

- PRESENT:** Gordon Smith (Chair)
Kene Ibezi
Stephan John
Anita McGowan
Kate Ward
- APOLOGIES:** Clare Mackie
Frances Wadsworth
- ATTENDING:** Neil Blackmore (Clerk)
Ann Monaghan (Director of Learner Performance & Quality)
Andy Smith (Deputy Chief Executive)
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1 APOLOGIES

As noted.

2 DECLARATION OF INTEREST

No new declarations were made.

3 MINUTES OF THE MEETING 13 MARCH 2013

The minutes were agreed and signed as a true record.

3.1 Matters Arising

The DCE reported that the contact with the University of Sussex requested at item 8 had taken place and led to the College registering with Schools Direct. The Chair explained how Schools Direct is being used by schools in teaching-qualification development and managers gave the context of scant government guidance for teaching qualifications in FE. Governors asked for updates on the recruitment of staff. Managers updated on the position at this time, particularly the importance of recruiting good staff for Maths and English in the context of developing learners' employability.

4 TLA TERMLY REPORT

The report was **RECEIVED**. The Chair asked the Director LPQ to give a snapshot on the progress of the College on its journey. She stated that in her opinion, the College was on the cusp of Grade 2 with respect to the quality of teaching, learning and assessment (TLA) with evidenced, steady incremental progress, citing that T&L observations had passed 80% at Grades 1-2. This suggested that Grade 2 in this key aspect of TLA was now a good possibility, assuming continued progress, for inspection in 2014. There has been significant, continued work in sharing of best practice across teaching staff in formal and informal contexts.

Governors queried performance management of lower-performing staff. It was reported that numbers of poor performers were now relatively low, principally agency and sessional staff, but that robust performance management was in place. Observation approaches were mindful of patterns of consistency of performance. The Chair asked how student actual

performance impacted upon these processes. Managers stated that this was a complex question. The Director LPQ noted that the core of the judgement took place during the year, for example, through observation, with student outcomes considered during year-end appraisal. The DCE also noted a cultural shift among teachers in the College with a clear understanding now evident of the accountability that teachers now take for student performance, particularly in light of the "right learner, right course" emphasis. The Director LPQ stated that evaluation of teaching and learning by College managers also focused, as will the future inspection, on evidence of the individual progress of learners and the centrality of "right learner, right course". She stated that the College was making progress in these.

Governors asked how T&L strategies would continue to develop as the teaching and learning culture of the College matured. The Director LPQ gave the example of the role of Advanced Practitioner, a role that would shift from supporting more basic teaching skills for weaker performers to wider coaching towards higher skills. Governors stated that evidence for this journey had to be clear, in order to continue driving forward the quality of teaching. Governors discussed the information that could help them in this oversight and asked that they could accompany managers in their Learning Walks as observers. The DCE confirmed that this would be arranged for 2013/2014 and enable governors to gain greater insight into the management of learning and the impact of quality improvement measures and performance management..

Governors asked for more information about how sessions were graded. Managers provided different scenarios and explained how professional judgements can be applied in sessions and across teaching teams. The Chair asked how candidates for teaching posts were assessed. Managers replied that there was a sample lesson at interview and then further observations/assessments during the probation period.

ACTION: The Director LPQ would supply anonymised teaching observations to members in advance of or at the next meeting as examples of the observation process.

5 REPORT ON STAKEHOLDER VOICE AND ENGAGEMENT

The report was **RECEIVED**. The DCE stated that the Learner Survey consumes significant resources but has limited usefulness for identifying trends and resolving issues. GOAL and student forums can supply similar information far more promptly and flexibly and issues raised at Student Parliament can frequently be dealt with at the time. The DCE outlined possible changes to Student Parliament for better delineation of academic and pastoral concerns. Governor K Ward stated that her experience of the learners' responses at GOAL had been very positive. Governors asked for additional feedback on the outcomes rather than the process of GOAL. Managers stated that the outcomes were generally positive or very positive. The Director LPQ stated that issues are followed up immediately with the relevant manager or can be referred through to SMT and Executive, so these are effective strategies. The DCE noted that learner expectations are not consistent both in and between colleges. Managers had to be mindful that learners might not have the parental or other background to articulate negative feedback and so the College should not be complacent about its positive feedback.

ACTION: The DCE to bring the employability strategy and destinations of students by curriculum area to the next LQC.

ACTION: The Director LPQ to bring a report on the outcomes of Commercial Upskilling to the next LQC.

6 INITIAL TARGET-SETTING (2013-14)

The report was **RECEIVED**. The DCE stated that there were significant predicted improvements in success rates to almost national target in both 16-18 and 19+, though there are still some areas needing attention, for example, retention issues on particular courses and levels. He noted that using 2012-3 starts only, the College's predicted success rate is above the national average; Governors noted, however, that this is not the accountability measure for the College. The Chair asked which areas had been most out on prediction in the 2012 results. These had been SSA 9 Art & Design and A levels. There had been significant work in these areas in performance management and staff development since then. The DCE also outlined the profile of NTI programmes, as previously requested by the Committee, noting any withdrawn programmes. Governors asked for any general themes about why programmes might attract an NTI. Managers highlighted a range of divergent issues: learners being on the right level (including progressing learners); tracking and assessment of learners; learners struggling on the large number of Level 3 courses; assessment structure or load.

The DCE outlined the draft targets for 2013-14 with a headline improvement in success rates of 2%. He outlined the increased insistence on good attendance. The Chair asked why 2% had been identified after a 7% improvement this year. The DCE stated that large success improvements are difficult to sustain and this was a realistic figure. Governors asked for likely significant issues in 2013-4: "right learner, right course"; rates of high grades; Level 3 learners needing to be more independent; new funding methodology; introducing value-added targets into KPIs. The DCE stated that work was underway to increase HE target reporting at LQC next year.

The Committee **RESOLVED** to recommend the targets to the Governing Body on 3 July.

7 QIP UPDATE

The report was **RECEIVED**. Managers fed back on the meeting with the Ofsted HMI link on 4 June. The Director LPQ referred to the QIP Section 2, Support For Learners/Monitoring Their Progress, in the context of this feedback. The themes identified in the meeting with the link were improvements in teaching and learning, predicted success rates, progress against the QIP, developments in Moodle, attendance and punctuality, and introduction of value-added targets. The Director stated that the day had gone well and staff had demonstrated their preparedness for the meeting. The HMI link stated that the focus of the College, articulated in the QIP, was appropriate and effective, that he could see some progress but noted that there was still work to do before the next meeting in October. At that meeting, the HMI link stated that he wanted to see further development of learning and assessment, progress on "right learner, right course" and attendance and punctuality, and an update on the introduction of ProMonitor and its interface with Moodle. Managers again highlighted the centrality of "right learner, right course" in the College journey. Governors asked if, and managers confirmed that, via ProMonitor, target minimum grades will be able to predict success and feed into the headline targets for the following year.

The Chair welcomed the inclusion of the UCC QIP. Governors asked about the feasibility of resourcing implications in some areas (e.g. opening the library on weekends). The DCE noted that this was an issue that needed some care. The University has placed a condition on the College to have weekend access but this has to be managed within the financial constraints that the College faces.

8 REPORT ON IMPACT OF NON-RETENTION BETWEEN YEARS

The report was **RECEIVED**. The DCE noted that the withdrawals in 2011-12 in part related to issues at Level 3, discussed earlier in the meeting. The Chair stated that this should be part of longitudinal tracking to inform support mechanisms. The DCE stated that the

information helped track key points at which learners make withdrawal and engagement decisions and to plan accordingly. Governors asked that this information be used effectively for support and for longitudinal tracking, and to be presented with this information annually.

ACTION: It was **RESOLVED** to receive the Report on Withdrawals and Non-Retention of students by age group and level annually at the term 2 meeting.

9 DCE'S REPORT ON PARTNERSHIPS

The report was **RECEIVED**. The Chair noted that this would be also received at F&R. The DCE stated that the primary partners, Learning Curve and NCC, had proven very reliable in their performance and the College will continue to contract with them. The College had chosen not to contract with Marathon Sports after the contract's end.

10 RISK MAP

The report was **RECEIVED** and the reduced risk to the College of a poor Ofsted or QAA inspection was noted.

11 ANNUAL REVIEW OF TERMS OF REFERENCE

The report was **RECEIVED**. The Clerk outlined the proposed changes to the terms of reference. These reflected changes to the processes of the Committee since its inception.

It was **RESOLVED** to recommend the changes to the Governing Body.

12 REVIEW OF CONFIDENTIAL ITEMS

There were no confidential minutes for this Committee in 2011-12.

13 DATES FOR NEXT YEAR

The dates were noted.

14 ANY OTHER BUSINESS

There was none.

The meeting then ended at 8.15pm.