



AGENDA
REFERENCE

A

CORPORATION/COMMITTEE PAPER

**Curriculum Strategy and Quality Improvement Committee
21 April 2021**

<i>TITLE</i>	Minutes of the previous meeting held on 27 January 2021
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<i>PURPOSE</i>	To receive, agree and approve the minutes of the previous meeting held on 27 January 2021
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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>	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 27 JANUARY 2021



Present:	John Allen (Chair) Lisa Armitage Shaun Curtis Kathy Foster	Danielle Gillett Verity Hancock Louisa Poole
In Attendance:	Louise Hazel Kully Sandhu Claire Willis Fran Monk David Jackson Marco Salotti Sharon Drury	Director of Governance and Policy Vice Principal Adult and HE Director of Quality Improvement Director of CHSS (item 6) Director of Student Services (item 5) HE Manager (item 6) Student Support Co-ordinator (item 4)

1 DECLARATIONS OF INTEREST

- 1.1 There were no declarations of interest.

2 APOLOGIES FOR ABSENCE

- 2.1 Apologies for absence were received from Tina Thorpe.

3 MINUTES OF THE LAST MEETING AND MATTERS ARISING

- 3.1 **The minutes of the meeting on 11 November 2020 were agreed as an accurate record and approved.**
- 3.2 As a matter arising, it was **asked** how the further lockdown had affected delivery and assessment. Contingency plans developed last term for all Curriculum Areas had been enacted. A recent College survey with over 2,000 responses showed that students were positive about the quality of their teaching and learning but that they were not all enjoying online learning. It was now becoming very difficult for students where they needed to do practical sessions. The Government had just announced there would be no opening of schools and colleges before 8 March. This meant that it would be hard to conclude some qualifications and students could not be assessed because they had not covered sufficient content. This had been raised at national levels.
- 3.3 As a further matter arising it was **asked** whether Mides data was available to provide comparisons. This was just now becoming available and would be reported at the next meeting.

4 LOOKED AFTER CHILDREN/CARE LEAVERS 2019/20

4.1 The Student Support Co-ordinator presented a report on Looked After Children/Care Leavers in 2019/20. The following points were highlighted:

- 4.1.1 The College had a designated person for looked after young people and those leaving care. In 2019/20 there were 123 students within these categories compared to 120 in the previous year; 104 were either Looked after Children or living in hostels independently and aged 16-18 including three apprentices. Nineteen were care leavers (post 19).
- 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.
- 4.1.3 The College was successful in retaining the young people. Achievement data showed that 92% of the cohort completed their course and achieved their qualification.
- 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 the College's team had contact with other colleges about LAC.** The College was part of the wider Leicestershire and Rutland network and so had contact with other institutions and also worked with 18 local authorities. Most other colleges had small numbers of LAC. The LAs were happy with the ways in which the College had communicated with students; the team had worked hard during lockdown to find out what was not working for young people and help put that right.
- 4.2.2 **It was a really positive report and the level of support provided was impressive.**
- 4.2.3 **Were any other outcomes such as destinations tracked for the students?** The team worked hard to plan a positive destination for them and knew where each young person went. More work was needed to ensure the College could report on destinations for groups of students including those from this cohort and with EHCPs.
- 4.2.4 **Why did the College have a larger number of LAC than other institutions?** This was due to the vocational offer which was more attractive to young people in the cohort. The College also had a good reputation in supporting them so LAs from further afield would contact the College to help place young people throughout the academic year.
- 4.2.5 **Was there a maximum number of young people who could be supported?** No, provided resource was available to support them.

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 2019/20

5.1 The Director of Student Services and Marketing presented a report on student discipline and attendance during 2019/20. 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 been revised in 2019/20 so that it also had three stages.
- 5.1.2 Serious indiscipline, where a student entered the process directly at stage 3, was usually predominantly a male, 16-18 issue but this had been reversed in 2019/20. This was likely to be a result of an increase in the cases involving female students and drugs, and a particular issue with sibling groups.
- 5.1.3 Comparing 2019/20 to 2018/19, the number of stage 3 panel hearings remained very similar whilst the number of stage 3 curriculum discipline meetings decreased from 42 to 27; this decrease was likely to be a result of College closure during lockdown. There were more meetings for attendance related issues than discipline.
- 5.1.4 The number of exclusions was similar to previous years. The number of final stage meetings for attendance and punctuality significantly increased from 15 to 141 in 2019/20 but was impacted by the reduction from four to three stages in this process. No students were excluded for poor attendance.
- 5.1.5 An analysis of the type of behaviour that resulted in exclusion at stage 3 panel hearings showed that intimidation and physical violence were the offences most likely to lead to exclusion.
- 5.1.6 There were no EDI issues. Data was analysed to compare the number of cases by each ethnic group with the College population and there were no areas for concern.

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

- 5.2.1 **The figures for stage 1 and 2s in MECC looked low but they could be hidden because students were linked to their core aim.** This would need to be looked at again.
- 5.2.2 **If non-attendance was stripped out, were there more disciplinary cases at APC?** There were more students at APC which would skew numbers but the proportion of cases was not significantly higher.
- 5.2.3 **Whether there had been any noticeable increase in cyber-bullying during lockdown.** There was no significant increase.
- 5.2.4 **Where else would the report go?** It would be presented to the EDI Committee and Student Liaison Committee.
- 5.2.5 **If the College were open normally, would it be fair to say that student discipline was not an issue?** This was true; given the size of the College and number of students, the number of cases of serious indiscipline was very small.

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

6 CURRICULUM AREA FOCUS

- 6.1 The HE Manager gave a presentation on the work of the HE office. The following points were highlighted.

- 6.1.1 The role of the HE office was to support the College's HE offer, manage HE partnerships, act as gatekeepers for the relationship with DMU and manage the Teacher Education offer.
- 6.1.2 There were 680 HE students; 313 were on site, of which, 249 were with DMU. The HE market had been very challenging but courses for 2020 had recruited sufficiently to provide a meaningful experience for students.
- 6.1.3 In 2020/21 HE income was £2.5 million; tuition fees accounted for £1.7m. The OfS recurrent teaching grant allocation was £476k. HE partner delivery attracted income of £126k; this was essentially a teach out position following decisions by the Corporation to reduce this activity.
- 6.1.4 The College's compliance with quality standards was described and included compliance with OfS ongoing conditions, TEF Gold, a successful DMU collaborative review and successful AMRs for both partners. A Pearson APMR had been submitted in January 2021.
- 6.1.5 One reportable event relating to the reduction in subcontracted provision had been accepted by the OfS with no further action needed.
- 6.1.6 In 2019/20, the College had a retention rate of 92.7%, a pass rate of 82.9%, and an achievement Rate of 76.9%. All performance data was well above OfS thresholds. City College Limited had been affected by the pandemic as many of its students were adults working in the healthcare sector and had found it difficult to continue with their programmes.
- 6.1.7 Strengths and opportunities were described including the improving demographics, the renewed focus on post-18 education and funding in the recent White Paper and the new DMU agreement.
- 6.1.8 Priorities for 2020/21 were to: maintain compliance with HE regulation especially emergent policy related to COVID-19; work with curriculum areas to develop new HE offer aimed at adult markets including as progression routes from T levels; improve the marketing of HE; and successfully engage with OFSTED inspection of Initial Teacher Education.

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

- 6.2.1 **In terms of the areas for development, would any of these be hampered by the current situation and lockdown?** The scoping and pre-planning for new qualifications could take place remotely; all existing process and meetings were continuing so it was not anticipated that there would be any restrictions on the College's ability to plan and seek the validation of new courses.
- 6.2.2 **Was there any reason why BECT achievement was 10% lower?** This was a result of several factors including poor retention and attendance and some staffing issues particularly for HND Business. It had been an unusual year.
- 6.2.3 **The development of new programmes was crucial; did these come from the HE office, curriculum areas or both?** Both; if the HE office knew DMU was interested in developing a new course, this would be referred on but there were also requests from the Curriculum Areas for new progression routes. The White Paper included an emphasis on STEM and higher technical provision and so these would need to be

areas for development.

6.3 The Director of CHSS gave a presentation on the work of the Curriculum Area. The following points were highlighted.

- 6.3.1 The area's offer across different sites was explained. It covered health and social care, applied science and education and childcare at APC, and sport and uniformed public service at FPC.
- 6.3.2 The majority of the 765 students were 16-19 Study Programme students at 95% of provision (688 students); 2% (31 students) were AEB funded adults and 3% (43 students) on loan-funded provision. Income for 2020/21 was £3.2m.
- 6.3.3 Achievement had increased for the first time in two years by 3%; this included an increase of 2% for 16-18s but a decrease for adults. This was due to the pandemic. The courses were bespoke fitness licence to practise courses which had no adaptations; many adults had not returned to complete assessments in 2020/21. Health and social care had seen a big increase and, while sport had increased, it was still below national benchmarks.
- 6.3.4 The resources and facilities available were described; the pandemic had presented issues in terms of access to the Arena. T level capital funding would be used to improve accommodation for delivery of the new qualifications.
- 6.3.5 Departmental projects included work with the Leicestershire Police, development of a hybrid classroom, T Levels including the transition programme and work with the King Power Stadium.
- 6.3.6 Priorities for the year included around the consistency and variation of formative and summative assessment, a strategic approach to individual tutorial focusing on high needs and at risk students, focusing on the student experience and improving digital literacy, and improving Sport.

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

- 6.4.1 **It was good to see the investment going into the area; was it too early to know what the take up of T levels was likely to be?** It was early days but applications for the health route looked promising; science applications were lower but all science applications tended to come in later.
- 6.4.2 **Whether students needed to do the transition programme before progressing to a T level.** They did not but they would need to have their English and maths as it would be too much to do these at the same time as a T level.
- 6.4.3 **There was no HE offer; was that historical?** Because of the need to improve and consolidate quality in the area, there was not currently an HE offer. This was something that was being reviewed as there were clear progression opportunities from T levels.
- 6.4.4 **Sport was still disappointing; what targets were needed to improve the area?** There was a target in the QIP to improve the area by 10% and bring it up to national averages. There had been changes to the offer and to staffing and these were expected to show improvements.

6.5 **Governors thanked the Director of CHSS and the HE Manager for their**

helpful presentations.

7 ACHIEVEMENT RATES UPDATE AND COMPARISONS 2019/20

7.1 The Director of Quality Improvement presented a paper on 2019/20 achievement rates for the College which included those students who had been unable to complete their assessments. The following points were highlighted.

7.1.1 There were 449 students who continued into 2020/21 who had been unable to complete their courses in 2019/20 due to adapted or delayed assessment.

7.1.2 The achievement rate for these students was 80%; 16-18s had achieved better at 87.8% and adults at 70.3%. Level 2 achievement was positive at 84.3%. The majority of the 16-18 qualifications had been in motor vehicle.

7.1.3 The additional achievements would not have made a significant difference to overall achievement for 2019/20; the results would count towards 2020/21 data and there were still a few more achievements to include.

7.1.4 It had been a major effort to get students back in to complete their courses and they and the curriculum areas had done very well in achieving these results.

7.2 **Governors asked what the further implications might be for this year given that some had started much later in the year.** It was not yet known but there would be an impact; one term had been disrupted and another was being delivered largely online. It was not possible to get all students into workshops at the start of the year because of the delayed assessments and the need to apply COVID-19 safe practices. There would be an impact on 2020/21 results. There was no national plan for how disruption particularly to practical teaching and learning might be mitigated. Some staff would work through holidays if they could be paid but the College could not afford this and time was running out to deliver the curriculum.

7.3 **Governors noted the report and the exceptional effort by staff and students.**

8 SAR AND QUALITY IMPROVEMENT PLAN

8.1 The Principal presented the updated SAR and QIP. The following points were highlighted.

8.1.1 The SAR and QIP had been presented to the Corporation in December but a number of changes had been made since then including adding missing information.

8.1.2 Good practice was to have the SAR validated by an HMI. This had been done using an HMI new to the College. The College had self-assessed as Good on the basis of improving achievement rates but also good teaching and learning particularly during the pandemic. However, the HMI did not agree with the self-assessment grades.

8.1.3 The SAR graded the College 2 (good) overall but apprenticeships, high needs and for personal development as 3. Apprenticeships had

improved but were still below national averages. The HMI's view was that since there were two provision types and personal development graded as 3, it was not possible to grade as 2 overall; there was nothing in the EIF to indicate this. The provision graded 3 totalled 6% of all provision.

- 8.1.4 The College was aware of the need to improve personal development including the need to reach more students but work on this had been hampered by the pandemic and the HMI made no reference to the issues experienced during the year.
- 8.1.5 If Ofsted were to inspect the College, they would look at teaching and learning, student feedback and what they saw and heard from students; the HMI was just looking at the document and so was not getting a comparable set of information.
- 8.1.6 The HMI feedback had been discussed with the Chair and Chair of CSQI and extensively by the SLT. The view was that the SAR was for the College and particularly given that this was now retrospective, the College should not change its grades and submit the SAR; submission was not required by Ofsted.

8.2 **Governors made the following comments:**

- 8.2.1 **The purpose of the SAR was internal use and the QIP was as important in identifying areas for improvement. The proportion of provision graded as 3 was small and should not be a concern in terms of overall grading.**
- 8.2.2 **The SAR should be submitted but with a narrative explaining the particular issues caused by the prolonged lockdown in Leicester.**
- 8.2.3 **The grade profile had not changed for the past two years. It would be important to see an improvement in the profile for the next year; three SARs with the same profile would be a concern.** Agreed; there was confidence that the profile for apprenticeships would improve.
- 8.2.4 **Would high needs also improve?** Work had been underway for some time and so it was hoped there would also be an improvement. The College's ability to improve personal development might still be hampered by the pandemic.

8.3 **Governors approved the SAR and QIP and agreed it should be submitted with the current grades and with a short narrative explaining the particular issues for Leicester.**

9 **KPI MONITORING**

9.1 The Director of Quality Improvement gave an update on KPIs. The following points were highlighted.

- 9.1.1 Attendance was showing as 83.6% compared to 89.5% last year but this reflected the fact that not everything could be delivered according to planned timetables, particularly practical work. There were a number of unmarked registers; if these were marked, attendance would be at 89.2% which would be comparable to the previous year.
- 9.1.2 Retention was high at 98% compared to 96.9% in the previous year which was a very good picture.

9.1.3 Progress Point (PP) 1 had taken place 23-27 November; PP2 was currently taking place. PP1 showed that 79 students were above targets, 469 on track, 1,846 below and 38 expected to fail. This would be looked at in more detail in QA meetings.

9.1.4 Progress targets were stretch targets.

9.2 **Governors asked when it might be expected to see a dip in progress given that students could not complete all of their learning.** This was likely to be in the current set of progress meetings.

9.3 **Governors noted the update on KPIs.**

10 DATE OF NEXT MEETING

- 21 April 2021

11 ANY OTHER BUSINESS

11.1 There was no other business.