



Notes of the Academic Quality and Standards Committee (FE)
held on Thursday 1 December 2022

Present: Tim Newsholme (Chair for the meeting)
 Jennette Arnold OBE (by Teams)
 Abigail Appleton (Principal)
 Linda Watkins (Clerk to the Governors)
 Steph Garland (Teaching, Learning and Quality Improvement Lead)

The Chair was unable to attend but had sent some comments for reporting and considering during the meeting. The meeting was inquorate as Tim Newsholme is not a member but Chair of the AQ&S (HE) Committee.

1. Apologies for absence

Apologies for absence were received from Kate Murrie, Xaviere Hughes (Head of Further Education) and Justin Gregory (Head of Higher Education). Emily Kirkwood and Sophie Curtis did not attend.

2. Declarations of Interests

There were no declarations of interest.

3. Minutes of the last meeting held on 28 June 2022 and matters arising

It was agreed that the Chair should sign the minutes as a true record.

- I. The College is using Exact software to identify reasonable adjustments for students in exams.
- II. Student progression would be discussed at the next meeting. **ACTION: HEAD OF FE**

The Committee agreed: -

- To approve the minutes of the last meeting

4. Performance Data

Key data 2022/23 year to date showed a marginal reduction in enrolments which had been reported to the Board. This was partly due to withdrawal of Level 1 and 4 programmes. It is anticipated that Digital Futures applications will increase. Enrolment and early withdrawal data were analysed with reasons for withdrawals mapped. The majority of these were due to poor attendance and engagement. Data with comparable colleges will be sought. **ACTION: PRINCIPAL.** A Governor raised the dip in Foundation enrolments and reasons noting that these are in line with pre-covid enrolments. Relocation of the course to CRC is not thought to have affected enrolments; despite staff having limited time to participate in open days this year. To date there have been good levels of interest in open events.

Attendance is marginally better than last year. English and maths attendance is not as good; improvements have been identified to support students during induction to attend maths and English. In addition, a maths teacher has become full time who will be available to support students on a daily basis.

Destination data showed similar levels of internal progress compared to the previous year which was not anticipated to achieve the KPI. Music progression has increased. Some HE teachers are working across HE and FE. An overview of students' planned progression collected in July 2022 was provided; this included HE, employment and additional training. Further work will be undertaken to track destination data during the year. Personal and professional development for students will be discussed as part of the SAR. A Governor asked about HE progression and the institutions with confirmation that many students progress to reputable courses and universities. Destination tracking will be presented at the next meeting. **ACTION HEAD OF FE**

Governors had been issued the Self Assessment Report (SAR) with recent revisions outlined and questions invited.

Curriculum design is sequenced to support students.
Broad courses are offered to students to keep their options open

Quality of Education was a grade 1 and agreed as accurate.

Behaviour and attitudes was proposed as a grade 1 with challenge as, even though the majority of vocational courses have very high attendance, a minority of courses have lower attendance. Governors requested this be amended to a grade 2 to avoid any complacency. **ACTION: TL&QIL**

Personal development was a grade 2 and fully supported as accurate

Leadership and Management was as grade 2 and agreed as accurate.

There was a question about work experience which had been identified as an area for improvement in the Ofsted in 2017. It remains a challenge to source specialist work placements for the number of students in the area. The Quality Improvement Plan will focus on developing relationships with employers to find bespoke placements for a small number of students initially. This will be in addition to arrangements established to work with organisations such as the National Trust.

The Committee agreed: -

- To note the performance data
- The SAR was extremely thorough
- To recommend that the Board approve the SAR

5. Professional Development Cycle (Teaching and Learning)

The Teaching and Learning Lead gave a presentation explaining that creative learning teams have been introduced within teams who can feedback and discuss practices; this can be during a coffee break when practice and ideas can be

shared. The team conduct observations on the same day with areas of good practice, impact or development to improve are identified. A Governor asked how this is monitored noting that there are eight creative learning leads who conduct observations and complete paperwork which is collated in a spreadsheet to identify actions. Observers evaluate the impact and methods with collective discussion. Observations were conducted in October with research lessons to be held in the Spring term. A question followed if student views are considered noting that these are indirectly considered as they are part of the day with an option to pilot student views as part of research days.

The Committee agreed: -

- To note the presentation on the PDC
- AQ&S Committee members will be invited to participate in the research days in the Spring term. **ACTION: HEAD OF FE/CLERK**

6. Policies and Strategies

- I. The Safeguarding Policy reflected requirements of KCSIE issued by DfE in September. The Board meeting in February will include KCSIE, safeguarding and Prevent. The College has had some complex safeguarding issues and will thoroughly review of the policy to ensure that it incorporates comprehensive guidance and advice to support staff managing situations.
- II. The Freedom of Speech Code follows sector body recommendations.
- III. The Admissions Policy is not due for review until 2024; however, amendments were proposed to support applicants with complex needs which may require reasonable adjustments, criminal convictions or charges. The policy means that reasonable adjustments would be identified at the application stage to complete an assessment as soon as possible before an offer was made.

The Committee agreed: -

- To recommend the Board approve the Safeguarding Policy
- To defer approval of the Freedom of Speech Code
- To defer approval of the revision to the Admissions Policy

ACTION: CLERK

7. Identification of Key Risks

- I. Student wellbeing, mental health and resilience.
- II. Attendance.
- III. Consolidating the digital curriculum and recruiting and retaining skilled staff.
- IV. Art and Design Level 2.
- V. GCSE English and maths.
- VI. Professional Development Cycle (teaching and learning).
- VII. Ofsted EIF.
- VIII. Employer engagement and meeting local skills needs.

8. Any other business

There were no items.