

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
17 May 2022 – 2.00 pm**

Draft Minutes

PRESENT: Sarah Noble (Chair)
Nedas Laurinavicius
Amanda Montague
Christian Norman *
Paddy Reilly
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)
Simon Drane (Director of Curriculum, Princes Road)
Rob Millea FCA (Clerk to the Corporation)
Joanne Harrington (Assistant Clerk)

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

750. APOLOGIES FOR ABSENCE AND WELCOME TO NEW GOVERNOR

Apologies for Absence were received from Susan Hughes, who is on leave of absence from the Board.

Presley Devenny (Student Governor) was absent.

The Chair welcomed Peter McKerchar to the Meeting as an Observer. He has recently been appointed to the Board.

751. DECLARATIONS 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 were made.

No **confidential** items were notified.

752. URGENT BUSINESS

There were two items of Urgent Business.

- Subcontracting (see minute **761**)
- Risk register: Business Law Travel & Tourism

The Principal said that there were still concerns relating to Business despite the intervention plan instituted in January. It is responding too slowly to the improvements needed, especially with regard to the progress of students. The Committee **AGREED** that this curriculum area should become a RED risk (currently AMBER) immediately on the Curriculum Risk Register.

753. MINUTES OF THE MEETING HELD ON 22 FEBRUARY 2022

The Minutes of the Meeting held on Tuesday 22 February 2022 were **APPROVED** and **SIGNED** by the Chair.

754. MATTERS ARISING

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

Regarding the development of Middle Managers, Debbie Garroway and Debs Hurst have established a programme to support the development of these managers, focusing on curriculum intent. Since last reported six sessions have been delivered on various topics to help develop the ability of these managers to support and lead their staff, manage performance of staff and manage relationships with stakeholder

and employer satisfaction. Staff will be asked for their feedback to inform the programme for the future.

A College certificate is to be issued on completion of the programme alongside celebrating success during PD week at the end of the summer term.

Simon Drane reported that **the JTL partnership initiative** is still in progress with them. It is looking very positive regarding a strategic partnership for plumbing.

Finances are still being discussed but there is a longish time frame (5 years) till it breaks even. It is planned that a cohort of 16-18 learners will start in September.

The Chair asked at the last Meeting about the Catering curriculum and its future. Debbie Garroway referred to the draft Curriculum Plan for 2022-23 (Agenda item 10) and explained that this curriculum area is not offered by any other provider locally and it is intended to be continued in 2022-23. A review of the curriculum for 2023 will take place early in the new academic year.

Debbie Garroway reported that there is confusion over the future of BTEC qualifications. The Government has not taken any action or responded to the sector's concerns regarding, in particular, the fact that some students will not be suitable for the new T Levels. BTEC qualifications are presently due to finish in 2024/25 so there is limited time to plan effectively for new intake of students. The Committee noted that it is not the Government's intention to fund BTEC qualifications in the future once T Levels are in place (in areas where there is an overlap with current provision).

In the absence of Susan Hughes (on leave of absence), Jenny Beaumont attended the Safeguarding Committee Meeting on 11 May 2022. Jenny provided a written Report to the Clerk and it is summarised in minute **759.3**.

All other Matters Arising are dealt with elsewhere in this Meeting.

755. PRESENTATIONS FROM CAMs IN INTERVENTION AREAS

The Committee **RECEIVED** six Powerpoint Presentations from Curriculum Area Managers in respect of the designated 2021-22 Intervention Areas, with key points summarised below:

Engineering & Electrical

Engineering

Presented by Mark Johnson:

- All indicators are pointing in right direction
- Attendance around 90%
- Projected achievement excellent
- Targets of the intervention plan have proceeded well – only two AMBER areas

Explained what has not worked well for intervention (legacy work, staff bit aggrieved about highlighted areas in the plan, staff not always feeling they got the right information to complete tasks)

What to do in the future – involve staff in SAR process, implement staff development, take greater ownership of the course planning and design

In response to the Principal, Mark said that good communication, staff felt valued, excellent leadership and good attendance data had made the difference.

In response to the Chair, Mark said there remained some students that need special attention and motivation. Online tests are a continuing challenge

Electrical

Presented by Simon Drane

- Worked well – very reactive development of exam skills and mock assessments, good change in staff attitude

Not worked well – interim staffing arrangements inconsistent, reliance on delivery of staff from outside the CAM area

What would be done differently – review sequencing of delivery between theory and practical work skills

Outcomes looking reasonable – most levels above National Rates – attendance could still be improved as it is below College average and KPI target for the year

In response to Christian Norman, it was agreed to include the numbers of students on tables of data so that the significance of % rates can be judged - proportionality

Christian Norman thought that attendance is not good and close to 'requires improvement'. It was agreed that attendance needs to be an

area of continuing focus and that it is impacted by variable/poor attendance at English and maths

16-18 Apprenticeships

Presented by Sally Gatrell

Forecast to year end of achievement and retention is very sound and better than last year

Worked well – highlighting the vulnerability of the student cohort, teaching exam skills and completion of mock assessments, closely monitoring learner absence, well planned EPAs to enable first time passes to be achieved

Worked less well – lack of staff experience leading to inconsistent approach, relying on outside delivery staff, inconsistent use of study skills support

What would be done differently? – all cohorts to participate in Learner Voice (they have not done so in the past), pushing best practice throughout the department, consistency to be followed, closer monitoring in some areas to ensure employers meet delivery standards.

In response to Christian Norman, Sally said very good attendance which is now being incorporated on the College data – there are 128 students in this cohort

Paddy Reilly asked why have some students backed out of apprenticeships – Sally said often for financial reasons. There is more money to be earned in employment compared to apprenticeships. Unfortunately, students often do not plan their education for their future careers – it is only a minority of students making this decision, but it is of concern

Creative Design & Media

Presented by Jordan Barzoukas

- Intervention was primarily concerning retention and this has been tackled. Progress is demonstrably good (89.6% on average)
- All interventions now rated GREEN
- Predicted achievement is 87.2%

Worked well – timetabling to front load practical work and this has increased interest by learners early in their programmes.

Worked less well – tackle of School TAGs (post pandemic poor entry levels of students), students not used to the structure of delivery

Do differently in the future?

Changing the title of the current Final Project to Personal Project portfolio and this is designed to lessen the pressure for results at the end of their programme

Maths (Functional Skills)

Presented by Lisa Houghton

- Driven by FS poor results last year
- 57 Actions, of which 18 are GREEN, 31 AMBER and the balance of 8 are RED 4 and 4 not due/started
- Areas of concern are highlighted and still of concern, mainly caused by low attendance at exams
- Staffing issues still a challenge but being met

Worked well – improved focus, improvement in accountability and attendance in some curriculum areas

Not worked well – inconsistencies in some curriculum areas and limited impact on attendance in some curriculum areas

Do differently in the future? Visibility of assessment trackers showing year in progress, introduce half termly operational meeting with CAMs to ensure ownership and accountability, matrix timetabling to encourage and facilitate attendance (Paddy Reilly said learners commented often on timetabling at Learner Voice Meeting)

Future steps:

- Utilise GCSE teachers to deliver FS cross College
- Fill the full-time maths teaching post
- Review of timetabling and introduction of timetabling grid (response to student complaints)

Christian Norman said the focus is clearly on attendance and this should be clear to all teaching staff and to students. They should be challenged on success of attendance.

The M&E strategy is undergoing an overhaul by Lisa ready for the new academic year

Nedas Laurinavicius said it is important for the future that CAMs know what they are expected to do and that they are part of a whole team to

achieve the best for students. This was agreed by Debbie Garroway, who will monitor their progress and ensure that there is a cultural shift

Alison Davies said that the low achievement is endemic in the sector especially locally and Chelmsford College is better than most even though in itself it is recognised that this is not good. It is not helped by the fact that it is exceedingly difficult to recruit good maths teachers.

Business & Leisure

Paul Redford

This area had been placed in intervention from 4 January 2022 as all KPIs in that area were giving cause for concern. It is now rated as a RED risk (see minute **752**).

- Improving picture but has some way to go
- Considered now to be a RED risk
- Projected achievement is 76% compared to 86% last year
- Retention has declined by 3pp to 90%

72 actions in the Plan of which 26 are complete, so still a lot of work to be done

Worked well – improve the culture in the team, better team ethos, improved working environment, communication through the department, better planning and general curriculum delivery.

Not worked well – the overall student experience has not yet improved, attendance still poor, need to improve leadership and management within the curriculum area and increase employer engagement

Steps for the future – encourage students to engage with the Learner Voice and discuss course content with them, staff rigour around attendance, better planning to identify at risk learners (in response to the Chair and PR)

The Principal asked if the success predictions been over pessimistic and whether the department was hedging their bets because of student doing resits. Paul acknowledged that the predictions were conservative.

The Principal said it was disappointing that Business is in Intervention as this has never happened before since the department performed generally well in the past. In answer to the Principal, Paul confirmed that there will be no remote delivery next year.

Amanda Montague asked about the quality of exam preparation for students and Paul said that this is being addressed with the students through mock exams and online training examples. Christian Norman felt that the department should have a wider discussion with other departments to ensure exchange of views and best practice

The Chair asked for reassurance for the Committee, that the leadership for the area was able to make the necessary changes to ensure rapid and sufficient improvement through the intervention plans given.

The **Intervention Plans** in place for each of the areas continue to cover:

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

The Committee **RECEIVED** the Reports and **THANKED** the CAMs for their presentations and answering Committee questions.

756. TEACHING LEARNING & ASSESSMENT

Penny Petch (Director of Teaching, Learning & Quality) **PRESENTED** a Report on observation of TLA so far during 2021-22 and a table of continuing actions proposed for the remainder of the current year.

Penny also provided verbal updates on T Levels and on Teaching & Learning generally.

The key points of the **TLA Observation Report** were:

- 140 observations this year to date, the same as at this point last year and higher than 2018-19 (last comparable year 2018-19)
- 76% of teachers meet all 5KE (target for the year 85%), a better level of progress to date compared to 2018-19, when it was 69%. Once optimised, 89% of observations meet all 5KE
- Changes to the observation policy in December 2021
- Addition of the holistic profile to the progress review system
- Four curriculum areas have met EOY targets already
- Three curriculum areas below College average of 76% (Electrical, Sport and Public Services and Construction). The latter three may improve by the end of the academic year

- Key developments in the year explained – new observation policy, PDDs, Advanced Practitioner and mentor support (drawing on experiences in other Colleges) and the introduction of the How2 platform

Governor Questions

The Principal asked Penny which curriculum area is of most concern - these are electrical and construction where there are also staff recruitment difficulties

Penny believes that the overall position looks good but does not seem to match with current difficulties in student attendance. Penny commented that the teaching style is different post COVID therefore some observations not at as high a level as before pandemic. This needs to be addressed next year – there is a need to avoid too much post pandemic reversion to talk and chalk teaching and ensuring the teaching style is more creative and therefore engaging for students.

Construction may well need to be an intervention area for next year as there are several key points of some concern which add up to an overall area of weakness – this was agreed (mentioned by Chair, Principal and Vice Principal, Curriculum & Quality).

In answer to the Chair, Penny said the key focus for next year is redoubling efforts to recruit high quality staff into the College, but the recruitment market is limited and extremely competitive.

757. ATTENDANCE, RETENTION AND PREDICTIVE OUTCOMES 2021/22

The Director of Information Services presented a **Report** on achievement, retention, progress and attendance so far during 2021-22, which includes predictive outcomes. The Report was accompanied by several detailed data tables.

The key points of the Report were

- The Report compares the above data against College targets, outturn for last year and most recent National Rates (2018-19)
- Detailed data tables were provided to the Committee for review – 16-18 students, 19+ students and by department
- Retention is 1pp up on last year for 19+ and 2.8pp down on last year for 16-18 learners (but higher by 2.1pp compared to 2019).

Last year's figures were affected by national lockdown so the comparison with 2019 is considered more appropriate

- Outcomes for 16-18 learners are 0.6pp below the outturn last year and 3pp below the College target. There are many learners in each curriculum area who are being retained but are at risk of not achieving – these learners have all been individually targeted in order to reduce this gap
- Outcomes for 19+ learners are 5.3pp above last year's predicted outturn in May 2021 and above last year's final outturn by 0.8pp – however, the picture at each level is mixed
- Student attendance continues to be a challenge especially at Levels Entry, 1 and 2 and continues to be adversely affected by English and Mathematics and tutorial lessons
- Learners receiving Higher Needs funding and Looked After Children and Care providers are making good progress

The data in the Report provided more detail to the Committee members and covered data regarding learners' progress against their respective Target Achievable Grade, which is reviewed every six weeks. Currently, the progress varies considerably between curriculum departments and is lower than in previous years.

It is likely that the impact of lost learning is responsible. The ability of students to readjust back to face-to-face learning, as well as over inflation of GCSE grades in some cases, is resulting in some learners struggling to progress as expected.

Mark Emerson said that trend data has been difficult to compare with pre-pandemic experience. He acknowledged the data did present a mixed picture and it is affected by E&M performance.

Governor questions

Barbara Vohmann felt that the relatively weaker Level 2 position could be affected by the schools in the local area and their influence on which pathway individual students pursue.

The Principal said that Level 2 and Level 1 are the key areas of weakness (attendance, projected achievement and retention) compared to the other levels of College students. There needs to be more work done to try and identify why Level 1 and 2 are weaker than other levels and address those issues for the future.

The Committee **NOTED** the Report.

758. ENGLISH & MATHEMATICS

The Director of Curriculum, Moulsham Street (Alison Davies) **PRESENTED** a Report giving an overview of the current position and progress made against the formal intervention plan.

The intervention plan covers all aspects of Maths and English delivery – GCSE and Functional Skills. There are 47 actions, of which 5 are RED and 14 are AMBER.

The Paper explained the definition of each action – a WHITE action, of which there is one, means that it is not due to start or not yet started.

The Committee was provided with full detail of the projected achievement rates for both FS and GCSE. Some levels show progress but there remain areas of concern, illustrated in the data tables provided, principally Level 2 GCSE for 16-18 and 19+ learners for both English and Maths and Entry level FS for all students except 19+ English.

Alison said that the last two years of performance have dropped behind achievement in 2018-19. At that point it would appear the College got the right balance in delivery and in encouraging students. This experience needs to be replicated for the future. The engagement of curriculum areas is vital to the success of E&M performance, but the picture is not consistent. Post pandemic there has been a loss of engagement from some parents as well as from learners.

The key objectives of the **Intervention Plan** remain as follows:

- Improve accountability and staff performance in FS Maths
- Develop whole College accountability for M&E
- Ensure vocational teams fully engaged and have ownership of the progress, which in turn is reviewed by all CAMs and Heads of Departments
- Highly effective planning
- Improve attendance and engagement in FS Maths
- Additional support for students to build confidence and provide examination preparation
- Students enrolled on right programme
- High standards of quality assurance
- COVID19 planning (if needed)

Alison explained the **immediate actions** being taken to improve outcomes.

The Committee were also informed of the staffing position, which is positive as all staff are experienced and well qualified. All staff have met all 5KEs during observations.

Taking account of points raised by governors, the Committee felt that all CAMs must clearly own the strategy to improve E&M performance alongside their vocational commitment. Clearly, the pandemic has had an impact on both staff and students in this area. Staff need the appropriate management support to generate improvement.

The Committee **RECEIVED** the Report.

759. STUDENT EXPERIENCE

This item covered the following subjects and was presented by the Director of Learner Development and Inclusion:

- Learning Voice Methodology for 2022/23
- Learner Voice Report (25 March 2022 Meeting)
- Governor Champions Report (presented by the Chair)

759.1 Learner Voice Methodology

The Committee **RECEIVED** a Report from the Director of Learner Inclusion & Development summarising the planned development of the learner experience next year.

The Plan intends to provide a better holistic structure of support. It takes account of the Education Inspection Framework, discussions with Colleges which have been inspected post-COVID, feedback from staff and students from focus groups.

There are six 'threads' to the strategy:

- Learner Progress Programme (to monitor academic progress and progression generally)
- Personal Development Programme (to aid students in their development)
- Curriculum delivery (enrichment and preparation for adulthood and the world of work)
- Enrichment programme (to enhance life experience for learners)
- Employability and WREX experiences (to develop readiness for work, skills and improve opportunities)
- Learner Voice process (to exert positive influence of College life and experience)

Learners will have an entitlement document, commencing in Induction Week, to provide an holistic approach to life at College and to enable progress to be monitored and positive influences provided to learners.

Full details of how these 'threads' will work in practice were explained in the detailed Report.

There is a large programme of activities for 2022/3 for encouraging and hearing the student voice, which was itemised in the Report.

The Plan reflects student and staff comments and some dissatisfaction which student groups have expressed. There is a real demand for change to the approach.

It is important that the Plan is embraced by the Curriculum Teams to enhance and deliver a good student experience.

Governor questions

In response to Paddy Reilly, the Committee was assured that the proposed Plan and its various elements is going to be properly resourced and the College budget for 2022/23 will reflect the expected need.

Paddy Reilly said that the focus must be on the learner experience – Marco Iciek said the Progress Tutors will be charged with liaison with students to deliver the Plan and its component parts. In addition, the College is to return to a week-long initial induction for students, which will embrace the Plan and how it will work for them individually.

759.2 Learner Voice Report

The Committee noted that a Learner Voice Meeting took place on 25 March 2022 and were provided with a summary of the matters discussed. Paddy Reilly attended as a Governor representative and his observations are covered in the bullet points below. He also felt that, after a slowish start, the Meeting 'came to life' with a lot of thoughtful and confident contributions. This augurs well for the future role of LV Meetings.

There were 26 students present at various levels and from various curriculum areas. Nine staff plus one governor also attended.

A range of issues were discussed covering, in summary, the following

- Campus issues e.g. food pricing, seating provision
- More mental health support
- Some rooms with variable Wi-Fi
- Increased security on College sites
- More outside shelters
- Timetabling anomalies (quite a lot of concern here)

- Student first aid training

Paddy Reilly made three further observations for future consideration:

- Greater openness and positivity by the College leadership on actions arising from learner comments
- Considering a learner chairing (or co-chairing) a future Meeting to give students a greater degree of ownership of the process
- Include a Teams option, if practicable, to enable students not on campus on the Meeting date to participate, e.g. apprentices

The Committee were advised that the next LV Meeting is scheduled for 27 May 2022.

In addition, Marco advised that the LV Meetings are now supplemented by a series of focus groups on a smaller scale in order that students can express their views and concerns more confidently. These groups occur at **both campuses**, to recognise the differences in learners at the two sites, and in **subject specific areas**. They cover, inter alia, maths/English, PDP, sexual harassment, mental health and the College anti-bullying policy.

759.3 Governor Champion Reports

The Governor Champions programme has now begun and twelve governors have made visits to the College.

A short questionnaire has been prepared for governors to complete to highlight issues and observations during their visits. Once completed, these will be collated by Debbie Garroway and the Chair of the Committee.

At the suggestion of the Clerk, it was agreed that

- The collated and summarised Reports be presented to the next meeting of this Committee on 8 November 2022
- There should be a short session at the Governors' Development Day on 14 October 2022 (say 30 minutes) on governor visits to include a summary of what they have observed and any key themes emerging. It should also provide a short training briefing on learning walks for governors (repeating the practice pre-pandemic). The session should include feedback and observations from Senior Management on how the Governor Champion process is working for them.

It was noted that Peter McKerchar will become a Governor Champion for Business Development, working with Sarah Hamilton, the Director of Business Services.

In the absence of Susan Hughes from the Board, Jenny Beaumont attended the Safeguarding Committee Meeting on 11 May 2022 and supplied a written Report to the Clerk – key points:

- Greater involvement of CAMs in encouraging learners
- Integrated Mental Health and Well Being strategy for 2022-23
- New PREVENT update
- New system for 2022-23 to record bullying and harmful sexual behaviour
- Learner confidence if they report harmful sexual behaviour to the College (underreporting)
- Diverse Gender Identity policy to be updated
- Staff awareness of radicalisation and how to report it

760. CURRICULUM PLAN 2022-23

The Vice Principal, Curriculum & Quality **PRESENTED** the **first draft** of the Curriculum Plan for next year. The final Plan will be presented to the Board Meeting on 7 July for formal **APPROVAL**.

ACTION: CLERK

The Deputy Principal reminded the Committee that the Plan is driven by the College Strategic Plan and the plans for each individual academic department. Generally, it is an internal document to apply Intent and Implementation and it is shared with outside stakeholders when relevant.

It details new initiatives for next year (and beyond) and demonstrates the linkage between the curriculum offer and the skills needs of the local community, through a summary of primary curriculum drivers. The new initiatives are detailed on pages 9 to 13 of the Plan and cover all types of learners.

Debbie Garroway stressed the proposed initiatives concerning T Levels and the substantial cost which will flow from their establishment. In response to concerns raised by the Chair regarding the future of Hospitality and Catering and lack of curriculum innovation in this area, Simon Drane reported that he is examining some opportunities to expand the provision in this area, especially apprenticeships.

The Chair also commented that the Plan had little mention of Higher Education and Higher level Apprenticeship provision planned by the College in the future – it currently is a very small area of provision.

The Clerk noted there was mention in the Plan of the Skills and Post 16 Education Act 2022, recently enacted, and the Committee recognises the possible impact on delivery of courses that may arise once the LSIP for the local area is set up and adopted by stakeholders. At this stage, the possible impact is not known.

760.1 Enrolment Targets and Learner Recruitment 2022/23

Mark Emerson reported on the current position regarding recruitment for next year.

There is currently a decrease in applications for 2022-23 compared to last year – down 2.5pp, about 50 students. It is difficult to judge the conversion of applications into actual enrolments. However, good retention is likely given the number of learners from this year, which was the best year for recruitment by the College ever, who will be encouraged to go forward and progress onto other programme levels next year.

The Committee asked what is the reasonable expectation for next year's enrolments, based on knowledge thus far. Mark said that the College should be able to maintain enrolments for next year at the same level as for this year and thus maintain the increased income levels on the lagged funding basis, for 2023-24 compared to the allocation for 2022-23. It is not unreasonable to think there could be a small increase.

More definitive figures will be available for the Budget Working Party to be held on 22 June 2022.

The position was **NOTED**.

761. SUB-CONTRACTING ARRANGEMENTS 2021-22

The Principal **ADVISED** the Committee that Qube Learning are unable to fulfil the full value of the contract with them for this year, which had been previously approved by the Board in December 2021. They expect to deliver only £70K value of the total contract of £200K.

Accordingly, the College has negotiated further sub-contracting to bridge the difference and the **Board have approved by email resolution earlier this month** that arrangements be made with Learning Curve, a well-known and well-regarded contractor. Due diligence is currently being carried out.

Approximately half of the work to be done by Learning Curve will be in mid Essex and the rest in the wider Eastern Region. The Principal said the College might choose to use Learning Curve wholly in the future for sub-contracting.

The final arrangements with Learning Curve will be confirmed in the Board Meeting on 7 July 2022.

ACTION: CLERK

The quality of provision with both contractors will be closely monitored through

- Regular operational meetings
- Visits to check existence of learners and their eligibility for funding
- Lesson observations
- Internal Audit review as required by the ESFA

As a result, the College believes that there is strong assurance that the work will be carried out to a high standard.

The Committee **RECEIVED** the Report.

762. MONITORING OF COLLEGE IMPROVEMENT PLAN 2021-22

The CIP Monitoring Report for 2021/22, updated to May 2022, prepared by the VPC&Q, was **RECEIVED** by the Committee.

The Report itemised actions agreed, RAG rated, according to progress to date and the predicted outturn.

There is one RED issue relating to limited teaching observations of remote learning, however there is little such learning now occurring.

There are 14 issues rated AMBER and 10 rated GREEN – the final prediction is that five issues will move from AMBER to GREEN.

The key areas where concerns remain are:

- Review of the learner experience (see minute **759.1** for next year's plans)
- Attendance generally
- Intervention areas – Business, FS Maths and Electrical

The Report also itemised next steps to ensure continued progress (section 3 of the Report).

As noted earlier in these minutes, Business is now a RED risk. It was agreed that this change does not change the overall AMBER rating for areas in Intervention, on the grounds of proportionality, which are summarised on Page 1, item 1 of the CIP, as all other intervention areas are progressing well.

763. RISK REPORT AND KEY PERFORMANCE INDICATORS

The Deputy Principal, Finance and Corporate Services **PRESENTED** the updated (to January 2022) **College Risk Register** in respect of curriculum related issues, which was **NOTED**.

Ten 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.

There are now two RED risks -the intervention area for FS maths and Business, which is referred to earlier in these minutes. The other intervention areas for this area are rated AMBER or GREEN.

There is a continuing risk for the future in respect of the mental health and wellbeing of students across all academic areas and it is expected that this will require more resources next year. The budget will reflect this requirement.

The Report also referred to other risks:

- T Levels – a T Level in Childcare will not be pursued from September 2022 due to low demand
- T Levels – the need for internal resources in hand to drive implementation of T Levels over the next two to three years
- Recruitment of LSAs is improving following the review of zero hours contracts and implementing salaried posts, if possible

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 presented a Report on progress against the agreed **Key Performance Indicators** relating to curriculum issues (achievement, retention, attendance), which were discussed. The following areas were highlighted:

- Students not making progress on or above their TAG
- Overall attendance (81% against target of 85%)
- Predicted performance at all levels for 16-18 and 19+ learners slightly below last year's outturn and the KPI. For adult learning and high needs learners, the prediction is that they will outturn above target, but slightly above actual achievement last year
- Staff turnover (23%) above target but expected to fall back to target (18%) by the end of the year
- The area of most concern is level 2, including GCSE maths and English, which is still a challenge to ensure attendance by learners

- Retention is 2pp lower than last year but higher than 2019 (last year pre-pandemic)

However, all measures are either rated AMBER or GREEN, even though there are some issues as noted above.

764. COMMITTEE MATTERS

The Clerk **TABLED** a Schedule of Meeting dates for 2022-23 and an outline Schedule of Business for next year for information of the Committee.

In addition, the Clerk **TABLED** the Committee Self-Assessment Form for 2021-22 and asked that it be returned as soon as possible, so that the Clerk can prepare a Self-Assessment Report before he retires.

765. ANY OTHER BUSINESS

There were no other matters of Any Other Business.

766. DATE OF NEXT MEETING

Tuesday 8 November 2022 at 2 pm.

There being no further business, the Meeting terminated at 5.40 pm.

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