

HARLOW COLLEGE FURTHER EDUCATION CORPORATION

STANDARDS AND CURRICULUM COMMITTEE

**Minutes of the meeting held at Harlow College
on Wednesday 23 November 2022, 9.30am**

Membership: *Jon Bouffler
 *Rod Bristow (Chair)
 *Hannah Cheesman
 *John Godley
 *Liz Laycock
 *Karen Spencer

*denotes present

In attendance Becky Jones, Vice-Principal
 Paul Whitehead, Vice-Principal
 Wendy Martin, Assistant Principal
 Laura Wedgbury-Glew, Assistant Principal
 Kirstie Craig, Assistant Principal
 Sallyann Abdelmoula, Assistant Principal
 Kelly Edwards, Executive Director – Quality
 Simon Boyce, Executive Director – Student Services
 Viv Kimeng, Head of Academy
 Ruth Lucas, Head of Governance

1 Election of Chair

Rod Bristow was unanimously elected as Chair of the Standards and Curriculum Committee.

Rod Bristow welcomed everyone to the meeting and introductions were made.

2 Apologies for Absence

Apologies for absence were received from Will Allanson.

3 Declarations of Interest

There were no declarations of interest.

4 Minutes of the Previous Meeting

The minutes of the Standards and Curriculum Committee meeting held on 29 June 2022 were agreed as an accurate record of the meeting.

5 Matters Arising from the Minutes (not mentioned elsewhere on the agenda)

There were no matters arising.

6 Self-Assessment and Quality Improvement Plans

6.1 Headline Data and Five-Year Trends

The Standards and Curriculum Committee received and considered the report on Headline Data and Five-Year Trends, presented by Becky Jones, Vice-Principal.

Governors noted that pass rates have improved, are at the highest level in five years and are above the 2018-19 pre-Covid internal benchmark. This benchmark was set by the College as there are no national benchmarks.

A Governor asked if the pass rate was a simple pass / fail percentage. Paul Whitehead reported that the achievement rate is the percentage of all learners passing the qualification based on the number who started the qualification. The pass rate is the percentage of learners passing the qualification based on the number who completed the qualification. The retention rate includes all learners who completed the course irrespective of whether they passed or not.

Governors were informed that there has been a decline in retention over the last five years and upon analysing the reasons for this, the majority are external factors, such as learners, particularly ESOL learners, moving out of the area, learners securing employment and learners suffering from health issues, including a rise in mental health issues which is impacting learning. It is difficult to ascertain where the College fits in with the national picture due to a lack of national data however anecdotally colleges are being told this is a national issue. The College is looking at strategies to better support learners and keep them on programme.

The Association of Colleges (AoC) has been given data for Maths and English and are now undertaking an analysis of this data for all colleges.

Governors were informed that value added looks at learners' average GCSE points score and their final grades at College. Governors noted that not all courses are represented in the ALPS value added data.

Governors noted that A-Level value added was strong in the Covid years however the level has now dropped back down, along with vocational value added, to the lowest 25% in the country. This decline is due to learners having to sit exams, something they have not done during the Covid years, mental health issues, the profile of the learners and strong A-Level learners choosing to study at schools in Hertfordshire.

A Governor highlighted that low GCSE levels on entry should not affect progress measures. Karen Spencer reported that when there is a critical mass of high performing learners, all learners tend to achieve higher grades.

Karen Spencer reported that there is a discussion around the validity of the ALPS value added measures and that most colleges do not opt into receiving the reports. A Governor asked why the College does then receive the report.

Becky Jones reported that the College wants to ensure that learners have a good, holistic experience at College and the data indicates that learners are improving and passing their courses. The next focus for the College is to look at ensuring the learners get the best level of qualification they can, setting them up for their future. Teams are looking at learners' current working grades (CWGs) and their minimum expected grades (MEGs) set by ALPS to put the College in the top 25% nationally and whilst it is acknowledged that these MEGs are aspirational targets, teams are looking at how far away learners are from the MEGs.

A Governor highlighted that there was a focus on aspirational targets at the College's last Ofsted inspection.

Karen Spencer reported that there are some flaws in the value added system, particularly as there is no adjustment for any socio-economic factors or profiles of individual classes however it does provide the College with some useful information.

A Governor reported that the APLS data is used and respected in the education system and when words such as "less than satisfactory" are used in the reports, the College needs to ensure there is a good plan in place to address any issues.

A Governor asked when any results and improvements will be seen. Paul Whitehead reported that this would be next year, however teams are being provided with in-year data on learners in line with their MEG therefore those that are not forecast to meet their MEG can be targeted. Becky Jones reported that Personal Development Coaches (PDCs) are undertaking training to better understand MEGs and CWGs and how to set SMART targets focused on moving learners between grades. Karen Spencer reported that associated targets will be set in the Quality Improvement Plan (QIP).

A Governor asked if this is the first Self-Assessment Report (SAR) truly post-Covid. Karen Spencer reported that there were still some elements of lockdown learning in 2021-22. A Governor highlighted that it is important to have true comparisons and another Governor highlighted that the 2021-22 data is being compared to 2018-19 pre-Covid data. Karen Spencer reported that whilst the 2021-22 data is being compared to 2018-19 data, vocational qualifications, A-Levels and Functional Skills (FS) have all undergone significant change since 2018-19.

A Governor highlighted that grades increased during Covid and in 2021-22 they have declined slightly however it is reported that the grades were still a bit more generous and a further decline is expected in 2022-23. Governors were informed that vocational qualifications retained examined elements during Covid and rates still declined and that there were no centre-assessed grades (CAGs) or teacher-assessed grades (TAGS) for FS.

A Governor highlighted that Governors are being assured that the College is doing everything it can to improve and support learners. Another Governor highlighted that the QIP should focus on seeing improvements to outcomes, with a focus on retention and grades.

The Standards and Curriculum Committee noted the report on Headline Data and Five-Year Trends and endorsed the proposed QIP actions as outlined in the report.

6.2 Study Programmes

The Standards and Curriculum Committee received and considered the report on Study Programmes, presented by Laura Wedgbury-Glew, Assistant Principal.

Governors were informed that the 2021-22 data is broadly back in line with pre-pandemic levels. There is a focus on data and retention, with a task force having been established to look at links and trends in retention.

The destination data was highlighted showing learners who are employed in an area directly related to their Study Programme, linked to the core values and the Super 6 careers.

The Autumn student survey, with an 84% completion rate, shows some strong results however it was noted acting on learners' views scored 78%. Whilst this was disappointing, the College is confident this will increase at the next student survey.

Karen Spencer highlighted that the main impact on overall outcomes on Study Programmes was Maths and English. When these are removed from the data, there is a 10% increase in rates. The College has experienced learners not attending exams or FS classes and there is an over-prevalence of Maths and English learners in the withdrawal and retention issues and data which will be followed through with by the College.

A Governor asked if exam attendance was an issue on main programmes as well as Maths and English. Karen Spencer reported that it was with Maths and English. This year is fundamentally different to previous years. The GCSE grade 1 – 9 pass rate is usually 90% however this year it was 72%. These learners would not have had to sit GCSE Maths and English exams previously therefore the College cannot compare this data with the pre-Covid 2018-19 data.

The Standards and Curriculum Committee noted the report on Study Programmes and endorsed the proposed QIP actions as outlined in the report.

6.3 Adult Education

The Standards and Curriculum Committee received and considered the report on Adult Education, presented by Wendy Martin, Assistant Principal.

Governors were informed that there has been a large amount of progress with adult provision across the College. The overall achievement rate was 87.6% for 2021-22 against a target of 90%. This is however an improvement on previous years.

There has been growth and expansion of the College's adult offer however there is a need to focus on HE Access, E-Learning and Adult Basic Skills.

Feedback from learners has been positive however some areas for improvement were indicated which the College will work on.

Governors noted that there is a large percentage of unknown destinations and learners not engaging with the destination survey.

A Governor asked about the decline in achievement and pass rates for Adult Basic Skills. Karen Spencer reported that this is Maths and English. Another Governor asked if this was GCSE Maths and English. Karen Spencer reported that Adult Basic Skills is FS and Maths and English is GCSE Maths and English. Governors were informed that in 2021-22 a new curriculum for FS was introduced, making it as hard to pass FS as it is to pass GCSEs. Further details on this are contained within agenda item 6.5 – Maths and English. Governors noted that the Pearson Maths rates for 2021-22 were slightly better than those in 2020-21. Governors noted that the Pearson national rates for Maths were 33%, with the College's rate being above the national rate at 50.3%.

A Governor asked about Access to HE in respect of collecting data and the quality of teaching and learning. Wendy Martin reported that only three staff received walkthroughs. A Governor highlighted the 78% achievement rate and asked what the issues are with Access to HE. Wendy Martin reported that it was predominantly a Level 2 Counselling course as the first cohort only had a 33% achievement rate however the second cohort had a 100% achievement rate. These figures are included in the Access to HE data as the figures are for teams rather than courses, with HE Access being a team name. Karen Spencer reported that the qualification types with summary achievement figures should be incorporated into the report. Adults on long programmes are spread across the College and there is a need to be clear where the issues are arising. Paul Whitehead reported that there has been an increase in learners on the Counselling courses and a decrease in Access to HE learners so there is a bigger impact on the overall rates as described above. A Governor highlighted that enrolment numbers would help to get a better understanding of the situation. Wendy Martin reported that there were 95 learners, 26 of which were on the Counselling courses.

A Governor asked about E-Learning, where it sits and what the outcomes are. Wendy Martin reported that E-Learning is a package of online courses delivered and studied solely online and that the achievement rate of 60.4% is low. A Governor asked what the reason was for this low achievement rate and what is being done to address this. Wendy Martin reported that retention and learners completing the courses were the main issues. Assessors are available to support individuals where required and the College is ensuring that learners are able to study at the level required by the E-Learning course, as some courses are harder for individuals to achieve. Some learners have enrolled on multiple courses but have only completed one and this has had an impact on rates.

The Standards and Curriculum Committee noted the report on Adult Education and endorsed the proposed QIP actions as outlined in the report.

6.4 Apprenticeships

The Standards and Curriculum Committee received and considered the report on Apprenticeships, presented by Kirstie Craig, Assistant Principal.

Governors were informed that there has been an 11% increase in the achievement rate in 2021-22 compared to 2020-21. The 51.7% achievement rate includes withdrawals. Governors were informed that interventions have been put in place however the achievement rate has been impacted by the Manufacturing Engineering team and the legacy issues previously reported to the Committee.

Governors noted that the target rate for 2022-23 is 63%, with a best-case scenario of 69%, which includes the previous years' withdrawals which still impacts the data. The 63% rate is based on teams' own risk rating of learners.

Apprentices are enrolled in three cohorts throughout the academic year and achievement is not end-loaded. The College is currently at 24% on track to achieve, with 63% predicted at year-end.

A Governor asked if achievement relates to those that have completed. Paul Whitehead reported that all apprentices have a planned end date and an actual end date and these are reported on in-year. The achievement rate is based on the number of learners who start an apprenticeship and achieve the planned end date.

Karen Spencer reported that a Freedom of Information request submitted by FE Week to the DfE indicated that 50% of apprentices withdrew from their apprenticeship during Covid and this could impact the data for a further three years. A college with a similar profile to Harlow College is achieving and predicting the same rate as the College is.

Paul Whitehead reported that when learners are reported in the data is complex and that the College is predicting achievement rates through for the next five years.

A Governor asked if figures impacted by Covid were removed, what would the rates be? Paul Whitehead reported that in 2018-19 the rate was 64.8% and the College would be targeting a 65% - 70% rate. Kirstie Craig highlighted that the 2019-20 rate was 57% and the Government target for Apprenticeship Standards for 2025 is 67%. Kirstie Craig explained that Apprenticeship Standards have seen a drop in achievement rates and three years ago the College was delivering more Frameworks than Standards.

A Governor asked if the College was on track to achieve 67% this academic year. Kirstie Craig reported that the 67% rate is a 2025 target and that the College has the potential to achieve a 60% achievement rate this year. The majority of Apprenticeships are Standards this year. The data has been impacted by Engineering at Stansted Airport College (STAC) where some learners have been delayed due to the pandemic and some have been

furloughed, Manufacturing Engineering which only had a 9% achievement rate therefore a lot of resource has been put into this and Electrical with a 56% achievement rate impacted by staffing issues. Governors were informed that the College is addressing the issues that have been identified.

A Governor highlighted that last year Apprenticeships was inadequate however it is evident that progress and improvements have been made by implementing the College's improvement strategy. Kirstie Craig reported that there will be an improving position going forwards.

Karen Spencer reported the removal of the majority of Level 2 programmes and a push to higher level and longer Level 3 courses. The gap from not having Level 2 qualifications had not been appreciated and the whole curriculum reform could lead to a national issue. Government policy excludes a group of learners at Level 2 and the College's average age of apprentices is 19, whereas the national average is much higher, therefore this has a big impact on the College.

Kirstie Craig highlighted that learners cannot sit their End Point Assessment (EPA) without achieving a Level 2 in FS Maths and English. The English results are better than the Maths results however this is largely due to a change in the specification which has meant that learners are struggling to achieve their qualifications. The College has put interventions in place and is giving learners maximum time and support to achieve the FS qualifications however this is a significant barrier to achievement.

Karen Spencer reported that she is working with a policy group that is asking Government why there is a hurdle for Apprenticeships that does not exist for T-Levels. The Maths FS is badly designed and difficult to pass. Ofqual commissioned a review which has been completed however it is thought throughout the sector that the review was not fit for purpose. A Governor reported that the role of an exam board is to maintain standards, not to make the qualifications harder and agreed to follow this up with Pearsons.

A Governor highlighted that when the College is compared with national benchmarks, the College is doing well and improving.

Paul Whitehead reported that the College has adjusted the entry criteria for Apprenticeships to ensure that learners are on the right course from the start.

Governors were reminded that the College's Apprenticeship provision is being monitored by the ESFA, aligned to the Apprenticeship Accountability Framework and the QIP has been set up with agreed key performance indicators (KPIs). A recent meeting with the ESFA confirmed that they are satisfied with the progress that the College is making.

A Governor reported that the College's position is clear and encouraging. Another Governor reported that the report shows improvement and a positive impact from last year.

A Governor asked what would Ofsted say. Paul Whitehead reported that Ofsted would look to ensure that leaders and Governors know where the problems are

and they are being addressed. Karen Spencer reported that anecdotally inspections are currently more focused on what is being seen in the classroom rather than looking at the data.

The Standards and Curriculum Committee noted the report on Apprenticeships and endorsed the proposed QIP actions as outlined in the report.

6.5 Maths and English

The Standards and Curriculum Committee received and considered the report on Maths and English, presented by Viv Kimeng, Head of Academy.

Governors were informed that there has been a national decline in achievement rates due to Covid and inflated TAGs. Those with a grade 3 have not achieved an examined grade 3 therefore their actual level is often lower than a grade 3. The College is working with these learners and addressing issues such as anxiety and non-attendance to exams and lessons. Learners have not sat exams for two years and this exacerbates their anxiety and exam avoidance. Learners have chosen the vocational course they want to study and Maths and English is often at the bottom of their list of priorities.

The Centre for Excellence in Maths (CfEM) action research project has helped the Maths team. Viv Kimeng highlighted that learners are given support through the CfEM however whilst there is no equivalent project for English, colleges are trying to work together to support English delivery.

Figures published by the AoC shows the College in the top 25% in the country for 2021-22 for Maths however English is not quite as good.

A Governor acknowledged that there are big issues from learners' points of view however when the College is compared to national data, it is doing better than most. Karen Spencer confirmed that the College's Maths is higher than the national average and English is slightly below the national average.

A Governor asked if the College is happy with progress on English. Viv Kimeng reported that the College is happy with FS and apprentices are doing well however 16 – 18 GCSE English needs to improve. A Governor asked if this was a curriculum issue. Karen Spencer highlighted the progress by grade tables in the report and the DfE's progress measure at 19 that shows only 10% are achieving a grade 4 – 9 by the time they reach 19 years old and this has been static over the years. A Governor commented that pass rates should be 80%.

Becky Jones reported that 200 more learners are resitting Maths and English. Learners were starting their GCSEs when the pandemic hit and therefore some have big gaps in their knowledge.

A Governor highlighted that the explanation of the decline in pass rates for GCSE Maths and English and the impact of the two Covid years needs to be highlighted more in the report.

A Governor asked if the leadership actions taken in paragraph 14 relate to this year and it was confirmed that it relates to this year and last year. Paul Whitehead reported that some aspects of action taken were pro-active.

A Governor asked if the mocks had a positive impact. Karen Spencer reported that they had and it was discovered that Maths was being under-graded and English over-graded.

A Governor asked if the report was referring to in-year impact and improvements and another Governor asked if the College's strategy was working. It was agreed that this should be made clearer in the report.

The Standards and Curriculum Committee noted the report on Maths and English and endorsed the proposed QIP actions as outlined in the report.

6.6 Special Educational Needs and Disabilities (SEND) and Equality and Diversity Impact Measures (EDIMs)

The Standards and Curriculum Committee received and considered the report on Special Educational Needs and Disabilities (SEND) and Equality and Diversity Impact Measures (EDIMs), presented by Paul Whitehead, Vice-Principal.

Governors were informed that EDIMs data has been separated into different categories. There is a difference in the outcomes and achievement for males and females as well as those with different socio-economic factors and those in the vulnerable categories of learners. As a proportion of learners that come through the College, the numbers are small however the achievement gap is significant. In terms of outcomes, those that do achieve progress onto similar levels and positive destinations.

The main differences are between those with and without a disability or learning difficulty and the difference in achievement for those who do not meet the threshold for high needs funding (HNF). There is also work to be done on the collection of data.

A Governor asked if it was fair to say that the attainment gap is getting wider in some categories. Paul Whitehead confirmed that for some the gap is the same and for some it is getting wider, largely due to the impact and legacy of Covid. The College is working to fully understand the enrolments coming through and their impact. Vulnerable learners, those in receipt of bursary and ESOL learners are having an impact on the College's data however a richer analysis is needed to be undertaken on this.

A Governor highlighted that the gaps could be caused by other variables therefore the College needs to do the analysis first and then ascertain what actions are required.

Karen Spencer reported that a significant number of withdrawals are ESOL learners who are categorised as Looked After Children (LACs) and are rehomed, often out of the area, when they turn 18 years old. Paul Whitehead

informed Governors that landlords with housing for vulnerable learners are paid more for housing stock for under 18 year olds, therefore learners are moved out when they turn 18 years old and need rehoming. A Governor asked if the housing issue was getting worse and Sallyann Abdelmoula confirmed that it is.

A Governor highlighted that one issue of ESOL learners relocating is impacting the data 3 – 4 times.

Karen Spencer reported that the socio-economic factors have not isolated the ESOL learners away from others, such as bursary learners. Paul Whitehead reported that the data needs to be broken down further to see if there is a real issue. The College's ESOL learner numbers have doubled this year and there are a significant number of learners still enrolling, therefore the College is expecting a significant further rise in these figures. Karen Spencer reported that ESOL learners might not be classified as LACs as they come with their families.

Karen Spencer highlighted the Apprenticeship data which is a sub-set of the Engineering issues previously reported in agenda item 6.4 – Apprenticeships. The learners in this report are however doing better than overall for Engineering. Paul Whitehead highlighted the number of apprentices from different backgrounds.

Sallyann Abdelmoula reported the need to have a richer analysis of the data and reasons why learners are not being retained to establish if there are any socio-economic or mental health factors impacting retention.

A Governor asked why there was such a gap between males and females. Karen Spencer reported that is predominantly linked to the number of female adults on E-Learning courses.

It was agreed that a set of data tables in a user-friendly format should be produced as part of the SAR. A Governor asked how to keep track of the data. Karen Spencer reported that this would be done through the KPIs, which are currently being reviewed to ensure Governors are presented with information in succinct format. LACs will be monitored by the Safeguarding Committee, the Equality and Diversity Committee will monitor the EDIMs data and the bursary element of analysis of outcomes will go with the Bursary Policy to the Resources Committee. A Governor highlighted the need for data and tracking on how these learners are doing and Karen Spencer reported that the format for this is being revised.

A Governor noted that although there is a gap between LACs and non-LACs, it is a credit to the College that the outcomes have been maintained, particularly through the Covid years.

The Standards and Curriculum Committee noted the report on SEND and EDIMs and endorsed the proposed QIP actions as outlined in the report.

6.7 Learning, Teaching and Assessment

The Standards and Curriculum Committee received and considered the report on Learning, Teaching and Assessment, presented by Kelly Edwards, Executive Director – Quality.

Governors were informed that the main focus has been on moving out of the lockdown and online learning period and moving teachers back into classroom delivery. All continuous professional development (CPD) has focused on this and clear expectations have been set.

100% of walkthroughs have been completed in 2021-22. The figures for ‘best practice’, ‘met’ and ‘not seen today’ have improved from 87% in 18/19 to 93% in 21/22.

Governors were informed that teaching and learning has improved. More staff development is taking place across different aspects of teaching and learning and the Quality Team are further supporting Apprenticeship and Adult Team delivery.

Deep dives have taken place to gauge what teams know, identify any gaps and the help teams prepare for an Ofsted inspection. Questions asked in the deep dives were based on information given in Ofsted webinars and information from colleges who have been recently inspected. Any identified gaps are being addressed and the Assistant Academy Managers (AAMs) have fed back that the process is supportive and insightful.

A Governor asked about the pilot areas which have had a deep dive and Kelly Edwards confirmed that all teams have now had a deep dive. Some teams have had two and have shown great improvement from the first deep dive to the second.

Karen Spencer reported that a lag of impact is expected and that it will take time for the impact to appear in the performance data.

A Governor reported that hopefully the deep dives have taken away some of the fear of Ofsted for staff. Kelly Edwards reported that the College’s motto is “prepare, not scare”.

Becky Jones reported that the students spoken to in the deep dives were fantastic advocates for the College and were able to speak confidently about the College and their experiences. Hannah Cheesman reported that her experience with a deep dive was how she thought it would be.

The Standards and Curriculum Committee noted the report on Learning, Teaching and Assessment and endorsed the proposed QIP actions as outlined in the report.

6.8 Personal Development, Behaviour and Attitudes, including Student Voice and Disciplinaries

The Standards and Curriculum Committee received and considered the report on Personal Development, Behaviour and Attitudes, including Student Voice

and Disciplinarys, presented by Simon Boyce, Executive Director – Student Services.

Governors were informed that there have been huge improvements in tutorials. Historically there has been an issue around retaining the information around key tutorial themes however feedback received to date on tutorials has been positive. The College is building on this consistency and developing the Personal Development Coaches' (PDCs) confidence in delivering tutorials.

Enrichment now takes place every Wednesday afternoon. To date, there has been a high level of engagement and the College is looking to build on the momentum from this. Sallyann Abdelmoula reported that learners are wanting to be at College and engaging well with the College's enrichment offer.

A Governor highlighted that there has been a decline in the number of disciplinarys and asked if behaviour has improved. Karen Spencer reported that the College's policy had changed and Paul Whitehead reported that the majority of disciplinarys in 2019-20 were prior to lockdown. Since returning back to onsite delivery, there are more controls in place around learner management and learners have been more compliant with the rules.

A Governor asked why the KPI on industry placements was not achieved and Simon Boyce confirmed that the College's focus had been primarily on T-Levels placements.

A Governor asked if this report was for 2021-22 or 2022-23. Karen Spencer reported that it is both backward and forward looking. A Governor reported that more context and opinion in the report would be useful.

The Standards and Curriculum Committee noted the report on Personal Development, Behaviour and Attitudes, including Student Voice and Disciplinarys and endorsed the proposed QIP actions as outlined in the report.

7 Key Performance Indicators (KPIs) 2022-23

The Standards and Curriculum Committee received and considered the draft KPIs for 2022-23.

After the discussions held in this meeting under agenda item 6 – Self-Assessment and Quality Improvement Plans, the Standards and Curriculum Committee agreed that the overarching KPIs should focus on:

- Added value / high grades (excluding GCSEs);
- Apprenticeships;
- Attendance;
- E-Learning;
- Maths and English;
- Performance of adults on long programmes;
- Retention;
- SEND;
- Socio-economic factors.

It was agreed that a more detailed breakdown of the KPIs would be provided in individual reports to the Committee.

A Governor asked if policy issues could be added into the KPIs to give some additional context. Karen Spencer reported that this is not recommended however it can be added to the individual reports that go to the Committee.

The Standards and Curriculum Committee agreed that the proposed KPIs for 2022-23 should be re-focused based on the areas above and be presented to Corporation for approval at its meeting on 15 December 2022.

8 Higher Education

8.1 Higher Education Update and Quality Assurance Report

The Standards and Curriculum Committee received and considered the Higher Education (HE) Update and Quality Assurance Report, presented by Becky Jones, Vice-Principal.

Becky Jones reported that the four teams with HE provision had good outcomes, with the exception of Public Services, with continuation and retention being the biggest issue. Karen Spencer reported that the continuation measure is always an issue for the College as it only delivers Higher National Certificates and Higher National Diplomas and this has an impact on the continuation measure.

The College is currently reflecting on all its HE provision and is looking to offer a variety of part time and evening HE courses.

The Committee reviewed the 2021-22 HE Development Plan and agreed the proposed 2022-23 HE Development Plan.

A Governor highlighted that satisfaction levels are good.

The Standards and Curriculum Committee noted the Higher Education Update and Quality Assurance Report.

8.2 Student Protection Plan

The Standards and Curriculum Committee received and considered the Student Protection Plan, presented by Becky Jones, Vice-Principal.

Becky Jones reported that it is a statutory requirement to have a Student Protection Plan, approved by the Office for Students (OfS), in place and published on the College's website.

The Standards and Curriculum Committee approved the Student Protection Plan, subject to OfS approval.

8.3 OfS Reportable Events

The Standards and Curriculum Committee noted that there has been no OfS reportable events since the Committee last met on 29 June 2022.

9 Complaints and Compliments 2021/22

The Standards and Curriculum received and considered the report on Complaints and Compliments 2021/22, presented by Paul Whitehead, Vice-Principal.

Governors were informed that the number of complaints received in 2021-22 were at a similar level to the previous year. Paul Whitehead reported that all complaints are thoroughly investigated, go through the College's Complaints Policy and any lessons learnt are taken forward.

A Governor asked if there were any themes to the complaints. Paul Whitehead reported that there has been a decline in those related to teaching teams and agreed that a top-level classification of upheld complaints will be included in future reports.

Governors noted that the number of compliments has increased and these are being better reported.

The Standards and Curriculum noted the report on Complaints and Compliments 2021/22.

10 Any Other Business

There were no items of any other business.

11 Dates of Future Meetings

Spring Term	Tuesday 14 March 2023	9.30am
Summer Term	Thursday 15 June 2023	9.30am

Key Points From The Meeting For Corporation:

1. Self-Assessment 2021-2022, including Key Performance Indicators 2021-22

To receive and approve the College's Self-Assessment for 2021-22.

2. Key Performance Indicators 2022-23

To receive and approve the Key Performance Indicators for 2022-23.