



THE WINDSOR FOREST COLLEGES GROUP

MINUTES OF A MEETING OF THE QUALITY & CURRICULUM COMMITTEE

Monday 28 November 2022 at 5.00pm

Held on MS Teams

| | | | <u>Meetings Attendance</u> |
|----------------|------------------|---|----------------------------|
| PRESENT: | Tina Coates | Chair | (1 out of 1) |
| | Gillian May | Group Principal & Chief Executive | (1 out of 1) |
| | Angela Wellings | Chair of Corporation | (1 out of 1) |
| | Nathan Garat | Governor | (1 out of 1) |
| | Rob Lewis | Governor | (1 out of 1) |
| | Signe Sutherland | Governor | (1 out of 1) |
| | Natalie Viola | Staff Governor Strode's | (1 out of 1) |
| | Sali Adams | Student Governor 6 th Form | (1 out of 1) |
| | Alison Wheatley | Staff Governor Langley | (1 out of 1) |
| IN ATTENDANCE: | Amanda Down | Principal, Sixth Form | |
| | Anne Entwistle | Principal, FE | |
| | Karen Griffiths | Vice Principal Sixth Form | |
| | Kathryn Seal | VP Apprenticeships, Adults and Commercial | |
| | Jessica Berry | VP Curriculum Quality and Innovation | |
| | Tracy Reeve | Director of Governance | |

| <u>MINUTE</u> <u>No</u> | | <u>ACTION</u> |
|----------------------------|--|---------------|
| 1. | <u>Apologies for Absence</u> Apologies had been received from BCA Staff Governor Janet Robertson and Student Governor Tammi Emms. | |
| 2. | <u>Notification of any other urgent business</u> There was no other business notified. | |
| 3. | <u>Declarations of Interest</u> No member declared a conflict of interest with the agenda. | |
| 4. | <u>Election of committee chair and vice chair</u> The meeting elected Tina Coates as Chair of the Committee and Signe Sutherland as Vice-Chair. All Members were agreed. | |
| 5. | <u>Minutes of the previous meeting held on 8 June 2022</u> The Minutes of the previous meeting held on 8 June 2022, having been previously sent to members, were agreed as a true record and would be taken as signed by the Chair. All Members were agreed. | |
| 6. | <u>Matters Arising from the Previous Meeting Held on 8 June 2022</u> It was noted that all matters arising had been actioned or would be covered within this agenda. | |
| 7. | <u>Curriculum Risk Register 2022/23</u> This item was presented by the Group Principal (GM). Members had received the curriculum risk register 2022/23 detailing the key strategic risks. Members were reminded of the priorities, namely: i) Growth - with a particular focus on 16-19 study programmes. ii) Finance - to maintain "Good" financial health. | |

- iii) Quality - to raise academic standards and approve student outcomes to agreed targets.
- iv) Inclusion - to enhance social mobility through improved access to college provision.
- v) Alliances - to develop alliances and secure the strategic future of the Group.
- vi) Maintain investment in the Colleges resources to provide inspirational teaching and learning.

In relation to the risks, the Group Principal advised members there the changes to the Risk Register were now highlighted to aid visibility for governors. The meeting considered the following risks in more detail:

Risk 1: Financial and Quality risk associated with the self-assessed RI grade for Langley College (Current risk score at 16 'red'): GM highlighted the new risk which had been inserted at risk 1 i.e. highest priority and risk score. This risk reflected the recently self-assessed grade of 'Requires improvement' for the Langley College Self-Assessment 2021/22. The detailed mitigation was noted by the meeting and GM highlighted the role of Vice-Chair Rob Lewis in acting as a Langley College Link Ambassador to monitor progress with the improvement plan. The meeting noted that this would be discussed in more detail later in the meeting.

Risk 2: Ongoing recruitment & retention of key staff/ Higher staffing costs/ Potential Trade Union action (Current risk score at 16 'red'): GM confirmed that there was an issue with 'hard-to-fill' vacancies across the FE sector and TWFCG was struggling to deliver some adult courses due to a lack of specialist staff. This was presenting ongoing challenges around the post-covid recovery of Adult Education Budget (AEB) work.

Risk 3: Under recruitment leads to non-financially viable curriculum areas (Current risk score at 12 'amber'): GM highlighted that this key risk associated with 16-18 enrolment was being closely monitored and managed but remained a challenge.

Risk 5: Insufficient enrichment opportunities and inconsistency of approach to tutorial entitlement (Current risk score at 12 'amber'): GM highlighted the curriculum planning work and amendments to timetabling that would take place in spring 2023 to mitigate any rooming issues.

Risk 8: Insufficient rooming to accommodate growing numbers (Current risk score at 12 'amber'): The Risk Register now specified the recent growth in numbers at Windsor College after the very strong enrolment for 2022/23. Governors were reminded that a bid for grant funding under the Capacity Development Fund (CDF) had been submitted and the outcome would be known early in 2023. This bid was for expansion at Windsor College, but GM informed the meeting that there might be a need to put Portacabins in at Windsor as a fallback option.

The report was NOTED.

8. College Self-Assessment Report (SAR) 2021/22

a) Student Achievement 2021/22

The meeting noted a comprehensive report presented by principal 6th Form (AD) and Principal FE (AE) which presented data on actual achievements and retention for the previous academic year.

16-18 provision: Governors were reminded that during the 2021/22 all colleges had returned to external formal examinations and national benchmarks were in place. Governors are reminded, however, that minimum target grades (MTGs) were set based on GCSE results arising from Centre Assessed Grades and as such MTGs and final results should be seen in this context. AD highlighted the gaps in knowledge which had been evident in subjects which relied on consequential learning e.g. maths, modern foreign languages and some arts subjects. This ongoing impact of the pandemic had led to unforeseen challenges.

Comparisons were noted with results from 2019, the last year of formal examinations. The meeting was pleased to note improved Achievement Rates noted for 16-18 study programmes at the Sixth Form. However, the Extended Project Qualification (EPQ) across both Strode's and Windsor had seen a decline in retention and therefore achievement. This could be attributed to the impact of long-term absence at Strode's but on both sites, students struggling to manage the demands of an additional qualification with preparation for formal examinations. AD confirmed that the EPQ had been badly hit by retention as it was just too demanding in the face gaps in learning and the inability to do research. The meeting was

assured that for 2022/23 the College had now tightened up on the entry criteria for the EPQ and installed new software to track students' progress. Governors (SS) suggested that during her visit to Strode's the learners had raised the issue of staff illness affecting the delivery of the EPQ. AD confirmed that this had been the case and there was a very specific skills set for staff teaching on EPQ. AD informed the meeting that at a recent Sixth Form Conference, a specialist speaker had suggested that it would take three years post-pandemic for schools and colleges to get back to solid grades and a baseline of academic security.

The meeting commended the significant improvements in the Achievement Rate for 16-18 study programmes at Langley College. AE confirmed that SLT now had clear visibility on the areas at Langley that needed additional focus; English and maths plus construction especially at Level 2. It was confirmed that full-time achievement had improved compared with the prior year.

19+ provision: The decline in achievement rates for all 19+ provision was noted which was linked to retention and delayed achievement. Governors were assured that a clear action plan was in place to address the areas for improvement across all provisions. Adult Education achievement would remain a key focus for the Sixth Form in 2022/23. ESOL achievement was impacted again by retention at Windsor and Strode's although the pass rate at Strode's had remained low. The meeting considered the additional challenges facing adult learners where their outside life impacted on their study (particularly true of ESOL learners). There had been evidence of complicated family issues and adult learners having to move away. This was also true with the professional qualifications taken by adults e.g. AAT where home or lifestyle issues had in some cases led to a reluctance to be entered for the exams; this was due to the combined impact of hesitance and also concern about the exam fees.

English & Maths: The meeting noted that all colleges had seen a decline in achievement for GCSE English and Maths. Greater differentials in students' knowledge and learning had impacted grades nationally for GCSE Maths and actions were in place for 2022/23 to address additional support needs. However, within this there had been improvements in achievement for English and Maths at Langley; this would remain an area of focus for 2022/23.

The two Principals confirmed that curriculum review meetings had now taken place with Heads of Department at the Sixth Form and FE. All departments had also been through curriculum planning meetings and budget meetings for 2022/23.

The committee chair (TC) highlighted an error on the data on page 16 – Adult Education starts at Strode's were showing as '1'.

ACTION: AD to correct this typographical error on the report.

AD

b) Sixth Form SAR and Quality Improvement Plan (QIP) 2022/23

This item was presented by the Principal, Sixth Form. Members noted the detailed justification for the self-assessed grades of 'good' for Overall Effectiveness, Quality of Education, Behaviour and Attitudes, Personal Development and Leadership & Management.

Governors were pleased to note the high level of student satisfaction and the strong provision of Information Advice and Guidance which enabled learners to transfer effectively between course during the first six weeks. The strong work of the Additional Learning Support (ALS) team to support learners was recognised as was the effective staff collaboration across curriculum and support areas.

The Areas for Improvement were noted as: High Grades, Value Added and consistency across the sixth form offer. AD confirmed that she was currently meeting with all Heads of Department to agree action points on specific courses.

The meeting noted the Quality Improvement Plan and the seven actions that would take the sixth form at TWFCG towards an 'Outstanding' Ofsted grade:

- Improve two-year retention rates in L3 courses to secure improved achievement rates
- Ensure consistency in high grade achievement in identified A Level subjects
- Improve GCSE Maths high grades (9-4) to pre-Covid levels
- Achievement of 19+ males to be in line with 19+ females (it was noted that females did better under the TAG and CAG system in place during Covid)
- Improve value added scores on identified L3 courses
- Improve timeliness and processes for moderation on adult Counselling courses to secure timely achievement

- Develop strong engagement with reflection on, development and sharing of good pedagogical practices

AD also highlighted that there was a need to develop learners' behaviours and attitudes for work which was much more important under the new skills agenda. This would include skills for further study, independent learning, and employment (through the work placement scheme). There was also a need to ensure that all enrichment, and additional work being undertaken was noted. Students would need to be able to articulate what they were receiving so that they could assure Ofsted. Further development of work placements would be key for 2022/23.

The Chair of the Corporation (AW) sought clarity on whether SLT understood what it was like to be a student at the college and whether enough visibility was being given to the quality of learning as well as teaching. The meeting noted that staff across the new group were doing a great job but it was agreed that Governors needed to be assured that as an organisation there was a clear ongoing focus on the student experience. AD confirmed that there was a clear view of learner voice across the sixth form, management were currently looking at student feedback on in-class learning which was differentiated for Year 1 and 2 students. AW sought confirmation on whether it would be beneficial to include student voice in the form of student quotes in the SAR. AD informed the meeting that a review of a previous SAR which included student quotes by an Ofsted HMI had suggested that these should be removed. The Chair of Quality & Curriculum Committee (TC) suggested that the student quotes could be included in an Appendix to the SAR. It was agreed that the sixth form management team had access to student feedback through questionnaires and the 'celebration' posters.

The CEO suggested that it might be a good idea to include students on the SAR committee and in the Quality Review Board process. The danger of only the most able students volunteering was discussed but it was agreed that if staff managed this carefully then representative feedback could be sought. AE confirmed that useful learner feedback had been received from the Foundation Students at Langley in a recent poll.

Governors (RL) sought confirmation on whether Value Added was still an important metric for consideration. AD explained that Value Added (VA) was based on students' minimum target grades which – due to the Centre Assessed Grades (CAGs) and Teacher Assessed Grades (TAGs) used during the Covid pandemic – were not currently based on real GCSE results. Current Year 1 learners were the first cohort post-pandemic with 'real' exam grades to generate national data for VA. The only benchmark currently available was 2019. The Sixth Form had continued to use the ALPs system and VA Reports would return at the end of the year. Principal FE also confirmed that 67% of vocational learners had met or exceeded their target grade based on ALPS.

It was AGREED that:

- An appendix should be added to the Self-Assessment Report (Sixth Form and FE) including Student Feedback and quotes.***
- Student involvement in the SAR Committee and QRB process should be sought.***

Exec.

The Sixth Form SAR and QIP report was NOTED and RECEIVED.

c) Further Education

- **BCA Self-Assessment Report**

This item was presented by the Principal, FE. Members noted the detailed justification for the self-assessed grades of 'good' for Overall Effectiveness, Quality of Education, and Leadership & Management. The grades for Behaviour and Attitudes, Personal Development had been assessed at 'outstanding'.

The meeting discussed BCA's strong reputation for working with High Needs Learners and numbers of learners in this category continued to rise. AE highlighted that there were now more than 400 16-18 learners on role at BCA who had Education Health and Care Plans (EHCP). The college was recognised for good pastoral support across all students.

The meeting considered the slight dip in achievement and retention for 2021/22 – now at 88.5% - but this was noted as still likely to be within the upper quartile of results. The increased number of exams had impacted on learners. The meeting was pleased to note the continued improvement in the apprenticeship achievement rate which was now above the national average at 62.3%. This was noted as being due to a regime of quality improvement

put in place for 2021/22 and was forecast to continue to improve in 2022/23. There were no significant gaps in achievement rates for any sub group of learners from an EDI perspective. AE highlighted the wealth of Learner Voice in the SAR – this had been added at the suggestion of an Ofsted HMI. The meeting commended the positive destination data and the fact that nearly 100% of learners had taken part in some form of work placement. The detailed data on Teaching Learning and Assessment (TL&A) was noted and this was categorised as mostly 'good' with a couple of pockets of underperformance. Ex-BCA governor (SS) asked whether the innovative new system of assessing TL&A that had been developed at BCA during 2021/22 would be used within the wider group. AE confirmed that the Teaching Shapes initiative had been rolled out at Langley College and it was proving popular with staff and effective at driving quality improvement. AE highlighted the benefit of this system in enabling teaching staff to take risks and talk about TL&A without fear of reprisals. It was also noted that the FE colleges would be doing some more formal work on deep dive areas and more formal observations.

It was AGREED that:

- i. the Teaching Shapes initiative should be explicitly referenced in the BCA SAR.***
- ii. An update on Teaching Shapes 2022/23 and the roll out across Langley should be brought to QCS in March 2023.***

AE

The meeting considered the English and Maths data and AE explained how BCA measured progress within grades to show distance travelled as some learners would never achieve a Grade 4 GCSE. This would be implemented at Langley College for 2022/23 in order to provide some additional motivation for learners and demonstrate progress. Attendance at maths and English had been approximately 5% below the main course element but AE highlighted that to some extent this was easier to control at BCA as learners were less able to leave the campus during the day. Even so, Governors commended the improved attendance in English and maths.

AE confirmed that there was still work to be done on improving enrichment and also on recognising all elements of enrichment. Staff needed additional training to identify enrichment for learners as well as their own CPD. It was noted that external learning trips and visits would be built back into the curriculum for 2022/23.

The meeting considered employer engagement which was strong in many curriculum areas but less so in others. Health and Social Care, Agriculture and Protective Services were very strong in employer engagement.

The Chair of the Corporation (AW) expressed concern around the NEETs data; although it was positive that this had reduced from 18% in prior year to 10% she still felt it was too high. AW sought clarity around what the colleges were doing to support any NEETs amongst leavers. AE confirmed that all NEET leavers were offered further careers guidance. It was also noted that the NEET data should reduce further once a second round of follow-up calls were made to ascertain destination data.

- FE Quality Improvement Plan (QIP)

AE presented the QIP for Further Education across TWFCG which had a matrix Risk Register behind it. The format of this QIP was simple to encourage ownership throughout all levels of BCA and Langley College. Governors noted that curriculum leads would update the progress on the QIP monthly and look for any other areas of intervention necessary. The key areas for improvement (Afls) were noted – many of which related to Langley College.

AE highlighted the focus on English and maths; all staff needed to see the value of English and maths and sell it to learners alongside their main study programme. The first Deep Dive to look at this would take place in Construction at Langley where English and maths was judged as 'inadequate'. There was a focus across BCA and Langley to look at teaching English and maths more creatively. In addition, curriculum admin support had been put in place to follow-up on poor or non-attendance. There was also a need to improve employer engagement within construction. The Chair highlighted that the Construction school had been of concern for some time now and sought confirmation that the problems were resolvable. AE asserted that she believed that the ongoing issues could be resolved; there was a need to look at the specific TWFCG offer in this area and progression / destination routes. There was a need to look at IAG, entry routes and whether some construction learners would be better served by going through apprenticeships. VP Apprenticeships concurred with the view that the poor outcomes in Construction could be improved as she had previous experience of driving up quality in this area. Governors suggested that SLT should also talk to other

colleges who were delivering a construction curriculum well. Governors asserted the need to ensure that any comparator colleges had the same challenging socio-economic profile of learners as Langley. A number of suggestions for similar colleges were made and would be considered by SLT. The Group Principal/ CEO (GM) suggested that Governors should take a 'learning walk' around construction at Langley with SLT. GM highlighted that the practical sessions were good with engaged students and good teaching. The new HoD was working hard to overcome legacy issues and encourage new practice. GM also highlighted that recruitment of specialist staff for construction was an FE sector-wide issue, but the HoD and HR were working to overcome. Governors challenged that the lack of specialist staff had been an issue for many years and that it was a concern for governors that this could not actually be improved. AE highlighted that the college was now using a creative approach with a member of staff from BCA who was a beacon of good practice as a curriculum lead in Creative Arts was being put into construction at Langley College to work on the development of the curriculum, the team working ethic and the quality of TL&A. This new approach to the management of the Study Programme element of construction would allow a forensic approach to improvement and would also enable an expertise around digital skills to be available within the team.

Summary discussion:

Governors (RL) raised the recent success of Woking College who achieved Outstanding (O/S) status at a recent Ofsted inspection. It was noted that BCA had a couple of areas assessed as O/S but all of the Sixth Form grades were assessed as Good. Principal Sixth Form (AD) informed the meeting that there were elements of O/S provision within Sixth Form e.g. Creative Dept O/S but other areas were not quite over the border into O/S from Good. They would need to be demonstrably better than at the last inspection in 2019 but they were not quite there yet. AD informed the meeting that having recently spoken to the Principal of Woking College she believed it was harder to secure an O/S grade from Ofsted when there was more than one college in the group. TL&A was the key driver for Ofsted focus and a bigger college group risked more inconsistency. The CEO asserted the benefits of cross-group working for sharing of best practice etc. but highlighted the ongoing challenges around consistency.

The FE SAR 2021/22 and QIP 2022/23 report was NOTED and RECEIVED.

It was AGREED that future reports to QCS should highlight progress within Construction at Langley with regard to English and maths and the other elements of the study programme.

AE

d) Higher Education

The meeting noted a report from Principal Sixth Form (AD) which advised the governors of the key strengths and areas for development arising from the review of the Higher Education (HE) and Access to HE provision in the academic year 2021/22. To update the governors on current enrolment for 2022-23.

The key strengths of the HE provision at TWFCG were noted as:

- HE Pass Rates had been sustained for the fifth year at 95%.
- Good levels of progression had been secured on two-year programmes.
- High standards of student work were noted in the Diploma Professional Performance, Foundation Degrees in Education and Higher National Diplomas in Business with 3 Distinctions and 15 Merits achieved.
- Excellent outcomes for students on the BA (Hons) Working in Integrated Services for Children and Young People: 4 First Class Degrees and 15 'Upper Seconds'.
- External examiner reports confirmed that appropriate standards were set and maintained for all the college's higher education programmes.
- Rigorous and effective assessment on HE courses had been maintained and the introduction of cross-moderation between partner institutions was highlighted as good practice by external examiners
- Revised marketing plan and admissions' processes had led to increased numbers of student enrolments in 2022/23 (the meeting noted detail of numbers by course).
- Successful launch of new Foundation Award in Professional Practice in Health and Social Care (this provided an internal progression route for L3 students)
- Student satisfaction with HE courses was positive and above target at 90% with 97%

of all students reporting high satisfaction with the quality of teaching

- Strong destination data: Students benefit from HE courses at TWFCG progressing to further study and/or gaining promotion: 100% of students undertaking UAL L4 courses progressed onto further study, 69% of students on HND and Foundation courses progressed to further study and 33% gained promotion.

Areas for improvement with HE were identified as:

- Further development of support services including additional learning support offered to students to ensure success
- Consistency in quality of feedback and feedforward processes across all HE provision to ensure student outcomes and satisfaction is good or better
- Further development of academic literature and resources made available and accessible to students online and in person to support academic achievement
- Sharing of good practice to ensure effective standardisation processes are in place across the whole HE provision
- Continued review of HE programmes and marketing plans to support growth and development of the HE provision.

Access to HE

The key strengths of the Access to HE provision were identified as the following during the self-assessment 2021/22:

- Improved outcomes for students with an 84.6% Achievement Rate compared to 80% in 2020-21
- Laser (awarding body for Access to HE courses) graded the provision as Outstanding in all areas of teaching, learning, assessment, feedback and student support consistently for five years.
- Positive feedback from moderator's report which graded TWFCG as '5' (exemplary practice) in seven out of nine areas
- Strong destination data: 81% of students successfully progressed into employment and higher-level study

Areas for improvement were identified as:

- Development of pastoral and wellbeing support for students to ensure good retention and achievement on all Access to HE courses
- Review and revision of curriculum design to ensure clear focus is given to developing study skills to support learner achievement
- Further development of work placements and wider opportunities to support skills development and progression to next steps
- Development of new team to better support new staff delivering Access to HE courses and to ensure consistency of approach and delivery

[Karen Griffiths left the meeting to attend to a safeguarding matter.]

AD highlighted the positive impact of moving HE away from curriculum areas and creating a specialist team to manage this work. The cross-college sharing of good practice had reaped rewards; HE students were now using the laboratories at BCA for dissection and Applied Science students were visiting the BCA zoo.

The governors commended the clear report which was easy to understand and highlighted 'outstanding' success achieved in some areas. The meeting sought additional clarity on whether there was Learner Voice gathered from HE learners. AD confirmed that the HE Induction Survey was just about to launch. The HE Team were now looking at Equality and Diversity for HE students as well as ensuring inclusivity of work experience.

The meeting noted that Access to HE was a key driver for the Berkshire LEP as there was a lack of level 3 qualifications to be remedied. SLT were looking at establishing Access Courses at BCA as there was potential for growth. Governors were reminded that 'Access' students were usually working and studying at the same time. The College was currently reviewing links with university partners including the University of West London to take this work forward.

The Higher Education Report was NOTED and RECEIVED.

9. Update on in-year performance

The meeting was given a verbal update by the Principal, Sixth Form (AD) and the Principal FE (AE).

Sixth Form: AD confirmed that sixth form retention was better in-year and Year 1 students were better than second year students on all counts. Attendance was still fluctuating but many students had been ill with a stomach bug or flu. The Chair sought confirmation on whether any sort of deep clean had been undertaken in affected areas. AD confirmed that a deep clean had been done in offices where staff were ill but there was a need for more general reminders about basic hygiene. Hand sanitiser was still available across all colleges. The Chair commended the detail of the report and the 'good news' stories including the example of the A level learner at Strode's who had moved to a Creative course at Windsor. The learner and parents had been really happy with the service and the meeting commended this sort of positive intervention.

Further Education: AE confirmed that current retention was strong across both colleges: BCA at 99% and Langley 98%. Attendance at BCA was currently 91% for 16-18 provision; the figure at Langley was 85% for 16-18 and 85% for 19+. AE highlighted that these figures included poor attendance at English and maths (76%) which was pulling the overall figure down from circa 90%.

The In-year Performance 2022/23 verbal update was NOTED.

10. Student Liaison Committee Feedback

The meeting noted a report which updated Governors on the business of the Student Liaison Committees (SLC) at Strode's, Windsor and Langley Colleges. The meeting noted the attendance and items covered at each of the meetings held in December 2021, March 2022, and June 2022 at each of the three colleges: Langley, Strode's and Windsor. Governors were assured that following each liaison committee, commentary was passed to key managers for feedback. In some instances, this information also fed into the termly Student Parliaments for discussion with a wider group of students. The detailed minutes from the Student Liaison Committee meetings were taken as read.

The meeting discussed the need – raised by the committee vice-chair (SS) – to do more work around problem solving for learners. It was agreed that it would be beneficial to work with students to develop their skills so that they would be empowered to solve their own problems. This would then sit alongside the considerable pastoral support provided by the College. If done well see benefits.

ACTION: Look at ways of developing problem-solving skills in cohort. Principal Sixth Form to follow up with AP Students (NB).

The SLC Link Governor for Windsor (RL) informed the meeting that recent discussions had highlighted that learners felt some information was given out too late after induction; in week 2 or 3 tutorials. Exec asserted that all of the information was generally available from the start of term but not all students found it. The meeting agreed that the cross-College app would help moving forward. It was also noted that the SLT were looking to develop more on Year 2 students mentoring new entrants.

The Chair of the Committee declared that her employer – Metrobank – was developing a financial programme to aid students and would welcome a view on the current format from Principal Sixth Form. The Director of Governance recorded this interest and AD confirmed that she would be happy to sense check the current format.

The report was NOTED.

11. Annual Complaints Report 2021/22

The meeting noted the annual Complaints Report for the Windsor Forest Colleges Group 2021/22 (this was noted as pre-merger so did not cover BCA). Governors were reminded that the College strategic priorities placed a high priority on the management of learners' experience, in particular learner satisfaction and its likely impact on the teaching and learning experience. The College therefore regards complaints to be one of the key elements of the learner voice.

AD/ NB

The meeting noted that there was a modest increase in complaints from 24 in the prior year to 28. Of the 28 complaints received, 20 were regarding curriculum areas and 8 were upheld for the following reasons: poor verbal and written communication on course details; teaching quality; progress; curriculum management; and staffing. The other eight were regarding service areas and one was upheld for the following reason: poor adherence to internal financial procedures. It was noted that Construction & Engineering received the highest number of complaints (12) followed by English, Maths and ESOL (5). The meeting was assured that complaints were being dealt with in a timely and effective manner.

The CEO confirmed that the complaints reporting would be developed further to include BCA. Director of Governance (TR) suggested that future format should include any associated legal risk by different category e.g. safeguarding, H&S, DDA, equality. AD highlighted that concerns within the sixth form hardly ever became formal complaints but it was agreed that it would be good for Governors to have some visibility on any concerns raised within the sixth form.

The Complaints report was NOTED and RECEIVED

It was AGREED that the Complaints Reporting would be further developed for 2022/23 to cover all aspects of TWFCG provision and include any associated legal risks.

TR/ Exec

12. Curriculum Development: 16-18 Study Programmes

The meeting noted a report which identified the post-merger opportunities for growth in 16-19 learners at Langley and BCA. The CEO confirmed that the Senior Team would report separately on the growth and development of Apprenticeship and Higher Education, Adult and Full Cost commercial provision delivered within the group.

The Principal FE reminded the meeting that the joint curriculum plan for the post-merger group was targeting growth with a particular focus on a broad Level 1 offer and clearer progression routes from Levels 2 & 3 to HE and employment. Governors noted that the demographics for the region showed a significant increase over the next three years and TWFCG would use the specialism at the respective campuses to complement and enhance the curriculum campus offer.

The key areas targeted for growth for 16-19 provision were noted as:

- Agricultural Engineering (BCA)
- Engineering (Langley)
- Motor Vehicle - HGV and Electric Vehicles (Langley & BCA)
- Health & Social Care (Langley & BCA)
- Computing (Langley)
- Digital (Langley & BCA)
- Construction (Langley)
- Tourism & Hospitality (Langley)
- Foundation Learning and supported internships (Langley & BCA)
- Sport, E-Sport, Sports therapy (Langley & BCA)

AE confirmed that these areas closely aligned with the LEP and skills priorities and with potential employment opportunities. AE also informed the meeting that DfE guidance had now changed, and colleges could offer a Level 3 qualification alongside a T Level. The current plan was to roll out T Levels at BCA and maintain BTEC provision at Langley. The meeting discussed the scope to grow the Foundation provision at Langley, this would include supported internships.

Governors sought additional explanation of the 'E-sports' offer and how it differed from 'gaming'. It was noted that this provision would probably start with one group so that parents could fully understand it as a valid study programme. The meeting noted that it would sit alongside a business qualification as a palatable offer for parents. SS asserted that new curriculum areas often took time to become understood e.g. criminology was not 'trusted' by parents when it was first introduced. The meeting agreed that the important factor was clear learner understanding of the E-Sports offer. However, it was noted that this was not on the LEP priority list so the College could not secure any capital investment for the expensive equipment required to deliver. The initial cost for set-up equipment was noted as £85,000 so it would be important for a viable group to be confirmed for 2023/24 enrolment.

The Chair of the committee sought confirmation that the college was maximising the growth in film studios throughout the region. GM highlighted the issue of film studios being used/staffed by sub-contractors and the film studios as employers would not offer work placements. As the sub-contractors were usually SMEs who employed staff on a jobbing basis this also precluded viable work placements.

The Curriculum Development Report was NOTED

13. Ofsted Update

The meeting **NOTED** that there were no current updates to report from Ofsted.

14. Updates from the FE Commissioner

The CEO informed the meeting that the current FE Commissioner was keen to redesign the support offer from the FEC Team. The meeting noted a presentation which detailed the FEC Teams' Curriculum Efficiency and Financial Sustainability Support (CEFSS) which sat within their 'Active Support' offer and was free of charge. GM informed the meeting that the Executive Team were keen to engage with the FEC to work on this curriculum modelling and curriculum efficiency work.

Governors were assured that there was a good curriculum planning tool in place at TWFCG but this was less well developed at BCA. Current plans were to onboard BCA to the WFCG model but also look for FEC Team guidance and best practice. The SLT were looking at all provision to find ways of combining curriculum areas to make delivery more efficient e.g. Professional Services and Criminology.

The meeting noted that BCA's experience of working with the FEC Team - during the SPA process – was wholly positive. The experienced team had offered advice and guidance but not interfered operationally.

The meeting AGREED that they should RECOMMEND participation in the FEC Teams' CEFSS initiative to aid the development of curriculum planning at TWFCG.

15. Dates and Times of Future Meetings

These were noted as:

- Wednesday 15 March 2023 @ 5pm (online)
- Wednesday 14 June 2023 @ 5pm (online)

16. Any Urgent Business

There was no urgent other business notified.

The meeting ended at 6.55pm

Chair Date