Calderdale College

CALDERDALE COLLEGE
CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

Minutes of the Meeting held on 28 November 2019, 17.00
Boardroom, C Floor, Calderdale College

Present:

Richie Dunk	External Governor & Committee Chair
Peter Clark	External Governor & Chair of the Corporation
John Rees	Principal & Chief Executive
Jenny Grainger	External Governor
Ian Greenwood	Staff Governor
Safia Kauser	External Governor
Katie Walker	Staff Governor

In Attendance:

Rachael Hennigan	Deputy Principal (Curriculum and Quality)
Julia Gray	Assistant Principal – Quality and Learner Services
Jane Taylor-Holmes	Clerk

Agenda: There were no changes to the agenda.

1	**CQS/19/142 - Apologies for absence** Apologies were received from; Diane Cothey, External Governor Oskar Watson, Student Governor	
3	**CQS/19/143 – Confirmation of eligibility, quorum and declarations of interest** No notice had been received of any member becoming ineligible to hold office. The meeting was quorate.	
3	Ms K Walker, Staff Governor declared an interest in agenda item CQS/19/148 and any other items discussed in relation to Higher skills.	
4	There were no further declarations of interest in agenda items.	
5	**CQS/19/144 – Minutes of the previous meeting; 3 October 2019** **Resolved –The minutes of the previous meeting held on 3 October 2019 were approved as a true and**	

	accurate record.	
6	**CQS/19/145 – Matters Arising** In relation to the progress against actions contained within the Matters Arising Matrix, Committee members noted progress.	
7	It was noted that the action arising from agenda item number CQS/19/106 was to be actioned by Mr Leahy, it was agreed that this would be updated.	
8	All other matters arising from the previous meeting were on the agenda for consideration or for completion at a future date.	
9	**CQS/19/146 – Whole College Performance Report** Committee members received the Whole College Performance Report providing an analysis of the College performance to date for the 2019/20 academic year and noted the summary contained within the report.	
10	The following comments were made;	
11	All attendance figures were higher than the previous year position. Overall retention was very high and HE figures included those progressing from year 1 to year 2.	
12	There had been a change in the risk ratings used which resulted in section 2.2. of the report seeming to be different.	
13	In relation to Maths and English, N strand attendance was higher than P strand. It was agreed that this was positive and if the new students could continue to be engaged this would hopefully result in improved achievement.	
14	It was noted that the functional skills exam format had been changed. There had been a positive impact on the approach being taken in Maths and English.	
15	Attendance would continue to be monitored. The progress board approach that was being taken was very positive and was supporting students.	
16	The improvement in 19+ attendance was discussed. It was noted that there had been lots of work done to ensure that students were on the right course.	
17	It was agreed that work would be done to develop some targets by which HE students could be assessed with progress being reported to the Committee. This would be	**Action: HE November 2020**

	considered further.	
18	In relation to HE retention data, it was noted that there had been a small number of students who were slow to withdraw or had extended their end date. The figures were now up to date.	
19	**Committee members noted the content of the report.**	
	CQS/19/147 – Self-Assessment Report 2018/19 (un-validated copy)	
20	It was noted that validation took place on 26 November and Mr Clark and Mr Richie had been present and participated in the validation process.	
21	All areas had been graded and the consensus from the panel was an outstanding judgement in all areas.	
22	The process for the validation was provided and the use of external panel members noted.	
23	The assessment would made against the Education Inspection Framework (EIF) by Mid-January, judgments were being mapped across to ensure that grading was appropriate. There was some commonality and some areas of difference.	
24	Some differences between the Common Inspection Framework (CIF) and the EIF were noted.	
25	It was agreed that an update would be provided to a future Committee meeting.	**Action: Ms J Gray October 2020**
26	It was noted that apprenticeship provision had also been assessed as outstanding.	
27	It was noted that the report would be provided to the Board.	
28	It was further noted that areas for improvement would be changed and areas of change in the SAR would be highlighted to the Board.	**Action: Ms J Gray December 2019**
29	Committee members commented on the robust process in place the involvement of Governors in the development.	
30	Committee members received the Self-Assessment Report.	
31	**Resolved – Committee members recommended the Self-Assessment Report 2018/19 for approval by the Board.**	

		CQS/19/148 HE Self Evaluation	
32		Ms Walker presented the HE Self Evaluation report. Committee members reviewed the University Centre Calderdale College Self-Evaluation Document (SED) 2018/19.	
33		Ms Walker explained that a rating of 'Assured' had been given against all of the six key aspects. Committee members noted the key areas for improvement identified within the Report.	
34		The following comments were made;	
35		5PP increase in achievement and overall increase in quality of provision.	
36		Staff recognised for being active in improving subject knowledge and relationships with employers.	
37		Decrease in formal complaints.	
38		Public services course closed.	
39		People with declared disabilities performing better indicating good interventions and support available.	
40		Young people did not appear to be performing as well as older / more mature students.	
41		NSS results showed a 3PP decrease from the previous year. This was disheartening and was felt did not represents the current position. There had been a big increase in the response rate to the NSS. This does contribute to the TEF. Pearson feedback had been lower than in the previous year, OU was in line with the previous year.	
42		It was noted that there had been some staffing challenges this year and there would only be one HNC/HND this year.	
43		CHESS data had been received; this was 80/90's.	
44		NSS provides data on Level 5, CHESS provides the whole provision.	
45		NSS is externally managed, CHESS is managed internally using Promonitor.	
46		Committee members discussed the feedback and the methodology used.	
47		Committee members received the action plan.	

48	The key was ensuring all students were getting a good service. From a quality perspective, need to have resilience in the staff team and processes in place for dealing with staff absence.	
49	Building more mature and effective student engagement was important. When survey time comes around staff need to be already engaging with students around this and drive students to complete the surveys.	
50	Committee members noted the positive 'you said, we did' approach being taken.	
51	Ms Walker, Head of Higher Skills commented that the College had changed the policies regarding response in advance of the OU Institutional review. An update on OU validation would be provided to the next meeting.	**Action: Head of HE** **October 2020**
52	Committee members commented on the improved report as compared to the previous year commending the more comprehensive nature of the report.	
53	In relation to page 28, the smaller number of male students was noted and how retention and interventions for male students was being reviewed.	
54	Ms Walker commented that the disability data may be as a result of more students declaring a disability than in previous years.	
55	**Resolved - Committee members approved the HE Self-Evaluation report.**	
	CQS/19/149 Teaching, Learning and Assessment – Evaluation of Pilot	
56	Ms Gray provided the evaluation of the video observation pilot which had been undertaken.	
57	Committee members commented on the quality of the evaluation provided and the report.	
58	It was noted that there were no negative consequences identified as a result of the pilot. Staff were able to opt in to the pilot and had been identified by their Line Manager as being suitable to participate.	
59	The evaluation of the pilot was being shared with other staff who didn't participate.	
60	In relation to notice, staff were given two days notice and the observation had to be completed within a five day	

	period. The aim was to encourage staff to reflect on their own observations, most staff picked the observation which provided the most reflections / points for improvement to critique. The focus shifted from performance management tool to a more coaching approach.	
61	Previous participants were being used as champions based on feedback about technology, a cribs sheet had been created about the best way to approach the observation.	
62	There had been some discussion with other Colleges about how this had been approached and it was agreed that the 'low-tech' approach taken was less intimidating. It was agreed that this should be shared as this was a positive development that could also be transferred to school and HE settings.	
63	The approach and evaluation would also be useful to the emerging FE research community.	
64	Committee members commented on the good range and mix of participants in the pilot.	
65	**Committee members reviewed and approved the recommendations within the report.**	
	CQS/19/150 Safeguarding Report	
66	Ms Gray presented the Safeguarding Report which provided an overview of safeguarding activity for 2019/20.	
67	Ms Gray commented that there had been 185 referrals in the period which was higher than in previous years. The Team were working through to action and working with external agency's where needed.	
68	WRAP training had commenced and an online PREVENT training module was being sought.	
69	Committee members asked about the success of the recent 'lockdown' training. Ms Gray commented that the exercise had been very positive however, there had been some challenges managing learners with anxiety and ASD in the knowledge that this was going to happen. Support had been offered to the students.	
70	Committee members commented on the staffing available to resource this area when there was increasing demand. Ms Gray commented that there was currently sufficient staffing in place and matters were being considered in a timely manner.	
	Prevent Policy	

71	Ms Gray explained that as part of the process to apply to be an End Point Assessment Centre, there was a requirement to have a separate Prevent Policy. This Policy had been extracted from the Safeguarding Policy and was now a separate Policy. There had been no changes or amendments.	
72	Committee members approved the Policy for use for the purposes outlined above, noting that the Safeguarding Policy would be considered in the usual way in the future.	
73	Committee members noted the safeguarding report and that that the report had been shared with the Safeguarding Link Governor, Pat Drake.	
74	Committee members received the Safeguarding Briefing November 2019.	
75	**Committee members noted the content of the Report.**	
	CQS/19/151 – Equality, Diversity & Inclusion (ED&I) Annual Report 2018/19	
76	Committee members considered the ED&I Annual Report.	
77	Ms Gray confirmed that the report author was the ED&I Co-ordinator and recognised the good work and activities undertaken.	
78	Committee members noted that the ED&I Committee meets monthly and members were from a wide range of areas within the College. It was also noted that the ED&I induction process had been updated and improved.	
79	In relation to specific activities and events, World Mental Health Day had been very well supported and attendance at the Armistice Day service was very high, with many students and staff attending the service in the Library.	
80	Ms Gray commented that the ED&I Co-ordinator was improving the digital resources available and focus groups were very active.	
81	It was noted that the action plan around ED&I was included within the Committed to Calderdale strategic priority and it was agreed that this would also impact on the Happy and Thriving Workforce strategic priority.	
82	**The Committee recommended the ED&I Annual Report 2018/19 to the Board.**	

83	**CQS/19/152 - Risk Management** Committee members considered the risk specifically allocated to the Curriculum, Quality and Standards Committee and the current scoring.	
84	Committee members recommended that HE reference be added to the risk register.	**Action: Ms Gray Autumn 2020**
85	The scoring of the risk was felt to be appropriate.	
86	**CQS/19/153 – Items to be reported to the Board** That the following had been recommended to the Board for approval; • Self-Assessment Report • ED&I Annual Report	
87	That there was an addition to the risk register in relation to HE following a review of the HE Self Evaluation.	
88	That the HE Self Evaluation had been approved.	
89	That the following reports had been provided for information; Whole College Performance Report Safeguarding Report – there were no comments on the report provided. Feedback from the Video Observation Pilot had been extremely positive and the evaluation extremely well put together.	
90	**CQS/19/154 – Dates of Future Meetings** Curriculum, Quality and Standards Committee – 12 March 2020, 5.00 p.m	

Signed as a true and accurate record

Chair :   *Richie Dunk*

Date   1 October 2020