



MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON MONDAY 12 MARCH 2018 AT 18.00 IN SP216 (BOARD ROOM)

PRESENT ¹	IN ATTENDANCE
Chris Muller (Chair) Maureen Kilminster Lynn Reddick Jamie Roberts (Teaching Staff Governor) Kabir Shaikh	Cliff Shaw – Deputy Principal Fred Carter – Vice Principal (Curriculum) Dario Stevens – Vice Principal (IS & Planning) David Round - Clerk to the Corporation
¹ Attendance = 63%	

14.17	APOLOGIES FOR ABSENCE
	Received from Frances Rutter, Alexandra Cartmell and Emily Hall.
15.17	DECLARATIONS OF INTEREST
	Chris Muller declared his interest as an unremunerated director of NBS Ltd, a wholly owned subsidiary of NESOCOT. Lynn Reddick declared her interest as the head of a specialist provider in Surrey. Maureen Kilminster reported that she is a former Principal of Brooklands College, a trustee of Surrey Lifelong Learning Network and a member of Ewell Rotary Club.
16.17	MINUTES
	The minutes of the meeting held on 29 November 2017 were approved as a correct record.
18.17	MATTERS ARISING
	The meeting received and noted a paper (Appendix B) that gave an update about the status of actions referred from previous meetings.
	05.1 Student Outcomes Reports including Value-Added Scores 2016/17 Students' actual destinations will be reported to the summer term meeting.
	10.17 Notification of Sub-contractors The Deputy Principal gave a detailed report arising from his review of the partnership with ASTM which is based in Oldham. He gave details of the history and background of the project with ASTM noting that it had been successfully delivering level 3 courses in business since 2015. In 2017 it began the delivery of a Higher National

Business programme. He had visited the campus and commissioned a detailed quality and risk assessment of the provision from an experienced HE quality consultant. The risk was assessed as amber. This was because it was not yet possible to confirm that students objectively were making academic progress as the Exam Board had not yet met and the EV from Pearson had yet to make their visit. It was a very innovative and socially valuable project and he was able to confirm that the Centre had 80 active students who were working towards the completion of their year 1 units. There had been difficulties with the delivery model in year 1 because of the large number of students, the newness of the teaching team who, whilst extremely capable and enthusiastic, were unused to teaching the HN course. Students came from varied backgrounds; many were entrepreneurs, shopkeepers and there was a significant number of women students. They had completed the level 3 business course and were eager to progress but some lacked academic writing skills, research skills and independent learning skills. For future cohorts a bridging course had been developed focusing on these areas. It was confirmed that the centre was following NESCOL's policies and procedures, used NESCOL systems and that HE meetings such as Staff Student Consultative Committee and Boards of Study had taken place. Feedback from students was excellent.

It was noted that the consultant's report was being referred to the Audit Committee. The risks were being drawn to the attention of F&GP because of the financial risks associated with the project (**ACTION: DR/CS**).

19.17	SELF-ASSESSMENT REPORT (SAR) & POST-INSPECTION ACTION PLAN (QIP)
19.1 Quality Improvement Action Plan	<p>The updated QIP was reviewed in detail. The following points were discussed: -</p> <ul style="list-style-type: none"> • Student attendance in mathematics was below the target of 80% currently at 78.3% and required constant reinforcement and monitoring. • Governors asked about the weaknesses in the delivery of mathematics teaching. It was noted that the use of effective questioning techniques by tutors could be improved. Differentiation and the personalisation of learning could also be improved but it was noted that the ability range of groups was broad, partly because of timetabling constraints. This created challenges in meeting the needs of all students in the group. • Group sizes in English and maths are 15.

- Governors asked whether there had there been an improvement in teaching quality, as measured through lesson observations? It was noted that the system in use this year for lesson observations was not comparable to that of last year. Unlike last year all teaching staff (+0.5 FTE) are now observed. The first observation makes judgements against the headings of 'progress'; 'attitudes'; 'skills'; and 'study programmes'. The judgements are directly linked to progress made by students.
- Lesson observation training and moderation has focused on ensuring that observers record judgements unambiguously and consistently. Experience of round 1 to date has not provided consistency in terms of the written narrative to provide a clear overview of performance against these headings at this stage. In round 2 of observations in March teachers will receive 'grades'. The approach has been designed as a consciously critical process with the feedback and support provided to teachers between round 1 and round 2 to achieve improved outcomes from observations. By the end of the second observation, teachers must have achieved 'good'. Further co-observation takes place at round 2 to provide additional assurance and check on the possibility of grade inflation.
- Round 2 of observations in March will continue to on embedding of English and maths.
- **AGREED:** a report of lesson observations by curriculum area be presented to the next meeting of the Committee **(ACTION: CS)**.
- A formal tool to capture lesson observation judgements has been introduced to provide a more consistent and detailed approach to recording outcomes and tracking progress.
- The Deputy Principal is proposing that judgement framework be put in place next year along the lines of 'Requires support'; 'Effective Practice'; and 'Highly Effective Practice' to enable, for example, the best teachers' practice to be celebrated.

<p>19.2 In-Year SAR: Interim Update</p>	<ul style="list-style-type: none"> • It was noted that behaviour is good in lessons and students in the vast majority of instances are ready to learn. Round 2 of observations will ensure a more specific quantifiable measurement / judgement on this. • The wearing of lanyards and IDs by students is inconsistent once students have passed through the College entry point barriers. The expectation that teachers must also enforce the wearing of lanyards and IDs in lessons has been reinforced and will carry a weighting in the forthcoming round of observations in March 2018. • Round 2 of observations in March will place a clear focus on attitudes, behaviours and student ID / lanyard compliance. • In discussion, the teacher governor commented that the effectiveness of sanctions for student non-compliance was critical to this. <p>The QIP update report was noted.</p> <p>The Deputy Principal presented an updated in-year SAR. This took account of the latest information on achievement rates for apprenticeships, progress in English and maths and judgements about leadership and management. The key proposed changes to the SAR were: -</p> <ul style="list-style-type: none"> • Apprenticeship student outcomes have improved: overall achievement has gone up to 92% (67.4% in 2016/17) and the timely achievement to 74% (67.7% in 2016/17); In-year sub-contractor apprenticeship achievement is very high at 99%. • Results in apprenticeships that gave rise to the minimum standards concern had improved following decisive action taken by the College. The poor results in carpentry and joinery apprenticeships had arisen from difficulties in recruiting assessors. In 2017/18 academic year 2 FTE new assessors were recruited and effective IQA arrangements are in place.
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	<ul style="list-style-type: none"> • Mathematics results in 2018 were significantly above the national benchmark. Decisive management action has been taken in English and the leadership of the new and highly experienced Head of English is supporting a judgement to raise the grade from grade 4 to grade 3. • Leadership and Management is now good because: - <ul style="list-style-type: none"> ○ A robust lesson observation scheme has been reinstated with a focus on developing teachers' and assessors' practice. This process has been supported by external training and co-observation coaching from an experienced Ofsted inspector. There is an intensive and rapid programme to ensure that the reintroduction of observations is effective, accurate and impactful. ○ Significant investment has been made in the updating of the College campus and its facilities. This was achieved without borrowings. ○ Leadership and management has addressed the staffing shortages and management gaps in the identified areas of the SAR and attrition of new starts (teachers) and probationary teachers is being monitored. ○ Through the introduction of the Nescot Community Charter staff and students are reminded to take pride in their learning environment and this is having an immediate effect with follow up by the estates and security teams. <p>The updated SAR was noted.</p>
20.17	TEACHING AND LEARNING REPORTS
20.1 Teaching Learning and Assessment Strategy	<p>The Teaching, Learning and Assessment strategy was discussed. The objectives were noted: -</p> <ol style="list-style-type: none"> 1. Achieve consistently outstanding teaching, learning and assessment through the effective scrutiny of practice and effective professional development; 2. Establish continuous professional development that is closely aligned to occupational, student and curriculum

<p>20.2 Teaching and Learning Reviews</p>	<p>needs with coaching support and teachers taking personal responsibility for improvement at its core;</p> <ol style="list-style-type: none"> 3. Establish flexible delivery options that support blended learning and independent learning in order to be able to provide solutions for employers, higher education students and to better engage with, track and monitor students of all ages; and 4. Develop a proactive learning support, wellbeing and welfare service that deploys innovative and direct interventions to keep students in learning. <p>It was hoped to develop a centralised Student Support, Welfare and Wellbeing Centre which would give the service more visibility to students and support a holistic approach. This was dependent upon capital funds being available. Governors discussed how the TLA strategy related to the assessor role: it was important that the same principles applied and that support was in place for all students.</p> <p>The report on TLA strategy was noted. At TLA handbook for the College is to be published shortly.</p> <p>The Committee noted the observations in the Teaching and Learning Reviews report, namely that: ‘After a 2 year observation hiatus the culture and skills required for effective observations needed rapid development, practising and refinement’.</p> <p>The following support was in place: -</p> <ul style="list-style-type: none"> • A Professional Development Hub is established in the new ‘Undercroft’ as a focal point for teacher development and training. The Professional Development Coaches are based there every Monday, Wednesday and Friday at lunchtime until the end of May. • Support is being provided by Colin Smith, who is a current Ofsted Inspector. Colin is providing surgeries for individual teachers on a 1-2-1 basis. He also supports observers to check and discuss observation practice. • The Deputy Principal provides ongoing communications and guidance to support reviews.
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<p>20.3 Minimum Standards update</p>	<ul style="list-style-type: none"> • There is continuing moderation of, and feedback about, observers' records of observations (narrative and judgements). <p>The report on Teaching and Learning Reviews was noted.</p> <p>The Committee was advised that the ESFA had contacted the College because three apprenticeship frameworks (Health and Social Care, Construction (Carpentry and Joinery) and ICT were below the minimum standards of performance in the previous academic year (62% achievement). The College has been in regular contact with the ESFA to respond to the concerns and to advise the management actions that have been taken.</p> <p>The College is waiting to hear whether a formal notice of concern will be issued requiring the submission of an action plan. It was noted that 'the College is confident that it has addressed the poor provision which was below minimum standards, the root causes have been addressed or the provision has been stopped so will not be an ongoing issue.'</p> <p>Governors requested information about the circumstances that had given rise to the failure to achieving minimum standards of provision in these areas.</p> <ul style="list-style-type: none"> • The poor performance in social care apprenticeships was caused by problems with a sub-contractor. The College had ceased working with the sub-contractor on apprenticeship delivery and the students were transferred to another provider. The College no longer offers apprenticeship on this framework. • The construction area was affected by severe difficulties in recruiting in-house assessors in carpentry and joinery. Consequently it had sourced agency staff. The quality and reliability of this resource was variable and not easy to manage to the same level of full-time college employed staff. 2 new FTE assessors had been appointed and administrative resources strengthened. Additional quality assurance resource is in place. It was too early to say whether the steps take will have had a decisive impact because results for the new cohort will not be available until 2018/19.
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<p>20.4 CPD Update</p>	<ul style="list-style-type: none"> ICT was affected by the small size of the cohort and the 'roll on, roll off' nature of the provision. This provision is now progressing well. Timetabled sessions are scheduled now. A new Head of Department has been appointed. Subsequent external verification visits have attested to the robust systems for tracking apprentices. Overall this area of provision is now performing well with in-year achievement which is well above national averages. <p>The Committee noted the report and that ESFA action was awaited.</p> <p>The College's CPD programmes were discussed. There was a forthcoming CPD day for all staff on 29th March at which attendance was compulsory. A week of CPD activities would take place in the summer. Professional development centred on TLA improvement and awarding organisation compliance. The approach has blended in-house resource with external inputs. Programmes covered both teachers and professional support areas. Support areas' activities were linked to TLA priorities.</p> <p>It was noted that each professional support areas produced the equivalent of a SAR.</p> <p>The report on CPD was noted.</p>
<p>21.17</p>	<p>CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE STRATEGY (CEIAG) 2017/18</p>
<p>Following review by the Senior Management Team and the Strategic Leadership Group (SLG) the College had adopted a CEIAG strategy. It follows the eight Gatsby benchmarks for good practice. Details were also presented of the action plans in place to improve practice. Governors noted that some supportive funding may be available through Surrey CC and it was suggested this should be investigated (ACTION: DS).</p>	
<p>22.17</p>	<p>THE STUDENT VOICE</p>
<p>Feedback was given from recent meetings of the FE Student Conference and HE Student Council. FE students commented on the location of the designated smoking areas. The College had now provided a new facility on the other side of the campus near the BE buildings. There were also complaints about the queues in the Refectory; since then significant improvements had been made and the Undercroft Café was now in operation. There had been comments about the slowness of some</p>	

computers. The College was aware of the ageing nature of its IT infrastructure and decisive action had been taken which would involve significant investment. HE students fed back some concerns about the HE Common Room. The College had hoped to include this area in the schedule of capital refurbishments but unfortunately budgetary pressures had inhibited this. The current plan was to provide some basic updating of the decoration. Students had also requested a relaxation of the rules regarding drinking coffee in the computer labs. The College was unable to accede to this request.

Both FE and HE students had been consulted on the strategic plan update.

23.17

HIGHER EDUCATION QUALITY REPORT

A full report was given about higher education quality standards reflecting the focus on improving HE continuation rates in particular. Intensive care meetings had taken place with those programmes identified at risk, which were: BSc (Hons) Computing top up FT BTEC HND Computing Diploma Psychodynamic Counselling BTEC HND Moving Image Integrated Masters Osteopathic Medicine FD Sports Therapy BSC Sports Therapy Top up. The latest data on continuation rates were considered noting that the decline that led to the criticisms at the time of the QAA visit had been arrested (currently 91.3% continuation for FT courses compared to the benchmark of 86.1%). It was noted that HE Continuation rates are monitored at course level and data is published monthly in the Senior Leadership Team (SLG) MI pack together with other metrics such as student attendance, retention and achievement

The higher education quality report and updated HE Quality Improvement Action Plan was noted.

24.17

SAFEGUARDING STAFF TRAINING

A report on safeguarding staff training undertaken across the College was noted.

The Clerk was requested to investigate the current position in relation to governor safeguarding training (**ACTION: DR**).

25.17

KEY PERFORMANCE INDICATOR REPORTS

25.1 CQC KPIs

Curriculum-related KPIs for January 2018 were reviewed. The areas that were not rated as 'Green' were 1) attendance of students at maths lessons (78% compared to the target of 80%; English was 80%); 2) take-up of work placements. It was noted that the lesson observation KPI was no longer applicable because the LO system had been changed: a new KPI would be required. Action was being taken to follow-up work placements.

<p>25.2 Focus paper: Student Attendance</p>	<p>The report on January 2018 curriculum KPIs was noted.</p> <p>Comprehensive information student attendance across the College was considered as part of the report. Governors commented that many students had good attendance in their vocational classes but poor attendance in maths; the question arose whether to discipline students in these circumstances. Nonetheless the College continued to press very hard to get attendance up and some areas were being very successful in this. Governors enquired why some vocational areas seemed to be better at getting students to attend: this was down to the leadership and commitment shown by managers in the area who were proactive in chasing students to attend and even attending maths classes themselves. The College needed to use these areas to set an example to others. Vocational staff needed to be robust with their students in relation to attendance in English and maths.</p> <p>Analysis was provided about the relationship between student attendance rates and previous GCSE grades in English and mathematics. Surprisingly attendance was lowest for students with D grades. Functional skills students had better attendance rates. In discussion it was noted this was because Foundation Learning students tended to have better attendance rates.</p> <p>Analysis by EDIM¹ highlighted the fact the significant difference in the attendance rate of students who received free school meals between their vocational classes and English and mathematics. This was red flagged for action.</p> <p>The focus paper on student attendance was noted.</p>
<p>25.3 Focus paper: Student Withdrawals</p>	<p>The focus paper on student withdrawals was reviewed. It was noted that: -</p> <ul style="list-style-type: none"> • FE retention rates have improved for 10 curriculum areas, remained the same for 8 and declined for 9. • Of current concern for FE provision are Music with 85% retention and Travel & Tourism with 86% retention. The most predominant reason for withdrawal from Music, was “no longer engaged” (3 students) likewise for Travel (4 students).

¹ Equality and Diversity Impact Measure

	<p>Governors noted the relatively lower in-year achievement rates for College-based rates for 16-18 apprenticeships compared to sub-contracted provision. Performance is, however, improving compared to previous years.</p> <p>The focus paper on student retention was noted.</p>
26.17	ANY OTHER BUSINESS
There was no further business and the meeting ended at 20.07.	
27.17	DATES OF FUTURE MEETINGS
The next meeting would take place on 2 Wednesday 02 May 2018 at 18.00.	

Signed Date

Chris Muller, Chair of the Curriculum & Quality Committee

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