

MOULTON COLLEGE

TEACHING, LEARNING AND ASSESSMENT COMMITTEE

Minutes of the meeting held on Tuesday, 29th November 2022 at 4.00pm in M5

Present: Mr A Thomson (in the Chair), Mrs C Harris, Mrs P Hawkesford, Mrs S Ijewsky (Teams), Dr P Jones, Miss I Knowles, Miss M Smith and Mr D McVean

In attendance: Mr B Billington, Mrs A Creasey, Mrs G M Hulley, Mr T Mangan, Mr M Smith and Ms F Williams

SECTION A – ROUTINE AND STANDING ITEMS:

22/72 Apologies for absence (Agenda item 1)

Apologies for absence were received from Mr M Knibbs and Miss M McArdle.

22/73 Declarations of interest (Agenda item 2)

There were no declarations of interest.

22/74 Minutes of the last meeting (Agenda item 3, Paper A)

The minutes of the meeting held on the 11th October 2022 had been circulated previously and were approved as a true and accurate record.

22/75 Actions from last meeting (Agenda item 4, Paper B)

Action 61: This was in progress but more difficult than first anticipated. A new completion date would be agreed at the next meeting.

Action 118: The Principal outlined what actions had been taken in relation to breakfasts for students.

SECTION B – QUALITY OF EDUCATION – IMPACT:

22/76 Residential Self-assessment report (SAR) (Agenda item 5, Paper C)

The Residential SAR was graded as 'Good'. The report took into account the strengths and recommendations highlighted in the February 2022 Ofsted Social Care Inspection which graded the College as 'Good'. The comprehensive and robust safeguarding arrangements from application throughout the student journey continued to be a strength together with the favourable outcomes for residential students and the presence of the student voice. Areas for development included improved communication and more timely completion of works in relation to maintenance and IT matters; increased attendance to maths and English lessons; and, further support staff and students in view of the increasing number of residential students experience mental health issues.

The Committee agreed that the report was comprehensive and confirmed that the student experience was good. The Committee agreed with the rating of Good in the SAR. Thanks were extended to Dan Noone, Residential Co-ordinator for putting the report together. In terms of future improvements to the report, consideration should be given to whether milestones could be included.

Resolved: To recommend the Residential SAR to the Corporation for approval.

22/77 College SAR and QIP 2022-23 (Agenda item 6, Paper D)

The proposed Overall Effectiveness Grade was '2' (Good) with the accompanying Quality Improvement Plan developed based on the findings of the completed SAR and recent Ofsted feedback. The QIP would develop over time due to its 'working' nature. A governor validation event was held on the 29th September (Pauline Hawkesford) for School SARs and then on the 23rd November (Dr Peter Jones) for the College SAR. Feedback from Dr Peter Jones confirmed: *'Tony had done an excellent piece of work on producing the SAR and action plan. This year's Ofsted report formed the basis and the actions primarily related to addressing these, namely: students with high needs; Maths and English teaching and success; and, industry links. As part of the discussion, there was a lot of conversation around what needed to happen to move to excellent. I was very reassured by the report and presentation'*.

Feedback from the Committee included:

- This was a very important document and it was a most enjoyable read.
- The QIP provided an excellent summary of the actions that needed to be taken.
- It was now important that more staff take responsibility for their own actions. The team was asked to consider how to make sure the document linked across to Schools including objectives. The Schools SAR validation process had confirmed that progress had been made but that more time was needed. The Director of Quality and HE confirmed that course reviews and performance monitoring boards (PMBs) provided an excellent opportunity to test understanding and what progress had been made.
- Further work would be completed during the year on milestones so that it would be much easier to measure impact.
- The Committee welcomed the fact that the validation process had considered what further actions were required to achieve outstanding. A visit to an outstanding college in the south west had helped the team consider actions that could be taken forward at Moulton.
- Where achievement rates of groups with protected characteristics were concerned, governors would appreciate if over time, more differentiation could be introduced.
- The use of mentoring with these different groups had been seen to be effective in other colleges and the team was encouraged to explore this at Moulton.
- In terms of rating, the Committee agreed with the rating of Good in the SAR.

Resolved: To recommend the College SAR and QIP to the Corporation for approval.

22/78 Governance SAR and Governance Improvement Plan (GIP) (Agenda item 7, Paper E)

The governance SAR was produced on an annual basis with any actions from the plan captured in an improvement plan which would be monitored by the Search and Governance Committee throughout the year. The evaluation framework to inform the SAR was aligned to the AoC Code of Good Governance. This process provided qualitative and quantitative evidence in support of the Clerk to the Corporation's biennial review of evidence to support the 'must statements' from the AoC Code of Good Governance.

Feedback from a member of the College management team confirmed the support from governors had really had a positive impact. This was particularly in relation to the link governor roles (for quality; English and maths; Safeguarding; and, equality diversity and inclusion); attendance at PMBs; and, SAR validation panels. The Chair of Committee confirmed that the Search and Governance Committee had recently

agreed to the development of an accountability framework. This would introduce metrics for different governor roles. Performance would then be monitored through appraisals. In terms of rating, the Committee agreed with the rating of Good in the SAR. In terms of achieving outstanding, this remained an ongoing target that could be achieved in a similar timeframe to the whole College.

Resolved: To recommend the Governance SAR and GIP to the Corporation for approval.

SECTION C – ANNUAL REPORTS 2021-22:

22/79 Equality, Diversity and Inclusion (Agenda item 8, Paper F)

The annual report for Equality, Diversity and Inclusion recognised the progress made during 2021-22. The report provided evidence that the College was working towards the full achievement of its four key objectives by 2024. This report also recognised the progress made within the College for its drive for inclusivity which was celebrated as part of a nationwide conference for colleges to join Moulton to share their progress together. For 2022-23, the College had a new EDI lead; aspired for external recognition; and, was seeking further student-led events to celebrate Equality, Diversity and Inclusion within the College.

The Committee agreed that the team had made a lot of progress in the last two years and, there were many examples of impact. The link governor for EDI would be invited to read the report and provide feedback to the team (**Action 119 – Clerk**). The College EDI lead was visiting a number of colleges from the sector to share effective practice. The Director of TLA outlined a proactive and successful approach to supporting any student who was at risk.

Resolved: To recommend the Equality, Diversity and Inclusion report 2021-22 to the Corporation for approval.

Mr D McVean arrived.

22/80 Stakeholder voice (Agenda item 9, Paper G)

This report provided an overview of the 'First Impressions Survey', an online survey available to all students of FE and HE (full and part-time) between 26th September and 21st October 2022. The responses to the core questions remained consistent within this survey: 'I would recommend the college to others' (90%); 'I feel safe whilst at College' (91%). Due to the consistency in the survey questions, the team was now able to identify trends. This allowed the differing curriculum areas to analyse their own performance and take appropriate action, monitored via curriculum reviews and PMBs.

Feedback from the Committee included the need to use the correct title for the report to avoid confusion. The Quality Improvement Manager was organising a number of focus groups to gather feedback on a specific response about careers advice and guidance. A change by the awarding body that led to a Level 1 in stone masonry no longer being available resulted in some disappointment for students. The Director of Quality and HE confirmed this was very much about first impressions and there would be further opportunities throughout the academic year to collect student voice at different stages of their learning journey. Alumni voice also needed to be captured.

Resolved: To receive the stakeholder voice report.

22/81 National student survey (NSS) results (Agenda item 10, Paper H)

This paper provided an overview of the 2022 NSS survey results which were released on 6 July 2022. Moulton College received 67% response rate (30 of 43 expected responses). Due to the data methodology, only courses with 10 or more responses were shown. Responses from a group of eleven students who had been vocal in their concerns last year were considered. As a result of this, the student satisfaction question was lower than previous years. Some scores were very good, for example, teaching.

The team confirmed that student responses from the same curriculum area for this year would be very different; their experience had been very positive to date. Improvements were expected for the survey results of this year's students. Drop-in sessions had been arranged for students; and, an action plan had been produced giving a clear direction for everyone involved. The Link Governor for HE explained that the questions had changed this year and now included a question about mental health; this would make it difficult to make direct year on year comparisons.

Resolved: To receive the report on the NSS results.

22/82 CEIAG Annual Report (Agenda item 11, Paper I)

The report outlined aspects of the current student services offer and the work underway to: improve this service for students; and, provide clarity of roles and responsibilities to staff. This would ultimately lead to a single vision for student services. A dedicated Student Experience Manager (SEM) would have greater oversight and responsibility for student support and experience services which would provide all students with an aligned offer. The report also included an update on progress made against the Gatsby benchmarks, and provided an update on the work carried out by the Pastoral Tutorial team and the work experience team. The College had recently been successful in obtaining the Matrix accreditation.

Members agreed with the principles of the improvements to provide an aligned offer to students. Clarification was provided to give some assurance to the Committee of how the co-ordination of the process by the SEM would work in order for students to benefit. Further work was planned around timetabling to ensure that students did not have gaps in their timetables; enrichment activities would be organised; and, more social spaces were planned for students. A request was made for an additional column (number of students) to be added to the table for 'number of career interviews' to give a better indication of reach amongst curriculum groups. The team was invited to give some thought to what entitlement should be offered to students, for example, in apprenticeships there was a clear commitment as to what students should receive. Where student voice was concerned, this was being captured in many different ways. Student governors reported on how they had sent feedback via a student forum and to class tutors. A single action plan was now required which brought together all of the actions into one place so that this could be monitored more effectively. An update would be provided on progress on this whole area at the next meeting (**Action 201a – Vice Principal**). A copy of the Personal Development Curriculum would be circulated (**Action 201b – Vice Principal**).

Resolved: To receive the CEIAG annual report.

SECTION D – QUALITY OF EDUCATION – INTENT:

22/83 KPIs 2022-23 (Agenda item 12, Paper J)

The KPIs were agreed with Heads of Department at School level with the ambition to drive up the Schools' performance in KPIs as an impact of continuing to improve the student experience and quality of TLA. The information shared in the report was the

proposed overall College top level targets for the 2022-23 academic year. There had been no national rate data available to use in this exercise, so previous year performance (2021-22) and the impact of exam performance had been considered when setting KPIs (compared to 2020-21 where TAGs and CAGs replaced exam assessments improving outturn). Other measure, for example, student and employer feedback were monitored through PMBs.

The Committee welcomed the report and agreed that the new Governor Dashboard would offer governors with an opportunity to scrutinise the granular detail. There was some debate about the number of KPIs; the Principal confirmed the importance of having such detail as it fed into the School Heads' objectives. The team was asked to consider if more detail could be provided for part-time students, particularly around achievement.

Resolved: To recommend the KPIs to the Corporation for approval.

22/84 Position statement: Apprenticeships and Commercial (Agenda item 13, Paper K)

The first significant number of apprentices were now enrolled and work continued to be carried out on policies, processes and systems to support outstanding apprenticeship provision. A second cohort of apprentices was due to start in February 2023. Staff recruitment was also progressing well. A demonstration of (MS to confirm) would be arranged for the Committee in due course.

Resolved: To note the position statement: Apprenticeships and Commercial.

SECTION F – CLOSING ITEMS

22/85 Any other items of urgent business (Agenda item 13)

a. ICT Investment: Impact on student outcomes and staff workloads

The Chair of Corporation explained that a discussion was planned at the next Corporation meeting and he was keen to gather feedback from members of this Committee. Members were informed that there would be a finite pot of money available in this academic year and it was important to have a clear strategy of what needed to happen in the next two to three years to ensure the staff/student experience was not adversely affected.

The Principal confirmed that an ILT curriculum plan had already been prepared and agreed by the senior leadership team. The Chief Operating Officer was leading on this project for the College and the next stage was for colleagues from finance and curriculum to get together and agree how the ILT curriculum plan would fit into a detailed, 5-year College plan. Such discussions would help to understand: what skills were needed by staff; network infrastructure needed; and, an agreed vision for quality of the classroom experience. Other feedback included issues of the capacity, speed and reliability of the present IT infrastructure. This was a joint risk for the Corporation and the Chair was keen that for any discussions with external agencies, that a clear strategy was in place.

22/86 Date and time of next meeting (Agenda item 18)

Tuesday, 7th February 2024 in the IT Suite

Meeting closed at 6.00pm.