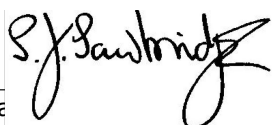


Minutes of the Curriculum, Quality & Standards Committee meeting held (via Microsoft Teams) on Wednesday 8th December 2021 at 3pm

Governors Present:		Stephen Sawbridge, Chair Jo Mountney, Governor Tom Nadin, Governor (from 3.20pm) Sue Blake, Governor (from 3.40pm) Nikki Brady, Governor	
In Attendance:		Jason Lancaster, Deputy Principal Heather Marks, Assistant Principal Academic Partnerships & Standards Nicky Birch, Assistant Principal Curriculum Design & Delivery Maxine Bagshaw, Clerk to the Corporation/Director of Governance Dave Hopley, Director of Student Services/Staff Governor	
Min. No.		Action By Whom	Action By When
1	DECLARATIONS OF INTEREST		
	The Chair reminded everyone present to declare any interests that they may have on matters to be discussed. Standing declarations were noted.		
2	WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE		
	Apologies for absence were received from Neil Hoskinson and Denise Brown. Nikki Brady was welcomed to her first meeting of the Committee and round table introductions were made.		
3	MINUTES OF THE MEETING HELD ON 13 TH OCTOBER 2021		
	The minutes of the meeting were reviewed and agreed as an accurate record of the discussions. AGREED: to approve the minutes of the meeting held on 13 th October 2021. There were no matters arising.		
4	ACTION PROGRESS REPORT		
	The Committee were happy to note the content of the update		

Signed : _____
Curriculum Quality
Page 1 of 20



_____ Chair
Committee Minutes 8th December 2021

Date: 14th March 2022

	<p>provided.</p> <p>The Deputy Principal provided a brief update in relation to the data dashboard and advised that there are a couple more tweaks. He confirmed that he has provided data around vulnerable learners, which will be built into the main dashboard. Future developments will include colour coding etc. The Deputy Principal said that this is a work in progress, which will develop through the year.</p>		
5	OFSTED UPDATE		
	<p>The Deputy Principal provided a brief update and confirmed that, following a discussion with the Chair of the Committee, it has become apparent that Ofsted are now having a greater focus around incel as part of the Prevent strategy. He said that conversations have been taking place internally about moving this forward, along with the peer on peer abuse, which the College has made some strides on. He added that Ofsted have also been allocated further funding by the treasury and DfE to support an increased workload, which might affect the timing of the College's next inspection but not by much.</p> <p>The Assistant Principal Curriculum Design and Delivery said that she has spoken to the local Prevent Education Officer with regards to incel to see if this is something that is happening locally and nationally and to what extent. She advised that a CPD programme in relation to incel has been put in place for staff on the 4th January, which is a short online programme, which will be made mandatory. The Chair of the Committee suggested that the College get in touch with David Corke at the AoC with regards to incel. The Assistant Principal Curriculum Design and Delivery said that the biggest issue for the College is far right and radicalisation locally; however, there is a concern that, as people have been in lockdown for a long time, there is a lot of things the College doesn't know. She said that, on a regional level, she is only just getting information around incel. She advised that the College hosted a FE/HE network meeting, which was a West Midlands Region Network meeting and someone from London gave a broad overview of incel; however, this was only the second time in an external meeting where this was mentioned. She confirmed that she and the Director of Student Services are aware of this matter.</p> <p>AGREED: to note the content of the update provided.</p>		
6	RISK REPORT		
	<p>The Deputy Principal provided an update to the Committee on the risk report. He advised that there has been work going on through the Audit Committee strengthening the Risk</p>		

	<p>Management and this continues. The College has now developed a method of capturing Risk Management and Board Assurance in one place, which will then be pulled out into two separate reports. As part of the work that has been done, both the Deputy Principal and Chief HR Officer have work to do to separate out their risks, which will be done as another iteration of the report.</p> <p>In terms of the risk report presented, the Deputy Principal advised that none of the contents of the risks have changed. He said that he has reflected on the Ofsted feedback around Apprenticeships and has already softened the rating for this; however, following feedback, he has adjusted the scoring for the overall risk around Ofsted – the score has changed but the content of the risk hasn't. The Deputy Principal said that, in future iterations, there will be a general risk around Ofsted and the ESFA audit, a risk around sub-contractor management and a risk around Apprenticeships. The Chair of the Committee said that, following the monitoring visit, the College knows where the key vulnerable areas are, such as Apprenticeships. He said that the feedback on maths was very encouraging. The Deputy Principal said that he was pleased with all of the feedback following the monitoring visit. He said that all teams did really well, given where they were in the past.</p> <p>AGREED: to note the content of the update provided.</p>		
7	DATA DASHBOARD		
	<p>The Deputy Principal introduced this paper and provided the Committee with the headline information:</p> <p><u>16-18</u></p> <ul style="list-style-type: none"> • High retention at this stage and good consistency across the College. • No difference at this stage by gender or ethnicity • Overall attendance is below the College target, although there have been some early increases following activities but there is more to do there • For future versions, Foundation will be pulled out of ESOL and adults, as there are different issues in those provisions • 10% split between vocational attendance and maths and English. There have been improvements in co-ordination between maths and English teams and the vocational teams but this is not fully consistent as of yet. Changes have been made in management in this area to support activity but there is more to do. In areas that are putting in place actions to address attendance more rigorously, the College is starting to see a positive impact. 		

	<p><u>19+</u></p> <ul style="list-style-type: none"> • Generally high retention, small signs of gaps in Services to Commerce • No significant performance gaps by groups, which is notable as gaps tend to be seen by ethnicity and gender when it is not being managed effectively, so it suggests that general management of students' progress is reasonable. • Issue around attendance for adults where males attend less than female, which could be related to curriculum differences. <p><u>High needs</u></p> <ul style="list-style-type: none"> • More high needs students than last year. • Increased allocation for coming year and reflects the cohort that the College serves well. • Not lost any high needs funded students at this stage • Some challenges around attendance – there has been some good work by the Attendance Officers, particularly in Technology but also across the board. The Attendance Officer are working with students on an individual basis to see what can be done to improve attendance. • Smaller gap between vocational and English and maths attendance for high needs, which is good to see but there is more to do, particularly in Technology. <p>The Deputy Principal said that, in the new year, all member of the Executive team will take 5 students with the worst attendance and carry out intervention with them, outside of the disciplinary process, in order to really drive the message and try to diagnose the barriers to attendance.</p> <p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> • The College already has achievements for this year • In terms of past planned end date, the College has a good number planned to come in at the end of the year and the Deputy Principal will be in a better position to share the number once the College has filled a few more staffing posts in the area • Handful of Apprenticeship starts that are not on the system – the backlog has been cleared. • Achievements – 11.4% on the system and the College can get to 65.7% <p>One Governor asked about the Executive team taking 5 students with poor attendance and whether this will be across groups i.e. 16-18, 19+ and high needs or will they be focusing on a particular group. The Deputy Principal said that they will be focusing on where maths and English are substantially lower or, in a small number of cases, extraordinarily low. He said that the Executive team will make sure that this ties in with a follow up through the</p>		
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	<p>disciplinary procedure if there isn't a substantial improvement in attendance rapidly. The Governor commented that it is good for the wider staff team, as it shows that the Executive team are taking responsibility and supporting them in chasing attendance. She asked, with attendance for 16-18's, are there any key themes or particular days/lessons/times where the College is seeing gaps. The Deputy Principal said that Friday's can be quite quiet, particularly at Burslem. Also, if a student decides to skip English or maths, then they may decide not to come back later in the day. He added that the College has Quality Performance Review meetings five times per year and he has spent time in the most at-risk departments and noted that, in those departments, there is an inconsistency in capturing the information and showing the action taken. He said that this is not the case in the majority of areas. He said that areas which are going through a recovery journey i.e. Engineering, there have been substantial staff changes and, as the new staff get into the system, it is improving but it is not where it needs to be. He added that the Engineering department will be on an improvement journey all year and it is moving in the right direction. The Assistant Principal Curriculum Design and Delivery said that some students are coming to the College with 40% attendance at school and the College is getting them to 50-60% attendance but obviously this data is pulling the course attendance down; therefore, there has been a discussion around isolating some cases. What the College can show is progress over time, the learner journey and the impact of the work the College is doing, which is from a tutor point of view, a Head of Learning, a mentor and the wider support team. If these cases can be isolated, then the team can look at the picture with and without those learners. She added that the impact of Covid on young people, their mental health and their attendance is very real and the College needs to know who those students are, so that actions can be put in place to support them and help them to get to where they need to be. The Deputy Principal said that he has looked at the local FE sector market analysis and when looking at the most deprived in the City, Stoke on Trent College takes half of those students of all providers, so the College is, by far, dealing with the biggest proportion of those students. He said that, with those students, come big challenges and the College should recognise this, as the College is dealing with a cohort that needs help.</p> <p>The Chair commented that, unofficially, there was an Ofsted benchmark around attendance and asked how the College compares to this, if it exists. The Deputy Principal said that it is not there in the same way; however, Ofsted will look at attendance compared to target. He said that Ofsted will be open to a conversation in terms of improving trends and the College needs to demonstrate the improving trend for learners on a journey. The College needs to find examples of</p>		
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	<p>learners who have improving since joining the College.</p> <p>Referring to the dashboard, the Chair said that the whole College starts is 1240 for 16-18's; however, on the Study Programme paper, there are 1566 learners. The Chair asked what the discrepancy was. The Assistant Principal Curriculum Design and Delivery said that the report is from MIS and that they break the numbers down into different bands. The number on the data dashboard is from the 540 band and the Study Programme number is the total number of 16-18 learners returned. The Deputy Principal questioned whether there should be this big number on the Study Programme paper.</p> <p>The Deputy Principal referred to the appendix on additional data, as Committee wanted to look at the difference between GCSE and Stepping Stones, for which there is a marginal difference. Stepping Stones was delivered by vocational tutors; however, this has now been transferred to the English and maths team, as some of the vocational staff didn't have the confidence to deliver this well. The downside to this change is that the English and maths team see this as a separate part of the programme but the delivery will be consistent.</p> <p>In terms of care leavers/learners in care and the wider measure of vulnerable learners, which is defined in the paper, the headline is that the College is doing well but the College needs to keep a close eye on these learners, as they are very vulnerable and have complex needs. The Deputy Principal advised that he would continue to provide this information.</p> <p>AGREED: to note the content of the update provided.</p>	Deputy Principal	9.2.2022
8	SAR 2020/21 FINAL		
	<p>The Deputy Principal introduced this item and advised that, in terms of the process, following the previous meeting, he has made amendments to the SAR in line with what was discussed and the Chair of this Committee has suggested further points, which the Deputy Principal will build into the SAR ready for the final version to go to Board next Friday 17th December. The Deputy Principal confirmed that an external detailed review of the SAR had taken place. Tracey Mace-Akroyd, the Deputy Principal from the RNN Group, who is also an experienced HMI until recently, has reviewed the document. In terms of substantive changes, the Deputy Principal said that there has been some strengthening in terms of alignment with the framework. There were a couple of cause and impacts that were not fully aligned; however, the substantive piece was around Apprenticeships, as there is more of an improvement focused approach to the language. The Deputy Principal said that the Apprenticeship sections</p>		

	<p>have been substantially rewritten in order to change the emphasis. He said that there is more information around SEND throughout the key questions. In terms of the grade profile proposed, Tracey agreed with this and tested it against the inspection handbook. The Deputy Principal said that he has also had external validation from Gemma at the Luminate Group, who has looked at the SAR and provided feedback in terms of the grade profile, which she agrees with and will be providing further notes on other items. The Deputy Principal also confirmed that the SAR has received feedback from the Executive Board. He said that the intention, going forward, will be track the adjustments based on the various feedback, so that when the document is presented to Board, the members of the Curriculum, Quality & Standards Committee can see what has changed between the meeting today and next Friday 17th December.</p> <p>One Governor asked what Tracey's overall view of the SAR was. The Deputy Principal said that she was happy with it and said that it represented the provision as she understands it. He said that she advised to give more examples, which is provided in the SAR. The Deputy Principal said that, in a previous Committee meeting, it was suggested to include some learner feedback, which is now provided. He added that the Chair of the Committee suggested adding progression data, which will also be included in the final version.</p> <p>The Chair asked, where the SAR talks about progression/intent, will this be seen in curriculum planning going forward. The Deputy Principal advised that the team have started work on the curriculum planning process the College is about to go through. He said that the curriculum planning process will be brought forward, so that there will be a first draft by the beginning of February 2022 and second draft a couple of months later, which will give managers the opportunity to come up with a plan to address any gaps and this can be sense checked against what the leadership team thinks. The Deputy Principal added that the Assistant Principal Curriculum Design and Delivery is working on making sure the curriculum paths are aligned to progression routes, so that the College knows where students want to go and design a curriculum that takes them there, which is a big focus for this year.</p> <p>On Governor suggested that the SAR is completed ready for sign off in September, so that teams can plan for the year, as it is difficult to implement change half way through the year. She said that this was a suggestion for the longer term. The Deputy Principal said that the process for this year was that, at the end of the last academic year, the Directors, Assistant Principals and the Deputy Principal all sat down and worked through the inspection framework and identified the headline strengths and weakness. By the end of July 2021, the Deputy</p>		
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	<p>Principal had these and, on the basis of this, the leadership team identified the keys areas to focus on in the QIP. There was a draft QIP early in the year and there were actions happening around this. The Deputy Principal acknowledged that some of this could have happened earlier and he would want some of this to happen earlier. He said that the SAR writing happened once the students were enrolled. He said that the SAR planning process down the organisation for next year is an earlier draft of the Heads of Learning and Curriculum Directors SAR's, which a very short documents, which focus on strengths, weaknesses and actions to address; this will be done before summer and will be updated in September if there is anything missed in the data that the College can pull out. He said that he would prefer to handle it next year in a similar way and then take time on the detailed writing. He said that the point that the QIP needs to be in place by the end of August in accurate. The Assistant Principal Curriculum Design and Delivery said that, as well as having a top level, it is important, from an operational point of view, that the Heads of Learning are secure in understanding what the areas of improvement are for that academic year. She said that teams sometimes have to wait for some of the data but there are key themes that the College can glean from other quality activity that takes place and other activity the Heads of Learning do. With regards to curriculum planning, the Assistant Principal Curriculum Design and Delivery said that it is important that the College looks at progression to careers. She said that it is important to look at progression between classroom learning and Apprenticeship learning and vice versa and reflect on the current student cohort, as this year has been like no other. Reflecting on students i.e. how they are, the progression they are on, what more the College can do in the year to make sure that the College's secures progression for them in the next academic year but also how the College can use this to make sure that the College has a fit for purpose curriculum for starting points for the next academic year, knowing some of the issues will still be there, given everything young people have been through. She said that the College needs to think about who our students are and what the College needs to do to make sure they have clear progression pathways through to HE. The Assistant Principal Academic Partnerships and Standards added that she has worked with Heads of Learning to look at the HNC route and looking at a Transition strategy, so that the College has something from Level 3 to the HNC route. She said that there has been lots of work with a couple of partners with regards to the next steps and conversations have already taken place much earlier than before and this comes through the progression piece of work the College is doing. She added that the College is in a much better position and is good for a September launch.</p> <p>The Deputy Principal added that he would like to note his</p>		
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	<p>thanks for the support from staff involved in the production of this SAR.</p> <p>AGREED: to recommend the SAR to the Board for approval, subject to the necessary changes being made.</p>		
9	QIP 2021/22		
	<p>The Deputy Principal introduced this item and advised the Committee that, as it is early in the year, there is limited hard data available. The headline is that the College is doing well, with a mixture of greens and ambers and there is quite a bit of detail in terms of actions that are taking place. With regards to the areas identified as red, there is more to do around apprentices understanding broader themes, which is not where the College needs to be but it is an area that cross-college is pulling together. Attendance on English and maths has already been discussed and identified as an ongoing issue. The Deputy Principal said that Apprenticeships is stabilising but there is some finer detail needed i.e. the use of Cognassist, which will start in the new year; therefore, this is amber due to the activity around this.</p> <p>The Chair said that the key issue is how to ensure consistency and compliance across the College, so that best practice on the back of the QIP is transferred elsewhere. The Deputy Principal said that the Quality team are currently doing deep dives but not just in the areas that are high risk; they have recently completed a deep dive in high needs, which is one of the College's best provision and the findings of this deep dive will be shared across the organisation. Through the Operational Management Group, Heads of Learning are bringing a piece of best practice with them to the meeting, which can be shared with colleagues and the question is raised as to how this best practice can be adapted to other areas. The College is trying to design CPD that builds on strengths, which is helping and CPD will also be closely aligned to some of the themes that come out of the SAR and QIP on the CPD day on the 4th January 2022. One Governor said that it is great that best practice is shared internally; however, how is the College getting effective practice from others and implementing it into what is done at the College. The Deputy Principal said that the College is strongest in English and maths, so the College is involved in the Ask project across Staffordshire with Newcastle under Lyme College and other providers. He said that this has made a substantial contribution to the improvements in maths and it is making a difference in English but it needs to be implemented more fully. He added that he has spoken to managers about going to see other providers, which will be useful to the College and the link with RNN Group will yield more help. The Deputy Principal continued by saying that the College is now involved in FE professional development</p>		

	<p>grants through ETF funding, so the College is part of a collaborative group with Northampton College, Moulton College, Barnfield College, as well as Wigan and Leigh College. The Assistant Principal Curriculum Design and Delivery added that Head of Inclusion has worked with Derby College in relation to high needs and this will continue for as long as possible. The Deputy Principal added that there is some mentoring taking place with one of the Directors at the College. The Chair of the Committee said that the other mechanism is through skills competitions and World Skills, particularly in craft and Engineering areas. The Deputy Principal said that the College does not do enough of this, so as this area is re-built, it is something that the College needs to do more of.</p> <p>AGREED: to note the content of the update provided.</p>		
10	16-18 PROVISION		
	<p>The Assistant Principal Curriculum Design and Delivery introduced this item and advised that the report outlines some of the different aspects within the study programme provision that are having an impact on where the College is at. In terms of recruitment and where the College is against allocation, she confirmed that the College is slightly behind but that this is not unusual for the College due to the planned starts in year; she added that the senior team have high confidence that the College will meet the allocation as we move through the year. The Assistant Principal Curriculum Design and Delivery said that ESOL Foundation provision is buoyant and is still getting a lot of referrals. The College has done the assessments on the young people at the Holiday Inn, as well as doing some work with the adults. She said that they are yet to be placed permanently, so she is not sure how many of the young people will be coming to the College. The College is working closely with Staffordshire authority on this.</p> <p>With regards to the high needs provision, this is increasing. The Assistant Principal Curriculum Design and Delivery said that the College is working closely with Stoke on Trent local authority around this cohort. She said that there is a lot of activity taking place in the authority and they are keen to work with the College. The senior team are pleased that the College's allocation has been increased for the next academic year. She said that there is a lot to do in terms of making sure EHCPs are put in place early, so the College can ensure there is the right support in place, as there were some challenges at the start of the academic year as a result of this, which was out of the College's hands; however, the College needs to ensure that young people have the right start and the College is able to support them as they move through. The Assistant Principal Curriculum Design and</p>		

	<p>Delivery said that there has been some inspirational teaching taking place and individual staff members who have done amazing things to break down barriers and get to the core of young people by engaging, motivating, supporting and encouraging, all of the skills required to work with some of the young people at the College. She said that the College is seeing more and more young people with complex needs and difficult backgrounds and experiences and the senior team are aware that this will increase due to the number of young people in Stoke on Trent in care only increasing. She said that this is something that the College needs to look at and something that has been discussed in detail with regards to the College's entry 3 and level 1 provision when thinking about curriculum planning for next year.</p> <p>The Assistant Principal Curriculum Design and Delivery said that there is more work to do around efficiency, average class sizes and making sure learners meet the 540 hours. She added that the senior team are pleased with the start of the year. The induction survey has just been completed and the question around 'the College was my first choice' has been identified as a weakness compared to the benchmark; however, young people do want to come to the College and learn and 76% is a good percentage but there is still work to do. Student behaviour is good but the College is seeing low level disruption, which is being managed by staff. This has a lot to do with students not being in formal education for some time due to Covid 19, so there are issues where students need personal and social development, just as much as they need input around maths and English and their vocational area. She said that this is something that the College will work on and will use the tuition funds to develop these skills to make sure students get through the year, as well as making sure they have the skills, knowledge and behaviour to progress into the next academic year. She said that the College allocated students to tuition fund sessions in preparation for their GCSE mock exams and the College is just finalising some additional timetables around vocational learning and PSD learning, so that the College can engage as many young people as possible.</p> <p>The Chair asked about the tuition fund and whether this is for catch up learning. The Assistant Principal Curriculum Design and Delivery said that it was and that the College had some catch-up funds which they were allowed to carry over from last year and got an allocation for this year. She said that the College is making sure that this is spent wisely and will benefit many students.</p> <p>The Chair asked where things are at in terms of work experience. The Assistant Principal Curriculum Design and Delivery said that it varies between different areas and that a lot depends on what employers are willing to do for young</p>		
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	<p>people to provide them with experiences. She said that the College has got Work Experience Officers and the Connect system which is in place to monitor the placements and hours learners are doing. She said that it is still a compulsory element and that it is being followed through. She said that the College has also got a capacity development fund for extended placements. The Assistant Principal Curriculum Design and Development said that she would be happy to bring an update to the next meeting on work experience to show where the College is in terms of percentages of learners who have engaged and the hours that are being done. The Deputy Principal added that there was a slow start to the year in terms of work experience due to some staffing gaps which have now been addressed.</p> <p>The Chair asked for an update in terms of English and maths and the changes made and how this impacts upon the study programme delivery. The Deputy Principal said that Curriculum Co-ordinators have been put in place in order to give more direct control of the curriculum and in order to drive changes, particularly in English. Two people have been appointed, a Curriculum Co-ordinator for each subject area. He added that a Deep Dive in English has just been completed to identify what needs to be improved. Draft feedback has been finalised and some actions have been put into place. The headlines around English in particular is that the team will be looking more closely at what students can do with the skills they have acquired – a more functional approach to delivering GCSE English. He said that the team need to make sure that students leave each lesson knowing how they can use the skills they have practiced in lesson both in their vocational area, as well as in real life and make themselves more employable and successful. He said that this has just been implemented so they are likely to see the impact from January 2022. He added that, for the majority of students, they are getting a good 'deal' but there is around 20% who would benefit from further support. The Assistant Principal Academic Partnerships and Standards said that what has been critical to the start of the year is the piece of work around culture and cultural alignment in the team. She said that the team have been moved more centrally, into the main staff office, so they are talking to one another and the vocational staff. She said that this has improved the working relationship but more is needed with regards to alignment of skills and expectations around what the senior team are expecting for attendance. Better recording of information on systems to make sure there is more visibility and transparency, so that leaders and managers can see what is going on in the area and can get there quicker than in previous years. She added that the area is not where it needs to be but great work has started already.</p> <p>The Chair said that he would like to look at the delivery</p>	<p>Assistant Principal Curriculum Design & Delivery</p> <p>Assistant</p>	<p>9.2.2022</p> <p>9.2.2022</p>
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	<p>model for English and maths during the February meeting, during the substantive discussion scheduled in terms of English.</p> <p>AGREED: to note the content of the update provided.</p>	Principal Curriculum Design & Delivery	
11	LEARNER VOICE		
	<p>The Director of Student Services introduced this item and directed the Committee to his detailed report.</p> <p><u>Learner Voice and Enrichment</u></p> <p>The report provides a summary of the activities and feedback received so far. Cross College enrichment was launched during induction week and the enrichment booklet is provided for Governors to view, which shows the full range of weekly activities on offer, as well as short course, sports coaching, adquals, leadership and volunteering. In terms of participation levels, a summary has been provided which is up to half term and lists, by curriculum area, the number of learners who are actively involved in optional enrichment. Currently, up to 23% of 16-18 study programme learners are engaged in optional enrichment, which is good for this point in the year. The Director of Student Services said that, last year, due to the impact of Covid, a lot of enrichment had to be put online, so participation levels were lower; however, this year, the Student Services team have been able to run a lot of club's face to face, which has improved participation. Also, having the Students Union common room open again, the Student Services team have been seeing learners and engaging with them every day.</p> <p>In terms of Learner Voice activities, the Director of Student Services that the two Student Governors attended a two-day residential training programme at the ICC in Birmingham, which was provided by Unloc. He said that, as well as supporting the Student Governors in terms of their role, they also got to attend one day of the AoC Conference, which is good for their personal development. The Director of Student Services continued by saying that there is a really active Student Council this year. He said that all students have been trained and inducted into their roles and there are 25 Student Representatives across the two campuses. The Student Council is run on each campus separately and then all students are brought together for the Learner Voice conferences. The Director of Student Services said that having the Student Council meetings on each campus has resulted in much better feedback and staff are able to drill down into what is going on at each campus, which can be seen through some of the 'you said, we did' feedback. The first Student Council meeting took place in October and the next one is tomorrow; there is one per month at each campus. The first Learner Voice conference took place on the</p>		

	<p>18th November 2021 – this is a much longer meeting and takes in a wider cross section of learners where bigger topics are discussed. The Director of Student Services advised that the Chair of the Board attended the Learner Conference and gave an update in relation to the recruitment of the new Principal, as well as an update on the FE Commissioner visit. During the Learner Voice conference, a ‘talking heads’ video was created, which will be shared with the main Board at next week’s meeting. In the video, students are asked about how they are settling into College, what are some of the highlights, as well as what they would like to see improving.</p> <p>In terms of big tutorials, the first was held at the start of the academic year and there are 3 per year. The first big tutorial covered ‘Raising Aspirations’, which involved two former Olympians. There was good attendance at this and there was also good feedback from staff and students. The next big tutorial is in January and will be around a Safeguarding theme; AlterEgo, who are a theatre group, will be coming into the College to put on a play around peer on peer abuse, sexual harassment and violence against women.</p> <p>The Director of Student Services confirmed that Challenge Stoke on Trent is underway, which is about the College learners giving back to the local community. The students have been out and about around the City. They are particularly focusing on homelessness and have visited the Lou Macari centre. One of the fundraising initiatives students have decided to fundraise for is another pod within the Lou Macari centre. In terms of the Challenge programme, the UK based challenges are still going ahead – Challenge Manchester is due to start in January 2022, albeit with new Covid guidance and risk assessments and subject to no further restrictions being imposed. All international Challenge programmes are on hold.</p> <p>The Director of Student Services added that they have utilised the Governments Kickstart scheme to recruit someone, who will start in January to help supervise the common room, as well as help to deliver some enrichment activities.</p> <p><u>‘You said, we did’ summary</u></p> <p>The Director of Student Services directed Governors to the summary provided and identified a few of the issues raised by students that the College has been able to rectify quickly:</p> <ul style="list-style-type: none"> • Sport and Public Services learners requested the time for free gym sessions to be increased by 45 minutes to 60 minutes – this has been agreed and resolved • The female Stoke City Football in the Community College team requested free ticket opportunities to selected matches as the male team receive and play 		
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	<p>additional friendly fixtures – agreed that this was unfair, although not intentional, and has now been resolved.</p> <ul style="list-style-type: none"> • Learners requested a charity to raise funds for in 2021/22 – students have voted for Savana at the Cauldon campus, which is a charity that supports with domestic violent and the pandemics effect on mental health and at the Burslem campus, learners have voted for the Douglas Macmillan hospice • Learners who receive free College meals wish to spend the allowance in multiple transactions per day rather than one transaction – now resolved <p>The Director of Student Services said that there were a few items that needed further work, such as:</p> <ul style="list-style-type: none"> • Learners from the Burslem campus, including BAME Voice, requested ablution facilities for prayer – the Director of Student Services said that a report had gone to the Executive Board this week and there is an agreement in principle on this. The College now just needs to work through the identified areas and costs around this, so this will not be a quick fix. • Students raised concerns about difficulties for wheelchair users accessing the Lifestyle building from the Creative Hub building – currently working with the Estates team to resolve this. • Students raised a query about a Policy/request procedure for Assistance Dog – the Director of Student Services advised that a paper has gone to the Executive Board and will be presented to the Corporation Board in due course. <p>The Committee took the opportunity to praise the hard work carried out by College staff to have a full enrichment schedule and one Governor commented that it was nice to see that the students are taking the College community into accounts in terms of accessibility etc, as well as the local community. The Chair asked if the Challenge UK initiatives are similar to the international Challenge initiatives. The Director of Student Services said that they work on similar principles – students have been involved in going to local museums and engaging with local sights and history but they are also looking at what the local issues are which are affecting the people of Stoke on Trent and what difference the College can make to the community. The Chair asked how engaged in real decision making in the College do the learners feel in terms of Learner Voice feeding into the way the curriculum is designed and delivery, as well as issues around the learning environment. The Director of Student Services said that the learners give a lot of feedback on the learning environment. In the learner survey and in the 'talking heads' video, the learners talk about their teaching and learning experience, which then feeds into the course</p>	Director of Student Services	17.2.2022
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	<p>review process and the SAR process. Also, every Head of Learning meets on a regular basis with Course Representatives from each area to talk about curriculum issues. The Director of Student Services reminded Governors that they are invited to attend the Course Representative meetings, which are scheduled throughout the year. He continued by saying that the Learner Voice conference is a good opportunity to discuss particular cross-college issues, for example, when the College might want learner feedback in terms of how to move an issue forward. In the induction survey, it was noted that students weren't particularly enjoying induction, so the question was asked at the Learner Voice conference to see what would make it better for them. The Director of Student Services said that learners are involved at all levels but there are areas where the College can improve. The Chair said that learner feedback should be powerful in terms of informing curriculum delivery, so it would be good for some action to be put into supporting those areas of learning that don't naturally have a feedback process in order to improve the way feedback is gathered in those areas. He added that Learner Voice and enrichment is a real strength of the College and asked for acknowledgement to be passed onto the staff involved in this.</p> <p><u>Induction survey</u></p> <p>The Director of Student Services advised the Committee that the induction survey took place in November 2021 and the return rate was approximately 50%, which is an improvement on last year which was 37%. The response rate was particularly high in ESOL/EFL and Sport, Business and Public Services but low in Science, ICT and Access. In terms of overall learner satisfaction, this is at 90%, which is the same as last year. Learners are feeling most satisfied with teaching on courses being good and helping to develop their skills – 95% of learners agreed with this. Learners felt most satisfied with understanding their rights and responsibilities and learners also feeling welcome at the College had positive responses. The greatest strength, when compared to external benchmarks, was that the College offers a good programme of enrichment. In terms of areas of weakness, the Director of Student Services said that these are compared against benchmarks but they are scored quite highly overall. Resources needed to be able to learn at home has been flagged as a concern for some learners, with a lower satisfaction score of 84%. Developing ILP with own goals and aims is around 85%, although this is most improved from 2020. Work experience arrangements has also been flagged as an area of weakness but some of this could be around the uncertainty of work placements.</p> <p>In terms of comparative analysis by learning area, satisfaction level seems much higher in terms of Science, ICT</p>		
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	<p>and Access but much lower in Construction, Engineering, Electrical and Motor Vehicle. The highest satisfaction area is ESOL/EFL. The Director of Student Services said that one of the areas that College needs to think about is a suitable place for learners to work from home / resources they need to learn at home – this would be a concern if stricter restrictions come into force.</p> <p>The Chair queried the ratings on areas around Construction and Engineering and the variability of experience in this area against the rest of the College. The Deputy Principal said that, in terms of Engineering, this is reflective of the area, as it is currently on an improvement journey and the College is seeing improvement; however, the response is reflective of the challenges there has been in this area, including some staffing changes, which have impacted in year. In terms of Construction, this is improving but there are issues in this area and the College will look into this further.</p> <p>One Governor said that it was good to have such positive scores and feedback, especially after a pandemic. She said that it would be interesting to go back 3-4 years, knowing the journey the College has been on, and compare the data to 2017/2018 to see what the difference is in terms of what the students said then compared to now. She said that the College has been on such a journey, so it would be interesting to see what the difference is. She said that having 76% of students having Stoke on Trent College as a first choice is very good.</p> <p>AGREED: to note the content of the update provided.</p>	Director of Student Services	9.2.2022
12	SAFEGUARDING		
	<p>The Assistant Principal Curriculum Design and Delivery introduced the Safeguarding Annual report, which provides an overview of the Safeguarding team. Within the report are statistics around mentor intervention, which are broken down into different descriptions; policies and procedures which are updated annually following the update to the Keeping Children Safe in Education guidance; and a schedule of meetings where the Safeguarding team meet to review cases and discuss lessons learned, which goes into the College plan for moving into the next academic year.</p> <p>In terms of referrals, this broken-down month by month. In 2020/21 there were 245 referrals compared to 253 in 2019/20. The Assistant Principal Curriculum Design and Delivery said that mental health is always high the list, as well as home issues and violence. She said that behaviour is an area that the Safeguarding team manage in College. She added that, in any of the categories, the team make sure they are referred to external agencies, where necessary. She</p>		

	<p>said that the College's MyConcern system works very well in terms of staff uploading their concerns and the Safeguarding team picking up these concerns and following them through to make sure that there are the right outcomes for students.</p> <p>With regards to mental health and wellbeing, the Assistant Principal Curriculum Design and Delivery said that the team has done a lot of work around focusing on engaging with students and doing lots of enrichment activities to keep learners engaged through the lockdowns. She said that peer mentor groups work well across the two campuses and provides another strand of support for students who need it. She added that the Safeguarding team has received lots of training and that all of the training comes through the Stoke on Trent Children's Safeguarding Board – a list of the training undertaken through the year is provided in the report.</p> <p>The Chair asked about the peer mentor resourcing and whether there are pressures around resourcing this. The Assistant Principal Curriculum Design and Delivery said that the peer mentor group is led by a member of staff who does a good job in engaging students etc. The peer mentors are students. The Director of Student Services said that the College has had good recruitment to peer mentoring this year, with a number of students who have stayed on at the College. He said that there could be more peer mentors at the Burslem campus but there is still good coverage. In terms of the staff mentor team, there is one member of staff who covers all curriculum areas and all mentors are put through a mental health first aid qualification, as well as the Safeguarding team, counsellors and the Behaviour Support Officers. He said that there are over 10 mental health first aiders across the College.</p> <p>The Chair asked how the student's involvement in peer mentoring get recognised, as this is quite a commitment. The Director of Student Services said that, last academic year, all peer mentors were nominated for Student of the Year award as a group and they are recognised through the College's annual award. Also, all peer mentors were taken out for an end of year meal with the Student Council members as a thank you for the involvement. He said that the peer mentor students enjoy the role and get a lot of training from it including Safeguarding and Prevent. He added that some of the peer mentors want to go into Health & Social Care, so this gives fantastic experience and it is good for their CV.</p> <p>The Assistant Principal Curriculum Design and Delivery directed the Committee's attention the Safeguarding Audit Tool provided by the local authority. She said that this is the document the College uses to make sure everything is in place and to make sure the College is meeting the expectations of the Keeping Children Safe in Education</p>		
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	<p>guidance, as well as ensuring the College is following the same as all other schools and colleges locally; however, unfortunately, the updated tool is not available until January 2022; therefore, the College has created it's own audit tool based on the last academic year's document. The College has completed its own review and added actions accordingly; however, this will need to be double checked when this year's audit tool is sent through from the local authority.</p> <p>With regards to Prevent, the College works closely with the Prevent Education Officer in the local authority and there are two new tools which have been completed, updated and have been externally validated by the Prevent Education Officer too. The Prevent Education Officer has provided guidance of some actions that the College can take to further improve what the College does. The Assistant Principal Curriculum Design and Delivery said that the Prevent work the College does is very successful. The College works alongside SASCAL, which is a group of headteachers locally and has just been recognised nationally for the work the College does on Prevent. In addition, the Chair of the SASCAL Group shared best practice from Stoke on Trent College at a recent DfE conference, so the wider work the College does in the City is very good.</p> <p>The Assistant Principal said that the College has got some additional funding from the DfE to run some additional workshops, which were planned to run at the end of November; however, due to sickness issues within the company who will be delivering the workshops, this has been pushed back to March 2022. The College is identifying a specific group of students to attend these sessions, which will explore radicalisation, as well as a wide range of other topics. She said that it will be presented as a drama workshop with Q&A at the end.</p> <p>At the time of writing the report, there were 7 learners with risk assessments; however, this has now increased to 11. A breakdown of referrals in October 2021 has been provided and the breakdown of referrals in November 2021 will be presented to the next Committee meeting.</p> <p>In terms of mandatory training compliance, the Assistant Principal Curriculum Design and Delivery said that the College is 'keeping on top of this'. She said that there have been issues with the WRAP training due to the DfE software but the College is on the way to resolving this, as a new package has been developed by the College which will help to make sure compliance is much quicker. With regards to lockdown training, there is drill planned for before Christmas and next year training will be put in place for if the College has an intruder.</p>		
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	AGREED: to note the content of the update provided.		
13	AGREED ACTIONS		
	<p>The Clerk to the Corporation confirmed that these were:</p> <ul style="list-style-type: none"> • 16-18 numbers to be clarified on the data dashboard versus the written report to ensure consistency or clarify how they are calculated • Sue Blake/Nikki Brady to email the Deputy Principal any suggested colleges to visit to share practice • Work experience update to the next meeting • English and maths is on the agenda for the next Committee meeting – to include some detail regarding the delivery model • The Assistance Dog policy to go to the February Board meeting • Student survey data to be compared to 2017/18 to see if there are any interesting points, given the College's journey <p>At the next Committee meeting, there is a termly update on Employer Engagement. The Clerk asked if this needs particular focus. The Chair said that this is to tie in with the curriculum planning process to see how Employer Engagement is informing curriculum planning at the College. He said that, from an intent perspective, the curriculum is being informed by employer feedback, local skills need and Apprenticeships.</p>		
14	ANY OTHER BUSINESS		
	There were no items of additional business.		
16	DATE OF NEXT MEETING		
	The next meeting of the Committee was confirmed as Wednesday 9 th February 2022 at 3pm.		