

## NON-CONFIDENTIAL MINUTES OF THE LEARNER EXPERIENCE COMMITTEE MEETING HELD ON 14<sup>th</sup> NOVEMBER 2018

<b>Present:</b>	Jan Fielding ( <i>Chair</i> ) Caroline Vernon Andrew Wren Abby Blakeborough Liz Kershaw	External Governor External Governor Principal & Chief Executive Student Governor FE Staff Governor – Support/6 <sup>th</sup> Form
<b>In attendance:</b>	Mark Nicholson Mark Preston Kerry Culley Sarah Carter Colin Steele Karen Johnson	Deputy Principal, Curriculum and Quality Head of Quality Learning Resources Manager Student Services Manager Head of Craft Engineering Clerk to the Corporation

### PROCEDURAL ITEMS

**LE/18/85** The Chair drew Governors' attention to the two paragraphs at the top of the agenda, formerly agenda items reminding Governors of their responsibilities and to declare any interests relevant to agenda items, and that this also included responsibilities around Equality, Diversity and Inclusion.

### APOLOGIES FOR ABSENCE

**LE/18/86** Apologies for absence were received from Bradley Smithers (FE Student Governor) and Lorraine Falle (HE Student Governor)

### MINUTES OF PREVIOUS MEETING

**LE/18/87** The minutes were agreed as a true and accurate record subject to some minor additional clarifications.

**LE/18/88** **Resolved: The minutes of the previous meeting, held on 19<sup>th</sup> September 2018 were agreed as a true and accurate record.**

### MATTERS ARISING

LE/18/19 & 72	Use of Promonitor to be incorporated into a future Learning Walk. Mark Preston to factor this into schedule for next academic year. <i>In addition at the meeting on 19.6.18 it was agreed to have a curriculum update from Craft Engineering at the Autumn Term meeting which would also include an overview of how Promonitor is utilised in that particular curriculum area.</i> <i>In addition Technical Engineering will be covered as the Spring Term curriculum update for the Committee</i>	The Committee HAD undertaken a Learning Walk prior to the November 18 Committee meeting and had also received an overview of Promonitor <b>ACTION COMPLETE</b>
LE/18/72	Committee to be advised of the dates of upcoming Focus Groups with a view to governors attending if available	Head of Quality/Clerk to action
LE/18/97	A levels - The Committee asked if there were any national comparisons available on specific subjects which the Committee could consider The DP C&Q to provide an update to the next Committee meeting (March 2018)	DP C&Q
LE/18/105	Updated executive summary of the SAR to be circulated to the Committee following incorporation of their suggested amendments	DP C&Q
LE/18/115	Curriculum presentation from Deputy Head of 6 <sup>th</sup> Form to be added to the next agenda, to include some form of student related activity, for example focus group	Clerk Head of Quality
LE/18/115	Destination report to include progression to the Top 20 universities and also an overview of the subject areas studied at HE	Head of Quality

**Colin Steele, Head of Craft Engineering joined the Committee for this item  
CURRICULUM AREA OVERVIEW – CRAFT ENGINEERING**

**LE/18/89** The Head of Area: Craft Engineering (Colin Steele) joined the Committee to provide an update on the curriculum area.

Members of the Committee had, prior to this meeting, been involved in a Learning Walk of the craft engineering area of the College and had also received a demonstration of ProMonitor and how this is utilised within the classroom.

The Head of Area provided an informative and extensive overview of the craft engineering curriculum area of the College to the Committee, this included:

- Overview of the range of full time engineering courses from Level 1 Cert in Engineering Technology to Level 3 extended diploma in Engineering Technologies
- Overview of apprenticeship provision, primarily BAE Systems with smaller numbers of apprentices employed by a range of local employers, and the range of engineering trade areas that are offered within apprenticeships
- Welding Facility – newly opened workshop with superb facilities to the latest industry standards  
Highly skilled tutors with extensive industry knowledge  
Facility used by BAE Systems welding apprentices 3 days each week  
Commercial courses offered in welding qualifications as well as Job Centre provision for JC+ clients. Demand is very high  
There is future potential for the facility to be offered to other providers as an external end point assessment centre which is a requirement of the new apprenticeship frameworks
- Overview of the various aspects of craft engineering offered, including: pipework, fabrication & welding, mechanical, electrical
- Electrical workshop has the highest utilisation at the present time of all the workshops
- Current student numbers 547 overall, staffed by 24 full time staff and 6 part time staff  
16-18 numbers are similar to other years, with BAE expected intake around similar levels to this year
- Overview of progression opportunities available for students as they finish their course

The DP C&Q added how critical the area is to the College, not just in terms of learner numbers but also the impact of retention and success levels on overall College data.

The Committee asked how the commercial offer and Job Centre+ activity had developed and was advised that this is due to the increased capacity within the new facility which was not previously available and so had provided the College with an opportunity to expand the offer.

Following questions the HoA advised that the cohort is typically from the local area, however, as this is a new facility and the College is now a member of the Welding Institute there is potential to expand this for the future, along with the opportunity for the College to work with more employers and providers by offering external end point assessment facilities which is a requirement of the new apprenticeship standards.

**LE/18/90 Resolved: The Committee thanked Colin Steele, HoA, for the informative overview of the curriculum area. The Head of Area left the meeting**

**Sarah Carter, Student Services Manager joined the Committee for this item  
CEIAG POLICY APPROVAL**

**LE/18/91** The Student Services Manager presented the CEIAG Policy for approval and advised the Committee that it is a requirement of the Gatsby Benchmarks to have this in place. The College is required to meet all of the benchmarks fully by the end of 2019 and is confident that all benchmarks will be fully met by this deadline and is already working well towards this.

It is also a requirement that the policy has governor approval and is available on the College website. The Committee asked for more clarification on Unifrog which was noted within the Policy and were advised that this is an online, externally hosted platform where students can explore and find all the destination and progression opportunities available to them

The Committee questioned if staff who were noted on the Policy, as per requirements, worked across these roles on both sites and were advised that this is the case with staff having cross campus input and engagement.

**LE/18/92 Resolved: The Committee approved the policy**

## **The Student Services Manager left the meeting**

### **ANNUAL REPORT ON CPD**

**LE/18/93** The DP C&Q presented the annual CPD report which had been produced by the Head of HR, this provided an overview of the themes and costs of CPD undertaken by staff during the previous academic year.

The Committee were pleased to note the significant investment in CPD the College provided for staff and the appropriateness of the training which was specifically steered towards the college strategic objectives, self-assessment report and the associated quality improvement plan. Particular emphasis had been on English & maths where Governors noted a high level of investment had been made for staff in this area.

**LE/18/94 Resolved: The Committee noted the annual report on CPD**

### **OTL ANNUAL ANALYSIS**

**LE/18/95** The Head of Quality provided an analysis of the observation of teaching, learning and assessment for the previous academic year and made the following key points:

- All members of teaching staff received at least one observation via formal OTL or as part of a learning walk
  - Target was 86% of observations graded good or better and this target was met
  - Analysis was then broken down to curriculum area
  - Those members of staff identified as requiring improvement in 17/18 were risk assessed and have already been observed this academic year
  - One member of teaching staff has been dismissed for poor performance after having not improved after significant interventions and support
  - Requires improvement themes and outline of the actions the College is taking to drive forward improvements
  - Good or better themes examples of the key findings under observations graded good or better
  - Overview of Learning Walks carried out during 2017-18 and the key themes identified
- For this academic year the College has commenced a series of planned learning walks which are scheduled for the year.

The Committee had a detailed discussion on the performance management actions which the College had implemented over the year and commented on the effectiveness of these performance which then had a direct impact on the quality of teaching and experience of the learner

**LE/18/96 Resolved: The Committee noted the annual report on OTL**

### **PERFORMANCE MONITORING REPORT**

**LE/18/97** The DP C&Q presented the annual report and made the following key points:

#### Areas identified for development in 17/18:

Apprenticeship achievement – the overall achievement rates for apprenticeships have not yet shown improvement and have continued to decline, although the rates are at national benchmark this was not at the level expected. Functional skills achievement within apprenticeships has been a major factor in the overall outcome.

The Committee noted the changed in performance since last reported to the Committee and asked the DP C&Q if there had been any significant change over this period which had resulted in this disappointing result.

The DP C&Q advised that this was primarily due to a combination of reasons:

- the impact of functional skills on achievement of the full framework
  - the increase in the number of apprenticeship leavers, primarily Care Sector, who had completed vocational aspects of the course but not the functional skills aspects (which was not a requirement of the sector) and that this is an area with a traditionally lower level of achievement
- Both of these factors had largely contributed to the disappointing performance at year end

The Committee challenged further and asked for assurances that appropriate interventions have been put in place and were advised that whilst apprenticeship performance had been closely monitored, this

had been further strengthened and individual apprenticeship performance will be very closely scrutinised which will provide more accurate forecasting of performance at any given point. The functional skills aspects of the qualification and appropriate interventions had been included in the English & maths section of the report to the Committee and would be discussed in the context of English & maths.

A level retention – retention on A levels had been directly affected by the impact of the College's decision to no longer offer a 4 A level choice in Year 1 and then allow students to reduce this to 3 A levels in year 2. Governors requested further clarification of this which the DP provided.

Students now take 3 A levels in Year 1 and continue with these options into Year 2.

Given that the majority of A levels are now 2 year programmes, with AS levels being phased out, this was the right decision for the College but there was a period of phasing out which impacted on retention in the affected years.

Overview of subject specific performance, which had been covered in detail at the previous Committee meeting. The Committee asked if there were any national comparisons available on specific subjects which the Committee could consider

**Action: The DP C&Q to provide an update to the next Committee meeting**

Retention on adult learning programmes – retention was finalised at 91% against a target of 91%. This increase had led to an improvement in achievement on adult learning programmes to 86%, which was higher than the College target and a significant improvement on 2016-17 of 79%.

There are curriculum areas within adult programmes which are of particular focus and these include Access to HE, Construction, English & maths, Early Years & Education.

Planning for 2018-19 consolidated a new offer of shorter and more focussed programmes which will respond to a broader community need and continue to support adults into employment through this new offer.

English & maths – High grade GCSE had improved, with a decline in functional skills.

The Committee challenged this dip in expected out-turn and asked for an explanation as to why this had occurred given that the situation had worsened since that reported at the last Committee meeting.

The Committee also questioned what format of initial diagnostics the College undertook to ensure that students were studying at the correct level of functional skills qualifications.

The DPC&Q advised that the unexpected drop in performance had been largely attributed to predicted performance being over-optimistic and actual performance not as high as expected.

This had been fully investigated and swift actions have already been implemented to drive forwards improvements, these included:

- better use of initial assessment and diagnostic tools to ensure that the learner is on the correct level of English & maths/functional skills qualifications from the start of programme
- the decision around the level of Functional Skills qualifications that students are on will be made at a higher level rather than being a tutor led decision
- a greater level of monitoring in year to establish precisely what level learners are at any point in time
- early registration for examinations and completion of internally assessed elements for those students who are ready
- new management structure for English & maths and the appointment of GCSE specialist staff in English
- changing to Awarding Bodies who provide a swift turnaround in results and better feedback on exam performance, this will allow for swifter and tailored interventions

The Committee challenged further on these interventions and the inaccuracy of forecasting. The DP C&Q reported that investigations had summarised that the value added of learners was high but there were too many learners on level 2 qualifications which was not the right starting point, hence the actions which had been taken relating to these aspects

Given the drop in expected performance and the actions which had been put in place, the Committee debated the appropriateness of these in depth with the DP C&Q and asked for assurances that in the future performance would be scrutinised to such a level that there would be an earlier indication of the level to which learners were working at so that interventions could be put in place much earlier to ensure that the learner not only achieved the target level but was also enrolled on the appropriate level

in the first instance. The DP C&Q provided further context to the interventions and the impact that these would directly have on performance and early intervention for any at risk learners.

The Committee also commented that the GCSE English and maths performance in the local area is low, meaning that there are a significant number of students who join the College and then need to undertake these qualifications. The DP C&Q advised that in addition to this there are learners who, whilst having achieved a GCSE high pass, then score at a much lower level on the diagnostics which are undertaken on joining the course, this then impacts on their performance within higher levels of functional skills, particularly for apprenticeships. As outlined earlier decisions with regards to the starting level for functional skills qualifications will be now be made at a more senior level.

**LE/18/98 Resolved: the Committee noted the Performance Monitoring Report and the interventions in place to monitor and improve those areas identified as requiring improvement**

### **SUBJECT REVIEWS**

**LE/18/99** The DP C&Q presented on the analysis of the most recent subject reviews which had taken place with regards to A level provision. These are carried out at set points in the year and provide an opportunity to monitor those areas previously identified as requiring improvement, in addition subject reviews are also undertaken for those areas which do not have concerns but carrying out in year reviews allows for early intervention to be taken should this position change in year.

The following key points were made:

- overview of the process involved in a subject review
- progress to date against each subject identified as requiring improvement and the support being offered to the subject leads in these areas
- sample of a subject review was provided, very specific metrics which are linked to the QUIP with an progress update towards meeting the identified metrics

**LE/18/100 Resolved: The Committee noted the process of subject reviews and how these are utilised to drive forward improvements and were reassured at the level of intervention and sustained focus on underperforming subjects**

### **ANNUAL REPORT ON HIGHER EDUCATION**

**LE/18/101** The Principal presented the annual report on Higher Education, which is a requirement of OfS (Office for Students). Following approval by LE Committee the report is then taken for full Board approval and submitted to the OfS in line with their requirements. The report presented contained a very detailed analysis of performance in all areas of Higher Education, as stipulated by the OfS.

The following key points were made:

- Student satisfaction is high, 83% (overall), survey is carried out by an external provide with satisfaction levels showing an increase on previous year.  
Breakdown by area – overall satisfaction, particular note of the increase in some course areas to extremely high levels
- Overall HE retention was 95% with achievement being 97%
- Summary of external examiner reports which provided a very positive picture of good practice
- The College has maintained its' TEF Silver Award

The Committee were pleased to note that the actions which had been raised within the previous annual report had resulted in a significant increase in satisfaction within the affected areas for this academic year.

It is a requirement of the OfS that the Governing Body receives a detailed overview and analysis of Higher Education performance and associated action plans which relate to the continuous improvement of the student academic experience and student outcomes and that they provide an assurance of their satisfaction to the OfS.

The Committee reflected on the report, and associated actions, and were satisfied that the methodologies used by the College as a basis to improve the student academic experience and student outcomes were appropriate, and were subjected to peer and/or external review and were happy to recommend the report for further consideration and approval by Board with the following assurance statement:

- 1. The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.**

**2. The standards of awards for which we are responsible have been appropriately maintained.**

**LE/18/102 Resolved: The Committee approved the report and recommended for further consideration and approval by Board**

**SELF ASSESSMENT AND QUIP FOR THE 2017-18 ACADEMIC YEAR**

**LE/18/103** The DP C&Q updated the Committee on the key findings of the Self Assessment Analysis for the academic year 2017-18 with the indicative grades and the context behind each area.

The Committee questioned the grading of curriculum areas and asked for the reasons why there were some areas which had not been graded as outstanding when the indications were that this was a highly performing area.

The Committee were advised that some areas had been graded as good and were very strong but at the present time were not felt to be outstanding. However, an in year updated self assessment summary report will be compiled in March and it may be that some of these do change depending on the data which becomes available in year and the subsequent forecasts. This relates particularly to apprenticeships which are expected to recover to achievement rates in excess of the NA as the interventions take full effect. Early indications are that apprenticeship achievement would be around 75%, with timely 4 or 5 percentage points lower.

Summary and breakdown of progress made in 2017-18.

The Committee suggested that the progress in meeting the Equality Objectives be included within this area of the SAR.

The Committee suggested that there were some additions to the context within the Executive Summary which related to Governance.

**LE/18/104 Action: DP C&Q to include aspects of governance within the executive summary as raised by the Committee**

The Committee asked for the updated Executive Summary to be circulated once the Executive Summary was finalised with a view to them having a final review and comment if necessary prior to the December Board meeting.

**LE/18/105 Action: DP C&Q to circulate the Executive Summary to the Committee as soon as this is finalised to provide them with the opportunity to review and comment prior to the approval by Board in December.**

**LE/18/106 Resolved: The Committee approved the SAR in principle and subject to the additions as suggested, prior to full Board approval in December.**

**LEARNER VOICE, TERMLY REPORT ON COMPLAINTS, COMMENTS & COMPLIMENTS**

**LE/18/107** The DP C&Q presented the report which provided an overview of the complaints which had been received and progress in meeting a satisfactory resolution, along with an overview and the detail of developments and progress within the Furness College Student Union and the Student Representative body in readiness for the start of the upcoming academic year.

**LEARNER VOICE UPDATE**

**LE/18/108** The Student Liaison Officer (Callum Slater) had provided a very interesting overview of student union and representative related activity.

The Committee noted their satisfaction with the involvement of the College in the Red Box Project which provides sanitary products to female students.

The Committee also noted the Student Representative body and commented on the challenges around having sufficient representation across all areas of the curriculum, which is being driven by the Student Liaison Coordinator.

The Committee also commented on the successful interactions and support that the student representative can offer to individual students.

**COMPLAINTS COMMENTS AND COMPLIMENTS UPDATE**

**LE/18/109** A number of compliments from external organisations had been received across a range of curriculum areas which was pleasing to note. An overview of the complaints received over the period was provided and discussed by the Committee. All were now resolved.

**LE/18/110 Resolved: The Committee noted the report**

### **LEARNER INVOLVEMENT STRATEGY**

**LE/18/111** The Head of Quality presented the strategy for approval. The Board had delegated approval of this strategy to the Committee. The Strategy had been revised and updated from the previous version and outlined the College's strategy on involving students in College processes and also the ways in which the College actively promoted the learner voice.

**LE/18/112 Resolved: The Committee approved the Strategy**

### **EDI COMMITTEE MINUTES OF MEETING**

**LE/18/113** The DP C&Q presented the minutes of the meeting held on 18.10.18 and made the following key points in relation to the minutes:

- The Committee had received an update around the requirements of new legislation
- Satisfactory progress towards meeting the agreed annual equality objectives
- Observation of teaching and learning outcomes by equality strands with good or better themes and areas for improvement identified. There were no overarching themes within any equality strand and any areas for improvement identified during observations are actioned with the member of staff involved.

**LE/18/114 Resolved: The Committee noted the minutes**

### **ITEMS FOR THE NEXT AGENDA**

**LE/18/115** It was suggested that the Destination Report which is presented annually to the Committee includes progression of students to the "top 20" universities and also destination areas, for example medicine.

The Committee agreed that the curriculum area presentation should have a 6<sup>th</sup> Form focus from the Deputy Head of 6<sup>th</sup> Form and consideration be given to having some form of student activity for the Committee to be involved in, for example a Focus Group.

**LE/18/116 Action: Clerk to incorporate these into the next agenda of the Committee and advise the members of staff involved**

### **CONFIDENTIALITY**

The Committee agreed that there were no items which needed to be classified as confidential.

### **DATE OF NEXT MEETING**

The date of the next meeting was agreed as Wednesday, 6<sup>th</sup> March 2018 (**post meeting note updated to 20<sup>th</sup> March 2019**)

### **ANY OTHER BUSINESS**

There were no other items of business.

#### **MINUTES APPROVED**

Signed \_\_\_\_\_ Jan Fielding, Chair of LE Committee

Date \_\_\_\_\_ Subject to Amendments / No Amendments