



**CALDERDALE COLLEGE
CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING**

**Minutes of the Meeting held on 12 March 2020, 17.00
Boardroom, C Floor, Calderdale College**

Present:

Richie Dunk	External Governor (Chair)
Peter Clark	External Governor & Chair of the Corporation
Safia Kauser	External Governor
John Rees	Principal and Chief Executive
Ian Greenwood	Staff Governor
Nimra Sattar	Student Governor

In Attendance:

Julia Gray	Vice Principal – Quality and People Services
Joanne Platt	Interim Clerk
Sonia Stirling	Vice Principal – Curriculum
Robin Smith	Curriculum Manager, Creative, Digital and Enterprise (Item CQS20/105)
Jane Prince	Assistant Curriculum Manager, Creative, Digital and Enterprise (Item CQS20/105)

Agenda: There was one item of other business as recorded in the minutes

Min Ref	Minutes	Action
1	<p>CQS/20/101 - Apologies for absence</p> <p>Apologies were received from;</p> <p>Jenny Grainger, External Governor Dianne Cothey, External Governor</p>	

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2	CQS/20/102 – Confirmation of eligibility, quorum and declarations of interest	
3	No notice had been received of any member becoming ineligible to hold office. The meeting was quorate.	
4	There were no declarations of interest in agenda items.	
5	CQS/20/103 – Minutes of the previous meeting: 28 November 2019	
6	Due to the absence of the Clerk, the minutes from the previous meeting were not available.	
7	Resolved – That the minutes of the previous meeting held on 28 November 2019 be considered at a future meeting of the Committee.	Clerk
8	CQS/20/104 – Matters Arising	
9	Due to the absence of the Clerk, Matters Arising from the previous meeting were not available.	
10	Resolved – That the Matters Arising from the previous meeting held on 28 November 2019 be considered at a future meeting of the Committee.	Clerk
11	CQS/20/105 – Creative, Digital & Enterprise – Innovation in Curriculum Design and Delivery	
12	Robin Smith and Jane Prince attended the Committee for this item to present an update on Project Based learning (PBL) in Creative, Digital and Enterprise, which encompasses wider 'fit for work' skills into the curriculum.	
13	It was noted that the project is a 3-year partnership with Lloyds Banking Group, which has been developed following the 3-year curriculum review in April 2018, an analysis of the Leeds City Region Labour Market and employer feedback, which showed that employers value attributes and skills more than qualifications.	
14	The project provides an innovative, co-designed curriculum that delivers exceptional experiences for learners, focusing on the development of behaviours, knowledge and skills for employability and up to date	

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	technical skills.	
15	The project was created in collaboration with employers, mirroring working practices. Learners work in teams, providing increased challenge and peer support and changes have been made to assessment activities – there are no defined outcomes – creating scope for innovative practice and assessments and are therefore less onerous.	
16	The project has been well received by learners and employers alike. Learners are developing higher order cognitive skills making them 'destination ready' and there has been greater progress, especially in terms of grades.	
17	Lloyds Bank has delivered a series of Masterclasses for learners on topics such as customer skills. Lloyds do assessment centres including interviews and provide real time feedback. This has resulted in 3-job offers with Lloyds Bank to date.	
18	This is a completely different, exciting and unique way of working which mimics and takes best practice from industry and builds this into the curriculum. It is dynamic, flexible and 'agile', providing opportunities for learners to 'shine' as well as upskilling teachers, changing opinions of education and creating a talent pipeline. It has also provided opportunities for collaborative learning for both organisations.	
19	It was noted that, to date, very few colleges use this approach or have been able to sustain it and the project provides an opportunity to enhance the College's reputation nationally.	
20	The next step is to scale the project up by expanding into other subjects and levels across the wider organisation, although it was noted that any further roll out of the project would need to be supported by other strategies such as estates, investment and digital.	

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21	Governors were impressed with the project and asked how the College could promote the approach nationally. It was acknowledged however that timing is key and it was agreed that wider promotion should take place when the College is further along with the project and has more evidence of the impact it has made and in this regard, it was agreed that the College Principal would play a key role in this when the time was right. Suggestions for promotion included publication in professional literature as well as speaking at national conferences in the future.	
22	Committee members noted the content of the presentation.	
23	<p data-bbox="300 846 1168 920">CQS/20/106 – Outcomes of Learner Satisfaction Survey / Learner Voice</p> <p data-bbox="300 958 1168 1059">24 Julia Gray presented a report on the outcome of a number of surveys conducted in 2018/19 in relation to learner satisfaction.</p> <p data-bbox="300 1097 1168 1384">25 Of the three formal surveys conducted, the Entry survey showed 89.8% satisfaction based on 1209 responses (a reduction of 0.04% on the previous year); the Mid-End survey showed 88.95% based on 686 responses (which is broadly in line with the previous year); and the ESFA FE Choices survey (which asks how likely a student is to recommend the College) showed 80% based on 964 responses (a 3% improvement on the previous year).</p> <p data-bbox="300 1422 1168 1592">26 It was noted that in each case, survey questions are reviewed for currency and clarity, sometimes resulting in an increase or decrease in the number of questions. Accordingly, the results year on year cannot always be accurately compared.</p> <p data-bbox="300 1630 1168 1843">27 The current survey methodology is based on a very traditional approach and moving forward, the College is piloting an alternative approach to engage with students to supplement the formal annual surveys, in order to provide a more accurate and timely picture of learner satisfaction.</p> <p data-bbox="300 1881 1168 1982">28 It was noted that the pilot is in its early stages of development, but following evaluation, the outcome will be reported to the Committee.</p>	

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29	Governors noted low levels of satisfaction were at odds with the previous item discussed and Julia Gray confirmed that results had been impacted by some long-term staff absences in 2018/19 which coincided with the timing of the surveys and which is likely to have impacted on student satisfaction. This reinforces the importance of developing alternative supplemental approaches to provide more accurate, ongoing and timely data.	
30	Governors queried the sample size and Julia Gray confirmed that this was prescribed by the relevant external body. It was also noted that the surveys were not very student friendly and that the sample size was based on a 20% sample with specific numbers for specified student groups based on the ILR.	
31	Governors queried if the survey could be incentivised to encourage a better response rate. In response, Nimra Sattar (Student Governor) commented that students did not respond well to being told to complete a survey when they were often in the middle of important work.	
32	Governors queried the survey question whether students enjoyed English and Maths as they felt that answers were more likely to reflect a general attitude towards these subjects than to the quality of teaching in these subjects at the College.	
33	It was noted that the new approach being piloted had been developed alongside students and would address some of Governors concerns as well as significantly improving the quality of the data in relation to student satisfaction in the future.	
34	Committee members noted the content of the report.	
35	CQS/20/107 – Complaints 2018 / 19	
36	Julia Gray presented a report on the number, type and outcomes of complaints received in 2018/19.	
37	It was noted that the College actively promotes its complaints policy and procedures on the College website and that its Complaints Procedure Toolkit is available to staff on the Intranet and to learners through the FAQ section on Student Moodle. Staff are also encouraged to deal with issues and concerns as and when they arise.	

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38	Formal complaints are recorded centrally and are tracked to ensure that deadlines are met and actions address desired outcomes.	
39	The Committee noted that there had been a total of 40 complaints logged during the 2018/19 academic year compared to 64 complaints in 2017/18. This represents a 10% reduction and is significantly below the 5-year average of 61.4.	
40	All but one complaint was acknowledged within two working days of receipt and almost all were resolved within the 20 working days target.	
41	Of those 40 complaints, three complaints went to appeal with the original decision being upheld in all cases.	
42	The Committee noted that the number of complaints by category was in line with previous years with the exception of a significant reduction in complaints relating to courses / quality of teaching and learning.	
43	The Committee also noted that the number of complaints recorded to date in the 2019-20 academic year was higher than in the previous year.	
44	Governors asked for a summary of actions taken in relation to justified complaints (under complaint themes) in future reports.	Action: Mrs J Gray
45	In relation to the analysis of complaints by curriculum / business unit (BU) , it was noted that there was a clear correlation between the size of the BU and the number of complaints and the number of complaints upheld was similar to previous years.	
46	It was also noted that some students appear to be using the complaints process rather than the appeals policy and the team is working with students to address this and to point students in the direction of the correct policy to use.	
47	In relation to the current year position, which appears to show an increase in the number of complaints compared to the same period last year, Governors noted that the College was bigger now so it was not unusual to see an increase in the number of complaints.	

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48	Committee members noted the content of the report.	
49	CQS/20/108 Whole College Performance Report	
50	Julia Gray presented the Whole College Performance Report for the 2019-20 academic year and referred the Committee to some data issues that had occurred during the compilation of the report. It was noted that performance was largely where it was expected to be at this point with the exception of attendance. However, it was noted that different criteria was in place for measuring attendance this year i.e. it now includes GCSE subjects as well as functional skills and that performance was actually better than reported when comparing like for like, albeit still with a decline in performance from the previous year.	
51	The Committee was informed that an issue resulting from changed management structures had been identified in the first term, which had impacted on communication between teachers in relation to functional skills and an impact on attendance. The Committee was also informed that attendance by GCSE students had likely been affected by the November re-sits, which potentially had a de-motivating impact on students who didn't achieve for a second time in a few months.	
52	Governors queried if the College could have better predicted those students who were likely to be successful in November re-sits and although it was noted that there were benefits in early re-sits (and also that it hadn't impacted on attendance of all those who weren't successful) it was agreed that the approach should be re-considered for the future. Julia Gray advised the Committee that this work was already underway	Action: Mrs J Gray
53	In terms of attendance, it was noted that overall attendance was 89.3% which was less than at the same time last year and 0.7% below target. The worst attendance is in the Construction and Technology curriculum area with the best attendance in professional courses.	

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54	Maths and English attendance (combined) for 16-18 year olds is 82% (lower than last year and 6% below target) and for 19-year olds is 90.9% (higher than last year and 2.9% above target).	
55	Higher Education attendance is slightly lower than at the same time last year and 5.1% below target.	
56	Governors noted the actions being taken by management to address areas of concern.	
57	In terms of progress, 68.4% of learners are currently on track to achieve or exceed their target grade, in line with predictions for this point in the College year.	
58	9.3% of learners are identified as high risk with the largest number of those in Construction and Technology (14.7%) and Creative, Digital and Enterprise (11.7%) and it was noted that the percentage of at risk learners in both these areas has declined since the last report to the Committee.	
59	Governors noted that Progress Boards continue to challenge the progress and intervention process for all students.	
60	In relation to retention, overall student retention is very high and above target at 97.3% although retention rates in HE are 2.6% lower than at the same point last year at 87.9%.	
61	John Rees noted that retention rates were exceptionally high last year and had been for the previous 3-years and that this could be evidence of that plateauing out.	
62	Governors noted the actions being taken by management to address areas of concern.	
63	Governors asked for the language in the report to be simplified in future reports i.e. less use of coding language and the separation of English from Skills for Life and Foundation Learning, which would make the report easier to understand.	Action: Mrs J Gray
64	Committee members noted the content of the Report, which they found useful, and was an improvement on the prediction process used previously.	

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65	CQS/20/109 Teaching, Learning and Assessment Update	
66	Julia Gray presented a report providing an overview of the current teaching, learning and assessment (TLA) position. It was noted that observation of teaching, learning and assessment (OTLA) is on track to produce a full picture of the quality of teaching, learning and assessment throughout the whole organisation. Julia Gray pointed out that TLA is a point in time qualitative assessment rather than a tick box exercise and as such, it is not easy to compare year on year. A full report will be included in the end of year report, to be presented to the Committee the meeting after next.	
67	Teaching, learning and assessment identified by Window One (high-risk and new starters) and Window Two (medium-risk and new starters) observations confirm that the CPD training being delivered is required and appropriate to drive improvements.	
68	It was noted that the TLA Quality Manager and the Head of English and Maths have worked collaboratively to support teaching staff to implement the new GCSE maths and Functional Skills delivery model. Positive engagement and a consistent whole team approach driven by learning walks, reflective conversations and peer observations focused on individualised learning, high expectations, classroom structure and pace in learning, have positively impacted implementation and TLA practice.	
69	29 staff members from across college are confirmed to replace in-person OTLA with self-selected video observation as part of the video observation of teaching, learning and assessment (VOTLA) activity. VOTLA is co-ordinated by the Quality Unit and facilitated by the College's Video Observation Coach Team. All VO Coaches have completed standardisation and received a VO Coach manual to support their role. The College requests learner consent to take photographs and video in enrolment forms and where consent is not given, recording will not take place.	
70	Quality assurance is in place, with each observation form thoroughly checked prior to database entry and, where required, returned to the observer for amended writing and completion.	

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71	It was noted that the TLA Quality Manager has supported two new observers by undertaking co-observations and co-writing observation report forms.	
72	John Rees noted the high number of 'requires improvement' in relation to Window 1. Julia Gray confirmed that this was a new inspection framework and they were taking a number of measures to help staff to move forward against the new criteria in the new framework.	
73	John Rees asked how staff get support from management and how can we help them to improve in terms of sequencing.	
74	Julia Gray confirmed that when the initial data was received, they had paused and provided some mandatory sessions. She pointed out that there was some exceptional practice i.e. project based learning but that we need a shift in other areas and the team is in the process of developing a series of actions to address problem areas.	
75	Julia Gray said it would be helpful to bring a position statement on key priority improvement areas back to the Committee at a future date.	Action: Mrs J Gray
76	John Rees commented that there was a lot of detail in the report and it was very granular but had helped to prompt the right questions, although could be more focused and Richie Dunk said the report was better than it was.	
77	In response to a Governor question, Julia Gray confirmed that the approach was already personalised to the College's priorities and was not merely focused on Ofsted criteria.	
78	Committee members noted the report and asked for an update on the outcome of VOTLA at a future meeting.	Action: Mrs J Gray

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79	CQS/20/110 Safeguarding Report	
80	Safeguarding Annual Report 2018 / 19	
81	Julia Gray presented the Safeguarding Annual Report for 2018/19 to the Committee.	
82	The report summarises learner feedback on safety, safeguarding caseload, wider safeguarding activities at the College including CPD and external partnerships that support effective safeguarding practice at the College.	
83	It was noted that the majority of learners feel safe at the College (induction survey 90% and end of year survey 94%) and that safeguarding referrals have risen by 249% from the previous year (consistent with a national increase). The majority of referrals are from 16-19 year olds, slightly more female than male and the majority from learners from a White British background.	
84	Changes to the safeguarding disclosure reporting process have resulted in better record keeping, monitoring and review of safeguarding concerns and a significant increase in the number of disclosures made.	
86	A change in staffing and a resultant review of counselling, resulted in the appointment of a part time Counselling Co-ordinator, who is responsible for initial assessment and co-ordination of counselling activities within the College.	
87	Safeguarding and Prevent training remains a mandatory part of the College's Corporate Induction programme.	
88	Governors noted that the report had already been discussed with the College's lead Governor for Safeguarding.	
89	John Rees queried if there had been an increase in serious cases and Julia Gray confirmed that there had been a slight but not significant increase in serious cases.	
90	Governors noted that it was better to have increased reporting as you can do something about things if they are reported and were satisfied that increased capacity of the Safeguarding Team was improving the service to students.	

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91	<p>The Committee noted the report and RESOLVED to recommend it to the Board for approval.</p>	
92	<p>Safeguarding Update</p>	
93	<p>Julia Gray presented the regular Safeguarding update to the Committee. It was noted that the Safeguarding Team work closely with the police and others to provide appropriate multi-agency support and care for students in the College.</p>	
94	<p>The Committee noted that there had been 313 individual referrals to the Safeguarding Team so far in the 2019-20 academic year. 183 cases are live and involve learners receiving support and 11 cases have been closed. 20 cases involve learners who are no longer enrolled at the College. There are no current cases relating to Prevent.</p>	
95	<p>The Committee noted the report.</p>	
96	<p>CQS/20/111 Risk Management</p>	
97	<p>Committee members considered the risk specifically allocated to the Curriculum, Quality and Standards Committee and the current scoring.</p>	
98	<p>The Committee noted the report.</p>	
99	<p>CQS/20/112 – Items to be reported to the Board</p>	
100	<p>Items to be recommended to the Board for approval:</p>	
	<ul style="list-style-type: none"> ➤ Safeguarding Annual Report 	
101	<p>It was agreed that the following would be reported to the Board:</p>	
	<ul style="list-style-type: none"> ➤ The Committee had received a presentation in relation to Project Based Learning in Creative, Digital and Enterprise 	
	<ul style="list-style-type: none"> ➤ The Committee had reviewed the outcome of the Learner Satisfaction / Learner Voice Surveys 	
	<ul style="list-style-type: none"> ➤ The Committee had considered the Complaints report for 2018-19 	

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	<ul style="list-style-type: none"> ➤ The Committee had received the Whole College Performance Report ➤ The Committee had received an update on Teaching, Learning and Assessment ➤ The Committee had received the Safeguarding update report ➤ The Committee had reviewed risks specifically allocated to the Curriculum, Quality and Standards Committee and the current scoring and had made no changes to the current risk scoring. 	
102	<p>Any other business</p> <p>The Chair advised the Committee that he had appointed Joanne Platt as Interim Clerk to the Corporation during Jane Taylor-Holmes' absence.</p>	
103	<p>CQS/20/113 – Date of Future Meeting</p> <p>Curriculum, Quality and Standards Committee – 18 June 2020, 5.00 p.m.</p>	

Signed as a true and accurate record

Richie Dunk

Chair

Date 18 June 2020