

**CHELMSFORD COLLEGE
QUALITY AND LEARNERS COMMITTEE
TUESDAY 8TH NOVEMBER 2022 AT 2.00PM**

Draft Minutes

PRESENT: Sarah Noble (Chair)
Amanda Montague
Paddy Reilly
David Warnes (Principal)
Barbara Vohmann

IN ATTENDANCE:

Debs Hurst (Deputy Principal, Finance & Corporate Services)
Alison Davies (Director of Learner Development & Inclusion)
Mark Emerson (Director of Information Services)
Simon Drane (Director of Curriculum, Princes Road)
Fiona Chalk (Interim Clerk to the Corporation)
Joanne Harrington (Assistant Clerk)
Jo Styles (Director of Curriculum – Moulsham Street)
Sarah Hamilton (Director of Business Services)
Debs Hurst (Deputy Principal Finance and Corporate Services)

FORMAL MATTERS

767. APOLOGIES FOR ABSENCE

Christian Norman, Peter Mckerchar, and Paulo Chaffey.

768. DECLARATION OF INTEREST AND CONFIDENTIAL ITEMS

No new interests were declared. Existing interests are: Barbara Vohmann as a staff member at Anglia Ruskin University, Debs Hurst in her role as a Member Representative on the Essex LGPS Advisory Board, and David Warnes as a Director of Essex Shared Services Limited.

769. URGENT BUSINESS

None.

770. TO APPROVE MINUTES OF THE MEETING HELD ON 17TH MAY 2022

Governors asked if there is any Staff feedback on Curriculum Managers development – what is the impact?

Impact is the CAMs are working more closely together and with English & Maths. Student outcomes in some areas show there has been significant impact. The views of staff on the impact made, to be reported to the next Q&L.

Action: DH to report on staff views of the impact of CM development.

The minutes of the meeting of 17th May 2022 were approved as a correct record.

771. MATTERS ARISING

Governor Champion update: The governor champion form, guidance, and list to be put up on the governors' portal.

Action: FC to forward governor champion documents to JH to put on the governors' portal.

Sub-contracting update: a proposal from the Skills Network has been received. The ESFA have been notified and their guidance is sought as to whether this should be a sub-contractor or partnership model. Governors stated that there is some urgency to having this matter resolved. The matter was raised at the FEC meeting this week.

Action: DW to pursue the ESFA for a swift response to the query on sub-contracting model with Skills Network.

TO DISCUSS AND APPROVE

772. LEARNER EXPERIENCE

- Presentation – learner experience strategy

An update was given against the strategy launched in Sept.22 which shows the 6 strands of the learner experience. The presentation is filed with these minutes. An explanation was given on the 6 strands:

1. Learner progress tutorial
2. Personal Development Programme
3. Curriculum delivery & Business Support
4. Enrichment Programme
5. Readiness to Work
6. Learner Voice

The analysis of the learner induction survey was presented, showing a 60% response rate, with an overall positive response at 92%. The breakdown showed an improvement of majority scores against large year's survey. Question of the week survey results were also noted.

Governors asked:

What about part-time learners and apprenticeships? There is a booklet provided for apprenticeships. Both groups are given opportunities to engage through the student engagement team, and there is promotion around the college, on social media, and via student Teams groups. There is recognition that more needs to be done to measure engagement of students who are part-time and on apprenticeships.

Do students grasp the concept of study programmes as opposed to simply completing a qualification? Full-time learners have a good understanding of this and their attendance at personal development activity demonstrates this. Attendance is monitored constantly.

With clubs and societies, is there an equal take up for males and females? This has been a historic issue, with female take up being lower.

Action: AD to review and feedback on the male/female split in clubs and society membership

Governors suggested that there needs to be a follow up question added to when there is a negative response to a question. More analysis on each area needs to be undertaken to look at levels of engagement and then focus resource appropriately.

There is some negative response to the question on knowledge of their assessment method? Is it the right question given there are lots of different methods. Yes, and the reasons for the negative responses will be followed up.

• **Employer Satisfaction Survey**

This is for apprenticeships in the last academic year.

Key issues:

1. Historically feedback has been gained from FE Choices by ESFA. This stopped pre-pandemic and has not started. The college now has its own survey. Going forward, the digital apprenticeship service is the place where employers can now go and leave feedback. 70 employers have reviewed the college, showing 4 stars, and Chelmsford College is noted as a Good provider. Employers can use this to measure providers who they may want to engage with. This will be duplicated with learners, allowing them to give their feedback.
2. The College sent out a questionnaire to 191 apprenticeship providers. About 35 responses were received which was lower than expected. Employers will be prompted to complete the form. The purpose is to gain greater insight about the achievement of the student, how the employer understands the apprenticeship standard, the skills that need to be gained, and to ensure the link between on and off the job requirements are clear. The commentary shows more information is needed on assignments and exam dates, which would better support end point assessment achievement.

This questionnaire is being used as part of the SAR and improvement plan for this year.

What about other employers outside of apprenticeships? The industry placement team will carry out a survey of about 200 other employers to seek their views.

Are the induction processes with employers proactive enough? Yes, employers have said so. Communication can be increased and needs to go wider. Feedback from employers also takes place on a weekly basis with tutors and employers.

Have we had to end a relationship with an employer due to issues students have raised? Yes, we do. There are not many, but this is measured and feeds into whether the college works with a particular employer.

Some of the questions are yes/no, so not testing enough questions – there is potentially some bias in the questions which should be reviewed. In addition to the questionnaire, staff will be phoning employers to get more nuanced information. This is planned in January.

- **Stakeholder update (verbal)**

An audit on stakeholder engagement has been carried out over the last 3 months with CAMs - who the stakeholders are and what the relationship is with them, and where support is required for staff to better engage. Events with stakeholders are planned to match stakeholders to curriculum areas to all for knowledge exchange. These are employers, the LEP, the Council, and they will receive presentations from college staff around skills needs, the college offer, and potential skills gaps. This dialogue will help the local skills needs mapping and inform curriculum development.

Governors ask:

Is there a briefing statement for Ofsted on skills need? Yes, this will be written to accompany the new stakeholder engagement strategy. The FE Commissioner's review has quite a significant piece on stakeholder engagement that could be used to help drive this work and be a baseline for the college to work with.

Action: SH to Invite governor champions to these stakeholder events.

An update to be given to next Q&L on 21st February following the knowledge event.

773. TEACHING LEARNING AND ASSESSMENT

- Annual Report on TL&A

Key challenges and opportunities as coming out of the pandemic were noted. The approach to the observation process and how this has been changed was discussed, including the 5 key expectations to be achieved at phase 1 and how this is followed up.

It was noted that some of the comparisons are not matching like for like due to the pandemic.

- Observation update 22-23 (TalOS)
75% of staff achieved all 5 key expectations in phase 1 and 94% in phase 2. All teachers were observed at least 1. Only 2 areas did not meet their targets, which was due to 1 person from each area that did not meet the standard.

The recommendations for improving T&L were noted, and how these feed into the college development plan.

Governors asked:

If a staff member does not meet 5 key areas, when do they go into a performance management procedure? Depends on the individual circumstances – whether it is a capability issue, or a personal issue, etc.,

Is there a link between resignations and greater expectations of standards? There is a wide range of reasons why people are resigning and not necessarily a link. Does performance management mostly involve long-standing staff or is it more likely after induction, which might demonstrate that it is not functioning as it should? Trying to

get staff to perform back to pre-pandemic levels of standards is a struggle, as in the pandemic, it was more about do your best. Is there external validation of TaLOS grades? There used to be external validation and this will be brought back as part of quality improvement.

The 5 key levels of the standard is the basic level and should external validation confirm this is the right model as it has been running for a number of years now? Lesson observations are now changing, and Ofsted class visits are focused on students rather than staff, so staff are keen to bring this process up to date. Staff carrying out observations are experienced Ofsted inspectors, which brings an element of external validation.

The Observation team observe their own area and cross-college, with cross college carrying out observations in the second phase to give greater independence so staff are not being observed by their line manager. However, it is recognised there can be benefit from having subject matter expertise in the room, hence why some staff are observed by their line managers.

14 observations have been carried out so far this year; 50% met all 5 key observations. These observations were of new or underperforming staff. 73 will be completed by the end of January.

774. ANNUAL SAFEGUARDING REPORT 2021/22

Governors noted:

- A total of 457 incidents were reported, up from 344 in 20/21. 154 learners are being supported by college counselling resources, up by 27 learners from last year. No safeguarding referrals were made for 14-16s. One allegation was made against a member of staff that was not substantiated
- All staff training and policies remain up to date.
- Partnership working undertook safeguarding activity.
- There was no prevent referrals.
- Learner mentors have been a struggle to recruit to. Mental health practitioners have offered panels to CAMs needing support
- Transition back to face-to-face learning remains a challenge and the impact of lockdown on young people's mental health and their adjustments back into the classroom continues to impact
- Positive responses to Do you feel safe? Was 95%

The actions being undertaken were noted and that further investment in safeguarding training is taking place.

Harmful sexual behaviour training is to be undertaken by governors.

Action: AD to arrange for governor training on harmful sexual behaviour to be undertaken

Governors asked:

Is the resource sufficient and how are well staff managing this increase in reporting? Restructuring of the team has taken place, and some investment has been put into

the team. There has been a review of capacity and the college has upskilled staff, and this will continue. This upskilling of staff will likely lead to more reportable incidents as staff awareness of issues is raised.

The reports show there are peaks of times when there are greater incidents. Governors requested this be further analysed to ensure resources are allocated appropriately and additional support brought in if necessary. It is noted that proportionally, a higher number of issues concern those in care or recently left care. This will be further investigated.

775. SELF-ASSESSMENT AND IMPROVEMENT

- **Self-assessment report 2021-22 (portal) – Appendix attached (6.1)**
- **Draft College Improvement Plan 2022-23 – (6.2)**
- **Curriculum Intervention Areas 2022-23 – (6.3)**

Significant drop in outcomes in 2 areas was noted. Where attendance is poor, it is reflected in outcomes. The summary data shows a small drop of 2.4% in 16-19s. For apprenticeships and 16-18s, there is improved achievement. For 19+ and 24+ there is a drop in achievement.

The curriculum areas of intervention are noted, along with the outcomes for those areas. The national grades were noted as being historic, due to Covid. New national rates will be received in March 23. For apprenticeships, the national rates this year have dropped by 10%, partly due to more rigorous assessment due to the new apprenticeship standards, the impact of covid and inflation of grades in the non-exam years, and also study programmes now have more exams at the end.

Governors expressed concerns about drops in level 2 and level 3, but understand the reasons behind them. Level 2 has been a historic issue and it was noted as being disappointing that this continues to remain an issue.

Pro-active time tabling is about ensuring staff can be available to always cover. Consistency of staffing remains a problem in some areas such as electrical, and there are still vacancies with temporary staff in post. Last year's staff have stayed, and their impact to date is positive.

Governors noted effective planning and sequencing of curriculum is a problem, queried why this continues to be an issue, and why doesn't this issue appear in T&L reports? Planning for understaffing is now more proactive. There are staffing issues across different areas and there is a growing culture that staff need to be flexible to replan according to the staff skills available at any given time, taking into account the newness of staff in some areas.

The Quality Improvement Plan actions are noted. Governors noted that the data is presented differently to the SAR and queried if it has to be in that format? The format has been carried forward from previous iterations. Governors requested it be reviewed and presented in an easier format for governors to digest, drawing to the front what the priority areas are.

Action: ME to review the presentation of QIP data to governors.

Governors requested progress to be reported to the next meeting on the rag-rated areas.

Governors noted the Intervention Plan, which showed details on staff vacancies sickness absence. Actions for contingency cross college to support these areas, was noted.

Action: All Governors: Governor links to note areas of intervention and incorporate them into visits to triangulate this report.

TO RECEIVE AND NOTE

776. RISK MANAGEMENT

- **Risk management and dartboard – curriculum (7.1)**

The 4 areas of intervention were noted. On the risk dartboard, it was apparent that apprenticeship sign up in a timely fashion, needs to be improved. AEB delivery is a risk until details on the partnership/sub-contractor is confirmed, and provision is delivered by Easter. A curriculum review of hospitality will be undertaken, looking at viability, attendance, and behaviour.

Governors stated there have been historic viability issues with hospitality. Are there business opportunities here? The college has pursued business opportunities in the past but have not found a viable model. Skills needs need to be revisited to make this provision more targeted at current needs. Marketing and communication to look at other qualifications such as T Levels rather than BTecs in some of these areas. The T Levels are being sold now for next September, with people applying now. Due to legislation, colleges can now get into schools to reach students and parents to talk about T Levels, which may help strengthen this area.

- **Key performance indicators 2021-22 (outturn) and 2022-23 (proposed) including recruitment 2022/23 (7.2)**

Governors noted:

- Targets are detailed in the SIP.
- The format of the KPIs on retention, achievement, attendance, presented to governors, have been reviewed as they've been fairly static for a few years.
- KPIs will show 3-year trends, national benchmarks, and targets, with some commentary.
- It is proposed to show tracking on data compared to the previous year to give context.
- Members agreed commentary is helpful and the data does give better context to risk levels and actions required.

ACTION: The committee agreed to trial the new reporting format. Governors stated any data presented should be data in the format that the college is already using, to prevent creating extra work for staff.

777. ANALYSIS OF COMPLAINTS AND COMPLIMENTS 2021-22

Governors noted that complaints are still very low, and 100% were dealt with in the required 10 days. 5 related to students not being accepted on their course.

778. COMMITTEE MATTERS

- **Committee Self-Assessment 2020-21 (9.1)**
- **Review of Terms of Reference and Compliance with Terms of Reference 2021-22 (9.2)**

Noted and actions agreed.

779. ANY OTHER BUSINESS

In the interests of sustainability, papers should be sent by electronic means only, with the exception of the Chair, who can receive a paper copy.

780. DATE OF NEXT MEETING

Tuesday 21st February 2023 at 2pm

Tuesday 16th May 2023 at 2pm

There being no further business, the Meeting terminated at 16.45

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