<table>
<tr><td>

**College of West Anglia
Minutes of the
Performance Review and Quality Committee
6 March 2024
8.30am
Meeting Room, Principal's Suite**

</td></tr>
</table>

Present	Chris Ashman	Governor (Chair)
	Fliss Miller	Governor (Vice Chair)
	Jan Feeney	Governor
	Sam Fletcher	Governor
	Paul Gibson	Staff Governor
	David Pomfret	Governor (Principal)
Attending	Rachel Nicol	External Governance Reviewer
	Kerry Heathcote	Deputy CEO/Vice Principal Curriculum and Quality
	Rob Petto	Assistant Principal Funding and Performance
	Sue Moore	Head of Faculty – Technology
	Ria Vinten	Head of Learning Improvement
	Clare Pelling	Head of Learner Experience
	Jules Bridges	Head of Governance

No.		**Action**
1	**Apologies** Apologies for absence were received from Sarah Anstiss, Head of Apprenticeships and WBL.	
2	**Declarations of Interests** There were no declarations of interest.	
3	**Minutes of the previous meeting held on 8 November 2023** The minutes of the meeting held on 8 November 2023 were reviewed and **agreed** as being an accurate record of the meeting.	

R Petto joined the meeting at 8.35am

| **4** | **Matters Arising**
 The progress against the outstanding matters from previous meetings was summarised in the report. The completed items are to be removed from the table.

 Governors commented that it was not clear how the Single Equality Scheme aligned with the SAR, QIP and risk. The Deputy CEO/Vice Principal Curriculum and Quality will produce a 'mindmap' to detail this. | DCEO/VPC&Q |

S Moore joined the meeting at 8.40am

| **5** | **Priority Item 1 – Apprenticeships/Technology**
 The report was taken as read and the Chair invited questions from governors after the Head of Faculty was asked if there was any verbal updates. Enrolment has been delayed due to adding signup controls arising from audit findings. Additional checks and balances had identified several issues to then resolve such as differing dates throughout stages of the process that need to be consistent. Delayed signup has impacted the learner experience (more so for year 1 learners) and employers as access to systems (Smart Assessor for example) are restricted until signup issues are resolved.

 These system changes are now live, and all new starts are fully adopted to this new process and access to systems going forward are all open and available to students. As | |

systems and processes have been a consistent theme for some time governors asked for assurance from management that these fundamental changes are positively impacting and improving the apprenticeship learning experience. The Assistant Principal Funding and Performance commented that apprenticeship systems are complex and the move away from PICS has complicated things further as all processes are to be migrated to EBS and therefore streamlining data entry points and automating systems is integral to ensuring accuracy and reliability of data input.

It was noted that the Audit committee also has apprenticeships as a focus area this year and there is confidence that changes will positively impact processes and the learner experience into 2024/25. There are still areas where the college is relying on manual systems (applications) that need to be added in but there is hesitance to move away from these manual processes in year.

In addition, the Head of Learning Improvement commented that an audit process has been created through quality assurance with an allocated IQA lead managing interim checks to provide an additional level of assurance of compliance. A checkpoint 3 months prior to end point assessment has also been added to ensure that the learner is EPA ready.

The Chair asked management to reflect on the quality controls and assurance to ensure that the system changes are having immediate positive impact as anxiety remains because effective change is dependent upon staff understanding through training to embed the changes. The Head of Learning Improvement stated that the monthly IQA checklist (appended to the report) will eradicate surprises and enable progress tracking against the checks that can be reported to the committee to provide assurance that positive impact of change is being achieved.

Governors asked what the quality achievement rate benchmark is and how does the college compare and at what point will legacy numbers be 'written off'. Predicted achievement this year (without legacy learners) is 74.3% (expected best case). The legacy data shows 47 learners from 2021/22 (2) and 2022/23 (46) and 67 in year. It is expected that all legacy learners will complete or have the programme ended by the end of this academic year.

It was noted that the achievement rate last year was low at 53.8% (3.2% lower than the national rate of 57%) as many legacy learners were removed. The Chair asked for clarification of the data, asking if what was reported was timely or overall outcomes. It was confirmed that the report was based on overall outcomes (taking account of the learners actual or planned end date) but the Chair then asked to know what the best-case timely outcomes for 2023/24 would be and these are to be confirmed outside of the meeting. It was noted that once the migration from PICS into EBS has completed this will enhance data reporting to the committee in the future. | HoF-Tech

Finally, it was reported that through the apprenticeship accountability framework measures the agency had categorised the achievement rate as at risk because it was lower than the national rate but notified the college in writing that there is no further action at this time but would continue to monitor this in the regular returns. No doubt Ofsted, as are governors, will be interested to inspect apprenticeships and the college has self-assessed this area as 'good' so in-year performance will be critical.

S Moore left the meeting at 9.15am

6   Complaints Review
In addition to the report read and received by governors the Head of Learning Improvement commented that from analysis of the data the only notable difference between reporting years was the shift between assessment/exam related complaints which are low this year but were high the previous year, and staff/student interaction which are high this year but were low last year. However, there are no specific trends emerging from these or other complaint areas.

To put the data in context the higher number of incoming complaints related to staff/student interaction of which 7 were not justified. Furthermore, it was reported that one member of staff (no longer employed) was responsible for 7/8 of these cases. Staff training on positive interactions and managing low level behaviour will be rolled out later this month.

Governors were intrigued to know what the college is doing to reduce the number of complaints that are unreasonable and/or those that are resolved at stage 1 or are not recognised as a complaint. This will be reported back to the committee in the next report. | HoLI

7 Operational Oversight Report
1. Digital Strategy Review Summary
The report was taken as read but the Deputy CEO/Vice Principal Curriculum and Quality added that a collaborative level 2 deep dive was completed, and a feedback management session will be held on 19 March 2024. In summary the gap has closed significantly for level 2 progression with intense focus work in this area.

An update was also provided on the study programme learners on the BRAGP purple status (perilous) which at the time of writing the report was 78 students at risk and went down to only 21. In summary the following updated position reported was:
- Number of students currently on purple = 106
- Number of students that have been on purple since it was introduced = 515
- Number of students that set themselves at purple = 145
- Number of students that have been on purple but changed and are still on their course = 95
- Number of students that were on purple but have transferred to another course = 45
- Number of students withdrawn in 2023/24 = 218 and 135 of these had at least one positive attendance mark

It was noted that there are 612 learners red rag rated that may have been rated amber in the past so it was questioned if these should be red, or amber, or if there was confidence that they are being used appropriately or if the purple perilous has been used as an extension. There is confidence that staff are risk assessing appropriately and assurance is gained by the fact that a higher 'at risk' rate is applied to ensure that the right intervention is put in place for the learner to keep them on programme. At risk BRAGP will be put on the agenda for APR meetings to provide another level of assurance.

Governors commented that there were good and encouraging trends of movement but questioned if there were any early findings on progression, if this was subject based and/or location (campus based) etc. This is why this will be subject to a deep dive and although the gap had been closed on the GFE comparator more investigation and understanding is required. There doesn't appear to be any specific pattern or subject based. A report will come back to the committee at the next meeting to be held in June 2024. | DCEO/VPC&Q

In terms of progression governors asked if it was known where students (level 2) do go where positive progression is not known. This data is captured and analysed, and the report confirmed that 86% of level 2 destinations are known, 87% were positive destinations and 45% returned to CWA.

The digital strategy will enable the college to benchmark itself against 66 other colleges. The goals set in the strategy can be benchmarked across the sector and the aims and objectives are measurable and meaningful. The strategy will pick up key themes such as systems, governance, leadership, and IT infrastructure which are all inextricably linked.

The Chair commented that adults are not particularly highlighted in the report given that this is a key growth target area for the college, governors would like to see more data/information reported. The Deputy CEO/Vice Principal Curriculum and Quality

shared that sector benchmark data is not available so reports would only be able to include the detail of strategies at the college. There are lots of initiatives to increase adult evening and weekend provision and it was agreed that governors would like to see student numbers, comparisons with the previous year, and against target and what the core delivery looks like and the potential growth opportunities (initiatives). The revised curriculum strategy will include a robust AEB strategy, following on from the Curriculum Efficiency Financial Sustainability (CEFS), review points are being built in across the academic year to review AEB activity so that this can be monitored and reported more closely and frequently.

DCEO/VPC&Q

2. **Current Comparative Performance Data**
The discussion was captured in the item above.

8   **Learning and Curriculum Report**
The report was taken as read. Governors asked for assurance that there will be observations of English and Skills Development as none have been undertaken this academic year to date acknowledging the gap of programme management and capacity with the Head of Faculty but there is a keenness to see these completed. The Head of Learning Improvement confirmed that the English department has been seen in its entirety through the deep dive induction process but would be subject to observation this term.

Noting the graph of observations by responsibility governors queried if the intention was to balance the number of observations undertaken by the Learning Practice, Head of Faculty, Programme Manager, and/or Peer Observations. Maths for example showed seven observations undertaken by the programme manager whereas other areas (Business and Humanities for example) had observations by the Learning Practice, Head of Faculty, and the Programme Manager. It was confirmed that over the year there will be a range of observations undertaken but as this is an overview of term one a more balanced blend of observations will be evident in future reports. For certainty governors asked if there were any concerns around English that have come out of the induction deep dive. It was confirmed there are no concerns that have emerged through the deep dive and or feedback from team performance reviews.

The committee was informed about the mandated condition of funding on maths and English from 2024/25. This will impose a minimum number of delivery hours on maths and English; 4 hours for maths and 3 hours for English for learners who have yet to get grade 4. The requirement is effective from 2024/25 but will not be monitored by the agency until the 2025/26 academic year.

Governors received a summary of the deep dive into the tutorial programme appended to the report. It was noted that a significant number of learners are unable to articulate British values so governors asked if this area for improvement would be sufficiently covered off in the QIP. The Deputy CEO/Vice Principal Curriculum and Quality confirmed that this has been a key focus area of APR1 and has featured heavily in tutorials, induction recruitment, and progression. There are some outstanding areas of practice, and some areas where there are concerns and a need to share best practice. The areas of issue are understood and every effort to improve is being made.

It was questioned if for faculty area F04 there was a training need for Programme Managers as only 4 observations have been carried out and the majority (24) completed by the Learning Practice. This area is particularly large but there is an expectation that more observations in the year will be undertaken by programme managers recognising observations are particularly time intensive. Governors therefore asked that more narrative is provided in future reports to explain the data presented. The Chair commented that it would also be useful to know how many observations would be expected to have been completed in the term for each area as 2 were completed in Teacher Training, and 40 for Land Based Studies for example.

HoLI

F Miller left the meeting at 10.00am

The Chair noted that the report didn't necessarily quantify the quality of teaching and learning. Observations used to be graded which did at least provide some gauge of whether teaching and learning was good or better or required improvement. The Head of Learning Improvement explained that there is a deliberate move away from graded observations and to use them for teacher development, but the Chair questioned what's in it for the learner and their learning experience and how do governors know what the quality of teaching and learning is. There are other indicators to factor in such as attendance, retention, and achievement for example, and other processes such as APRs. In addition, it was noted that the Deputy CEO/Vice Principal Curriculum and Quality tracks the development and improvement of every individual teacher so although observations are not graded, the quality of teaching and learning is known at high level and communicated back through the APRs so messages and understanding would be consistent if challenged/asked. The Deputy CEO/Vice Principal Curriculum and Quality asserted the range of processes resulted in confidence that the quality of teaching, learning and assessment at CWA is good, with elements of outstanding provision.

Noting that High Needs provision is self-assessed as outstanding the summary of the deep dive appended to the report shows that overall retention needs to be higher so it was questioned if there was confidence that the judgement of outstanding could be justified. This has been externally validated and compared with the sector and CWAs own student cohort, High Needs learners were retained better, so the Deputy CEO/Vice Principal Curriculum and Quality confirmed that the data and judgement is robust.

9   Headline Quality Improvement Plan 2023/24
As reported at the last meeting the format of the QIP has changed, the process has been refreshed and now aligns to the APR, and risk.

The Chair, using Apprenticeships as an example, asked that if all smart actions are rated blue (achieved/completed) or green (good progress) does this mean that the improvement needed has been resolved? The Head of Learning Improvement set out that the QIP is about continuous improvement so there is no room for complacency so while an issue may be achieved this may lead to other issues emerging or may reappear in subsequent years. The new format enables progressive movement, alignment with risk and is a live document for continual review/update. Noting this approach this is why target dates are not set for completion as the targets just need to be actioned/resolved.

10   Teacher Development Strategy 2023-2027
Governors commented that the strategy demonstrates the complicated nature of developing teachers and why there is a need for a wide range of strategies to enable this. The Head of Learning Improvement noted that the welcome on board induction process at the start of employment is working well before teachers are set out for teaching. This approach while initially was resisted has significantly improved the retention of new starters as induction is robust, and HR are actively ensuring that it has been completed and achieved in the first two weeks of employment. Some online induction is also available remotely so new recruits can complete before their employment starts.

C Pelling joined the meeting at 10.35am

11   Single Equality Scheme/Action Plan Update
The Head of Learner Experience highlighted that engagement at the BEING committee has improved with new members in attendance who are enthusiastic to see and bring about change. They are keen to introduce, and facilitate, support groups for carers, and former armed forces for example.

The Chair asked how staff know about the Single Equality Action Plan (SEAP). This is available on the college staff intranet and notifications are pushed out around activities and events. Staff are encouraged to volunteer, and this is shared with new starters as part of their induction. There are progress reviews with course directors that feed into APRs, not just for curriculum staff but with support service staff too.

Noting the action to embed equality and diversity as part of the tutorial and enrichment strategy that was RAG rated amber governors queried what is being done to ensure that amber doesn't turn red but changes from amber to green. As this is joined up through the APR process the solution is intrinsic, visible, and always in focus. This issue has also come through the student voice, providing triangulation through multiple routes.

Finally, the Chair noted that the target achievement date for the action around ensuring that public facing information reflected core values had shifted from Jan 2024 to May 2024 and wondered if it was available on the college website, as their search had not found it. The public statement is published under policies but is subject to update once partnering with the OU has been confirmed.

C Pelling left the meeting at 10.50am

12   Strategic Targets 2023/24 – Progress Review
Reasonable and good progress has been made since the last report to the committee. Regarding target 1.5 the apprenticeship accountability measures are on target, The legacy issue is known and after each ILR return the measures are updated, monitored, and reported regularly. There is confidence that these accountability measures can be maintained.

Governors asked strategic target owners present if there were any concerns that targets would not be achieved in the year. Noting that no progress had been reported against target 1.4, it was confirmed that the CIS/MIS team are developing a value-added report so last years' value-added outcomes can be reported and against the context of the national data (based on 2022/23 historical data).

Regarding target 1.1 governors asked if there was confidence that attendance by the year end would be on target and would not fall short, as it had done previously. The Deputy CEO/Vice Principal Curriculum and Quality could not provide confidence that it wouldn't fall short of target but could provide confidence in the systems, processes, and regular monitoring in place to keep it on/above target.

Finally, under target 1.8 it was reported that 60% of study programme learners have appropriate placement/work experience against a target of 80% so governors asked if this was achievable by the year end. Good progress has been made and 80% is achievable. There was confidence that this target would be met or exceeded.

13   Any other business
The Deputy CEO/VPC&Q commended the Head of Learning Improvement for her work toward the Level 7 apprenticeship in senior leadership.

14   Chair's items for briefing to Corporation
- Quality experience the focus rather than the target.
- Apprenticeships and systems
- Quality of Teaching and Learning
- Deep Dives
- Adult Provision
- Mandate from government on maths and English condition of funding

15   Date and time of next meeting
Wednesday, 12 June 2024 at 8.30am

Meeting ended at 11.00am