

## **Heart of Yorkshire Education Group Corporation ('Corporation')**

### **Curriculum and Quality Committee ('Committee')**

#### **Minutes of the Meeting held on Tuesday 25 February 2025 ('Meeting')**

Present: David Powell ('Chair'), Dmitry Fedotov, Ruth Baxter, Alex Miles, Vijay Teeluck, Annabelle James and Louise Elkington

Head of Governance and Legal Services ('Clerk')

In attendance: Clare Allcock, Group Executive Director of Student Experience and Support ('EDSES'), Lorraine Cross, Group Executive Director of External Relations and Development, Lisa Macdonald, Group Executive Director of Curriculum and Quality ('EDCQ'), Andrea Quantrill, Director of Quality and High Performance ('DQHP'), Ben Porter, Head of English and Maths ('HEM'), Chris Baker, Director of Apprenticeships ('DA') and Steve Mulligan, Curriculum Manager of HE

Apologies: None

#### **1. Welcome and apologies for absence**

The Chair welcomed those present, reported that due notice of the Meeting had been given and that the Meeting was quorate. Accordingly, the Chair declared the Meeting open. No apologies were noted.

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

No declarations of interest were made.

### **3. Minutes of the meeting held on 5 November 2024**

IT WAS RESOLVED THAT the minutes of the meeting of the Committee of 5 November 2024 were approved.

### **4. Matters Arising**

The Clerk addressed the outstanding matters with one key update on matter arising 5 regarding student confidence in the Navigate system. The percentage of students confident in using the system had increased on the previous year from 64% to 73%.

### **5. Executive Director Update**

5.1. The EDCQ provided an update on local and national education developments, including:

- 5.1.1. Recent Ofsted proposals regarding a new inspection framework.
- 5.1.2. The introduction of a new FE provider dashboard designed to streamline data access and accountability measures.
- 5.1.3. Significant adjustments in Level 3 qualification funding, impacting subject offerings and the need for some alternative pathways.
- 5.1.4. Ongoing discussions with policymakers regarding the future of technical education and how best to align College programmes with employer needs.
- 5.1.5. Staff engagement and training efforts, ensuring staff are informed about regulatory changes and best practices in curriculum delivery.

5.2. Governor questions and answers:

5.2.1. Q: What are the College's plans for implementing the new qualification structures?

A: The College is reviewing new qualification frameworks and aligning courses with emerging policies while ensuring minimal disruption to students.

5.2.2. Q: What are the significant updates regarding apprenticeships and policy changes?

A: Changes in government funding and new frameworks will influence apprenticeship structures. The College is working closely with employers to adapt to these developments. It was noted this would be discussed in more detail later in the Meeting.

## **6. Chair's Update**

6.1. The Chair provided an overview of:

- 6.1.1. The recent approval of the Self-Assessment Report and the Quality Improvement Plan (QIP), emphasising key priorities for the coming year.
- 6.1.2. A strategic review of Committee operations, aiming to improve efficiency and effectiveness.
- 6.1.3. The possibility of reintroducing a fourth meeting the following year to allow for more focused discussions on key performance areas.

6.2. The Chair asked members to identify any issues from the meeting that they wanted to be included as agenda items for discussion with students at the upcoming student engagement session. The students' feedback would initially be reported back to the Board and then the Committee, creating a feedback loop that informs decision-making processes.

## **7. Professional Judgements (PJs) Update**

7.1. The DQHP provided an update on the following:

- 7.1.1. The accuracy and reliability of risk assessment indicators used to evaluate student performance.
- 7.1.2. The shift in staff attitudes from justifying risk levels to actively identifying interventions and support measures for students at risk.
- 7.1.3. The steps being taken to address students without set risk levels.
- 7.1.4. The implementation of a more structured data review process to identify patterns and proactively address emerging issues.

7.2. Governor questions and answers:

- 7.2.1. Certain terminology used in the report was queried and explanations given.
- 7.2.2. Q: How can professional judgement processes be made more consistent?  
A: Staff training and clearer guidelines are being developed to ensure consistency across all assessments.
- 7.2.3. Q: How do current PJ outcomes compare with previous years?  
A: Initial comparisons show similar trends, but refinements in assessment processes are expected to improve accuracy.

## **8. Digital Learning Update**

8.1. The DQHP provided an update on the following:

- 8.1.1. The expansion of digital learning strategies, including the use of immersive technologies in the classroom, which had been positively adopted by staff and students.
- 8.1.2. The integration of blended learning models to accommodate different learning preferences and improve accessibility.
- 8.1.3. The development of staff training programmes to enhance digital competency and encourage innovative teaching methods.
- 8.1.4. The ongoing evaluations of digital platform effectiveness, ensuring alignment with student needs and institutional goals.

8.2. Governor questions and answers

8.2.1. Q: How does digital learning impact students' ability to learn?

A: Digital resources provide flexibility, access to practical learning away from work experience settings and additional support, but structured guidance is still necessary to maximise benefits.

8.2.2. Q: How accessible are digital learning tools to all students?

A: Reasonably accessible; however, The College is working to improve access to technology and digital platforms, ensuring inclusivity.

8.2.3. Q: How concerning is the lack of staff training programme completion in some departments?

A: Not overly concerning. The College is targeting these departments, especially those which will most directly benefit from technology upskilling.

8.2.4. Q: How have staff training programmes benefitted staff?

A: Staff members have reported significant time saving and improved quality of work, particularly relating to lesson planning.

## **9. Student Experience Update**

9.1. The EDSES provided an update on the following:

- 9.1.1. Improved attendance.
- 9.1.2. Positive feedback on student wellbeing.
- 9.1.3. The increasing number of unaccompanied asylum-seeking students and the corresponding need for additional support services.

- 9.1.4. The implementation of a safeguarding agreement with Lightwaves to ensure the safety and well-being of students learning at this site.
- 9.1.5. Expansion of student personal development activities, aiming to improve engagement and overall satisfaction.
- 9.1.6. Analysis of student support services, with an emphasis on mental health resources and financial assistance programmes.

9.2. Governors considered issues to address with students as referred to in minute 6.2 (above), deciding on the following:

- 9.2.1. The impact of digital learning.
- 9.2.2. Mental health.
- 9.2.3. Environmental initiatives including community impact.
- 9.2.4. The value of trips and visits.
- 9.2.5. Safety.
- 9.2.6. Readiness for next steps.
- 9.2.7. Quality of inductions.

9.3. Governor questions and answers:

- 9.3.1. Q: What is the impact of the reduction in use of the NHS 'Wellbeing in mind' team based at Selby College?  
A: The College is currently relying on its own internal service, but a meeting has been held to improve utilisation of the NHS service.
- 9.3.2. Q: How does the cost-of-living crisis impact student participation in enrichment activities?  
A: Financial pressures limit extracurricular involvement, and the College is exploring additional support measures.
- 9.3.3. Q: How is student feedback incorporated into engagement strategies?  
A: Surveys and student forums are being used to ensure student voices shape policies and initiatives.

## **10. Maths and English Update**

10.1. The HEM provided an update on the following:

- 10.1.1. Disappointing English and maths resit results, attributed to changes in grading structures. He also summarised the approach for 2025-26, indicating that November resits would only be for those who had a realistic

chance of achieving a pass grade. This decision would be based on their diagnostic test or previous marks for those who are HOYEG students.

- 10.1.2. Increased stability in staffing, leading to improved teaching continuity and curriculum delivery.
- 10.1.3. Implementation of new diagnostic assessment tools to identify student learning gaps and offer targeted support interventions.

#### 10.2. Governor questions and answers:

- 10.2.1. Q: Are seasonal attendance variations affecting adult learners?  
A: Yes, attendance fluctuates due to work commitments and external factors, which are being addressed through flexible learning options.
- 10.2.2. Q: Why are there reported low levels of satisfaction in Maths teaching?  
A: Work is being undertaken to review student feedback which may refer to the subject rather than the quality of teaching.
- 10.2.3. Q: Should student views on resits and exam preparation be included in engagement sessions?  
A: Gathering student perspectives will help refine preparation strategies and improve outcomes. The effect of resits on student mental health should be considered.

### 11. Quality Improvement Plan (QIP)

#### 11.1. The EDCQ provided an update on the following:

- 11.1.1. 16-18 attendance had improved.
- 11.1.2. Retention rates for 16-18 students had shown a positive trend. This was attributed to increased support from student support services.
- 11.1.3. Challenges remained regarding tutorial attendance and student satisfaction with the teaching of maths. Targeted interventions are being planned to address these issues.

#### 11.2. Governor questions and answers:

- 11.2.1. Q: Why had attendance improved?  
A: The introduction of Personal Development Coaches is the primary factor. Governors asked that action details such as the impact of Personal Development Coaches be included in the QIP in future.
- 11.2.2. Q: What role do orphan lessons play in attendance improvements?

A: Timetabling to minimise orphan lessons has contributed to higher attendance although it is impossible to eradicate them altogether.

11.2.3. Q: How does digital learning influence attendance rates?

11.2.4. A: Digital tools are enhancing engagement, but face-to-face support remains essential.

11.2.5. Q: What one subject are eleven Selby College students not passing?

A: The EDCQ agreed to find out and report back.

## **12. Apprenticeships Update**

12.1. The DA provided an update on the following:

12.1.1. Achievement retention had improved against the same time the previous year.

12.1.2. The impact of new government policies on apprenticeship structures, including funding changes and new regulatory requirements.

12.1.3. A slight decline in retention rates due to external factors such as employer demand.

12.1.4. Efforts to improve employer engagement.

12.1.5. Enhancements to assessment and feedback mechanisms to ensure apprentices receive timely support.

12.1.6. Strategies to improve progression rates.

12.2. Governors discussed the benefits of expanding foundation apprenticeships to provide entry level opportunities for learners. Governors proposed the College speak to employers regarding demand.

## **13. Briefing Papers**

The Clerk noted that questions had been raised by email regarding the HE Update and Complaints Report briefing papers, the answers to which would be circulated in due course.

**14. Review of Effectiveness of Meeting, identify any other items for Student Engagement Sessions**

- 14.1. Governors requested the inclusion of numbers to supplement percentages in reports wherever possible.
- 14.2. AM agreed to pick two items from the QIP to form the basis of a deep dive at the next meeting.
- 14.3. The Chair noted that the next meeting of the Committee was to take place on 11 June 2025 4pm-7pm at Castleford and the Meeting was closed.



Signed..... Date 11.06.2025

## Actions

No.	Minute	Details	Deadline	Responsibility
1	9.2	Issues to discuss with students at student engagement session	18 March 2024	All
2	11.2.5	Report back on lesson Selby students failing	ASAP	EDCQ
3	12.2	Speak to employers re demand for foundation apprenticeships	Next meeting	DA
4	14.2	AM agreed to pick two items from the QIP to form the basis of a deep dive at the next meeting	Next meeting	AM