



MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON WEDNESDAY 02 MAY 2018 AT 18.00 IN SP216 (BOARD ROOM)

PRESENT ¹	IN ATTENDANCE
Chris Muller (Chair) Lynn Reddick Jamie Roberts (Teaching Staff Governor) Kabir Shaikh Frances Rutter	Cliff Shaw – Deputy Principal Dario Stevens – Vice Principal (IS & Planning) David Round - Clerk to the Corporation
¹ Attendance = 83%	

28.17	APOLOGIES FOR ABSENCE
	Received from Maureen Kilminster, Alexandra Cartmell and Kieran Sainsbury.
29.17	DECLARATIONS OF INTEREST
	Chris Muller and Frances Rutter declared their interest as unremunerated directors of NBS Ltd, a wholly owned subsidiary of NESCOT. Lynn Reddick declared her interest as the head of a specialist provider in Surrey.
30.17	MINUTES
	The minutes of the meeting held on 12 March 2018 were approved as a correct record.
31.17	MATTERS ARISING
	<p>The meeting received and noted a paper (Appendix B) that gave an update about the status of actions referred from previous meetings.</p> <p>20.3 Minimum Standards report – no further communications had been received from the ESFA in relation to any possible action.</p> <p>21.17 Careers Education, Information, Advice & Guidance Strategy (CEAIG) – it was noted that the College was not aware of any specific funding available e.g. for job coaches through the County Council but that DS would discuss internally.</p>

32.17	CURRICULUM AND QUALITY KPIS
<p>The KPIs highlighted that: -</p> <ul style="list-style-type: none"> • Student retention in most aspects of provision was holding up and was at or above national benchmarks and above College stretch and challenge targets • HE Continuation rates were above benchmark for FT and PT students • EDIM metrics indicated a gap in student retention for White 19+ students on L1 courses and also for sub-contracted female apprentices. • Attendance by students in Maths GCSE resits was below target but above last year. • Student work placements were still below profiled target; many students undertook work placements at the end of the academic year. Departments had been tasked to ensure that all students undertook required work experience by the end of the session. • Apprenticeship achievement rates for in-house 16-18 provision were below national average. There had been problems recruiting assessors for Carpentry in 2016/17 and tracking and monitoring by assessors in Plumbing. <p>Governors asked about what the College is doing to improve performance on in-house apprenticeships which were below the levels of sub-contractors. It was explained that the apprenticeships and employer engagement departments were being reviewed and a new structure would be put in place. Some apprenticeships with smaller numbers would be closed as the loss of one or two apprentices could lead to high attrition rates. It was reported that the changes in the apprenticeship system was having a negative impact on the smaller employers who took on local NESOT apprentices because of the complexity of the arrangements and the requirement for co-funding.</p>	
33.17	TEACHING AND LEARNING UPDATE
33.1 English and Maths Quality Improvement Plan: update report	<p>The Committee noted</p> <ul style="list-style-type: none"> • The strategies being employed to increase student attendance at resit English and maths GCSEs were not having the required impact. The strategy would need to be reviewed. • The predicted high grades (A*-C) were 26% for maths and 14% for English. These were similar to last year. • There was some evidence that vocational areas were doing more to embed English and maths in their delivery.

<p>33.2 SAR & QIP update</p>	<ul style="list-style-type: none"> • Evaluation of the impact of the pilot of delivery of English and maths in vocational teams in Animal Studies was negative because the embedded tutors were operating in isolation from the rest of the English and maths teaching team. The plan is to re-centralise but with a nominated specialist teacher <p>Governors asked about the measures the College was able to take to improve students' attendance i.e. involving parents. The Chair noted that in his school engaging parents through direct communications about their child's progress was a very successful improvement strategy. The College's experience was that it was more difficult to engage with the parents of students with risk indicators for English and maths i.e. their attendance at parents' evenings was lower. Parents were requested to attend student concern meetings. Governors suggested that the College could do more to celebrate students' achievements in communications to parents as experience suggested that was highly influential in increasing motivation.</p> <p>The College noted that explicit consent was required from parents to communicate with them under GDPR.</p> <p>The report on progress in implementing the English and mathematics improvement plan was noted.</p> <p>The QIP was reviewed and noted. The assessment of the Deputy Principal was that whilst overall the College remained good in terms of quality the main areas for development were not seeing significant shifts toward higher levels of performance. The update reported that: -</p> <ul style="list-style-type: none"> • Key indicators remain positive i.e. retention. • Attendance at English and maths has not improved. Maths below college target but English largely meeting the College target. • English and maths achievement forecasts indicate maintenance of maths high grades and a small improvement in English high grades. • Apprenticeship in-year achievement performance is high (timely and overall) but core apprenticeship achievement (non-subcontractor) performs less well.
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<p>33.3 Teaching and Learning Reviews</p>	<ul style="list-style-type: none"> • The new FE student satisfaction on-programme survey shows a decline in satisfaction levels. Participation in the survey had increased. Previously apprenticeships and college-based students were combined; this year they were surveyed separated to create more focused and useful information. • Apprenticeship participation increased (+11%) but is still not high enough 47% overall. Overall satisfaction with apprenticeships is 83% <p>The last Ofsted report noted that the College’s assessment of teaching and learning quality in the classroom was sometimes over-optimistic. In response the College had reviewed its systems for the evaluation of teacher performance and introduced a new College-wide framework. Investment had been made in providing professional development for observers with the objective in making observations more rigorous and consistent. There had also been development so that observers provided more useful developmental feedback to teachers. This training was delivered by an experienced Ofsted inspector.</p> <p>A new system was in place to collate and analyse lesson observation feedback information more systematically. All observation reports were moderated by the Deputy Principal The observation framework was directly linked to the feedback at the last Ofsted inspection. Observation judgements were made about progress, attitudes, skills and the study programme and reported using the following categories: -</p> <ul style="list-style-type: none"> • The quality of the learning environment (tidiness, presentation, displays) • Student behaviour • Embedding English in a vocational context • Embedding maths in a vocational context • Students’ work readiness /work relatedness of teaching and learning <p>The Deputy Principal summarised the current position noting that although improvements had been seen the number of teachers delivering outstanding teaching was not increasing quickly enough. It was reported that: -</p>
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- Round 2 observations included 99 members of staff, with some staff still to be observed.
- Insufficient progress has dropped considerably from 21% to 7% (14% drop) compared to round 1 with a large majority of the IP's moving to DI.
- Significant progress has remained the same at 22%.
- Demonstrating improvement has increased from 54% to 70% (16% increase) the majority of this increase being the shift from IP to DI.

At a previous meeting governors had asked that information be provided at faculty level which was included in the report.

A number of staff could go into capability should their re-observation provide a second 'Insufficient Progress' outcome. The process for addressing consistently poor performance was as follows: -

- Teachers have 4 weeks to improve; as part of the process they will have support from their manager and the development coaches;
- They will then be re-observed (this is a co-observation to help assure the findings). There is no guarantee that they will have reached the required standard just because they are demonstrating improvement. The situation would be reviewed after their re-observation taking into account the strength of the DI outcome, the distance travelled and the engagement levels with support.
- If any staff are in capability into the next academic year they will be advised that if they are eligible for any pay increase (e.g. increment or pay award if there were to be one) they would not be entitled to receive this until out of capability.

There was discussion about what more could be done to get vocational teachers to embed English and mathematics in their sessions. The College recognised that higher expectations needed to be set for all teachers and to do the simple and obvious things e.g. correcting spelling and grammar in all vocational formative assessments.

<p>33.5 CPD: March Review of All-Staff Programme</p> <p>33.6 Student Survey</p>	<p>The report noted that EV/EE reports were positive and there were no blocks by awarding bodies.</p> <p>The report on teaching and learning reviews was noted.</p> <p>The all-staff CPD day in March was discussed. The purpose of the day was to focus on teaching, learning and assessment. Other quality improvement aspects were covered that involved service and business areas in self-assessment and quality improvement planning. Attendance was mandatory for all staff and the programme on the day was very full.</p> <p>The Deputy Principal noted the lack of engagement of higher education teaching staff and teacher education staff which was disappointing and was being followed-up.</p> <p>The ‘On-programme’ student survey results were presented to the Committee. The College was using a new system this year (‘QDP’) that benchmarked performance against other institutions although some of these were 6th form colleges and therefore not always comparable. There were separate surveys for FE students and apprentices.</p> <p>The overall levels of satisfaction were lower than last year although it should be noted that more students were responding. The following points were noted:</p> <ul style="list-style-type: none"> • The response rate was up on last year at 84% compared to 75% in ‘16/17. QDP benchmarked the response rate as good. • Student satisfaction levels had fallen. Students’ experience of teaching and learning at the College was now 79% compared to 91% in ‘6/17; the QDP benchmark for other colleges was 87%. • Students were very positive about their tutors’ subject knowledge (92%) but only 68% felt that they were kept interested in all of their lessons. • Only 64% were positive about NESOT’s virtual learning environment (Weblearn).
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- Students were generally positive about the fairness of their assessments (88%) and that feedback identified what they needed to do to improve (85%); however, only 68% said that teachers gave feedback on their spelling and grammar.
- Learner voice questions fared badly (64%).
- 78% of students said they were making good progress in their English lessons and 73% in maths.
- 81% of students responding felt that they were achieving what they set out to achieve.
- Students feel safe at College (85%) and 92% said they understood issues relating to radicalisation and extremism.
- 82% responded positively to the question that NESCOL is a good college compared to 91% last year.

The curriculum areas with the highest levels of student satisfaction were Catering and Hospitality, Brickwork (above external benchmarks), Computing, Foundation Learning and Electrical. The lowest scoring departments were Hairdressing, Media and Games, Business, Plumbing, Health and Social Care and Sport.

The Deputy Director commented that: -

- Action plans will be developed to drive curriculum improvement.
- Results will form a key part of SARs and QIPs going forward and will be built into the new Accountability Framework being introduced by the Deputy Principal.
- A key consistent improvement area is student voice / feedback. The CMG group in the College will work with students to improve this.

Governors welcomed the benchmarking against other colleges. They also recommended that the student body receive feedback about the actions being taken by the College in response to the survey findings (**ACTION: CS**)

The survey of apprentices achieved a response rate of 47% which was 11% above that in '16/17. Student satisfaction was

<p>33.8 Higher Education Report</p>	<p>generally higher for apprentices than FE students (83% overall). The summary satisfaction ratings by question category were: -</p> <ul style="list-style-type: none"> Induction 78% My College Training 83% At My Workplace 85% Tests/Assessments 75% My Progress 81% Wellbeing 88% My Next Step 86% Quality Assurance 83% <p>The lowest level of satisfaction from apprentices by department was in Computing (57%); the highest levels of satisfaction were in Plumbing (90%), Work-based learning (87%), Motor Vehicle 86% and Electrical (85%)</p> <p>The reports on student surveys were noted.</p> <p>The Committee noted the improvement in retention on higher education courses which showed that the full time continuation rate was now above benchmark at 90% compared to the benchmark of 86%. Part time continuation of higher education students was also significantly above benchmark. There were, however, some significant variations by course. A number of courses (BSc/MOst Osteopathic Medicine, HNC/D Computing, BSc (Hons) Computing Top-up, HND Creative Media (Moving Image) and FD/BSc Sports Therapy) are being supported through the intensive care process. The Committee noted that courses in intensive care have quality improvement action plans in place and meet termly with the Deputy Principal (Curriculum), Head of HE and the Academic Registrar to review progress on the effectiveness of the interventions being used to support students to be successful. The evidence thus far is that HE Continuation rates are improving and that the intensive care process is proving to be effective.</p> <p>A range of intervention strategies are being used to support students to be retained and be successful on their HE programmes. For example, the Computing department has introduced a 'bridging' course for students moving from the Level 3 BTEC Computing course to the Higher National course.</p>
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This takes place in the summer break. This seeks to help students with the networking and programming components of the higher level course for which the BTEC Level 3 course doesn't adequately prepare them. As the HND programme is the feeder course for the BSc Computing top-up degree it is critical that these skills are embedded early. The Osteopathy department has always sought to support students who enter the programme with a range of backgrounds and this has been commended the General Osteopathic Council, which is the Professional Statutory and Regulatory Body (PSRB). This flexibility, allowing students to move between the MOst and BOst programme, interrupt their students and drop down to lower level awards has perversely resulted in the department achieving poor retention metrics. The course team, led by the new Head of Department, are working very hard to identify students at risk at an early stage, supporting the students to keep them on programme and working closely with the Course Information Systems (CIS) team to ensure that data is correct and optimally aligned to meet statutory reporting requirements.

KPIs for all HE courses were presented noting the areas for improvement.

An update was given about the outcomes from the QRV report which included the withdrawal of the College's Bronze TEF award. The College was being monitored by the OfS quality team and were in discussions about when the College might expect to receive a further visit from QAA. The College hoped that would take place early in the 2018-19 academic year as it believed that there had been significant improvements in the metrics and in the focus on quality improvement in the HE area.

Details of the OfS registration process were given to the Committee noting the actions taken by the College in relation to consumer protection requirements for students and the need for a student protection plan.

The following areas of development in the HE curriculum were noted: -

- A BA (Hons) top-up degree in Collaborative Theatre validated by Kingston University will start in September

	<p>2018 providing a progression for students from the HND Performing Arts programme.</p> <ul style="list-style-type: none"> • The validation of a BSc (Hons) Animal Management top-up from the newly-established Foundation degree programme – the first cohort was admitted in the current academic year • The validation of a top-up degree from the new HND Business at the Oldham campus (166 enrolled students including 90 new entrants). It may be necessary to explore new HE partners to the validation of the programme as the business schools of both Kingston and Greenwich universities have indicated they are unable to support this. • Degree apprenticeships in Computing. <p>In the medium term the HE strategy identifies the following areas for the development of new programmes: -</p> <ul style="list-style-type: none"> • Creative, Digital and IT, particularly higher-level apprenticeships • Financial and business services aimed at the professional skills updating market • Sports and rehabilitation • Building services <p>Feedback was given about the new HND Business course being delivered at the Oldham centre (ASTM partnership). The first EE visit had taken place which had been very positive with no specific actions identified. A number of recommendations were made and an action plan had been put in place in response.</p> <p>The KPIs for the course were as follows:</p> <p style="padding-left: 40px;">Number of students enrolled in 2016/7: 88 Number of Students retained: 82 (93%) Number of Withdrawn Students: 6 Number of Student Referred: 5</p> <p>The Committee noted the actions taken to address quality improvement priorities arising from the QRV report and the progress being made.</p>
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33.9 Curriculum Plan	<p>A detailed account was presented to the Committee about the shape of the new curriculum plan for 2018/19 academic year. Details of new courses in the plan were outlined which included:</p> <ul style="list-style-type: none"> • CACHE L3 award in Childcare and Education • Ascentis L3 Access to Nursing and Midwifery by distance learning • ATHE L3 Diploma in Health and Social Care (Oldham centre) • Digital applications L2 • 8 new apprenticeship programmes <p>Additional groups were planned in Art and Design L2, Motor Vehicle L2, Business L3, Achieve@College FT and Supported Internships (Foundation Learning).</p> <p>Courses being closed or reduced were also noted.</p> <p>Significant growth was planned in HE largely at the Oldham centre. It was anticipated that Osteopathy (MOst) would run this year – there was no first year intake last year because of low numbers.</p> <p>C&Q Committee noted the report on the curriculum plan for 2018/19.</p>
34.17	KEY PERFORMANCE INDICATORS
34.1 Focus paper: Student Applications	<p>A detailed focus paper on student applications for 2018/19 was reported to the Committee. It was noted that</p> <ul style="list-style-type: none"> • 16-18 FE applications were down by 2% • 16-18 apprenticeship applications were down by 14% • 19+ apprenticeships were up by 4% • HE applications were down by 11% • Foundation level courses had declined by 12% and level 2 by 5%. • Level 3 applications had increased by 6% <p>The following curriculum areas had increased FE applications:</p>

<p>34.2 Focus paper: Student Destinations</p>	<p>Animal Studies, Business & Accounting, Sport, Plumbing, Health & Social Care, Performing Arts, Early Years, Catering & Hospitality, Travel & Tourism, Art. Carpentry & Joinery, Brickwork, Foundation Learning, Media & Games Design, Hairdressing, Public Services, Beauty, Electrical, Plastering, Computing, Music and Motor Vehicles had all experienced a drop in applications.</p> <p>In the short term the College was reviewing the marketing function and was bringing in interim additional capacity and specialist expertise. In the medium term the College was prioritising work with schools particularly following the Lord Baker amendment. As part of the new CIAEG strategy approaches to schools to engage on school/college liaison activities were being stepped up and the College had invested in this area. Discussions were ongoing with a local secondary school to provide a vocational offer for Year 9-11s to be delivered two days per week at the College. This was very exciting and would be mutually beneficial for all parties.</p> <p>Governors discussed opportunities for teacher training including SEN. This was thought to be a viable area for growth.</p> <p>The Committee noted the paper on student applications.</p> <p>Detailed information was presented to the Committee about student destinations including apprentices. An external company had been commissioned to make contact seven months after leaving the College. They made repeated attempts to contact students. 81% of students were contacted compared to 86% last year. Ofsted expect a response rate of 90%.</p> <p>93% of destinations are positive. 43% of students on non-trade courses progressed to higher education. 42% of students who entered employment reported that they worked in vocationally-relevant roles. The most common employment sectors were: -</p> <ol style="list-style-type: none"> 1. Retail/Sales 2. Childcare 3. Hospitality / Food & Drink Service 4. Building Services (e.g. Electrical, Plumbing) 5. Mechanics & Engineering
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	<p>6. Sport, Leisure & Travel 7. Construction Trade</p> <p>97% of apprenticeship destinations were positive; 57% of apprentices remained with the employer that provided their apprenticeship. Governors were interested to know what happened to those apprentices who did not stay with their apprenticeship employer and the reasons why not (ACTION: CS).</p> <p>Data on part time students and higher education was also presented although it was noted that the more detailed external DLHE (Destinations of Leavers of Higher Education) survey would be published in the next few months.</p> <p>The Committee noted the focus paper on student destinations.</p>
34.17	STUDENT COMPLAINTS
<p>It was noted that the number of complaints from students and others were very low and were dealt with efficiently and quickly. Fifty five compliments had been received.</p>	
35.17	SAFEGUARDING
<p>The presented report highlighted that: -</p> <ol style="list-style-type: none"> 1. The College needs to develop and have in place a bullying log. 2. Specialist safeguarding tracking, communication and reporting software was being procured ('My Concern'). 3. The Safeguarding Team are currently completing the LA (Local Authority) Safeguarding diagnostic audit in order to create an action plan. The LA action plan will inform the College's main action plan that will be monitored through the College's Safeguarding Management Group meetings. 4. A draft Critical Incident (Weapons and Firearms) procedure has been produced which will be presented to Governors for approval. 5. Safeguarding is a mandatory component in the summer CPD week for all staff. <p>There had been 235 referrals in the year to date. 178 cases had been closed. There were 57 open cases of which 14 were amber and 43 green. There were no red cases.</p>	

C&Q Committee noted the update report on Safeguarding.	
36.17	EQUALITY AND DIVERSITY
36.1 Equality and Diversity Policy	The Equality and Diversity Policy was reviewed and approved.
36.2 Equality and Diversity Policy	<p>The Committee noted the Equality and Diversity Annual Report. Two areas for improvement were identified: -</p> <ol style="list-style-type: none"> 1. FE Pass rates for students aged 16-18 with learning difficulty and/or disability at long level 2 2. FE Pass rates for students aged 16-18 without learning difficulty and/or disability at long level 2 <p>RESOLVED: that the Equality and Diversity action plan be presented to the next meeting of the Committee</p>
37.17	TERMS OF REFERENCE REVIEW
C&Q reviewed and approved the terms of reference and cycle of business of the Committee unmodified. The Clerk reported that Search and Governance Committee was reviewing the governance structure and would be making recommendations to the Corporation in due course.	
38.17	ANY OTHER BUSINESS
There was no further business and the meeting ended at 20.15.	
39.17	DATES OF FUTURE MEETINGS
<p>The next meeting would take place on Wednesday 21 November 2018 at 6.00pm.</p> <p>Subsequent meetings were scheduled for Wednesday 06 March 2019 at 6.00pm and Wednesday 01 May 2019 at 6.00pm.</p>	

Signed Date

Chris Muller, Chair of the Curriculum & Quality Committee

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