



AGENDA
REFERENCE

A

CORPORATION/COMMITTEE PAPER

**Curriculum Strategy and Quality Improvement Committee
11 November 2020**

<i>TITLE</i>	Minutes of the previous meeting held on 17 June 2020
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<i>PURPOSE</i>	To receive, agree and approve the minutes of the previous meeting held on 17 June 2020
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<i>RECOMMENDATION</i>	Governors are recommended to note the minutes and agree their accuracy
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<i>No. of pages in main paper</i>	6
<i>Appendices/Annexes</i>	None
<i>Financial Implications</i>	None
<i>Risk Implications</i>	Failure to follow agreed and proper practices
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MINUTES OF A MEETING OF THE BOARD OF LEICESTER COLLEGE CORPORATION:

MEETING OF THE CURRICULUM STRATEGY AND QUALITY IMPROVEMENT COMMITTEE HELD ON 17 JUNE 2020



Present: John Allen (Chair) Louisa Poole
Danielle Gillett Naz Nurani
Verity Hancock Habiba Rashid
Denise Newsome Mandeep Singh

In Attendance: Louise Hazel Director of Governance and Policy
Kully Sandhu Vice Principal Adult and HE
Tina Thorpe Vice Principal Study Programmes and
Apprenticeships
Claire Willis Director of Quality Improvement (items 1-7)

1 DECLARATIONS OF INTEREST

1.1 There were no declarations of interest.

2 APOLOGIES FOR ABSENCE

2.1 There were no apologies for absence.

3 MINUTES OF THE LAST MEETING AND MATTERS ARISING

3.1 The minutes of the meeting on 30 January 2020 were agreed as an accurate record and approved.

3.2 Actions and matters arising would be covered by items on the agenda.

4 MATTERS ARISING FROM PAPERS FROM CANCELLED MEETING (24 MARCH 2020)

4.1 The planned meeting for 24 March had been cancelled due to the COVID-19 pandemic and the College closure.

4.2 As a matter arising, the paper setting out the top and bottom performing courses for 16-18 was discussed. Governors **noted** that while the high retention and achievement rates were clear factors in the best performing courses, it was harder to draw obvious conclusions about the reasons for the poorer performing courses. It was confirmed that there were a number of reasons for this including a move to technical qualifications, staffing issues and retention issues. This would be picked up later on the agenda.

5 COVID-19 AND COLLEGE CLOSURE: IMPLICATIONS FOR TEACHING, LEARNING AND ASSESSMENT

5.1 The Principal presented a paper setting out the main implications of COVID-19 and College closure for teaching, learning and assessment. The following points were highlighted:

- 5.1.1 The College had moved a lot of learning online at short notice. Some parts of the College were well placed to do this; for others it had been more of a challenge but all areas had stepped up.
- 5.1.2 Student engagement was being measured as far as possible although the College systems were not set up to do this.
- 5.1.3 Examples of how teaching and learning was continuing and the range of innovative working was described. This was constantly changing and would gather pace. Lots of positive feedback had been received from students and parents about how the College had continue teaching and supporting students during lockdown.
- 5.1.4 The Supported Learning area had been a challenge but paper based material had been produced; virtual classrooms had also been set up for students including those with profound and multiple learning difficulties and their parents to make sure contact was maintained and learning was taking place.
- 5.1.5 Students had also been creative during lockdown with acting students setting up their own website.
- 5.1.6 It had not been possible to deliver consistently to all areas and all students; some were not able to participate and this would continue to be an issue.
- 5.1.7 The work around exams and assessments had been a monumental exercise. The College worked with 28 exam boards, each of which had different rules and deadlines. The Quality team had been sampling and quality assuring the work and having seen so many samples, the College could be confident in the rigour of the process.

5.2 **Governors asked a number of questions including:**

- 5.2.1 **Assuming there would be online delivery next year, what proportion was likely to be online and what face to face.** It was likely that there would be a substantial amount at least to start with. This would vary by course and level but would also depend on the extent of social distancing required. Moving some teaching online would allow more space for practical delivery which had to be on-site.
- 5.2.2 **As an alternative to face to face, had the College considered videoing classes?** This was being developed for next year.
- 5.2.3 **Whether the survey questions around requiring support for mental health were specific to the current situation?** They were. It was expected that some students would be struggling with mental health issues and so the questions had been specifically included to pick up those issues and direct support to those students.
- 5.2.4 **Were these and other students being identified if there were safeguarding concerns?** They were; the student services team would follow these up. Counselling could be given over the phone but there

was a waiting list so contact details for other sources of support were provided.

5.2.5 **How much extension had been given for the assessments?** This depended on whether there were breaks in learning but in the main the extension would be into the next academic year. Around 90 students were furloughed but it was not known what would happen to them once they had been unfurloughed and whether they would be able to continue their apprenticeships.

5.3 **Governors noted the report on the implications of College closure for teaching, learning and assessment.**

6 NATIONAL ACHIEVEMENT RATES

6.1 The Director of Quality Improvement presented a paper setting out trend comparison of the College's Qualification Achievement Rates (QARs) compared to the National Achievement Rates (NARs). The following points were highlighted.

6.1.1 The QARs and NARs 2018/19 were published on 26 March 2020. These showed the College's achievement rates against a range of indicators, enabling comparison of each main qualification type. For the current year, QARs and NARs would not be published.

6.1.2 The College's E&T overall achievement rates showed a three-year improving trend. This was also the case for adult achievement. Both were above the national achievement rates by 0.3% and 1.2% respectively.

6.1.3 However, although 16-18 achievement saw an improvement of 1.1% on 2017/18, it was still significantly below the national achievement rate by 5.2%.

6.1.4 The College's 16-18 achievement rates were also below the national achievement rates in four of the six main qualification type and showing a negative three-year trend.

6.1.5 GCSE English and maths 9-4, 16-18-year-old and adults were above the national pass rate. However, 16-18-year-old English and maths and adult maths all showed a decrease in pass rates compared to 2017/18. Adult GCSE English showed an increase of 11.5%, which was 24.3% above the national pass rate. Functional Skills 16-18 and adult achievement rates both showed improvement, by 5.4% and 1.9% respectively. However, both were still below the national achievement rate.

6.1.6 Apprenticeship timely achievement rates (Frameworks only) improved in nine of the twelve Apprenticeship type/levels compared to 2017/18, with timely Advanced Apprenticeship achievement all ages remaining the same. However, eleven of the twelve Apprenticeship types/levels remained below the national achievement rates. Overall achievement rates for Standards and Frameworks saw a decrease in achievement in seven of the twelve Apprenticeship types/levels although some of this was due to legacy issues with poor provision which had been cut.

6.2 Governors asked a number of **questions** including:

- 6.2.1 **The data for 16-18 still did not look good and this should be acknowledged. If there were not going to be published results for this year, how could the College interrogate the data?** It was acknowledged that 16-18 results were not good enough. It would be important to compare the 2018/19 and 2019/20 College data to see what changes had occurred.
- 6.2.2 **Was Ofsted still carrying out inspections?** Not at the moment; these were likely to restart in January and would focus on grade 3 and 4 colleges first.
- 6.2.3 **Would the staffing issues in sport which had impacted on achievement be resolved?** They had already been resolved; the data was from some time ago and action had already been taken. Directors had created action plans straight away; in sport there had been some systemic issues as well as several instances of sickness among managers. It was possible to see a positive impact of this action in the calculated grades for 2019/20. It was also possible to see significant improvements in other areas including Food Level 3 chefs which had improved by 29.4%, Level 3 patisserie by 51.9, and CILEx by 39.1%.
- 6.3 **Governors noted the report in particular:**
 - 6.3.1 **improving overall and adult performance**
 - 6.3.2 **the variance in 16-18 achievement to national figures**
 - 6.3.3 **improving Apprenticeship timely performance, but variance in overall and comparison to national**

7 UPDATE: POSITIVE OUTCOMES

- 7.1 The Director of Quality Improvement presented a report which provided an update on a number of positive outcomes relating to student achievements. The following points were highlighted.
 - 7.1.1 The College had been informed on 7 May 2020 that the additional conditions of funding were lifted as it had met the Minimum Standard for all age apprenticeships in 2018/19, had submitted an improvement plan and complied with additional monitoring.
 - 7.1.2 The College had been an early adopter of Technical qualifications. The significant change in the delivery and assessment model had impacted on achievement rates in 2018/19 from some programme areas. Students now sat end point synoptic exams in both theory and practical aspects of their programmes rather than interim in-year modular assessment. A comparison of results for the Spring exam window 2019/20 compared to 2018/19 showed some significant improvements including an increase of 35.8% in food and 18.8% for carpentry and joinery.
 - 7.1.3 End point assessments were also showing very positive outcomes including significant numbers of high grades.
- 7.2 Governors asked a number of **questions** including:
 - 7.2.1 **Whether the small numbers for some EPAs was normal.** This would depend on how many had completed EPAs at this point in time; the number would increase and around 100 were waiting to complete EPAs

and there would be further large numbers once the College re-opened.

7.2.2 **Whether the number of Motor Vehicle students getting passes was a concern.** They could only achieve passes; however, if it had been possible to get higher grades, this would have been investigated.

7.2.3 **How would it be possible to analyse results going forward?** The College would have to compare its results with previous years. These should be available earlier than national rates.

7.2.4 **Would the data be available for the November meeting?** Possibly although given the extension to the deadline for delayed assessments, this might mean that some data was still awaited at that point.

7.3 **Governors noted the report on positive outcomes.**

8 DRAFT CURRICULUM DELIVERY PLAN 2020/21

8.1 The Principal and Vice Principals presented the draft Curriculum Delivery Plan for 2020/21. The following points were raised.

8.1.1 Most of the curriculum planning had taken place before lockdown.

Recruitment for next year would inevitably be different with more online and blended learning; this had not been included in the plan.

8.1.2 It started from a position that recruitment would be largely similar to the current year although it included assumptions that some areas of recruitment could be lower than planned.

8.1.3 It might be necessary to review the offer in terms of matching it to the needs of the local economy. Some areas such as travel and tourism, food and construction might be adversely affected by the pandemic and might create some major economic shocks locally. The LLEP was looking at this and the College would need to respond accordingly.

8.1.4 A whole College approach had been taken to delivering T levels. The College's plans were progressing well and it was on track to deliver them from September 2021. Funding had been identified for a communications strategy and an application for a capital project was being developed.

8.1.5 Apprenticeships were expected to take a hit as a result of the pandemic. The team had been in touch with employers but there might be around half the expected numbers. There would also be an impact on commercial income.

8.1.6 There might be more young people needing a place on study programmes where they were unable to get apprenticeships.

8.1.7 A lot of work was being undertaken to plan courses for adults, many of which included a high proportion of face to face teaching. Some time in College would still be needed for lower levels courses. Access to resources would be an issue for these cohorts. The acquisition of ICT skills would be increasingly important and there were being built into ESOL courses. It would be difficult to move community learning online.

8.1.8 The College would need to be clear about how it was going to deliver HE and what students could expect. A blended learning approach would continue but more work was being done including through a student survey to see what access to IT students had, how they responded to online learning and how they could be supported.

8.2 Governors asked a number of **questions** including:

8.2.1 **Whether there had been any response to the AoC's September promise.** Not yet.

8.2.2 **Whether DMU's approach was fair.** The College had spent several months negotiating a new agreement with DMU; this was nearly final and was felt to be a better agreement. The College was keen for the relationship to continue but making sure that it was not disadvantaged.

8.2.3 **Whether the plan included any partner delivery.** It only included the HE subcontracted delivery but the College was trying to reduce the commitments.

8.2.4 **Whether Appendix 3 would be finalised before it came to the Board.** It should be.

8.3 **Governors agreed to recommend the Curriculum Delivery Plan for 2020/21 to Corporation for approval.**

9 DRAFT WORKPLAN 2020/21

9.1 The Director of Governance and Policy presented the draft workplan for 2020/21.

9.2 **Governors approved the workplan for 2020/21, subject to the addition of updates on the implications of COVID-19 for teaching, learning and assessment to each agenda.**

10 DATES OF NEXT MEETINGS

- 11 November 2020
- 27 January 2021
- 21 April 2021
- 16 June 2021

11 ANY OTHER BUSINESS

11.1 Governors **noted** their thanks to all staff for their ongoing hard work during a very challenging time.