

CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
3 November 2020 – 2.00 pm

PRESENT: Sarah Noble (Chair)
Natalie Devaney (Student Governor) (till 3.20 pm)
Susan Hughes
Christian Norman
Elaine Oddie
Andy Sparks (Principal)
Barbara Vohmann

IN ATTENDANCE:

Penny Petch (Director of Teaching, Learning & Quality)
Caroline Williams (Deputy Principal)
Debs Hurst (Vice Principal, Finance & Corporate Services)
Alison Davies (Director of Curriculum, Moulsham Street)
Marco Iciek (Director of Learner Development & Inclusion)
Mark Emerson (Director of Information Services)
Simon Drane (Director of Curriculum, Princes Road)
Lisa Houghton (CAM – English and maths) (minute **680** only)
Rob Millea FCA (Clerk to the Corporation)
Joanne Harrington (Assistant Clerk)

The Chair attended the Meeting in person together with the Principal, the Student Governor, the Clerk and the Assistant Clerk. All other attendees accessed the Meeting through MS Teams, in the light of the recent raising of Essex to Tier 2 pandemic restrictions.

674. APPOINTMENT OF CHAIR OF THE COMMITTEE

The Clerk took the chair for this item and informed the Committee that the Chair of the Committee is usually appointed for a four-year term. Sarah Noble's appointment ceased in July 2020 so the position needs to be filled at the next Meeting of the Committee after that date.

The Clerk called for nominations as Chair of the Committee. Sarah Noble was the only nominee and was therefore appointed as Chair for a further four-year term to July 2024, nem con.

The Chair then resumed the chair.

675. APOLOGIES FOR ABSENCE AND WELCOME TO NEW MEMBER

Apologies for Absence were received from Seena Shah.

The Chair welcomed one new Member of the Committee – Natalie Devaney (Student Governor) – who will serve for the remainder of this academic year. She is an Access to Healthcare student based at the Princes Road campus.

676. DECLARATION OF INTERESTS AND CONFIDENTIAL ITEMS

Barbara Vohmann declared her interest as a staff member at Anglia Ruskin University. The Clerk declared his interest as Company Secretary of Essex Shared Services Limited.

Elaine Oddie and Andy Sparks declared their interests as Directors of Essex Shared Services Limited. Andy Sparks also declared his interest as acting Chair and Director of ACER Limited (dormant).

Christian Norman declared his interest as an employee of Essex County Council Adult Community Learning.

Debs Hurst informed the Committee that she continues in her role as a Member Representative on the Essex LGPS Advisory Board.

No other declarations made.

No confidential items were notified.

677. URGENT BUSINESS

There were no items of Urgent Business.

678. MINUTES OF THE MEETING HELD ON 12 MAY 2020

The Minutes of the Meeting held on Tuesday 12 May 2020 were **APPROVED** and **SIGNED** by the Chair.

679. MATTERS ARISING

The Clerk provided a summary of Action Points from the last Meeting and current status.

The Committee noted that the Board had approved the Curriculum Plan for 2020-21 at its Meeting on 23 July 2020.

The Committee were advised that, for the foreseeable future, all Meetings of the Board and its Committees will take place remotely, although the Chair in each case may attend in person to facilitate the chairing function.

One new Committee Member has been appointed (Student Governor) and a Staff Governor (Nedas Laurinavicius) has now been recruited very recently and will attend the next Meeting of this Committee.

The Committee **AGREED** the appointment of Nedas to the Board with effect from today, as there was a quorum of governors present. The other governors will be advised by the Clerk and asked for their agreement also.

ACTION: CLERK

Governor questions

The Principal confirmed that the AEB Budget payment amount is being challenged and a business case put forward to the ESFA for full payment of the 2019/20 allocation. Meanwhile, a provision is included in the 2019/20 accounts in the event that a clawback is required to be paid.

The Principal confirmed that a panel of Governors will attend a meeting with FE Commissioners (6 governors have expressed interest in being involved). They will be invited by the FEC by email and a session will be organised beforehand to highlight key points for discussion with the Commissioners.

The Principal confirmed that Meetings of governors will be a blended model for the foreseeable future.

680. ENGLISH AND MATHEMATICS UPDATE

The Committee **RECEIVED** a Power point Presentation from Lisa Houghton (Curriculum Area Manager) giving an overview of delivery and progress made in relation to English and Mathematics during the lockdown period and the current position regarding delivery now that the College is open for students this year.

This focuses on Intent, Implementation and Impact mirroring the EIF but recognising the different teaching and learning situation which now prevails.

The presentation will be placed on the governors' portal. The key elements of the presentation were:

- Methodology for calculating 2019/20 grades for Functional Skills and GCSE (due to pandemic)

- GCSE outcomes for last year
- Outcomes – Functional Skills
- Summary of current delivery position
- Challenges for this year

Outcomes were summarised in the Report with GCSE results in both English (42.2%, up 3.3pp) and maths (34%, up 6.4pp) increasing from the previous year and are both well above National Rates (29.6% and 20.8% respectively).

With regard to **Functional Skills** English and maths, the overall outcomes were 3pp lower in English at 66% and 3pp lower in Maths at 59% compared to last year.

External algorithms resulted in some GCSE grades being increased but none were reduced.

Current groups are on average smaller than 2019/20 and Teams delivery allows for greater differentiation. All GCSE learners have minimum of 1 hour face to face per week as do Functional Skills.

Timetabling of sessions is a real issue for the future and has to embrace the following:

- Increased number of small groups to teach.
- Fewer days in College for learners
- Increased responsibilities for the M&E team in delivery

There were some resentful learners from 2019/20 who did not achieve a Grade 4/Pass. In addition, it was noted that new learners are working at a far lower level than returning learners and that re-sit exams are a real challenge. Usually, there are no more than 40 learners re-sitting but this year the figure is 234 and it is very difficult to organise exams in a COVID secure way since far more rooms are needed (27 compared with 4).

The Committee **congratulated** the E&M team for the excellent 2019/20 results compared to past years and to most recently available National Rates and asked Lisa to convey their thanks to the team.

Governor questions

Susan Hughes asked how will the College improve learning on Teams for GCSE English & maths where majority of it is remote. Lisa said that it will be necessary to employ 'old school' methods through letters, phone calls, parents' evenings and other means of engaging students.

Susan Hughes asked about the apparent different levels of achievement between new learners and returning learners. Lisa said that this is a major concern – new learners might have had optimistic grades awarded in the past which may have affected the current course on which the student has been placed. The College has the challenge of improving these students skills and this may affect our achievement level for 2020/21. This issue is common nationally across all Colleges.

In addition, funding criteria does not allow for a change of course and therefore it is necessary to make the learners aware and build up their skills so that they can attain a secure Level 3 with the hope of advancing to level 4 next year.

The Committee **RECEIVED** the Report and **THANKED** Lisa for her presentation.

681. TEACHING LEARNING & ASSESSMENT

Penny Petch (Head of Teaching & Learning) **PRESENTED** two Reports for comment and review by the Committee

- Observation of TLA in 2019-20 and a table of actions proposed for the current year
- Digital Learning progress (and how to observe it)

The key points of the **TLA Observation Report** for last year were:

- 137 observations this year, considerably lower than last year (257) due to closure of the College from 23 March 2020
- 80% (last year 88%) of teachers meet all 5KE (target for the year 90%)
- Key challenges and opportunities in the year explained – new EIF, Deputy Principal now an Ofsted inspector, limited engagement with the progress review system to track developments, use of college mentors and the effects of the pandemic lockdown/closure of the College
- Teachers not meeting 5KE continue to be supported through the ACE programme (8 in all) – this has declined over the last few years
- Departments achieving below the College average of 81% were electrical and engineering, construction, health childcare and access, hair, beauty and hospitality, business and travel and sport and public services
- Difficult due to COVID-19 to follow up observations that identified areas for improvement

The **Key Actions planned for this year** were itemised in the Report and included the following:

- Informal observation of remote learning to be undertaken (which has commenced)
- Imperative to establish an agreed methodology for the inspection of remote and blended learning
- Participate in the DfE EdTech Programme to advance digital skills amongst teaching staff
- Weekly face to face CPD session to be replaced by delivery of CPD through MS Teams (target: end November)
- Support from APs and mentors to continue as well as continuing non-directed support – Pedagogy Pulse, Teaching and Learning Strategy of the month and Pedagogy Partners

Governor Questions

The Principal asked about the findings of observations so far and Penny Petch said that she is seeing good teaching from staff who have volunteered for observations. She recognised that this means that observations to date could be skewed towards good teaching. The system will be rolled out to all teachers soon.

Barbara Vohmann asked if staff are fully engaged in sharing the practice of blended learning given that it has practical problems. Penny said that there has been a really good uptake for observation of this 'new' practice and staff perfectly happy in opening up to observation/review. It is a very new approach, people need encouragement and they need to be brave.

Christian Norman asked about help in place for weaker tutors. Penny said that weaker teachers are being monitored by CAMs within their teams, who know where the teaching is good and less good through skills audits. College mentors and Advanced Practitioners are available to give support and teachers are responding to this.

Susan Hughes asked about resources for on line learning by teachers and Penny confirmed that teacher training is happening on this basis.

Elaine Oddie asked how poorer performance is being identified even if all 5KEs are being met by that individual on the occasion of that individual's inspection/observation. Penny said observations are a snapshot but any poorer performance displayed consistently would be highlighted on the teacher's progress review by CAMs and be subject to ongoing monitoring.

Sarah Noble asked about the nature of and number of hours given to the post of digital innovator (an Advanced Practitioner). Penny said the recent appointee to this post will be the lead for the Digital Innovators group and

involve about one day per week. The role will cover training, development and upskilling of staff in using the technology and adapting/enhancing their own personal skills. The AP will hone and direct those skills and will coordinate staff participation in the EdTech programme designed to advance digital skills.

The Principal commented that the College has invested heavily in the IT development of staff in this new paradigm.

Sarah Noble asked – what the biggest risk is to the quality of teaching & learning in the 'new' situation? Penny said that the Quality Assurance of remote learning and face to face learning are separate and the latter needs to be in a COVID safe way. She explained the differences between past practice of face to face learning and the current situation. Remote learning inspection is still informal pending the establishment of formal standards and protocols. Further development will therefore be required.

The Principal pointed out that some areas still seem to be weaker consistently in quality of teaching each year even though efforts in each year have usually led to some improvement by the end of that year. Penny said it was a continuing challenge to counter this threat so that any apparent improvement is not just temporary or occasional. CAMs are well aware of their role in tackling weaker performance and it is reflected in their action plans.

Sarah Noble commented that CAMs in these weaker areas need to improve and acknowledge their role in raising standards and achieving the improvements needed.

Christian Norman commented that poor performance directly affects retention.

The second Report from Penny Petch covered **Teaching and Observation** in the time of pandemic, i.e. the Digital Learning issue.

The Report explained that this is new ground for the sector and education generally, hence an exploratory and experimental approach is needed. The Report explained the approach to be taken. It built upon innovation taking place in the sector and draws on training being offered to Colleges. It will lead to the formulation of standards and expectation when observing remote delivery. It is very much new ground for Colleges and their teaching.

Penny Petch reported that informal observations of remote delivery have already begun by her and Advanced Practitioners. Initially, teachers have

volunteered for this on the recommendation of their CAM or Head of Department.

The observation of digital remote learning will run in conjunction with traditional face to face delivery as virtually all students will experience a blended learning environment combining on line and face to face. Teachers will have the challenge of handling both approaches.

The Report also explained the constraints on face to face observations caused by the COVID-19 restrictions, of which there are a number (e.g. time limit in each class, observing maximum capacity guidelines, maintaining 'bubbles', etc). It is intended to commence these observations in November 2020.

Continuing training for staff will be vital as will liaison and collaboration with other Colleges. High confidence in the use of MS Teams is also a key factor.

The Committee **NOTED** the Reports.

682. STUDENT SURVEYS REPORTS 2020

The Committee **RECEIVED** a Report from the Director of Learner Inclusion & Development covering the Lockdown Survey held in June 2020 (Student Perception of learning during lockdown) and Student Induction Survey (October 2020).

No National Surveys in which the College participates have taken place this year due to the pandemic (SPOC and FE Choices Survey).

The **two Surveys** carried out both elicited a positive response and it is noted that the Induction Survey showed a 7pp increase in positive answers, despite the very different induction programme due to the pandemic.

The **Lockdown Survey** took place in June 2020 and details of the questions asked of students were provided to the Committee, which were:

- Staff maintaining contact with students
- Engagement with learners
- Sufficiency of resources and technology
- Meeting academic needs during lockdown
- Overall response from staff with other issues/concerns

The focus was on the learning experience for students during this lockdown period.

Overall, Good/Outstanding responses averaged 78%. The average response of Poor was 7%.

The Principal was concerned that over 20% responses were not satisfied. Marco clarified that only 7% were poor, the remainder being satisfactory. He agreed that SMT need to drill down further into these findings to see if there are any underlying reasons causing this response level, which need to be addressed. He further said that there could well be a correlation to some extent with Teaching & Learning in some areas.

The **Student Induction Survey** took place recently and overall, the survey produced a positive response of 92%, 7pp higher than last year, although the questions set are not directly comparable.

This year, induction was a very different event due to the COVID-19 environment but included a combination of face to face contact with learners together with remote activities and tutorials. Almost 1000 learners responded – roughly 50% of full-time learners.

The questions put to students covered the following key areas:

- Welcoming and safe College
- Knowing how to operate in College due to restrictions
- Basic course information
- Safeguarding

The only area of low response was 'did you learn enough about your timetable at induction' (21% said no). All other questions engendered a response rate of 90% positive or more.

The Report explained some of the possible reasons for this apparently disappointing response – complexity of timetables due to large amount of blended learning, remote access to learning and mirrored classes. All of this is new to the College and to students and it is not surprising that some uncertainty resulted. Efforts are underway to remove this uncertainty in those students who are clearly concerned.

Governor questions

Sarah Noble asked about the action plan this year to ensure that the student experience and progress is closely monitored in the current and very different prevailing climate. Marco indicated that there would be end of term surveys for students throughout the year in order that College is very clear of how challenges have been met for the learners from their perspective.

Sarah Noble asked about the plans for Learner Voice Meetings for this year. Marco said that they will happen shortly via Teams and governors will be kept informed and invited. The first should be held later this month.

Barbara Vohmann wished to know how effective teaching will be for students will that be tested/assured. Marco said there will be liaison between him and the Director of Teaching & Learning and with groups of students so that there are no surprises at the end of the year.

Susan Hughes asked that intervention areas are included in communication with students as a key factor and this was agreed. Simon Drane said that circumstances are very different this year with COVID timetables, bubbles of students in vocational areas. He said students like 'getting their hands dirty' and this is more difficult to do in a COVID-secure environment with the result that there is far less time in physical activity in workshops, e.g bricklaying, construction.

The Committee **NOTED** the Report.

683. ANNUAL SAFEGUARDING REPORT 2019-20

The Director of Learner Development & Inclusion **PRESENTED** this Report to the Committee for consideration and comment. Production of this Report is an annual requirement of the College Safeguarding Policy and the Report is required to be approved by the full Board. The Report also covers Dovedale Nursery.

In addition, the College is required to comply with external requirements:

- Keeping Children Safe in Education
- Southend, Essex and Thurrock (SET) child protection Procedures
- Ofsted's 'Inspecting safeguarding in early years, education and skills settings'

The College completed the Essex Schools and Colleges Safeguarding Audit in 2018 and achieved **very high compliance**. No such audit was completed during 2019/20. The Ofsted inspection in December 2017 rated Safeguarding in the College as Good. The College had a health check during the year carried out by the College Internal Audit Service which concluded that safeguarding arrangements gave significant assurance that risks are managed effectively and reviewed regularly.

The Committee was reminded of the staff who are Designated Safeguarding Staff in the College and the Professional Development which they undertake.

Marco expressed his thanks to the Safeguarding designated leads who did a magnificent job in protecting the College's vulnerable learners during lockdown no. 1.

Marco also commented on training needs for members of the Safeguarding Team and all leads were to do so in 2019/20. However, this did not happen and it is now a priority for this year. It is recognised that it is difficult to find opportunities for relevant training but it will be done one way or another to ensure all relevant staff are up to date.

The Committee noted that the safeguarding team continue to deal with issues such as mental wellbeing, mental health support and support for adult carers. There were only 6 concerns reported in the year relating to work-based learners.

There were no allegations made against staff during the academic year.

The number of Safeguarding issues raised totalled 327, much lower than the total of 467 in 2018/19, reflecting the fact that, due to COVID-19 lockdown, the College was closed from 23 March 2020 until June. 34% of these issues (110) were referred to the safeguarding lead for enhanced assessment and intervention, the remainder being dealt with within the curriculum teams. Twenty-six matters were referred to external agencies, but there were no referrals under the Prevent/Channel guidelines.

There are still issues with the transfer of data from schools to the College.

Susan Hughes remains the designated governor for Safeguarding and regularly attends Meetings of the College Safeguarding Committee. There were no formal Meetings during lockdown but they have now resumed under the Chairmanship of the Director of Learner Development and Inclusion. The most recent Meeting was in September 2020 attended by Susan Hughes.

The Report recounted in detail how the College addressed safeguarding during lockdown with particular focus on ensuring students were supported and not losing out on continuing education and communication. Marco noted the excellent response and support that the Safeguarding team provided throughout lockdown and thanked them for that.

The focus on student well-being involved the following three questions:

- How well did students engage with remote learning?
- Are you and your family safe and well
- Are there any issues on which you need help/advice?

Key issues for the Safeguarding Committee have been identified as:

- Managing safeguarding given the different education delivery method now in place due to the pandemic
- Introduction of the Mental Health Support Team (MHST) from January 2020 and the mental health of staff and students generally
- Development of a process whereby County Lines and other criminal exploitation can be disseminated to appropriate staff to aid prevention
- Full review of the College's on line safeguarding and related systems to ensure no overlap or duplication
- Further clarification on the transfer of historical Child Protection Records from schools to College and to address the delays (which appear to have worsened) present in that process
- Continue monitoring of learners in Work Based Learning environments

The Committee **RECOMMENDED** that the Report be approved by the Board at its Meeting on 4 December 2020.

684. SELF-ASSESSMENT & IMPROVEMENT

Self-Assessment Report 2019-20

The Committee **NOTED** that all Governors were provided with a copy of the draft College Self-Assessment Report for 2019/20 at the Board Meeting on 25 September 2020. Since then, final achievement data has been inserted and some other minor amendments have been made. The document is now complete. It has been loaded on to the Governors' portal.

It was noted that, in the light of COVID-19, Colleges are not required to produce a 'traditional' SAR (or publish it) but Management decided that it would nevertheless be worthwhile and consistent to produce one for last year. The Report comments on teaching & learning activity up to 23 March 2020, when the College closed, and after that date (i.e. during lockdown).

As last year, the SAR is divided into two sections – a Narrative Report detailing key statistics and supporting evidence, presented in Ofsted-style format (reflecting the new Education Inspection Framework) and an Appendix providing the detailed numerical evidence.

The Deputy Principal advised that there had been some minor adjustments to the SAR and the Appendices due to final achievements being included but none of this impacted the original judgements made.

The original judgements are itemised in the Report and the overall effectiveness of the College is considered to be **GOOD**. All judgement areas and provision types are considered to be good.

However, the Deputy Principal said that there are areas causing concern especially at Princes Road.

The Committee, having reviewed the final version of the Report, **RECOMMENDED** that the final Report be approved by the Board at its Meeting on 4 December 2020.

ACTION: CLERK

Governor questions

Elaine Oddie congratulated the College is maintaining GOOD in Ofsted terms but she said that the SAR Appendix does not always show that, generally speaking, the direction of travel is upwards for the College. The Deputy Principal reiterated that the College is still good but has not progressed from last year, although there are some improvements in certain cohorts but declines in others. Furthermore, some achievement rates remain above National Rates but some have reduced.

It is fair to say the picture although still GOOD, is mixed.

The Principal said that an overarching risk assessment has been sent to the FE Commissioners, noting that COVID is blurring the picture. The assessment shows the core curriculum areas and their performance with a link to designated intervention areas. This will be shared with governors before the FEC visit.

The Deputy Principal explained the College approach to address this overall reduction. COVID is clearly a factor which hampers the ability to improve because it affects the way in which learning is given to students. Hence, efforts being intensified to ensure the quality of education is maintained and increase even with this challenge.

Sarah Noble said there are indications that there are intervention areas and a greater degree of urgency to tackle what needs to be done.

The Deputy Principal reiterated that there are real issues even without COVID e.g. engineering, construction and hospitality and catering and therefore action is being taken now including support for CAMS/PAMs to step up to this challenge.

Simon Drane also mentioned the issues in Engineering and Catering both within the College and with the awarding body. He also said that the vocational courses in catering and construction do not lend themselves well to remote delivery. The learners are often at a low level academically

on entry and the courses are mainly delivered through practical skill development. This has significantly impacted outcomes. New staff are being recruited (CAM/PAM levels) which will help.

The Deputy Principal said that a move towards Apprenticeships in these areas would address the practical experience issue directly.

Sarah Noble requested that, following her own and other governor observations via Teams at SAR validation meetings, it would be useful to have a fuller draft of SAR's and to include the achievement rates before attending these meetings. She was concerned about the same texts apparently being pre populated and occurring in more than one area SAR. Penny Petch said this reflected the production of training materials circulated to assist them in drafting their SAR's. It will be clarified for the future.

College Improvement Plan 2020-21

The CIP for 2020/21 was **RECEIVED** by the Committee, discussed and **RECOMMENDED** that it be approved by the Board on 4 December 2020.

The Deputy Principal informed governors that the CIP will focus on the six priorities for the College described in the Plan in detail. The senior management responsibilities for the various actions in the Plan are delineated. It provides a summary of the key actions which will continue the drive for improvement and the Committee will be updated on progress during the rest of this academic year.

The six priorities are:

- Culture to excel
- Strong and responsive curriculum
- High quality implementation of the curriculum
- Retention, achievement and progress of learners
- Subject and pedagogical expertise of teachers
- Engagement with students and stakeholders

The achievement of the priorities is framed around the different learning and teaching model caused by COVID-19 issues. It was recognised that this model represents a considerable continuing challenge for the College.

The Plan incorporates proposed KPIs to bring about improvement in 2020/21 (pages 12 to 19 of the document). These targets were discussed by the Committee, having regard to achievement in 2019/20 and a reasonable aspiration for the future.

The Committee **RECOMMENDED** that the **Plan** including the **curriculum KPI targets** be approved by the Board at its Meeting on 4 December 2020 (see also minute **686** below).

ACTION: CLERK

Curriculum Intervention Areas 2020-21

The Committee **RECEIVED** detailed documents from the Directors responsible for the implementation of the CIP – Marco Iciek (Learner Development and Inclusion), Alison Davies (16-19 Study Programmes) and Simon Drane (Adult Study Programmes). Each Director leads on an area. These plans have been reviewed by the Senior Management Team.

The Report covered the impact of **interventions in 2019/20** (Health and Social Care and Child Care) and proposals for interventions in 2020/21 (see below).

There will be a focus on maintaining improvements made in engineering and apprenticeships.

After consideration, the conclusion is that focus should be on the two poorest curriculum areas in the College – health and social care and child care and Alison Davies will lead on these areas and ensure there is a firm challenge to the curriculum staff.

Intervention will continue to February half term for both areas to address slow improvement and embed progress made

In addition, other concerning curriculum areas ('watch list') are engineering, construction and hospitality and catering.

The Plan also includes a **Theme Intervention Project** for 2020/21 which involves supporting staff as they tackle the unique challenges in the current climate associated with delivering a full curriculum to learners and apprentices. Support to staff and student is a key factor in the Project.

This will include promotion of digital learning and services and engagement with the DFE EdTech project with Harlow College.

Furthermore, there will be further development of managerial skills within the middle manager level in order to enhance the quality of their performance in managing the relentless demands and challenges during the pandemic.

Meanwhile, Simon Drane will focus on maintaining and further developing engineering and apprenticeship provision.

The Committee **RECEIVED** the Report, noting the areas identified for specific interventions during 2020/21 and that progress will be reported at the remaining two Meetings of this Committee this academic year.

685. RISK REGISTER AND KEY PERFORMANCE INDICATORS

The Principal and the Director of Information Services **PRESENTED** the updated (to October 2020) **College Risk Register** in respect of curriculum related issues, which was **NOTED**.

The VPFCs explained that the Register relating to Curriculum matters is in draft and is developmental. It is presented for the Committee's comment. It is subject to further reviews with Curriculum Directors against the data from R14 and outcomes of recent Pupil Progress Boards.

Ten generic risks have been identified for each curriculum area and the Report outlined these in detail for the Committee. Most of them relate to the College's six delivery priorities. The dartboard is constructed to embrace this approach includes a segment for each academic area. As usual, risks will be RAG rated on the dartboard.

The draft shows four RED risks in Hospitality and Construction. There are nine AMBER risks and eight GREEN – a total of 21 risks. The risks are all cross referenced to the ten generic risks noted above. It also needs to be cross referenced to the individual risk registers for each curriculum area to ensure consistency. An intervention area would logically be a RED risk.

The Senior Leadership Team reviews the Register weekly. The current full detailed Risk Register is placed on the governors' portal.

This risk approach will be further refined and considered further by the Committee in February 2021.

ACTION: DH

The Principal said that the further version of this dartboard will be referenced to the curriculum risk register. The Deputy Principal explained that the intention is to quickly recognise and identify risk. The Chair suggested that the outer cycle of the dartboard have a key to remind users of significance of areas and enable comparisons/movements to be displayed.

Debs Hurst said the thrust of the 'new' dashboard is on curriculum and quality as part of the overall risk management system.

The Director of Information Services proposed a set of **Key Performance Indicators** relating to curriculum issues (achievement, retention, attendance) which were discussed. It was felt that generally targets were both realistic and aspirational.

However, the Principal felt that the KPI for Overall attendance should rise to 88% and also the Adult Learning achievement to be amended to 92% and Apprenticeships up to 77% (same targets as last year). He did not feel, and the Committee agreed, that it is not justifiable to drop targets from last year and it seemed over cautious. The Deputy Principal and the Director of Information Services were tasked with reassessing these proposed targets before the Board Meeting, when they are to be approved.

It was also requested that future commentary sections are fully populated to improve the Committee's understanding of the context of the decisions taken around target setting and progress made.

Elaine Oddie suggested considering separate targets for Attendance between on line and face to face delivery.

The Committee **RECOMMENDED** that these KPIs be approved by the Board at its Meeting on 4 December 2020, once any revisions have been considered and made.

ACTION: CW/ME/CLERK

686. ANALYSIS OF COMPLIMENTS AND COMPLAINTS 2019/20

The Director of Curriculum, Moulsham Street presented an Analysis of the above for the information of the Committee.

A total of 12 formal complaints had been received for the year (previous year 21) and were all dealt internally in accordance with the College Complaints Policy. No complaints were escalated to the ESFA for further investigation and action.

However, it is recognised that the number of complaints is small.

In addition, 163 appeals/queries were received relating to qualification outcomes and exam results. All were dealt with following Ofqual regulations and awarding organisation guidelines, with 111 cleared by the curriculum teams in Maths and English and 52 queries referred up to the Director of Curriculum (Moulsham Street). This was an intensive process over a period of three weeks.

Only one compliant resulted in a formal complaint, which has been settled.

The College received compliments during the year concerning letters of appreciation to the College and staff for prompt attention to queries and issues, excellent support for students, outstanding commitment by teachers, outstanding support for vulnerable learners and maintenance of contact with students during the College closure period.

The Report was **NOTED**.

687. COMMITTEE MATTERS

Governor Visits (verbal)

The Clerk **REPORTED** that there had been recent visits as follows:

- The Chair had attended the SAR validation process in person with some other governors using MS Teams
- The Designated Safeguarding Governor had attended a Meeting of the Safeguarding Committee in person in early September
- The Chair has met one to one with the Deputy Principal regarding Quality & Learner issues prior to this Meeting
- Christian Norman had met with CAM for Business regarding strategies to improve attendance

The Committee recognised that future visits will be restricted due to the pandemic especially the ability of governors to participate in Learning Walks and to maintain direct contact with students.

Committee Self-Assessment 2019/20

The Clerk **PRESENTED** a Report on the Committee Self-Assessment process for the 2019/20 year.

The average grade awarded by the six governors responding was 1.81 (2018/19 1.67), which is slightly worse than last year but still represents a rating above Good.

The Committee felt that it had made a difference at both a qualitative and quantitative level in scrutinising Teaching Learning & Assessment, contributing to its long-term improvement and in generally maintaining standards.

The Committee were keen to continue receiving presentations on key curriculum areas and issues at Meetings and at Governors' Development

Days. The Clerk will continue to advise governors of any relevant external courses on curriculum subjects, which will be on line for the foreseeable future.

The Committee felt that there was a good focus on developments/actions taken during College closure. Further, they requested regular curriculum updates regarding the delivery of the blended learning model and that students receive the best possible teaching and learning.

The Committee discussed means to broaden their understanding (and that of other governors) of College activity in curriculum areas.

The following steps were **AGREED**, but recognising that the COVID constraints will hamper achievement of these matters:

- More scrutiny of student satisfaction through surveys as to the learning experience, given the changed environment in this regard (termly surveys are proposed)
- More student contact (will be difficult for the foreseeable future)
- Ensuring targets/KPIs/risk register link with College strategic planning (this is in hand)
- Learning Walks to be reinstated when it is safe to do so
- Implement Governor Champions for each curriculum area
- Invite those Champions to Self-Assessment Report validation Meetings for those curriculum areas (see also Governor visits above)
- The Chair (or another governor) to attend whole College SAR validation (this was done in October 2020)

ACTION: CLERK

Review of Terms of Reference and Compliance with Terms of Reference

Members were asked if they considered any changes were required to the Committee's Terms of Reference as part of the Self-Assessment referred to above and all replies were in the negative.

The Committee **RECOMMENDED** that the Terms of Reference of the Committee be approved by the Board at its Meeting on 4 December 2020.

The Committee **NOTED** that the Committee had complied with its own Terms of Reference during 2019/20 as evidenced by a document prepared by the Clerk for review and in the Self-Assessment Questionnaires.

688. ANY OTHER BUSINESS

There were no matters of Any Other Business.

689. DATES OF NEXT MEETINGS

Tuesday 23 February 2021 at 2 pm
Tuesday 11 May 2021 at 2 pm

There being no further business, the Meeting terminated at 5.00 pm.

Signed.....Date.....