



Minutes of the Curriculum & Quality Committee (Via Video Conference)

22 June 2021

- Present:** John Egan (Chair)
Nav Chohan (Principal)
Joanne Beaumont
Catherine O'Connor
Kerry Robinson
Steph Tinsley
Wendy Rowan
Jonathan Curtis
- In attendance:** Jeremy Stott (Clerk)
Diana Bird (Vice Principal Curriculum)
Susanna Butler (Minutes Secretary)
- Observers:** Ron Hill from Stone King
Hibah Modak (Student Governor)
- Apologies:** James Parker
Phil Hunter
- Meeting commenced:** 18:00
- Meeting closed:** 19:27

*[In advance of the meeting, members put forward a number of comments and questions which were responded to and are set out at the end of these minutes on **Page 7.**]*

Consultant Ron Hill was welcomed to the meeting as an observer who is in the process of undertaking a governance review for the College and introductions took place around the table.

12/21 Disclosure of financial and/or personal interest

There was no disclosure of financial or personal interest.

13/21 To agree the agenda and order of business as circulated

The agenda and order of business were agreed.

14/21 To approve the minutes of the meeting held on 12 March 2021

The minutes were approved as a true record.

15/21 Matters arising

a) 06/21 – Annual E&D Report – Update on the 2 action points

Additions to the E&D action plan will be considered as part of the theme outlined in section 16/21ii) re the reporting and monitoring of sexual

orientation and support for any new district wide or regional actions on inclusion.

16/21 i) To review the 'Theme for the year' – Blended Learning

The Vice Principal Curriculum (VPC) talked through her report. To note is that the government is insisting that T Level placements have to be in person. We did place all 7 of our students in person but, with the extension to social distancing rules, one employer who had offered physical placements to 4 students said they could no longer take physical placements so they would have to be remote with most of their staff working from home. This means we cannot count them in the official figures, though the opportunities are still important for the students.

The government has funded a number of IT devices to assist students with remote learning and they have said we also need to make this equipment available to them over the holiday periods. The Learning Resource Centre will arrange this with the students.

On lesson observations, 95 out of 97 were carried out on-line and 92% showed positive progress, with just 8 staff requiring mandatory support. Feedback from students has been very positive. Section 6 shows examples of innovative practice and the different approaches staff have taken and section 7 is on plans around blended learning for 21/22. It is a mixed picture with study programmes 30% online (1 day a week) depending on the level, course, and learning needs as to the approach taken. There is a focus also on digital skills which is particularly important right now. For part time and leisure programmes, the government is happy for us to do what we think best so we have some courses fully on-line, some on site and others will take a blended approach.

On T Level placements, a member asked what the feeling is across the sector on the insistence of physical placements which seems harsh with this new working world of blended learning and if there has been any push back. The Principal confirmed that meetings have taken place, but the minister in charge maintains that the best experience is for on site placements. They have however allowed for placements to be with more than one employer which helps a little. The member added the report demonstrates the creativity of teaching staff and students with a rich approach of blended learning which is positive to see and offered her congratulations to all.

ii) To agree the 'Theme' for 2021/22

The VPC proposed the new theme for this year to be on Equality, Diversity and Inclusion and set out her reasoning for this. Since joining the College last August she has noted various comments around this topic looking at: the diversity of College staff; consideration on whether to report on sexual orientation; proportion of staff from BME backgrounds in relation to the student population; and that these are issues governors have raised in the past.

We carry out a large amount of data analysis and reporting including looking at age, gender and disability which is reported back to governors and have an Equality, Diversity & Inclusion Policy and Action Plan in place. There are opportunities to drive more things forward, including those areas governors

have highlighted.

This year we took part in a FE Leadership Research Group looking at the lived experiences of students and staff. 24 students and 24 staff took part in a 45 minute interview which asked open, probing questions. We also shared with the researchers data analysis of our staff and students. It was difficult to engage some BME staff to take part in that research and this may form part of the findings which are due in September.

The VPC then talked about what putting the spotlight on one area might achieve and explained what the College has recently done to show support for LGBTQIA+. Creating a rainbow college logo and putting up posters in Shipley has been one way. Many staff have adopted the rainbow logo, though there have also been some questions about how we are backing this up with action (these questions are mainly in the media and from pressure groups to organisations generally about companies cashing in on the rainbow logo without changing their behaviours or committing to actions that move inclusion forward) and we are thinking about what practical things we can do. In the Enrolment Form next year, we will be asking for students to indicate both their legal gender and the gender they identify with. The key is to show we are aware and open to conversations around LGBTQ+ issues. Our staff and students have complex identities - we treat them as individuals, but report data on them, so is there a better way that looks at everyone as whole people.

Adopting this new theme will act as a driver for action and we want a cultural shift, with more awareness and understanding of diversity by single categories such as ethnicity or gender; review of policy and practice in terms of equality impact assessments; the language we use; and looking at additional ways of reporting data.

Members agreed any enhanced focus on this area is welcomed and supported and the new theme for the year on Equality, Diversity and Inclusion was agreed.

17/21 i) To consider a draft Observation of Teaching, Learning and Assessment Report

The VPC reported the change this year to a non judgmental approach, promoting self reflection and development. We found high numbers of staff where their students are making positive progress. Our focus is on all staff committing to development. We have had a transition year in which Advanced Practitioners no longer work solely with staff who need to move to Good but with all staff to move to /maintain outstanding practice. Online learning has provided us with opportunities for further development. There is greater focus on CPD and follow through which is monitored by the Heads of Sector and recorded on appraisals. A top area for development and enhancement is digital. This shows that digital is an area where a small number of staff need to improve but is also an area where staff are choosing to enhance the TLA experience by learning about new technologies and applications.

The Learning Walk report is within the OTLA report. The second set of learning walks were observed by 5 governors who came into college to observe a total of 13 classes.

ii) To receive a report on feedback from members on Learning Walk Observations

The VPC asked those governors who had observed learning walks if they had any feedback to share. One governor said she had observed 3 classes and said it was evident that the students were glad to be back on site. One class in particular was fantastic and it looked like they had never been away. She observed great questioning techniques and felt it was a master class. Another class struggled a little, but when the observing manager explained the reasons why, that provided some reassurance. The experience was enjoyed very much and she thanked the College for the opportunity.

Another governor said the sessions were very well organised and saw nothing to worry about in terms of the Covid safety measures in place and it was a very positive experience.

The VPC asked if there is anything the College can do to make it easier for governors to get involved and it was agreed more notice would certainly be helpful, perhaps 3-4 weeks in advance to be able to plan diaries and this was noted.

The verbal report was received.

18/21 To consider a review of the Self Assessment Report Process

The VPC said she was asked to do a review of this process which has now been completed with some documents developed being trialled this year and have received positive feedback.

The proposed change to the SAR is a reduction in the level of detail and the increased use of tables and bullet points with a focus on key strengths and areas for development and evidence to support these. The more descriptive elements will be recorded in the Annual Report which should be seen as a partner document to the SAR. The sector SARs will remain the same in order to capture the quality of evidence required to support judgements in the College SAR.

Governors were asked if they would be interested in having some involvement with the sector SAR validation process, with a different governor attending each of the sector SAR panels. This would mean that when the College SAR goes to governors, there would be 1 person with in-depth knowledge about one of the sectors which would allow them to feel more involved and able to challenge.

Members agreed they liked the idea of a reduction in the amount of information in the SAR to allow for better focus and scrutiny and that they would be interested in joining the SAR panels.

ACTION: Members can contact the Clerk to confirm if they would like to join a sector SAR panel. Six volunteers would be required.

19/21 To consider a curriculum planning report

The Principal presented his overview of the curriculum for next year, with the first section setting out the reasons why we might make changes.

The biggest change is the introduction of extra T Levels. BTECs are also being amended with more exams being introduced. For many of our students starting next year who have not done exams in a while due to Covid, this will be quite challenging.

Enrolments look positive for next year and there is talk from government about catch up funding for lost learning.

The Principal asked the student governor who is due to leave this year if she feels there is anything we should change about full time delivery. Hibah responded by saying she has spent a good 2 years at the College, the first year going smoothly followed by a year of blended learning. She added that many students prefer the blended learning approach to allow for greater time on site with face to face interaction. Hibah recently took place in a Leadership Training Programme with 4 other students and said they all really appreciated having conversations with leaders. Her message is we should spread this opportunity out across the sectors and get more students involved. She also feels we need more enrichment activities, or to find a way for more students to get involved in what is on offer. A discussion followed on engagement and ways of motivating students. It has been a tough year for enrichment, but the College is putting a renewed focus on this.

For part time provision, the Principal explained that the volume of budgets appearing is making it more difficult than having 1 large contract. We have more than 20 different lines of funding so need to keep a close eye on each one.

We have introduced Saltaire Saturdays offering courses such as Italian, life drawing, yoga, pilates, working in care, hygiene, sewing etc.

For level 3 provision, we used to pay mainly through loans but, what was 1 contract, has now turned into 6 which gets more complicated and more challenging to manage.

Apprenticeships are based on our relationship with employers and we have maintained our levels mainly by working with large employers. We have not worked with small organisations for a few years.

A £4.5 mil College Consortium bid has been submitted to the 'Strategic Development Fund' which could drive further curriculum innovation.

20/21 To consider a report on Delivery Agreements

The Principal explained that Delivery Agreements are considered a key monitoring document by the LEP though many of the target figures have been disrupted by Covid. On a general point, we have managed to sustain positive destination rates. Digital apprenticeship group sizes continue to be a challenge. H&SC starts are going really well however.

21/21 To consider Higher Education update report

The Principal confirmed our HE offer is for the PGCE teaching course in partnership with Huddersfield University and the staff governor W Rowan gave an update, saying recruitment is going okay, though we have struggled to find

applicants for the Teacher Education Lecturer role. After a 3rd round of advertising, interviews are now due to take place next week. The data is looking good and enrolments for next year are steady.

22/21 To receive an update on the Risk Register related to the Curriculum

The Principal went through the risks, highlighting the updates in red.

3b) Breach of environmental legislation - There has been a small update here and the College has followed Government guidelines all through the pandemic and the education and support systems have continued to work well under lock down.

3c) Serious misuse of ICT - IT is crucial for us. Updates to network documentation to take place Summer 2021 to accommodate new infrastructure changes and we are hoping to get Cyber Essentials accreditation.

4a) Key staff changes - we have had quite a few changes recently but they have all been successfully handled.

6d) infectious disease spread - we did not imagine before last year that this would happen, but it came to pass and we have managed it well.

8c) The impact of new 14-19 and/or 19+ national and local level policy - this is the most crucial and we need to ensure what we deliver is right for the students going into next year.

The update was received.

23/21 Any other business

i) Date of proposed meetings to December 2021

- 30 November 2021

ii) To consider and recommend to the Corporation:

a) a Review of the Equality & Diversity Policy

Members agreed to recommend to the Corporation the Equality & Diversity Policy

b) Staff Development Policy & Procedure

Members agreed to recommend to the Corporation the Staff Development Policy & Procedure

c) Staff Appraisal Policy

Members agreed to recommend to the Corporation the Staff Appraisal Policy

d) Disciplinary Policy (Not SPH)

Members agreed to recommend to the Corporation the Disciplinary Policy (not SPH)

iii) To consider which recommendations/proposals are reported to the Corporation in more detail

- **Minute 16/21 ii)** on agreement of the new theme for the year on Equality, Diversity and Inclusion
- **Minute 23/21 ii)** on recommendation to the Corporation the:
 - a) The Equality & Diversity Policy
 - b) The Staff Development Policy & Procedure
 - c) The Staff Appraisal Policy
 - d) The Disciplinary Policy (not SPH)

Agenda No.	Item	Presented By	Questions/Comments	Response
7	SAR Report	VPC	I was fortunate to take part in the recent round of learning walks, and agree strongly with the findings. There was indeed a very high level of engagement in most of the lessons observed, and excellent question and discussion techniques by one lecturer which clearly enhanced the learning of all present.	We will be taking some feedback in C&Q from governors involved in learning walks
8	Curriculum Planning	Principal	<p>Please forgive my lack of knowledge, would it be possible to say a bit more about the lifetime skills guarantee and apprenticeships. Can an employer access both for an individual or group of employees at the same time. Sorry I don't have a picture in my head of how this works yet. It will be fine to put it into context at the meeting.</p> <p>Business Development, has there been any evidence that customer service/ internal customer service has shifted focus in the light of more people working from home using teams, or making purchases/booking services in the online world?</p> <p>Fitness, hopefully fitness and health and well being will be areas that the district can benefit more from going forward. It can be good to have fitness and health goals alongside education and employment goals.</p>	<p>Lifetime Skills Guarantee is for adults without Level 3s already - only includes a limited list of qualifications (with strong, technical vocational focus) and these are separate from apprenticeships.</p> <p>Much talk of digital skills gaps but employers are very much focussed on resuming business after lock down ie not much interest in training of any form. Most of our requests for training come from individuals.</p> <p>An intriguing proposition!</p>

5i	To review the 'Theme for the year' – Blended Learning	VPC	Placement mentioned in section 2.3 but no mention of how the Capacity and Delivery Fund is progressing or the stance the ESFA has on not hitting target this year due to Covid restrictions.	Our targets for the CDF are 90 for 20/21. We have completed 17 (19%) - 9 in business admin and 8 in digital. A further 10 students started but did not complete / have not yet completed a placement in digital. We were not able to count remote placements - only physical placements. We do not expect any clawback of funds as it is recognised that we need staff in place to secure and support the placements.
5i	To review the 'Theme for the year' – Blended Learning	VPC	Section 4.2 mention is made to the percentage of students interested in their classes/understood content/gained some or a lot of knowledge but this percentage collates two categories of response. I would prefer the categories of response separated in the report to be absolutely clear and for comparison to previous two years for transparency. Gaining knowledge for instance shown in Appendix 3 Ask the Learner shows 34.7% gained only some new knowledge which is a significant proportion.	With regards to 34.7% gained "some new knowledge" students are able to choose from the following 3 responses - "a little" - "some" - "a lot." A little and a lot are extreme statements, "some" perhaps offers too wide a spectrum of responses . We will review the response options available to students for future. Happy to present the data in separate lines going forward (data is reported annually in the OTLA report) and to include the previous 2 years for comparison. Two sets of data for comparison are available from 2019/20: 74% kept interested all of the time, 25% most, 1% some. (in 20/21 67%, 29%, 4%) 61% gained a lot of knowledge, 38% some, 1% a little. (in 20/21 59%, 35%, 6%)

5i	To review the 'Theme for the year' – Blended Learning	VPC	Section 6.1 makes mention of some students preferring online math session as fewer distractions - what proportion of students does this relate to? Will blended learning continue for maths next academic year?	The comments regarding students finding there were less distractions when studying maths online were made by the maths lead for the College. We don't have the data to quantify this. We have seen a range of responses to the various delivery models over the year from a preference for online to a preference for in person teaching and various points in between. In terms of delivery models for maths in 21/22 we are planning a combination: pt adults will be 100% face to face; apprentices will be 100% online; Study Programme students will have 100% online / 100% face to face / blended. The decision with regards to the delivery model for Study Programmes has been made by each vocational HoS after consideration of feedback from staff and students and a review of attendance in a variety of models during 20/21 (ie during lockdown versus fully in College).
6i	To consider a draft Observation of Teaching, Learning and Assessment Report	VPC	General query in terms of strengths and areas for improvement and how these are collated - using a software package or manually by staff member? The latter does leave room for interpretation of OTL report/findings.	Strengths and areas for development are collated manually by the DPT officer against a set of criteria. The tutor is given feedback against these criteria. This reduces any room for interpretation by the DPT officer This does leave some room for interpretation by observers but this is further reduced through providing guidance notes to support each of the criteria and forms are moderated. Stef - I'd be very happy to show you the full set of paperwork that supports OTLA for your feedback.
6i	To consider a draft OTLA Report	VPC	Again mention of students and their opinion of interest and gaining knowledge in the classroom but two categories collated. Would prefer this separated to be absolutely clear and for comparison to previous years to be transparent	See 5i above. The OTLA report has a link to an annexe which shows the breakdown of the data but only for the current year. Happy to break this down further in the report in future and to show the previous 2 years' data. However, if we change the response language this will make a year on year comparison problematic.

8	To consider a Curriculum Planning Report	Principal	Has the introduction of the new T-level in Health Sciences increased the predicted student numbers for September 2021 or re-distributed them?	We are planning one more Level 3 group in H&SC than last year to include 3 Level 3 BTECs and 2 T Level groups We are planning one additional T Level Childcare Group There are likely to be 2 additional Level 3 T Level groups in Digital.
10	To consider a Higher Education update report	Principal	I welcome the report of HE outcomes. Small course numbers do impact heavily on the percentage achieving. However, no report included in this paper or any of the Committee papers regarding Further Education retention to date for 16-19, Adults, and apprentices and compared to previous years. Would you provide an update.	Further Education Key Performance Indicators will be reported at Corporation in July. For information, retention is slightly above last year for adults and 16-18 year olds.
12ii b)	Staff Development Policy & Procedure	VPC	Staff Development Policy. No mention made of the number of hours of CPD a full time employee is expected to complete in the year. Such as 30 hours for full time teachers and proportionate of this for part time staff. How is proportionate CPD monitored in terms of manager expectations of time?	There is a staff utilisation guide which academic managers use to allocate hours. This includes category 1 (TLA) hours, category 2 (QI day hours) and category 3 (other duties including staff development, professional updating etc. Whilst 60 hours are set aside for QI days for full time staff, there is no recommended amount of hours set for individual staff CPD. The totals provided are for a full time academic member of staff and for part time staff would be calculated by their proportion - ie 0.5 tutor would do 0.5 of the CPD hours. Proportional staff are asked to make arrangements to attend QI days where possible even if these fall outside of their usual working hours. All staff, including academic staff agree individual training actions with their manager at appraisal and progress against these is monitored in January and at the end of the academic year. Happy to discuss the staff utilisation document with you. This will take into account the proportional nature of the staff member. Staff are

				aware of the ETF standards which refer to the need for ongoing development and training as part of their professional identity.
12ii b)	Staff Development Policy & Procedure	VPC	Staff Development Procedures. How many teaching staff have yet to achieve level 2 in maths and English? How are staff supported to achieve level two in these subjects and in what time frame?	29 staff have not provided evidence of their English and / or maths. Of these, 4 are new starters; 7 are working towards the qualifications; 1 is on maternity leave; 1 has requested a copy certificate from the exam board. 13 existing staff are being considered for an exemption due to 20+ years in employment / 35+ years since undertaking the qualification. Staff who are considered for an exemption must demonstrate they meet the required standard by completing an assessment. If they do not meet this standard then they must enrol to a course. Moving forward, new staff will not be able to pass their probation until they have produced a certificate / enrolled onto a course. The timescale for achieving an English / maths qualification where required is now 2 years (see 2.13). Staff are supported by English and maths tutors in the College - they can enrol free to adult classes or get 1:1 support from specialist staff to develop skills, complete practice assessments etc and they will usually sit these exams at College. They will complete an initial assessment and work towards a Level 2 qualification - some will need to complete Level 1 before moving on to Level 2.

12ii c)	Staff Appraisal Policy	VPC	Staff Appraisal Policy. No mention of mid-year review for all staff and wondered why not? The Staff Appraisal Procedures do partially cover this in sections 12.2 and 12.3 but this is a desktop review and only those not meeting their appraisal objectives are brought into an appraisal conversation.	The mid year review is referenced in 5.4 of the Staff Appraisal Policy. It is the practice for the January reviews to be a desktop exercise and this is reviewed and signed off by the manager and reported at Performance Reviews (5.2) . Managers would communicate with staff if the January update is not completed promptly or adequately. Teaching staff are also required to go into their appraisal to add their OTLA actions after their observation and these are reviewed in January or summer, whichever comes first.
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