CURRICULUM & QUALITY COMMITTEE OF CORPORATION
MINUTES OF MEETING 73 HELD ON 25 NOVEMBER 2019 BY VIDEO-CONFERENCING

Present: Jackie Goodman (Chair), Jane Price (Vice-Chair), Paul Britton (Principal & Committee member), Dina Lewis (Committee member), John Wilson (Committee member)

In attendance: Jamie Davies (Assistant Principal), Julie Peaks (Vice-Principal)
For item 73.7: Andy Dunne and Andrea Mason (Senior Tutors)

Clerk: Fiona Bagchi

73.1   Apologies for absence & declarations of interests

(i) Apologies for absence
Committee members: no apologies were received from Committee members.
Senior managers: apologies were received from Chris Herring (Assistant Principal).

(ii) Declarations of interests
There were no declarations of interests.

73.2   Election of Chair & Vice-Chair

Jackie Goodman was elected as Chair of the C&Q Committee for 2019/20: proposed John Wilson, seconded Paul Britton.

Jane Price was elected as Vice-Chair of the C&Q Committee for 2019/20: proposed Jackie Goodman, seconded Dina Lewis.

Minutes & matters arising

73.3   Minutes of meeting 72 held on 20 June 2019

The minutes of meeting 72 held on 20 June 2019 were approved.

73.4   Matters arising and actions
(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

1   It was noted that personalised letters, jointly signed by the Principal and the Chair of the Corporation had been prepared for signing following the College's Self-Assessment Report meeting, as agreed (72.3).

2   The UCAS report would include a report on art, music, dance & drama applications in future (72.3).

Action: CH

3   Minutes 70 had been amended, as agreed, at the Committee's June 2020 meeting, with further amendments to be considered at agenda item 73.5 below (72.4).

4   The final version of the 2018/19 website checklist was due to be presented to the Audit Committee meeting in Dec. 2019 (72.12).

Action: Clerk

1

5 The C&Q Committee's revised terms of reference had been approved at the Sept. 2019 Corporation meeting (72.13).

6 The Committee's revised standing agenda item list had been approved as a working document at the Sept. 2019 Corporation meeting, with the Corporation agreeing that committees should in future approve their own standing agenda item lists. A revised standing agenda item list was therefore on the agenda for approval (72.14).

7 The Governance Working Group considered Corporation self-assessment at its June 2019 meeting and subsequently agreed that an online governance effectiveness self-assessment questionnaire should be used for 2018/19, with the results being considered by the Group in Oct. 2019. A summary of the analysis would be presented to the Dec. 2019 Corporation meeting (72.15).

Action: Clerk

8 The Charter monitoring report 2018/19 had been attached at Appendix A to the action table. It was noted that the College's original Charter, which had been approved by the Corporation, had included reciprocal staff and student commitments, which the College having more recently been replaced in the Behaviour Management Policy with a Charter which contained only student commitments. It was agreed that this should be reviewed further at a subsequent meeting. It was noted that the Charter monitoring report presented annually to the Committee had recorded reports received by the Committee which related to staff commitments as detailed in the original version of the Charter (72.20).

Action: Clerk

9 Meeting dates for 2019/20 had been e-mailed to members and had taken into account proposed changes to the Committee's standing agenda item list for 2019/20 (72.23).

73.5 Amendment to minutes of meeting 70

The Committee approved, on the recommendation of the Clerk, the following typographical amendments to minute 70.2 (Election of Chair and Vice-Chair): the Chair's surname should be recorded as 'Goodman' and the period for which the Vice-Chair had been elected should be recorded as '2018/19'.

Action: Clerk

Curriculum & quality issues

73.6 College Self-Assessment Report & QIP: for recommendation to Corporation

The Committee considered the College's Self-Assessment Report (SAR) 2018/19, together with its accompanying Quality Improvement Plan (QIP). It was noted that the report was based on the areas considered and grades used by Ofsted at inspection under its Education Inspection Framework (EIF); SAR grades had been moderated at the College's SAR moderation meeting on 23 Oct. 2019, which C&Q Committee members had attended as observers.

It was noted in response to members' questions that:
- While the College remained a significant A Level provider, over the previous five years, there had been significant change to the landscape of 16-19 qualifications; from the move to linear A Levels, to the way in which QFC BTEC qualifications were treated in league tables and, as a consequence of these changes and the College's response to them, the College had seen the pattern of study programmes selected by students gradually move towards more students taking predominantly vocational courses and

2

away from taking 3 A Levels exclusively (which now accounted for about a third of the College's students);

- For 2019, criminology, which had 500 students, had been counted as a vocational qualification;
- The report showed that many students on vocational courses were obtaining the highest grades;
- The report noted the College's commitment to students obtaining the necessary qualifications to aid their progression to HE, employment or higher apprenticeships, including the Flyers' programme which provided mentoring, Russell Group university visits, and Oxbridge preparation;
- All students were expected to participate in enrichment, noting the potential for enrichment to develop student confidence and life skills.

The Committee discussed whether the work to encourage student ambition, e.g. through the Flyers group, and the College' commitment to ensuring that all students, not just Flyers, progressed to positive destinations was sufficiently prominent in the report.

It was noted that the Committee had already asked for the UCAS report to include more on art, music, dance and drama applications to higher education in future and discussed this with reference to reporting on these areas in the SAR. With reference to members' questions concerning apparent under-recruitment to the College in creative subjects, it was noted that the senior management team had identified that there appeared to be a gap between applications to the College and acceptances in creative subjects, which the College was reviewing.

With reference to the aim of improving the outcomes for students so that all were consistently achieving their aims and progressing onto positive destinations, it was noted that the report recorded that ALPS and Six Dimensions value added measure showed positive progress from 2017/18 to 2018/19 and value-added progress had moved from 0.08 to 0.27. Members noted that the College target was 0.4, which, if achieved, would put it in the top colleges nationally for value added.

With reference to retention, members noted that the report showed that: significant progress had also been made in relation to the overall 2018/19 retention rate *[confidential minute]* *[confidential minute]* with a projected additional increase *[confidential minute]* in 2019/20; A level retention had also improved *[confidential minute]*, with further improvement sought and expected for 2019/20. It was noted that the headline performance measures on pages 13-14 of the report showed improvements on the previous year in almost all areas. The further improvement of attendance rates across the provision had been included in the QIP as an area for development.

With reference to teaching and learning, it was noted that the report recorded that, through formal observation of teaching and learning, walkthroughs, and work scrutiny, it appeared that most staff worked effectively with their students, differentiating activities by outcome, level of work, or questioning.

With reference to quality processes, it was noted that the development of the Deep Dive process for curriculum and pastoral quality assurance had been included as an areas for development in the QIP.

Members noted that while the previous year's QIP had included 10 areas for improvement, which were wide-ranging, the 2018/19 QIP had been divided into 5 Areas for Improvement and 13 Areas for Development.

The Committee noted that the 5 key areas for development in the Quality Improvement Plan to secure improvements to make the College Outstanding were:
- Address the small number of attainment gaps across the provision;

3

- Continue to improve retention across all courses, especially BTEC singles and Level 2 provision;
- Improve the provision for those with additional learning support needs;
- Improve the quality of education in the small number of areas not yet good;
- Increase the number of students accessing competitive and highly selective HE.

The Committee discussed how incomplete actions were mapped to the next year's QIP.

Members noted that: the College had self-assessed its provision as good with many outstanding features and Safeguarding as effective; the SAR 2018/19 recorded an overall effectiveness grade of 2 (Good), quality of education and leadership & management had also been graded as 2 (Good) and Behaviour & Attitudes and Personal Development had been graded as 1 (Outstanding).

The Committee commended the format of the 2018/19 SAR, noting that it was less repetitive and more readable than previous years' versions. It was noted in discussion that the College considered the SAR to be a working document, subject to review throughout the year.

The C&Q Committee agreed to recommend the College's SAR 2018/19 and Quality Improvement Plan (QIP) to the Corporation for ratification, updated to include mapping of incomplete actions to the QIP. It was agreed that Jamie Davies would provide a printed copy of the final version of the SAR & QIP for each Corporation member.
Action: JAD/Chair

73.7 Pastoral report 2018/19

Andy Dunne and Andrea Mason (Senior Tutors) joined the meeting to present the College's Pastoral Report 2018/19 (i.e. the support self-assessment 2018-19 and quality improvement plan) which was considered.

The Committee noted that:
- The Pastoral Team was made up of ten tutors and two Senior Tutors
- Students were divided into year groups (first, second and foundation year), with each student placed in a tutorial group with a Progress Tutor, who saw them twice a week in two delivered tutorial sessions (two half hours);
- The second half of the sessions was used by the Progress Tutor to track and monitor attendance, answer e-records, arrange parent/student/teacher meetings, follow up safeguarding concerns, liaise with teaching staff, write UCAS/job references, assist with the writing of personal statements, take parent calls, attend PEPs and manage the impact of emotional wellbeing/health of individual students and manage behaviour, as well as other ad hoc duties;
- Two members of the tutorial team were also Flyers' Coordinator and Parent Portal Coordinator.

Members discussed the report, noting in particular that:
- The College's behaviour management system had been significantly changed during 2018/19 with the implementation of a new Behaviour Policy and new, subject level sanctions being introduced, with some further changes implemented for 2019/20 to make the system more robust;
- The College's Fit to Study (FTS) policy had been reviewed at the end of the 2018/29 academic year and would continue to be kept under review in 2019/20, with the FTS policy having been updated and ratified by the College management Group (CMG) to tighten up the process and ensure student support and progression;
- A suspension of study process had been introduced for the 2018/19 academic year to give FTS students (and some other groups) the opportunity to take a break from their studies, with the intention of a later return where possible, which had aided retention
- Attendance had improved during 2018/19 compared to the previous two years, with it being hoped that improved tutorial provision in 2010/20 (i.e. a return to two tutorial

4

sessions a week and an additional member of the team) would result in further improvements to retention;
- Student retention had been a key action in 2018/19, with improved coding ensuring that retention figures were more accurately represented e.g. with reference to students leaving college to move on to positive destinations, such as apprenticeships;
- *[Confidential minute];*
- An improved tracking system was in use for 2019/20 to ensure that destination data was easily tracked and accessed and the Senior Tutors had made a pledge to every student and parent that all students would make progress to a positive destination post-Wyke, tracked and monitored through the OnTrack system.

The Committee questioned the Senior Tutors on student progression in 2018/19, discussing in detail the College's processes for ensuring that all students progressed to positive destinations post-Wyke including progression to employment and apprenticeships as well as to higher education, including support for students hoping to progress to Russell Group universities and Oxbridge. Work done through the tutorial system to encourage student ambition and to alert students to opportunities for progression was noted.

The Committee completed its review of the College's Pastoral Report 2018/19, thanking Senior Tutors, Andy Dunne and Andrea Mason for their report.

(Andy Dunne and Andrea Mason left the meeting).

73.8   Enrolment and induction questionnaire 2019 summary
(The Principal, Paul Briton left the meeting).

Assistant Principal, Jamie Davies, presented the College's enrolment and induction questionnaire 2019, which had been compiled by the College's Registrar, Alex Eslor.

The Committee discussed the summary report, noting that:
- The questionnaire had been sent to all new students;
- Around a fifth of the cohort had completed it (2019: 183 responses. 2018: 220 responses);
- Most responses had been positive and broadly similar to previous years;
- Significant changes had been made to the enrolment system in 2019 i.e. the introduction of the College's new online enrolment system, Embark, which had resulted in a reduction in enrolment waiting times
- As a result of the above change, the percentage of students waiting for their enrolment interview for less than 5 minutes had increased significantly from 6% to 37%, with 70% of students in total waiting for less than 10 minutes, which was double the corresponding percentage for 2018;
- The questionnaire had included a section for comments, which would be analysed for trends;
- The questionnaire analysis would be reviewed by the College's Starting Wyke Group whose members were the Assistant Principals, the Marketing and Liaison Manager, and the Registrar, with decisions made on actions to be taken;
- Responses to the equal opportunities questions included in the questionnaire would also be considered by the College's equality & diversity group.

The Committee completed its review of the College's enrolment and induction questionnaire 2019 summary.

73.9   Quality calendar 2019-20 and
73.10   Quality strategy approval proposal
The Clerk reported that:
- Under Article 3(1)(b) of the Articles of Government, the Corporation was responsible for 'approving the quality strategy of the institution';

5

- Article 3(b) was a delegable responsibility, which meant that the Corporation could delegate approval of the College's quality strategy to a committee of the Corporation (e.g. the C&Q Committee), to the Chair or Vice-Chair of the Corporation, or to the Principal (Article 4(1) (a)-(c)) but the Corporation had not delegated this responsibility to date;
- When the requirement to approve the institution's quality strategy had first introduced for sixth form colleges, the College defined the *Policy for the Improvement of Performance in Learning* as its quality strategy and the policy had subsequently been approved/revised by the Corporation on the recommendation of the C&Q Committee.

.

Jamie Davies (Assistant Principal) reported that the College no longer considered the *Policy for the Improvement of Performance in Learning* as fit for purpose and that the College's quality calendar now better represented its quality strategy. The Committee considered this proposal and reviewed and discussed the College's quality calendar with reference to quality reporting to the Corporation and the Committee.

The Committee agreed to recommend to the Corporation that:
- ***The document to be approved from 2019/20 with reference to Article 3(1)(b) (i.e. the College's quality strategy) should be the College's quality calendar;***
- ***The Corporation should delegate approval of the quality calendar to the Principal, with the calendar to be presented to the C&Q Committee for review at least annually i.e. during the autumn term.***

Action: Chair

73.11 Verbal report on curriculum planning

The Deputy Principal, Julie Peaks, reported that:
- As previously noted by the Committee, from Sept. 2019, the College was offering four level 3 pathways and it had been decided that this should remain unchanged for 2020/21;
- Applications were going well for new courses e.g. in CTEC Engineering and BTEC Dance.

The Committee discussed vocational education plans with reference to the approval of the College to be an earlier adopter of T Levels in 2021 in the routes of health and digital, noting that: the College leadership structure for implementation of T levels had been agreed, with Guy Martinson in an oversight role; initial meetings had been arranged with the Education Training Foundation (ETF) and the Education & Skills Funding Agency (ESFA) in Sept. 2019, followed up with internal College meetings to ensure the College met the deadline for the initial submission of the T level implementation plan to the Department for Education (DfE); plans were in place for the move to Regulated Qualifications Framework (RQF) BTEC (or equivalent) qualifications from Qualification and Credit Framework (QCF) qualifications in September 2020, with all current vocational students moved to two year qualifications to avoid defunding in 2020.

It was noted in response to members' questions that Open events for 2020/21 were going well to date.

The Committee received a verbal report on the College's curriculum plans.

73.12 Annual complaints report 2019

It was noted that, under the C&Q Committee's standing agenda item list, the Committee reviewed an annual summary report on complaints at its autumn term meeting.

.

The Committee considered a table showing a summary of complaints received since Nov. 2018, with the table received in Nov. 2018 for comparison, noting that the College had approved a *Complaints and Comments Policy* for the first time in 2018/19, which was available as a link on the College website.

6

[Confidential minute].

The Committee completed its review of the College's annual complaints report 2019.

Committee matters

73.13   Committee's approved terms of reference

The Clerk reported that: at its June 2019 meeting, the Committee had agreed, for recommendation to the Corporation, one minor amendment to its terms of reference;; the Corporation agreed at its Sept. 2019 meeting to delegate approval of each committee's annual standing agenda item list to the relevant committee, agreeing also that, when approving its annual standing agenda item list, each committee should take into account its remit as set out in its terms of approved by the Corporation.

The Committee received its current approved terms of reference for information, with particular reference to agenda item 14 (Committee standing agenda item list).

73.14   Draft Committee standing agenda item list 2019/20

The Committee noted that Jamie Davies (Assistant Principal) had produced a draft standing agenda item list for 2019/20 taking into account relevant College and external reports, with input from the Clerk to the Corporation and the Chair of the C&Q Committee.

Members noted that changes from previous versions of the list included: 3 rather than 4 meetings annually (in line with the Committee's 2018/19 meeting schedule/to facilitate the streamlining of the overall Corporation/ committee meeting schedule, which had historically included more meetings than the sector average); removal of the presentation to the Committee of the link to the College's annual prospectus; the addition of a new item at each meeting called key area reports i.e. reports/Quality Improvement Plan (QIP) review of areas for special attention (2019/20: T-Level implementation / EdTech action plans presented for information and questions); a curriculum planning report shown as being presented either at the spring or summer meeting, as appropriate, with verbal updates at all other meetings.

It was noted that, while it was proposed that the number of C&Q Committee meetings should be reduced from 3 to 4 (i.e. through the removal of the Committee's Oct. meeting), C&Q Committee members would still be invited to attend the College's annual SAR Moderation meeting in Oct.

The Committee discussed whether a pastoral report should continue to be presented as a separate report from the SAR, agreeing that it should continue to be shown in the Committee's standing agenda item list as a separate item to continue to allow for separate scrutiny of this area.

Action: Clerk

The Committee discussed and approved the Committee standing agenda item list 2019/20.

73.15   Annual review of C&Q Committee Performance Checklist & PIs

The Committee undertook its annual review of its performance checklist and performance indicators (PIs) noting that the Committee was fully compliant with its performance checklist and had met or exceeded its PIs with the following exceptions: the PI for standing agenda items considered at the relevant meeting was 93% against a target of 100% and the PI for timely dispatch of papers was 80% against a target of 100%.

The Committee completed its review of its performance checklist and performance indicators for 2018/19.

7

Governance matters

73.16   Corporation annual self-assessment

It was noted that the 2018/19 governance effectiveness survey results had been presented to the Search & Governance Committee's Governance Working Group.

Annex B: Documents from outside bodies

73.17   Documents from the ESFA, SFCA, DfE & other outside bodies

It was noted that there were no documents/links from outside bodies to be considered.

Final matters

73.18   Any other business

There was no other business.

73.19   Risk management – items identified at the meeting

No new risks had been identified at the meeting.

73.20   Date of next meeting

The Committee was next scheduled to meet on Tues. 10 Mar. 2019 at 4.30pm.

Action: Clerk

Fiona Bagchi, Clerk to the Corporation

8

CURRICULUM & QUALITY COMMITTEE OF CORPORATION
MINUTES OF MEETING 74, FRIDAY 3 JULY 2020 BY VIDEO-CONFERENCING

Present: Jackie Goodman (Chair), Jane Price (Vice-Chair), Paul Britton (Principal & Committee member), Dina Lewis (Committee member), John Wilson (Committee member)

In attendance: Jamie Davies (Assistant Principal), Chris Herring (Assistant Principal), Mark Lucid (Head of Faculty), Julie Peaks (Deputy Principal),

Clerk: Fiona Bagchi

The Chair welcomed Mark Lucid (Head of Faculty) to the meeting.

74.1   Apologies for absence

Apologies were received from Jane Price (Vice-Chair of the C&Q Committee).

74.2   Declarations of interests

There were no declarations of interest.

Items for approval
74.3   Minutes of meeting 72 held on 25 Nov. 2019

The minutes of meeting 72 held on 25 Nov 2019 were approved with the following typographical amendments: at minute 73.6 on page 3, line 4 should read 'the way'; at minute 73.13 on page 7 the duplicate and incomplete phrase concerning the Sept. 2019 Corporation meeting should be removed.

Action: Clerk

74.4   Matters arising and action table arising from the above minutes
(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

1   Figures for UCAS Group W (Creative Arts & Design) had been included in the offers & acceptances report at table 10 in the UCAS report (2019 cycle) on the agenda at agenda item 9. The Chair noted, in this context, that would also be useful to have a report on the destinations of creative arts students (73.4).

2   The 2019/20 website checklist was currently being compiled i.e. the HR section had been presented to the June 2020 checklist, noting full compliance (73.4).

3   The summary Corporation self-assessment questionnaire analysis 2018/19 had been presented to the Dec. 2019 Corporation meeting for information (73.4).

4   A report on reporting against Charter commitments was on the agenda (73.4).

5   The minutes of meeting 70 had been amended, as agreed (73.5).

6   The College's updated Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) been presented to the Dec. 2019 Corporation meeting and ratified. As well as an electronic copy, Corporation members had received

1

a printed copy of the final version of the SAR & QIP with the Dec. 2020 Corporation papers, as agreed (73.6).

7   The Dec. 2019 Corporation meeting had agreed that the document to be approved from 2019/20 with reference to Article 3(1)(b) (i.e. the College's quality strategy) should be the College's quality calendar; the Corporation had also agreed to delegate approval of the quality calendar to the Principal, with the calendar to be presented to the C&Q Committee for review at least annually (73.9 & 73.10).

8   The current Committee's summer term meeting had been re-arranged to 3 July 2020 and was being held by video-conferencing (73.20).

74.5   C&Q Committee standing agenda item list 2020/21
The Committee completed its annual review of its standing agenda item list, noting that the Corporation had delegated the approval of committee standing agenda item lists to committees.

The Committee approved its standing agenda item list 2020/21.

Items for recommendation to the Corporation
74.6   Revised C&Q Committee terms of reference
The Committee noted the need to make the following revisions to the Committee's terms of reference for 2020/21:
- Replacement of the references to two Assistant Principals with a references to one Assistant Principal and the addition of a references to two Vice-Principals from 1 Sept. 2020;
- Removal of the reference to monitoring the performance of Corporation, as this now fell within the remit of the Search & Governance Committee rather than the C&Q Committee.

The Committee completed its annual review of the C&Q Committee's terms of reference and agreed to recommend the above amendments to the Corporation.
Action: Chair of C&Q

Items for information &/or review
74.7   Curriculum plans report: verbal report
The Deputy Principal, Julie Peaks, gave a verbal report on plans for 2020/21.

The Committee noted that the College was developing 3 scenarios for 2020/21, with use of a particular scenario dependent on the progress of the Covid-19 pandemic:
- Scenario A - the College re-opens fully, with split lunchtimes and social distancing;
- Scenario B - in any one week 50% of students would be in the building and 50% working remotely at home (e.g. Year 1 in the building and Year 2 working remotely in week one and Year 2 in the building and Year 1 working remotely in week 2), with students following their normal timetable and staff on site teaching using Microsoft Teams;
- Scenario C - staff and students working remotely using Microsoft Teams, with students following their normal timetable.

It was noted in response to members' questions that:
- The College did not currently have plans for continuing the use of remote learning routinely after the pandemic;
- It was intended that, with appropriate safety measures in place, from the start of autumn term 2020, students would continue to move from classroom to classroom, during the day rather than remain in one classroom for the whole day;

2

- Hand sanitising stations would be installed and there would be appropriate social distancing, especially in computer rooms;
- The College would continue to work on its plans for 2020/21 during summer 2020, taking into account any relevant guidance.

The Committee received a verbal report on the College's plans for 20202/21, thanking staff for their efforts to ensure the safe re-opening of the College.

74.8   EdTech report

Jamie Davies (Assistant Principal, Quality & Systems) presented the College's EdTech report, which was considered.

The Committee noted that:
- The Covid-19 pandemic had brought forward the College's EdTech plans e.g. Microsoft Teams training had originally been intended to take place after the summer half-term break, with teaching using Teams from Sept. 2020;
- The Director of Network & Information Systems, Bill Jackson, had worked on the Teams infrastructure 3 weeks before lockdown, which meant that staff had been able to use Teams to teach remotely immediately when the national lockdown was introduced in Mar. 2020, leading to the closure of the College's buildings;
- While lockdown had been the immediate reason for the advance of the College's EdTech plans, the College considered that it offered exciting opportunities for teaching once the pandemic was over.

The Committee considered the College's plans for the development of the College's IT infrastructure noting that: a switch replacement programme and re-cabling of the Wilson building had been included in the College's capital bid programme for 2020/21; while Wi-Fi had been improved across the site, a mapping exercise was taking place to bring about further improvement; there were plans to introduce redundancy into the College' internet connection through installation of a second pipe; a computer 'demonstrator room' would be developed for staff use; e-mail and calendars would be migrated to Microsoft Office 365 cloud during summer 2020.

It was noted in discussion that: students would be provided with Microsoft Office 365; use of Moodle would be discontinued within 18-24 months and everything migrated to Microsoft Teams; the College was developing a digital resource bank; teaching staff would be trained in presenting to camera; the College was developing a digital document management system; by 2020/21 all student records would be digital.

Actions being taken by the College's IT team to ensure safety and security were considered, noting in this context that the College was working towards Cyber Essentials compliance as required by the Education & Skills Funding Agency (ESFA) and would aim to have Cyber Essentials Plus status within 2 years.

Members noted that Jamie Davies (Assistant Principal) and Mark Lucid (Head of Faculty) would be working together on the College's EdTech vision.

Jamie Davies thanked Phil Taylor, Vice-Chair of the Corporation, who had an IT software background, for his comments on the College's EdTech report.

The Committee considered and received the College's EdTech update and agreed that it should be presented to the Corporation for information.

Action: Clerk

74.9   UCAS report - 2019 cycle
74.10   Work Experience and Employer Engagement report 2018/2019

Chris Herring (Assistant Principal, Student Experience) presented the Universities & Colleges

3

Admissions Service (UCAS) report (2019 cycle) and the College's work experience and employer engagement report. It was noted that these reports were annual standing agenda items for the spring meeting of the C&Q Committee. As the Committee's spring term meeting had, however, been cancelled in 2020, due to the Covid-19 pandemic, the reports were being presented to the Committee's current meeting. The effect of the pandemic on some of aspects of the work of the College outlined in the reports, including student destinations and work experience, was noted.

(i) UCAS cycle report
The Committee noted, with reference to the 2019 UCAS cycle, that:
- 647 students had applied to university in 2019, which was higher than the number that applied in 2018 (609) primarily due to the slight increase in the number of second years on roll;
- The actual percentage of the cohort that applied was increasing, with 76% of the cohort applying to university in 2018 and 80% of the cohort applying in 2019 (78% currently in 2020);
- The number of students holding at least one offer made and the number of students accepting places increased slightly due to the increase on roll;
- The offer rate (the percentage of applicants holding at least one offer) acceptance rate (percentage of applicants accepting an offer) had decreased slightly in 2019;
- The majority of students continued to progress into higher education via their firm choice i.e. they achieved their offer grades;
- There was a 1% reduction in the percentage of applicants taking up their insurance offer but a 4% increase in the percentage of applicants going through clearing e.g. as a result of not achieving their offer grades (4%), which was attributed to more students not achieving the conditions of their offers, more at the top end were in this position.
- Universities making unconditional offers remained an issue, with 40% of students receiving at least one unconditional offer, with evidence to show that students who hold unconditional offers performed less well at Level 3 and the College was therefore monitoring unconditional offers made in relation the 2020 cycle;
- The percentage of rejections that Wyke students received (-1%) remained relatively low and the College encouraged students to select a balance of aspirational and secure choices;
- A large proportion of students applied to universities that required high or medium tariff entry and there was an increase in the number of higher tariff places offered but there was also an increase in the percentage of applicants accepting places at lower tariff universities, which was associated with unconditional offers;
- In 2019 18.6% of students accepted a place at a Russell Group University, a decrease of 7% from 2018;
- The College had set a target of 30% of students attending a Russell Group university by 2020;
- The University of Hull University remained the most popular choice for Wyke students, with many students attending northern universities, noting in this context the financial advantages of attending a university in the north of England due to the lower cost of living;
- The breakdown of the types of course for which students accepted places showed that sociology, law, sport and exercise sciences, psychology and subjects allied to medicine were the most popular courses for Wyke students during the 2019 cycle;
- 8 students had accepted a place on a Medicine/Dentistry/Veterinary (MDV) course (including 2 Wyke Alumni) *[confidential minute]*.

The Committee noted, with reference to the 2020 UCAS cycle, that:
- The College had submitted 758 UCAS applications by the date of the report, which equated to 78% of the number of second Years on roll;
- 8 students applying to Oxbridge had received offers and 21 students had applied for an MDV course;
- With reference to unconditional offers, the College had noted that, by June 2020, 641

4

unconditional (U) offers had been received, 277 students had selected a U offer as their firm choice and 92 students had selected a U offer as their insurance offer;
- 30% of students had received offers from a higher tariff group but only 5% had accepted to date, noting that the date for acceptance was Aug. 2020;
- Applicants still favoured northern universities, with the University of Hull still the most popular choice;
- Due to the pandemic, Level 3 grades would be assessed based on an algorithm.

Chris Herring drew members' attention to the Group W (Creative Arts & Design) subject group in the acceptances by subject group table, noting students studying music, drama and the performing arts.

(ii) Student destinations
The Committee noted that:
- 95% of students progressed into a positive destination in 2019, which was a 1% increase on 2018;
- In 2020, 194 students did not have a live UCAS application at the date of the report and were therefore not intending to go to university;
- Vicky Riseham, the College's Careers lead, co-ordinated this group and liaised with the tutorial team to ensure that students were supported;
- The College had hosted a number of events to support second year non-university students during 2019/20 to date, including a Careers Fair in Feb. 2020, an industry evening in Mar. 2020 and a Venn Conference at the University of Hull in Mar. 2020.

It was noted in discussion that: the Covid-19 pandemic was expected to affect students not going to university as it was anticipated that there would be fewer apprenticeship or employment opportunities available, noting that the College would seek to continue to support such students after they had left the College; the library would be set up as an information and guidance centre on results day e.g. for students who were thinking of re-sitting examinations.

(iii) Work experience & employer engagement
The Committee noted that:
- The work experience programme was now well established in the college, with numbers participating having increased from 98 students in 2014/15 to just under 300 students in 2016/17, reaching 340 students in 2018/19;
- Most work experience continued to be undertaken by students studying vocational courses i.e. Health & Social Care and/or Sport;
- Work placements were also available to students on non-vocational courses, although it could not be undertaken during teaching time;
- Most school students undertook work experience in Year 10, with the College hoping to record in the future which students had undertaken work experience before joining the College;
- The College had been able to set up 5 T-level type extended work experience placements as part of the Capacity and Development fund;
- Partnership links with employers across the region were strong, with the College working with over 250 employers in the local area, including many of the larger employers.

It was noted in response to members' questions concerning the effect of the Covid-19 pandemic on the extended placements required as part of T Level provision that lockdown had affected the College's T level planning schedule but the risk was considered to be low overall as the College was offering just one course in healthcare and one in digital studies and it still anticipated being able to provide the placements required, especially by the second year of the course.

The Committee considered and received reports from the College on the 2019 and 2020 UCAS cycles, student destinations, work experience and employer engagement.

5

74.11   Performance League Tables
Jamie Davies (Assistant Principal, Quality & Systems) presented the Performance League Tables for 2018/19 which were considered. It was noted that the 2019/20 tables were not yet available. It was noted that the spreadsheet included 2 separate tables i.e. one including results for local schools/colleges and one including results for sixth form colleges.

Members noted the College's high value added score with reference to local schools/colleges *[confidential minute]*.

The Committee noted in particular that: A level - level 3 value-added (VA) was 0.27; Academic level 3 VA 0.27; English GCSE VA 0.68; Maths GCSE VA 0.62; GCSEs were taken after a maximum of 30 weeks of teaching; the average grade for the College's A level students had increased from a C+ to a B-.

It was noted that there was currently a national consultation on assessment for 2020/21.

The Committee considered and received the Performance League Table report for 2018/19.

74.12   Qualification Achievement Rate (QAR) report
Jamie Davies (Assistant Principal, Quality & Systems) presented the Qualification Achievement Rate (QAR) report which was considered.

The Committee noted in particular: the pass rate of 99.2%; that the emphasis on improving retention had resulted in retention improving from 81.5% in 2017/18 to 87.4% in 2018/19; modelling had suggested that retention for 2019/20 would have been 94% without the pandemic; the College was aiming for 90%+ retention in the next 2 years.

The Committee considered and received the Qualification Achievement Rate (QAR) report, congratulating staff on the improvement in retention.

74.13   Inspection Data Summary Reports (IDSR) report
Jamie Davies (Assistant Principal, Quality & Systems) presented the Inspection Data Summary Reports (IDSR) which were considered.

The Committee noted in particular that: the College was in the top quartile (i.e. the top 10%) nationally but aimed to be higher; results for GCSE English and Maths were very positive, as noted with reference to the QAR report; the ISDR retention figures had not yet been published; the College's result for positive student destinations was good compared to the national figure; students who went to university got a high proportion of Firsts and 2:1s; Level 3 by subjects was positive.

The Committee considered and received the Inspection Data Summary Reports (IDSR).

74.14   Parent/Pastoral & Learner Voice summary reports & overview
Jamie Davies (Assistant Principal, Quality & Systems) presented the Parent, Pastoral & Learner Voice report, which was considered. It was noted that while the College had completed its spring term cycle of parent, pastoral and learner QDP questionnaires, the full learner voice cycle had not been completed e.g. as curriculum departments had yet provided feedback on the results or met with students to present the 'You said, We did' report.

(i) Parent survey
Members noted that: 24% of parents had responded to the survey; while the percentages of those agreeing with the summary results of the survey were all in the range 95-96%, the individual percentages had fallen slightly from the autumn term survey, with quantative

6

comments citing issues with transport, social space and access to IT, which were areas which the College was aware needed addressing; parents were most satisfied with their child's decision to attend the College (99%), being invited to a parents/carers' evening (99%) and would recommend the College (96%).

(ii) <u>Pastoral survey</u>
Members noted that: 71% of students had responded to the survey; students were most satisfied with feeling safe at college (96%), having the opportunity to declare a learning need (92%), the bursary scheme (90%); the greatest strength compared to other sixth forms using the QDP survey, was recommending the college to a friend (92%); areas of concern were low percentages for students responding that they were aware who the college safeguarding team were (64%) and who to go to with safeguarding concerns (73%), despite information being provided at induction and notices in every room; 74% of students said that they were confident to take their next step; quantative comments included issues with transport, social space and mental health support.

(iii) <u>Learner Voice</u>
Members noted that: 73% of students had responded to the survey; students were most satisfied with teachers knowing their subjects well (98%), having high expectations (96%), and setting clear deadlines for work (93%); the greatest strength compared to other sixth forms using the QDP survey, was teachers knowing their subjects well (98% as reported above); areas where students were least satisfied included receiving quick feedback on work handed in by the deadline (86%); the College would review student assessment, taking into account in this context the effect of lockdown on students' experience of assessment.

The Committee considered and received the parent, pastoral and learner voice survey results from spring term 2020.

74.15   **Quality Improvement Plan (QIP) update**
The Committee noted that a Quality Improvement Plan update was an annual standing agenda item for each of the spring and summer term meetings of the C&Q Committee, noting, however, that in 2019/20 the Committee's spring term meeting had been cancelled, due to the Covid-19 pandemic

Jamie Davies (Assistant Principal) presented the College's 2019/20 Quality Improvement Plan update for June 2020, noting that the plan was substantially complete, although noting also in this context that, due to the pandemic, the College did not yet have a valid external measure against which to determine student achievement.

The Committee considered and received the College's 2019/20 Quality Improvement Plan update for June 2020.

74.16   **Reflection on Quality Processes (Quality calendar)**
As above, the Dec. 2019 Corporation meeting had agreed that the document to be approved from 2019/20 with reference to Article 3(1)(b) (i.e. the College's quality strategy) should be the College's quality calendar; the Corporation had also agreed to delegate approval of the quality calendar to the Principal, with the calendar to be presented to the C&Q Committee for review at least annually.

Jamie Davies (Assistant Principal) presented the College's annual quality calendar.

It was noted in response to members' questions that: that a larger team were now undertaking deep dives; it was possible that the timetable for the autumn term Self-Assessment Report (SAR) moderation process might be affected by the Covid-19 pandemic.

The Committee received a presentation on the annual quality calendar.

74.17   **Monitoring of reporting against the College Charter**

7

The Committee noted that the College's former charter had included expectations relating to the behaviour of both students and the College and its staff, with the Committee receiving an annual report reviewing how it had monitored the way in which the College's commitments had been fulfilled. The Committee had previously noted, however, that the latest version of the College's charter only included expectations for students. It was noted in discussion that the College did have clear expectations concerning staff behaviour but these were no longer in one document.

The Committee the College charter, noting that the College would consider an appropriate way to make clear to students and parents what it could expect from the College and its staff.

Action: Clerk

74.18   Documents/links from outside bodies: DfE guidance

The Committee received the following link to guidance from the Department for Education (DfE) on the re-opening of colleges from autumn term 2020:
https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term

Final matters
19   Any other business
The Committee discussed under this heading the Black Lives Matter (BLM) and the environmental movements, noting that they were both movements which affected all aspects of life and had attracted the support of young people in particular. The Committee considered how such movements could be appropriately reflected in the work of the College and the Corporation, considering in this context, for example, the continuing support of the Student Association Executive in relation to bringing about environmental improvements in the College context.

With reference to formal reporting to the Corporation, Chris Herring (Assistant Principal) reported that he was due to present a report on student equality & diversity to the July 2020 Corporation meeting and it was noted that the Corporation's Governance Working Group had considered the need for future improvements in reporting to the Corporation on environmental matters.

20   Risk management – items identified at the meeting

Risks associated with the re-opening of the College from autumn term 2020 were noted.

21   Date of next year's meetings

It was noted that the Clerk would e-mail the dates of meetings in 2020/21 to members.
Action: Clerk

Fiona Bagchi
Clerk to the Corporation

8

CURRICULUM & QUALITY COMMITTEE OF CORPORATION
MINUTES OF MEETING 75 HELD ON TUESDAY 1 DECEMBER 2020
BY VIDEO-CONFERENCING

Present: Jackie Goodman (Chair), Jane Price (Vice-Chair), Paul Britton (Principal & Committee member), Dina Lewis (Committee member), John Wilson (Committee member)

In attendance: Jamie Davies (Vice-Principal), Chris Herring (Vice-Principal), Mark Lucid (Assistant Principal), Julie Peaks (Deputy Principal),

Clerk: Fiona Bagchi

75.1 Apologies for absence

There were no apologies for absence.

75.2 Declarations of interests

There were no declarations of interests.

Items for decision &/or approval
Minutes & matters arising

75.3 Election of Chair & Vice-Chair

Jackie Goodman was elected as Chair of the C&Q Committee for 2020/21: proposed Jane Price, seconded John Wilson.

Jane Price was elected as Vice-Chair of the C&Q Committee for 2020/21: proposed Jackie Goodman, seconded Dina Lewis.

75.4 Minutes of meeting 74 held on 3 July 2020

The minutes of meeting 74 held on 3 July 2020 were approved subject to notification of minor typographical corrections.

Action: Clerk

75.5 Matters arising and actions
(Matters Arising, below, are numbered according to their position in the action points table appended to the end of the previous minutes. The reference to the item where the action can be found in the previous minutes is given in brackets at the end of the action).

1   The minutes of the Nov. 2019 meeting had been amended, as agreed (74.3).

2   The Committee's revised terms of reference would be presented to the Corporation at its Dec. 2020 meeting for approval, as agreed at the Committee's July 2020 meeting, noting that an additional amendment would be considered at agenda item 75.8 later on the agenda (74.6).

Action: Chair

1

3	The EdTech report had been included on the July 2020 Corporation agenda, as agreed (74.8).

4	With reference to issues arising from the discussion of the College Charter, which now related solely to the College's expectations of students, it was agreed that the College would consider an appropriate way to make clear to students and parents what it could expect from the College and its staff (74.14).

Action: Clerk

5	Meeting dates for 2020/21 had been e-mailed to members, as agreed (74.21) .

75.6 Review of confidential minutes

The annual review of confidential minutes was deferred to the Committee's next meeting.

Action: Clerk

75.7 Annual review of Committee Performance Checklist & PIs

The Committee undertook its annual review of its performance checklist and performance indicators (PIs) noting that the Committee was fully compliant with its performance checklist in 2019/20.

It was noted with reference to the Committee's PIs that it had met or exceeded its PIs for attendance, quoracy and completion of its performance checklist but that the schedule of standing agenda items considered at the relevant meeting had been disrupted by changes to the Committee's meeting schedule due to the pandemic.

The Committee completed its review of its performance checklist and performance indicators for 2019/20.

75.8 Committee terms of reference

It was noted that the Clerk was recommending the following additions to the Committee's terms of reference, which were due to be considered for approval at the Dec. 2020 Corporation meeting: amended references to the Assistant Principal to reflect the appointment of Mark Lucid to this role from 1 Sept. 2020.

The Committee agreed the above additional amendment to the Committee's terms of reference for recommendation on approval to the Dec. 2020 Corporation meeting.

Action: Chair

Items for information &/or review

Curriculum & quality issues

75.9 Presentation & overview of the curriculum self-assessment report (SAR) for 2019-20 provision

Mark Lucid (Assistant Principal) presented the curriculum self-assessment report 2019-20, outlining changes to the process for 2020 due to the pandemic.

It was noted that:
- The curriculum self-assessment report (SAR) would normally be completed annually in Sept. by curriculum leads and be internally moderated by the senior leadership team (SLT) and middle leaders in Oct. annually, with members of the C&Q Committee invited to attend the meeting as observers;
- The College has been through a similar process of self-assessment in 2020 i.e. with all

2

curriculum, pastoral and support areas having completed self-assessment reports and having had meetings with SLT members;

- Due to the pandemic, it had been decided, however, that, instead of being invited to attend the College's SAR moderation meeting, a short presentation and report should be presented to the C&Q Committee's Dec. 2020 meeting, with it being noted in this context that students had received Centre Assessed Grades (CAGs) in 2020 rather than examination results;
- Members had therefore been sent a short PowerPoint presentation, with recorded audio commentary by Mark Lucid, to explain the 2020 self-assessment report (SAR) process, an overview of the overall effectiveness of curriculum areas and an introduction to the new SAR process 2021and beyond
- The overview of the overall effectiveness of curriculum areas (where the College had self-assessed) included an introduction to the new SAR process 2021 and beyond, overall effectiveness has been graded along with each of the four key areas, a short description and rationale had been included as to why the reason for the award had also been included.

Members noted in discussion that:
- The curriculum SAR specifically looked at and discussed the quality of education received by the College's students;
- With reference to the self-assessment process for 2020 and beyond, it was intended that self-assessment should be a year long process rather than a process carried out in the autumn annually, the curriculum would be considered more holistically and more subjectively, implementation would include new quality assurance measures, there would be less focus on data and impact and more emphasis on student skills and a focus on the intent of the curriculum.

The Committee considered the Curriculum Self-Assessment reports 2019/20, noting, in particular, areas which had seen improvement in recent years *[confidential minute]* and where further improvement was required *[confidential minute]*.

The Committee received the curriculum self-assessment report 2019-20, noting that the College's self-assessment timelines had changed as a result of the pandemic, with the SAR expected to be completed in early 2021.

Action: Assistant Principal (MSL)

The Committee agreed that the report on the curriculum self-assessment 2019-20 should be presented to the Dec. 2020 Corporation meeting for information.

Action: Chair

75.10 Whole College Quality Improvement Plan

Jamie Davies (Vice-Principal Resources, Quality & Systems) presented the College's quality improvement plans 2019/20 and 2020/21.

Members noted that:
- The College's quality improvement plans (QIPs) for 2019/20 and 2020/21 had been formulated taking into account self- assessments from across the college, information available on the previous year's outcomes, and progress on the previous year's QIP;
- Where completion of actions in the previous year's QIP had not taken place in 2019/20 as a result of the Covid-19 pandemic, these had been rolled forward into the 2020/21 QIP, where possible;
- The College's QIP included both areas for improvement and areas for development i.e. areas where there was good provision but more could be done to make it outstanding;
- The overarching aim in the 2020/21 QIP, which was the core focus of all teams, was to ensure the consistency of the quality of education students were experiencing as a result of Covid-19 restrictions and to put into place controls to reduce the impact of lost learning.

3

In presenting the QIP 2020/21, Jamie Davies drew particular attention to actions relating to the following:

- Improving the collection of and access to destination information;
- Ensuring a robust IT infrastructure system to support teaching and learning;
- Narrowing the small number of attainment and progress gaps in a specific number of subject areas;
- Improving the level of student progression to high performing destinations e.g. Oxbridge, medicine, dentistry and veterinary (MDV) courses, conservatoires etc;
- Striving for exceptional teaching and learning and assessment (TLA) in all lessons inclusive of remote and distance learning experiences;
- Developing the culture of high expectations and involvement in college wide planning across the College Leadership Team (CLT):
- Reviewing curriculum and intent at College and departmental level;
- Further developing quality assurance processes around TLA e.g. further development of deep dives;
- Further developing provision to provide exceptional additional learning support (ALS);
- Sustaining the cross-college improvement and further improving retention in a few specific areas e.g. 2 year BTEC courses;
- Developing the College estate to provide appropriate accommodation for the growing college community e.g. in relation to the T levels project;
- Further developing enrichment for all students;
- Further improving attendance headline figures, including tracking and monitoring;
- Further improving elements of the staff development programmes;
- Continuing to supporting students and staff mental health, especially during the pandemic;
- Improving staff knowledge of their health & safety responsibilities and improving health & safety reporting.

Members noted, with reference to the DfE's 5 performance measure (retention, attendance, progress, English & maths, destinations) that destinations was the only measure on which there would be a report for 2019/20 and it was possible that this would remain unchanged for 2020/21.

It was noted in response to members' questions concerning student access to staff who could provide advice to students on the right higher education destination for them that the College was increasing the number of careers advisers it employed and ensuring that all staff had access to an appropriate knowledge base which enabled them to support students in relation to progression.

The Committee received the College's quality improvement plans 2019/20 and 2020/21, agreeing that they should be presented to the Dec. 2020 Corporation meeting for information.

Action: Chair

75.11   Listening to Learners (19/20)
Jamie Davies (Vice-Principal Resources, Quality & Systems) presented the Learner Voice report 2019/20 (Nov. 2020 update).

Members noted, in particular, in discussion that:
- The overall student satisfaction response to teaching, learning and assessment (TLA) questions, which had fallen in spring term 2020 to 89% from 91% in autumn term 2019, had increased to 95% in autumn 2020, which was 8% higher than the benchmark;
- The overall TLA satisfaction score was testimony to the continuing high quality of education which the College had been able to provide to its students despite the restrictions arising from the pandemic;
- The College's experience indicated that termly Learner Voice surveys were a very

4

useful tool for bringing about in year improvements.

The Committee received the College's Learner Voice report.

(Chris Herring, Vice-Principal Pastoral, joined the meeting).

75.12   Annual pastoral report
Chris Herring (Vice-Principal, Pastoral) presented the Pastoral Report 2019/20, incorporating the yearly data dashboard.

Members noted that key highlights of the report included:
- The Scheme of Work (SOW) which had been developed to be delivered in a modular fashion, with key elements including health and wellbeing, next steps, personal development, character education, citizenship and study skills;
- All non-curriculum delivered statutory elements of Ofsted's Education Inspection Framework (EIF) *we*re covered within the tutorial scheme of work;
- With reference to the tracking and monitoring of students throughout their programme of study, the improvement in the delivery model had linked with the rolling programme of 1-1s, ensuring every student received the appropriate Information, Advice and Guidance (IAG) and individual review input;
- The Behaviour Management System was now fully embedded within the College, with efficient tracking of all levels of sanctions and a robust structure of policy compliance was now embedded;
- Attendance levels had risen against the benchmark, with an improved attendance tracking system and the SOW reinforcing this;
- Retention figures were well above the national benchmark, with improved tracking of potential leavers having led to more early intervention strategies;
- Personal development was at heart of the delivery model, with bespoke sessions on Universities and Colleges Admissions Service (UCAS) and NGTU (Not Going to Uni) delivered in group sessions and individually and with more students accessing positive destinations than in previous years;
- Improved Next Steps in year tracking via Ontrack;
- Implementation of Togetherall, a comprehensive Online Mental Health support tool for all students and staff;
- A smaller proportion of students leaving the College over the course of their two year programme of study.

Members noted in discussion that:
- The new format of the report, including 3 year data trends was useful to readers;
- Data collected from the 2019-20 academic year in relation to attendance and retention was up until March 2020, when the College's buildings were closed due to the national lockdown as a result of the Covid-19 pandemic;
- Student attendance rates showed a 3 year rising trend;
- A level attendance had the highest attendance rate;
- Tutorial attendance had the lowest attendance rate, indicating further work was needed to bring about improvement, although Wyke's tutorial attendance rate was still above the Sixth Dimensions benchmark;
- Management of student behaviour at course level had had a positive impact, with a lower rate of sanctions escalation;
- The College's Quality Achievement Rate (QAR) retention figure showed a 3 year rising trend, which at 93.8% for 2019/20 was above the national benchmark of 87.9%.

The Committee received the Pastoral Report 2019/20.

75.13   Destinations & work experience report
Chris Herring (Vice-Principal, Pastoral) presented the Destinations and Work Experience Report 2019/20**,** incorporating the yearly data dashboard and department overview.

5

Members noted that key highlights of the report included:
- There had been an increase in students progressing onto a positive destination, with the percentage just below the sixth form colleges benchmark but above the other institutions benchmark *[confidential minute]*;
- There had been a decrease in the proportion of students able to access work experience placements, primarily due to the timing of the national lockdown;
- Health, accountancy, and business continued to be the most popular apprenticeship routes;
- Key employers included Dyson, Bae Systems, EY, Price, Waterhouse, Cooper, NHS, Balfour Beatty;
- 17 students had returned to the College to undertake the Wyke foundation Art Diploma (FAD) course;
- Students who did not currently have a positive destination were being well supported by the Careers' team;
- There had been an increase in both the number and percentage of students applying to university;
- More students progressed to university, but the acceptance rate was lower than in previous years (-6%);
- Northern/local universities remained the option of choice for a large proportion of the College's students, with 43% of students progressing to the University of Hull, University of Lincoln, or Leeds Beckett University;
- The majority of students progressed to their firm choice university;
- There was a significant decrease in conditional offers (-7%) and an increase in unconditional offers (+7%);
- A greater proportion of students progressed onto higher tariff (+1) and Russell Group (+3.3%) university courses, although the College was working to increase this;
- Six students progressed to Oxbridge and eight to MDV;
- 36 students progressed to a visual arts-based course and 23 onto a performing arts-based course, with 4 students going to Leeds conservatoires;
- The College's careers' department was currently being restructured to meet the future needs of the College.

Members noted in discussion that:
- The new format of the report, including 3 year data trends was useful to readers;
- As a result of the Covid-19 pandemic, more students had progressed to higher education and fewer students had progressed to apprenticeships and employment in 2019/20;
- The percentage of the cohort going to Russell Group universities or Oxbridge had improved in 2019/20 from 2018/19, which had seen a fall compared to 2017/18, and was an area in which the College continued to seek to bring about improvement;
- The number of students accepted onto medicine, dentistry and veterinary (MDV) courses remained at 8 as in 2018/19 (2017/18: 9);
- The potential impact on students' work ethic at level 3 of universities continuing to make unconditional offers.

It was noted in response to members' questions as to whether Covid-19 would have an impact on the number of applications to higher education for 2021/2 and on the retention of students who went into higher education in 2020/21, that:
- UCAS usually produced a report on the College's applications early in the spring term, a summary of which could be presented to the Committee;
- The Higher Education Statistics Agency (HESA) produced an annual report on the College's students in higher education retained after one year and at the end of 3 years but, as the report was lagged, the next report would not provide information on any possible impact arising from the Covid-19 pandemic;
- Despite representations from level 3 providers, universities reported that they were

6

unable to discontinue making unconditional offers while their competitors were making such offers;

- There was a national consultation on moving the UCAS application cycle e.g. including students applying to higher education after receiving their results.

The Committee received the student destinations & work experience report.

75.14   Annual complaints & compliments report

It was noted that, under the C&Q Committee's standing agenda item list, the Committee reviewed an annual summary report on complaints at its autumn term meeting.
.
The Principal, Paul Britton presented the College's complaints and compliments report, reporting that:

- The College had received a small number of formal complaints during the period Nov. 2019 - Nov. 2020, all of which had been resolved;
- The College also received concerns, which were dealt with informally and not reported in the report being presented to the Committee;
- A report on compliments received by the College from parents and students, especially following its response to lockdown, had been included with the annual complaints report.

It was noted in response to members' questions that:

- The College had approved a *Complaints and Comments Policy* for the first time in 2018/19, which was available as a link on the College website;
- The new complaints process was robust and appeared to be working well.

Members noted in discussion that:

- With reference to compliments received, a common theme appeared to be how much parents and students valued the College's regular communication with them during the pandemic;
- The College had successfully implemented remote learning in response to the pandemic, with the response to the statement 'My remote lessons are well organised and help me to learn' being 91%, which was good but still allowed for further improvement;
- The response to the pastoral survey statement concerning recommending the College to a friend, which had fallen slightly in spring term 2020 from the autumn term 2019 figure, had increased in autumn term 2020 to 97%, which was 19% above the national benchmark;
- The announcement of a new national lockdown meant that the College would move from Scenario B to Scenario C i.e. to fully remote teaching and learning.

The Committee received for information the College's complaints report for the period Nov. 2019 to Nov. 2020, together with a report on compliments received by the College.

75.15   Verbal report on curriculum planning

Julie Peaks (Deputy Principal) reported that the College's senior leadership team had begun discussions on the College's 2020/21 curriculum and would report further to the Committee in 2021[confidential minute].

75.16   Website checklist (where relevant to the work of the Committee)

It was noted that the DfE had recently updated its guidance *What academies, free schools and colleges should publish online (Nov. 2020)****, which was relevant to the College website checklist and that this item had therefore been deferred to the next meeting of the Committee.***

Action: Clerk

7

Items for information & reference
Documents/links from outside bodies

75.17 **Documents from the ESFA, SFCA, DfE & other outside bodies**

It was noted that there was nothing to be considered under this item.

Final matters

75.18 **Any other business**

There was no other business not already on the agenda.

75.19 **Risk management – items identified at the meeting**

Members noted the risk arising from uncertainty concerning the format of examination and assessment in 2021 as a result of the pandemic, although noting also in this context that the College was well prepared should Centre Assessed Grades (CAGs) be used in 2021 as in 2020.

75.20 **Date of next meeting**

It was noted that the Committee was next scheduled to meet on Tues. 9 March 2021 at 1.30pm by video conferencing.

Fiona Bagchi
Clerk to the Corporation

8