



MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON THURSDAY 26 MAY 2016 AT 18.00 IN THE SKILLS PARK BOARD ROOM.

PRESENT ¹	IN ATTENDANCE
Chris Muller (Chair) Avril Lawrence Lance Finn Mike Broadbent (HE Student Governor) Josh Spooner (FE Student Governor)	Cliff Hall – Head of College Carol Martin – Deputy Principal Fred Carter – Vice Principal Mark Hillman – Assistant Principal Liz Powell – Vice Principal Dario Stevens – Vice Principal David Round - Clerk to the Corporation
¹ Attendance = 83%	

23.15	APOLOGIES FOR ABSENCE
None received.	
24.15	DECLARATIONS OF INTEREST
There were no declarations of interest.	
25.15	MINUTES
The minutes of the meeting held on 02 March 2016 were approved as a correct record.	
26.15	MATTERS ARISING
<p>The meeting received and noted a paper (Appendix B) that provided an update about the status of action items referred from previous meetings.</p> <p>The Head of College reported on his recent visit to Brighton and Hove Sixth Form College, which had been praised by Ofsted for the effectiveness of their teaching, learning and assessment improvement strategies. It was noted that:-</p> <ul style="list-style-type: none"> • The college had mature and professional dialogues internally about teaching and learning strategies, including growth mind sets. • There was an emphasis on the use of DIRT (Dedicated Individual Reflection Time) techniques in the classroom, seeing marking and student feedback as a very important learning strategy for students. • The college SAR process was less formal than at other colleges; it was used as a formative and supportive process to assist colleagues to refine their action planning and identify improvement strategies. 	

- There was one lesson observation per year. Teachers were not advised of the grade and the focus was on the feedback and actions.

NESCOT was reviewing the SAR and action planning strategy for next year and some of the ideas used at B&H college would be considered as part of this review. B&H college seemed to have focused on a small number of college-wide strategies and made these the core of their teaching, learning and assessment plan. It was recognised that this did have some implications for the principle of teacher autonomy and this should be considered as part of the review.

27.15

AREA REVIEW UPDATE

It was noted that : -

- Nescot had submitted a number of proposals to the ABR team, including financials and a joint approach to apprenticeships across the 4 GFE colleges.
- The proposals would be scored.
- Recommendations would be made to the colleges at Steering Group meeting 4 on 7 June 2016.
- NESCOT Corporation would have until 5 July to respond to the recommendations.
- An additional meeting of the Corporation might be required.

28.15

ENGLISH AND MATHS PROGRESS REPORT

Governors received a detailed progress report about English and Maths. The key points noted by governors were: -

- The predicted headline achievement rates were below target, based on feedback from teachers.
- Based on mock results, which although incomplete, it was forecast that 50% of students will increase their GCSE grade in English and Maths by at least one grade. This did provide some encouragement but overall the performance was below where the college needed to be.
- Student attendance continued to be a challenge. Meetings with students and parents took place where attendance was low and this had had some impact.
- The new timetable (2 x 1.5 hours instead of 1x2 + 1x1hours) for next year responded to feedback from students and staff, and it was anticipated that this would lead to better attendance by students at these classes.
- The College was recruiting additional student progress coaches to support English and Maths attendance follow-up and tutorial 1:1s.

Student governors spoke about their experience in English and Maths lessons. Revision classes were very effective and where students received feedback on work that focused on areas for development, this worked well. There was a need for continuous reinforcement and practice in the subject and the new timetable would be helpful. Students also needed to practise their skills outside the classroom therefore more homework should usefully be set.

In discussion, governors noted: -

- The new syllabi for English and Maths could make it more challenging for students to achieve a high grade passes.
- The Ofsted report noted the strong collaboration between Maths and English teachers and vocational teaching teams. This could, however, be further strengthened particularly in terms of embedding these areas in vocational delivery, although the difficulties in doing this should not be underestimated e.g. it was difficult to integrate algebra and cumulative frequencies into much vocational teaching.
- Students needed to receive strong messages from vocational teachers about the importance of obtaining a high grade in English and Maths for their future employability and career development.
- The College needed to work with teachers to identify the specific interventions that had had a positive impact.

29.15

ON-PROGRAMME STUDENT SURVEY

The student surveys results for FE and HE were reviewed. The salient points highlighted were: -

- The response rate for FE was slightly down at 73%; the response rate for HE was significantly higher than last year.
- The overall satisfaction rate (good or better responses) was 92% which was consistent with the previous two years.
- 96% of students considered teaching and learning to be good, which was a slight increase on the previous year; the trend of satisfaction with assessment feedback was down for the third year in a row.
- The number of students who felt they were making good progress in English and Maths was down 2% to 85%.
- The variations in satisfaction rates by department were noted.
- 92% of students said that they would recommend NESCOL to a friend, which was consistent with previous years.
- Average satisfaction rates for HE students was up 6% to 92%.
- 94% of HE students said that teaching and learning was good or better.
- The departments with the lowest satisfaction ratings in HE delivery were Computing and Osteopathy.

The areas for development from the surveys included HE course organisation and 1-2-1 tutorials for FE students.

The Committee commended the college on the high levels of student satisfaction.

30.15	EQUALITY AND DIVERSITY
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30.1 Annual Report

The Annual Equality and Diversity report was received, following review by the College Equality and Diversity Working Group and the SMT. The responsibilities of the College under the Equalities Act 2010 were noted. It was highlighted that: -

- Of the seven EDIMS¹ monitored at the college, five had shown improvement in the past 12 months. The participation of females in construction had not increased and the success rates of level 2 black and ethnic minority students remained below those of white students. These were discussed and the improvement strategies outlined.
- The ethnicity profile of college staff exceeded that of the local population.
- Pay policies were transparent and fair and free from gender bias, as reflected in the ratio of the earnings of male and female staff.
- The BME student population had grown for the third successive year,
- The number of students declaring a disability was consistent with previous years.
- The gaps in the value-added between BME and white students was noted.
- Student destinations were comparable by gender.

The areas for improvement were noted and actions discussed. Governors noted that the statistics appeared not to capture transgender students, although it was stated that the information reflected self-declarations.

30.2 Equality and Diversity Policy

The Committee reviewed the Equality and Diversity policy, noting that the changes reflected in the College mission and values and its new Strategic Plan, 2015-2020. **RESOLVED:** that the Equality and Diversity policy of the College be approved.

¹ Equality and Diversity Impact Measures

<p>31.3 Teaching and Learning Improvement Projects</p> <p>31.4 Curriculum Development Briefing</p>	<p>process with shared ownership of issues and solutions.</p> <p>An example of some of the work arising from the Teaching Improvement Projects was discussed and noted.</p> <p>Members of the Committee received a sector briefing outlining some of the key themes and changes in government policy in relation to colleges and vocational education. The Committee noted that:-</p> <ul style="list-style-type: none"> • There was a focus on student destinations from vocational programmes i.e. into employment, apprenticeships, higher education or progression to higher level courses. • The Sainsbury review of post-16 provision is expected to be published in the summer. It will seek to simplify the skills system and qualifications so that young people have a smaller number of clear routes from compulsory education into skilled employment. It is proposed that there should be 15 pathways through the Technical and Professional Education (TPE) system, driven not by qualifications but by occupational competences owned by employers. There will be a review of existing TPE qualifications. Governors noted that these changes would have a major impact upon NESCOL's curriculum strategy and also the recently approved academic plan. College management believed that NESCOL was well placed because its curriculum planning systems were embedded and linked to employer demand and student destinations. • A number of changes to the Performance Tables will be introduced. There will be five headline measures:- <ul style="list-style-type: none"> - Progress: how well do students progress at school/college; - Attainment: how well do students attain; - English and Maths: the progress of students who did not achieve a grade C at KS4; - Retention: the percentage of students who complete their core aim; and - Destinations: what students do when they leave (January and April census dates)
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	<ul style="list-style-type: none"> • College open evenings had been reviewed and improved. The feedback from prospective students and their families was positive. • There was a new ‘keep warm’ communications strategy in place for applicants • The ‘Welcome induction’ for prospective new starters would be offered again this year as 80% of those attending last year had subsequently enrolled. • The key to a successful enrolment was to convert applications into enrolments – 50% was the usual conversion rate. <p>The overall assessment of risk for 2016/17 applications was considered to be ‘high’ on the basis that the college had not achieved its student recruitment target for the previous two years.</p>
33.15	EFA AND SFA MINIMUM STANDARDS REPORT
<p>The SFA issue a statement of the minimum standards required of providers, and the failure to achieve or exceed those thresholds could lead to an intervention by the SFA. The presented report gave assurance to the Committee that there were no courses offered at NEScot that did not achieve or exceed the minimum standards.</p>	
34.15	CURRICULUM PLAN 2016/17
<p>The curriculum plan for 2016/17 was presented, highlighting significant changes in proposed provision, areas of growth and of decline. The curriculum plan was aligned to the five year strategic plan and was informed by local market intelligence (LMI) data sets. Detailed work was undertaken with Heads of Department to provide a coherent and integrated plan. New areas of growth included a Foundation Degree in Accounting, FE courses in Motor Vehicle Engineering, Games Design, Catering and Hair and Media Make-up course.</p> <p>Group sizes were very carefully monitored, reflecting the FE Commissioner’s advice about the impact of small group sizes on college financial viability. Course viability was reviewed at the beginning of the academic year and the process of ‘cuts and splits’ followed to optimise group sizes across the college.</p>	
35.15	COMMITTEE TERMS OF REFERENCE AND MONITORING FRAMEWORK
<p>The terms of reference of the Curriculum and Quality Committee were reviewed, noting the increase in membership to reflect the participation of student governors in this important committee. It was also noted that the duties of the committee would be widened to include reference to the safeguarding of all students ‘including preventing the radicalisation of young people’. The cycle of business was considered and approved.</p>	

The Committee RESOLVED to commend the terms of reference for approval by the Corporation (ACTION: DR).	
36.15	STUDENT MATTERS
Student governors reported about the use of feedback by tutors on higher education courses and suggested that the College gives consideration to strengthening this aspect of course delivery. (ACTION: CH/CMa)	
37.15	ANY OTHER BUSINESS
There was no further business and the meeting ended at 17.55.	
38.15	DATES OF FUTURE MEETINGS²
Wednesday 16 November 2016 at 6.00pm Wednesday 01 March 2017 at 6.00pm Wednesday 03 May 2017 at 6.00pm	

Signed

Chris Muller, Chair of the Curriculum & Quality Committee

Date

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² To be confirmed at Corporation July 2016