EDUCATION

COMMITTEE

**MINUTES of the Meeting of the Education Committee
held on Monday 2 March 2020 at 15.00 at Broad Lane, Tottenham Hale, N15 4AG**

Members present:
Kymberlie Andrew — External member/Chair
Anna Douglas — External member
Rachel Jackson — External member via conference call
Tiffany Hall — External member via conference call
In attendance:
Tom Fogden — Dean
Stuart Noss — Principal
Mark Smith — CEO
Jacky Gearey — Clerk

Quorum 2 members

Agenda Item		Action by
	Apologies for Absence 1. Salman Momen - unavailable 2. Lisa Kattenhorn - holiday	
	Declarations of interest There were no declarations of interest.	
2.0	**Opening of meeting** The Chair opened the meeting at 15.01.	
2.1	**Minutes of Previous meeting** The committee approved the minutes of the meeting held on 5 December 2019 as an accurate record to be signed by the Chair. **Resolved that: the minutes were an accurate record of the meeting 5 December 2019 and these were signed by Chair.**	
2.2	**Matters arising from above (if not covered by the agenda)** **Item 1.3 Education KPIs** – The committee commented that from their experience whilst they appreciated that in having the separate documents of OGSM, CIP (SAR) and KPIs it was intended to be helpful, it was hard in fact to look at these, trying to chase, track and monitor various points and actions. The CEO confirmed that as a priority the ELT is trying to better integrate the OGSM, CIP (SAR) and KPIs as these feel too distinct at present – looking to do this for 2020-2021. However, it was agreed that the KPIs would remain separate. **Item 1.5 Draft Self-assessment Report (SAR)** – covered under item 2.8. **Item 1.6 Continuous Improvement Plan 2019-2020 (CIP)** – RAG rating was not deemed to be an effective means of prioritising - covered under 2.5. **Item 1.7 Review and Approval of Teaching, Learning and Assessment Policies** – covered under 2.9 **Item 1.8 Learner Representation Groups feedback/minutes** – covered under 2.10	
2.3	**Education KPIs with commentary** The CEO presented the education specific KPIs highlighting the following: Target of 30% of sixth form students going on to apprenticeships - too early to know as waiting for some employers to get back. Sixth form A-level in-year progress data needs to be included in KPIs for 2020/21.	

	Apprentice Academic performance in modules is on track and many students are high performing. This success needs to translate over the end point assessment achievement which will determine the College's overall Qualification Achievement Rates.
	The College's systems and processes for measuring the quality of Teaching, Learning and Assessment (TLA) are evolving and the KPIs defined in August 2019 no longer feel appropriate, measuring the quality of TLA in apprentices needs more significant investment once a core teaching team is in place.
	Apprentice feedback mechanisms have been improved and the quality of data collected is higher but insufficient volumes to provide useful analysis or insight.
	Industry engagement for sixth form students through meaningful interactions and coaching remains exceptionally high – measuring this is difficult and hard to evidence using metrics.
	At least 95% students from sixth form responded satisfied or better with educational experience – albeit a good response the committee wanted to know the sample size to give a better number of the students who replied.
	75% satisfaction from the apprenticeship survey – low uptake on the survey therefore not meaningful, decision taken to roll out a new survey last week. The committee asked why there was a low uptake and whether the survey was optional. Dean confirmed that the survey was optional and that in the main the students were not inclined to take surveys but plan to encourage them to do so by using a Friday. Another reason was that the questions and formats have varied, and this has in itself led to inconsistencies which is now being addressed.
	Every student has at least five meaningful interactions with industry (industry coach, project, ad hoc classroom volunteering, workshops) and the committee asked how did the college track this and the CEO said that the college was trying to source a piece of software for this. Committee mentioned use of CRM systems which the CEO said he would look at or the use of ID cards to identify use of workshops etc. the CEO ask advised that with the new student reports they can also log their industry engagements.
	The Principal suggested removing one of the KPI regarding lesson observations. Committee wanted to know, how would the college would gauge that the teaching is good and whether the college would consider a matrix system as scrutiny of TLA is essential. The Principal advised the committee that the College has developed a new 360-degree review of TLA which ties into PM process which would be better. Removal of this KPI was agreed.
	Regarding apprenticeships the Dean confirmed that he did the observations as there were some issues with access to the online system. Committee had some concerns about this, however the CEO said that the issues had been identified and that this would be linked with the student surveys which I turn would provide reassurance.
	Finally, the Principal said that the June KPIs will be pivotal in forecasting sixth form outcomes for August 202, the however the Dean advised that apprenticeship data would be largely static compared to the December meeting as End of Year graduations happen in May and October.
	
	Resolved that
	    (i) **the Education KPIs with commentary was received by the committee**
	    (ii) **the KPI on lesson observation be removed – Principal to action**	

		Principal
2.4	**Education Provision: achievement, attendance and retention** **(a)** **Sixth Form** **Attendance** Overall attendance remains at a good level compared with average sixth form in year attendance (Ofsted 90% or higher, AOC research for sector norm is 86 – 88%). Ada`s target is 93% or higher and currently 72 Ada students have attendance of 93% of higher. The reasons for some students with lower than expected attendance are being addressed. Process of in-year assessment – not convinced that data is fully thought through to produce meaningful analytical data that shows clarity of progress and performance and is more of a snapshot. A new model of in year assessment is required, reflecting cumulative progress and likely outcomes, rather than one moment snap shots. Second wave of mock assessments to take place in second half term of term 2 (Yr 13 end of Feb, Yr 12 March) to provide update progress data. Full exam mock process (to show most likely end point outcomes) to take place pre-Easter. Students with mid-range average GCSE score on entry (average grade 5 – 7) most likely to under perform and fail to achieve higher grade potential (reflecting a lack of growth mindset culture being embedded) and this a core issue relating to performance which Ada intends to address moving forward. **Retention** Retention for 2020 (Year 13 cohort) is stable and continues to reflect Ada process of placing learners on 4 courses in Year 12 with a view to dropping one. Retention is therefore lower than should be reasonably expected (issue is resolved from Year 12 cohort onwards).	

Computing - producing good results but high grades trajectory is a concern. A subject review has taken place with the team and a plan of action is in place.

A Levels – whilst there are some positive signs shown e.g. A Level Graphics potential high grade outcome is 65%, the overall picture remains a cause for concern. Subject reviews have taken place with Graphics, Psychology, English and Physics. Unfortunately, Physics remains a serious concern and the review has not provided the reassurance nor actions expected. Reviews for Business and Maths are scheduled with the data for Business suggesting another year of steady improvements but for Maths the data is more varied, and some concerns exist.

The college therefore intends to do the following:
- Continue subject review boards to ensure clear action planning for impact and accountability
- Develop new in year data methodology linked to developments in student and course reporting
- Improve overall attendance rate and address lowest performing learners

Committee asked about the issue of culture – Principal said that many students have a fixed mindset about their abilities to succeed however if this can be changed there would be no limits to increased potential especially for mid-level students. Committee then asked how the college changes the teachers' mindset. Principal said that many of the issues discussed above were systematic of the systems were being geared towards positive thinking. This is not earthed in the teachers' mindset but in the college's culture e.g. students were not asked to set their personal target grades which should be aspirational and can then be bounced back to the students later on in the term. Th Principal reassured the committee that the aim was to manage people's mindsets and create a framework around this.

Regarding the summary data sheet, the committee asked if the college could use one set of agreed benchmarks which the principal said would be done and for all numbers to be referred to as percentages as this would provide clarity when comparing data. The committee said that it was helpful to have the previous years' data as a comparison with the Principal confirming that in future this was going to be even more detailed.

Committee asked for a briefing on the new look report and concerns which the Principal provided.

(b) Apprenticeships

Achievement

The first cohort of 13 apprentices completed the first two years of study with four progressing on to the third year. Every apprentice graduated with a minimum of a Foundation Degree; however, only 8 passed the level 4 apprenticeship. Those that did not pass either left the course before this milestone or failed, due mainly to the work they were undertaking which was not aligned to the standard of their company. In May 2020 four apprentices from the first cohort will gain their BSc degree.

In Cohort 2, 28 passed the foundation degree. 24 are going on to the third year of study with 5 took the level 4 apprenticeship End Point Assessment (EPA) qualification and the college is awaiting the final classifications from the British Computing Society. There is a good distribution of pass/merits/distinctions which shows: the calibre of the students, the quality of the organisations the college works with and the quality of the academic qualifications being developed. The annual External Academic Assessor has and is always very positive about the work the students produce. The committee congratulated the Dean on this.

Attendance

A new attendance process has been introduced resulting in the latest cohort being at 96% however earlier cohorts still require attention wherein a number of students have been escalated to management in their organisations. Committee asked if attendance drops off when students are reaching the end of their studies, the Dean said that this was not necessarily the case. The poor attendance figure can reflect just one company where perhaps the central control person has been absent. The headline figures were good, but the committee asked if in future these could be presented as percentages making it more meaningful. Dean said that he would do this.

Retention

Figures have improved for 2019 with retention at 98% compared with 91% in 2018. Reasons for leaving are in the main personal or for another job with higher pay.

Committee asked about lack of cohesions and accountability within the team – Dean said that was due to the use of consultants but was being addressed with a new recruitment drive and looking at the timetable to allow more support from the core team ensuring consistency.

The committee asked about diversity in low income households and that this still seemed to be a challenge and an area for improvement. To address this the Dean said that the college wants to hire a direct recruiter. Asked if this was for both sixth form and apprentices, the Dean confirmed that it was only for apprenticeships, in most cases the employers recruit directly and if they are not engaged in diversity it becomes difficult. However, as the college has an extended network

	through outreach and other activities, this could be achieved meaning that companies do not have to make any compromises. Committee asked if this also seemed to be a problem with the sixth form? The Principal said currently there were 305 applications of which 158 had been made an offer from 4 assessment centres, 123 had accepted of which 86 specified that Ada was the first choice institution. Still further assessment centres to go.
	
	Committee asked for a target conversion rate which the Principal provided hoping for a 75% conversion which the committee felt was highly optimistic, commenting that even 60% would be good to achieve. Committee asked if there were any national targets for comparison and CEO said that they would look at this.
	
	Resolved that
	    (i) **Education Provision covering achievement, attendance and retention for both sixth form and apprenticeships was received by the committee**
	    (ii) **the Principal to provide a timetable of documents and assessment cycles for the sixth form**
	    (iii) **Dean to provide the attendance figures as percentages**
	    (iv) **CEO to ascertain if there are any comparative national conversion targets for comparison**
		Principal
		
		Dean
		CEO

2.5	**Curriculum Improvement Plan 2019-2020 (CIP)**
	Principal presented the CIP albeit many of the comments had been previously discussed. The committee said that there were some gaps but wanted to see the latest updates and CEO said that this would be presented at the next meeting.
	The Principal said that the progress in teaching training was problematic due to trying to find someone to partner with and the CEO provided further explanation on this highlighting that the need was more urgent on the apprenticeship side.
	
	Resolved that:
	    (i) **The Curriculum Improvement Plan 2019-2020 (CIP) was received by the committee**
	    (ii) **CEO/Principal to add latest updates to the CIP for next meeting**
		CEO/
		Principal

2.6	**Safeguarding and Prevent Report**
	Vicky Clarke (Assistant Principal) and the new Designated Safeguarding Lead (DSL) joined the meeting at 16.20 and presented the following report:
	Sixth Form Safeguarding
	  • All safeguarding concerns raised have been addressed following Ada Safeguarding Procedure
	  • Rate of concerns being raised in the sixth form remains consistent
	  • Continue to work with external agencies as required for a small number of students
	  • The DSL attended training sessions for Haringey colleges on Prevent and mental health
	  • DSL and Deputy DSL swapped roles 24th February 2020.
	Apprentices Safeguarding
	  • The apprentices have a very different profile to the sixth from students. They are adults and have been selected to work at high profile companies. Far fewer safeguarding concerns arise and when they do occur, Ada works in collaboration with their employer.
	  • All apprentices are allocated a Skills Coach that formally meets the apprentices in their workplace with a line manager on a quarterly basis. They act as their support to help them progress and offer pastoral support when required.
	  • The college now offers a counselling service to apprentices when it is required in their care plan devised by their employer and Ada.
	Prevent
	  • No concerns have been raised
	
	The DSL advised the committee that staff training had been increased wherein staff are now encouraged to report more using the online platform, the aim being to build a more robust picture of the young students and be better informed. This appeared to be working well.
	Committee asked if the number of safeguarding issues would go up and DSL confirmed that this would be the case because of this additional reporting, however that did not mean the number of students would increase. One student could have numerous issues.
	Regarding apprenticeship safeguarding as mentioned this is different as they are adults, but the situations are generally more complicated and there is the requirement to work in unison with the employers. Committee asked what the normal procedure for dealing with this was as employers	

	are not always so well informed with regards to performance issues and mental health. The DSL advised that generally employers would consult with her and that the aim is to build the coaching programme with the industry. Committee asked if the college was concerned with any adverse issues and Dean cited an example where an employer's selection process was flawed, and this had an effect on the college. CEO said that there was some funding for counselling support and that apprentices were to benefit from this. Finally, the committee asked the DSL what concerned her the most and she said staff reporting issues. The committee thanked Vick Clarke for her report, and she left the meeting at 16.36. **Resolved that the Safeguarding and Prevent Report was received by the committee.**	
2.7	**2020-2021 Planning sixth form proposed curriculum changes** The Principal presented an update on the proposed changes to the curriculum and staffing structure for the next academic year 2020-2021 namely: • reformed curriculum model showing positive impact (Innovator, Creator, Pioneer) for recruitment • 3-year pathway implemented during enrolment 2019/20 providing a place at college for those requiring Maths or English GCSE resit. Although the model used is correct the curriculum for one-year component is to be reviewed for 2020/21 • Creative Digital Media qualification to be offered from 2020/21(part of the creator pathway) • Physics no longer being offered post 2019/20 • EPQ current utilisation resulting in poor outcomes, therefore looking to reinvigorate, selling it as high value and who does it – the committee asked why, and the Principal explained that the students were not engaged or committed to it. • Restructure of middle and senior management in Sixth Form to provide greater efficiencies and clarity of role/purpose resulting in a possible saving of money in salaries. The Principal advised the committee that to address the above the following is to be actioned**:** • maintain pathway format, develop specific marketing materials to reflect their USP • reorganise the sixth form management structure to provide efficiencies • withdraw Physics • review implementation of EPQ qualification Committee said that the pathway was good and asked about the three-year model and the costings around this. The Principal provided an explanation and that this would have to be experimented for a year. Regarding the costings, running less economic courses because of the group sizes was an issue including looking at large class numbers without the need to increase staff. **Resolved that update on the 2020-2021 Planning sixth form proposed curriculum changes was received by the committee**	
2.8	**College Self-Assessment Report (SAR)** The CEO explained that the SAR served multiple purposes but ultimately needed to provide the Committee, Board and Ofsted with a satisfactory overview of the Colleges performance in the 2019/20 academic year and a clear indication of areas for improvement in 2020/21 that can then be tracked through the College's Continuous Improvement Plan (CIP). The revised SAR as presented was the result of three iterations through the Education Committee which had provided recommendations for the proposed format of the 2019/20 SAR and formal approval was now sought. The CEO thanked the committee or their contributions and talked about the next SAR namely to ensure its timely submission off site. He advised the committee that going forward a skeleton of the SAR will be produced in advance of its detailed population to ensure it fits with the Committee and ELT expectations and requirements. The following timeline was proposed, and the committee agreed: **August 2020:** • sixth form A-level results • SAR skeleton outline drafted and shared with Education Committee for agreement **September 2020:** • ELT write first draft of the SAR by Wednesday Sept. 30th **October 2020:** • Education Committee provide feedback and review of the SAR by 15 October 2020. • **November 2020:** • ELT produces second draft by 18 November 2020. • Education Committee provide further feedback by 30 November 2020.	

	December 2020:	
	• SAR is submitted to the Board for sign-off and submission to Ofsted. **Resolved that:** **(i)** **the SAR was recommended to the board for approval** **(ii)** **the timeline for future SARs was received and approved by the committee**	
2.9	**Update on Teaching, Learning and Assessment (TLA) Policies for:** (c) Apprenticeships (d) Sixth Form The Principal said that sufficient progress had not been made on this to present to the committee and that the intention is to amalgamate both TLA for sixth form and apprentices to make it more concise. The committee agreed and suggested a shorter overarching document. Consequently, the Principal asked for this to be delayed until the first education meeting in early October. The committee agreed to this delay. **Resolved that:** **(i)** **the verbal update on the TLA polices was received by the committee** (ii) **the Principal to bring the revised TLA policy for both sixth from and apprentices to the first education committee meeting 2020/2021.**	**Principal**
2.10	**Learner Representation Groups feedback/minutes** a) Apprenticeships b) Sixth Form Dean informed the committee that the feedback sessions took place three times a year and that they were becoming more meaningful with the larger numbers of apprenticeships attending. The feedback was largely positive, and any actions were fed into the Launchpad. The committee said that it was good for the students to have this forum to express themselves. Regarding reporting back to the committee on these group feedbacks, the CEO said that the intention is to have a summary of actions with a one-page executive summary with key features. The Principal reassured the committee that like the apprenticeship programme, the sixth from had a very active student voice which was very satisfying. **Resolved that:** **(i)** **Learner Representation Groups feedback/minutes for both sixth form and apprenticeships were received by the committee** **(ii)** **Principal/Dean to provide summary of actions and one-page executive summary with key features for future meetings**	**Principal / Dean**
2.11	**Academic Board Minutes** The CEO presented the minutes from the Academic Board meeting held on 29 October 2019 together with the Open University (OU) Annual Evaluation 2018-2019 for information. A subsequent meeting has since been held. The CEO explained that the Board's remit was to scrutinise of the degree programme and that it provided good external rigour on this. The minutes covered the following for note: 1. BSc degree in Digital and Technology solutions has been approved by the Open University (OU) and formerly started in October. 2. New approach to TLA for Launchpad Training – look at assignment marking and the need to break these down into smaller stake assessments 3. Board of Examiners & Conferment of Awards for cohort 2 – results were good of 37 students – 18 distinctions, 14 merits, 3 pass and 2 because they left program early received HE certificate. 4. Overview of End Point Assessment process for Integrated Digital Degree Apprenticeship - There is a 45 page document, detailing all the policies. It contained 37 questions about the organisation, about the competency, assessors etc. It was passed first time and Ada will be on the next register of accredited EPA organisations. Committee said that in looking at the timeline that an HE report would be useful. The CEO said that he would take note of this. **Resolved that** **(i)** **The Open University's Annual Programme Evaluation 018-2019 was received by the committee** **(ii)** **the Academic Board minutes were received by the committee**	

2.12	**Any Other Business**
	Kymberlie Andrew informed the committee that she was standing down as chair and member of the committee due to the increase pressure of work and associated travel commitments, however she would still remain on the board. The Chair of the Governing Board asked for the minutes to record appreciation for the outgoing Chair's contribution to the committee.
	
	Items for the next meeting were identified and the Clerk took note:
	    1. Learner Survey summary analysis for sixth form / Apprenticeships and actions arising to address identified areas for improvement
	    2. Overview of quality assurance processes for TLA with summary of teacher/lecturer performance and actions arising to address identified areas for improvement
	    3. Sixth form and Apprenticeships in-year assessment review - subject/modules and benchmarking (by year/national comparison)
	    4. CIP update
	    5. Discussion and agreement of calendar / reporting cycle review for the Education Committee for Academic Year 2020/21 and meeting dates
	
	There was no further other business to discuss.	

2.13	**Items to be taken forward to next Board Meeting** 1. SAR	Clerk
2.14	**Date of Next meeting** 9 June 2020 at 15.45	
	Close of Meeting Meeting closed at 17.11	
	MINUTES of the meeting held on **Monday 2 March 2020** were agreed and accepted as a true and accurate record and signed by the Chair …………………………….....………….. on ….……………………………………	