

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
9 November 2021 – 2.00 pm**

Minutes

PRESENT: Sarah Noble (Chair)
Presley Devenny (Student Governor)
Susan Hughes
Nedas Laurinavicius (from 2.15 pm)
Amanda Montague
Christian Norman *
Paddy Reilly (till 5.00 pm)
Andy Sparks (Principal)
Barbara Vohmann

IN ATTENDANCE:

Penny Petch (Director of Teaching, Learning & Quality) *
Debbie Garroway (Vice Principal, Curriculum & Quality)
Debs Hurst (Deputy Principal, Finance & Corporate Services) *
Alison Davies (Director of Curriculum, Moulsham Street)
Marco Iciek (Director of Learner Development & Inclusion) *
Mark Emerson (Director of Information Services) *
Sarah Hamilton (Director of Business Services – minute **727** only) *
Simon Drane (Director of Curriculum, Princes Road) *
Lisa Houghton (CAM – English and maths) (minute **725** only)
Rob Millea FCA (Clerk to the Corporation)
Joanne Harrington (Assistant Clerk)
Phoebe Fuhr (Assistant to Debbie Garroway)

*All attendees attended the Meeting in person except for those marked * who accessed the Meeting through MS Teams.*

720. APOLOGIES FOR ABSENCE AND WELCOME TO NEW MEMBERS

Apologies for Absence were received from Skye Kneisler-Butterfield (Co-opted Member – Student).

The Chair welcomed four new Members of the Committee

- Presley Devenny (Student Governor) – who will serve for the remainder of this academic year. She is a level 3 year 2 Animation student based at the Moulsham Street campus.
- Paddy Reilly
- Amanda Montague (transferred from Audit Committee)

- Skye Kneisler-Butterfield (Co-opted member – Student) – who is co-opted for the remainder of this academic year. She is a level 3 Beauty student based at the Princes Road campus

The Chair noted the departure of Elaine Oddie and Natalie Devaney from the Committee as they have completed their terms of office as governors.

721. DECLARATION OF INTERESTS AND CONFIDENTIAL ITEMS

Barbara Vohmann declared her interest as a staff member at Anglia Ruskin University. She also informed the Committee that her employer has contacts with staff of Willmott Dixon.

The Clerk declared his interest as Company Secretary of Essex Shared Services Limited.

Andy Sparks declared his interest as a Director of Essex Shared Services Limited.

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.

722. URGENT BUSINESS

There were no items of Urgent Business.

723. MINUTES OF THE MEETING HELD ON 11 MAY 2021

The Minutes of the Meeting held on Tuesday 11 May 2021 were **APPROVED** and **SIGNED** by the Chair.

724. 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 2021-22 at its Meeting on 8 July 2021.

The Committee noted that a Staff Wellbeing Survey was carried out recently and was discussed at the Board Development Day on 15 October 2021. A further survey is planned shortly.

The Committee noted that the planned Performing Arts sub-contracting arrangement did not proceed due to insufficient learner numbers.

The Student Exit Survey for 2020/21 was tabled at the Board Meeting on 24 September 2021.

The Committee received an update on learner numbers in Hospitality & Catering for this year. There are only 42 learners, which is very low compared to past years and is a concern. Simon Drane commented that even the target was low for this year. He said that there is a need to review the curriculum here in the future and its financial viability. It was also noted that achievement last year was not great, and it is under AMBER review on the curriculum risk dashboard.

The Chair noted that this area was a concern last year also. The Principal commented that the College is a lead provider for this curriculum area in mid-Essex.

With regard to the development of Middle Managers, Debbie Garroway and Debs Hurst have put a programme together to support the way forward for these managers. This is starting shortly, and staff will receive a college certificate once they have completed the programme.

ACTION: DG

Debbie Garroway reported that the lower achievement levels highlighted in respect of the 2019/20 year have improved in respect of both groups in 2020/21, as evidenced in the data pack attached as an Appendix to the SAR. The 2 areas were Childcare and Hospitality, both of which were in intervention last year and both of which had improved outcomes. The Directors will monitor closely this year.

Simon Drane reported that the JTL partnership initiative is still proceeding.

ACTION: SD

The Sector Development Fund (Green Skills Agenda) bid with Harlow College did not progress, but there has been some funding acquired for professional development through FEDEC.

Mark Emerson provided an IT update following on from issues earlier this year. He assured the Committee that no student outcomes or progression routes were affected by the issue which arose because students were

accessing remotely, and work was being held on Teams. For the future, the Committee was assured that the issue is being carefully and fully managed with risk being mitigated through improvements to the network infrastructure and migration of data and information to the 'cloud'.

A fuller briefing will be provided to the Audit Committee on 23 November 2021.

Governor questions

Christian Norman said, with respect to Catering & Hospitality, that supply and demand is an issue. There is plenty of demand but students are not interested in C&H as a career due to long hours and poor pay rates.

725. ENGLISH AND MATHEMATICS UPDATE

The Committee **RECEIVED** a Powerpoint Presentation from Lisa Houghton (Curriculum Area Manager) giving an overview of delivery and progress made in relation to GCSE English and Mathematics during the past year, including two lockdown periods, and the current position regarding delivery now that the College is fully opened to students this year.

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

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

- Methodology for calculating grades for Functional Skills and GCSE (due to pandemic) – Teacher Assessed Grades
- GCSE outcomes for last year – very positive
- Functional Skills outcomes (especially Maths) not positive. In part caused by no recognition given by Government to the impact of COVID or lockdown
- Summary of current delivery position
- Challenges for this year

Outcomes were summarised in the Report with GCSE results in both English (60.3%, up 18.1pp) and maths (41.4%, up 7.4pp) increasing from the previous year and are both well above National Rates (30.7% and 20.6% respectively).

With regard to **Functional Skills** English and maths, the overall outcomes were 4pp lower in English at 60% and 21pp lower in Maths at 35% compared to last year.

An **Intervention Plan** is in place for this area and covers:

- Improving attendance and student engagement
- Improve accountability and staff performance
- Develop culture of whole College accountability
- Ensure vocational teams fully engaged with FS delivery
- Improving effective planning
- Additional support for students to build confidence for examinations and assessments
- Ensure plans in place for unexpected changes in delivery methods due to COVID19

The Committee **congratulated** the E&M team for the excellent 2020/21 results compared to past years and to most recently available National Rates. Lisa was asked to convey their thanks to the team.

Governor questions

The Clerk enquired whether class sizes were a factor in delivery of E&M, especially for Functional Skills. Lisa said that most classes are around 20 with none more than 24.

Amanda Montague felt that, if the College is inspected, this area may be seen as a weakness. Lisa said that all the evidence regarding delivery is being retained and the concerns with Functional Skills are clear including mitigating steps.

The Principal said that staffing is a struggle at present as a post COVID 19 impact and the significant increase in wage pressures being felt across the FE sector locally.

The Principal asked Lisa what is the one thing you would wish for to help with making FS improvements. Lisa was clear that the importance of CAMs taking full ownership especially in achieving student retention and interaction, was critical.

Presley Devenny said that mixed ability groups being taught together is a challenge as there is no differentiation.

Debbie Garroway stressed how important that E&M is for students generally and the College as always is emphasising that message very strongly to them.

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

726. TEACHING LEARNING & ASSESSMENT

Penny Petch (Head of Teaching & Learning) **PRESENTED** the annual Report on observation of TLA in 2020-21 and a table of actions proposed for the current year.

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

- 154 observations this year, slightly higher than last year (137) due to closure of the College during part of the year (257 observations in 2018-19)
- 70% (last year 81%) of teachers meet all 5KE (target for the year 90%). 122 teachers were observed – the rate improves if skills development expectation is removed from the data (up to 77%) – it was very difficult for teachers to demonstrate achievement of these two expectations (3 and 4) due to the constraints and challenges of on-line learning
- Key challenges and opportunities in the year explained – observing within a socially distanced environment, observations via MS Teams, agreement with UCU over observation timings, continued quality assurance of TLA, fast changing teaching environment, lack of comparison with earlier years
- Departments achieving below the College average of 77% were electrical and engineering, construction, health childcare and access, hair, English and maths and Extended Learning

Penny Petch said that Extended Learning was a particular challenge during COVID lockdowns because the needs of the cohort are much better met in a campus environment. Remote learning challenges these learners who often have complex health needs and are prone to high level of social anxiety. They also miss the face-to-face engagement and teachers being able to help the progression of the students and their development

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

- Continue to participate in the DfE EdTech Programme with Harlow College to advance digital skills for staff
- Completion of benchmark observations by the DTLQ
- Weekly face-to-face CPD sessions to be replaced by sessions via MS Teams
- Review of the workload capacity of APs to ensure development of TLA can be effectively supported

- 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

Susan Hughes asked about the number of digital innovators in College and Penny Petch said about 15/16 but there are not as many at Princes Road as Moulsham Street and this disparity does need to be rebalanced between the two campuses.

The Chair asked how much remote learning will take place this year. Penny Petch said that it is variable across the College and between curriculum areas. For example, a positive COVID test of a teacher means they have to teach from home whilst isolating. Simon Drane said at Princes Road generally remote delivery will continue in a supportive role with most delivery being on campus. Alison Davies said the College does not want the remote experience to be lost if unforeseen changes caused by the virus means that more remote learning is required in future. Having developed the skills, it is important that they are not lost with staff or students.

The Principal said Government advice is 100% tuition on site where possible.

The Principal asked if there is a problem in Construction and Penny Petch said that there is need for improvement amongst teachers in that area. This is being worked on to get a consistent standard and Advanced Practitioners are helping in the improvement process. Engineering is an area of Intervention in which T&L also needs development.

The Committee **NOTED** the Report.

727. STUDENT EXPERIENCE

This item covered the following subjects:

- Student Induction Survey (October 2021)
- Learner Voice Meetings
- Governor Champions Report
- National Careers Service
- Employer Satisfaction Survey

727.1 Student Induction Survey

The Committee **RECEIVED** a Report from the Director of Learner Inclusion & Development covering the Student Induction Survey (October 2021).

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

The **Student Induction Survey** took place recently and overall, the survey produced a positive response of 90.2%, slightly lower than last year (90.9%), although the question set is not directly comparable nor were the circumstances.

Marco Iciek, in response to a question from Paddy Reilly, reported that almost 1400 learners responded – roughly two thirds of all full-time learners. This is better than the Student Survey at end of 2020/21.

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
- Expectations around attendance, behaviour and conduct
- Student support services (including mental health)

The only area of low response was 'have you been informed about any remote learning arrangements that may take place on your course' (14% said no) and 'were you made aware of the importance and content of the Personal Development programme, including the short qualification on mental health' (11.5% said no). All other questions engendered a response rate of 90% positive or more.

The Report explained that only a few courses have remote learning as part of their delivery and affected students are being checked to ensure they are aware. With regard to PDP, this will be reinforced during November 2021 when students undertake the short qualification noted above.

Governor questions

Barbara Vohmann asked whether, where lower rates were seen in responses these could be addressed to improve learner satisfaction. Marco said that none were perceived. He felt that it may have been because the first contact experience in some specific curriculum areas were not as positive as in others.

The Chair commented that induction in Engineering and Construction was lower in positive response rates (lower 80s against average of 90.2). This

may reflect different attitudes amongst trade area students and (following a question from Susan Hughes) it was decided to explore a different way of collecting data in these areas.

He further said, in response to Susan Hughes and the Chair, that there had been a positive response in these areas to the Personal Development programme and the general Student Experience and he was hopeful that there would be a better response in the next Survey (see below).

Simon Drane said that there had been changes in staffing in these areas which may have contributed to the lower responses from trade learners.

Marco Iciek said that the next Survey is planned for December so hopefully a more positive rate will arise in the two areas above.

ACTION: SD/MI

The Principal said that Construction needs to be on AMBER watch list due to staffing issues and these response rates although it was noted that the achievement data last year was good.

Paddy Reilly asked why have responses to sexual harassment/bullying improved. Marco Iciek reported that this was due to the College's emphasis on Personal Development in the early days of students at College. This has embedded knowledge of students in this area, and they accordingly know more – see also minute **728**.

727.2 Learner Voice Meetings

The Committee noted that a Learner Voice Meeting took place on 15 October 2021 and a number of Governors attended. A substantial number of students attended – the best ever. A brief summary of discussions is included in the notes of the BDD held on that day – car parking, food and refreshments, enrichment of the curriculum offer (trips out, guest speakers), some unisex toilets, timetabling issues, IT connectivity.

Governor observations of the Meeting highlighted the following:

- Too many Colleges managers/staff present and chaired by them
- Students could have said more
- Good attendance
- Encourage the students to offer possible solutions, thereby developing the student body

Marco Iciek said a different model of engagement with students is needed perhaps through smaller 'focus' groups to build upon the clear interest being shown.

Paddy Reilly has offered to help in this development.

The Committee were advised that the next LV Meetings are scheduled for 4 February 2022 (same as BDD) and 20 May 2022.

727.3 Governor Champion Reports

The Governor Champions programme has now begun with five governor engagements thus far with three more planned shortly.

The Principal was concerned that the programme needs to provide benefit all round and not an administrative strain for the College. It was therefore agreed that the programme should be kept under close review during the rest of this year.

ACTION: DG

727.4 National Careers Service

The Committee felt that to demonstrate the Board's commitment to the NCS a designated governor for Careers should be appointed.

The Committee therefore **RECOMMENDED** that the Board identify a governor to be appointed to this position. The relevant Senior Manager will be Sarah Hamilton.

ACTION : CLERK

727.5 Employer Satisfaction Survey

Sarah Hamilton **PRESENTED** the results of this Survey for information of the Committee. The College sent 232 questionnaires to all current employers who engage with the College's Apprenticeship offer, receiving 74 responses – roughly one third.

The Survey's aims were to identify if the College recruitment and selection process is working efficiently and effectively and to ensure that employers are receiving the support and learning which they expect for their apprentices.

The overall positive response rate was 80-90% with about 10-20% providing a neutral response. The negative replies were very small – in single figures for each question.

Barbara Vohmann observed that it can be very difficult to engage with SMEs as they do not have the administrative structure (or the time) to deal with the bureaucracy involved. Sarah Hamilton said the College does all it can to help them with the bureaucracy involved but, on rare occasions, the SMEs disengage.

The Committee **NOTED** the Reports.

728. ANNUAL SAFEGUARDING REPORT 2020-21

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 (09/20)
- Southend, Essex and Thurrock (SET) Child Protection Procedures (09/20)
- 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 in either 2019/20 or 2020/21. The Ofsted inspection in December 2017 rated Safeguarding in the College as Good.

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

Marco Iciek expressed his thanks to the Safeguarding designated leads who did a magnificent job in protecting the College's vulnerable learners during lockdown.

Marco Iciek also commented on training needs for members of the Safeguarding Team which could not happen during 2019/20. However, this has been rectified during 2020/21 and the Report gave details of training and refresher training undertaken by the Safeguarding Team, including the designated Safeguarding Governor, Susan Hughes.

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 9 (last year 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 334 (last year 327). Both last year and this year were much lower than the total of 467 in

2018/19, reflecting the fact that, due to COVID-19 lockdowns, the College was closed for part of each of the last two years.

33% (last year 34%) of these issues (109) were referred to the safeguarding lead for enhanced assessment and intervention, the remainder being dealt with within the curriculum teams. Thirty-three 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. For 2021/22, there will be more specific focus on sexual harassment and bullying following the recent Ofsted Report in this area.

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. The College also focused on student wellbeing (127 students sought help) and provided active mental health support when needed to students (54 referrals during the year).

The Committee noted that there had been 97 safeguarding alerts raised under mental health and self-harm of which 30 required more intensive support and monitoring.

Key issues for the Safeguarding Committee have been identified as:

- The establishment of a revised electronic reporting system
- New student mentor system
- Use of additional student mentors to help the processing of school transfer of record files
- Use of NHS Trust MHST to continue to offer development opportunities to enable staff to offer support learners better
- Successful delivery of personal development themes related to mental health and wellbeing to support learners
- Achievement of Gateway Level 1 Award in Mental Health and Wellbeing

The Committee **RECOMMENDED** that the Report be approved by the Board at its Meeting on 10 December 2021.

729. SELF-ASSESSMENT & IMPROVEMENT

Self-Assessment Report 2020-21

The Committee **NOTED** that all Governors were provided with a copy of the draft College Self-Assessment Report for 2020/21 at the Board Meeting on 24 September 2021. 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.

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 Vice Principal, Curriculum & Quality 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. The VPFCS highlighted in her covering Report the key achievements for the year and the areas of concern. Overall, achievement data for 2020-21 is GOOD overall, with most levels of delivery at or above the latest National Rate (which is two years out of date due to the pandemic).

However, the VPFCS said that there are areas causing concern, which have been graded 3 in the SAR, namely English and Maths, Art and Design and Media, Engineering and Employment and Skills. Improvements in Functional Skills in English and particularly Maths, are very challenging.

The Committee noted that, following validation, Apprenticeships (employment and skills) are now graded 3 mainly due to drop in 16-18 achievement although overall Apprenticeships whilst 9 pp lower than last year are still on the National Average.

The Committee noted the strong involvement of a number of governors in attending SAR curriculum area validation sessions online and in providing feedback to the VPC&Q. They were very supportive, and staff welcomed their involvement.

It is fair to say that the picture cross-College, although still GOOD, is mixed in some areas.

The Committee, having reviewed the final version of the Report, **RECOMMENDED** that the final Report be approved by the Board at its Meeting on 10 December 2021.

ACTION: CLERK

Governor questions

The Principal made the point that the achievement rates have improved during the year compared to 2019/20 in the majority of areas.

College Improvement Plan 2021-22

The CIP for 2021/22 was **RECEIVED** by the Committee, discussed and **RECOMMENDED** that it be approved by the Board on 10 December 2021.

The VPFCs 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 towards Outstanding 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 2021/22 (pages 12 to 19 of the document). These targets were discussed by the Committee, having regard to achievement in 2020/21 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 10 December 2021 (see also minute **730** below).

ACTION: CLERK

In response to Paddy Reilly, Mark Emerson explained that the targets will be regularly monitored, and forecasts provided of expected outcomes. Debbie Garroway said that the Senior Management Team will monitor sub-plans designed to achieve good outcomes in each curriculum area,

including examination preparation leading to success, proper Schemes of Work and appropriate teaching strategies.

In response to the Principal, Debbie Garroway and Mark Emerson explained that the proposed target for the percentage of students with above 80% attendance in English & Maths of 55% reflects an attempt to give a better idea of those who achieve above 80%. It was agreed that the ongoing commentary on KPIs needs to highlight areas of attendance which are not meeting the target and why and improve the detail given in the commentary to clarify the data for Governors

Nedas Laurinavicius said it was important that timetable planning for English & Maths encourage and facilitates attendance – E&M should not be just an add-on to vocational study and teaching.

Curriculum Intervention Areas 2021-22

The Committee **RECEIVED** a Report summarising the areas of intervention for 2021-22, which have been reviewed and approved by the Senior Management Team. These areas are grade 3 provision from the SAR for 2020-21.

The areas are:

- Engineering and Electrical
- English and Mathematics (FS Maths)
- 16-18 apprenticeships
- Creative Design and Media

In addition, the Committee felt that Construction should be an area on AMBER watch this year, based on discussions during this Meeting.

The intervention areas arose from the SAR validation process where quality was below expectation and outcomes below target, accepting that the pandemic has had a significant impact on these areas.

The Report also provided a detailed summary of progress to date in addressing these areas of concern, especially where progress is proving difficult.

The Report also covered the Next Steps to ensure continued progress in these areas:

- Sharing Plans with all relevant senior and middle managers and teachers to ensure ownership of the Plans and the intended outcomes

- Progress against the Plans and impact of the actions will be regularly reviewed in College
- The stabilisation of the management team in Engineering at Princes Road
- Updating the Action Plan for 16-18 Apprenticeships

Debbie Garroway informed the Committee that all the staff involved in the Intervention Areas are fully supportive of the Plans made for intervention and committed to their success.

Governor questions

Amanda Montague asked about monitoring of the intervention areas and Debbie Garroway said that all departments have their own curriculum plans, which are recorded on a central system. Directors engage with departments on progress and KPIs will be used to measure impact.

The Chair sought assurance regarding the nature and quality of the Action Plans in place and Debbie Garroway explained that the targets are very specific with people taking ownership of delivery under the supervision and scrutiny of Directors SD or AD.

The College will need to ensure students are properly prepared for examinations, where this is the primary assessment tool (e.g. Functional Skills), using a standardised approach. The Principal reinforced this approach.

The Committee **RECEIVED** the Report, noting the areas identified for specific interventions during 2021/22 and that progress will be reported to the Chair and at the remaining two Meetings of this Committee this academic year.

730. RISK REGISTER AND KEY PERFORMANCE INDICATORS

The Deputy Principal, Finance and Corporate Services and the Director of Information Services **PRESENTED** the updated (to October 2021) **College Risk Register** in respect of curriculum related issues, which was **NOTED**.

Thirteen risks have been identified for all curriculum areas and the Report outlined these in detail for the Committee by area. The dashboard reflects a segment for each academic area, RAG rated.

The draft shows two RED risks in Engineering and Electrical and Construction, both relating to vacancies of staff. There are seven AMBER risks and three GREEN – a total of 13 risks. The four Curriculum intervention areas are all AMBER risks (minute **729** above).

In addition, management have identified the following emerging risks for 2021-22:

- Mental health and well-being of students
- Awarding of QTAGs for GCSE studies in 2020-21 is demonstrating that there are a number of students with significant gaps in learning
- The impact of COVID and corresponding staff sickness and the ability to cover all classes (which may sometimes need to be online)

The GREEN risks are 'watching briefs' covering T Levels and a new Programme Unit Coordinator for Extended Learning. Consideration is to be given to including Catering and Hospitality on the Risk Register given the lower number of learners this year and whether it is a viable area economically (notwithstanding results last year were good).

The College's T Level bid (£805K investment) has not, thus far, been successful and representations had been made to the local MP and the Skills Minister on why approval has not been given. The lack of funding will cause serious difficulties financially. Debs Hurst was thanked for trying to get a successful bid.

As noted under Matters Arising, poor recruitment and achievement in Hospitality & Catering means that this area will be added as an AMBER risk to the dartboard.

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

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.

The Committee **RECOMMENDED** that these KPIs be approved by the Board at its Meeting on 10 December 2021.

ACTION: CLERK

731. ANALYSIS OF COMPLIMENTS AND COMPLAINTS 2020/21

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

A total of 11 formal complaints had been received for the year (previous year 12) 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, 26 appeals/queries were received relating to qualification outcomes and exam results. All were dealt with following Ofqual regulations and awarding organisation guidelines, and all were cleared.

The College received compliments during the year concerning letters of appreciation to the College and staff for excellent support for students, exemplary students (from external visitor), outstanding commitment by teachers and staff going above and beyond to help a student during a difficult time.

The Report was **NOTED**.

732. COMMITTEE MATTERS

Committee Self-Assessment 2020/21

The Clerk **PRESENTED** a Report on the Committee Self-Assessment process for the 2020/21 year.

The average grade awarded by the six governors responding was 1.6 (2019/20 1.81), which is better than last year and represents almost midway between Outstanding and 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, now that they have resumed. The Clerk will continue to advise governors of any relevant external courses on curriculum subjects, which look like being online for the foreseeable future.

The Committee felt that there was a good focus on developments/actions taken during College closure.

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

- More scrutiny of student satisfaction through surveys and learner views generally as to the learning experience
- More student contact (in hand)
- Ensuring targets/KPIs/risk register link with College strategic planning

- Implement Governor Champions for each curriculum area (in hand)
- Governors to attend College SAR validation Meetings (this was done in October 2021)
- More information on employer engagement and apprenticeships generally
- FE sector developments especially regarding curriculum/student issues (BDD)
- Governor visits and Learning Walks (in hand)

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 10 December 2021.

The Committee **NOTED** that the Committee had complied with its own Terms of Reference during 2020/21 as evidenced by a document prepared by the Clerk for review and in the Self-Assessment Questionnaires.

733. ANY OTHER BUSINESS

There were no matters of Any Other Business.

734. DATES OF NEXT MEETINGS

Tuesday 22 February 2022 at 2 pm
 Tuesday 17 May 2022 at 2 pm

There being no further business, the Meeting terminated at 5.10 pm.

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