



**MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON THURSDAY 02 MARCH 2017 AT 08.00 IN THE SKILLS PARK BOARD ROOM.**

<b>PRESENT <sup>1</sup></b>	<b>IN ATTENDANCE</b>
Chris Muller (Chair) Lynn Reddick Avril Lawrence Cliff Hall Mike Broadbent (HE Student Governor) Lance Finn	Carol Martin – Deputy Principal Fred Carter – Vice Principal Mark Hillman – Assistant Principal Dario Stevens – Vice Principal David Round - Clerk to the Corporation
<b><sup>1</sup> Attendance = 86%</b>	

<b>19.16</b>	<b>APOLOGIES FOR ABSENCE</b>
	None.
<b>20.16</b>	<b>DECLARATIONS OF INTEREST</b>
	Cliff Hall declared his interest as a unremunerated director of NCL and NBS Ltd.
<b>21.16</b>	<b>MINUTES</b>
	The minutes of the meeting held on 19 January 2017 were approved as a correct record.
<b>22.16</b>	<b>MATTERS ARISING</b>
	The meeting received and noted a paper (Appendix B) that gave an update about the status of actions referred from previous meetings. It was also reported on the actions taken following the comments made about student behaviour.
<b>23.16</b>	<b>POST INSPECTION ACTION PLAN (PIAP)</b>
	The meeting reviewed the progress of actions identified following the January 2016 Ofsted inspection. Teams were using the PIAP as a live document to drive actions to achieve tangible improvements in outcomes. Consultancy support for teaching and learning teams had emphasised measuring the impact of actions on specific areas for development and also having small and specific milestones. More generally the College was seeking to embed a culture in which curriculum teams used team meetings to focus on teaching, learning and assessment.

The Ofsted inspection had commented on students' preparedness to learn i.e. punctuality, student having the appropriate equipment for lessons etc. The evidence from learning walks was that the picture was mixed and more work was required to improve the picture across the College.

The report on the PIAP was noted.

**24.16**

**ENGLISH AND MATHS QUALITY IMPROVEMENT PLAN:  
UPDATE REPORT**

A specialist external adviser had been engaged to review the area. In addition, an experienced interim manager for English had been appointed to cover the role of Head of English until the new substantive appointee took up their post in the summer term. Feedback from the external review included the following observations: -

1. Students needed more support to be fully prepared for the formal examinations. This was particularly important as the exam counted for 60% of the available marks;
2. Better use could be made of students' previous controlled assessment work;
3. Communications across teams could be improved;
4. Tracking of students' work in English required development;
5. Staff do not consistently set homework; and
6. There was inconsistency in the marking of students' controlled assessments.

Staff development was being provided to teams. A mini action plan had been developed and was being implemented.

It was further noted that there were 480 students following GCSE English of whom 300 had additional learning support needs. The Committee suggested that teams could attend CPD provided by the Examination Boards; in many cases these were available as Webinars so the cost and time implications were minimised.

Nationally it appeared that there was a rethink on the policy on GCSE English and Maths resits in colleges. It was possible that functional skills qualifications could be re-instated.

The report on English and Maths was noted.

25.16	TEACHING AND LEARNING UPDATE
<p><b>25.1 Teaching and Learning Reviews</b></p>	<p>Departmental teaching and learning reviews will have been completed in all areas by March 2017. Some reviews include an external critical friend to ensure robustness and independence as well as providing support for the identification of strengths and areas for development.</p> <p>The strengths of curriculum areas were: -</p> <ul style="list-style-type: none"> <li>• Teachers know their students well and want them to achieve their potential</li> <li>• Students conduct themselves well both in and out of the classroom</li> <li>• Very good practical resources</li> <li>• Very knowledgeable teachers who engage students</li> <li>• Questioning techniques are used well to assess, probe and extend learners' understanding</li> <li>• Maths is embedded well within lessons</li> <li>• Employability skills are developed well within lessons</li> </ul> <p>The areas for development were: -</p> <ul style="list-style-type: none"> <li>• The more able students do not always receive sufficient stretch and challenge</li> <li>• Missed opportunities to embed English skills</li> <li>• Attendance is low in some classes and not all students attend promptly or are prepared for lessons</li> <li>• Students need to be encouraged to become more independent learners.</li> </ul> <p>The Committee discussed the attitude of students towards study and their intrinsic interest in their subjects. Although some students were not motivated in their GCSE retakes, by and large most students were very enthusiastic towards their chosen programmes. It was suggested that the College might usefully reinforce in tutorials the importance of the contract between students and the college, noting that in the world of work this was at the core of the relationship between employer and employee.</p> <p>The report on Teaching and Learning Reviews was noted.</p>

<p><b>25.2 Probationary Teacher Observations</b></p>	<p>The status of teaching observations of probationary teachers was reported. There had been an increase in the number of new teachers and there were 45 probationers this year (approximately 25% of the teacher workforce). Of the lessons observed 61% were Good or better and 31% required improvement. 8% of lessons were inadequate.</p> <p>The recent HR Performance Board had expressed concern at the grade profile. The following had been enacted: -</p> <ol style="list-style-type: none"> <li>1. Teaching and Learning Coach resource has been deployed to develop development strategies with probationers, to be reflected in the update of the probationary policy.</li> <li>2. All new staff are RAG rated following appointment to prioritise initial support related to the interview outcomes and their experience.</li> <li>3. 2 new Teaching and Learning Coaches have been appointed to work with probationers</li> </ol> <p>Members of the Committee asked about the support that was being given to teachers. Were there any common themes for staff development? In discussion it was noted that classroom management was often an area for further development. Analysis of the feedback given to teachers following an observation was that the quality of the feedback could be improved to emphasise how teachers could improve. Recent CPD organised with the Professional Development Manager at Chichester College, which was an outstanding College, had confirmed the importance of constructive and practical developmental feedback for teachers.</p> <p>The report on teacher observations was noted.</p>
<p><b>25.3 Continuing Professional Development (CDP) Update</b></p>	<p>A report on CPD provided to teaching and support staff in 2015/16 was considered. This included</p> <ul style="list-style-type: none"> <li>• Support for staff new to teaching and/or Nescot College</li> <li>• Induction programme for new managers</li> </ul>

	<ul style="list-style-type: none"> <li>• 'Aspire' programme for staff wishing to develop their careers in FE etc.</li> <li>• Individual Professional Development – attendance at conferences etc.</li> <li>• Teaching and Learning – awarding body CPD, webinars, whole college training, AET and PGCE courses</li> <li>• CPD Whole College Conferences (summer)</li> <li>• Health and Safety training</li> <li>• Safeguarding training</li> <li>• Other CPD networks – e.g. AOSec</li> </ul> <p>Extensive use was made of online training programmes (Educare). There had also been an increase in specialist training for staff involved in SEND provision as the number of High Needs students had increased.</p> <p>Governors asked about how the impact of this investment in staff was evaluated. It was commented that this was being reinforced through the appraisal system.</p> <p>The report on CPD was noted.</p>
<b>26.16</b>	<b>THE STUDENT VOICE</b>
<p>The meeting considered a report to update Governors on the strategies to engage students in the overall College community and the scope for future engagement. It was noted that the previous arrangements had tended to be dominated by discussion of facilities-type issues e.g. refectory matters. A fresh approach was being trialled: a high profile student conference took place in December attended by Sir Vince Cable and senior managers. Student Governors delivered an excellent presentation about their role on the Governing Body. The issues identified by students in the conference were taken away for consideration which included a request for a Revision club which was considered a very positive and mature suggestions. A follow-up conference was being held in March with input from the National Citizenship Service. The arrangements for receiving feedback from higher education students were also outlined.</p> <p>Members discussed the success of other colleges such as Chichester College in utilising their student body as a resource for quality improvement across the College, ranging from matters of teaching and learning, to sports and recreation and the overall student engagement with the quality of the learning community. To facilitate this they had invested in funding sabbatical student officers. This was something that NESOT might wish to consider, subject to budget.</p>	

The report on the Student Voice was noted.	
<b>27.16</b>	<b>HE: TEACHING EXCELLENCE FRAMEWORK (TEF)</b>
<p>The background to the revised quality assurance framework for higher education including HE in FE was described. The Teaching Excellence Framework (TEF) was being introduced by the Higher Education Funding for England (HEFCE) to recognise and reward excellence in teaching and learning in the higher education sector. The TEF was being phased: NESCOL has opted to join TEF2, the results of which will be known in May. Based on provisional data provided by HEFCE, NESCOL could potentially achieve a 'Sliver' TEF award which would be affirmation of the quality of its provision and a powerful marketing tool. Universities and colleges that achieved a TEF rating would be able to raise tuition fees in line with inflation although NESCOL did not have plans to do this at the current time.</p> <p>The report on the TEF was noted.</p>	
<b>28.16</b>	<b>EQUALITY AND DIVERSITY</b>
<b>28.1 Equality and Diversity Update</b>	<p>The Equality and Diversity (E&amp;D) report to the Committee was received. It was noted that</p> <ul style="list-style-type: none"> <li>• 6 E&amp;D objectives were set in 2016. Good progress was being made towards the achievement of all objectives.</li> <li>• 10 Equality and Diversity Impact Measures (EDIMs) were being assessed. 7 had positive outcomes. The 3 EDIMs that did not have a positive outcome were i) male success at L2; ii) functional skills for males; and iii) success rates for apprentices declaring a learning disability.</li> </ul> <p>The analysis of recent data identified a number of gaps in outcomes for female students on some apprenticeship programmes and some small but clear differences in gender achievement rates on L1 and L2 long courses because of known quality issues in some curriculum areas. The gap in comparative achievement rates for students declaring a learning difficulty had reversed compared to last year with a negative gap being apparent this year.</p> <p>The meeting noted the actions of the College in respect of transgender students.</p>
<b>28.2 Equality and Diversity Policy March 2017</b>	<p>The Equality and Diversity Policy dated March 2017 was <b>APPROVED</b>.</p>

<b>28.3 Equality and Diversity Annual Report 2017</b>	The College Equality and Diversity Annual Report for 2017 was noted.
<b>29.16</b>	<b>GOVERNOR CURRICULUM LINKS SCHEME</b>
	A progress report on the pilot Governor Curriculum link scheme was received. All Governors had undertaken a visit and further visits were planned for the summer term. The feedback from Governors, teaching areas and SMT was positive with useful observations, encouragement and offers of support from Governors being given to departments and to SMT.
<b>30.16</b>	<b>KEY PERFORMANCE INDICATORS (KPIs)</b>
<b>30.1 KPIs for C&amp;Q Committee</b>	<p>The KPIs for January 2017 were received. Discussion focused on the amber-flagged indicators:</p> <ol style="list-style-type: none"> <li>1. The student attendance rate for English and Mathematics was below the target of 83% but ahead of the outturn for last year;</li> <li>2. Achievement rates for 19+ and 24+ apprenticeships were below target. This was because of roll-on/roll-off starts and the later processing of achievements. It was expected that the achievement rate would steadily rise - the latest data for February showed a 24% increase for 24+ apprentices.</li> <li>3. Lesson observations for probationary teachers were below target as discussed earlier in the meeting.</li> <li>4. The undershoot for student work placements was attributable to the delays in obtaining Construction Skills Certification Scheme cards. This was being addressed.</li> </ol> <p>Members of the Committee commented that apprenticeships were a major risk area for the College and in previous years, problems with one sub-contractor had impacted negatively on the College's achievements. What was the likelihood of this happening again? The Committee was advised that the strategy being implemented was to concentrate provision in a small number of high quality sub-contractors and to take provision in-house.</p> <p>A detailed analysis of student attendance data was presented to the Committee. It was noted that attendance rates are monitored at college and department and data is interrogated at student level by management during tracking and monitoring meetings.</p>
<b>30.2 Focus paper: Student Attendance</b>	

**30.1 Focus  
paper: Student  
Withdrawals**

Attendance rates had been affected by the recent train strikes (minus 10% on strike days). Attendance was therefore below the same time last year but ahead of the outturn for last year. The greatest area of risk was in English and Maths as previously discussed.

The Committee noted the report on student attendance.

A detailed analysis of student withdrawal data was presented to the Committee. In year retention rates remained high (98% compared to 97% last year). 10 departments had improved retention, had declined in 9 areas and 2 departments had stayed the same. The apprenticeship in-year retention was also very high (98.8%)

C&Q had asked for further work to be undertaken to understand the factors underlying the high pre-census data withdrawal rate, which was 11.6% in the current year and 12.4% last year. 16 of the early withdrawals were because of transfer to apprenticeship programmes. A further 217 student withdrew, of whom 43 never attended despite enrolling. 44% of these students had decided to enrol with another provider. 22% had obtained a job and the remainder had decided not to go to college or had not commenced studies at the College for other reasons. Of the remaining students who started at the College and who subsequently withdrew before the 6 week census date, 25% had transferred to another provider, 12% changed their plans and 11% had lost interest in their course. 19% of the pre-census withdrawn students were withdrawn for reasons of poor attendance.

The Committee noted that some students used the College as a 'safety net' option and therefore because NESCOT enrolled early, it could mean that its early drop out rate was higher than other institutions. From next year College enrolment would take place slightly later in August.

The Committee noted the report on student withdrawals.



<b>31.16</b>	<b>STUDENT DESTINATIONS</b>
<p>Data on FE students' actual sustained destinations for 2016 leavers was presented. The Committee was pleased to note that the response rate had increased to 86% compared to 70% last year. It was below the internal target of 90% response rate however. 94% of known actual destinations were positive destinations i.e. further study, employment, an apprenticeship etc. 5% were NEET<sup>1</sup>. Destinations data varied by level with more students at L1 and L2 staying in education to progress to a higher level course. 35% of L3 students went into employment, 30% into higher education and 5% onto an apprenticeship. 44% of students who left the College for work went into a vocationally-related job. This varied significantly by curriculum area (80% for Brickwork and Early Years; 10% for Performing Arts). Data differences by gender and ethnicity were discussed.</p> <p>National benchmark data was not yet available but it was anticipated that it would be published in due course allowing comparative analyses to be provided.</p> <p>The Committee noted the report on actual student destinations.</p>	
<b>32.16</b>	<b>ANY OTHER BUSINESS</b>
There was no further business and the meeting ended at 09.48	
<b>33.16</b>	<b>DATES OF FUTURE MEETINGS</b>
<b>Date and Time of Next Meeting:</b> 03 May 2016 at 18.00	

Signed .....

**Chris Muller, Chair of the Curriculum & Quality Committee**

Date .....

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<sup>1</sup> Not in Education, Employment or Training (NEET)