Plan 2022/23: Governors asked that key documents were saved separately on SharePoint for easy reference.

Minute 57: Curriculum Plan 2023/24 Update: The final curriculum plan would be considered in the summer term. Prue reported that the FE governors' Solent Skills event had been useful. Katy reported that HSDC had scheduled a follow up meeting for principals.

63 Ofsted Monitoring Update/Feedback

The Ofsted monitoring visit had not yet taken place.

64 Learning & Quality Dashboard

Chris presented paper 313/23/L&Q outlining the revised learning & quality dashboard.

The dashboard was aligned to the corporate dashboard. It would capture hard data such as attendance, retention and achievement, progress monitoring points (PMP), project grades and A Level Performance Scores (ALPs) as well as softer measures such as quality assurance feedback and learning walks.

Governors welcomed the dashboard, recognising how it aligned with Ofsted's Education Inspection Framework and would support construction of the SAR as well as informing the QIP. Work was underway to ensure that there was greater departmental clarity concerning QIP actions and accountability. Governors suggested that *positive destinations* data was included in the corporate dashboard. In response to a question Chris stated that whilst there was no firm data, local colleges were reporting fewer applications and lower attendance in 2022/23.

Governors **Noted** the corporate dashboard and the proposed learning and quality dashboard template as well as the current attendance data and 2021/22 QAR data.

65 Apprenticeships Update

Matt presented paper 339/23/L&Q providing an apprenticeships update.

Good progress had been made in addressing legacy performance issues however, scrutiny and oversight had been less robust between August and December 2022 leading to underperformance. A detailed action plan was now being monitored weekly by the Executive Leadership Team (ELT) with the aim of implementing sustainable improvement measures and mitigating income reduction. ELT was confident of achieving the action plan but the projected £921k variance would not be recoverable. Apprenticeship provision for 2022/23 was showing some improvement.

Governors asked what was being done differently to give confidence that the situation would not deteriorate further. Matt cited three key changes: *visibility* through improved data, *expertise* through newly recruited experienced staff and *structural changes* within the College (curriculum managers would have control and oversight of apprentices, alongside related provision). Governors asked about the risks of restructuring this provision. Matt responded that there were risks concerning lack of clarity and understanding of roles, lack of accountability and oversight and loss of commerciality. Governors asked what was being done to address accountability. Chris responded that the College was going back to basics to ensure compliance. Katy added that roles and responsibilities would be mapped out, alongside a compliance flow chart. In response to a question about rationalising provision, Matt stated that curriculum planning was underway and there were discussions about ceasing programmes that were not effective in terms of quality and cost. Another governor noted the importance of ensuring the College met local need. Whilst the College delivered additional learning support (ALS) to apprentices, it did not claim funding. Claims would now be made as there was a process in place and staff were being trained. Chris assured governors that ALS claims were robust in other areas of provision.

Governors **Noted** the action plan and the remedial actions to be taken.

66 Quality Improvement Plan (QIP) Update (paper 314/23/L&Q)

Matt updated governors on the areas for development in the QIP.

The report provided a progress update for term 1 with actions RAG rated red (no evidence of impact), amber (some evidence) or green (significant evidence). Most areas were amber except for two which were red: support for learners and apprenticeships. Matt stated that whilst there was evidence of intent, implementation was ongoing and there wasn't yet measurable impact. He believed there was reasonable progress given the College's starting point, but it wasn't quick enough. Katy stated that the quality of education was down to what was happening in the classroom and the student experience, and further work was needed to follow students on their individual learning journey. Governors needed to understand the College's strengths and weaknesses across its four areas of provision (young people, adult, apprenticeships & high needs) and its holistic approach to learners.

In response to a question, Tess confirmed it was challenging finding work placements in some areas, something that was likely to intensify with T Levels. To manage this better, the College was implementing a whole College approach to placements and virtual work experience was being explored where appropriate. In response to a question, Kirsty stated that the College had a cross College tutorial model and that further work was now needed to differentiate content across provision. In response to an observation that the QIP had a significant number of areas to monitor, Matt stated that it would be further developed to ensure it was an effective and meaningful document for staff and focused on impact. Governors had oversight of the QIP through Learning & Quality Committee and Corporation as well as their link visits. They would be invited to Quality Review Meetings to provide additional assurance.

Governors **Noted** progress made in achieving the actions set against the identified key areas for improvement.

67 Curriculum Plan 2023/24 (paper 315/23/L&Q)

Chris outlined the approach to curriculum planning in 2023/24.

The report provided an overview of the curriculum planning principles, process and timelines, financial contributions and assumptions for 2023/24. The plan ensured that each stage of the process was robust and followed the academic year lifecycle. The process was designed to ensure the College curriculum was efficient, resilient and aligned to local, national and College priorities. The plan was essential in providing opportunities for students to succeed in their future learning and employment.

Governors welcomed the comprehensive plan. Chris clarified that a curriculum planning tool would automatically calculate funding rates for input in the budget setting process. One governor noted that course cost contribution information was important to enable the College to make decisions about ceasing provision if necessary, notwithstanding the importance of some provision. The strategic goals set by Corporation provided the framework for these curriculum decisions. Governors would have the opportunity to discuss the final curriculum plan for the following academic year in the summer term.

Governors **Noted** the Curriculum Planning guidelines being adopted in 2022/23.

68 Student Wellbeing & Safeguarding Report & Policy Update (paper 316/23/L&Q)

Kirsty provided an update on student wellbeing and safeguarding and the Safeguarding Children and Vulnerable Young Adult Policy.

The report provided a review of the academic year to date in relation to safeguarding disclosures/referrals across the College and included a comparison to 2021/22. It also provided an update on systems, safeguarding training, the outcome of an internal audit, the inclusion of Prevent in tutorials and the Prevent Action Plan.

Kirsty reported that the safeguarding team was now fully staffed, although recruitment for health and wellbeing staff was ongoing. There was a robust data tracking system meaning that trends could be identified and targeted action undertaken. A recent safeguarding audit had been positive, with most actions completed. Prue had attended a learner voice meeting at North Harbour and suggested safeguarding was reinforced after induction and using the Arundel campus model where there is much good practice. Shirley reported that she met regularly with Kirsty as safeguarding lead governor and that there had been a number of developments. She was pleased to see that LGBTQ+ meetings had been instigated following learner feedback.

Governors **Noted** the level and type of safeguarding disclosures/referrals at each of the campuses and **Approved** the amended Safeguarding Children and Vulnerable Young Adult Policy.

Mark and Katy left the meeting.

69 Stakeholder Voice Update

Liz presented paper 317/23/L&Q providing an update on stakeholder voice since October 2022, noting that the report had been broadened out beyond students.

Surveys were undertaken in the autumn term and found that students felt safe online and in College, the setting of expected behaviours and standards for apprentices and pre-sign up guidance, information and responsibilities for employers were good. The surveys also found that work was required to provide clarity around work placement requirements and how to track completed hours, clarification concerning the split between on/off the job training for apprentices and improved feedback to employers. There had been fifteen formal complaints with communication and apprenticeships emerging as common themes.

Work was taking place to explore where students were least and most satisfied as well as improving low survey returns. Themes would feed into Quality Review Meetings which would close the *you said, we did* loop. Prue noted that at a recent course rep meeting, North Harbour students reported spending time sorting through materials in order to do their work. Liz noted that there had also been feedback from this Campus that resources were tired. In response to a question, Emily clarified that the use of iPads at the 6th Form Campus depended on the course.

Governors **Noted** the strengths and areas for improvement identified by surveys carried out by students, apprentices, employers and parents/carers and the next steps in response to stakeholder views.

70 Teaching, Learning & Assessment Update (paper 318/23/L&Q)

Kara provided an update on teaching, learning and assessment (TLA).

The report provided information on bespoke staff development, the TLA mentoring programme for new teachers, TLA themes, coaching observations, lesson visits, student focus groups and collaboration through the teaching and learning SharePoint resource to be launched shortly.

Governors welcomed the comprehensive report. There were brief discussions about lesson observations, teachers' IT skills and learning coaches. Governors would have oversight of TLA through the dashboard.

Governors **Noted** the range of varied support available for staff to develop teaching and learning.

71 Strategic Plan Update

Matt presented paper 319/23/L&Q setting out the employer engagement strategy and apprenticeship strategy.

Matt clarified that for 2023/24, apprenticeship provision would be run as a split discreet and hybrid model, with accountability and ownership of apprenticeships sitting in curriculum areas which would work closely with the compliance team. The strategic intent was to offer higher apprentices through HE provision.

Governors **Noted** the key headlines contained in the employer engagement and apprenticeship strategies.

72 Higher Education (HE) Access & Participation Plan

Adrian presented paper 326/23/L&Q setting out the HE access and participation plan.

The access and participation statement outlined the College's commitment to equality in HE and underpinned the HE strategy. Adrian noted that the plan would return to the Committee shortly as all HE providers had to produce new plans on the basis of guidance to be published in spring 2023. The HTE skills injection fund implementation plan provided a detailed timescale for the utilisation of funding awarded to the College in support of skills development and would be developed over the coming months with delivery anticipated in autumn 2023/spring 2024.

Adrian stated that the College was working with the University of Portsmouth. In response to a question, Adrian clarified that the College was not yet participating in the Teaching Excellence Framework (TEF) as it was only mandatory when a provider had 500+ students.

Governors **Agreed** the suitability of the HE access and participation plan for submission to the Office for Students and the targeted HTE implementation plan.

Prue and Matt thanked the team for their hard work.

The meeting ended at 5pm