

Minutes of the Standards Committee meeting held on Wednesday 29th June 2022 at 5pm

GOVERNORS PRESENT: Angela Newton-Soanes (from 5.50pm)
Ben Owen, meeting chair
Andrew Cropley, Principal/CEO
Andrew Spencer
Spencer Moore
John Winfield
Kate Truscott

ALSO IN ATTENDANCE: Maxine Bagshaw, Director of Governance
Matt Vaughan, Vice Principal: Curriculum & Quality
Louise Knott, Vice Principal: Communications, Engagement & Student Experience
Diane Booth, Assistant Principal: Quality & Standards
Nikki Slack, Assistant Principal: Health, Education & Service Industries
Jane Fishwick, Assistant Principal: Academic, Creative, Community, Digital & Professional Studies
Phil Clark, Assistant Principal: Construction & Engineering

		ACTION by whom	DATE by when
1	<u>APPOINTMENT OF THE MEETING CHAIR</u>		
	The committee were advised that the chair, Angela Newton-Soanes, would be joining the meeting late; therefore, it was agreed that the vice chair, Ben Owen, would chair the meeting on this occasion.		
	AGREED: to approve Ben Owen as the meeting chair.		
2	<u>DECLARATIONS OF INTEREST</u>		
	The meeting chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.		
3	<u>APOLOGIES FOR ABSENCE</u>		
	Apologies for absence were received from Steve Sutton.		

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4 **MINUTES OF THE MEETING HELD ON 5TH MAY 2022**

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

AGREED: to approve the minutes of the meeting held on 5th May 2022.

There were no matters arising.

5 **ACTION PROGRESS REPORT**

The committee considered the update and, in relation to lines 3, 4 and 5, all agreed that they were now embedded and, therefore, could be removed from the next iteration.

6 **BALANCED SCORECARD ITEMS AND ANNUAL KPIS FOR 2021/22**

The vice principal: curriculum & quality introduced this item and provided an update on a number of areas, including:

- 1) Attendance – key matters highlighted were:
 - Attendance has been the subject of discussion throughout this academic year.
 - English attendance is 77.4% on a cumulative basis. This is not where the college wants it to be, but there are factors which have had a negative impact, including the Omicron virus in the autumn term and the two-week half term in the autumn.
 - Attendance for mock exams was 81%-83%, which is better. Actual attendance at final GCSE exams was between 90% and 91%, which is much higher than the cumulative position. Again, this is still not where the college wants it to be, but it is stronger and better than some other GFEs.
 - Teaching and learning – English is now considered to be a grade 2 and is the most improved team. The department goes from strength to strength.
 - The department is now taking action in relation to how it can improve further, including:
 - Contextualised vocational learning
 - Homework clubs
 - Extracurricular activities
 - Incentives
 - Competitions.
 - In relation to maths, the department is really getting there, and there are some real change agents among the staff team.

A question from one governor is whether or not the college is worried that there will be a negative impact on achievement because of low

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attendance. The vice principal confirmed that there are concerns and reminded that some learners will have sat exams for the very first time and that, in addition to this, there were a high number of students with worries and/or concerns. The college helped to support wherever possible, but there is a likelihood that there will be an impact in relation to high grades. He indicated that he would be very proud if the college were able to get near to the prior year position.

The committee asked whether there are benchmarks for exam attendance and noted that circa 10% did not attend, which would mean they will fail. The vice principal indicated that there are not sector benchmarks available and acknowledged that this is a position to improve whilst being a real challenge, with some students not experiencing exam conditions since 2019. He provided assurance that the college supported in every way possible, including encouragement, cajoling, consequences, etc. Governors acknowledged that, whilst the college is ambitious, there is only so much that can be done in terms of capacity versus personal responsibility. The CEO expressed the view that the college could always do more, including:

- Better teaching and learning
- Making a good start to the year and providing an excellent first experience
- Curriculum being innovative and exciting.

It was acknowledged that a large number of these students are the Y12 cohort. These are individuals who have had the most significant impact on learning since the Second World War.

2) Progress against target grades – key matters highlighted were:

- 55% of study programme learners were new entrants.
- These will be the first exams for most.
- The college has not hit the target set, and this is because of similar issues to those previously reported, including:
 - Breaks in learning
 - New starts
 - A range of vulnerabilities because of unprecedented times
 - The progress figure is -0.86
 - This figure could still improve as there are a number of results not yet received; however, the college will still be below where it wants to be.
- Section 4.3 sets out the range of support provided by the college for vulnerabilities and needs.

In general discussion, the vice principal indicated that the college has set itself a really hard yardstick and that this is because it is trying to impose the highest of standards. Governors acknowledged that section 4.3 of the report correlates a lot with what has previously been heard from the vice principal: CESE in terms of safeguarding, behaviours, etc. Governors acknowledged that this was a national picture and that staff had done a

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really good job. The report also provided clarity in terms of what else is to be done, and governors all appreciated the really transparent approach taken.

One member of the committee asked whether the college knows why students don't attend for exams. It was confirmed that this is known and that it is for a variety of reasons. Again, assurance was provided that the college has done a lot to support, including changes to practice. The college, whilst supporting, does always challenge within a caring environment providing TLC. The vice principal indicated that teachers have had a really tough year and that they have had lots to deal with, including students who are out of practice in terms of education and routines, lots of anxieties, challenging behaviours, etc.

The CEO indicated that, for him, the key now is to 'up the ante' for next year, as students will be more used to learning structures.

AGREED: to note the content of the update provided.

7

QIAP 2021/22

The vice principal: curriculum & quality presented the comprehensive document and indicated that changes since the last report to this committee are identified in turquoise. The comments articulate the movement and the drive forward. Two focus areas for this meeting are TLA and attendance.

- 1) Teaching learning and assessment – key matters highlighted were:
 - There are some parallels with earlier discussions, and the college has made really good progress. This is as a result of a number of things, including:
 - Excellent CPD
 - Great external delivery
 - Excellent sharing of best practice
 - Thirteen teachers in their first year of training, with a small number in the second year
 - Small amount of churn and turnover.
 - In September 2021, there was a 39% vacancy rate in construction, and this is now down to an 8% vacancy rate.
 - New recruits do take time to bed in. It is a journey, and there is an impact on student progress for a while.
 - Section 3 provides the data, and the appendix shows the deep dive information; however, it is important to look at the proportionality as no weighting is applied.
 - The college's real focus is on the big five:
 - Engineering is almost there.
 - Construction is almost to a grade 2 and has been impacted

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this year by staff churn.

- Health and social care is not where the college wants it to be.
 - Maths is very close to a grade 2.
 - Apprenticeship provision continues to be a focus, with regular monitoring meetings taking place. There are some green saplings/branches, but the college is not resting on its laurels.
 - Overall grade for teaching and learning is a grade 2, whilst there is more to do including CPD, mentoring, and supporting capabilities.
 - The Functional Skills team have revised the offer and have seen some real improvements in the first-time pass rate, including apprentices. The overall position has increased from 55% to 85% and, in maths, the increase is from 15% to 55%. Staff have worked really hard to achieve this.
- 2) Attendance – key matters highlighted were:
- The context is very similar to that summarised earlier in relation to maths and English, i.e. the impact of Omicron and staff churn.
 - There has been real focus on vulnerable learners this year and the college now has smarter and faster data.
 - The college is aiming to make sure that the curriculum is ever more exciting.
 - Incentives are provided.
 - There is lots of enrichment available, including the ability to use minibuses as a disguised classroom.
 - The key aim is to motivate students to stay in learning and attend.

AGREED: to note the content of the update provided.

8 **PERFORMANCE REPORT – DATA ON A PAGE 2021/22**

The assistant principal drew the committee's attention to her report, which provides a current position against the prior report. She also provided a comparison with the same point in the prior year, and key matters highlighted were:

- 1) Education for young people
- Overall attendance is slightly lower (0.6%) than in the prior year.
 - Retention is 2.7% lower than the same point in the previous year.
 - Overall progress is -0.91 in comparison to -0.82 in the previous year, so learners are further behind. There are still some outstanding assessments, resits and resubmissions, so there is the potential for this to improve.

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- Vocational attendance is 1.4% lower, and progress is further behind (-0.90 in comparison to -0.86).
 - English attendance is up by 5.3% and progress is better.
 - Maths attendance is 1.1% lower; however, progress is better: the prior year's position was -0.93 and it is now -0.72.
- 2) Adult learning programme
- In relation to direct delivery, attendance is broadly the same and retention has improved by 4% compared to the same point in the previous year. In relation to subcontractors, retention has declined by 2.6%, and it was explained that this is predominantly in relation to two contracts where they have a longer delivery time. Achievement is down by 6.9%, which, again, is down to those two subcontractors, and another, awaiting an EQA visit to claim certificates.
- 3) Community – retention is the same and achievement is 44.7% higher than at the same point last year.
- 4) In relation to apprenticeship provision, retention is lower by 2.5% and achievement is 0.9% lower. The off-the-job position is equal at 21%. The frequency of reviews has improved 11% in comparison to last year. That said, it has dipped since the last meeting by 4%, but it was explained that this is due to holidays and staff leaving.
- 5) High needs – attendance has improved by 0.6% and retention has improved by 2.3% compared to the same point last year. Progress is better. The position now is -0.53, and the prior year was -0.61. Attendance in maths and English is broadly the same, and progress is better than the same point last year.
- 6) Disadvantaged – attendance has declined by 2.1% and retention has declined by 11.2%. It was explained at a recent PMR meeting that some learners have been impacted by the higher cost of living and have simply chosen to go into employment. Learners are further behind currently (-0.75 in comparison to -0.55 in 2019/20).
- 7) Deep dives
- All classroom-based provision has been completed except one, which has been postponed.
 - All apprenticeship areas have been subject to deep dives.
 - All subcontractors have now been completed and Trackwork have been revisited, with the college seeing improvements.
 - One more deep dive is planned for next week and then the college is starting to plan for 2022/23 on a risk-based approach.

The committee asked for a specific update in relation to the Inspire and Achieve Foundation. The assistant principal advised that they were subject to a deep dive earlier in the year, which was found to be 'requires improvement'. The committee were given assurance that the

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quality team have met with them every six weeks to update the action plan and that lots of CPD has been provided by Bev Lightfoot. There were two areas found to be RI where steps have been taken to address the issues. These include:

- Inspire and Achieve Foundation – with the college making the decision not to contract with them, going forward, in relation to 16-18s.
- Music – this provision is now closed.

AGREED: to note the content of the update provided.

9 **APPRENTICESHIP ACCOUNTABILITY MEASURES**

The assistant principal introduced her written report and explained that these came in to force on 1st April 2022. Her report provided the position now compared to 20/21.

(Angela Newton-Soanes joined the meeting at 5.50pm)

Key matters highlighted were:

- The position is slightly behind in relation to progress. This is something that is very closely monitored and apprenticeship management are working hard in relation to the 'at risk' learners.
- All other areas are on track except for achievement.

The committee took the opportunity to congratulate staff and all agreed that lots of effort was evident with a real focus on improvements.

A question from one governor was whether the delays in completing reviews are having an impact or whether it is just the time of the year. It was explained that there are lots of reasons for delayed progress, and examples given were the impact of Omicron (e.g. salon closures) and that, as a consequence, it was just not possible to complete practicals. The committee were provided with assurance that the college has a clear picture in terms of risk and that the expectation is to get over the 60% mark. Everyone is working hard to ensure that learners get over the line in this academic year. The committee were advised that, for some, they are just waiting for an endpoint assessment. The CEO advised that, for next academic year, the aim is to try to lower the number of endpoint assessments that have to take place in June and July, which causes a bottleneck.

AGREED: to note the content of the update provided.

10 **E&D (STUDENTS) – PROGRESS AGAINST KPIS/TARGETS FOR 2021/22 AND EXCEPTIONS REPORT**

The vice principal: communications, engagement and student experience

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presented her detailed report, and highlights picked out included:

- In relation to the number of incidents, there has been no significant movement since the last report.
- In relation to racial incidents, there have been ten incidents relating to college. Of these, eight were flagged by the Smoothwall system and generally relate to inappropriate language. Other issues relate to the community, with some very unpleasant situations. The CEO shared an example of an Afghani translator, who has been moved to the UK for his own safety, who is subject to community abuse and intimidation.

The vice principal then provided an update on key KPIs, and matters highlighted were:

- Gaps in achievement for BAME and male:
 - BAME is on track to see the gap close. Progress and attendance are positive.
 - In relation to males, whilst the position has improved from the last report, it is still not in line with females for both progress and attendance. In the main, the gap lies in construction and, if they do achieve, it will improve.
- Student perceptions – there are two issues highlighted in student feedback, including tutorials and bullying. There has been a 1% dip in positive responses regarding tutorials and, therefore, the college will not hit the 95% target set. In relation to bullying, the perceptions figure has decreased to 91%; therefore, again, the college won't hit the 95% target.
- Progression – the overall position is positive; however, a caveat to this is that currently measured are the 'intended' and not the 'actual' and, therefore, the college will know better in October what the situation is.
- Data:
 - A really positive picture on the whole.
 - Attendance and progress are in line with college apart from those who receive free school meals; however, they are 'roughly in line'.
 - College continues to seek the LGBTQ Rainbow Flag Award. The first and second parts of the submission have been completed, with three more sections to do.
 - A really positive result for the supported intern who completed a review of campus accessibility. He has now been commissioned by other organisations to do something similar for them.
 - The SEND Green Paper was described as being 'evolutionary and not revolutionary'. Alternative provision is now included within the SEND discussions.
 - The EDI steering group has been looking at improving transition arrangements and is looking to tie this into an accredited programme. The committee chair offered to provide support in relation to this if it would be helpful.

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It was also noted that Charles Heaton has offered to be the SEND link governor.

AGREED: to note the content of the update provided.

11 **RISK REPORT**

The vice principal: curriculum and quality introduced this item, and it was acknowledged that some of the aspects had already been reported and discussed earlier in the meeting. He provided an update on the quality of education, and key matters highlighted were:

- This was graded as a 2 in April 2022, which meant that the college had confidence to also grade the overall position as a 2.
- The risk now is getting key areas of teaching and learning over the line. These are being supported by:
 - CPD
 - External links
 - Great teaching and learning coaches
 - External speakers
 - Performance reviews
 - Accountability
 - Lots of scrutiny
 - Quality improvement planning at all levels.
- The college has seen an exponential improvement in some areas regarding teaching and learning, with some departments who are doing really well – examples given were media and performing arts.
- A Levels are also doing really well.
- What now needs to be done is getting the 'big five' over the line.
- Adult and community learning is almost at a good; however, there is more to do in relation to subcontracting and skills academies.

The committee all agreed that it was really positive to see the triangulation between all of the reports provided and that this then provides a variety of evidence which gives validation for the judgements reached. All agreed that this was a positive reflection on leadership and management.

AGREED: to note the content of the update provided.

12 **SAFEGUARDING AND PREVENT – EXCEPTIONS REPORT 21/22**

The vice principal: communications, engagement & student experience drew governors' attention to her detailed report, and key matters highlighted were:

- Table 1 shows that there has been a significant increase 'on paper' since the implementation of CPOMS; however, the number of referrals to external agencies remains in line with the

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- prior year's position.
- There have been more referrals regarding attendance this year.
- The largest increases relate to:
 - Peer-on-peer/sexual harassment. There have been eight incidents and all but one are now closed to social care. In relation to the last one, the college is working hard to ensure that this is also closed down.
 - Harmful sexualised behaviour panel – there is only one open case now, but there were three. All incidents were in the community and not the college.
- In relation to yearend, there is:
 - One open case of a student on child protection
 - Eight receiving social care
 - 23 in need
 - 61 looked after learners
 - Progress and achievement are 'patchy', although it was acknowledged that, because there are low numbers one individual can make a significant impact.
- There have been 10 Prevent referrals in the year, and the college continues to closely monitor one individual.
- In relation to partner returns, the vast majority are from the Inspire and Achieve Foundation.
- 2022 Keeping Children Safe in Education guidance has now been issued with no significant changes. The committee's attention was drawn to the first draft of the revised procedures. The vice principal indicated that there had been a 'ramping up of the spotlight' on online safety and, as a consequence, the college intends to have a separate online safety policy.

The committee particularly considered the revised procedures and were happy to approve in principle so that they can be published before the deadline of 1st September 2022.

AGREED: to approve the revised procedures as presented.

The committee's attention was drawn to the independent review of social care, and they were asked to note the significant recommendations regarding changes to the system, with the report being quite damning. The intention is to look to replace with a multi-agency approach and services. She confirmed that she would actively welcome these services being sited in college. Recommendations are also to look at extending the notion of a corporate parent and not just limiting it to the local authority. Care experience is also suggested to be included as a protected characteristic. A challenge from the committee was that the funding needs to match the recommendations and that, whilst funding is in the current state of crisis, it is hard to see how these changes will be supported.

One member of the committee asked whether there are any external

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links and partnerships that can be made to support looked after learners further, and a challenge issued was in relation to the risks associated with colleges being deemed to be a corporate parent. The vice principal confirmed that there are links in place and that she herself sits on the Nottinghamshire Care Board as an FE representative. The committee were advised that the progress of care leavers from WNC to HE was 11% last year, which should be compared with a national average of 6%, hence a positive position. The college has also been involved in a national pupil premium pilot this year. A lot of what has been done this year will now roll forward into usual practice, e.g. using one point of contact for each looked after learner in the college. The college has also done specific work this year to raise aspirations for care experienced young people, with a number of large employers now becoming engaged (e.g. HMRC).

In relation to the corporate parent role, all agreed that there was a need to have absolute clarity regarding accountability. The vice principal indicated that, if this is progressed, then it is highly likely that England will use the Scottish model in place; therefore, she agreed to summarise and circulate this information to the committee.

AGREED: to note the content of the update provided.

VP CESE

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13

COMMUNITY ENGAGEMENT STRATEGY UPDATE

The vice principal: communications, engagement and student experience introduced her detailed report and explained that it was intended to give progress against key aims. Key matters highlighted were:

- Paragraph 2 sets out what has been done in relation to the aims, which were:
 - 1) Establish the college as an anchor institution
 - 2) Raising aspirations in social mobility.

The college has done a lot more in relation to the first part and has been very successful. There are now links to the five most disadvantaged areas geographically, and the intention is to provide roadshows out in the community.

- The college has done a lot of work with DWP to develop opportunities to support the college and others to become inclusive employers.
- There was lots of good discussion at the EDI steering group and the recommendation is that this group now becomes the oversight body for community engagement and that, going forward, the report to governors will be part of the EDI update rather than a separate agenda item. The committee were supportive of this proposal.

In relation to the balanced scorecard RAG-rating, the committee felt that it was on the border between amber and green, i.e. 'gramber'. All felt that, whilst it was early days, there is good progress being made in a

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short period.

AGREED: to note the content of the update provided.

14

INTERNAL STUDENT PROGRESSION

The vice principal: curriculum and quality introduced this report and expressed the view that this was a great example of incisive challenge from governors and then how the college responded. Key matters highlighted were:

- The focus of the report is on study programme learners.
- 81% positive destinations last year; however, there were some static repeaters and other students who dropped down in terms of levels of study. The numbers this year are significantly reduced, and he commended the assistant principals who have done a great job to support learners.
- The committee's attention was drawn to paragraphs 2.4 and 2.5, and it was explained that these are some of the most vulnerable learners who fall within this group.
- In-year, there were 88 learners who left the college; of these, 38 had a positive destination but 50 are unknown.
- Of the 178 who have stayed in learning, very few are far behind their targets. Nine are behind target, 44 just behind target, 88 on target, and four above. The vast majority have made expected or just below expected progress, which is a very good outcome given vulnerabilities.

The committee all agreed that it was very clear to see the level of tracking and support available but questioned whether IAG is secure for the learners who are likely to be static/dropdown/leave. The vice principal confirmed that the college does aim for a thorough induction and effective use of 'swap don't drop'. He expressed the view that IAG is important across all groups, and an example given was A Level students so that the 33% who didn't go to university last year are all provided with the best opportunities.

It was confirmed that there is someone within the IAG team who has a focus on the students identified, and they will have pre-September interviews which are planned to make sure that the right choices have been made. It was confirmed that the same applies to those identified as vulnerable. A challenge from the committee was to ensure that feeder organisations are accountable for the choices made by young people.

AGREED: to note the content of the update provided.

15

INTENDED DESTINATIONS REPORT

The vice principal: communications, engagement and student experience introduced this item, and key matters highlighted were:

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- The new system allows staff to track progress and destinations.
- High level information has been pulled out and included within the report. Table 1 compares with the 2020/21 actual.
- More or less, the percentages are increasing – these are the ‘greens’ on the report
- A really positive position in relation to the numbers who were potential repeaters or drop downs: these have reduced.

A caveat to the report is that there are some risks as these are only ‘intended’ destinations at this stage, and an example given was 19.2% who intend to go into employment and/or apprenticeships. The college will not know until the autumn term whether they were successful.

The college has identified 134 learners at risk of not achieving their intended destination as they have not yet been able to provide any evidence to support this. She expressed the view that ‘going into a job linked to my course of study’ is the area of most risk.

A question from one governor was in terms of when this information is captured. It was explained that actual destinations start in October and conclude by November/December. A challenge from one governor was that, if the college had an early indication of those students wanting to go into employment, then it would be possible to target the content of tutorials to support this and tailor, e.g. CV writing, interview techniques, etc. This would allow the college to provide a really bespoke offer and bring in early interventions and support to help. Staff acknowledged that this could also align with the potential to support employers with non-apprenticeship recruitment.

A request from one committee member was to include the ‘year’ in the intended table. The staff governor present indicated that he would try to work with the system so that it can compare and measure the intended versus the actual student by student when the actual data is known in the autumn term.

The committee asked whether it is possible to break this information down by curriculum areas, and it was confirmed that it is.

The committee felt that further developments in this area would also allow students to get early part-time employment.

AGREED: to note the content of the update provided.

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LEARNER VOICE REPORT

The vice principal: communications, engagement and student experience referred to her detailed report, which is broken down into a number of different aspects, including:

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- 1) Exit survey results – key matters highlighted were:
- This survey is undertaken by QDP and allows responses to be compared with 101 colleges.
 - It provides the distance travelled data.
 - It allows a detailed breakdown by curriculum areas.
 - There has been a decline on the 2017/18 position but an improvement on 2020/21.
 - There have been improvements in relation to teaching and learning; however, the 'overall' satisfaction rate has declined.
 - Tutorials has seen a 1% decline.
 - Absence notification is +4%; however, it is still within the lowest quartile.
 - The most disappointing aspect is that there has been a decline by 4% on those who would recommend the college to a friend.
 - HE academic and engineering curriculum areas are behind.
 - A Levels are the least satisfied group.

In relation to A Levels, it was explained that there are a number of influencing factors to this, including the fact that there were some site issues at the start of the year. In addition, there was real staffing turbulence at certain points, particularly in sociology. The college is only just at a full complement of achievement coaches, which will also have led to a negative view. The CEO confirmed that, as a result, it is clear that there is a need to strengthen the leadership at Chesterfield Road and that the college is currently out to advert in relation to this. One governor provided feedback from students that he had spoken to, and they have indicated that it may help to make Chesterfield Road a more 'adult' environment. Staff agreed that they would look to see what could be done in relation to this.

- 2) Rate Your Course – key matters highlighted were:
- 862 responses in the last survey completed in May.
 - 92% said that they had either 'learned loads' or 'some new things'. This is broadly in line with the exit survey results.
- 3) Your Voice – the last meeting of the year is dedicated to receiving feedback on the year, and key matters highlighted were:
- Aspects that students said that they really loved were the practicals and work placements.
 - The college has been able to identify a female construction student who will go out to schools and be an ambassador.
 - The vast majority scored at 8+.
 - The lowest score was 6, and it was confirmed that the college has fully explored the reasons why in relation to this.
 - In terms of their advice to new students, these include getting organised early and being brave and trying out new things.
 - In relation to generic skills that they would like to see developed,

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these include:

- Presentation and interview skills
- Mental health
- First aid.

A challenge from the committee was to link all of these areas to enrichment or tutorials so as to provide really high-quality support.

- Conducting Your Voice online has been really successful and has allowed a diverse contribution with really rich feedback obtained.

The committee were advised that the college is exploring, with the health service, training opportunities for students regarding mental health. A challenge from the committee was to give students interview practice early and potentially use technology to support this, e.g. filming them so that they can review and see how they look, sound and behave.

The link governor confirmed that he had met with the vice principal earlier in the day and reviewed the tutorial programme for 2022/23. He confirmed that a lot of what has been discussed is covered, with lots of rewards available for students. He indicated that he was really looking forward to seeing the impact of the new offer next year.

AGREED: to note the content of the update provided.

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CEIAG REPORT

The vice principal: communications, engagement and student experience introduced this item and confirmed that the report was split into a number of sections, including:

- 1) Where we are in terms of work placement – key matters highlighted were:
 - The target was 100% at level 2 and above.
 - 94% has been achieved, but this includes level 1.
 - 143 students have not completed.
 - Of these, 82 (57%) have not been able to complete for a number of reasons, including social anxiety, mental health, etc. Each one of these have been red RAG-rated and known to the college throughout the year. Of the remainder, the college has a narrative as to why they haven't been able to complete.
 - In terms of the usual employer placements, there is still lower confidence, with 22% who have just said no. This represents 200 placements.
 - Planning for next academic year is for level 1s to undertake some kind of employability training rather than work placements.
- 2) Industry placements:

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- The target set was 315
- Nearly 70% have at least started
- 11% will complete
- The college has completed its annual return
- The target for 2022/23 is 400
- The college is currently looking at where best to site the work experience team within the organisation.

3) Careers:

- The Matrix assessment team attended college in May 2022, and both teams were successful in obtaining accreditation.
- A number of strengths were identified.
- One area of improvement is to fundamentally embed careers within the curriculum.
- In relation to Gatsby benchmarks, the college is 92% complete, which is an improvement of 13%.
- A key area of focus now for IAG is A Level students, with a whole range of activities identified to improve

A question and challenge from the committee was in relation to point 9, and they asked that the vice principal pass on some of today's suggestions so that they can be considered as part of the planning for next year. A challenge from one governor was to try to market 'try before you buy' opportunities to employers rather than calling it work experience, as this flips the exercise in their thinking.

The committee expressed disappointment that the number of employers prepared to offer work placements had reduced this year; however, they acknowledged the demands that employers have. All agreed that what was critically important was to ensure a quality experience for both the learner and the employer. A challenge from the committee was to get employers into the college early to start the broader conversations.

AGREED: to note the content of the update provided.

18

COMMITTEE ANNUAL REVIEW

The director of governance introduced this item and explained that it was an opportunity to review the terms of reference and consider committee performance for the year, i.e. areas of strength and potential areas for improvement and change. She also drew the committee's attention to membership, planned meeting dates, and the initial work plan. Comments and observations made were:

- CEIAG – is it possible to relate it more to the EIF in terms of personal development? The committee felt that it would be helpful to report on where the college currently is against the relevant areas and identify key strengths and areas of development. It was agreed that both vice principals would

VPs

Sept 2022

Signed : _____  _____ Chair

Date: 22/09/2022

- undertake a review and look across college.
- Does the remit of this committee need to extend with more of a focus on the college's response to local skills plans?
- There needs to be much more focus on curriculum.
- Extend the employer engagement remit.
- In relation to qualification reforms, include what our response is.
- Oversight of employer demands and local skills accountabilities.
- Particularly look at intent and how governors are included, then the impact.

The director of governance indicated that she would update the terms of reference and work plan to incorporate suggestions.

Dir of Gov

July 2022

When considering the committee membership, a suggestion made was to invite David Gillies to join this committee so that he could contribute an employer perspective. All agreed that this would be really helpful and would cross-reference with the enhanced Ofsted inspection plans, with a separate focus on skills needs. Kate Truscott indicated that, if appropriate, she would be willing to swap committees with David Gillies.

AGREED to:

A. Note the outcome of the annual committee self-assessment completed.

B. Recommend that the board approve updated terms of reference for the committee.

C. Recommend that the board approve a small change to committee membership for 2022/23.

19 **AOB**

There were no items of additional business.

20 **DATE AND TIME OF NEXT MEETING**

This was confirmed as 22nd September 2022 at 5pm.

Meeting closed at 7.40pm.

Signed :  _____ Chair

Date: 22/09/2022