

LEEDS COLLEGE OF BUILDING

QUALITY, CURRICULUM & PERFORMANCE COMMITTEE

Minutes of the meeting held on Tuesday 25 June 2024 at 4.00pm, Meeting Room 1, North Street / Microsoft Teams.

PRESENT:

Debbie Forsythe-Conroy (DFC) – Chair
Steve Carmody (SCa)
James Dunford (JD) (*attended via Teams*)
Dave Russell (DR) (*attended via Teams*)
Julie Tolley (JT) (*attended via Teams*)
William Wallace (WW)

ATTENDANCE: 6 / 13 = 46% (KPI 80%) Cumulative attendance: 49 / 62 = 79%

IN ATTENDANCE:

Rob Holmes (RH) (Vice Principal - Curriculum, Quality & Innovation)
Steve Connell (SCo) (Assistant Principal, Study Programmes)
Chris Tunningley (CT) (Assistant Principal, Adults & Apprenticeships)
Nicky Robinson (NR) (Inclusive Learning Manager) – Item 9
Nancy Fearnside (PA to Strategic Leadership Team)

Agenda items were considered in the order recorded in the minutes.

ACTION
BY AND
TARGET DATE

DFC welcomed everyone to the meeting.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Sandra Burnhill, Nikki Davis, Molly Fulton, Sarah Gibson, Caroline Meehan, Mick Norton and Ayonimofe Osimokun.

2. DETERMINATION OF ATTENDEES / OBSERVERS

Members agreed attendees at the meeting as per the attendance list above.

3. DECLARATION OF INTEREST

There were no declarations of interest.

4. MINUTES OF PREVIOUS MEETING

Resolved: The minutes of the meeting held on 30 April 2024 were approved as a true and accurate record.

5. MATTERS ARISING

DFC commented that she had the opportunity to meet RH prior to the meeting and they had both raised observations regarding the actions and also the rolling over of actions. DFC would talk to JTH about how this could be condensed into measurable, tangible actions.

DFC/JTH
July 2024

5.1 Ref Min 5.5

MB / CB would be invited back to the QC&P meeting in 2024/25 to provide an update.

RH/JTH
2024/25

5. MATTERS ARISING (continued)

5.2 Ref Min 10/11

Actioned.

5.3 Ref Min 6

Actioned.

5.4 Ref Min 7

Impact measures would be included as part of the 2024/25 Quality Improvement Plan (QIP).

5.5 Ref Min 7

The feedback would be considered when updating the Teaching & Learning Strategy and Quality Improvement Policy.

5.6 Ref Min 7

Performance Review outcomes would be shared with the Committee throughout the year.

5.7 Ref Min 7

The Quality Risk Register would be completed as part of the Self-Assessment Report and Quality Improvement Plan process and all comments would be considered.

5.8 Ref Min 7

The Quality Cycle would be provided for the Committee, where evidence would be presented as to what types of quality improvement activities are happening and how the loops are being closed for those activities.

5.9 Ref Min 8

RH confirmed that an activity took place, pulling together all key actions into a new QIP with associated RAG & Risk Impact ratings (Agenda Item 6).

5.10 Ref Min 8

Heads of English & Maths have assigned staff to programme areas to review Schemes of Work and would work with vocational tutors to help embed English & Maths into vocational delivery.

5.11 Ref Min 10

Completed – included in the Quality Report.

5.12 Ref Min 10

RH confirmed that data would be included in the quality report format for June but would move to STRATA live data from September 2024.

5.13 Ref Min 10

Awareness raising of Apprenticeships was ongoing with employers.

5.14 Ref Min 10

Completed.

9. DEEP DIVE – SEND & HIGH NEEDS PROVISION

SCo introduced Nicky Robinson (NR), Inclusive Learning Manager, who would be giving a presentation on SEND & High Needs provision. SC commented that the College was trying to raise the profile of High Needs, SEND and the ILS Department; this would be a strategic role going forward.

DFC thanked NR for coming to talk to the Committee and took the opportunity to explain that the Committee's role was to challenge but more importantly to offer support.

NR gave a presentation on the ILS Department in regard to SEND and High Needs students at LCB. The presentation would be uploaded to the Governors' Hub for information. The key points noted were:

**NF
June 2024**

- Number of students declaring disability or difficulty (1,250) in 2023/24, including a breakdown by provision type.
- Roles and responsibilities.
- Aim of support.
- Four areas of need (set out in the SEND Code of Practice).
- Universal – Quality First Teaching (all teachers are teachers of SEND).
- High Needs definition.
- EHCP process.
- The future.

Following her presentation NR answered questions from Governors:

- SCa raised the question of Health & Safety and PPE for SEND / High Needs students. NR stated that College policies were in place regarding Health & Safety and PPE. SCo commented that the College needed to meet Health & Safety requirements for all students, not just SEND / High needs. There was no evidence that SEND / High Needs students had more accidents and staff did challenge any Health & Safety / PPE issues.
- SCa raised the question of engagement with employers to ensure these students were getting access to work. NR explained that she was linking with Emma Pearson (Industry Placement Lead) to ensure equal opportunities for SEND / High Needs students in work related opportunities.
- DR recognised the difficulty in this area and queried whether EHCP carried with it any further funding. NR explained the funding received and stated that this was not a barrier to any support put in place.
- JD felt that it would be good to hear how SEND / High Needs linked to the aims of the QIP. He commented that he was quite familiar with classroom practice and the graduated approach and was interested in how it worked with Apprentices and students working on practical elements. NR explained that the majority of students received support in classroom-based settings because the practical elements are where they are most comfortable and need the least support. However, she did give assurance that students requiring support in practical elements did receive this.

9. DEEP DIVE – SEND & HIGH NEEDS PROVISION (continued)

- JT queried how much support was available for tutors to assist in differentiating their teaching strategy for SEND / High Needs students and whether any tutors were struggling. NR acknowledged that some staff did struggle and training had been organised to fully equip staff with the skills they need.
- DFC asked how the success of these interventions were measured, although she noted that it may be too soon to judge this. SCo explained that success is measured by comparing retention and achievement data for SEND / High Needs students against those that do not have SEND / High Needs. Students with SEND / High Needs are discussed three times per year in bespoke Performance Review Meetings chaired by NR.
- DFC also queried whether there had been much resistance from staff. SCo explained that this varied across the College and part of NR's role would be to ensure that staff understand their role in supporting students with SEND / High Needs.
- JT raised the question of whether replacement / interim staff would know the differing needs of SEND / High Needs students. SCo stated that this information was available via Collsys.

DFC thanked NR for her presentation.

Resolved: Committee members received the presentation on SEND and High Needs Provision.

6. DRAFT SELF-ASSESSMENT REPORT (SAR) AND QUALITY IMPROVEMENT PLAN (QIP) 2024/25

SAR

DFC asked members to note that the SAR was very much in draft form and should be treated as work in progress.

RH commented that it was important to recognise that the SAR format had changed and would include a detailed summary by provision type. The SAR would provide a much more detailed view of each provision type and the four key judgement areas within them. This change would ensure intent, implementation and impact were considered for each provision type.

RH noted that the “what we do well” and “what we need to improve on” from the Ofsted report would help establish the strengths and areas for improvement. The SAR would be graded by provision type, with each area graded through the Performance Reviews and grades aggregated.

JT noted that RH had stated that the SAR would read overwhelmingly positive; she felt that the SAR should just be honest.

RH commented in response that the SAR would be honest and would demonstrate clearly what we do well and where we need to improve. These statements would be validated and Ofsted quotes from March 2024 would be included to strengthen any statements.

6. DRAFT SELF-ASSESSMENT REPORT AND QUALITY IMPROVEMENT PLAN 2024/25 (continued)

JT commented that behaviour and attitudes were not included in the SAR, together with the College being a safe and welcoming space for female students. There was also nothing in the SAR about zero tolerance. RH noted that there was a statement in the SAR from Ofsted in relation to the behaviours they had witnessed in relation to health & safety and conduct. JT commented that everyone in College should be picking up / challenging any unacceptable comments / behaviours.

RH acknowledged that there were some spelling issues but confirmed that the final SAR would be fully checked and amended where necessary; reiterating that this version was very much a draft document.

JT raised the question of whether the Aspiring Leaders Programme was included in the SAR. RH noted that it was included within the QIP.

SCa commented that the SAR was a lengthy document and felt a clear summary was required. Any statements made needed to be back up by evidence. DFC reminded members that RH was not yet at the stage of adding data but agreed this was a timely reminder. RH reiterated that all statements about what we do well were backed up by evidence and reminded members that a lot of the statements were Ofsted judgements.

DR raised the question of integration of HE and FE in the SAR and queried whether the same sort of measurement used in FE would be used for HE. RH stated that meetings with HE team members had been arranged to look at how to reflect HE within the SAR.

DFC commented that it was pleasing to note that a peer review with two colleges, one local and one out of region would be used to validate the SAR.

DFC would like to see more about English and maths within the intent and also how English / maths were extended beyond GCSE / Functional Skills. Work placements and meaningful encounters with the world of work should also be included within the intent for 16-18 year olds.

DFC asked that more around progression from starting points was included within the impact. RH confirmed that progressions / destinations would be included in the SAR.

RH noted that in effect the SAR would be five chapters: EPYP, Adults, Apprentices, High Needs and HE.

JD raised the question of standardisation and quality assurance and queried how confident the College would be that the judgements were consistent. RH commented that Performance Reviews had been introduced this year to judge the College on provision type and each area would be judged on provision types. Key judgement areas also went through the Performance Review process. Action plans would be produced from these reviews and revisited after four weeks to ensure the loop was being closed.

6. DRAFT SELF-ASSESSMENT REPORT AND QUALITY IMPROVEMENT PLAN 2024/25 (continued)

QIP

RH commented that throughout 2023/24 multiple improvement plans were in place. He had brought all these together into one draft action plan – the QIP. The QIP contained 10 clear actions, six of which would be subject to scrutiny during the Ofsted Monitoring Visit as these were those aspects identified by Ofsted as requiring improvement; these six actions were highlighted in yellow.

RH noted that the QIP now included RAG rating and Risk Impact columns; this would give a snapshot of progress and individual risk for each action. A key to the RAG rating and Risk Impact was included on the front page of the QIP.

RH commented that communication of the QIP was being done through presentations to all staff (in person and via Teams).

SCa queried where the actions within the QIP had come from. RH explained that some were from the Ofsted report and the others came from the Performance Reviews.

DFC commented that she would like to attend some of the Performance Reviews next year on behalf of the QC&P Committee to get a better understanding of how they operated.

DFC commented that once the SAR was in its final stages the Committee would have the opportunity to look at this to ascertain if there were any gaps.

Resolved: Committee members received the Draft Self-Assessment Report and Quality Improvement Plan.

7. QUALITY & PERFORMANCE REPORT

CT provided an update on Apprenticeship and Adult provision.

CT stated that all Performance Reviews had now been completed and predictions confirmed by Faculty teams. Overall Apprenticeship achievement in 2022/23 was 59.8%, it was currently at 60.7% (June), with predicted best case of 82.4%; however, owing to EPA dates a finish position around 70% would be more realistic (National Rate was 57.8%). CT explained that there were a small number of Red RAG rated areas – female and Asian; however, best case was 83.2% and 77.8% respectively. An analysis would be carried out. Apprenticeship attendance was currently 90%, compared to 92% the previous year.

CT explained that work was ongoing to validate data to ensure predictions were accurate and included the EPA. CT commented that accountability measures were on track. The new Apprenticeship Assessor Compliance Coach (AACC) role was now embedded and the timeliness and number of reviews was constantly improving.

7. QUALITY & PERFORMANCE REPORT (continued)

CT commented that three out of four vacancies had been filled in Sustainable Building Services and this area would be in a much better position from September.

Onboarding events would take place during July and August, both in person and online. CT commented that early indications were that applications for Apprenticeships were low compared to the previous year; Heads of Departments were working with Marketing and Partnerships & Skills to implement initiatives to try and promote the low numbered Apprenticeships.

CT commented that the election outcome was being monitored, particularly around how this would affect Apprenticeships. There were indications that 50% of the Apprenticeship Levy could be used for other things and flexibility would be required.

DFC commented that it was pleasing to see that the data was moving in the right direction.

JT was pleased to note that the Asian and female Red RAG ratings were being analysed and interventions investigated. RH commented that, through the EDI Committee, a student who had written a dissertation on this subject had been invited to attend one of the EDI meetings to discuss this. RH also noted that this student was being linked with to do a joint campaign for South Asian Heritage Month (SAHM) related to Apprenticeships.

Overall Adult achievement was 77.6% in 2022/23, it was currently 79.4% (June), with predicted best case achievement of 90% (National Rate was 85.9%). The Adult courses offered were mainly in Construction Crafts and did provide realistic opportunities for students to progress into mainframe education and sustained careers. CT commented that plans were being progressed to expand the College's offer next year.

SCo provided an overview of Education Programmes for Young People (EPYP).

Overall achievement in 2022/23 was 72.8%, best case achievement was 87.4% (National Rate was 81.7%). If this was achieved it would be a significant increase from last year. Best case achievement for females, males, Asian and black were fairly comparable.

SCo commented that attendance at the English / maths exams had not been as good as expected, which was disappointing, but he did not feel any more could have been done by the team.

DFC noted that an English / maths line was not included under EPYP. RH commented that it was difficult to forecast high grades achievement without knowing what the attendance was, but he would look at this further and include in the future.

7. QUALITY & PERFORMANCE REPORT (continued)

DFC noted that the report showed a significant increase in achievement rates from last year.

RH explained that he regularly met with JD to discuss Safeguarding. From 1 September 2023 to 1 May 2024 there were 255 Safeguarding referrals; this was a significant drop compared to the previous year (388). RH explained that Collsys was now used to record mental health issues, instead of CPOMs, and this was why the numbers had reduced.

JD commented that it was clear from his meetings with RH that an effective process had been set up with regard to collection of the data and the use / sharing of this.

RH noted that Police referrals had remained static at 102, similar to the previous year (133).

JT commented that the report contained a lot of data and felt it would be helpful if the key areas could be highlighted in the Executive Summary so that Governors could focus on these. DFC agreed and suggested that areas causing concern could also be highlighted in the Summary.

Resolved: Committee members received the Quality & Performance Report.

8. HE POSITION STATEMENT

CT presented Item 8 (HE Position Statement) and provided a brief overview.

Enrolments for 2023/24 was 1,045 students (from Level 3 to Level 6). Table 1 provided an overview of the courses offered in the University Centre. The vast majority of students were enrolled on Apprenticeships.

Excellent partnerships had been established over the past four years with Leeds Beckett University and London South Bank University. Collaboration with Leeds Trinity University was also being progressed.

Three additional Degree Apprenticeships had been successfully validated with London South Bank University (Building Services Engineering, Design & Construction Management and Construction Site Management).

Table 2 detailed Apprenticeship progression pathways from Level 3 to Level 6 Degree

CT commented that there were lots of opportunities to grow the HE side. There were skills shortages on construction and engineering; online and blended learning programmes were being considered; Higher Technical qualifications (HTQs) presented an opportunity to expand the College's offerings; introduction of Lifelong Learning Entitlement would allow the University Centre to look at modular packages for students.

8. HE POSITION STATEMENT (continued)

A key issue for the University Centre was staff recruitment and retention; CT explained that the University Centre did rely heavily on specialised tutors. CT provided an overview of the key threats for the University Centre.

CT provided an update on some recent achievements: Construction QS (group of 14) – 6 x 1st class honours degree and 8 Upper second class honours degree (2:1). Civil Engineering Site Management (group of 14) – 3 x 1st class honours degree, 9 x Upper second class honours degree (2:1), 1 x Lower second class honours degree (2:2), with one student requiring a resit. These results were really positive.

SCa queried whether the College was in a place where it could support an increase in Apprenticeships and raised concern that some employers were getting frustrated with the EPA process. CT commented that the College was voicing its concern regarding this with IfATE and ESFA. He agreed that EPAs were definitely challenging.

RH commented that the key agenda item for the next College Management Team meeting was the Strategic Plan, Election Risks and Opportunities.

DR queried the purpose of this paper; CT explained that the paper was for the College's benefit so everyone was aware of the current position.

DR recognised how complicated this area was but acknowledged that the report gave a flavour of the College's ambition in this area.

DFC suggested it would be useful to see the enrolments against each programme to show which were substantive.

Resolved: Committee members received the HE Position Statement.

10. EDI PROGRESS REPORT

RH presented Item 10 (EDI Progress update) and provided a brief overview.

RH explained that the QC&P Committee had approved the updated EDI Policy and terms of reference at the March meeting and the Executive Summary provided an update on progress to date.

SCa raised the question of what the group would be doing to broaden access to new students. RH explained that external members on the EDI Committee were being progressed (e.g. civic, community, employers etc.) to ensure the Committee had a balanced view. A student representative had also joined the DI Committee and would provide feedback to students, through the Students Union, as appropriate.

Resolved: Committee members received the EDI Progress Report.

11. ASSURANCE REPORTS

Ofsted Report

RH explained that the full Ofsted report had been shared with members previously and had been uploaded to the Governors' Hub (link: [Ofsted report.PDF - GovernorHub](#)). DFC commented that the Ofsted Monitoring Visit would focus on the Areas for Improvement, which had been highlighted on the QIP.

Collsys

SCo had provided a summary of the findings of the audit that was undertaken on the Collsys system in March 2024. The report had been uploaded to the Governors' Hub (link: [Student Journey Monitoring 'Collsys' FINAL \(Issued\).pdf - GovernorHub](#)). In general feedback was very positive, with the auditor complimenting the College on the ambition of the project and the speed in which it had been implemented. The recommendations made were detailed in the Executive Summary.

Progress against the recommendations would be led by Liam Mogan who would chair a new working group. This group would also liaise with the developer to address any issues / frustrations raised by staff. The reporting functions would be finalised so that they could be relied on to give managers accurate data.

SCo explained that Collsys was a cross-College platform for monitoring / tracking student performance.

Resolved: Committee members noted the Assurance Reports.

12. HE STRATEGY

CT explained that the HE Strategy was currently being reviewed and the aims & objectives would be evaluated. The College now had the status of University Centre, which has adapted and evolved rapidly to manage the change from Frameworks to Standards.

The integration of HE in an FE college is vital whilst still recognising the different landscape that HE operates in, with additional governing bodies such as OfS, JBM, University partners requirement, EPAOs and professional bodies such as CIOB, ICE, RICS & CIBSE.

CT explained that he was considering ways in which the University Centre could become a true separate entity of LCB with a focus on just HE (Level 4 to Level 6). Work had already started to separate staff into FE and HE.

SCa commented that teaching styles for FE up to Degree Level were very different and challenging.

DFC acknowledged that the HE Strategy was currently being reviewed. DFC also asked that the Committee received an update on the professional accreditation / endorsements on each of the courses, including when these were to be reviewed and progress towards any required actions.

Resolved: Committee members received the update on the HE Strategy.

13. MATTERS TO BE REPORTED TO THE BOARD

- The new format of reporting was noted which now included an Executive Summary.
- Following the introduction of the new Deep Dive model into operational departments, members received a presentation on the Inclusive Learning Service. This highlighted how starting points were now being used
- Predicted outcomes were received with useful forecasts noting some significant improvements in outturns.
- Members agreed on the key changes to the presentation of the SAR and QIP, i.e. by the 4 provision types plus HE and against the key judgements.
- Members received the HE Position Statement, with an overview of the strategic direction, noting some positive outturns at higher level.
- Members received an update on the draft HE Strategy, which included strategic reflections on provision.

14. ANY OTHER BUSINESS

There were no other items of business.

DATE OF NEXT MEETING

To be confirmed: Tuesday 8 October 2024 at 4.00pm, Meeting Room 1, North Street.