



AGENDA  
REFERENCE

**A1**

## **CORPORATION/COMMITTEE PAPER**

**Curriculum Strategy and Quality Improvement Committee**

**24 March 2020**

<b><i>TITLE</i></b>	<b>Minutes of the previous meeting held on 30 January 2020</b>
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<b><i>PURPOSE</i></b>	<b>To receive, agree and approve the minutes of the previous meeting held on 30 January 2020</b>
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<b><i>RECOMMENDATION</i></b>	<b>Governors are recommended to note the minutes and agree their accuracy</b>
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<i>No. of pages in main paper</i>	8
<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 30 JANUARY 2020



Present:	Kaushika Patel (Chair) Verity Hancock Denise Newsome	Louisa Poole Mandeep Singh Habiba Rashid
In Attendance:	Louise Hazel Kully Sandhu Tina Thorpe  Rachel Hall  David Jackson  Claire Willis Sharon Drury Neil Challinor	Director of Governance and Policy Vice Principal Adult and HE Vice Principal Study Programmes and Apprenticeships Director of Apprenticeships and Commercial (item 6) Director of Student Services and Marketing (items 4 and 5) Director of Quality Improvement (items 7-10) Student Support Co-ordinator (item 4) Quality Development Manager (item 7)

### **1 DECLARATIONS OF INTEREST**

- 1.1 There were no declarations of interest.

### **2 APOLOGIES FOR ABSENCE**

- 2.1 Apologies for absence were received from John Allen, Danielle Gillett and Naz Nurani.

### **3 MINUTES OF THE LAST MEETING AND MATTERS ARISING**

- 3.1 The minutes of the meeting on 13 November 2019 were **agreed** as an **accurate record and approved**.
- 3.2 Actions and matters arising would be covered by items on the agenda.

### **4 LOOKED AFTER CHILDREN/CARE LEAVERS 2018/19**

- 4.1 The Student Support Co-ordinator presented a report on Looked After Children/Care Leavers in 2018/19. The following points were highlighted:
- 4.1.1 The College had a designated person for looked after young people and those leaving care. In 2018/19, there had been 120 young people who were in care, living in hostels or care leavers; this was an increase on the previous year. There had been a slight increase in the number

- of unaccompanied young people seeking asylum.
- 4.1.2 The College's approach to support these young people was described. Good links existed with external agencies. A range of strategies were used to allow the young people to access support and enable them to stay in learning. The young people tended to have complex needs which presented challenges including disciplinary issues but the team worked with a range of internal and external services to support them.
  - 4.1.3 The College was successful in retaining the young people. Achievement data showed that 88% of looked after young people achieved their qualification; 82% of care leavers completed their course.
  - 4.1.4 Examples of some of the students supported by the team were given; the majority had had positive outcomes.
- 4.2 Governors asked a number of **questions** including:
- 4.2.1 **Whether there was a sense that young people were being placed in Leicester because there were good support services locally.** There was an indication that was the case. The College worked with students from several different counties. This presented additional issues because social workers were not on hand and all areas worked differently.
  - 4.2.2 **How many people were in the team?** There were 13 Learning Mentors who worked part-time. Looked after children were a priority group and were given a designated worker. The Student Service Co-ordinator worked on more complex cases and co-ordinated support across the team.
  - 4.2.3 **Outcomes for Looked After Children/Care leavers looked to be outstanding.** Agreed. The College's overall rate for 16-18 was 79%; LAC achievement was at 88%.
  - 4.2.4 **Why those on Universal Credit were included in the figures.** They were also categorised as vulnerable young people by the local authority although they would not have social workers.
- 4.3 **Governors noted the report on Looked After Children and Care Leavers and thanked the team for their excellent work.**

## **5 STUDENT DISCIPLINE AND ATTENDANCE 2018/19**

- 5.1 The Director of Student Services and Marketing presented a report on student discipline and attendance during 2018/19. The following points were highlighted.
- 5.1.1 The College's approach was described. The Student Disciplinary Policy focused on behaviour and had three stages. The Student Punctuality and Attendance Policy had four stages in 2018/19. For 2019/20 the Attendance Policy had been revised so that it also had three stages.
  - 5.1.2 It was planned to revise the policy and trial an approach in two Curriculum Areas which looked at changing behaviours and using restorative action rather than just sanctions.
  - 5.1.3 Serious indiscipline, where a student entered the process directly at stage 3, remained a predominantly male, 16-18 issue.

- 5.1.4 Comparing 2018/19 to 2017/18, the number of stage 3 panel hearings reduced from 40 to 27, whilst the number of stage 3 curriculum discipline meetings increased from 12 to 42. The number of exclusions for discipline remained similar at 15, compared to 17 in 2017/18. There were more meetings for attendance related issues than discipline.
- 5.1.5 The most common issue taken to stage 3 panel hearings was aggressive behaviour/physical violence, which accounted for 48% of all cases.
- 5.1.6 The predominant ethnic category of students in panel hearings was White, the same as in 2017/18, although the percentage had decreased from 60.0% to 29.6%. The next highest category was Indian at 25.9%, an increase of 20.9% on 2017/18, although the actual number of cases was very small. The percentage of Black students in stage 3 panel hearings reduced from 25.0% to 22.2%, with the number of cases reducing from 10 to 6.

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

- 5.2.1 **Given the considerable investment of time, whether the attendance meetings were effective.** The decrease in the number of hearing from stages 1 to 3 suggested they were effective. Given the correlation between attendance and achievement, the increase in achievement also suggested that strategies to improve attendance were having positive impact.
- 5.2.2 **Whether there was any reason for the spike in stage 3 cases 2017/18.** Two policies were running at this point so an individual could appear in both disciplinary processes.
- 5.2.3 **How the policy was communicated to students?** It was explained during induction, in the Principal's welcomes, during their first week and students also signed a learning and teaching contract which set out the expectations.
- 5.2.4 **Was this repeated every year?** It was.
- 5.2.5 **Babington Academy had adopted a wholly restorative approach; this might be a helpful model.** This would be followed up.

5.3 **Governors noted the report on student discipline and attendance.**

## **6 CURRICULUM AREA FOCUS: APPRENTICESHIPS**

- 6.1 The Director of Apprenticeships and Commercial gave a presentation on the Curriculum Area. The following points were highlighted.
  - 6.1.1 The Curriculum Area had 1,250 apprentices across three Programme Areas: Engineering, Construction, and Business and Service Sectors.
  - 6.1.2 The income target for 2019/20 was £5.5 million; although currently at £4.5 million, this was expected to increase with additional income from future recruitment, CITB contracts and completion payments, and the target should be met or exceeded.
  - 6.1.3 New levy opportunities with large employers were highlighted including Leicester Tigers, Leicester City Football Club and Leicester Partnership NHS Trust. The feeling was that levy employers were now more engaged and thinking about how best they could spend their levy.

- 6.1.4 Retention rates for each Programme Area were highlighted. These were showing improvements although historical data was affecting this and looking forward, positive upturns in retention were projected although these were not as rapid as the College would want. The data included apprentices on breaks in learning.
- 6.1.5 Predicted timely achievement rates were 54% against a national figure of 59%.
- 6.1.6 EPA pass rates to date were excellent with high numbers passing with high grades.
- 6.1.7 Areas of growth were adult social care, childcare and conveyancing. There was the potential for further growth in Construction.
- 6.1.8 Challenges for the area included accommodating the number of EPAs required and recruiting suitably qualified staff.

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

- 6.2.1 **Whether employers needed to spend their levy within a certain period of time.** There was a rolling timeline but they would need to spend it within that timeline.
- 6.2.2 **What were the plans to accommodate further growth in terms of infrastructure?** The College was running out of space for Construction. There was no major capital funding available at the moment although the indication was that the Government wanted to reinvest in FE capital. The College would need to look at the growth need and the potential for sustaining that and feeding into sustainable jobs in the local economy. The new apprenticeship standards would require additional accommodations for EPA completion. A space had been identified for 40 carpentry and joinery assessments. This would be an issue for smaller colleges and so the College might be able to provide space for other colleges' EPAs on a commercial basis.
- 6.2.3 **Whether there was block delivery or day release.** It tended to vary according to the needs of the employer and the industry.
- 6.2.4 **Whether 24+ apprentices were hardest to retain.** They were. This was because they tended to be existing employees put on programmes by their employers. National rates for 24+ were the lowest.
- 6.2.5 **What the rules were in terms of breaks in learning.** If the break was over 1 year, the apprentice would need to be withdrawn. The College would need to look at what constituted a break in learning and review the number of apprentices on breaks in learning. It would want to encourage apprentices to continue rather than take breaks and would need to see what support could be put in place to enable this to happen.

6.3 **Governors noted the information presented and thanked the Director for her report.**

## **7 PROVISIONAL DESTINATION AND PROGRESSION REPORT OF 2018/19 ACHIEVERS**

- 7.1 The Quality Development Manager presented a summary report on the destinations of College students who achieved their main qualification in 2018/19. The following points were raised.

- 7.1.1 This was an interim report. All data would be validated and included in the Matrix and a further report would be made to the next meeting
  - 7.1.2 Data on destinations and progression was collected through: the College destination survey; Higher Education Institution (HEI) progression data; internal progression data; and ProMonitor data. It was the first time all the data had been collected in house; the response rate had improved.
  - 7.1.3 In 2018/19, 10,551 students achieved at least one qualification. Of those, 2,604 students were 16-18 and 7,932 were 19+. Destinations were recorded for 5,379 students, 51% of all learner responsive students, an increase of 21% on the previous year. Overall, 89% progressed to positive destinations.
  - 7.1.4 The data was being shared with Curriculum Areas to aid curriculum planning.
  - 7.1.5 The College was working with other colleges to benchmark the data. There was no indication yet of what type of response rate or percentage progression to positive destinations would be considered acceptable by Ofsted.
- 7.2 Governors **asked whether the detail of those progressing to employment showed whether it was employment related to the course?** This had not been collected this year as the emphasis was on acquiring transferable skills. However, with the introduction of T levels there might be more emphasis on the vocational journey.

7.3 **Governors noted the report on destinations and progression.**

## 8 **QUALIFICATION ACHIEVEMENT RATES**

- 8.1 The Director of Quality Improvement presented a report on qualification achievement rates showing three year trends. The following points were highlighted:
- 8.1.1 The College's overall achievement rate had increased by 0.9% on 2017/18. This was 1.7% above the 2017/18 National Achievement Rates (NARs).
  - 8.1.2 The 16-18-year-old achievement rate had increased by 1.1% but was 4.7% below the 2017/18 NARs. The Adult achievement rate had increased by 0.6%, 2% above 2017/18 NARs.
  - 8.1.3 The 16-18 GCSE English 9-4 pass rate had declined by 5.1% with a three year downward trajectory. However, it was still 10.7% above the national pass rate. GCSE maths 9-4 pass rate had declined by 9.9% but was still 4.9% above the national pass rate. November resits had been positive particularly for maths.
  - 8.1.4 The adult GCSE English 9-4 pass rate had increased by 10.1% and was 27.7% above the national rate. GCSE maths 9-4 pass rate decreased by 4% but was still 11.6% above the national pass rate.
  - 8.1.5 Functional Skills English and maths achievement increased by 5.4% on 2017/18. This was a significant improvement. Adult Functional Skills achievement increased by 1.9%, showing a three year improving trend but was 10% below the national.
  - 8.1.6 Timely apprenticeship achievement had increased for all age groups

but was still below the national rates.

- 8.1.7 Data had been shared with Curriculum areas to inform the area SARs and improvement plans.
- 8.1.8 The diversity indicators showed a gap between age groups although the provision for different age groups was not comparable. There was some gap between mixed heritage and white students for E&T.
- 8.1.9 Numbers of students at each level were highlighted. The largest cohort was Entry and Level 1 courses. Level 3 was much smaller proportion of the total cohort.

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

- 8.2.1 **Why timely achievement for 24+ apprentices was so much lower than national.** There had been a significant improvement on the previous year. However, there were a number of apprentices due to complete in 2018/19 where the provision had been ceased because of quality issues. Retention was a particular issue for these apprentices.
- 8.2.2 **Why Access to HE had dropped so significantly.** A Programme Lead had been ill for some time and a large number of students had dropped out late in the programme when they knew they had not got a place on the HE course they wanted.

## 8.3 **Governors noted that the 16-18 performance continued to be disappointing and requested a list of the top ten best and worst performing courses for 16-18 year olds with a commentary to contextualise the reasons for good or poor performance.**

## 8.4 **Governors also requested a further report once national rates were available.**

## 8.5 **Governors noted:**

- 8.5.1 **the contents of the report**
- 8.5.2 **the qualifications underperforming were identified as requiring improvement in the College Improvement Plan.**

## 9 **SELF-ASSESSMENT REPORT AND QUALITY IMPROVEMENT PLAN**

### 9.1 The Director of Quality Improvement presented the Self-Assessment Report (SAR) for 2018/19 and Quality Improvement Plan (QIP) for 2019/20. The following points were highlighted.

- 9.1.1 The SAR had been written against the new EIF although the College had been operating under the previous inspection framework and so there were inevitably some areas for improvement.
- 9.1.2 The structure of the SAR was explained and the grading highlighted. It was noted that Impact now include destinations and progression.
- 9.1.3 The Curriculum intent commentary was highlighted. The College had a robust planning process and used LMI to inform the provision.
- 9.1.4 The section on Implementation highlighted the College's Quality Improvement Strategy. Support and CPD was provided to develop teachers' pedagogical skills. Curriculum Areas had written their own SARs and this had helped to identify strong vocational CPD taking

- place across the College.
- 9.1.5 There was a robust process in place to support developing good behaviour and attitudes and strong support for students including pastoral support.
  - 9.1.6 The QIP highlighted the need to improve 16-18 achievement.
  - 9.1.7 Work was also needed and underway to develop a new personal development programme; this formed a significant part of the plan.
  - 9.1.8 Other areas for improvement included adopting a holistic approach to apprenticeships including better use of Smart Assessor; further work to improve the collection and use of destinations and progression data including curriculum planning; and CPD focussed on the move to different assessment approaches.
  - 9.1.9 The importance of ongoing governor challenge and scrutiny was highlighted.
- 9.2 Governors asked a number of **questions** including:
- 9.2.1 **If there was an early inspection, what would need to be done to inform and prepare students?** There were inspection preparation plans in place but these were currently being reviewed; students would need to be prepared through staff. Staff would also need support so that they could articulate the current position effectively.
  - 9.2.2 **When would that process start?** This was starting to happen now. The timeline was being reviewed but mock inspections and deep dives would be undertaken.
- 9.3 **Governors noted the SAR and QIP.**

## **10 KPI MONITORING**

- 10.1 The Director of Quality Improvement gave an update on KPIs using the Matrix. The following points were highlighted:
- 10.1.1 Retention was high at 98.2%. This was expected to decrease. Curriculum Areas had been attempting to keep students on programme wherever possible but some might now need to be withdrawn.
  - 10.1.2 Attendance was at 87.9%; this was slightly down in the previous year. Some of this was due to course transfers. Attendance on HE programmes was lower than the College average.
  - 10.1.3 The second Progress Point had just taken place. Progress was being reviewed and working at grades were being entered into ProMonitor. Target grades were stretch grades. Risk flags allowed the identification of interventions required for students.
- 10.2 **Governors noted the update on KPIs.**

## **11 COMMITTEE SELF ASSESSMENT**

- 11.1 The Director of Governance and Policy presented the Committee's self-assessment outcomes from 2018/19. The following points were raised.
- 11.1.1 The self-assessment identified positive impacts including improving



results; staff and learner feedback; OFSTED; and other audits.

- 11.1.2 Areas for development included working with new members on the areas of focus for the committee in the Strategic Plan; more timely responses to data including unvalidated data; deeper understanding of curriculum and future challenges including the new inspection focus; and more explanation of how the curriculum offer responded to local need and demand.
- 11.1.3 A number of these had been picked up already through the Committee workplan and the Special Corporation meeting in November which had focused on the EIF.
- 11.1.4 Governors were invited to make suggestions for any further areas for the Committee to consider or any additional information that would be helpful.

11.2 **Governors noted the Committee self-assessment outcomes.**

## **12 DATE OF NEXT MEETING**

- 24 March 2020

## **13 ANY OTHER BUSINESS**

13.1 There was no other business.