



**MINUTES of the Meeting of the Education Committee
held on Thursday 30 March 2023 at 11.00
via remote participation**

<p>Members present: Annamarie Douglas Susanna Lawson Kathryn Skelton Mark Smith</p> <p>In attendance: Tom Fogden Tina Götschi Chris Payne Jacky Gearey</p>	<p>External Member/Chair External Member External Member CEO</p> <p>Dean for items 3.4, 3.5, 3.7, 3.8, 3.10, 3.11 and 3.12 Principal for items 3.4, 3.5, 3.7, 3.9, 3.11 and 3.12 External consultant for item 3.3 Clerk</p>
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Quorum 2 members

Items		Action by
	<p>Apologies for Absence 1. Steven Stanley – out of the country There were no other apologies.</p> <p>Declarations of interest There were no declarations of interest.</p> <p>Opening of meeting The Chair opened the meeting at 11.05 and welcomed Chris Payne who was giving a presentation on accountability planning</p>	
3.1	<p>Minutes of Previous meeting The committee approved the following as accurate records of the meeting held and the remote decision issued: 1. Minutes of the meeting held on 14 November 2022 2. Remote decision request issued 30 November 2022</p> <p>Resolved that the minutes were an accurate record of the meeting held 14 November 2022 and the remote decision issued 30 November 2022</p>	
3.2	<p>Matters arising from above (if not covered by the agenda) Item 2.4(ii) how to present the QTLA targets set by staff so that there is clarity about what areas are good and those identified for development and improvement. Covered by the agenda. Closed Item 4.8 - to provide information on short courses for all future meetings – covered under item 3.10. Closed</p> <p>All other actions had been closed off and there were no further matters arising.</p>	
3.3	<p>Accountability Planning Chris Payne explained the requirement for the Board to sign off on the newly brought in accountability agreement which replaces the current funding agreements, and which allows the College to focus on its individual contribution to deliver outcomes needed nationally, regionally and locally referencing Local Skills Improvement Plan (LSIPs) and the Skills Act 2022. The dashboard presented was explained namely that anything RAG rated as amber or red is to be addressed in the accountability plan</p>	

	<p>otherwise if solely green then concentration will be on the curriculum plan. It is anticipated that going forward Ofsted would look at the plan in an inspection.</p> <p>As the timelines for the first draft and then Board sign off are tight due to scheduling of meetings, it was agreed that the finalised draft should go to the Education committee in June for scrutiny before going to the Board for sign off in July. It was noted that as the draft should be submitted by 31 May that Department for Education (DfE) would need to be advised of the delay in submission of the final version In July. The CEO said he would be notifying DfE.</p> <p>Discussion followed on who would be the nominee in charge of this plan, whether it was aligned to the College SAR, who was leading the LSIPs in the area and the amount of work that would need to be done to complete it. The CEO advised that the draft would have been brought to this committee meeting however the recent Ofsted inspection had delayed this.</p> <p>The Chair and committee thanked Chris Payne for his comprehensive presentation.</p> <p>Resolved that</p> <ul style="list-style-type: none"> (i) the Accountability planning was received and noted by the committee (ii) the finalised draft to be reviewed at the next Education meeting 19 June 2023. (iii) CEO to advise DfE of the delayed submission date <p>Chris Payne left the meeting at 11.27</p>	
3.4	<p>Safeguarding and Prevent Report</p> <p>The Chair asked that the report be taken as read and asked the Principal and Dean for highlights.</p> <p>Sixth Form</p> <p>The number of students being supported by the safeguarding team has gone down slightly. The three Attendance and Pastoral Officers and their work is contributing towards improving attendance and punctuality. As a result attendance has gone up. Students are learning about Prevent Duty and other safeguarding topics including Misogyny and violence against women and girls through PSHE curriculum. The Committee wanted to thank Malini Sarkar as the DSL who has recently decided to leave the College for all her work on this. The Principal confirmed that she was the interim DSL for the sixth form</p> <p>Apprentices</p> <p>The Dean is now the DSL and both he and his deputy have both retaken their Level 3 safeguarding training this month. Mandatory training for safer recruitment in education, UK data protection and cyber security is being rolled out to the apprenticeship team.</p> <p>The Chair asked about the Ofsted inspection process on safeguarding and prevent generally. The feedback was that the processes were very robust. The Chair wanted to express the committee thanks on the work that Malini Sarkar had done on safeguarding whilst at the College.</p> <p>Prevent</p> <p>No concerns raised.</p> <p>Resolved that the Safeguarding and Prevent Report was received and noted by the committee</p>	
3.5	<p>Learner Assessment Processes and Tracking</p>	

	<p>Sixth Form - Year 12 - Cohort 7 (2022-2024)</p> <p>The Principal briefly described the two assessment streams which were going on with the February reports showing progress towards target grades, It was noted that students were underperforming, and teachers have plans in place to support students. April revision sessions will be held for all A levels and attendance will be mandatory for all students. The Chair asked about the low value added scores which the Principal explained were old scores. The underperformance of the students was explained partially due to some disruptions in the teaching staff, but also some of the student cohorts are small, one underperforming student can change the score dramatically. Asked how Ofsted viewed this, the Principal confirmed that the inspectors were really interested in what the students went on to do and this came through well, confirming that the impact was good. Further discussion then followed on what needed to be done to improve the value added scores and the support to be provided to new teachers.</p> <p>Apprenticeships</p> <p>Learners continue to make strong progress on all their modules with the pass rate at 98% once retakes were taken into account. This month 66 learners graduated with a BSc degree, of which 23 having gained a first class degree (34%) and 34 gained a 2:1 class degree (52%). The current VAR is 83% but this will change depending on how many of the remaining apprentices graduate but should not drop below 80%. The revalidation of the degree with the Open University (OU) was currently finishing and will change the structure of the degree impacting the tracking of learners e.g. there will be 4 not 6 modules per year and the pathway will be chosen in year 2. The Chair asked about the progress on this with the Dean confirming that the submission has been made. For information the CEO advised that the OU is increasing its scrutiny of the College as the apprenticeship numbers have increased. The Chair wanted to know what type of support the College was giving the students and the Dean explained that the assessment rubric (a scoring guide that assesses and articulates specific components and expectations for an assignment) needed to be more specific against the assignment mark. The Committee then discussed the use of AI in plagiarism with the Principal providing assurance that this was covered (a link to a policy covering this was provided), furthermore there had been a recent presentation to students on the use of AI.</p> <p>The Chair and committee wanted to congratulate the Dean and staff on the excellent results detailed above.</p> <p>Resolved that the Learner Assessment Processes and Tracking update for Sixth Form and Apprenticeships was received and noted by the committee</p>	
3.6	<p>Progress NCG Recommendations</p> <p>The CEO provided an update on the progress of the NCG recommendations following the NCG peer review in June 2022 which covered the top priorities for both the sixth form and apprenticeships. The Quality of Education (QofE) Improvement Plan presented links through to the College's Continuous Improvement Plan (CIP) by taking specific priority areas that will be addressed in the 3 CIP 12-week 'Sprints' that happen each year. The CIP also included wider areas for improvement for the sixth form and apprenticeship programmes e.g. addressing staffing issues, new software role out, etc. The QofE Improvement Plan will now be used to drive sustained improvement in the quality of Teaching Learning Assessment (TLA) to 'Outstanding' in the coming years and ensure the QI systems and processes are embedded effectively and driving improvements in all areas and subjects of TLA.</p> <p>The Chair said that this was a good framework and that it would be useful to have external reviews especially covering the knowledge skills and behaviours' aspects.</p>	

	<p>CEO advised that NCG are to comeback in 2024 and that through OneFile there would be better embedding of the skills and behaviours aspects. Feedback through NCG and Ofsted had shown that assessments/feedbacks and CPD are focal. Of note was the lack of consistency in teaching staff which was a critical issue and due in the main to salaries. Teachers were leaving the College to go to schools where the salaries were noticeably higher. Even the Dean commented that although recruiting from universities was easier, many lecturers although they are technically strong do not prioritise teaching, and this again leads to inconsistent experience. On a positive note the CEO said the technical skills coach was more settled however this role did not encompass teaching.</p> <p>Resolved that the update on the Progress NCG Recommendations was received and noted by the committee</p>	
<p>3.7</p>	<p>KPI Performance</p> <p>The paper was taken as read with the CEO going through the numbers for the committee.</p> <p>For the Sixth Form, the main focus was to progress students through from the application stage to the assessment centres. Even though the number of female applicants was currently high, historically this dropped in enrolment. The number from low income background had also increased which was noted.</p> <p>Sixth Form onto Ada apprenticeships, this was still very challenging. It required a lot of one on one time to support the application process which was not as transparent as the UCAS system.</p> <p>For Apprenticeships, the Dean advised that Legal and General had moved its enrolment to the autumn.</p> <p>The Committee asked why a large number of students dropped out from the assessment centres especially girls. As the assessment centres are held on Saturdays. It was thought this be a contributing factor to low enrolments. The Chair suggested that perhaps the word 'assessment' centre was off putting and commented that several colleges used 'guidance events. Additionally the Principal said that the girls often apply to a variety of institutions and hedge their options, picking their preferred choice once they have their grades.</p> <p>Resolved that the update on KPI Performance was received and noted by the committee</p>	
<p>3.8</p>	<p>Ofsted Reflections</p> <p>The Dean as the Ofsted nominee lead gave an overview of the recent inspection. Ofsted had endorsed the position statement and their feedback reflected that leaders had a good understanding of the progress made since the previous inspection in 2018 and the NCG peer review. No provision in the inspection was designated as requiring improvement.</p> <p>The main reflection areas for leaders were around the better 'Implementation' of Quality of Education. It was this area and as a consequence the Leadership and Management category, that had specifically affected the overall rating. Personal Development and Behaviours and Attitudes were both graded as outstanding. Unfortunately there were inconsistencies in the quality of teaching compounded by the churn of staff and the lack of experienced teachers and managers, and these were a major contributor to driving improvements in this area. Currently the College is concerned that this will undermine efforts to improve and ensure greater consistency in TLA. The Principal said that the A Level results were not high enough and the in-year dropout rate between Year 12 to 13 was high, but the College believed that it has the systems and processes in place to address the internal QI of TLA.</p> <p>Finally, though Teacher and Lecturer (and Skills Coach) CPD was perceived by</p>	

	<p>Ofsted to be of a good standard, a more consistent, holistic and focused approach to staff development to help drive improvements in TLA was needed and to be better articulated, funded and monitored by the leadership team.</p> <p>The Chair and committee wanted to thank the whole team for all their work and the grade received.</p> <p>Received Ofsted Reflections were received and noted by the committee</p>	
3.9	<p>23/24 planning - Curriculum</p> <p>The Chair said that this item was about phasing and timing of the new courses. The Principal whilst talking about A Levels and T-Levels, spoke about the associated funding elements. Pearson the provider of the BTEC courses, has already acknowledged that these courses will cease to be funded from 2025/26 entry and are focused instead on promoting their T-Level offering (Digital, Production, Design and Development), whilst reducing their suite of BTEC Computing courses to a single A-Level equivalent course for validation from 2025/26. Adding the Digital T-Level to the BTEC Extended Diploma in Computing rather than replacing it would be a pragmatic step allowing the College to test the market for the Digital T-Level, develop the course specific curriculum knowledge and adapt teaching to its structure. The area for concern is the inexperience of the team.</p> <p>The Chair asked the Principal to provide an updated summary on the questions posed in her paper covering:</p> <ul style="list-style-type: none"> • The introduction of the Digital T-Level in 2024/25 • When to introduce A-Level Computer Science, 2024/25 or 2025/26 • Structure the overall curriculum offer over two distinct courses without a common course core as at present • Structure of a common timetable • The effect of removing BTEC course combination on entrance requirements • What will be the full course offer in 2024/25, 2025/26 and 2026/27 <p>Resolved that:</p> <p>(i) 23/24 planning - Curriculum was received and noted by the committee</p> <p>(ii) Principal to provide an updated summary on questions posed</p>	
3.10	<p>Update on short courses</p> <p>The Dean provided a brief update saying that a total of 20 pre-apprenticeship courses in Manchester and London to over 500 participants had been delivered. The College was focusing on working with partners to better target key groups and ramping up the number of courses in Q1 of 2023 whilst meeting diversity targets for the grant. The Delivery Lead's current priority is to update the CRM system to better track participants, identify key themes for target groups and tailor activity for them. This will improve reporting on multiple metrics.</p> <p>There were no questions.</p> <p>Resolved that the update on short courses was received and noted by the committee</p>	
3.11	<p>Learner progression and destinations – also covered under 3.5</p> <p>Sixth Form University Applications</p> <p>Forty Seven students (90%) have applied to universities via UCAS. Whilst apprenticeships are the preferred progression destination, to date only one student has an offer from ARUP. The College is supporting students with their apprenticeship search and applications.</p> <p>Apprenticeships</p>	

	<p>Of the 202 learners that have graduated or left the programme, the College has information for 84% of them with 71% remaining at their apprentice employer, 91% are in the tech sector and 98% are employed.</p> <p>Resolved that the Learner Progression and Destinations Report was received and noted by the committee</p>	
3.12	<p>Learner Views: surveys and student representation groups feedback Sixth Form - the Principal updated the committee on the development around the student voice. This term's feedback was completed on 23 March, so data was not yet available. Apprenticeships - the module delivery has had consistent feedback during this last quarter. Asked if Ofsted covered this, the CEO said that there was a lot of positive feedback from both students and employers.</p> <p>Resolved that Learner Views: surveys and student representation groups feedback were received and noted by the committee</p>	
3.13	<p>Academic Board Minutes The CEO apologised for the omission of the minutes due to a technical issue. It was noted that going forward the terms of reference needed to be shared and updated, and that Dr Geoff Stevenson was to become the Chair of that board. The Chair said there might be some steer from the OU regarding the requirement to have an Ada governor on the Board. The CEO said he would find out.</p>	
3.14	<p>Any Other Business None</p>	
3.15	<p>Items to be taken forward to the Board for information: 1. Ofsted Reflections</p>	
3.16	<p>Dates of the next meetings for 2022-23:</p> <ul style="list-style-type: none"> • 19 June 2023 at 16.00 	
	<p>Close of Meeting Meeting closed at 13.21</p>	