

SANDWELL COLLEGE

**Minutes of the LQCC meeting held on
Wednesday 20 January 2021 at 3.30pm**

Present:	P Murphy	(Independent) (Committee Chair)
	I Ali	(Student Governor - Cadbury)
	K Ellis	(Independent)
	N Makin	(Independent)
	G Pennington	(Principal)
Apologies:	None	
In attendance:	P Geary	Vice Principal, Quality
	D Holden	Vice Principal, Curriculum
	M Salter	Head of Centre
	E Scotford	Clerk to the Corporation
	A Sheridan	Assistant Principal, Curriculum & Student Studies
	J Stevens	Principal, Cadbury College and Exec Director, Quality & Academic Standards
	A Tombs	Director of Student Services

		Action
L21.1	<u>Welcome</u>	
	The Chair welcomed all present to the meeting. There were no apologies.	
L21.2	<u>Declarations of any new personal or business interest or conflict with any agenda item</u>	
	There were no declarations beyond the standing Register of Interests.	
L21.3	<u>Minutes of the LQCC meeting held on Wednesday 30 September 2020</u>	
	The minutes were approved as a true and accurate record and were signed by the Chair.	
	RESOLVED THAT: the minutes be approved.	
L21.4	<u>Matters Arising</u>	
21.4.1	Minute No. L20.29.2 – Governors asked for an update on online and blended learning at the next meeting – actioned, see agenda item 7.	
21.4.2	Minute No. L20.29.3 – Governors asked for an update on High Needs and EHCP students – actioned, see agenda item 7.	
21.4.3	Minute No. L20.29.4 – Programme Standards Review – Apprenticeships – Governors asked for this to be prioritised for the January meeting – deferred due to Covid-19.	

21.4.4	Minute No. L20.33.1 – further update on staff development including the online approach to be given to the next meeting – actioned, see agenda item 6.	
L21.5	Careers Focus Group Presentation given by Angela Tombs, Director of Student Services	
21.5.1	The role of the Careers team was outlined including information, advice and guidance, support with progression and with UCAS applications. University applications had increased from 533 to 755 which compared well with other local colleges and was particularly encouraging considering the College was located in an area of deprivation.	
21.5.2	Gatsby is a framework that defines good careers guidance and is strongly reflected in the Education Inspection Framework (EIF).	
21.5.3	The 8 Gatsby benchmarks were detailed: a stable careers programme; learning from career and labour market information; addressing the needs of each pupil; linking curriculum learning to careers; encounters with employers and employees; experiences of workplaces; encounters with further and higher education; personal guidance.	
21.5.4	AT described in detail how the College was meeting its responsibilities for each benchmark.	
21.5.5	Benchmark 1 – Stable Careers Programme - this is embedded in the department, supporting students on to successful career paths.	
21.5.6	Benchmark 2 - Learning from career and labour market information The benchmarks are closely linked to employers. The College is part of the Black Country Careers Hub and also now the Birmingham Careers Hub.	
21.5.7	Benchmark 3 - Addressing the needs of each pupil – many of the College’s students are vocational learners. The Careers team are varied in their experience so can provide a wide range of support. A Connexions Specialist Adviser also visits the College on a regular basis.	
21.5.8	Benchmark 4 - Linking curriculum learning to careers –tutors are well placed to talk to students about careers. Many of the part-time teachers often have other jobs so can provide students with good idea of the working world and real-life experience.	
21.5.9	Benchmark 5 - Encounters with employers and employees – visiting speakers attend college but that has been curtailed by the Covid-19 situation.	
21.5.10	Benchmark 6 - Experiences of workplaces – is restricted at the moment. Kudos and Unifrog are platforms for people in various careers to share their experience and students can gain information for how to enter different career paths. The College will reinstate work experience when the Covid-19 situation is over.	
21.5.11	Benchmark 7 - Encounters with further and higher education – this is particularly useful given that many of learners would be the first in their family to go to university.	

21.5.12	Benchmark 8 - Personal guidance – every student has the opportunity for a 1-1 session with the Careers team.	
21.5.13	The benchmarks have to be tracked and this is carried out via: recording career 1:1's on Promonitor; Compass 360; Quality Award; Enterprise Advisor- Careers Quality Award; Matrix Award; UCAS Report; Careers Programme; HEAT.	
21.5.14	The College intends to pursue the Careers Quality Award within the next 18 months.	
21.5.15	The Careers Programme is a co-ordinated programme and focuses on various groups of students.	
21.5.16	HEAT records Aspire interactions which means comparison with other colleges can take place. Colleges and universities meet regularly to review the data.	
21.5.17	Ofsted's expectation is that to be Outstanding a college needs to go above and beyond expectations. AT pointed out that the Construction team won an award from the railway industry for the redesign?? of a train station waiting room.	
21.5.18	Governors' support was welcomed in the form of: Neil Makin has been appointed Link Governor for Gatsby and will attend focus group meetings; Governors offering their knowledge and expertise to the employer boards.	
21.5.19	Governors welcomed the presentation, noting the number of university applications was particularly pleasing.	
21.5.20	Governors recognised their further opportunities to link with the programme and share their expertise: this would be passed on to the full Board.	Comm Chair
21.5.21	Governors asked how SEN students were catered for. AT explained that students had a variety of needs, examples given. Some are in mainstream education, example given. A Connexions Specialist Adviser visits 8 times a year to work with disabled learners.	
21.5.22	Governors queried the role of the departments and asked if the College mapped where careers advice was delivered in the faculties which could highlight when a number of students may wish to follow a career topic. AT explained the focus group enabled a co-ordinated approach to be taken.	
	RESOLVED THAT: Governors received an update on the Careers Focus Group and the College's work to meet the Gatsby benchmarks.	
	AT left the meeting	
L21.6	Teaching and Learning Presented by the Vice Principal, Quality	
21.6.1	Online learning – the priority has been ensuring students' access to IT. Good progress has been made since Christmas with 400 laptops being distributed over recent weeks. 15-20% of the 16-18 learner population have been provided with resources. The focus has now moved to the progress students are making.	

21.6.2	Staff development – a thorough review of the autumn term has taken place. The focus has been to ensure every staff member has an individual development plan. There is a drive towards providing individualised support to develop staff's skills, particularly in the remote learning environment.	
21.6.3	Student Survey Term 1 – revealed high levels of satisfaction. The questionnaire has been adjusted to match Ofsted framework.	
21.6.4	Governors asked how many new teaching staff had been recruited this year and what challenges had that brought. The College advised it had made good quality appointments. The recruitment had been challenging with selection processes and interviews having to be conducted online, although most staff had been appointed before latest lockdown commenced. All new staff received face to face or online induction. All the new teaching staff new starters have had 1-1s with the Vice Principal, Curriculum. Staff recruitment continues during lockdown but this does bring challenges. Vice Principal, Curriculum, to request update from the Executive Director, HR and OD, for the next Board meeting.	VP, Curr
21.6.5	Staff development has been designed to take place online when core induction has taken place. Staff are involved in weekly team meetings enabling information exchanging and sharing of best practice. A What'sApp group has been set up. The online staff development approach has already become embedded in the teams.	
21.6.6	Governors noted the College had joined a Blended Learning Consortium with 150 other colleges and asked if that released a volume of material. The Vice Principal, Quality, gave details of the materials available and how they would be utilised. There were about 1200 hours of content linked to all vocational subjects, L2 English and Maths and employability which had been piloted in a few areas before Christmas. Membership costs £5k per year and gives access to the back catalogue. This will provide value for money.	
21.6.7	RESOLVED THAT: Governors received an update on teaching and learning.	
L21.7	High Needs and EHCP students Presented by Mark Salter, Head of Centre	
21.7.1	MS explained the College's philosophy and how it supported a growing number and range of high needs and EHCP students. The College is an inclusive college and works hard to welcome all learners at all levels. Learners undertake all levels of courses with various support needs met. Demand dictates the College's approach.	
21.7.2	The College supports the learners in a variety of ways. E.g. by assisting their access to the programme they are studying and to the College; assessing how to improve their learning journey; working closely with learners and their carers.	
21.7.3	The College's open and transparent approach enables stakeholders to clearly recognise the success of this group of students.	

21.7.4	The College claims additional funding from the student's home LA, e.g. some live in Birmingham but attend Sandwell so funding is claim from Birmingham City Council.	
21.7.5	The College consistently monitor how it can improve its support to the learners. It measures the impact to ensures the right level and type of support is in place to ensure the learner can be successful. This is not a requirement but is well-regarded by local authorities.	
21.7.6	The types of support available were detailed: some students may have support for their lessons or in their provision; additional support in English and Maths is provided.	
21.7.7	Governors' attention was drawn to: the breakdown of learners from each local authority area; the growing number of high needs learners over recent years with 54 applications already received for the next academic year from EHCP students, their transition is already underway; to be high needs funded students need an EHCP but not everyone with an EHCP is a high needs funded student. The College does not claim additional funding for some and has to meet the needs of those learners.	
21.7.8	Governors thanked MS for his presentation and the insight it provided into how each learner's support needs were met.	
21.7.9	Governors asked if the supportive apprenticeship model was able to operate under the Covid-19 restrictions. MS confirmed it operated but had adapted due to Covid-19 with no external placements able to take place. This affected a small cohort of learners. The College was already in discussion with the LA about end of year programmes for these learners. Governors noted this a useful lead into employment and provided employers with an opportunity to see what the learners could do.	
21.7.10	Governors noted the costs of higher needs learning were increasing because the College had a larger number of students in that category which also includes any increase brought about by Cadbury as well. MS confirmed this included Cadbury learners, with 19 attracting high needs funding.	
21.7.11	RESOLVED THAT: Governors received an update on High Needs and EHCP students.	
	MS left the meeting	
L21.8	<u>College SAR and QIP 2019/20</u> Presented by the VP, Quality	
21.8.1	The College SAR had been reshaped to match new Education Inspection Framework. It is an iterative document.	
21.8.2	The SAR evidences improvement over the last 12 months enabling confidence in the self-assessment grading.	
21.8.3	The SAR includes the context for the year and how the College has approached and managed the Covid-19 situation.	

21.8.4	The final version of the SAR will be presented to the March Board meeting for approval.	
21.8.5	Governors to email queries and comments to the Vice Principal, Quality.	
21.8.6	Governors suggested that any gaps that required closing or areas of improvement be linked to the action plan and areas for development. The Vice Principal, Quality, explained there were 3-4 small achievement gaps identified. The College would demonstrate how it was monitoring and addressing these areas.	
21.8.7	Governors queried the number of leavers for 2019/20. The Vice Principal, Quality, clarified that this included all enrolments including those who had left the college, withdrawn, completed and achieved or completed and not achieved.	
21.8.8	Governors noted leaders had exceptional links with regional employers and business link groups which enabled learners to take part in high quality work experience and learning activities and asked if this included Cadbury. The College confirmed there were external links which could be included to better reflect Cadbury in the SAR and there were new and exciting links emerging, including the NHS. The development project at Cadbury might also offer opportunities to forge new links with the construction industry.	
21.8.9	Governors asked that learner destinations be included as an agenda item for the March Board meeting to enhance their knowledge and understanding. Clerk to note for agenda.	Clerk
21.8.10	RESOLVED THAT: Governors received the College SAR and QIP 2019/20.	
L21.9 NFP	<u>Safeguarding update</u> Presented by the Vice Principal, Curriculum	
L21.10	<u>Covid-19 update</u>	
21.10.1	See also Minute Nos L21.5.9, L21.5.10, L21.7.9, L21.8.3. Students' regular timetables are being followed on online learning. Hard copy packs are used to support or replace online learning. Adult students prefer packs to online learning. Students have been collecting the packs. Attendance is monitored.	
21.10.2	Lateral flow testing has been set up. Approximately 14-15 tests were completed yesterday. It is onerous and time-consuming even on a small scale. Government advice is now that the testing is not to be used to keep students in college who may be at risk. This had been the College's intention from the start as it disagreed with the Government's initial advice.	
21.10.3	RESOLVED THAT: Governors received a Covid-19 update.	
L21.11	<u>Outcomes 2019/20 – Value Added, Distance Travelled, Destinations</u> Presented by the Vice Principal, Quality	
21.11.1	The presentation gave a breakdown of the known destinations for 16-18 year old learners. There had been a significant improvement in destinations known from 63% to 93% in 2019/20. 94% of known destinations were positive.	

21.11.2	Most 16-18 students progress to another FE course, with the vast majority being onto internal courses. 20% of all 16-18 year olds move into HE.	
21.11.3	Monitoring and analysis of withdrawals has increased. This has revealed that the highest proportion went immediately into employment.	
21.11.4	Most apprentices progress into paid employment, the majority securing employment with the company with whom they completed their apprenticeship but a further 15% progress to the next level of their apprenticeship.	
21.11.5	The picture for adult learners had historically been less clear. The College acknowledged the need to take further action and plans were in place to do so. Of the known destinations for adults the highest proportion secured positive destinations into further study or employment. The West Midlands Combined Authority and Ofsted may, in future, require all colleges to review at 6-9 months after departure to check, for example, if they are still in employment, have they had a pay rise.	
21.11.6	An explanation was given of how the College tracks value added and how targets are set, together with an overview of the ALPS system. The College has historically used ALPS which relies on GCSE grades to set targets, but A Level students will be set targets using ALIS, which is based on a diagnostic test to set targets.	
21.11.7	Key progress areas and next steps were detailed.	
21.11.8	L3 Cache, Art and Design were areas of success of particular note.	
21.11.9	The College has put in place a system to measure those working at or below target grade so that support and intervention can be put in place. The College identified that a proportion of students were achieving pass or merit grades rather than top level grades on BTEC qualifications so has put intervention in place to address this.	
21.11.10	Summary points relating to AS/A level were outlined: Value Added has improved from Grade 5 to Grade 3 for AS and 2 for A Levels; 70% of AS and A Level students achieved their aspirational target grade; performance on AS and A Levels is now amongst the best in the country (top 10%) across the vast majority of subjects.	
21.11.11	Summary points relating to BTEC were detailed: most students last year remained on the older QCF BTEC qualifications; the prior attainment profile for students on L3 BTEC qualifications was significantly weaker than on A Levels; Value Added was lower on BTEC programmes than A Level programmes, with around 34% achieving their aspirational target grade. The College has taken decisive action to address areas for improvement including: better visibility and ownership of stretching target grades; 5 progress checkpoints put in place with 1:1 between student and tutor to monitor progress; teachers set "working at" grade 5 times per year that is measured against target grade	
21.11.12	Governors appreciated the useful diagrams which assisted their understanding of achievements and areas for improvement. The presentation also demonstrated the quality of the College's understanding of its successes and areas of focus.	

21.11.13	RESOLVED THAT: Governors received a report on Outcomes 2019/20.	
L21.12	<u>Policies</u>	
	There were no policies to review or approve.	
L21.13	<u>Any Other Business</u>	
	There was no other business.	
L21.14	<u>Determination of Confidential Items</u>	
	Safeguarding – Minute No. L21.9.	
L21.15	<u>Date and time of next meeting</u> Wednesday 16 June 2021, 3.30pm	

The meeting ended at 5.00pm