



**EDUCATION
COMMITTEE**

**MINUTES of the Meeting of the Education Committee
held on Tuesday 9 March 2021 at 14.00 via remote participation**

<p>Members present: Anna Douglas Rachel Jackson Lisa Kattenhorn Mark Smith</p> <p>In attendance: Tom Fogden Tina Götschi Sukvinder Kathuria Jacky Gearey</p>	<p>External member/Chair External member External Member CEO</p> <p>Dean Principal Head of Faculty (Apprenticeship) - observation Clerk</p>
--	---

Quorum 2 members

Agenda Item	Action by
	Apologies for Absence
	Chair informed the committee that Sukvinder Kathuria, the new Head of Faculty for Apprenticeships was attending this meeting as an observer and asked her to introduce herself.
	Declarations of interest
	There were no declarations of interest.
3.0	Opening of meeting
	The Chair opened the meeting at 14.02.
3.1	Minutes of Previous meeting
	The committee approved the minutes of the meeting held on 24 November 2020 as an accurate record to be signed by the Chair.
	Resolved that: the minutes were an accurate record of the meeting 24 November 2020 and these would be signed by Chair.
3.2	Matters arising from above (if not covered by the agenda)
	Under the following items:
	Item 2.2.
	(i) Quality Assurance – the Chair and CEO had spoken regarding this and the latter updated the committee agreeing for timelines to be produced for the May meeting . CEO to action
	(ii) Clerk to send link to all governors the online safeguarding training module – Clerk advised that the safeguarding module is currently being updated
	(iii) Sixth Form Attendance & Punctuality - Principal to confirm if the rewards scheme had gone through the Student Council – Principal confirmed that this had, and it was in their report.
	All other actions had been closed off and there were no further matters arising.
3.3	Safeguarding and Prevent Report
	Sixth Form
	The number of students being supported by the safeguarding team has increased in recent months due to the nature of the ongoing pandemic and the implications that accompanied this situation. In addition the following points were noted:
	<ul style="list-style-type: none"> • Newly appointed DSL joined the sixth form team in January 2021. • A new attendance tracker has also been implemented to better track repeated non-attenders, and the safeguarding implications that accompany this.

	<ul style="list-style-type: none"> • Safeguarding audit has begun and findings from this will be published to the ELT. • The counsellor has been running sessions since the end of September however engagement levels have been a concern during the lockdown period as students do not appear to engage so readily with remote counselling sessions. • The number of incidents reported does not reflect the number of students i.e. one student may have several incidents logged in CPOMS. • An increase in potentially vulnerable students was noted some of which was due to self-isolation and high anxiety levels due to the pandemic. • All staff training is up to date • Staff and students to be trained in identifying mental health and promoting wellbeing. In light of the number of recent concerns. The Safeguarding team will deliver whole college CPD sessions on identifying and supporting students with mental health. <p>Apprentices Safeguarding As previously explained the apprentices have a very different profile to the sixth form students as they are in all adults with the exception of one student. Should any safeguarding concerns arise, the college works collaboratively with their employer.</p> <ul style="list-style-type: none"> • There are currently no students on furlough. <p>Prevent - No concerns have been raised across the college.</p> <p>The CEO also commented that the training and links with Haringey had been very positive and the number of students with issues was on a par with previous years. The Chair said that the percentage of vulnerable concerns might be less, but this needed to be sense checked before going to the Board for information. The committee asked about the single Central Record (SCR) and CEO reassured the committee that it was fully compliant, had been externally audited and up to date but would also ensure that this formed part of the regular safeguarding report to both the committee and the Board. Additionally the CEO confirmed that safer recruitment training for staff interview panels had been carried out.</p> <p>Resolved that:</p> <ol style="list-style-type: none"> The Safeguarding and Prevent Report was received by the committee The SCR updates to be added to this report both for the committee and the Board – CEO to action 	
3.4	<p>Teaching, Learning and Assessment Policy - Integrated Policy across Sixth Form & Apprenticeship</p> <p>This new policy sets out how the College will approach improving the learning experience for all learners (sixth form and apprentices) and the standard of teaching and assessment of staff. The CEO, Principal and Dean reassured the committee that the College was committed to continuous improvement of teaching, learning and assessment, providing an environment in which its students were at the centre of all its activities, facilitating the learning for academic, vocational, social and personal purposes in a wide range of disciplines and at all levels. The Chair confirmed that the committee had read the document and asked for any questions:</p> <ul style="list-style-type: none"> • How were parent teacher meetings being conducted – these had been particularly successful during lockdown via Google meets and that this process was as good, if not better than face-to-face meetings with over 80% attendance on the day. Non-attenders were being followed up. • Communications with parents - Principal said that since lockdown weekly parental communications had been sent out and well received and included the celebration of achievements. • Consistency of language used – there was reference to learners, students and apprentices – CEO said that this would be actioned • Monitoring section (360 review) – how did the ELT get a top level view of this? Principal explained the performance management process but agreed that it was an area that needs further clarification and the Dean concurred. The Chair referenced the quality assurance cycle which could work for both areas of provision and that this could be used as a tool to identify strengths for development. Principal said that a tool could be created to identify the CPD needs. • Remove section relating to capability procedure – committee felt to be an HR issue. <p>CEO said that this policy would be reviewed in the summer to ensure that the timeline for improving quality assurance is added and for this to be reviewed the following year. The committee approved this policy subject to the comments above.</p>	

	<p>Resolved that: (i) the Teaching, Learning and Assessment Integrated Policy across Sixth Form & Apprenticeship was received and approved by the committee subject to the following:</p> <ul style="list-style-type: none"> - removal of section relating to capability procedure - consistency of language throughout the policy when referring to learners 	
<p>3.5</p>	<p>Learner Assessment Processes and Tracking Sixth Form The Principal advised on the following:</p> <ul style="list-style-type: none"> • Continued assessment processes • All student attainment information up-to-dated in REMS • Level 3 value added (L3VA) tracking at each assessment point completed and shared with and used by teachers and leaders to analyse performance and drive improvement. • academic and pastoral teams following up with targeted individual interventions with students. <p>The Chair asked for clarification on the learner progress assessment which the Principal said was based on learners' prior attainments at specific times which was demonstrated using a visual diagram.</p> <p>Apprenticeships The Dean provided a breakdown on the following:</p> <ul style="list-style-type: none"> • Achievement rate from recent EPAs was at 92.7%. The national average for achievement for L4 for 2019 was 67.7% • Attendance at 94.5% is high – albeit that relationships have not really been developed remotely • Last 2 Launchpads have been small compared to pre-pandemic • Retention at 98% for 2020/2021 for apprentices. • Progression statistics from 49 EPA students is: 84% still with employers, 12% with a new employer, 2% in higher education and 2% unknown. See item 3.8 • Launchpad - module feedback responses – using the table provided, Dean explained how the modules in green were positive with the corresponding narrative to those of concern coloured red. <p>The Chair said that this information was in the learner feedback under item 3.10 but appreciated the further clarification provided but then asked how the college addressed some issues as this was retrospective feedback. The Dean said that this was being used as a tool and that the RAG rating did focus attention onto those areas classified as amber. The Chair asked how the staff addressed in real time issues highlighted by the feedback from the learners with the Dean the explaining the process that would ensure a learner would see the changes as quickly as possible otherwise the apprentices would think that their feedback was being ignored. The Chair said the committee and want to see the mitigations listed against the key issues. CEO said that this would be actioned.</p> <p>The committee asked if there was any feedback from the employers regarding the quality assurance. Dean said that the college had received little feedback and that some of opinions could also be based on some of the apprentices' comments. In the past roundtable discussion had been used to facilitate this and a re-introduction of this was being considered. There followed a discussion about the benefit of weekly communications to employers as used in Sixth form also to be considered and also the short course development in particular for Haringey and the Princes Trust which was very encouraging and positive.</p> <p>Rachel Jackson left the meeting at 15.00</p> <p>Resolved that: (i) Learner Assessment Processes and Tracking Report was received by the committee (ii) Learner feedback tracking record to have corresponding mitigations against key risk scores</p>	
<p>3.6</p>	<p>Continuous Improvement Plan 2020 – 2021 The CEO confirmed that an abridged format for easy review was to be created with the new format being more aligned to the Ofsted framework which will make the review process more succinct. The focus on CIP updates and driving improvement are occurring monthly with an increasing list of actions and priorities delegated to the wider leadership team.</p>	

	<p>The Chair as an observation, felt that there were too many points on the document and that this was an onerous task to update – the committee and Board wanted to know what was going well and what were the areas for concern rather than the unwieldy document being used. A suggestion to add a column which would reference a report that is relevant that might be of use. The CEO said that this would be considered.</p> <p>Resolved that the verbal update on the Continuous Improvement Plan 2020 – 2021 was received by the committee</p>	
3.7	<p>2020-2021 Proposed curriculum changes The Dean provided a brief verbal update on the proposed minor changes to the apprenticeship programme which includes new standards to be brought in for next year.</p> <p>The Principal said that there were no major changes after last year however the college was waiting to see what will happen with BTEC and T Levels. The introduction of Creative Media Production to the creator pathway was good and which both the Chair and committee found interesting. CEO said that unfortunately employers were not currently interested in these types of creative digital courses.</p> <p>Resolved that the verbal update on the proposed curriculum changes for 2021-2022 was received by the committee</p>	
3.8	<p>Learner progression and destinations Apprenticeships: The Dean advised the committee of the progression statistics for the 49 apprentices who completed their EPA in Autumn 2020 already referred to under item 3.5.</p> <p>Prior to Autumn 2020, of the 15 apprentices who completed their EPA, 87% are in full-time employment. The next cohort of apprentices complete their EPA in April/May 2021 and then in Autumn 2021. This cycle of two cohorts graduating each year will continue for the foreseeable future and will ensure that there is a volume of data for comparison. In addition to the data provided, a number of Level 4 apprentices have progressed through to the Level 6 Integrated Digital Degree Apprenticeship. The CEO confirmed that this data was very positive. The Chair and committee concurred. However to note the CEO said that there were low numbers of sixth form students progressing to Ada's employer partners apprenticeships but that in mitigation a specific strategy was in place for Ada's partner employers to host after-school sessions with interested 6th formers. The Principal that this had been trialled and had been deemed successful.</p> <p>The Chair asked if there were any trends that could be identified, however the Dean affirmed not due to the pandemic which the Chair agreed was a national issue.</p> <p>Sixth Form UCAS applications are at 98% for this year and the college is actively working hard with Year 13 students to support them to apply for apprenticeships and with Year 12 students to think about work experience in the summer. It is assumed that many will have offers and this can be a backup option even if they do not want to go to university if they are certain of their destination.</p> <p>Resolved that Learner Progression and Destinations Reports were received by the committee</p>	
3.9	<p>Covid Adaptation and Remote Learning Review The Chair asked that this paper be taken as read as reference had been made to remote learning previously and asked if there were any questions. The committee asked how and if teachers were able to do any online observations on remote learning. Principal said that there had been a lot of support but no formal observations as previously in a classroom. It had been noted that strengths had been identified and new strategies developed for learning using a remote platform and that the engagement with the learners was evidenced based. Discussion followed around the use of pre-recorded materials which had worked well for the apprentices and this was reinforced in the positive learner feedback. As previously mentioned, the Principal's weekly email to parents and carers had received positive feedback and remote attendance at parents' evenings had also been higher than when face-to-face mirroring national trends.</p> <p>The Chair asked about the next steps following the review so that learning about what works is shared across all staff, with student input'. The Dean felt that this might be very useful especially</p>	

	<p>trying to codify the transition from remote to face to face understanding the teaching in different formats.</p> <p>Resolved that Covid Adaptation and Remote Learning Review Report was received by the committee</p>	
3.10	<p>Learner Representation Groups feedback/minutes Apprenticeships – previously covered under item 3.5 but with the following points raised:</p> <ul style="list-style-type: none"> • Gradual Improvement in quality of module feedback. More quality assurance of lecturers is needed to drive continued improvement • Response rates improving through increased focus and better systems/processes • Apprentice representative meeting - need to be explicit about learning aims, expected outcomes, the compressed timeframes for module learning and the extent that apprentices can learn new skills and apply them. • Many apprentices prefer it when a module is split over 2 weeks with a 6 week work break in-between to develop their skills. <p>Sixth Form</p> <ul style="list-style-type: none"> • honeymoon period at the beginning and now more solidified. • More questions have been added and they are not all absolutely comparable to previous years. • Use of net promotor scores (Net Promoter Score is the percentage of learners rating their likelihood to recommend e.g. the college to a friend as 9 or 10 (Promoters) minus the percentage rating this at 6 or below (Detractors) on a scale from 0 to 10. Students who provide a score of 7 or 8 are referred to as "Passives" and do not enter into the overall percentage calculation. The current scoring was very positive at 33% at 9 or 10 at the top end of the score and would actively recommend to their friends and family. In industry that would be around 20%. <p>The committee noted that regarding the student survey, negative answers to a question on discrimination had gone up and were of concern and the Principal said that this would have been followed up earlier had not the College gone into lockdown in January, however as a priority it would be addressed now, and the committee advised at the next meeting.</p> <p>Resolved that:</p> <p>(i) the Learner Representation Groups feedback/minutes for both Apprenticeships and sixth form were received by the committee</p> <p>(ii) Principal to look at students who have reported they have observed negative comments or behaviour at Ada and report back to committee for next meeting</p>	
3.11	<p>Academic Board Minutes The CEO referred to the meeting held in December 2020 where the following was discussed:</p> <ul style="list-style-type: none"> • Cohort 7 – Full remote delivery, outcomes and feedback – also to look at a plan moving forward for an alumni programme • Covid 19 and the proposed changes to TLA - some changes with assessment. Number of exams reduced and temporarily changed from an online exam to coursework this has been approved by the OU. • End point assessment for BSc Apprenticeship degree • Board of Examiners and conferment of awards – board member confirmed that it was not uncommon to have more "firsts" in a small cohort. • Manchester campus and short courses – update provided by the Dean, aim is to build longer courses • Ofsted interim visit – some useful endorsements from the visit which the team found helpful <p>Members of the academic board congratulated the team on a fantastic job.</p> <p>Resolved that the Academic Board Minutes for December 2020 were received by the committee</p>	
3.12	<p>Any Other Business The committee wanted to say thank you to the ELT and staff for the hard work over this time. There was no further business</p>	
3.13	<p>Items to be taken forward to next Board Meeting</p> <ol style="list-style-type: none"> 1. Teaching, Learning Assessment Integrated Policy across Sixth Form & Apprenticeship 2. Progression and destinations 	

3.14	<p>Date of Next meeting via remote participation until informed to the contrary</p> <p>1. 24 May 2021 at 15.45</p>	
	<p>Close of Meeting</p> <p>Meeting closed at 15.55</p>	
	<p>MINUTES of the meeting held on Tuesday 9 March 2021 were agreed and accepted as a true and accurate record and signed by the Chair</p> <p>..... on</p>	