

## MOULTON COLLEGE

### TEACHING, LEARNING AND ASSESSMENT COMMITTEE

#### Minutes of the meeting held on Tuesday, 27<sup>th</sup> April 2021 at 4.00pm

**Present:** Mr A Thomson (in the Chair), Mr B Hansford, Mrs C Harris, Mrs P Hawkesford, Mrs S Ijewsky, Dr P Jones, Mr M Knibbs and Mr D McVean

**In attendance:** Mr A Bailey, Mr B Billington, Ms C Hayes, Mrs G M Hulley, Mr C Jenkins, Mr T Mangan and Mr J O'Shea,

#### **SECTION A – ROUTINE, STANDING AND REGULATORY ITEMS:**

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- 21/18 Apologies for absence (Agenda item 1)**  
Apologies for absence were received from Eisha Cohen Neighbour and Shannon Frederiksen.
- 21/19 Declarations of interest (Agenda item 2)**  
There were no declarations of interest.
- 21/20 Minutes of last meeting (Agenda item 3, Paper A)**  
The minutes of the meeting held on the 9<sup>th</sup> February 2021 had been circulated previously. A point raised at the meeting in relation to Safeguarding had not been recorded in the actions log (**Action 83 – Clerk**). This would be rectified. The Clerk confirmed that Office for Students (OfS) milestones to the end of July 2021 had been received. The minutes were approved as a true and accurate record.
- 21/21 Outstanding actions from last meeting (Agenda item 4, Paper B)**  
Four actions had been closed since the last meeting – the report included a detailed update. Of the 3 actions that were outstanding, these were progressing in line with agreed timelines.

#### **SECTION B - QUALITY**

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- 21/22 Quality Improvement Plan (Agenda item 5, Paper C)**  
The Quality Improvement Plan (QIP) had been updated since the last meeting to include a number of actions from the recent Ofsted monitoring visit. Of the actions that were identified within the QIP, none were 'red' and 70% were showing as resolved which was a significant increase on the previous year. The next milestone review would be June 2021. The Vice Principal Curriculum and Quality emphasised that the QIP was based on last year's performance and focused on the College achieving 'good' at inspection.

The Committee welcomed the report and the opportunity to review progress across all of the actions. The Committee agreed that it was useful to look through the whole document but it would be helpful if governors could focus on those actions that: hadn't been completed; or, that had been completed but the judgement was that they had not had an impact. Governors could then have sight of what actions were making a difference or provide a steer on any actions that needed to be readjusted to have an impact. The Director of Quality outlined the approach that was taken by the team when assessing whether there was sufficient evidence to close down an action. The report would be rearranged so that its focus would be on this and 'green' actions would be moved to the end of the report to make it clearer and more concise

**(Action 84 – Director of Quality)**. In a wider discussion around the many examples of impact within the report, consideration was given to whether this was sufficient to achieve a good or outstanding rating at inspection. The team was invited to revisit the benchmarks used as part of this exercise. In response to a question from the staff governor about progress that had been made with planning documentation prepared in advance to support new staff in their role, the Director of Quality confirmed that this was due to be released within the next few days.

A number of points were raised for the Director of Quality to reflect on after the meeting and provide a note to the Committee **(Action 85 – Director of Quality)**. Although recognition was given to the status of the QIP, the Committee was keen to highlight how the document might support the ambition and vision of the Committee in terms of:

- Are we measuring those things that would ultimately take the College to outstanding?
- Was this just about FE and HE in terms of the culture of how we were teaching because our students would want to see that progression. Where was the external validation for the evidence for this?
- How does this fit in with the White Paper? Where within what you are doing with quality are we pushing with employer engagement as part and parcel of the student and staff experience?
- Although the College was not yet on the RoTAP, where were we in terms of what would be different when the College started delivering Apprenticeships?
- How do some of the actions in the QIP reference to the link governor activity because that would provide some additional external validation?

**Resolved:** To receive the report on the Quality Improvement Plan.

21/23

**Teaching, Learning and Assessment: Staff CPD (Agenda item 6, Paper D)**

The report highlighted the extent to which continuing professional development (CPD) was having a positive effect on the quality of teaching, learning, student experience and outcomes. All the key College key performance indicators (KPI's) were higher than last year and significantly, the externally set exams in January had a 99% pass rate of a 91% turnout. The paper also provided assurance that the response to the Ofsted monitoring visit was robust and in place to ensure the continual staff development in their craft of teaching. The Committee was informed of the difficulties associated with measuring impact due to Covid-19. As a result, the team had made comparisons with a number of existing KPIs to demonstrate improvements in teaching and learning. The June report would include more detail on impact. A lot of internal CPD had been completed during the year. This had led to sharing of good practice between teams. Moving forward, there would be a greater emphasis on external CPD opportunities as this was important to develop own practice.

In response to a question about types of external opportunities, the Director of Teaching and Learning explained that there was a need to provide industrial updating for staff and how that impacted on the skills in the classroom. CPD was also provided in developing subject knowledge for staff and how students develop and refine skills including whether they were ready to learn in terms of behaviours, attitudes and other factors that inform the learning process. Where attendance and evaluation were concerned, the range of opportunities

available to staff were outlined. An evaluation of internal CPD would be prepared in early summer and available for the next meeting. The Committee emphasised the impact of CPD on staff motivation and welcomed that the new HR system would provide more detailed reporting to be available.

A number of points were raised for the Director of Teaching and Learning to reflect on after the meeting and provide a note to the Committee (**Action 86(a) – Director of Teaching and Learning**).

- How will any plans for CPD accommodate the longer-term position of the College when it started to deliver Apprenticeships? What were the plans for employer engagement? What new developments in the curriculum were on the horizon?
- This Committee needed a better understanding of what investment in future CPD was required. There was also a need to ensure that the Finance and Resources Committee was involved in these discussions. How will this happen?
- In terms of the recruitment of new staff in view of expected growth, a steer was required in terms of what this Committee needed to monitor.
- How much CPD was based on the observations completed and whether the team was finding the same issues from observations with most staff? If so, what were they and what had been done about it? Was it possible to say which were the most problematic? Examples of the learning walk process would be helpful to view.

An additional action point (**Action 86(b) – Director of Teaching and Learning**) related to the need for a greater emphasis for discussions at future meetings to reflect closer links between the curriculum team and human resources and, in particular, how to plan investment in staff CPD in the future.

**Resolved:** To receive the report on staff CPD.

21/24

**Teacher assessed grades and moderation (Agenda item 7, Paper E)**

The report was taken as read. One member sought clarification about the internal standardisation processes in place. A second question was around the risks relating to student and parental expectations and how these would be managed to avoid any complaints. The Director of Quality outlined a robust process of standardisation led by the Quality Manager working with the various departments. Detailed evidence to support each grade outcome would be available on demand. A letter would be circulated to all parents to manage risks around expectations.

**Resolved:** To receive the report on teacher assessed grades and moderation.

21/25

**Quality update (Agenda item 8)**

**a. Stakeholder voice (Paper F.1)**

The report and attached action plan presented a brief overview of student voice activity against scheduled surveys and activities since the last TLA report in February 2021. This report offered a top level overview of the FE and HE remote surveys along with the ongoing surveys which were live. The paper also showed surveys and activities that were imminent, along with a comparison from 2019-20 to 2020-21 using the 2 benchmark questions asked in the surveys.

In response to a question about how learner voice might be further developed, recognition was given to the tremendous progress that had been made over

the last 2 years. The team agreed that certain revisions were required including: updating the strategy for this priority particularly to take the College forward to outstanding; building on lessons learnt from the pandemic and refining the process; and, creating more opportunities to empower learners. Members welcomed the number of student representatives that were now involved but queried which levels of courses they were from. The team explained that every level from entry upwards were represented. Higher education also had academic board where students were asked to report on their course and/or issues. This information was then shared with the quality team.

**Resolved:** To receive the report on stakeholder voice.

**b. English and maths (Paper F.2)**

The report confirmed the College's decision to take a 'business as usual' approach to this academic year was the correct one from a maths and English perspective. This was based upon the November 2020 GCSE results and findings from the maths and English Curriculum Review and learner feedback.

The Committee highlighted the importance of inviting employers in to the College in order to share with students at first-hand, why maths and English were so important. Governors offered to support this through the networks they were involved in. A second question around communication between vocational and maths and English staff to ensure that students were fully supported with the skills that were needed in their vocational lessons. Confirmation was received that such discussions took place throughout the year.

**Resolved:** To receive the report on maths and English.

**c. National achievement rate tables [NARTs] (Paper F.3)**

In March 2020, the Secretary of State announced that the summer 2020 exam series in England would be cancelled to help fight the spread of Coronavirus (COVID-19). This announcement also stated that Government would not publish any school or college level educational performance data based on tests, assessments or exams for the 2019/20 academic year. As a consequence of the disruption to the assessment process the government announced a change to its published school and college accountability arrangements where it states schools and colleges will not be held to account on the basis of exams and assessment data from summer 2020. This 2019/20 release will therefore not contain any institution level data.

**Resolved:** The report on NARTs was received.

**d. Landex**

The College had an excellent partnership with Landex who conducted peer assessments on an annual basis. The next visit was due on the 27<sup>th</sup> and 28<sup>th</sup> May 2021. The purpose of the visit was to review teaching and learning and provide feedback from an external perspective.

**Resolved:** To note the report on Landex.

**Safeguarding and Prevent (Agenda item 9)**

**a. College report (Paper G)**

The report was taken as read and the Governor Champion invited to provide

any feedback as a result of his visits to the College.

**b. Governor Champion**

The Governor Champion reported on progress of a number of areas following meetings held with the Executive Director HR (EDHR) and Director of Student and Learner Support (DSL). The majority of actions identified at a previous meeting were either now closed or close to completion. Points raised with the action plan had been addressed and the DSL had identified a number of strategic developments to take forward. The review of the single central register had been very productive and the Committee received an assurance that this was an effective document that was capturing more information than the College was required to.

The Principal reported that the College was now a safer site than it had ever been. Swipe cards were now used throughout all College buildings. A whole site risk assessment had been completed and would be shared with the Governor Champion for feedback (**Action 87 – Clerk**). In response to a question about the recent media coverage of schools in relation to allegations of sexual abuse, the DSL confirmed that she was confident that there were no concerns. This was evidenced by scrutinising issues logged on MyConcern; effective communication with students; and, a full review of Safeguarding policies. The team was also fully engaged with parents. In addition to the whole site risk assessment, the DSL explained that a recommendation would be made to the senior leadership team to consider an external audit by a site expert to validate that the College had done everything possible to mitigate any risks.

**Resolved:** To receive the Safeguarding and Prevent report.

**21/27 Careers, Education, Information, Advice and Guidance (Agenda item 10, Paper G.1)**

The report was taken as read. Members were informed that Suzanne Ijewsky was meeting with the Director of Student Services on the 30<sup>th</sup> April 2021 as part of her link governor role. The meeting was very timely. The Committee requested that a note should be circulated after the meeting (**Action 88 – Clerk**) and a decision would also then be made whether another report would be required for the June 2021 meeting.

**Resolved:** To receive the report on Careers, Education, Information, Advice and Guidance.

**21/28 Data dashboard (Agenda item 11)**

The VPC&Q presented live data from the dashboard to provide governors with the latest information in relation to achieving agreed KPIs. Two curriculum areas were involved in online exams and support was being provided to help with the preparation. The Committee received confirmation that where areas were doing well, good practice was being shared in a variety of ways.

**Resolved:** To note the report on the data dashboard.

**21/29 Risk management (Agenda item 12, Paper H)**

The risk profile had stabilised with 3 of the 11 risks remained above the College's risk appetite. There was, however, a step change in the risk profile which related to how the College effectively managed the predicted student growth from September 2021. Risk assessments and control measures would be reviewed again for anticipated changes from 17<sup>th</sup> May 2021. A risk

management and risk appetite workshop for governors was planned for the 1<sup>st</sup> July 2021. This would be an opportunity for governors to complete an annual review of current risks.

A detailed discussion was held around various implications and potential risks associated with the predicted student growth for September, including: staff recruitment and training; finance; and, strategies for managing increasing student numbers. The Committee agreed that an additional risk should be added to the current risk register in relation to rapid student growth and managing numbers (**Action 89 – CFO**).

**Resolved:** To receive the report on Risk Management.

21/30

**Data dashboard and KPIs and PMB analysis (Agenda item 13)**

The Committee was informed that the HE data dashboard was developed and was providing information in line with OfS requirements. The Dean of HE highlighted a number of areas which were doing particularly well and how best practice was being shared. Some issues had been identified in one area around motivation. The team was now working with these students to give as much support as they needed and to understand why they were not fully engaging or motivate.

**Resolved:** To receive the report on the data dashboard.

21/31

**Consumer Protection Law (OfS) Compliance (Agenda item 14, Paper I)**

Under recent legislation, the enforcement of Condition C1 of OfS Registration, the College must demonstrate that it would fulfil its obligations in ensuring that its students were aware of their rights under consumer protection. A self-assessment needed to take place of this activity in relation to the staff training, its recording and the information given to students to ensure compliance. Governors were required to approve that the College was compliant.

The Committee received assurance that the report provided the type of information that would be helpful to raise awareness of staff and students. The link governor for HE emphasised the importance of having a robust in place in order to carry out certain checks, for example, the website, marketing materials, model specifications and prospectuses. Looking ahead to future self-assessments, an action plan monitored by the SLT may support the systematic checking that was required. Members were informed of a workshop that was planned for the Governor Development Day later in the week to specifically look at the plan for HE in the medium- to longer-term. A decision would be made after that meeting whether a report on direction of travel would be needed for the next meeting in June or October 2021.

**Resolved:** The Committee agreed that it should recommend to the Corporation to approve the evidence of compliance to meet the requirements of the OfS; and, received the report.

21/32

**Governance 2020-21 (Agenda item 14)**

**a. Skills Audit (Paper J.1)**

The Skills Audit had been completed by all governors. Members were invited to consider the scorings for this Committee and inform the Clerk of any changes in the next 10 working days (**Action 90 – Clerk**).

**b. Link Governor Scheme (Paper J.2)**

The report provided an update on progress and key findings from the autumn term 2020. The report also provided confirmation of planned learning walks that were due to be completed in May 2021 by governors. A planning session would be arranged for the following week.

**Resolved:** To receive the report on Governance 2020-21.

**21/33**

**Any other business (Agenda item 15)**

- a. **Internal audit: Action Plan (Paper K):** The report outlined the actions and recommendations confirmed by the internal auditor in relation to their audit on Quality Assurance and Student Voice and Curriculum Contingency Planning. An action plan had been included. The report was noted.
- b. **Confirmation of actions:** The Clerk confirmed the proposed actions that had been agreed throughout the meeting.

**21/34**

**Date of next meeting (Agenda item 16)**

Tuesday, 15<sup>th</sup> June 2021 at 4.00 pm.