

SANDWELL COLLEGE

Minutes of the LQCC meeting held on
Wednesday 19 January 2022 at 3.30pm

Present: K Ellis (Independent) (Committee Chair)
N Makin (Independent)
G Pennington (Principal)

Apologies: None

In attendance: D Holden Vice Principal, Curriculum
S Hunt Managing Director, Employers, Skills & Innovation
E Scotford Clerk to the Corporation
A Sheridan Assistant Principal, Curriculum & Student Studies
J Stevens Principal, Cadbury College and Exec Director, Quality & Academic Standards

		Action
L22.1	<u>Welcome</u>	
	The Chair welcomed all present to the meeting. There were no apologies.	
L22.2	<u>Declarations of any new personal or business interest or conflict with any agenda item</u>	
	RESOLVED THAT: There were no declarations beyond the standing Register of Interests.	
L22.3	<u>Minutes of the LQCC meeting held on 29 September 2021</u>	
	The minutes were approved as a true and accurate record for signing by the Chair.	
	RESOLVED THAT: the minutes be approved.	
L22.4	<u>Matters Arising</u>	
22.4.1	Minute No. L21.39.2.10 – KE/JS to meet to plan Governor training on the new Ofsted inspection framework – actioned.	
22.4.2	Minute No. 21.42.1 – Complaints Policy to be approved by Board – actioned.	
22.4.3	Minute No. 21.42.2 – Safeguarding Policy to be approved by Board – actioned.	
22.4.4	Minute No. 21.42.3 – Student Disciplinary Policy to be approved by Board – actioned.	
	DH, SH, GP, AS, JS left the meeting	

L22.3	<u>Programme Standards Reviews</u>	
22.3.1	A levels Presentation by Matt Lamb, Principal, CSM, and Nisha Anhu, Head of College, Cadbury (copy of presentation attached to the minutes for information) Students: CSM – Aklema Khatun, Chelsea Mangwandi, Amber Godridge Cadbury – Arhum Aarish, Zeeshan Hussain	
22.3.1.1	There had been a large increase in the number of 16-18 year old A level students at CSM and Cadbury to just over 1700. Students are drawn from a wide range of ethnicities as both institutes draw from a diverse part of the West Midlands.	
22.3.1.2	<p>The achievement rates for CAGs and TAGs in place of public exams were audited and were in line with progress in the College over recent years.</p> <p>Both campuses, Cadbury and CSM, had seen an upward trend in improving results over the last 3-4 years. The gap had also narrowed because of the sharing of good practice across both campuses. Success rates were above National Average (NA).</p>	
22.3.1.3	<p>Socio-economic indicators were outlined which included: areas of high deprivation, income, crime, employment, education.</p> <p>Many of the College's students were the first in their family to go to university.</p>	
22.3.1.4	92% of the College's second year students go on to HE, professional roles or higher level apprenticeships.	
22.3.1.5	The College's Intent in its A level provision was outlined: to provide a L3 offer to upskill young people in an area of deprivation in line with local/national priorities; to improve progression to HE and professional careers in line with local and national political priorities of social mobility; to provide flexible students with the economic, social and cultural capital to enable them to progress into a competitive, globalised work place; to provide a full range of Level Three (including A Levels and Diplomas) qualifications in a college environment thus providing choice of provision.	
22.3.1.6	The College detailed its Implementation strategy: it had high ambitions for the student in a supportive and aspirational culture which is supported by all staff; staff are given the autonomy to use their professional judgement to deliver outstanding learning and to continue to develop as practitioners; a wide range of L3 provision with excellent IAG; excellent teaching, learning and intervention (including additional support for identified students); excellent behaviour (with clear expectations) and highly positive attitudes to learning. Development of broader skills.	
22.3.1.7	The College's Impact was outlined which demonstrated it had: outstanding outcomes with success rates in excess of NAs and continuous improvement and good value added; Outstanding progression onto HE/professional careers in an area of deprivation - 92% of its students progress HE or employment - 40% of its students are the first in their family to go to university.	

22.3.1.8	Cadbury had collaborated closely with CSM since merger on processes and systems which were now in line with each other. Collaboration extended into staff development which had been very positive.	
22.3.1.9	<p>Governors asked if the College was able to secure high quality staff for both campuses.</p> <p>The College explained that some subjects were more difficult to recruit to than others, e.g. Sciences, Maths. However, in other subjects high quality staff often aspired to join the College to work with its cohort of students, e.g. 3 qualified lawyers had joined the staff body who were very dedicated to their new roles.</p>	
22.3.1.10	<p>Governors asked if students knew the subjects they wanted to take before they joined or did the College help them make their selection.</p> <p>Students detailed the subjects they had chosen which included: English with Politics and Psychology, Law, Biology, History, Politics and Sociology. Their selections had been made after receiving help, guidance and support from the College which included a mentoring scheme with qualified professionals in their chosen subject and taster sessions.</p>	
22.3.1.11	<p>Governors asked if students knew what they wanted to do after A levels.</p> <p>Students outlined their plans which included: progressing on to university and taking a gap year to gain work experience and travel before committing to university.</p>	
22.3.1.12	<p>Governors noted students' comments about the helpfulness of staff in selecting their subjects and asked if they had also assisted their consideration of HE and post college options.</p> <p>Students commented that staff were very experienced which was useful. Their passion and knowledge of their subjects also motivated students.</p>	
22.3.1.13	<p>Governors asked how easy students had settled into college life, i.e. had they found starting on their programmes easy, had they found it easy to make friends, were facilities good, how did they find life at college.</p> <p>Students advised they found college life enjoyable; one was the only one from his secondary school to choose Cadbury but he had quickly made friends. Students recognised staff were there to support their education and help them to understand what they wanted to do after college.</p>	
22.3.1.14	<p>Governors questioned students on how safe they felt at college, how familiar they were with safeguarding arrangements.</p> <p>Students from both campuses confirmed they felt very safe. A Violence Prevention Society had been put in place so students had an opportunity to share their concerns with their peers rather than teachers or staff. A police representative also visited regularly to ensure everyone in college felt safe. Mentors were to be introduced for first year students to help them settle in and provide them with pastoral support.</p>	
22.3.1.15	<p>Governors asked if students knew how to raise any safeguarding concerns relating to themselves or someone else.</p> <p>Students confirmed they were aware of the safeguarding systems in place and the people to contact in confidence with any concerns.</p>	

22.3.1.16	<p>Governors asked how students had been impacted by the Covid situation and what help had the College provided to overcome barriers to learning during this time.</p> <p>Students explained that over lockdown the College made resources available to students where necessary including wi-fi dongles for students who did not have access at home. Students had found it easy to attend lectures and classes over Zoom so they did not miss any lessons. Teachers had also conducted 1-1s with students to ensure they understood and could access lessons.</p> <p>Students understood that Covid had impacted on young people's mental health but pointed out that the College was a community and a second home and staff had been really supportive of students.</p>	
22.3.1.17	Governors expressed their appreciation to staff and students for attending and extended their best wishes for the future.	
22.3.1.18	RESOLVED THAT: Governors received a curriculum review from A level provision	
22.3.2	<p>Health and Social Care Introduced by Nisha Anhu and presented by: Justine Williams Head of Section, Adult Health and Social Care Provision and Geraldine Whitehorn, Head of Section, 16-18 Health and Social Care Provision (Copy of presentation attached to the minutes for reference) Students: Central - Kofi Ansah-Kesson West Plaza – Shanti Devi Cadbury – Maira Iqbal</p>	
22.3.2.1	<p>Data was presented outlining: the number of students in the 16-18 and 19+ age groups, ethnicity and gender breakdown, the number of students studying each level from L1 to L3, across the 3 campuses: Central, Cadbury and CSM.</p> <p>There had been a significant grown in the number of 19+ students over recent years, rising from 20-30 to over 150.</p>	
22.3.2.2	Gender representation was outlined. The course traditionally attracted more females than males but numbers were increasing.	
22.3.2.3	Course levels studied at each campus were detailed: CSM - L3; Cad L2 and L3; Sandwell – all 3 levels from L1 to L3.	
22.3.2.4	The College had focused on ensuring consistency in provision across all campuses which Ms Anhu had supported given her background managing health and social care.	
22.3.2.5	Progression for students was outlined. Some progress through all 3 levels thanks to the range of support for students. Staff worked closely across all 3 campuses.	
22.3.2.6	There was a wide range ethnicity in the department with representation from each ethnic group.	
22.3.2.7	The main provision was at Central campus with growth being seen at Cadbury and CSM.	

22.3.2.8	Curriculum offer and intent for 16-18 provision was detailed: to meet the needs of employers both locally and nationally: Careers in Adult Nursing, Mental Health, Social Work, Paediatric Science, Occupational Therapy, Health Visitor, Care Assistant, Support Workers, Domiciliary Care; employers make valuable contribution which influence the intent of the curriculum offer including providing work experience opportunities at Sandwell Hospital, The African Caribbean Centre in West Bromwich, Buds, Primary Schools, Kaleidoscope Group; responding to skill shortages and hard-to-fill jobs; upskilling students in an area of deprivation to meet local/ national needs; developing progression routes for all students.	
22.3.2.9	The College analysed where skills shortages were, particularly following the Covid situation. Students were more aware because of news reports of skills gaps and shortages. Many students have an interest in mental health and social work.	
22.3.2.10	Students are able to benefit from presentations from experienced employers to gain an insight of the areas they hope to join and skills they need to gain.	
22.3.2.11	Most of the College's students come from deprived areas and the course provides opportunities they would not have had before.	
22.3.2.12	L1 students who turn 19 have the opportunity to progress on to adult courses.	
22.3.2.13	Adult provision intent was outlined: external factors, i.e. the shortfall in Health and Social Care Workers nationally and locally (with an ageing population, these jobs would be needed); internal factors i.e. Curriculum Reviews, SAR, student feedback led course developments; social and economic deprivation – Sandwell was the 12 th most deprived local authority in England, with unemployment at 9.6%; the effects of Covid on employment – the job market for health and social care had revived following a drop over the Covid period for retention and sickness and health reasons; the health of the nation; local and national need.	
22.3.2.14	The Covid situation had revealed that some students enjoyed learning online while others struggled. Some felt they could work and study online and not miss out on education.	
22.3.2.15	'Gems' in implementation and impact were outlined: 16-18: The Department supports career and progression opportunities for students on each levels; some students gain employment & apprenticeships through work experience; giving back to the community: supporting The Gables' homeless shelter with essential gifts at Christmas; some students go on to study at university including Russell Group UK universities. 19+: Growth in Department; Maths and English Success; Student Learning Journeys Level 3 98% HE progressions 20-21; Reputation with OCNWM Awarding Body; Previous Student Referrals	
22.3.2.16	98%, i.e. 72, students in 2020/21 went on to university, destinations were highlighted which included Russell Group universities. Some students deferred places last year due to covid but have taken up their offers now. Other progression routes were outlined which included a number of different career pathways, employment, apprenticeships. Students were supported through their programmes through the subjects delivered and also through presentations from external speakers which helped them choose their	

	destination. Every student had the opportunity to progress. The department worked closely with the College's Careers Department.	
22.3.2.17	Students are encouraged at each stage to talk to others about their experience and offer advice, i.e. those who progress to university are invited back; students who have progressed on to the next level return to speak to those on the previous level.	
22.3.2.18	Adult provision Gems were highlighted: growth of the department; student journeys including to HE but also to different levels; Maths and English success; the College's awarding body reputation.	
22.3.2.19	<p>The background to the department's growth was explained. Following an analysis of the skills and employment needs of the area, the College's offer was expanded with the support of SLT, management, staff and students. This led to the introduction of the L1 entry course and functional skills. In the past 5-6 years, the department had grown from 1 to 15 groups and from 1 to 13 courses.</p> <p>The relocation of the department from CSM to West Plaza had been positively received with students viewing it as an excellent adult learning environment.</p>	
22.3.2.20	Cadbury and CSM Gems included: staff CPD & industrial background, examples given; cross-collaboration across all sites: sharing best practice, standardisation, BTEC processes.	
22.3.2.21	Governors expressed their thanks for the hard work and dedication of the staff and their teams.	
22.3.2.22	In response to Governors' questions, the students detailed the course levels and subjects they were studying; how staff had supported and assisted them in making their choices and how they had motivated and encouraged them if they had not achieved the grades they wanted at school or were mature students returning to education and showed them various routes and options to access their preferred courses and subjects; how they had gained confidence at college and met new people and made friends; their progression plans and career aspirations. Students were often so inspired by their experience at the College that they were keen to be role models for others.	
22.3.2.23	Students explained the support they had received during the Covid situation, particularly lockdown and online lessons, which had led to a positive experience of that time, even for those students without the right environment or equipment. Teachers would hold 1-1s with students to make them comfortable and motivated. Students commented that college work helped maintain their morale through lockdown.	
22.3.2.24	Governors congratulated the students on their journey so far and believed they were excellent role models for other students.	
22.3.2.25	<p>Governors asked how safe students felt in college.</p> <p>Students advised that they felt very safe. It was a very diverse environment and they felt they fitted in well from the start. They had great relationships with the teachers and felt comfortable with them. They were reassured by security systems in college including ID badges for all students. Students knew they could approach teachers and staff, including the Safeguarding team and Student Support with any concerns. Students also received talks from external visitors on various topics including online safety and</p>	

	community safety. Students were aware of who to report a concern to including teacher, the Safeguarding team, the student rep in the classroom. A WhatsApp group was set up during the Covid situation and open and supportive communication between students and teachers was maintained.	
22.3.2.26	<p>Governors asked how students had been affected by the Covid situation and how the College had reduced any negative impact on their progress.</p> <p>Students explained that the support from teachers was excellent; the College provided laptops for students; most students were comfortable with online learning; breakout rooms were set up by teachers to check if students were comfortable with the lesson and had any questions; online Q&As were provided; motivational postcards were in place to maintain morale.</p>	
22.3.2.27	Governors thanked students for their time and comments and wished them well in their future endeavours.	
22.3.2.28	RESOLVED THAT: Governors received a curriculum review from Health and Social Care.	
22.3.3	<p>BUSINESS STUDIES</p> <p>Tahir Noor, Head of Department, Business Studies</p> <p>(Copy of presentation attached to the minutes for reference)</p> <p>Students:</p> <p>Central – Aminah Jamela James, Bismark Gibbah</p> <p>CSM – Jasmine Merali</p>	
22.3.3.1	<p>Data for the department was outlined including: student numbers; breakdowns of age, ethnicity, and gender; levels studied.</p> <p>91% of the cohort are 16-18; there is a 50:50 split of male and female students across all provisions. A diverse range of ethnic group take Business Studies.</p>	
22.3.3.2	The course levels delivered at each campus were detailed: CSM Applied and A levels; Cadbury – L2 and L3; Central – L1-L3.	
22.3.3.3	Curriculum Intent was explained: to provide knowledge, skills, attitude, and behaviour which aligns with local and national need, e.g. accountants, customer services and business managers; a rich curriculum that opens the door for various opportunities in different sectors; to develop a workforce relevant for the future.	
22.3.3.4	Data demonstrated job growth compared to market share and job volumes versus market share and highlighted where high job growth and market share was anticipated over the next 10 years and where employer demand would increase in the business enterprise sector. Examples given included the increasing demand for accountants; the introduction of a new L2 Business and Enterprise qualification to meet anticipated demand.	
22.3.3.5	The College was in constant liaison with its Employer Boards as to their requirements to ensure the College delivered those qualifications, and focused on skills, knowledge and behaviour standards relevant to the current market.	
22.3.3.6	Unit sequencing was explained: units and assignments were sequenced and structured to build on previous knowledge as part of a coherently planned curriculum to ensure that students were not overloaded; quality of teaching and learning was monitored through feedback from the student	

	focus group who were selected at random and asked about the quality of education.	
22.3.3.7	Quality of teaching and learning was monitored through: student focus groups; learning walks; sequences of work that concentrated on knowledge, skills, and behaviour; personal tutorship and accountability.	
22.3.3.8	Implementation was supported by enrichment activities with various educational and enrichment trips arranged through the year.	
22.3.3.9	Positive Impact was evidenced by: the large number of the College's students who progress on to HE; the faster progress and development of knowledge, skills, and behaviour; excellent quality of teaching and learning; high retention levels; high achievement which was 6.1% above NA.	
22.3.3.10	The department's Gems were highlighted which included: dedicated, knowledgeable, and resilient teams; raising the aspirations of students; quality of support for mental health - the College had won an award for its support on mental health, welfare and safeguarding, welfare & safeguarding; outstanding reports from awarding bodies regarding the quality of students' work; improved student motivation, despite the Covid situation; student behaviour – which was good both in and out of college.	
22.3.3.11	Governors expressed their thanks to the team for all their hard work.	
22.3.3.12	In response to Governors' questions, the students detailed the course levels and subjects they were studying which included Foundation Business Diplomas; combination of Business Studies and Psychology; and explained their positive experience of the College, along with their future aspirations which included becoming Accountants, creating their own businesses, using their business and financial skills in the sports industry.	
22.3.3.13	<p>Governors asked how students found the College facilities, programmes and teaching.</p> <p>The students detailed their positive experience of the College including: the effective enrolment and induction programme, effective safeguarding procedures; the depth and quality of the programmes; the quality of support and feedback from teachers; their resulting improved confidence; the quality of teaching and knowledge gained.</p>	
22.3.3.14	<p>Governors asked why the students had chosen the College and had they considered any others.</p> <p>Students explained their reasons which included: family members who were former students of the College who reported it was a good quality education provider; after visiting other colleges, the quality of the enrolment process and guidance received in combination with the positive connection they felt with the tutors had driven their decision.</p>	
22.3.3.15	<p>Governors asked if the students felt safe in college.</p> <p>Students explained that the whole induction week was dedicated to safeguarding, with assemblies based on safeguarding and mental health, where and to whom they could go to get help. There were also weekly tutorials covering safeguarding and various safeguarding posters around college.</p>	

22.3.3.16	Governors asked if students would know who to approach to raise concerns about a friend. Students advised they would go to their tutor or the Safeguarding team.	
22.3.3.17	Governors asked how students had been affected by the Covid situation and how the College had reduced any negative impact on their progress. Students explained the support put in place by the College which had helped them and their studies at this time which included online provision and good, constant communication through messages, emails, 1-1s and Zoom lessons. Students commented this helped them feel welcome and like they belonged here and enabled their studies to continue.	
22.3.3.18	Governors thanked the students for attending and wished them well in their future studies and endeavours.	
22.3.3.19	Governors welcomed the presentations from staff and students which had enabled them to triangulate the information provided in management reports with the staff and student experience in terms of academic provision and careers advice, as well as pastoral, safeguarding and Covid support.	
22.3.3.20	RESOLVED THAT: Governors received a curriculum review from Business Studies.	
L22.4	<u>Covid update</u>	
22.4.1	The College had managed well throughout the period of the latest variant. It had continued to operate as usual with face to face classes. The number of teachers off had been as high as 70 at one point so classes had been combined, with different tutorials introduced, along with subject coaches to support students.	
22.4.2	RESOLVED THAT: Governors received a Covid update.	
L22.5	<u>College SAR and QIP 2020/21</u>	
22.5.1	Governors requested a copy of destination data to date.	JS
22.5.2	Governors welcomed the case studies provided in the earlier presentations which helped evidence information in reports and highlight the student experience. The College advised that all curriculum areas were producing Principal's reviews which were more in-depth than the earlier presentations today. These would be put on the College's Ofsted readiness portal for Governors to view.	DH
22.5.3	Governors noted the progress of students on L3 and AS and A level programmes and recommended this should be rated Outstanding rather than Good. Very good and good referred to. is very good or outstanding correct terminology.	
22.5.4	Governors noted the SAR was well constructed and comprehensive and provided a helpful overview of the College which was strong in many areas, particularly Covid.	
22.5.5	Governors noted there were more key strengths identified than areas for	

	improvement and recommended that a number of areas in the SAR needed more evidence to support their categorisation as a strength.	
22.5.6	Governors noted the areas for improvement and suggested that an action plan for them be produced to show action taken to address them.	
22.5.7	Any further questions from Governors to be emailed to DH/JS.	Govs
22.5.8	RESOLVED THAT: Governors received and monitored the College SAR and QIP 2020/21.	
L22.6 NFP	<u>Safeguarding update</u>	
L22.7	<u>Equality & Diversity Annual Report</u>	
22.7.1	The Equality & Diversity Annual Report was a statutory requirement.	
22.7.2	Governors reviewed and monitored the report.	
22.7.3	Achievements were highlighted: all students achieve well regardless of ethnicity; male and female students achieve above NA; high needs students achieve well compared to NA - the number of high needs students had increased over the last couple of years.	
22.7.4	Staffing – is picked up in detail in the HR report at full Board meeting. Functional Skills came out well, college is committed equality group.	
22.7.5	Governors noted the College had in place an Equality, Diversity and Inclusion (EDI) Group. The College explained that the EDI Group was renewed and revamped and membership refreshed each year.	
22.7.6	Governors thanked the College for an interesting and useful report.	
22.7.7	RESOLVED THAT: Governors received the Equality & Diversity Annual Report.	
L22.8	<u>Policies</u>	
	There were no policies to review/approve.	
L22.9	<u>Confidential</u>	
	Minute No. L22.6 Safeguarding	
L22.10	<u>Date and Time of Next Meeting</u> <u>Wednesday 22 June 2022, 3.30pm</u>	

The meeting ended at 5.40pm