MOULTON COLLEGE

CURRICULUM, QUALITY AND STANDARDS COMMITTEE

Minutes of the meeting held on Tuesday 26th November at 4.00pm M6

Present:	Alastair Thomson (Chair)	Independent Governor
	Pauline Hawkesford	Independent Governor (Teams)
	Prof. Elaine Limond	Independent Governor (Teams)
	Oliver Symons	Principal
	Amy Griffiths	Staff Governor
	Ivy Knowles	Student Governor
	George Crick	Student Governor (Teams)
In attendance:	Faye Williams	Vice Principal
	Catherine Duro	Head of Governance
	Jacqui Hughes	Digital Innovation & Technology Manager *(Item 7)*
	Tony Mangan	Assistant Principal for Data and Standards *(Items 10-12)*
	Sam Smith	Director of Curriculum *(Item14)*
	Nikki Southgate	Director of SEND & Student Experience *(Items 15-20 & 22)*

SECTION A – ROUTINE AND GOVERNANCE ITEMS:

Apologies for absence (Agenda item 1)
1. Apologies for absence were received from and Suzzanne Ijewski and David McVean.

Declarations of interest (Agenda item 2)
2. There were no new declarations of interest.

Minutes of last meeting (Agenda item 3, Paper A)

3. The minutes of the meeting held on **Monday 15th October** were **approved** as a true and accurate record.
4. It was **asked** how well the PDT pilot was working, moving some sessions online. Governors were **informed** there had been a mixed response, partly due to a recruitment challenge, which had now been resolved. It was confirmed that the model was still developing and would be revising for next year. **Assurance** was offered PDT was being delivered by a tutor. Keep as a live action – how will we know it has worked and can identify the benefits. **(Action FW)**
5. Governors were advised that the new Construction head had settled in, there was work to do to resolve ongoing challenges, but the appointee had made a good start.

Actions from last meeting (Agenda item 4, List)

6. Governors yet to sign are to be reminded to complete that they have read and understood this year's KCSiE, as a matter of urgency. **(Action CD)**

SECTION B – STRATEGIC UPDATE:

Strategic Update – Presentation (Agenda Item 5)

7. The VP delivered a strategic update presentation, offering feedback from the recent AoC Conference. The three strategic pillars discussed at the Governance Development Day were **aligned** with wider national priorities.
8. **Congratulation**s were offered to the floristry students who had provided the 65 table displays for the AoC awards and evening meal.
9. Feedback was offered on the thematic review that had taken place, confirming 210 lessons had been visited. Feedback had been offered to staff.
10. An Apprenticeship **deep dive** had been done with peers from Chesterfield College who had provided some deep, detailed feedback, which an action plan was being delivered from. This reciprocated peer support we had provided them previously. Governors were **assured** that apprenticeships were being reviewed to ensure a high-quality experience.

Profile and Reputation (Agenda item 6, Paper B)

11. The Principal gave an update on the strategic partnerships he was exploring. Governors were **asked** if there were any potential partners missing, did governors feel it was a worthwhile use of time, were there any areas / any partners were governors felt able to offer support.
12. It was **confirmed** the Principal was working closely with the two Northamptonshire local authorities (WNC and NNC) to discuss college land and community relationships.
13. A number of organisations were keen to discuss the solar swap with the college. The possibility and potential of releasing some land to develop solar farming on college land with a partner was introduced, governor support would be sought if this might progress as this would change the character of the farm.
14. Vertical farming was offered as a suggestion.
15. The Northants Police, Fire and Crime Commissioner and a local Brixworth councillor were suggested as potential contacts.
16. It was requested that the college's relationship with Northampton RFC (the Saints), be better publicised and celebrated to make the partnership more visible.

SECTION C – Quality of Teaching, Learning and Assessment

Use of AI – Position Statement (Agenda item 7, Paper C)

17. The Digital Innovation & Technology Manager joined the meeting.
18. Jacqui Hughes brought a fresh pair of eyes, having been with the college less than 2 months.
19. Jacqui shared that she would like to introduce the JISC IT Development tool, which can be personalise by individual and department. Striving for digital excellence.
20. A BYOD (Bring your own device) model was being rolled out for learners. An upskilling programme for teachers to feel confident in AI technology innovation, infrastructure, devices and software would be developed. **(Action JH/FW)** A desire to develop a whole college approach was shared. It was suggested the college develops a one size fits all model, to be more efficient for the organisation and familiar for staff and students as they move between lessons, lecturers and levels.
21. Students were asked if they had much awareness of how AI could be used to help learners, Students responded that they have always lived with AI, but may need guidance on how it can best be used in learning and business settings. Staff confirmed

they were keen to teach ethical use of AI. Case studies from employers to demonstrate how employers use AI were proposed as a useful tool. It was asked if there was any identification as to when AI starts and ends, particularly when using for research and assignments, how does this fit with Harvard referencing. Very clear **guidelines** are required to support staff and students to use it in guided, structured and ethical way**. (Action FW/JH)** Adoption of the JISC/AoC principles was agreed as a starting point. Data protection implications are also important to consider and cover in GDPR policies. **(Action CD)**

22. It was **highlighted** that people with learning difficulties may use AI to help them properly understand content or word assignments. It was further agreed that this should be included in the guidance.
23. A 3-step model was **suggested**, i.e. "don't use, could use, must use", which was reported to be a common approach used across HE. Grammarly is encouraged but needs guidance. Ask students to critique AI generated materials to learn to question critically the quality of results.
24. It was noted that some staff lack the confidence to support students use of AI. Moulton needed to be able to use AI positively as a prompt and a tool rather than a cheat. The potential which AI has to support teachers work more efficiently on routine matters was noted.
25. Thanks were given for the paper and update.
26. The need to carry many stakeholders, staff, students and employers and to seek champions to move forward, was reiterated.

Student Recruitment and Retention (Agenda item 8, Paper D)

27. The forecast final figure was shared, and the reasons why this could not yet be confirmed were understood. Staff were congratulated on supporting more students through the first 42 days than in previous years.

28. It was **asked** what the story was behind the disappointing landbased figures. The background was explained along with the actions put in place to improve the position. Business and landbased were undersubscribed. It was recognised that these were areas with challenges in staffing.

Balanced Score Card (Agenda item 9)

29. The new balanced scorecard was presented, Governors were **advised** it was ready to go live and would be shared in the monthly update with governors. This would illustrate the concise summary for governors require. The presentation is very visual to inform at a glance which strategic themes are on target or where there were challenges. Works across committees, all governors receive a comprehensive, timely set of information.
30. The scorecard would be updated monthly and a live version available to governors at all times.
31. It was asked if staff would see it, they would see a version of it, but with the same data**.**

SAR 2023/24 (Agenda item 10, Paper E)

32. The SAR was received. The brevity and clarity were recognised. The self-assessment was a grade 2 throughout, with skills graded reasonable.
33. It was **reported** that two independent governors had been part of a challenging validation meeting and endorsed the report as presented.
34. Overriding narrative that this college is good and is working to get better.
35. **Resolved** that the SAR be **recommended** to the Corporation for approval.

QIP 2024/25 (Agenda item 11, Paper F)

36. The QIP is a dynamic document used by managers, next time there will be collated progression data sets. Progress against each action will be clear. Will be RAG rated with a progress summary column. This was appreciated.

37. It was **asked** if all those actions on the plan were delivered would we be self-assessing as outstanding. Governors were informed that these were the next critical steps, and priorities, there are layers to the process, moving to outstanding is a careful process, with interim steps to solidify progress. Good is a broad area and we are right to be cognisant of those steps and keep striving for outstanding,

38. **Resolved** that the QIP be recommended to the Corporation for approval.

Elaine left the meeting.

First Impressions Survey (Agenda item 12, Paper G)

39. First impressions survey. Not perfect but pleased to present it as the strongest in the four years it has been presented in this format. Students were telling us they are happy. Most feel safe and most would recommend the college, we have the feedback from those who do not agree, which all agreed was extremely important.
40. Passed local survey results to heads of school, to publish "you said we did" posters to feedback to students and demonstrate the college had heard what was being said, and feedback was bring given where we were not able to respond.
41. A governor was **delighted** to see that students report assignments are spread throughout the year.
42. Student governors **brought to attention** that it was only one snapshot, which was filled in at speed and early in the year before a full experience. Governors were **assured** that it was triangulated through student focus groups, learning walks etc but was a useful jigsaw piece.
43. It was recognised than any student feeling unsafe was a concern while acknowledging, small numbers Results were shared with safeguarding. The three percent should be a priority. Instances of repeated bullying will be looked into.

HEBoS Feedback (Agenda item 13, Paper H)

44. The report was noted and the priority being given to HE development, recognised.

Skills Position Statement (Agenda item 14, Paper I)

45. It was **asked** if the report would be shared or published, or if it would be shared with ISB's. It would not be shared in this format. It was generated from the ISB meetings, The Heads are leading ISB's this year, each meeting will start with a "You said and this is what we are doing" now section.
46. Teachers being encouraged to develop greater and deeper engagement with industry and consider how this is best measured and targeted (e.g. can the college assess levels of engagement between SME and large employers and the significance. It was accepted that everything about the Moulton student offer is part of the extended College curriculum (whether taught or informal/non-formal.
47. It was **suggested** that the college should explicitly express our ambition to use alumni to extend and develop our skills position.
48. It was **confirmed** that green skills/sustainability were both a discrete area and also a cross-cutting theme across all areas of the curriculum.
49. The need to encourage all schools to get involved in skills competitions was **agreed**.

50. Equine excellent at transferable skills. Animal and Equine are strong at delivering industry skills and we should champion these areas, industry behaviours, such as communication were required behaviours as requested by our employers.

51. Governors **challenged** whether the elements and aspirations in this position paper were fully captured in the QIP. SLT agreed to consider whether these should be fully integrated of if they should remain separate.

Residential SAR&QIP (Agenda item 15, Paper J)

52. The SAR was received and had been **confirmed** by the recent OFSTED inspection, the newly released report was circulated to governors. The team know their area, know what needs to improve and know what they do well. It was a true reflection.
53. Parents and carers, do we make any special provision for communication with social workers etc as needed,
54. The team were **thanked and congratulated** having achieved a grade to be proud of.
55. In responding to governor questions, staff were confident that the college could achieve and outstanding grading by the end of year if actions identified in the QIP and SAP and noted by OFSED were acted upon.
56. **Resolved** to be recommended to the Corporation.

Disabled Student – site review (Agenda item 16, Paper K)

57. This paper was the result of an initiative from a student governor and supported by another wheelchair-using student working with staff. The site review reported has already resulted in positive changes with others awaiting implementation and further consideration.
58. The SLT was **asked to consider** how the College could involve other students with different disabilities to undertake reviews of other college sites of periodic updates. It was noted that some upskilling/training might be needed in the estates team to raise awareness of the experience of students with mobility limitations.
59. Senior team were asked how they might capture this voice and respond to it. **(Action FW)**

SECTION D – TRIANGULATION (Agenda item 17-19)

No link governors feedback to receive.

60. The Committee was **informed** that link governor visits were scheduled in. A staff council and student council were also being established, the output from each would be presented to this committee to enable greater triangulation.

SECTION E – STANDING ITEMS

Safeguarding Update (Agenda item 20, Paper L)

61. It was **confirmed** that outsourced cleaners are DBS checked.
62. The volume of the safeguarding needs and the extreme concerns that were being raised this term were highlighted. Staff had reported feeling unable to help beyond handing over to the wellbeing and safeguarding team.

Risks and Mitigations (Agenda item 21, Paper M)

63. The report was reviewed.

64. Conversations through the meeting had highlighted the need to seek richer student feedback across all groups.
65. It was asked how many existing and prospective adult learners already have a first level 3 qualification or higher. It was **suggested** that if it was understood better then it might be easier to market courses by encouraging students to self-fund or take on a loan to learn.

SECTION F – Policy/Annual Reports

Prevent Policy (Agenda item 22, Paper N)

66. The Prevent policy was received for approval. It was asked how aware students are of Prevent. It was confirmed it was covered by PDT and understood. It was noted that in a college such as Moulton, Prevent strategies might need to be aware of violent extremism associated with animal rights campaigning.
67. **Resolved** that the Prevent policy be approved as presented.

SECTION G – Closing Items

Any other items of urgent business (Agenda item 23)

68. There were no further items to discuss.

Impact of Governance (Agenda item 24)

69. Governors reflected on the meeting and identified areas of governor impact as listed below:

- Continued challenge to raise the quality and consistency of Personal Development Tutorials;
- The welcome growth of student governor influence on items on the committee's agenda;
- AI strategic progress reviewed for the first time by governors from a teaching and learning perspective with
- SAR&QIP scrutinised.

Date and time of next meeting (Agenda item 25)
70. 25 March 2025