

MEETING OF THE LEARNER EXPERIENCE COMMITTEE (the Committee)

TUESDAY 6 FEBRUARY 2024 – 1:10pm

SMT Meeting Room

PART I

Clerk: Mrs C Gritton (Director of Governance)

In Attendance:	G Crossman (Chair of Learner Experience Committee), A Hunter, C Johns, G Lagan, I Jones
Absent	No absences
Other Attendees	L Reed – Deputy Principal (LR)

Actions from the meeting:	For Whom
The Committee and will contact the Director of Governance with any comments on the Learner Experience Committee Terms of Reference , prior to the next scheduled meeting.	All Members
Data must be recorded and collated to evidence that Animal Care learners are aware of their options and can articulate their next steps.	LR
The Committee will need to see evidence of impact of learning walks and lesson observations.	LR
Governors asked that compliments are also tracked and reported to this Committee.	LR
The Committee asked that the QIP include: <ul style="list-style-type: none"> - actions listing the source from which their need arose (whether that be Ofsted or Inspection Report or self-assessment reports - the number of learners be noted on the QIP - the national rate for English and Maths from period to period be noted for monitoring comparison - a note of where staff have 'met' or 'not met' targets - a column detailing actions' next steps and impact, rather than simply noting whether complete - details of actions actioned and what was achieved to show distance travelled, including evidence of the impact of lesson observations and learning walks - The Chair will further consider the QIP and how it can be amended to be used to best effect, by this Committee as a live document 	LR/Chair
The Committee meetings will be structured by standing items and each one themed, requiring attendance of one or more curriculum managers and/or	Chair/Clerk

Director of Quality as relevant. The Clerk will draw up and send to the Chair, a schedule of teaching and learning items sent to the Corporation during the year, to ensure timely reporting from this Committee, to the Board.	Schedule sent to Chair 7/2/24
Consider for next meeting: <ul style="list-style-type: none"> - adding a KPI for learner satisfaction - work placement completion figures - internal progression level to level figures and destinations - staff and learner surveys 	To consider at March meeting

MINUTES

- 1/24 **Item 1. Welcome and Apologies for Absence**
There were no apologies for absence. G Crossman (GC) was nominated as Chair of this Committee and by unanimous vote, GC was voted to the role. The Chair welcomed everybody to the meeting.
- 2/24 **Item 2. Declarations of Members' Interests**
There were no declarations of Members' interest.
- 3/24 **Item 3. Learner Experience Terms of Reference.**
The Committee noted the draft Learner Experience Committee Terms of Reference and will contact the Director of Governance with any comments, prior to the next scheduled meeting. Members discussed the purpose of the Committee, which is to add greater scrutiny and oversight of learner experience and outcomes, following the Ofsted inspection of November 2023. It was agreed that the main purpose of today's meeting was to assess the current position of teaching and learning and target outcomes and other data and decide what reports and papers will be provided to this Committee at future meetings to ensure that scrutiny and oversight. The draft agenda prepared for this meeting was therefore not followed item by item, as it was agreed that the meeting would be more ad hoc to allow for greater depth of consideration of aims and prioritise the target outcomes of the Committee.
- 4/24 **Item 4. Minutes**
This being the inaugural meeting of this Committee, there were no previous Minutes.
- 5/24 **Item 5. Matters Arising and Action Record**
This being the inaugural meeting of this Committee, there were no outstanding matters arising.
- 6/24 **Item 6.1 KPI Targets for 2022-23 and 6.2 KPI Targets for 2023-24**
The Committee, as members of the Corporation were aware of the staffing structures within the College but by way of context for this meeting, the Deputy Principal reminded the Committee about the changes in senior management structure over the last year, which had resulted in a significant reduction in capacity, in an already challenging period of curriculum management. Therefore, in November 2023, all indications for KPIs were low, but they are now looking more positive. The impact was seen most clearly in Animal Care, Sport and Automotive, which have since begun to be very closely monitored. Those curriculum areas also saw the impact of low staffing numbers. Level 2 Sport in particular requires quality oversight and the qualification has now been replaced at Level 2 to minimise risk. The College is not renewing its contract with the football club, when it expires in June and students will either transition to the club, or stay at the College, although it is anticipated that the majority will transition to the club.

CHALLENGE: Governors asked whether the College has the same provisions as the club and can continue to provide those for the students who stay at the College. It was reported that both pathways, Sport Science and Sport Coaching, will be offered by the College. Currently, all class-based curriculum is taught at the College, so the College provides everything learners need for their qualification. The club provides enrichment, but the College can provide everything learners need going forward.

CHALLENGE: Governors asked whether this will create any staffing issues for the College. It was reported that senior management have discussed this in detail and although the provision will shrink, the College will be able to retain full oversight, guidance and management of the course.

7/24

Item 7. Quality of Teaching, Learning and Assessment: FE Outcomes 2022-23

It was reported that in Animal Care, retention into Year 2 is good, but Year 3 numbers are low. Attendance is impacted by the small cohort size and module completion is carefully monitored. An external-body monitoring visit is due end March 2024. Retention is strong in Motor Vehicle. Learners are making significant progress through the qualifications and a number of learners have already secured apprenticeships. An external-body monitoring visit is due end March 2024.

CHALLENGE: Governors asked what are learners' destination targets after Animal Care qualifications and whether the learners knew what options were available to them. It was reported that lower-level qualifications' destinations' might be workplaces such as kennels, whereas Level 3 qualification is intended as a possible entry to university. Learners are told about their options and **the Committee recommended that** data must be recorded and collated to evidence those discussions. There are very mixed cohorts in terms of capabilities and achievements and there are a higher number of students with safeguarding issues, than on other courses. Although the College does carry out progress reviews with learners, when they discuss what a learner's next steps might be, when questioned by Ofsted some learners could not articulate their aims. The Committee discussed aspirational targets, noting that whilst Ofsted may not view some qualification levels and learner destination aims as aspirational, the College is aware that learners are all different and what is aspirational for one may not be so for another. The College has conversations with individual learners and sets aspirational targets for all its students based on their individual needs and goals.

CHALLENGE: Governors asked whether the issues arose due to high staff turnover. It was reported that it was partly due to staff turnover, but the College can show that learners go through a process of setting goals, aims and targets. Schemes of Work are closely monitored and evidence is recorded and gathered to show how the College supports learners in achieving those goals, aims and targets.

CHALLENGE: Governors noted that Ofsted had referred to lack of resources in Animal Care, asking what the issue is and asked how the unit provides work experience. It was reported that the unit fulfils the qualification need and whilst some learners attend external work experience placements, the unit can actually be used as a placement, logging additional time outside of curriculum time, for those who do not secure an outside placement. A number of the complaints raised with Ofsted about the inspection were with regard to the inspection of and comments around Animal Care and the Ofsted response is awaited.

It was reported that there has been an increase in numbers of learners enrolling for Maths and English re-sits and attendance is a concern. There has been a drive across the College to ensure that staff are aware that support and attendance for Maths and English resits is everybody's responsibility, because if learners leave without at least a Level 4 for Maths and English, it can have a significant negative impact on their future. It was confirmed that

learners are funded for re-sits until they are 19 years old. However, specialist staffing for those areas are unstable, which is an issue for FE nationally and may affect outcomes. 1st stage functional skills' assessments have been completed and there is concern around only 22% of Level 2 learners passing reading. However, after careful consideration, a strategic decision has been made to move on to writing, rather than revisit reading at this stage, so as to not cause confusion for learners. It was confirmed that teaching and learning reviews are taking place.

CHALLENGE: Governors asked whether the College thinks it does enough to emphasise the importance of Maths and English re-sits. It was confirmed that the College discusses re-sits with learners at interview stage and they are included in study programmes and parent guides. However, anxiety is a factor in some students not taking re-sits.

It was reported that high needs came out well in the Ofsted inspection. Of the 118 learners with an Education Health and Care Plan (EHCP), 76 have high needs, which is an increase since Ofsted inspection, when the figure sat at 64. The highest number of higher needs are in Construction. The College has access to a study centre, runs the Bistro and a supported internship programme and has a strong Additional Learning Support (ALS) team, supported by 23 cross College learning facilitators, trained around the College's particular cohort. Staff are monitored to ensure teaching and learning are broken down into manageable steps and staff development in that is also monitored, via lesson observations, learning walk schedules and specific training sessions. Ill health affects some learners' attendance. **The Chair advised that** the Committee will need to see evidence of the impact of learning walks and lesson observations.

8/24 **Item 8. Quality of Teaching, Learning and Assessment: Self-Assessment Review 2022-23.** Item covered within item 7.

9/24 **Item 9. Ofsted Findings**
As discussed under Item 7.

10/24 **Item 10. Quality Improvement Plan (QIP)**

The Committee discussed how it was going to use and monitor the QIP. The Committee asked that **[ACTION]:**

- the Actions list the source from which their need arose
- the number of learners is noted on the QIP
- the national rate for English and Maths from period to period be noted for monitoring comparison
- a column detailing next steps and evidence of impact, rather than simply confirming an action is complete
- details of actions actioned and what was achieved to show distance travelled

[ACTION CHAIR] – The Chair will further consider the Action Plan and how it can be amended to be used to best effect, by this Committee as a live document, to enable this Committee to monitor training, teaching and learning, lesson observations, learning walks and assessments as well as changes and impact.

It was confirmed that curriculum managers carry out the learning walks, which monitor the quality of teaching. The QIP will also include where staff have 'met' or 'not met' targets.

It was confirmed that SMT are confident that the QIP captures all Ofsted areas of improvement.

It was agreed that LR and her team could expect support, guidance and challenge around what they do and the Committee will ensure greater oversight of risk potential, carrying out learning walks and bolstering the quality assurance process. The Committee will look to ensure it understands the processes in place which are there to ensure learners are getting the best possible experience. The Committee meetings will be structured by standing items and each one themed, requiring attendance of one or more curriculum managers and/or other members of staff and/or senior management, as relevant to that meeting. The Clerk will draw up and send to the Chair, a schedule of teaching and learning items sent to the Corporation during the year, to ensure timely reporting from this Committee, to the Board.

11/24 **Item 11. Safeguarding.**

It was agreed that safeguarding will be removed from this Committee agenda as it is already under the remit of other Committees.

12/24 **Item 12. Equality, Diversity and Inclusion (EDI)**

13/24 **Item 13. Complaints and Exclusions**

It was reported that all complaints had been actioned and there were no areas of correlation nor single areas of concern. Governors asked that compliments (reported to the Corporation in June) are also tracked and reported to this Committee.

14/24 **Date of Next Meeting – 12 March 2024, online at 1pm**

Meeting Closed at 2:55pm