

Curriculum and Student Matters Committee

Tue 14 November 2023, 16:45 - 19:00

GW B, Parson's Walk, Wigan



Attendees

Present: Andrea Ferguson (Independent Governor - Chair), Jenny Bullen (Independent Governor), Ann Harrison (Independent Governor via MS Teams), Susan Snape (Independent Governor), Steven Tomlinson (Independent Governor), Anna Dawe (Principal), Rebecca Turley (Staff Governor), Jennifer Connor (Staff Governor), Aston Aldred (Student Governor), Emilie Hoyland (Student Governor)

In attendance: Joanne Platt (Director of Governance), Anne-Marie Francis (Vice Principal - Curriculum), Alison Rushton (Vice Principal - Employment and Skills), Louise Brown (Vice Principal - Corporate Services), Dave Harrison (Vice Principal - Data and Funding), Ursula Hoyles (Head of HE) for Items 6 and 7, Kathryn O'Neill for Item 5, Shelley Nuttall for Item 4.

The Director of Governance confirmed that the meeting was quorate.

The Chair welcomed Susan Snape, Aston Aldred and Emilie Hoyland to the Committee and introductions were made.

Meeting minutes

1. Apologies for absence

CSM-23-11-01

There were no apologies for absence.

2. Declarations of Interest

CSM-23-11-02

There were no declarations of interests.

3. Minutes of the previous meeting and matters arising

CSM-23-11-03

The Committee reviewed the minutes of the last meeting and agreed that they are an accurate record of the meeting. There were no matters arising and no outstanding actions.

Resolved: The Committee approved the minutes of the meeting held on 6 June 2023 for signature by the Chair.

4. Curriculum Presentation: Additional Learning Support (ALS)

CSM-23-11-04

The Committee received a presentation on Additional Learning Support (ALS).

The Service is self-assessed at Grade 1 Outstanding and comprises a dedicated and highly qualified team of around 60 staff, including approximately 40 Learning Support Assistants, and specialist wellbeing staff to support students with learning difficulties and / or disabilities (LDD) and associated mental ill health issues. Specialist LDD /Autism Tutors assess and support students, including for access arrangements for exams and the team has qualified staff who can deliver Disabled Students Allowance (DSA) and funded support for HE learners, enabling the whole service to be provided in-house and thereby maintaining a high quality service.



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There is also an Assistive / Enabling Technologist, a Transition Coordinator and an ALS for Apprentices Coordinator.

The Team supports anyone who identifies a learning need relating to a Learning Difficulty or Disability including recognised / diagnosed mental ill health, regardless of level or programme of study. Each year, the College has in the region of 1,000 disclosures of LDD and generally, approximately 90% of those, accept some form of support from ALS. It was noted that the greatest proportion of disclosures relate to mental ill health, including social, emotional, mental health and behavioral needs, dyslexia and Autistic Spectrum Disorder. Many learners disclose multiple difficulties and difficulties which are less easy to categories.

The support provided by the Team includes transition support (visits to schools, attendance at Yr. 11 Annual Reviews, work with the interviewing team in schools, bespoke taster visits and admissions arrangements for individuals and small groups), learning support assistance within class and workshops, some study support type delivery, personal care as necessary, provision of specialist software, hardware and equipment following assessment and training by the Enabling / Assistive Technologist, e.g. text to speech software, laptops, adapted mice and keyboards, ergonomic and adjustable furniture, specialist 1:1 support from staff qualified to work with neuro-diverse learners, specialist 1:1 wellbeing support to help learners develop strategies and emotional resilience, enrichment and facilitation of peer support and assessments for access arrangements for exams.

The Team focus on the needs of learners, aiming to level the playing field for those who could be disadvantaged. It supports students from application, through transition, enrolment and on programme to provide individualised support tailored to specific needs. The focus is on promoting independence and encouraging learners to 'have a go'. The whole model is based on supporting learners to develop strategies to mitigate their difficulties and supporting curriculum teams to support their learners via information sharing and an ongoing programme of targeted staff development.

It was noted that the team's culture is aligned to college values. Staff have high standards and expectations, there is excellent communication, a shared vision, a commitment to continuing professional development, a 'can do' attitude across the whole team, peer support, a desire to be the best and high levels of discretionary effort.

A significant amount of work (over 95%) carried out by the ALS Team is with high needs learners (HNLs). Most of these learners will have an Education, Health and Care Plan (EHCP), and a consultation process, (which sits within the SEND Code of Practice and a legally binding framework) will have taken place. The College has a legal obligation to deliver what is set out in the EHCP and it was noted that EHCP learners will generally have multiple layers of need. The Committee noted that the national consultation process is becoming increasingly challenging and there is universal agreement that the current high needs system needs significant improvement. A national SEND Review took place in 2022 from which the Government identified the main challenges and produced a quality improvement plan in March 2023.

The Committee reviewed retention and achievement data for ALS students, noting that learners with high needs are supported, monitored and reviewed exceptionally well and that learners with learning difficulties and disabilities and learners in receipt of support consistently achieve better and are retained better than their peers without needs.

Specific ALS mechanisms and resource investment have also helped impact positively on the achievement rate for apprentices. An improving achievement profile overall for apprentices identifying a disability / learning difficulty (46.5% in 20-21, 55.7% in 21-22 to 63.6% in 22-23), with the achievement gap now within 1% of their peers.

In terms of skills and progress, it was noted that feedback from SPOCs 1 and 2 from learners with high needs is very positive and higher than for the cohort as a whole. Skills tracker data shows that learners with high needs make significant progress in relation to developing soft and employability skills against all areas of development. Progress is greater than that made by their peers without high needs across all areas, including in Maths and English

OneGrade data confirms that when compared to learner starting points, learners with High Needs are making progress that exceeds their peers with a OneGrade outcome which is +0.1d higher and destination data for 2022-23 leavers shows that 98.43% of High Needs learners progressed into a positive destination.

In terms of challenges, it was noted that there is a dyslexia achievement gap which, whilst decreasing, remains a concern. In addition, despite the Government Review, the High Needs system and EHCP Consultation



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framework is becoming increasingly complex and difficult to navigate for everyone and it was noted that reforms will not be implemented until at least 2025.

Best practice in terms of tracking and monitoring EHCP / High Needs learners is also not fully embedded across all areas and there is underachievement in a small minority of curriculum areas, which is being addressed via a High Needs working Group with cross college representation to share best practice and further develop staff, with increased audit, monitoring and review to encourage ownership and accountability.

There is a Dyslexia action plan in place, monitored by the Equality and Diversity Committee, numerous awareness raising events and staff development sessions and promotional activities and support for neuro – diverse staff. The Team also keep up to date on best practice and system reform via involvement in national and local networks.

In response to a question from a Governor, it was confirmed that the national challenges relate to both quality and funding, as nationally, outcomes for students with LDD are poor.

Governors asked which of the College's curriculum areas needed additional support and it was confirmed that this is largely construction, engineering, catering and hospitality, where staff are often employed from industry and need additional skills to support students with LDD.

Governors asked about the trend in learner numbers and it was confirmed that in line with general enrolment, numbers of learners with LDD is increasing.

Governors asked if all teaching was inclusive and it was confirmed that it was, although it was noted that learners with the highest needs are largely based in Foundation Learning.

The Committee noted that some of the national curriculum reforms under discussion will impact on funding, which may impact negatively on the ALS service, and that updates in relation to this will be provided to the Committee as more is known.

The Committee thanked Shelley Nuttall for her informative presentation.

The Committee noted the presentation.

Shelley Nuttall left the meeting at 5.20pm.

Kathryn O'Neill joined the meeting at 5.20pm.

5. Careers Strategy 2023-26

CSM-23-11-05

The Committee reviewed the Careers Strategy for 2023-26, noting that the Department for Education launched the national careers strategy in December 2017, outlining the expectations of schools and colleges to ensure that all 16-18 and 19-25 year-olds with an EHCP are provided with independent careers advice.

The Strategy states that every college should publish their careers strategy and careers programme on their website in a way that enables learners, parents, college staff and employers to access and understand it.

The College's Careers Strategy is reviewed annually, with an annual update provided to Governors.

In light of feedback by Ofsted and the subsequent work through the Apprenticeship Workforce Development Fund 'Enhancing the provision of Careers Advice & Guidance within the Apprenticeship Journey', the Careers Strategy has been reviewed and updated to incorporate the careers offer and strategy for apprentices. It was noted that the strategy is monitored internally by the College at monthly meetings.

The Committee also reviewed a new 'Careers Passport' which had been developed to help students to navigate options for progression.

Resolved: The Committee approved the Careers Strategy for 2023-26

Kathryn O'Neill left the meeting at 5.26pm.



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The Committee considered a report providing an update on the Access and Participation Plan, noting that the Office for Students (OfS) Dashboard has added and replaced tracking indicators which the College uses to identify gaps in under-represented groups entering higher education. Work is currently being carried out to apply the new indicators to the College's existing HE student data so analysis can be carried out to identify any risks to equality of opportunity for particular groups such as care leavers, disabled and mature students. In addition to these indicators, the tracking of completion and progression has been added as part of the student life cycle, which will also require analysis.

This data will enable the College to assess its performance and identify the risks which will need to be addressed in the new Access & Participation Plan for 2025-26. A timeline for the creation of the new Access & Participation Plan has been developed although the Committee noted that no set date, other than Spring / Summer has been provided by the OfS for the submission of the new plan and no guidance on format is yet available.

Plans are in place to apply the new indicators to Level 3 students so the College can target outreach activities more effectively to those under-represented groups who are at risk of missing the opportunity to enter Higher Education.

It was noted that the feedback from the first wave of submissions was provided in September, but to date, no examples of the new plans have been published. However, the College is working with Hugh Baird College and is also seeking to work with Myerscough College on the development of its APP, as Myerscough College was in the first wave of submissions and could therefore provide useful information on the process and format.

In response to a question from a Governor, it was confirmed that an update will be provided at the next meeting of the Committee.

The Committee noted the update.



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The Committee considered the HE annual monitoring report, noting that the experience of students on higher education courses at the College is assessed critically via External Examiner reports, survey results (e.g. National Student Survey), feedback from Student Committees and course retention rates. When reviewed as a whole, the quality and standards of the College's higher education provision can be considered to be of good quality and reliable. Taking the broad range of stakeholder feedback into account the College can be confident that its higher education provision meets awarding body academic standards and the Office for Students (OfS) conditions of registration .

The implementation of the College's Higher Education Quality Assurance and Enhancement Framework and professional development events such as weekly continuous professional development meetings and the Research and Scholarship Symposium, provide the College with a HE-bespoke and reliable quality assurance mechanism. Student outcomes are evaluated via Continuation rates, Attainment / High Grade performance, Assessment Board outcomes, retention rates and pass rates, led by a dedicated higher education management team. Whilst there were pockets of under-performance in 2022-2023 relating to retention and pass rates, the overall performance of the College's higher education provision is good.

Based upon the 2022-2023 quantitative and qualitative data presented in the report, alongside the range of actions set out to make necessary improvements, the College can have confidence in the performance of its higher education provision in 2022-2023. The OfS Risk Ratings present a self-assessment, approved at Executive level, of the College's position against each of the OfS Conditions of Registration, providing reassurance with respect to the College's external requirements.

In response to a question from a Governor in relation to the level of investment at Pagefield, it was confirmed that there was likely to be more investment funding opportunities to come, although it was unlikely that the level of investment made in the last 5-years would be replicated.

In response to a question from a Governor in relation to the downward trajectory on Apprentices scores on the NSS survey, it was confirmed that these related to UCLAN provision only and would be reviewed again under the KPI dashboards.

The Committee thanked the Head of HE for a very comprehensive report.

Resolved: The Committee agreed to recommend the HE Annual Monitoring Report and HE SAR 2022-23 to the Governing Board for approval

Ursula Hoyles left the meeting at 5.45pm.

8. Curriculum Plan Update 2023-24

The Committee received an update on the Curriculum Plan for 2023-24, which had been informed by the need to respond to curriculum reform, the development of T levels, the expansion HTQs and the development of Level 2 transition / progression programmes.

Curriculum priorities for 16-19 year-olds included increasing engagement and further reducing NEET, and increasing participation rates in intermediate and advanced apprenticeship programmes.

Curriculum priorities for AEB, study programmes, Higher Education and Apprenticeships included expanding participation rates in key industry sectors for Wigan Borough, including Engineering, Manufacturing, Construction, Finance and Professional, Education and Health.

Other priorities included increasing participation rates and attainment at Level 4 and above, through the expansion of professional qualifications, higher and degree apprenticeships and HTQs, through employer engagement, developing workforce solutions for employers in key industry sectors for Wigan Borough, developing AEB provision to upskill those with low or no qualifications to access entry level roles in the workforce, upskilling and retraining initiatives and expansion in key sectors of higher and degree apprenticeships.

In terms of an update on Early Year programmes, it was noted that new T Levels in Construction and



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Accounting have commenced with a number of starts on year 1 Construction and on Year 1 Accounting. Esports has also recruited a number of learners, Aspire has proved very popular and instead of the planned one group, there are two groups to meet demand.

Reforms to qualifications at level 2 and below will be phased in over a 4-year period. The first reformed qualifications will be available for teaching from September 2025, with further qualifications being approved for teaching from 2026, 2027 and 2028.

In terms of adults, a number of multi skill and bespoke upskilling engineering programmes with different employers were discussed, the Care Leaver Trainee programme had been expanded, a Mentor/coach programme for staff supporting apprentices and trainees was in place, there was funded provision for welding L2/3 and in Community Learning, targeted provision in deprived neighbourhoods, mapped against council provision had resulted in a number of programmes being developed for ESOL and employability in key deprived neighbourhoods.

In addition, Retrofit training had been delivered to staff and a new Powerhouse is in development, although it was noted that further work is required to develop adult programmes in construction trades including Level 3. In health, an Access to Social work introduction, to support shortage of trained social workers in the Borough has been developed and other programmes will roll out later in the year.

Entry level 'Step into' programmes have also been introduced in Children's Residential Care, Health and Social Care, Administration, Teaching Assistants (fast track), Food Manufacturing is in planning and progression routes are in development to Level 3 and beyond, including workplace level 3 programmes offered alongside Apprenticeships in Residential and Social Care.

In terms of ESOL, the curriculum plan sees a 'roll on roll off' community offer feeding into accredited learning, with additional staff and increased assessments planned to support growth.

In terms of Apprenticeships, five pre-apprenticeship groups started in September with one group planned before Christmas and further groups planned from February. There are also three care leavers programmes underway, two in food manufacturing and one in Health and Social Care and a new early recruitment process is in place to work with students seeking apprenticeships. Progression panel work will also be repeated this year.

Food Manufacturing Apprenticeships are also in place with starts on L2-L5 and two pathways are now offered for Electrical Installation (Commercial and Domestic). Promotion of Teaching Assistant, Early Years, Children and Young People and Families Practitioner / Manager is ongoing, L3 programmes for Health and Social Care and Residential are also being delivered via the AEB.

Horticulture and Dog Grooming Apprenticeships are in development and there are two apprentices on the L4 Sports Coach which launched in September 2023. All HLA Engineering and Construction pathways are running and other new programmes (L2 Construction Equipment Maintenance Mechanic and the Science Manufacturing operative) are running.

In HE, there has been approval of HTQs in Construction Management and Quantity Surveying and recruitment on these programmes is strong and is ongoing. Recruitment of Higher Apprenticeships and HNC/D programmes is strong. Although there is a decline in overall cohort numbers in 2023-24 compared to 2022-23, there is a slightly higher recruitment of YR1 students in 2023-24 and this year, 54% of HE students are studying at L5 and 64% are male. The College also met its GMIoT and HE funding targets.

The Committee reviewed current and comparison enrolment data on all programmes, looking at both numbers, levels and sectors and noted that plans are largely on target against the curriculum plan.

In response to a question from a Governor, it was confirmed that employer recruitment on apprentices is buoyant in Wigan and Leigh and is bucking the national trend.

Governors asked if growth was sustainable and it was confirmed that it is as it is linked to quality, which is high and improving.

The Committee discussed digital programmes, noting that some areas such as software engineering are specialist areas, with good provision already available in the sub-region.

Governors discussed students attending college from out of the Borough and the link to the strategic objective to improve lives for people in the Borough and it was confirmed that Wigan is a border town, and students attending out of area are largely from no more than a 20-mile radius of Wigan. Employers from out of area are also engaging with the College, bringing new supply chains which will employ people from Wigan, and



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securing pathways into higher paid employment for Wigan residents.

The Committee also discussed the positive impact of the community learning programmes in ESOL, literacy, numeracy and family learning.

The Committee noted the update.

Alison Rushton left the meeting at 6.10pm.

8.1. Curriculum Reports and KPI Dashboards

8.1.1. HE Provision and Dashboard

CSM-23-11-09

The Committee reviewed the HE KPI dashboard, noting that this is the first report against the 2023-24 KPI targets approved at Board in October and it is therefore early days to form a judgement on overall performance.

It was noted that there has been a slight improvement in HE recruitment for 2023-24, that retention rates at 88.4% are the highest rates for a number of years and HE achievement rates are 6% higher in 2022-23 at 86.3%, with high grades at 62.2%, 12.9% higher than in 2021-22.

The revised NSS survey methodology reveals scores which require improvement and drilling down into the data has shown that this relates to a specific cohort, which is being addressed.

The Committee noted the report.

8.1.2. Study Programmes and Dashboard

CSM-23-11-10

The Committee reviewed the Early Years (EYP) KPI dashboard, noting that this is the first report against the 2023-24 KPI targets approved at Board in October and it is therefore early days to form a judgement on overall performance.

It was noted that there has been significant growth in 16-18 learners and this includes increased numbers of progressing learners which was a key action identified for improvement in 2022-23.

Attendance is marginally below target and action is ongoing to motivate learners to attend. Key to this is that learners enjoy their lessons in college and want to be here. The Teaching and Learning Academy work around outstanding TLA is following this aspiration and has launched a 'Be Brilliant' campaign to support high expectations of staff and students.

Learning walks and observations of TLA are underway and findings will be reported to Governors in subsequent reports.

The early findings (induction) survey is positive and the majority of learners are very satisfied with their choice of college and course.

Targeted intervention is being implemented with 16-18 learners to respond to the drop in attendance, retention and first time pass rates. The set of strategies and actions commencing at the start of the year will set the tone for the year, embedding behaviours and learning that will see an improvement across the headline KPIs. This includes Maths and English attendance and achievement.

The Committee noted the report.



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The Committee reviewed the Adult KPI dashboard, noting that this is the first report against the 2023-24 KPI targets approved at Board in October and it is therefore early days to form a judgement on overall performance.

It was noted that there has been a 4.3% growth in learner numbers compared to last year, mostly Entry / Level 1 programmes and predominantly ESOL, which have grown by 17%. Pleasingly, Level 3 programmes, a priority target, have increased by 42.6%.

SPOC 1, learner voice interim results are very positive with an average score of 97.3% and there has been significant development in employer-responsive curriculum with new programmes offered in priority sectors for the Borough.

The Committee noted a slight drop in attendance across some areas of discreet adult provision and that intervention meetings to identify cause and discuss strategy for improvement are taking place.

The Committee noted the report.

8.1.4. Apprenticeship Provision and Dashboard

The Committee reviewed the Apprenticeship KPI dashboard, noting that this is the first report against the 2023-24 KPI targets approved at Board in October and it is therefore early days to form a judgement on overall performance.

It was noted that apprenticeship enrolments have increased resulting from a strong focus on early recruitment in July and internal progression of students into apprenticeships. Attendance is positive and largely in line with the target and all ESFA performance measures have been met.

Interim data from SPOC 1 highlights Apprentice satisfaction is very high and the College has completed the DfE funded Apprenticeship Workforce development project in CEIAG for apprentices.

There has been a slight drop in SPOC 1 feedback for Q17 'the skills I am learning in college help improve my job role' which is isolated to a specific apprenticeship cohort of apprentices who have not yet been into the workplace and therefore could not relate the question to their job role. A focus group has been arranged to discuss the feedback with the apprentices.

The Committee noted the report.



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The Committee reviewed the College Self-Assessment Report (SAR) for 2022-23, which had been developed from the bottom up with all departments actively engaged in identifying strengths and areas for improvement or development. The SAR has been split into the four provision types of Education Programmes for Young People (EYP), High Needs Learners, Apprenticeships and Adults.

Following governor scrutiny and approval of the provision type SARs a top level Executive Summary SAR had been developed, which Governors found helpful.

This process is new for 2022-23 and represents a much more detailed approach to reviewing the college performance by provision type and learner need aligned to meeting skills needs and committing to a cycle of continuous improvement.

The priority actions identified through the reflection and self-assessment process are captured in the Quality Improvement Plan (QIP) for 2023-24 and indicate the areas for improvement and further development throughout the year. Associated actions are included to provide assurance that these improvements and developments will be made.

It was noted that there is a need to improve achievement gaps in a small number of areas and that the Teaching and Learning Academy has an agenda to reinvigorate classroom and workshop learning, which work is underway. Retention also requires improvement for adult learners and internal progression of returning students has declined.

It was noted that the SAR had been discussed with the Chair and Chair Elect of the Governing Board (one of whom is also the Chair of this Committee) in a robust discussion which deliberated on whether the College was being too hard on itself in its SAR. In conclusion, it had been agreed that the grades were realistic and could be well evidenced, and was a useful tool to drive continuous improvement across the College.

The Chair of the Committee assured the Committee that grades that appear to have been static over a number of years, are in reality moving from a low to a high grade two as improvements are made. The next step is to present the SAR and QIP to the Governing Board for approval.

The Committee noted that the judgements given are fair and well reasoned with some really good case studies. Whilst the evidence shows that most grades were often at the top end of a two, it was agreed by the Committee that keeping the grades at this level was the right approach. There were pockets of grade ones and also some grade threes, and the Committee noted that areas graded at three would be subject to scrutiny from the Committee via curriculum presentations or Link Visits in 2023-24.

It was also noted that the self-assessed grade for skills was 'strong' which will permeate through all areas and the overall Grade is a solid two with pockets of 'Outstanding'. Out of 23 judgements, 17 were graded either one or two.

In response to a question from a Governor in relation to the grade for construction and engineering, it was confirmed that there were areas that need improvement and the grade had been discussed with staff, who agreed that a Grade three was the correct one to help to drive the area back where it needs to be.

The Committee thanked management and staff for their excellent work in pulling the SAR and QIP together and the Vice Principal Curriculum thanked Jim Parker and Dave Harrison for their excellent contributions to this work.

The Committee noted that the progress against the actions on the QIP will be reported to Governors through the Committee and that targets in the QIP were aligned to the curriculum KPI dashboards. It was also noted that actions in the QIP were not old actions rolled forward, but were different actions to drive improvement where required.

Resolved: The Committee agreed to recommend the College SAR 2022-23 and Quality Improvement Plan 2023-24 to the Governing Board for approval



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The Committee considered the Annual Complaints report for 2022-23, noting that the Complaints procedure was updated last year to take into account any potential complaints directed towards the Governing Board. It was noted that there have been no complaints relating to governance in 2022-23.

The report shows that the number of complaints is on a downward trend. Complaints are generally spread across the College with no emerging pattern that would identify a particular area of concern.

Early telephone contact by the Vice Principal / Assistant Principals has helped to resolve initial concerns and to prevent escalation and scrutiny of complaints identifies that there is no discrimination on the grounds of disability / learning difficulties.

The Committee noted that there has been an increasing trend over recent years, albeit on a small scale, to escalate complaints to the DfE once the College's Stage 3 appeal stage has been concluded. One complaint in Early Years was escalated to the DfE last year but the complaint was not upheld and the outcome was that the College had followed its complaints and appeals process and associated procedures correctly.

The Committee also noted that the parent / carer survey identifies a higher incidence of complaints than is formally identified through the complaints policy and procedure which suggests a higher number of informal Stage 1 complaints taking place than is being logged. Feedback identifies that these are mainly in Animal Management and HSC where five complaints have been logged.

The Committee noted the report.

11. Annual Safeguarding Report 2022-23

The Committee considered the Annual Safeguarding Report for 2022-23, which focused on all aspects of Safeguarding across the College and provides an outline of the various areas of focus undertaken by the Safeguarding Team in the year. The report showed the current safeguarding position and 5-year trends, changes to 'Keeping Children Safe In Education', the Prevent Duty and upcoming projects for 2023-24.

It was noted that the number of high risk safeguarding cases requiring a multi agency intervention continues to decrease over the 5-year period, which is reflected in the numbers of young people on Child Protection Plans requiring statutory intervention. The higher numbers of Child in Need plans, which require voluntary participation from families suggests the earlier intervention is effective in addressing and reducing risk. These numbers fluctuate across the year. PREVENT referrals have been very low over the last 5 years.

The College offers four main strands of ongoing wellbeing support for learners. This includes the Head of Studies teams and drop in support on all sites, wellbeing support which is focused initially on those learners with an Education Health & Care Plan (EHCP), the counselling service provided by Wigan Family Welfare, and the College Pastoral and Community Chaplain. The main engagement in wellbeing support lies with the 16-18 cohorts although support is also accessed by adults via the Adult Learning Mentor who sits within the Head of Studies Team.

The trend remains that overall, more females than males engage with the services on offer and therefore a greater emphasis has been placed on engaging external guest speakers such as Luke Ambler and SocioLogical who work to address the barriers to males accessing support, and the College delivers workshops specifically targeting male groups.

It was noted that there has been a 40% increase in Children Looked After (CLA) who have enrolled at the College, and the number has more than doubled in the last 5-years. This cohort of learners comprise those who have always lived in the Wigan Borough and those who have moved to Wigan placements from other Boroughs. In the current academic year, a higher number in the cohort are from outside the Wigan Borough which can bring challenges in retention if placements break down. Many of these young people join the College with complex safeguarding concerns which presents further challenges to wellbeing and achievement.

As part of the CLA cohort, this year has seen a significant increase of unaccompanied asylum seekers who have applications in process for residency. The process is lengthy and complex and these young people face



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many challenges, not least the challenge of communication and adapting to a different culture, so affinity groups and support is promoted. There are concerns around retention and achievement as they can be moved to other areas with very little notice and the curriculum has been designed around this as far as possible to ensure that they achieve whilst at the College.

During the last academic year, there were instances of none disclosure by young people of their involvement in investigations relating to criminal activity. Failure to provide this information presents a safeguarding concern and lack of wellbeing support being offered. Adapting to a college culture of respect and safety in line with transparency and swift intervention ensures the most positive outcome. Staff are vigilant and responsive to information received which enables risks to be assessed and Education Safety Plans to be put in place with partner agencies.

A small number of students have lost parents to suicide or support students with low mental health. The Head of Studies team provide daily support and offer a drop in service for these learners. The College also promotes and works with external partners such as Child Bereavement UK.

Guest Speakers covering key topics such as PREVENT, Domestic Violence, Tolerance, Knife Crime and On-line Safety play a key role in the education and support of learners.

Many young people suffer from low self-esteem and rely heavily on communication via social media and online relationships rather than physical communication, which can lead to unhealthy relationships. The promotion and campaigns around resilience, good mental and physical health and healthy relationships therefore remain a priority for the academic year 2023-24. Building on the success of sessions introduced in the last academic year, the College will continue to work closely with the Young People's Domestic Abuse Adviser (YDVA), to facilitate discussion around what comprises a healthy relationship and the implications of not addressing unhealthy relationships. The YDVA works closely throughout the year with the Safeguarding team to offer drop in sessions for students at various key points of the year to ensure the subject remains a high priority.

Online Safety remains a high priority and the College's partnership with National Online Safety and National Colleges continues to be develop with a visit from National On-line Safety offering a week of training and workshops in early 2024.

Understanding and recognising the effects of historical trauma is of paramount importance when safeguarding individuals, and training is therefore being delivered throughout the year to all staff. Training has commenced in collaboration with Wigan Council for support staff and will continue to roll out and be embedded to ensure that the importance of a trauma informed approach when working with young people is recognised.

The Designated Safeguarding Lead is working closely with external partners in social care to deliver training around professional curiosity which is key to supporting and safeguarding the young people within the College. The approved professional curiosity training will be delivered to staff throughout the year to remind and encourage staff who work with students to remain vigilant and aware of possible concerns.

The Lead Governor for Safeguarding advised the Committee that the Board can take assurance from the report, as early intervention and the range of interventions in place at the College is second to none.

The Committee were pleased to see such a comprehensive report, which provides assurance that staff are well trained and alert, and often dealing with complex cases.

Resolved: The Committee agreed to recommend the Annual Safeguarding Report 2022-23 to the Governing Board for approval



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12. Student and Employer Feedback Report (including NSS Survey)

CSM-23-11-16

The Committee reviewed the Student and Employer Feedback Report, noting that NSS results show that when all courses from across the HE sector are taken into consideration as a benchmark, the College performs well with satisfaction rates above sector wide averages for all seven themes, particularly on full-time courses.

When comparing like for like courses and provision on NSS (as measured by OfS), Teaching On My Course, Learning Resources and Student Voice are above benchmarks for full-time courses, Academic Support and Learning Resources are above benchmarks for apprentices, Public Services has high satisfaction rates and the new measure relating to mental health has high satisfaction compared to benchmarks.

The vast majority of questions on the interim SPOC 1 survey are positive with high satisfaction rates that exceed 90%.

It was noted that interim SPOC 1 results include three additional questions this year. Although the three new questions have impacted on average scores, making it difficult to make direct comparisons to previous data, the vast majority of areas are still showing very high satisfaction rates with actual improvements in Mechanical Engineering, Sport, Public Services and Creative Industries.

Internal Employer Survey results show that 91% would recommend the College as a provider, in line with previous years. Employers identify strengths as professional delivery, improving skills of apprentices and delivering up-to-date training practices. However, invitations for employers to complete the external survey on the gov.uk website have been low since inspection, with only one response during this period.

The Committee noted that on NSS, when like for like provision is taken into consideration (as measured in new weighted OfS benchmarks), the College performance is below benchmark in six of the seven 7 themes with Organisation and Management a key area. Whilst there are some mitigating factors on Childcare provision due to assessment practices within partner organisations having an adverse impact on our learner experience, this is an area for additional focus.

Satisfaction is also lower on apprenticeship provision (in Engineering) when compared to full time provision.

The report highlighted and the Committee noted the areas with the lowest satisfaction rating, although it was noted that none of these was particularly low, and the Committee was assured that actions are being taken to understand these scores and to address any underlying issues.

The Committee noted that a report on 'You said, We Did' would be brought to the next meeting of the Committee.

The Committee noted the report.



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The Committee considered a report on the outcome of the autumn term Link Visits, noting that the planned visit to Motor Vehicles had been cancelled when a number of Governors were unable to attend at late notice.

Link Visits took place in A-Levels and Hair and Beauty curriculum areas.

Four governors (including the student governor Aston Aldred) attended the two Link Visits. In each visit, the afternoon included a curriculum intent conversation with managers, a discussion on the strengths and areas for improvement in the department and a reflection on the Self-Assessment Report and grading for the area.

It was noted that Hair and Beauty and A-Level are both graded as 2 (Good). Motor Vehicle is graded 3 (Requiring Improvement) and will be included in the next round of Link visits in February.

There was an opportunity to observe teaching and learning and meet with students and test the impact of the quality of education by having students demonstrate their skills development. There was also opportunity for a staff focus group discussion.

Feedback from the visits is very positive particularly in relation to the Governor's assurance that the College is pursuing high quality teaching and learning and the quality of the student experience.

The Committee reviewed Governor feedback reports from both visits, which had been shared with the relevant curriculum areas. None of the comments in the feedback reports required a management response.

The Committee discussed the positive impact of having a student governor on the Link Visits and in particular of a male governor attending a programme with predominantly female learners and it was agreed that this approach would be looked at with a view to incorporating this practice into future visits.

The Committee noted the report and agreed that the spring term Link Visits and curriculum presentation to the February meeting of the Committee would be informed by the SAR.

14. Committee Effectiveness and Impact Review and Annual Report 2022-23

The Committee reviewed its impact and effectiveness and its Annual Report for 2022-23, noting that this isn't a requirement but is considered to be good practice for Committees to review their effectiveness.

The Annual Report provides commentary in relation to each area of the Committee's Terms of Reference and concluded that the Committee has had another successful year, with the College's Ofsted inspection resulting in a grading of 'Good' with a 'strong' skills judgement and a pleasing improved grade for apprentices, which the Committee had been monitoring for a number of years.

The Committee's work has helped to focus the Governing Board's attention on key aspects of the College's curriculum. In particularly this year, the Committee asked for RAG ratings to be applied to curriculum KPI dashboards, monitored improvements in recruitment, retention and achievement of students in all curriculum areas and had oversight of the Ofsted inspection and the development of the College's first Accountability Statement.

The Committee's monitoring of the curriculum KPI dashboards and oversight of the development of the College wide SAR and QIP on behalf of the Board, provided additional assurance in relation to the College's progress towards achieving its quality targets. The Committee's terms of reference sets out its responsibilities, and it is the Committee's opinion that the Committee has been effective in discharging its responsibilities and has had a positive impact on the College's governance arrangements during 2022-23.

Resolved: The Committee approved its Annual Report for 2022-23



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15. Items for inclusion in Committee Chair's report to the Governing Board

CSM-23-11-19

Resolved: The Committee agreed the items to be included in the Committee Chair's report to the Governing Board

16. Any other business

CSM-23-11-20

There were no items of other business.

17. Date and time of next meeting: 27 February 2023 at 5pm via MS Teams

CSM-23-11-21

The meeting ended at 7.12pm.



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