

# HARLOW COLLEGE FURTHER EDUCATION CORPORATION

## STANDARDS AND CURRICULUM COMMITTEE

### Minutes of the meeting held at Harlow College on Tuesday 28 November 2023, 9.30am

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

\*denotes present

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

#### **1 Apologies for Absence**

Apologies for absence were received from Stephen Isherwood due to work commitments and Simon Boyce.

#### **2 Declarations of Interest**

Jon Bouffler declared that ARU are in the process of taking over Writtle University College.

#### **3 Minutes of the Previous Meeting**

The minutes of the Standards and Curriculum Committee meeting held on 16 June 2023 were agreed as an accurate record of the meeting, subject to one typographical change.

#### **4 Matters Arising from the Minutes (not mentioned elsewhere on the agenda)**

There were no matters arising.

#### **5 Self-Assessment and Quality Improvement Plans**

##### **5.1 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.

Becky Jones reported that the data is in decline which is disappointing however the underlying issues are understood and corrective measures have been put in place. The main reasons for the decline are English and Maths and the grade boundary changes in 2022-2023 back to pre-Covid levels for A-Levels and GCSEs. The College reverted back to students taking the AS exams for 2022-2023 at the end of year one therefore it is expected that rates for A-Levels will increase this academic year.

There is a focus on high grades across the College and value added is low. Senior managers are working with staff on target setting to ensure that this is robust and accurate.

Retention has been an issue across the College however in particular for ESOL, English, Early Years and Journalism and Media.

Electrical is a team that is continuing to be monitored closely. Last year apprenticeship starts were paused and student recruitment onto Study Programmes was capped. Changes have been made to the team structure and there are good staff in place to resource the team. Apprenticeships have recommenced and are improving.

Health and Social Care had a particular staffing issue which impacted the Level 2 results however this has now been addressed and a new member of staff has been appointed. Senior management believe that the results will be an anomaly just for 2022-2023.

English, A-Levels and Adult Basic Skills are areas of key focus going forward.

High performing teams in 2022-2023 were Performing Arts, Supported Studies, Sport and Public Services, all with achievement rates in excess of 90%. There is however a cross-College issue with consistency and this is being addressed.

A Governor reported that it was useful to have this report as an overview and to give an oversight at where the College was at at the end of 2022-2023. It is important for the College and for Governors to recognise and articulate their disappointment with some of the data.

A Governor raised the overview of the KPIs in Appendix 1 and highlighted that most were below the benchmarks however praised the Maths results which were above the benchmark.

A Governor highlighted that attendance and retention are issues as if students are not attending College, they cannot learn and noted that attendance is an issue in other areas and not just English and Maths. If attendance was raised, results would improve. Karen Spencer reiterated that if students are not attending, they are not achieving and partial completion is being looked at.

Becky Jones reported that senior managers have scrutinised attendance and the use of the X mark which is used on registers where students are not needed to attend a lesson. Data on attendance, achievement and use of the X mark has been looked at at every team level. There has been an increase in the use of the X mark and a decline in the data. The X mark has now been removed from the register system so therefore can no longer be used. Karen Spencer reported that pre-Covid it was between 2% - 3% in many teams however this has increased since Covid. There is some uncertainty around how the mark was used for students who were working remotely. Paul Whitehead reported that the X mark indicates less teaching and that attendance is a separate issue. There is a home study mark on the registers and there is a need for teams to be clear in reporting attendance accurately on the registers.

Karen Spencer reported that exams have had an impact on attendance. With the majority of qualifications, exams are end-loaded. When students finish their last exam, teams often think that the students have finished for the year and they finish teaching early. Paul Whitehead gave an example with Plumbing. The number of hours and days have been planned throughout the year however the end point exam is sat in March. The team is therefore planning for their students to achieve their qualification in March and is asking for more teaching time and resource from September to March.

Becky Jones reported that there has been an increase in students not attending school or college due to mental health issues.

Karen Spencer reported that it is being fed into Government that the system currently has not got the capacity to operate effectively in its current form. The DfE are reporting that they want to do something about assessment however this has yet to come to fruition.

A Governor highlighted that the issues are likely to be the same for colleges nationally. Karen Spencer reported that the volume of examined assessments is the same for all colleges however the benchmarks are not contextualised. They are for the whole sector and not broken down into levels and some are out of date.

A Governor asked if the papers being presented at this meeting would form the basis of the College's overall Self-Assessment Report and this was confirmed as being the case.

A Governor asked about the downward trend in the KPIs when comparing 2022-2023 to 2021-2022 and asked if the KPI targets were being overstated.

Karen Spencer reported that there had been three main contributing factors, changes in Adult Programmes, GCSEs and A-Levels.

Karen Spencer highlighted that the College previously had a much higher volume of smaller Adult Programme qualifications which would overinflate the data. These have now been removed and the College's mix of Adult Programmes is now fundamentally different.

Karen Spencer reported that entering students into the November English and Maths resits made a 20% difference in the rates compared to not entering students for these resits. This has therefore boosted the rates historically. It was envisaged that students would be better engaged with the June resits if they had not resat in November. It was also noted that 400 English students were studying for Functional Skills rather than GCSE and this impacted the data. Paul Whitehead reported that there are pros and cons with the November resits. Students would achieve a grade and it would boost retention however after the resit they would stop attending English and Maths lessons. The College has always focused on what is the best experience for the student and the best way to give them the best chance of achieving a good grade, rather than any grade.

A Governor asked if funding per student and student recruitment figures were also plotted on the five-year achievement, pass, retention and attendance graph, would this also indicate a decline. Paul Whitehead reported that funding relative to inflation has decreased steeply for a number of years. 16 – 18 recruitment numbers have decreased and the College has been diversifying its adult funding to bring a different cohort of students into the College. Governors noted that the College currently has over 200 ESOL students which equates to 800 enrolments and the nature and make-up of the student body is evolving.

Karen Spencer reported that in the Self-Assessment Report there would be an Executive Summary which would simplify the key issues. A Governor highlighted the need to identify what the things are that the College and Governors could do something about and what the big issues are.

A Governor asked if they should be concerned about the College's judgement on learning and teaching linked to the outcomes achieved and asked are the learning and teaching judgements being overinflated. It was also highlighted that there is an issue with judgements in the walkthrough being not seen today or not met. Kelly Edwards reported that walkthroughs are a 20 minute snapshot of a 3 hour lesson therefore there will be a number of elements which will be judged as not seen today as they were not seen in the 20 minute walkthrough. John Godley reported that staff cannot be penalised in the walkthrough process for something that had not been seen however the data could be cut differently.

A Governor asked whether there was a lack of urgency where it is reported actions will take 12 – 18 months to see the impact. Kelly Edwards reported that there is urgency however it takes time for teachers to take on board and embed something new. Kelly Edwards highlighted that this is captured in the walkthrough process however this only happens once a year for each staff member. A Governor highlighted that it is a lack of time rather than a lack of urgency.

A Governor asked about where it states that some teachers are struggling with English and Maths and asked if they should have been appointed. Karen Spencer reported that it is an issue with contextualising English and Maths and Becky Jones highlighted that it is a requirement for staff to have English and Maths upon appointment. It was agreed that there was an issue with the wording in the report.

Karen Spencer reported that some of the basic things happening pre-Covid have been lost, including the rigorous monitoring of attendance and predicted achievement, and the health check process has been distracting teams from focusing on their basic data. Karen Spencer and Becky Jones are holding data meetings with all teams to address this issue.

The Standards and Curriculum Committee noted the report on Headline Data and Five-Year Trends.

## **5.2 Study Programmes**

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

Governors noted that whilst overall attendance was below the College target, attendance for NEETs has increased significantly from 47% in 2021-2022 to 81% in 2022-2023.

Retention was slightly lower in 2022-2023 compared to 2021-2022 however it was noted that IT retention has increased significantly to 95%.

Attendance and retention are being looked at carefully, along with the register marks, and analysing the reasons for the decline. Attendance has dropped in some of the more practical teams and this data is being drilled into.

Governors noted that an Executive group has been established to look at student engagement, which includes looking at how students are tracked and value added.

87% of students completed the latest student survey and students are keen to tell staff about their experiences at College. Students are reporting that they are enjoying their time spent at College.

There is a focus on English and senior managers are working hard with the team.

It was noted positive destinations were higher for females (98%) than males (91%).

Karen Spencer highlighted the change back to A-Levels and AS-Levels rather than the two-year linear programme which affected the College's retention and achievement rates. Moving back to A-Levels and AS-Levels will see achievement at the end of year one and provide a step-off point for those struggling with A-Levels. Governors agreed that this was a beneficial change for the students and it was good for student motivation. Paul Whitehead reported that the longer the programme is, the lower the retention is. Karen Spencer reported that local schools have moved their entry requirements for Sixth Form and that the College is accepting students with a lower average points score. This recruitment issue is being looked at by the College.

Karen Spencer reported that on Childcare courses, students have been offered jobs by their employers offering work placements therefore this has affected retention and achievement rates.

Paul Whitehead reported that the College's ESOL student numbers have doubled and there is an issue with retention as they are often moved out of the area once they turn 18 years old which is out of the College's control. Karen Spencer asked if an assessment point could be planned for before the students turn 18.

Paul Whitehead reported that a deeper level of scrutiny of the data will be undertaken. There is a need to look at a wider student engagement strategy which includes parents and carers buy-in as advocates and supporters of the students and the College.

Laura Wedgbury-Glew highlighted that the College has recruited over 50 Student Ambassadors for this academic year and that two strong Student Governors are in post.

A Governor asked whether the amber RAG rating of the KPIs was correct as there is a declining downward trend with the data. Another Governor asked if a three-year plan for the KPIs should be looked at and used to consider the route to get to the targets currently set, with different targets for year 1, year 2 and year 3. Karen Spencer reported that the KPIs had been set pre-Covid. Becky Jones reported that some KPIs have seen improvements in 2022-2023 compared to 2021-2022 and that KPIs have been set against benchmarks and in the context of an improving trend. Karen Spencer reported that some benchmarks are out of date and it is difficult to know what you are comparing yourself to. A Governor commented that it might be useful to have an amber/red RAG rating. Paul Whitehead reported that achievement should possibly be RAG rated red. It was agreed that the RAG rating of the KPIs for 2022-2023 would be looked at by senior management.

The Standards and Curriculum Committee noted the report on Study Programmes.

### **5.3 Adult Education**

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

Governors noted that there has been an overall decline in the adult achievement rate however three targets saw an increase in 2022-2023 compared to 2021-2022 although the target was not achieved.

Access, IT, Door Supervisor, E-Learning and ESOL courses have all seen improvements however there is still work to be done in all areas of adult provision. There was been a decline in A-Levels and no improvements in the Level 2 and Level 3 Accountancy programmes.

The College has previously delivered a large number of short employability courses however it is diversifying its adult offer and a significant part-time

evening offer has been introduced. ESOL provision has also been introduced and this has had an impact on the achievement rate. The more the provision grows and diversifies, the more likely there is to be an impact on rates.

Karen Spencer reported that if the adult data over the last five years is analysed, there is not a big variation year on year. The key is to look at the provision at levels and volume of students.

Wendy Martin reported that there is a fine balance between income targets and achievement rates. Flexibilities on entry requirements are now offered as extra support for these students is put in place.

Governors noted that there has been significant growth at Stansted Academy and recovery from Covid is being seen there.

Governors noted that there has been an increase in the quality of teaching, learning and assessment and feedback from students show that 99% are saying that their experience is either good or very good.

The response rate on destination surveys is better for the employability courses and work is needed on the adult evening courses to make the information and destination data more relevant to that cohort, as many of these students undertake the courses as a hobby rather than as a career goal.

A Governor asked if the balance of diversification was right. Wendy Martin reported that it is meeting the needs of the local community and some students not being able to undertake their chosen courses due to the College's capacity to deliver, with some courses having waiting lists. Becky Jones reported that adults are taking up this new offer and this is impacting on the numbers on the Access to HE courses.

A Governor asked if A-Levels were being offered to adults this year and Becky Jones reported that they were not.

A Governor reported that they were struggling to understand the attendance. Wendy Martin reported that data is collected in different ways for the different programmes and that structural changes have been made to the Adult Team to centralise administrative processes and systems. Karen Spencer reported that all long courses are on the College's central system however it is not cut by age and that this issue with the short courses is the length and attendance being recorded in a different way. Paul Whitehead reported that systems are being aligned. A Governor asked if the College could confirm that all attendance is being recorded and Wendy Martin confirmed that this is the case and that this has been verified in recent audits. Paul Whitehead reported that attendance on different courses is being analysed and there are very different attendance issues for different courses.

A Governor asked about the successful improvement in IT and asked whether the strategies used there could be rolled out to other areas. Wendy Martin reported that a culture of high expectations has been created, with strategies and best practice being shared. Karen Spencer reported that a lot of management resource went into the IT team to drive the improvements. A

Governor highlighted that it is good to demonstrate that the College is learning from this. Becky Jones reported that the volume of IT students should be recorded.

A Governor asked about 5% of job offers being in aviation and it was established that the figure was across all the provision and not just 5% of those on aviation courses. It was agreed that the titles need rewording.

The Standards and Curriculum Committee noted the report on Adult Education.

#### **5.4 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 a key focus on getting the basics right, ensuring progress reviews are taking place and not making the assumption that teams are doing what they need to be doing. Apprenticeships are a tri-party process with the apprentice, the employer and the College and more regular communication between these three parties is now taking place.

There has been an increase in achievement, retention and positive destinations however it can take a long time to see an impact from improvement strategies on the data.

It was noted that Engineering, Electrical and Aviation Engineering has the highest number of apprentices.

Engineering has seen a significant increase in achievement from 9.8% in 2021-2022 to 51.6% in 2022-2023.

Destination data collection is at 93% overall, with 85% remaining with their current employer. 86% have reported a salary increase and in many cases where there were no salary increases, the apprentices had started at a higher rate of pay.

The College is still subject to enhanced ESFA monitoring and this is agreed annually. 54% of colleges nationally are under enhanced monitoring and the College is hoping to achieve a 60% achievement rate this year which would remove the requirement for enhanced monitoring.

The Standards and Curriculum Committee reported that the report was positive.

Karen Spencer reported that the key is improvements in electrical. A Governor asked if the College has recruited more electrical apprentices. Paul Whitehead reported that as it is a four-year programme, apprentice numbers grow year-on-year. Kirstie Craig reported that some of the basics had not been place however apprentices are now getting to their end point assessments in a timely fashion. Karen Spencer reported that changes have been made to the Electrical Team and now students with lower level skills and qualifications on entry are undertaking a multi-skills qualification first and this has alleviated the pressures on the specialist staff in the Electrical Team.



A Governor highlighted the redundancy figure and asked if this was across different sectors or limited to certain sectors. Kirstie Craig reported that it is across sectors and although there are a lot of apprentices who are made redundant, they have been able to gain other employment thus ensuring there is no break in learning. A Governor asked if there were any particular reasons behind the redundancies and Kirstie Craig reported that there are no specific stand out themes. A Governor highlighted that the redundancy figure in the report was low compared to other providers.

A Governor reported it would be useful to have the data broken down by age for comparative purposes and Paul Whitehead reported that this would be included in the data pack in the Self-Assessment Report.

The Standards and Curriculum Committee noted the report on Apprenticeships.

## **5.5 Maths and English**

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

Viv Kimeng reported that the KPI targets are aspirational targets and that attendance in lesson and at exams continues to be the Team's greatest issue.

A Governor reported that KPIs should be achievable rather than aspirational however Karen Spencer reported that the College has been previously criticised for not setting aspirational targets.

Maths high grades results in 2022-2023 were good and placed the College in the top 25% of colleges nationally.

Students are coming to the College with low prior achievement and low grades which is impacting on the College's Maths and English overall achievement rates.

More students are needing to study Maths and English, therefore class sizes are bigger. It is believed that if class sizes were smaller, there would be better attendance and achievement. Karen Spencer reported that there is a direct correlation between the volume of Maths and English students and overall achievement.

Governors noted that the College's English results puts the College in the lowest 25% of colleges nationally. Harlow College however still enters students onto English Functional Skills and this pulls out approximately 400 students who could contribute to the College's overall position. It is harder for those taking GCSE to achieve. Viv Kimeng reported that there were 443 students on Functional Skills and there was a 52.6% achievement rate. It was reported that it is better for students to gain a Functional Skills qualification than a grade 1 GCSE. The majority of colleges are not delivering Functional Skills therefore it is harder to contextualise the College's position and the assessment is a straight pass or fail.

A Governor asked if the College's approach to Functional Skills was the right approach, Paul Whitehead reported that obtaining a Functional Skills Level 2 is equivalent to a GCSE grade 4 and that the College would not have 52% of its students obtaining a grade 4 however this is the College's Functional Skills pass rate. If students go onto an apprenticeship, Functional Skills Level 2 is acceptable.

A Governor asked if the College was putting the students on the right courses. Karen Spencer reported that the majority of students studying Functional Skills English want to do an apprenticeship. It was agreed that data should be added in the tables on those students who have achieved Functional Skills Level 2 or equivalent.

Viv Kimeng that more money has been invested in Maths by the Government and that the Maths Centre for Excellence project had a positive impact on teachers and something similar for English would be greatly beneficial. Governors agreed with this. More teachers and smaller group sizes would also be beneficial.

Karen Spencer reported that the Association of Colleges is asking Government to extend its pupil premium for 16 – 18 year olds to cover Maths and English.

A Governor asked if students are placed on GCSE Maths because Functional Skills Maths is not as good. Karen Spencer reported that achievement is better on GCSE Maths than Functional Skills.

Becky Jones reported that she had recently attended an event on qualification reform and that all discussions came back to Maths and English and that it is this area which needs the biggest reform.

Karen Spencer reported that expected progress and achievement at Key Stage 2 can predict which students will achieve a grade 4 or above at GCSE.

A Governor asked if the teaching time was the same for Maths and English and Karen Spencer reported that research has shown that teaching class sizes made the biggest difference rather than increased teaching time.

Becky Jones reported that there is a big focus on English and action is being taken to address the issues, including changes to the Power of 3 process in relation to Maths and English.

The Standards and Curriculum Committee acknowledged the progress that has been made in Maths and the challenges faced in English.

The Standards and Curriculum Committee noted the report on Maths and English.

## **5.6 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.

Paul Whitehead reported that it is clear to see areas that need more focus to achieve better outcomes for students and that socio-economic factors are a factor.

Governors were informed that students who fall in the middle ground for SEND is where the biggest deficit is in achieving outcomes. These are students who do not qualify for high needs funding therefore they do not get a key worker allocated to them. The College is looking at how it can adapt its structures to give these students more 1-2-1 support to give them extra attention and care. This inevitably comes with a resource implication and a model for this needs to be developed.

A Governor commented that the report contains very good analysis and shows that good improvements are being made.

A Governor asked if the new manager training should be mandatory. Paul Whitehead reported that it should be. The latest set of training was mandatory and was face-to-face. Regular training is being delivered and there is a focus on getting back to basics.

A Governor highlighted the top two reasons for ESOL withdrawals – moving away from the area and health reasons – which account for 65% of the withdrawals. Paul Whitehead reported that collection of withdrawal data has been improved and that the 65% is of all withdrawals, not of all ESOL students enrolled. The College will look at whether it can do something to help these students gain a qualification before they withdraw.

The Standards and Curriculum Committee noted the report on SEND and EDIMs.

## **5.7 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.

Kelly Edwards reported that during the January to May walkthrough cycle, 98% of teaching staff were seen. As a result of the walkthroughs, work is continuing on embedding English and Maths and training on this is being delivered.

Deep dives have shown a disconnect between vocational delivery and the development of English and Maths skills for students. A three step process has been introduced and is being used in conversations with staff. There is a focus on English and Maths in the upcoming staff development day, with every team taking part in a two-hour session.

Deep dives undertaken last academic year highlighted that the students are great and are able to articulate their experience and teaching and learning excellently however teachers and managers struggled more with this.

Support for new staff is in place, with every new member of delivery staff meeting with Kelly Edwards. Those new to teaching often struggle with assessment and a guide has been produced for Learning Co-ordinators to use to explain teaching, learning and assessment at Harlow College. The process for probationary period observations has changed. Both observations historically were undertaken by the relevant academy manager however the first one is now undertaken by the Quality Team so that a supported intervention can be put in place if required. In addition, funding has been secured for Advanced Practitioners to support new teachers and the progress seen has been huge.

A Governor asked what percentage of teaching staff are qualified. Becky Jones reported that if teaching staff do not hold a relevant teaching qualification when they start their employment with the College, they are enrolled onto a course when they start. It was agreed that a table with qualifications of staff on commencing employment would be useful in the report.

The Quality Team puts a lot of support in for individuals coming into teaching from industry and that funding from different sources is secured whenever possible for this.

A Governor asked how variable the quality of teaching, learning and assessment is across the College. Paul Whitehead reported that walkthrough judgments go down into teacher and criteria level however it is not simple to say how good teaching and learning is in one team compared to another.

A Governor asked what it means when something is described as 50% gold standard. Paul Whitehead reported that the health check process uses a range of metrics which are measured as gold, silver and bronze standard.

Karen Spencer reported that if GCSE, A-Levels, AS-Levels and Functional Skills were removed for the College's data, the College's achievement rate would be in excess of 80%. There are only a small number of teams who have low achievement rates.

A Governor asked if the College has a sense of where the low points are and Karen Spencer confirmed that it does.

A Governor asked to what extent should low attendance be considered if teaching and learning is being classed as good. Kelly Edwards reported that it was part of the walkthrough judgments and Karen Spencer highlighted the need to raise its profile as if attendance is declining, it needs to be seen as an issue in the teams. Paul Whitehead reported that teaching and learning can focus on attendance however there is a need to go back to basics.

The Student Governor reported that whilst the meeting has been focusing on the challenges faced by the College, it is important to highlight that low attendance, particularly in Maths and English, is due to students not wanting to study it and not a reflection on staff.

The Standards and Curriculum Committee noted the report on Learning, Teaching and Assessment.

## **5.8 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 Disciplinaries, presented by Paul Whitehead, Vice-Principal.

Governors were informed that there has been a significant improvement in the Student Ambassador programme, with a team of brilliant Ambassadors in place. The Student Governor has been a huge part of this and she highlighted building connections with the Ambassadors is key to the success of the programme. A question was raised about the diversity of the Ambassadors and if this links to the College's profile. Laura Wedgbury-Glew reported that the majority of ambassadors are female and Paul Whitehead reported that now the programme has engaged with more students, strategies are needed to recruit a more diverse profile of Ambassadors.

There have been significant developments in the College's enrichment offer which has had a positive impact across the College. This is now being planned into Study Programmes and non-qualification hours and will be mapped against the Gatsby benchmark.

The tutorial programme has had a positive impact on students.

Student behaviour issues are back to pre-Covid levels however Karen Spencer reported that none of the behavioural issues are leading to strikes, as is happening in schools. For this year to date, there has been 68 exclusions in Essex, with the majority of these students being in Year 11.

A Governor asked if there had been a general improvement in behaviour around campus. Paul Whitehead reported that there have been improvements in general student behaviour this year, however there are always going to be some issues needing to be dealt with. Paul Whitehead reported that positive action is often proposed as part of disciplinary processes and hearings.

The Committee asked for attendance to be added into this section, along with student mental health and wellbeing.

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

## **6 Key Performance Indicators (KPIs) 2023-24**

The Standards and Curriculum Committee received and considered the draft KPIs for 2023-24, presented by Becky Jones, Vice-Principal.

The Standards and Curriculum Committee agreed that this will be looked at after the afternoon self-assessment sessions to ensure that the KPIs are covering the right areas. The KPIs will be matched to the College's Quality Improvement Plan however some of the KPIs are operational.

The Standards and Curriculum Committee agreed that the proposed KPIs for 2022-23 will be presented to Corporation for approval at its meeting on 14 December 2023.

## **7 Higher Education**

### **7.1 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 highlighted the College's partnership with ARU and positive progress is being made. Due diligence is currently being undertaken with a view to the new HE courses being offered for a September 2024 start.

A Governor asked if participation in the Teaching Excellence and Student Outcomes Framework was optional due to the College's low numbers. Becky Jones confirmed that this was the case.

The Committee noted that the College has complied with the conditions set out in the Office for Students letter sent to the Accounting Officer on 12 October 2023.

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

### **7.2 Student Protection Plan**

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

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

### **7.3 OfS Reportable Events**

The Standards and Curriculum Committee noted that there has been no OfS reportable events since the Committee last met on 16 June 2023.

## **8 Complaints and Compliments 2022/23**

The Standards and Curriculum received and considered the report on Complaints and Compliments 2022/23, presented by Paul Whitehead, Vice-Principal.

Governors were informed that the number of compliments has been under-recorded for the year.

Governors noted that there were significantly more complaints in 2022/23 compared to 2021/22 however the number of complaints either upheld or partially upheld has reduced.

Paul Whitehead reported that the College takes all complaints seriously and they take a significant amount of management time, creating a lot more work and stress.

A Governor asked about the categories of complaints and Paul Whitehead reported that the majority are linked to experiences at the College and when students or parents and carers are hearing things they do not want to hear.

A Governor asked if there were any worrying trends or anything particularly linked to teaching, learning and assessment. Karen Spencer reported that the complaints were more process ones and Paul Whitehead reported that the College tries to resolve the issue in the first instance and then looks at what the College can learn from it.

The Standards and Curriculum noted the report on Complaints and Compliments 2022/23.

## **9 Any Other Business**

There were no items of any other business.

## **10 Dates of Future Meetings**

Spring Term 2024	Thursday 14 March 2024	9.30am
Summer Term 2024	Thursday 27 June 2024	9.30am

## **Key Points From The Meeting For Corporation:**

### **1. Self-Assessment 2022-2023, including Key Performance Indicators 2022-23**

To receive and approve the College's Self-Assessment for 2022-23.

### **2. Key Performance Indicators 2023-24**

To receive and approve the Key Performance Indicators for 2023-24.