



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

**Minutes of the Meeting held on 11 March 2021, 17.00
Via MS Teams**

Present:

Peter Clark	External Governor & Chair of the Corporation
Richie Dunk	External Governor & Committee Chair
Diane Cothey	External Governor
Jenny Grainger	External Governor
Ian Greenwood	Staff Governor
Ross Haslam	Student Governor
Hafsah Hashmi	Student Governor
Safia Kauser	External Governor
John Rees	Principal and Chief Executive
Andrew Wright	External Governor

In Attendance:

Julia Gray	Vice Principal - Quality and People Services.
Sonia Stirling	Vice Principal – Curriculum
Jane Taylor-Holmes	Clerk to the Corporation

Agenda: There were no items of other business.

Min Ref	Minutes	Action
1	CQS/21/101 - Apologies for absence Apologies were received from Robert Swindells, Staff Governor.	
2	CQS/21/102 – 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	There were no declarations of interest in agenda items.	

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4	Mr R Dunk, External Governor & Committee Chair welcomed Student Governors to their first meeting and introductions were made.	
5	<p>CQS/21/103 – Minutes of the meeting held on 26 November 2020</p> <p>Resolved – That the minutes of the previous meeting held on 26 November 2020 be approved as a true and accurate record</p>	
6 7 8 9	<p>CQS/21/104 – Matters Arising</p> <p>The Matters Arising Matrix was considered. There were a number of updates added to the progress section of the Matters Arising Matrix which were noted.</p> <p>In relation to the action arising from item CQS/20/147 it was noted that work was ongoing to develop a programme of events and opportunities for Governors to attend College either as part of lesson learning walks or Student focus groups. Further information would be provided before Easter.</p> <p>In relation to the action arising from item CQS/20/51, Ms J Gray, Vice Principal – Quality and People Services, explained that there had been no impact seen in response to the Black Lives Matter movement.</p> <p>All further actions were complete, on the agenda or due for completion at a future date.</p>	
10 11 12	<p>CQS/21/105 – Outcomes of Learner Satisfaction Survey / Learner Voice</p> <p>Ms Gray presented the paper.</p> <p>It was noted that a comment had been received from Mr I Greenwood, Staff Governor in relation to the completion rate for the Mid-End Survey. Ms Gray commented that the completion rate was not as high as in previous years however, a more targeted approach had been taken. There were difficulties due to the mixed method reviewing approach taken.</p> <p>Committee members noted that the report was entirely data driven and it was agreed that an overview of qualitative data and student stories would be presented to the Committee. Ms Gray explained that the College would</p>	<p>Action: Ms Gray June 2021</p>

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13	<p>be engaging students through focus groups to gain further specific feedback.</p> <p>In relation to a question around the numbers within the Entry and Mid-End survey results, Ms Gray explained that a positive response is counted as the two highest ratings on the Likert scale for each question.</p>	
14	<p>Ms Gray explained that the FE Choices survey would not be run this year which would mean that there would be no data to report next year.</p>	
15	<p>Resolved: Committee members noted the content of the Report.</p>	
	<p>CQS/21/106 – Complaints 2019/2020</p> <p>16 Ms Gray presented the paper.</p> <p>17 Committee members commented on the revised report and that it more comprehensive and it was very useful to see the outcomes of complaints.</p> <p>18 Ms Gray commented that the report provides an overview of the complaints and the five-year trend. The College did see a slight increase in number of complaints last year. Ms Gray explained that the Quality team continue to work with staff to ensure that issues are resolved before the issue becomes a formal complaint.</p> <p>19 Committee members commented on the challenges on reporting on positive comments received and referred to the discussion around the lateral flow testing and the positive comments about the students from the volunteers who were supporting the testing.</p> <p>20 It was agreed that this report was the formal way to report complaints and compliments would be recorded and reported to Governors through Governor briefings or through the Chief Executive report to Corporation meetings.</p> <p>21 It was noted that the online reporting process on the website is both complements and complaints however, generally people provide praise face to face or to a specific person, therefore not all praise is collated.</p> <p>22 Resolved: Committee members noted the content of the Report.</p>	

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	CQS/21/107 - Whole College Performance Report	
23	Ms Gray presented the Whole College Performance Report for the 2020-21 academic year.	
24	Ms Gray commented that usually there would be a more direct correlation between attendance and retention. The difference within the data is related to the way the College had been delivering over the past months.	
25	In relation to remote learning, attendance is report on a lagged model, the student receives a positive mark when present and a second mark when the work is completed. Remote attendance was not as high as face to face, and it was suggested that the lower attendance reflected the delivery method.	
26	Mrs S Stirling, Vice Principal – Curriculum commented that the retention rate was high for this time of the year. This had been discussed as SLT, there is a list of students who were not engaging or who couldn't be contacted because of the remote delivery model. Following the return to College, students would be reviewed and work undertaken to reconcile and withdraw where appropriate. Updated figures would be provided at the next meeting.	
27	Comments noted included the following; <ul style="list-style-type: none"> • Retention was high as discussed above. • Work was ongoing in relation to the ILR, this should not be impacted by more than 1PP. • Attendance was lower than in previous years. The figures presented included vocational and English and Maths attendance (84.6%), Vocational attendance was very high; 92% for classroom based lessons. 	
28	Ms Gray commented in relation to recruitment, the Princes Trust has a rolling recruitment and would be recommenced when the College was out of lockdown and able to deliver the course. It was noted that 16-18 recruitment was in line with target.	
29	It was noted that the CDE figures were incorrect on page 34 and would be updated.	Action: Ms Gray June 2021
30	Committee members noted that progress for 16-18 was not in line with previous years. It was noted that this was against a judgment for this progress check point on	

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	different criteria to reflect the remote learning and was therefore against a slightly different context.	
31	Mr Dunk asked whether the College knew enough about the assessment protocol and how the College would be assessing.	
32	Mrs Stirling commented that further information was yet to be received and consultation was ongoing in some cases. This would be reviewed as soon as this was available and implemented.	
33	Committee members asked whether the College was in line with the rest of the sector. Ms Gray commented that there was no sector data however, the position was reflective of comments made in the networks the College attends.	
34	In relation to 19+ recruitment, Ms Gray commented that this was very sensitive to way the course was delivered as this was designed to be face to face, delivered in the community to support adults into the workplace. There had been some modelling undertaken in terms of how the College may be able to recover before the end of the financial year. There was lobbying ongoing in relation to the ESFA approach to reconciliation however, the outcome was not yet known. It was noted that the biggest determining factor in relation to delivery was whether this could be done safely. The intention was to be able to recommence delivery in Community Centres after Easter.	
35	It was noted that Mrs S Bowker, Executive Director (Funding & Finance) was involved in the modelling and any implications would be considered by the Finance & Resources Committee.	
36	Mr A Wright, External Governor commented on the shift in the budget administration to Leeds. Mr Rees commented that there had been very positive discussions undertaken, the budget would remain with the ESFA until 31 July, then from 1 August, to devolved funds. The College would be developing relationships and sharing plans in relation to AEB.	
37	Committee members noted that there was greater reporting in relation to HE as requested by Committee members. Committee members commented on the improved progress monitoring for HE.	

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38	Ms Gray explained that there had been a similar impact on Apprenticeships as with AEB. Apprenticeships rely heavily on the functioning of sectors to create opportunities for apprenticeships. There was a lot of work ongoing to enable the tracking and understanding of the progress of apprenticeships. Committee members commented on the clarity of information in this area at page 40.	Ms Gray June 2021
39	Mr Dunk asked about the potential impact of apprenticeship recruitment and completion. Mr Rees explained that there would be a potential financial impact, all apprenticeships would be reviewed and considered regarding modelling expectations for year end out-turn.	
40	Mr Rees also commented that the College was running monthly year end out-turn forecasts to ensure that this was appropriately monitored.	
41	In relation to section 6.2, Committee members questioned the end point and discussed the point in this year and how this could be compared and tracked along to year end. This would be considered.	
42	Resolved: Committee members noted the content of the Report.	
	CQS/21/107 - Quality Improvement Process	
43	Ms Gray provided the paper and explained that this was in response to an action from the last meeting. The aim was to provide an overview of the process to ensure that Governors were aware of the Quality improvement process.	
44	The Quality Improvement Plan for Maths had been added as an example.	
45	Ms Gray explained that the Quality Improvement Plans would be reviewed and updated quarterly.	
46	Mrs J Grainger, External Governor referred to the Prevent issue highlighted within the example Quality Improvement Plan, Ms Gray explained that there was a need to undertake Prevent training for adult students in a different way, and work was underway to further develop this with the expectation that adult students would have a greater understanding and could apply Prevent in context. Ms Gray explained that Prevent training does take place and Prevent training is provided to all students. The item had	

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47	<p>been rated as Red due to the lack of face-to-face training and around making sure that students have the required understanding.</p> <p>Resolved: Committee members noted the content of the Report.</p>	
48	<p>CQS/21/109 - Teaching, Learning and Assessment Update</p> <p>Ms Gray provided a PowerPoint presentation.</p>	
49	<p>It was noted that a new Head of Quality was being appointed to replace the previous incumbent from April.</p>	
50	<p>In relation to Observation of TL&A, Ms Gray referred to the different approach which continued and that coaching conversations were being conducted. There had been a significant impact on tutors due to changes between face to face and remote learning, this had been challenging. There had been a significant increase in workload for teaching staff when move to remote learning and staff wellbeing was being considered.</p>	
51	<p>It was noted that it was likely that low risk teaching staff would not receive a coaching one to one in this academic year. This would impact on the report at the end of the year however, there will be the self-assessment at the start and end of the academic year so movement between with two could be observed.</p>	
52	<p>In relation to remote learning, it was noted that moving to an online model had been very challenging. Staff had responded well and worked hard, MS Teams was being used however, engagement varied.</p>	
53	<p>Ms Gray explained that she and Mrs Stirling had conducted an audit of remote learning, reviewing remote learning in the last academic year. A very clear improvement can be observed. Staff had engaged in training and had therefore improved work being sent out to students based on the sample seen.</p>	
54	<p>It was noted that an element of remote learning would continue.</p>	
55	<p>Mr Greenwood commented that during this lockdown in relation to remote learning, there had been a much higher engagement than previously in the students he works with.</p>	

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56	In relation to assessment adaptations for HE students, a no detriment policy had been submitted to OU for approval, one of mitigating circumstances was profiling students in relation to highest grades either in year 2 /3 or the first year. Despite the fact that OU base on years 2/3, they will not allow the College to adopt this. For all partner organisations, the OU count every year of study. It was noted that this does put students in a less advantageous position when compared to those who are studying directly with the OU.	
57	Committee members noted comments made in relation to apprentices.	
58	In relation to Assessment for 2021 – 3 categories	
59	Category A – VTQs requiring evidence from exams and other assessments for occupational/professional competency, proficiency and/or license to practice. Exams and assessments should continue. Adaptations under the 2020 ERF can be carried forward by Awarding Organisations (AOs), they can make further adaptations. AOs may delay assessments and/or exams (even those with adaptations) where they cannot take place.	
60	Category B1 – VTQs to be issued using alternative evidence when exams and/or internal assessments do not take place, and/or when learners cannot access assessments. AOs to provide clarification as to what is required where assessment of occupational skills or experience (e.g. childcare/early years).	
61	Category B2 – VTQs needed for progression to FE, HE or employment but are different from GCSEs, e.g. Functional Skills & ESOL where assessments are on demand. These should continue to take place, TAGs can only be used where learners cannot sit the assessment either face-to-face, remotely or through other adaptations agreed by the AO.	
62	Ms Gray referred to the link between functional skills and apprenticeships and the same lack of face-to-face teaching which GCSE students had faced. This would seem to disadvantage students further and there continued to be national lobbying around the decision.	
63	In relation to the professional leaning framework. Ms Gray commented that the College was still delivering the same	

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	<p>full range of sessions as had been planned. There was a flexible programme to allow staff to choose the skills session they would like to attend. Feedback had been obtained at the end of each session and this had been positive. Attendance had been good, and there had been flexible delivery, in particular, online delivery been very successful.</p>	
64	<p>In relation to the ETF project, Ms Gray commented that, as reported to the Committee at the beginning of the academic year, the College had been appointed as deliverers for ETF for Yorkshire and Humber. It was noted that the project had been a challenge. Engagement had been difficult because the action learning sets ask for 3 out of 4 active learning sets. Work has been ongoing to ensure that reach targets can be achieved. The project had been very positive with some excellent outcomes. Lots of colleagues from College had taken part.</p>	
65	<p>It was noted that the knowledge exchange activities coincide with the professional learning framework. Some excellent contacts have been developed and would continue.</p>	
66	<p>The project was due to end at the end of April and the College was required to achieve the reach target however, the deadline was being extended to the end of May.</p>	
67	<p>A final event was being organised to share ideas at the end of the process, this could fall outside of the deadline. Ms Gray explained that the direct reach was the number of participants who had taken part and the indirect reach was the number of participants spoken to.</p>	
68	<p>The two student Governors reflected that a number of students had struggled with remote learning and that lessons had become more interactive and engaging. It was noted that it had been initially hard to adjust to the teaching style and that most students appeared to prefer face to face teaching.</p>	
69	<p>Resolved: Committee members received the update.</p>	
70	<p>CQS/21/110 - Safeguarding Update - Annual Safeguarding review</p> <p>Ms Gray commented that there were two reports provided; feedback from the Annual review and the usual update.</p>	

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71	Ms Gray explained that the Annual review was undertaken with Pat Drake, Safeguarding Designated Governor and was based on statutory obligations. Various parts of the review in terms of the statutory obligations and actions.	
72	Committee members commented on the comprehensive report and that this provided a positive picture of safeguarding and assurance.	
73	In relation to CPOMs, which was referred to in the update report, it was noted that this was the Child Protection and Online Monitoring system, which was a digital system to report safeguarding matters. This was beneficial as information can be shared to and from others, such as schools when transition.	
74	Resolved: The Committee received the Annual Safeguarding Review report and the update.	
	CQS/21/111 - Equality, Diversity & Inclusion (EDI) Update	
75	Ms Gray commented that the Holocaust event had been delivered digitally. This had been recorded and circulated to schools to use.	
76	The Festival of Cultures event scheduled for the end of March had been cancelled.	
77	Resolved: The Committee noted the report.	
	CQS/21/112 - Risk Management	
78	Committee members considered the risk specifically allocated to the Curriculum, Quality and Standards Committee and the current scoring and made no changes to the risk scoring.	
79	It was noted that there were new cover sheets for papers which referred to risk.	
80	Resolved: The Committee noted the report.	

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81	<p>CQS/21/113 – Items to be reported to the Board</p> <p>It was agreed that the following would be reported to the Board for information:</p>	
82	<ul style="list-style-type: none"> ➤ The Committee had received the outcomes of the Learner Satisfaction Survey / Learner Voice. ➤ The Committee had received the Complaints report and considered how complements could be reported to the Board. ➤ The Committee had noted the whole College performance report. ➤ The Committee had received an update on the Quality Improvement Process noting the example Maths Quality Improvement Plan provided. ➤ The Committee had received an update on Teaching, Learning and Assessment, and was happy with progress made. ➤ The Safeguarding report and the Annual Safeguarding Review feedback ➤ 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. 	
83	<p>CQS/21/114 – Date of Future Meetings</p> <p>Curriculum, Quality and Standards Committee – 17 June 2021, 5.00 p.m</p>	

Signed as a true and accurate record

Chair: Richie Dunk

Date: 17 June 2021