



**Minutes of the Standards Committee meeting held on Monday 24<sup>th</sup> February 2020 at 5pm**

**GOVERNORS PRESENT:** Mary Mamik, Chair  
Andrew Cropley, Principal/CEO  
Kate Truscott  
Melanie Stirland  
Jane Hawksford

**ALSO IN ATTENDANCE:** Maxine Bagshaw, Clerk to the Corporation  
Matt Vaughan, Vice Principal: Curriculum & Quality  
Diane Booth, Assistant Principal: Quality & Standards  
Louise Knott, Vice Principal: Communication, Engagement & Student Experience  
Ian Frear, Interim Assistant Principal: Construction & Engineering  
Nikki Slack, Assistant Principal: Health, Education & Service Industries  
Jane Fishwick, Assistant Principal: HE, Academic, Digital, Creative & Professional Studies

		<b>ACTION by whom</b>	<b>DATE by when</b>
<b>1</b>	<b><u>DECLARATIONS OF INTEREST</u></b>		
	The Chair reminded governors present to declare any interests that they may have on matters to be discussed. Standing declarations were noted.		
<b>2</b>	<b><u>WELCOME, INTRODUCTIONS &amp; APOLOGIES FOR ABSENCE</u></b>		
	Apologies were received from Jen Hope, Andrea Morrissey, Mark Williams, Spencer Moore and Steve Sutton.		
	Round table introductions were made and Ian Frear and Kate Truscott were welcomed to their first meeting.		
<b>3</b>	<b><u>MINUTES OF THE MEETINGS HELD ON 15<sup>TH</sup> JULY, 24<sup>TH</sup> SEPTEMBER and 25<sup>TH</sup> NOVEMBER 2019</u></b>		
	The minutes were reviewed and it was agreed that they were an accurate record of discussions.		
	AGREED: to approve the minutes of the meetings held on 15 <sup>th</sup> July, 24 <sup>th</sup> September and 25 <sup>th</sup> November 2019.		

Signed : \_\_\_\_\_  \_\_\_\_\_ Chair Date: 23/04/2020

There were no matters arising.

#### 4 **ACTION PROGRESS REPORT**

The Committee reviewed the action progress table and an update was given in relation to:

- Line 2 – the QIP is now in the new style and to be discussed later in the meeting.
- Line 3 is complete.

#### 5 **SELF-ASSESSMENT REPORT 2018/19 & QIP 2019/20**

The Vice Principal: Curriculum & Quality introduced this item and his detailed report. He explained that the SAR for 2018/19 had been rewritten so that it aligns with the EIF rather than the CIF. He confirmed that this was reviewed and approved by the Board on 13<sup>th</sup> February, given that the submission deadline was 14<sup>th</sup> February. He confirmed that the QIP has been updated and that it will be a continuous review process throughout the year.

In terms of the changes, he advised that behaviour and attitudes and personal development have now been split out to align with the EIF. He explained that they were considered together as one grade under the CIF. He confirmed that there were no significant changes other than this, and provided assurances that the grades align with the November 2019 agreed position. He confirmed that behaviour and attitudes was considered to be 'good', and it was noted that attendance ended the year at 87% in 18/19.

When considering the QIP, he explained that this document articulates the actions taken regarding the five key areas. This is updated on a month by month basis and tracks the improvements.

It was noted that the Board specifically commented upon the high number of red RAG-rated items. He explained that, whilst a lot of actions have happened, the impact is not yet evidenced, therefore the RAG-ratings remain high.

In relation to the SAR and the QIP, he confirmed that the college has taken a self-critical and insightful approach. He described the leadership and management QIP as a 'work in progress' and confirmed that, in the next iteration, actions required will be added.

As an overview, he confirmed that the areas requiring most improvement are:

- Apprenticeship provision
- Maths and English
- Teaching and learning

VP C&Q

April 2020

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The Committee considered the data tables provided in the SAR and expressed concern in terms of the percentage of high grades for English and maths, it being the case that they are low and have diminished since the 17/18 position.

The Committee felt that the format of the QIP was helpful, but asked whether it was possible to show the trends through the use of arrows, as is done with the risk register. A challenge from the Board was that whether or not the college is improving needs to be very clear to see. They asked that the QIP reflect the good work that is being done, and felt that it was important to articulate the green shoots and the positive indicators.

The Committee queried the position in relation to the yellow highlighted text. It was explained that the college is very near to getting this data and this will be the actual versus intended destinations.

One Governor present questioned the language used in the SAR, for example, references to 'most' and 'too many'. She questioned whether it was possible to quantify this in numbers so that it is easier to understand in terms of the proportion. The Vice Principal indicated that 'most' would usually refer to between 85% and 100%. He agreed, where possible, to include numerical values, although it was acknowledged that this would be harder in terms of the bigger picture, with the 'overall position' being a challenge to quantify.

The Vice Principal expressed the view that the QIP gets to the heart of what really matters to the college. The Committee accepted this, but indicated that it was really important, where possible, to be able to measure the trends.

AGREED: to note the content of the updated SAR for 2018/19 and the QIP for 2019/20.

## **6**      **DATA SUMMARY TABLE**

The Committee's attention was drawn to pages 8 to 11 of the SAR, which set out the main summary of education and training data.

AGREED: to note the content of the update provided.

## **7**      **ENGLISH AND MATHEMATICS EPOR**

The Vice Principal introduced this item and drew governors' attention to his detailed report; he also circulated an English and maths progress check data sheet. He confirmed that the college had just completed its first deep dive in to maths and English through a learning walk. Staff had the opportunity to look at learners' work and identified a sample of 80 to

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review. He confirmed that the deep dive shows that the college is still not where it needs to be, but that there are some green shoots in terms of:

- CPD
- Support
- Strong teacher recruitment in English.

The Committee considered the data provided and noted:

- 16-18 year olds' GCSE English progress indicators – the percentage +1 grade is 29% and +2 grades is 10%. The data has been extrapolated and, whilst still not good enough, does show it is improving, i.e. 40% are improving their grades (albeit that 60% aren't). The Committee agreed that KPIs that report on impact are critical: they therefore asked that the +1 grade and +2 grades be used as a KPI.
- 16-18 year olds' GCSE Maths progress indicators show +1 grade at 16% and +2 grades at 1%. It was explained that students who come to the college are starting from such a low base; however, only 17% have improved, which shows the extent of the piece of work required.

VP C&Q

Feb. 2020

In terms of the outcome of the deep dive, a concern for the senior team is the timely provision of learners' work when requested, i.e. availability, marking, feedback evidence. He expressed the view that it should have been really easy to provide timely information, but this was not the case. Weekly staff training is taking place in relation to the known areas for improvement, but there is still significant work to do.

One Committee member questioned whether there was any positive impact from the joint work undertaken with Leicester College. The Vice Principal expressed the view that some teachers really benefitted from the joint arrangement, but not enough. The college has not seen the movement anticipated and it was noted that the project finished in December 2019. There is scope for the two colleges to continue to work together informally. Sitting alongside this, the college has agreed an arrangement with Chichester College: this is for staff who really need to look out externally and see what others are doing.

A question and challenge from the Committee was in terms of how the college compares to others. The Vice Principal indicated that, in relation to English, the college is not far from the norm and is improving quickly and will do even more so when new staff appointed start. Maths continues to be a significant issue and the college is struggling to recruit. The Principal indicated that it may be necessary to look at the pay strategy for maths, however, the college is generally considered to provide good rates of pay. This college pays less than schools, as do other colleges, therefore this gives an uneven playing field.

The Vice Principal indicated that the college was looking to develop and

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grow its own talent eventually and is looking to use maths A-Level students as mentors. There are also NTU relationship options going forward.

The Committee made reference to paragraph 3.3 in the report and the decision taken to disband the maths intervention team. They questioned and challenged whether this decision could be revisited, given the demonstrable positive impact recorded.

AGREED: to note the content of the update provided.

## 8 16-19 STUDY PROGRAMMES REPORT

The Vice Principal introduced this item and drew the Committee's attention to the detailed report. He explained that English and maths are treated separately, although they are part of the study programme. He confirmed that the study programme has a range of strengths and weaknesses, including:

- The large majority of subject areas effectively promote the importance of work-related learning and ensure that learners acquire the industry specific knowledge, skills and behaviours that are essential to enable them to achieve their career ambitions.
- The large majority of subject areas ensure their learners, where appropriate, improve their understanding of the demands of employers and relevant industry by making sure the learners conduct meaningful work experience with relevant employers.
- As a result of good information, advice and guidance, almost all learners studying on the right course at the right level stay in learning and progress, at the end of their course, to a higher level of learning or further training (such as an apprenticeship) or employment.
- Most teachers enable their learners to acquire good practical, vocational knowledge and skills to a good standard
- Not enough teachers ensure their learners acquire even more complex theoretical knowledge, embedded in their long-term memories, and apply such knowledge fluently and consistently.
- Not enough teachers use assessment to enable learners to consolidate and use knowledge proficiently to gain, extend, and improve their skills.
- Not enough learners improve their English and maths skills.
- Too many learners on level 1 courses and some level 2 courses/study programmes have teaching that is particularly top heavy, with hundreds of hours of theory at the expense of more practical hands-on learning. As a result, too many learners 'switch off' from learning and do not make the progress of which they are capable. Their curriculum is too rigid and lacks sufficient flexibility.

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- Too many learners do not benefit from a sufficiently rich and varied tutorial and enrichment programme.

Key matters brought to the Committee's attention were:

- 86% attendance, which is still not good enough but is better than other colleges.
- 95.3% retention, which is better than most colleges.
- The study programme curriculum does have some real positives, with students developing their practical skills very well, however, it is the theory which is the concern. There are too many teachers teaching to the specification; they need to go beyond this and evidence depth, extension, etc.

He explained that there were too many examples of weighty level 1 provision and that the college needs to lighten the load. There is too much theory and not enough practical hands-on activity. He confirmed that this was being recalibrated for the new academic year. He indicated that there was a balance of strengths and areas to improve. A challenge from the Committee was that they really need to see acceleration and positive impacts as a consequence of the interventions, as this has been a long running area of improvement for the college that really does need to be addressed.

The Vice Principal expressed the view that it would be possible to improve staff written feedback; currently, staff give good verbal feedback but written needs to be improved. It was confirmed that the college has really strong support services available for students and that the next step is to lift the teaching and learning.

One member of the Committee questioned whether the curriculum was trying to do too much and/or be too broad given finite resources. The Principal expressed the view that it wasn't, but that what the college can improve is work to engage students in what they are interested in. He explained that there was a need to look at how things are done rather than what is done. A challenge from the Committee was for the college to look hard at making sure it is looking forwards not backwards and is preparing learners well for the future. All agreed that part and parcel of this was the real relevance of the curriculum. A challenge from the Committee was that the college needs to ensure staff competency and upskilling where required.

AGREED: to note the content of the update provided.

9 **APPRENTICESHIP REPORT**

The Assistant Principal: Quality & Standards introduced her written report and key matters noted were:

- As at period 7, there are 947 apprentices with an expected end date in 19/20. The vast majority (94.6%) are delivered through

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the college's direct delivery provision, with only 5.4% with subcontracted providers. Of this group, there are currently 25 apprentices simply awaiting certification.

- Within direct delivery apprenticeships, there are 896 apprentices with an expected end date in 19/20. Of these, 114 have been rolled into 19/20 because they are continuing in learning or awaiting EPA. This was agreed at the executive monitoring meeting.
- The overall retention rate at period 7 is 72.3% (college and subcontractor providers), a decline of 4.9% since the November 2019 Standards Committee report. She described this as a continuing concern that is being monitored. The Committee questioned why there was a continuing pattern of decline. It was explained that there is still some legacy impact and historical influences. The college is seeing the impact of the longer length of stay provision. The college has made the decision to move some apprentices to AEB as they are better suited. Assurance was given that the college has learnt from the 'early days position'. Assurance was given that there is much more scrutiny than has previously been the case. OneFile in particular gives greater transparency, and there is a clear plan in place to 'do and review'.
- Direct delivery overall retention is at 72.2% (a decline of 4.9% since period 3).
- Subcontractor provision overall retention is at 74.5% (a decline of 3.9%).
- Retention is being closely monitored through numerous mechanisms to try to maintain current levels of retention, to ensure that the overall achievement rate at the end of period 14 is above the overall national achievement rate.
- Retention is a concern in a number of areas, including:
  - a) Hospitality – 33.3%, which is a 16.7% decline
  - b) Construction – 69.2%, which is a 2.1% decline
  - c) Retail – 65.4%, which is a 9% decline
  - d) Business and Management – 73.9%, which is a 2.5% decline
- All specialists completed a skills matrix in July 2019, and this was revisited in December. The December reassessment shows that 17 out of 28 skills areas are showing improvement since July and that staff are consistently skilled in two areas. These have been collated and disseminated to apprenticeship managers to use as a basis for sharing practice.

The Committee were advised that the end point assessment pass rate is still over 91% and that the distinction rate is over 50%. A challenge from the Committee was that, going forward, data should be provided on completion and achievement rather than QAR. The Committee were given assurance that staff have undertaken some data analysis regarding programme overruns and it was confirmed that this position has reduced

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significantly.

AGREED: to note the content of the update provided.

## 10 TLTA REPORT

The Assistant Principal: Quality & Standards introduced her written report, and key matters noted were:

- Overall maths and English joint learning walks with Leicester College in November 2019 found significant issues in pedagogical approaches, with too many learners making little or no progress in a large number of lessons.
- At the time of preparing this report, 113 (70.5% of staff) have been observed, leaving 63 staff to be observed. She confirmed that these have all been planned.
- A total of 73.7% of first individual observations met the college's expectations (this excludes community learning and subcontracted delivery). 16 reobservations have been completed to date, with 10 meeting expectations and six requiring a further reobservation.
- Community learning – 76.9% of first individual observations met the college's expectations. Two of the three reobservations have been conducted and both met expectations.
- Subcontracted delivery – 67.7% were graded good, 8.3% required improvement and 25% were graded inadequate. With the exception of one, all of the observations were unannounced. Two of the four reobservations have been carried out and both require a further reobservation. One member of staff is no longer delivering to college learners; the other has just been re-observed and is awaiting a reobservation in keeping with college guidelines. It was confirmed that all partners have action plans in place and assurance was given that they are very robustly managed.
- Sue Cowley, an educational author, delivered training to each directorate earlier today with a focus on behaviour management and deep learning. This was a really positive session and staff found it very encouraging.
- An apprenticeship quality coach is providing support in a variety of ways to improve the use of OneFile according to the individual needs of areas.
- A permanent teaching and learning coach has been in place from 6<sup>th</sup> January 2020 offering a programme of support: this has been and continues to be implemented, and includes the language used in EIF. She confirmed a significant amount of investment in staff CPD, particularly teaching and learning.

The Committee questioned whether there had been any staff feedback following the change to non-graded observations. It was confirmed that

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the college has taken a non-graded approach for three years now and that there has been no negative feedback, with staff feeling this is positive.

The Committee questioned how this process feeds into performance management. It was confirmed that it fits into the appraisal process and action planning.

The Committee questioned how the college promotes exemplars. It was confirmed that this is through a plan to share good practice and that at the other end of the spectrum are support and capability.

AGREED: to note the content of the update provided.

(Jane Hawksford left the meeting at 6pm)

## **11**      **SUBCONTRACTOR REPORT**

The Assistant Principal: Quality & Standards introduced this item, and key matters noted were:

- This academic year, all AEB subcontractors are based within or very close to D2N2.
- The college stopped work with two subcontract providers at the end of 18/19 because of concerns.
- Due to the apprenticeship reforms and changes to subcontracting funding rules, the college will no longer be working with subcontractor providers for apprenticeships once the 25 apprentices remaining have completed.
- As at period 7, retention is in line with the final retention rate for last academic year. Pass and achievement rates show a decline, although there are 281 continuing learners. The Inspire and Achieve Foundation is significantly affecting the data because retention is currently very low at 86.5% and they have no pass or achievement data currently recorded. Linden Management retention is also currently a cause for concern at 93.9%, however, their pass rate is 100%.
- There are numerous mechanisms in place to monitor quality.

As an overview, she explained that the picture was broadly in line with the end of year position for 18/19.

AGREED: to note the content of the update provided.

## **12**      **LEARNER VOICE**

The Vice Principal introduced this item and confirmed that the student survey responses show a mixed picture between full- and part-time learners. Key matters brought to the committee's attention were:

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- 72% of students (full- and part-time all ages) responded to the learner survey administered by QDP services. All agreed that this was a good response rate.
- Over a five-year period, the college can demonstrate either a static picture against a high starting point or an improvement in perception in the majority of questions.
- English and maths skills, absence monitoring and notification, and training on radicalisation and extremism are areas to be targeted for improvement. The Committee agreed that it was pleasing to see that the survey outcomes triangulate with the content of the SAR and QIP.
- Against external benchmark, the college's results for part-time students falls within the upper two quartiles for all questions. For full-time students results are largely within the upper two quartiles with improvements in English and maths and Prevent within the third quartile, and absence monitoring within the lowest quartile.

In general discussion she confirmed that attendance monitoring is an issue and needs to be improved. She confirmed that the team were identifying students who have not been attending, and who have not been chased and have not withdrawn. As a consequence of this, the retention statistics may decline even further.

She expressed the view that the timing of Prevent tutorials may have negatively impacted on the results, as they were still taking place when the survey was done.

The Committee all agreed that it was pleasing to see that a lot/most of the issues identified were already known; this gives governors a level of comfort that staff know what needs to be addressed.

In terms of positive messages:

- Learners really like coming to college
- They believe that the college prepares them for employment
- They feel safe.

In terms of actions taken, it was explained that the college now has a 3.5 day post based in Engineering and Construction, specifically targeting enrichment; this should really help to bring about an improving position. The Committee considered the information provided on table 1, and it was explained that this is used for internal benchmarking.

The Vice Principal then went on to summarise the content of learner voice meetings and the issues raised were described as 'niggles' rather than any significant issues. Students provided feedback on the SU offer, work placement and on a proposal to involve students more in the assessment of the quality of teaching and learning. Student reps were

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largely positive about the proposal to get involved with an initiative called 'hot or not', which would see them survey their peers about the quality of teaching and learning every month. The Vice Principal will be taking this initiative forward after half term.

AGREED: to note the content of the update provided.

**13** **HE UPDATE**

The Vice Principal introduced this item and key matters noted were:

- On 13<sup>th</sup> February the HE statistics agency (HESA) published a report about widening participation in HE. This showed slow progress in ensuring that the country's disadvantaged young people (particularly LAC learners) are accessing higher education. In particular, the progression of vulnerable groups to HE is worrying, with only 6% nationally accessing higher education. The college is engaged with a project funded by OfS, which aims to improve access to HE for the most disadvantaged (DANCOP). The college currently hosts a DANCOP outreach hub and is looking to develop a county strategy. The HESA data only concentrates on those who would access traditional university, therefore it will be interesting to see whether higher or degree apprenticeships start to change this picture in the future.
- Good progress is being made against certain aspects of the QIP for HE. In particular, in-year retention is looking positive and on track to meet target. Learning aim assessment has been introduced (HE's value added), and teams are currently working through a range of measures to quantify. Some of the areas for improvement have been somewhat superseded by the college's partnership with NTU, particularly those actions surrounding succession planning and the re-establishment of practitioner groups.

The Committee were advised that progress on curriculum mapping and development for the new academic year with NTU has been slow and it was agreed that an update on this would be provided at the next meeting.

AGREED: to note the content of the update provided.

**14** **SAFEGUARDING, PREVENT & EQUALITY AND DIVERSITY – EXCEPTIONS REPORT**

The Vice Principal introduced this item and key matters noted were:

- Data was provided in detail to the Board meeting on 13<sup>th</sup> February: this report has been uploaded to the portal for information.
- All staff have attended either an annual safeguarding update or completed their mandatory training in-year. 99% of staff have

Vice  
Principal

April 2020

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completed.

- The college has been working on an innovative programme of support for LAC young people to encourage progression into employment. This process includes interview skills alongside personal development.
- Attendance monitoring remains a concern in terms of safeguarding. Newly introduced procedures are being further refined, with the ability for the most vulnerable young people to self-certify being removed.
- Awareness of Prevent will be a key focus for the coming month, with the launch of a student competition and a focus at a cross-college tutorial week.
- There is a significant spike in Prevent referrals for 12- to 16-year-old males linked to extreme right wing regionally. This is thought to be through engagement with football fan groups who use football and online gaming platforms as a mechanism for recruitment. This spike does not translate at 16-25, where referral rates are some of the lowest. There is debate as to the reasons why and whether or not colleges are simply not picking up concerns or young people of 16 are better at hiding. The college has offered to work with the police to try to understand this better.
- Transition to college and university is seen as a big trigger due to the significant change involved, as a result reopening previous vulnerabilities. However, this doesn't translate into referrals: 2% from FE and 1% from HE.
- Police Prevent team will now get engaged with cases where there is a risk and vulnerability but no ideology. They have reduced their threshold, which is good. She confirmed that the college's action plan has been updated in response to the most recent regional briefings.

In terms of the safeguarding statistics, it was confirmed that the college is tracking slightly below in terms of the number of referrals internally. This may be because it has over-referred in previous years, particularly regarding attendance.

A challenge from the Committee was whether or not attendance reporting issues identified led to any significant safeguarding concerns. The Vice Principal expressed the view that it was not a major risk as there are other procedures that tend to have been triggered elsewhere. Some learners may have benefitted from earlier support from a support coach, but mainly in relation to welfare rather than safeguarding issues.

AGREED: to note the content of the update provided.

15

### **CURRICULUM PLAN 20/21**

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Date: 23/04/2020

The Vice Principal drew the Committee's attention to his written report and confirmed that the curriculum is being recalibrated for the next year and beyond. The curriculum planning process, managed through the allocated business improvement project, captures three sequential aspects, including:

- a) 'Seven steps' curriculum planning to meet the needs of employers and sector skills
- b) 4Cast business planning at a granular level to maximise effectiveness and efficiency
- c) Timetabling to ensure that an improved schedule and rooming maximises the enhanced curriculum offer.

He provided more detail and confirmed:

- 'Seven steps' curriculum planning assesses local regional labour markets and employers' needs, and identifies what needs to change and why. It aims to define clear, coherent and separated pathways through the levels of learning to meaningful skilled employment.
- The college is using 4Cast software as a business planning tool. This includes all courses, predicted volumes of learners and apprentices of all types of provision, together with predicted costs (pay and non-pay) and predicted income. There are four stages to ensure that all planning at a granular level is as accurate as possible.
- The business improvement project group, including the timetabling team, are working to timetable each course to specific days and times of the week, to include allocation of rooms and areas of the different campuses building.
- The curriculum planning phase has an emphasis on maximising the ASPIRE curriculum intent. He confirmed that this is being used in everything that is being done.
- To improve study programmes learners' experience in the new academic year and reduce drop-out levels, it is proposed to:
  - a) Stagger the start of learners at different levels to prevent several thousand commencing at once. This is to reduce the withdrawal and attrition rate.
  - b) Involve level 3 year 2 learners as ambassadors to support new learners starting at college for the first time. 56 students have volunteered.
  - c) Providing a rich and varied series of interactive 'edutainment' events in each curriculum area and across the college.
  - d) Not commence the teaching of English and maths until the start of October, but deploy English and maths teachers in tutorials to work alongside the vocational subjects.

The Committee were supportive of the initiatives proposed and agreed that it would be useful to review the impact of activity taking place in six months.

Vice  
Principal

Sept. 2020

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Date: 23/04/2020

AGREED: to note the content of the update provided.

**16**      **COMPLAINTS 2019/20**

The Vice Principal introduced this item and key matters noted were:

- The report focuses on formal complaints. There will be a number of issues that will be picked up locally and not formally recorded. Learner voice forums are a good way to test the temperature in terms of experience, and items raised at the learner voice forum are covered elsewhere in terms of reporting to governors.
- The college has received a total of 41 complaints between September and January. This is 10 up on the same point in the prior year.
- 46% (19) of the complaints received relate to teaching and learning.
- Of those very few (three) relate to the quality of teaching in the classroom. Communication seems to have been an emerging issue at the start of the year and the college knows that it did not get off to the best start. Business improvement projects around the first 42 days should help to improve in this area. She confirmed that communication is an emerging theme.
- Attitude of staff remains an area of complaint in relation to teaching and learning. Continuing to help staff to manage behaviour whilst understanding the reasons for disengagement or poor behaviour may help to address these issues.
- Transport remains a generator of a significant number of complaints.
- The use of the disabled carpark and lifts by non-disabled users has generated two complaints

The Committee questioned whether it was possible to articulate the lessons learned, for example 'you said we did'. All agreed that this would assist in improving communication.

AGREED: to note the content of the update provided.

**17**      **GOVERNANCE**

The Clerk presented three items for consideration:

1) Committee Terms of Reference

She explained that a review of the Terms of Reference document has been made to align with EIF. The Committee were supportive of the changes proposed but made the observation that there was no reference within the document to the role that they play in terms of safeguarding and E&D. The Clerk confirmed that she would add this prior to submitting to the Board for approval.

Clerk

Feb. 2020

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2) Meeting dates

The Clerk confirmed that a proposal, supported by the Board, is that the number of meeting dates increase to six so that the Committee meets each half term. The suggested frequency is September, November, January, March, May and July, with scheduling on Friday afternoons between 3pm and 5pm. The Committee were happy to support that proposal.

3) Governor link meetings for 2019/20

Governors were invited to provide feedback on any link meetings undertaken. The Committee Chair confirmed that she had met with the English team and was pleased that all issues raised tied up with points documented at this meeting. She confirmed that staff are positive and feel listened to, and can clearly articulate actions taken. They are pleased that their ideas are being taken on board and actively progressed. Whilst there were some negatives, it was reassuring as there was nothing new. She confirmed that she was seeing the same narrative from the bottom up and the top down. A challenge from the Committee was to improve mechanisms for collecting staff voice and offering support. The Vice Principal confirmed that the college is looking at various ways to do this, including base rooms, sharing resources, etc.

One member of the Committee, who has a link with the health and social care curriculum, confirmed that recent workforce data has been shared as part of an NHS initiative. The school of nursing will bring a whole new impetus to take this forward.

It was confirmed that there is a tutorial week planned in March and it was agreed that the Vice Principal (Louise Knott) would send governors details once the programme has been finalised.

AGREED:

- a) To recommend that the Board approve amended Terms of Reference
- b) Note the planned meeting dates for 20/21
- c) Note the content of feedback provided following link Governor meetings.

**18** RISK ITEMS

The Vice Principal drew the Committee's attention to the curriculum and quality risk items extracted from the much broader risk register. It was confirmed that this would be a standing agenda item for each meeting. The Committee's attention was drawn to the risks that have either increased or decreased recently. The Committee were given assurance that staff know the areas to improve, and they were pleased to see the

Vice  
Principal

Each  
meeting

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level of triangulation with matters already discussed.

AGREED: to note the content of the update provided.

**19**      **AOB**

There were no items of additional business.

**20**      **DATE AND TIME OF NEXT MEETING**

It was agreed to schedule in an additional meeting in April 2020.

Meeting closed at 6.55pm.

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Date: 23/04/2020