



MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON MONDAY 03 DECEMBER 2018 AT 18.00 IN SP216 (BOARD ROOM)

PRESENT ¹	IN ATTENDANCE
Maureen Kilminster Chris Muller ¹ Lynn Reddick Jamie Roberts (Teaching Staff Governor) Kabir Shaikh Frances Rutter Daksin Chandrasekera (FE Student Governor)	Cliff Shaw – Deputy Principal (Curriculum) Dario Stevens – Vice Principal (IS & Planning) Nicki Adams – Director of Higher Education David Round - Clerk to the Corporation
¹ Attendance = 88%	

01.18	APOLOGIES FOR ABSENCE
	Received from Frances Rutter. Mr Muller was unavoidably delayed and his absence Ms Kilminster took the Chair.
02.18	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 Director of Learning at a specialist provider in Surrey. Ms Kilminster declared her interest as the former Principal of a College in Surrey.
03.18	MINUTES
	Subject to noting that Ms Reddick was not the Director but Head of Learning at a specialist provider in Surrey, the minutes of the meeting held on 02 May 2018 were approved as a correct record.
04.18	MATTERS ARISING
	The meeting received and noted a paper (Appendix B) that gave an update about the status of actions referred from previous meetings. 20.3 Minimum Standards report – no further communications had been received from the ESFA in relation to any possible action. 32.17 Curriculum KPIs – decline in achievement rates for in-house apprenticeship provision. – the Deputy Principal reported that an apprenticeship

¹ Mr Muller joined the meeting at 18.50.

Quality and Compliance manager had been appointed and the appointment was having a positive impact as part of a wider restructure of the area.

33.3 Teaching and Learning Reviews – following the discussion of the continuing drive to improve results in English and mathematics at the previous meeting and the importance of teachers embedding English and maths in vocational classes, the Deputy Principal reported on the lesson observations that had taken place last week. The observations had found good examples of where specialist vocational teachers were embedding literacy and numeracy in lessons. A Functional Skills management group had been established as the data indicated that results in FS had flatlined for the past 5 years. The group was working together to improve FS results within the College.

33.6 Student Survey – governors had asked that students received feedback from the College about the actions taken in response to internal surveys. The Deputy Principal noted that there was the FE Student Conference in the final week of term where feedback would be given. He also noted that participation in the recent induction survey was higher.

05.18

CURRICULUM AND QUALITY KPIS

The College presented the proposed KPIS for the coming year for curriculum and quality indicators. Attention was drawn to the proposed new targets, reflecting the priorities for management focus i.e. FE Retention: 16-18 Long; targets for apprenticeship achievement split between 16-18, 19-24 and 25+. New targets were also set for Equality and Diversity Impact Measures (EDIMs) reflecting the analysis of performance gaps identified last year.

Governors requested that a specific KPI target be identified for 16-18 in-house apprenticeship delivery as this was an area for development with low achievement rates compared to those of sub-contractors. The College agreed that this was an area that needed to see swift improvement. It was **AGREED** to add a separate KPI for in-house 16-18 apprenticeships (**ACTION: DS**). The Committee also requested that the maths student attendance target be increased from 78% to 80% to match that of English (**ACTION: DS**).

Subject to the amendments identified, the draft KPI targets were **APPROVED**.

The Committee noted that student recruitment for 16-18 students was significantly down in the current year (-150) which would lead to a fall in ESFA income next year of c.£800k. The College's analysis of the reason for the decline was that schools were retaining more students into their 6th forms, reflecting the growth in vocational provision in 6th forms and the improved GCSE results in the summer. The College

had invested in consultancy support to try to boost applications. Members of the Committee asked what was being done to address the issue. It was reported that a paper was being taken to the Corporation meeting on 13th December. There was also discussion about whether to offer provision in the New Year students who were not currently engaged in education, training or work. When this had been attempted in-year in the past, retention was poor and it had sometimes caused disruption in the College. The College was exploring whether provision might be offered off-campus in neighbouring London boroughs. It was also noted that a new Sales and Marketing Director had been appointed with a specific brief to raise the College's profile with young people and increase student recruitment.

06.18**NOTIFICATION OF SUB-CONTRACTORS**

It is a requirement that the College advises governors of its planned sub-contractors including those who are new to the College. Details of all sub-contractors, the location of the provision, planned student numbers and the subjects to be taught were provided in a detailed report. Noting the high level of risk in sub-contracting, the Chair of the Committee asked about the College's due diligence on the new sub-contractors: is the provision of high quality and have full business checks been undertaken? The College confirmed that detailed due diligence had been undertaken both from a financial and business perspective. The Deputy Principal had visited one of the providers who were of high quality.

The report on the notification of sub-contractors was **NOTED**.

07.18**COLLEGE PERFORMANCE REPORTS****07.1 College Performance Report (SAR)**

The draft SAR was presented to the Committee. The SAR proposed grades as follows: -

Outcomes for students are **Good**
 Leadership and Management is **Good**
 Teaching, Learning and Assessment is **Good**
 High needs provision is **Good**
 16-18 study programmes are **Good**
 Adult provision is **Good**
 Apprenticeship provision **Requires Improvement**

Three governors had sat on the SAR validation panel, including two members of the Committee. They had met leaders and managers to provide challenge and scrutiny of the proposed grades. It was hoped that the governor members of the panel would agree to join termly meetings of a curriculum performance scrutiny group.

The main areas of strength in NESCOL's provision were: -

- Most vocational areas perform strongly and have high achievement
- Very high achievement for apprenticeships with partner performance included
- Skills development very strong (standards and work readiness)
- Vocational only i.e. excluding English and maths very strong
- Progression into apprenticeships very strong
- Partnerships very strong
- High needs achievement strong
- Adult distance learning very strong
- Teaching, learning and assessment good
- High levels of student satisfaction (FE Choices)

The main areas requiring improvement were: -

- NESCOL's own 16-18 apprenticeships has low achievement although in-year achievement (overall) is currently exceeding final outturn for the previous year.
- Functional skills level 1 has low achievement
- Value-added is low on too many level 3 courses that are in scope
- Student voice is underdeveloped
- A small number of vocational subjects under-performed, some of this was linked to the new technical awards with external examinations with a large written content.

Maths GCSEs had slipped last year from a position where it was significantly above the national average for young people but still remained 2% above the GFE average (MIDES data); English results had improved by 9% but were 1% below the GFE average. There was clearly much more work to do.

The headline FE achievement rate for FE in 2017/18 was 0.4% above the national average and matched that for 2016/17. There was a 3% upturn in FE retention. The Committee noted that 16-18 achievement rates had slipped and were below the national average which was a concern. The Deputy Principal noted that vocational results were good. The College did very well in FE Choices and destination data showed that students progress well into positive destinations. Functional skills results needed to improve urgently.

Mr Muller joined the meeting at this point (18.50).

The staff governor urged the College to consider what could be done differently to improve GCSE and FS results. Had the College visited other colleges who were performing well in English and maths to find out what worked? Some vocational curriculum areas in the College had been successful in supporting their students to be successful in their GCSE resits e.g. Motor Vehicles. In those successful areas curriculum managers led by example and took students to their GCSE classes and reinforced the message about their importance. Governors enquired about students' experience of the learning in these lessons. It is stimulating and engaging in the same way that their vocational classes were?

There was discussion of the student governors' comments about ensuring that tutors ensured that English and mathematics skills were reinforced in vocational lessons and in marked work i.e. correcting spelling and grammar. The staff governor recommended that appropriate tutors visited successful colleges to identify successful teaching strategies for GCSE resits.

There was concern that insufficient progress was being made and that despite the management changes in the leadership of the departments, sustained improvements in outcomes for students could not be seen. The Deputy Principal commented that it was essential that all curriculum teams got behind the drive to raise standards in GCSE resit classes.

Mr Shaikh left the meeting for a prior appointment at this point

<p>07.2 English and Mathematics Action Plan</p> <p>07.3 Student Outcome Report including Value-Added Scores 2017/18</p>	<p>Governors wondered if there were opportunities to obtain videos of highly successful teaching in English and mathematics and make it available to students so it would reinforce their skills and understanding in these subjects.</p> <p>The SAR was APPROVED.</p> <p>The English and mathematics action plan was noted.</p> <p>A detailed data pack describing students' outcomes in 2017/18 was noted. The Committee discussed NESCOL's value added scores which had dropped. Value-added was an areas of focus for students. It was explained that a number of courses had fallen out of scope of the ALPS system as they had changed awarding body so it was difficult to make like for like comparisons. The College was going to request a visit from a specialist from the software house that produced the ALPS system.</p> <p>The student outcomes report was NOTED.</p>
<p>08.18</p>	<p>HIGHER EDUCATION REPORTS</p>
<p>08.1 HE Performance Report and Assurance Statement</p>	<p>A detailed report about the quality of higher education provision at the College was presented by the new Director of Higher Education in support of the assurance statement required by the principal regulator for higher education, the Office for Students. The report details of: -</p> <ul style="list-style-type: none"> • Current provision and proposed developments • External metrics (National Student Survey.(NSS); Destination of leavers from Higher Education (DLHE); Teaching Excellence Framework (TEF). • Internal metrics (internal surveys, student data, student engagement). • The quality assurance framework used by the College, this to include related quality improvement action planning and resultant progress and impact. • Quality assurance reports including reports

	<p>provided by external examiners on the College's programmes.</p> <ul style="list-style-type: none"> • Quality Review Visit (QRV) updates including a progress report on the implementation of the College's HE quality improvement action plan. • Safeguarding and Prevent matters. <p>The Committee was pleased to note that the full time HE continuation rate had improved significantly and was now 4.1 percentage points above the benchmark for 2016/17 entrants at 90.3%. This was an unvalidated result because TEF data had yet to be published for that year, but previous internal calculations had been accurate. The recently published TEF data confirmed the improved position: HE continuation rates for 2014/15 and 2015/16 entrant data were not flagged as a concern and all other TEF indicators were positive.</p> <p>Student destination data (DLHE)² for leavers in 2016/17 showed an improving picture i.e.</p> <ul style="list-style-type: none"> • A decrease of 6%pts in the number of graduates who were unemployed at the time of survey (now at the national average of 4%) • The median salary was £20,800 (up from £20,200 in 2015/16). • The number of students employed in what are described as 'graduate level' roles ('professional' or 'associate professional or technical' roles) increased from 60% to 65%. • There had also been a significant increase in the number of students who were self-employed. <p>Less positive was evidence of a decline in student satisfaction rates in the National Student Survey (NSS) which had fallen for the third year in a row (2016 = 88%; 2017 = 80%; 2018 = 72%). The result for overall satisfaction was significantly below the national average of 84%. The response rate in the NESOT survey was above the national average (76% compared to 71%). The report included RAG-rated indicators for all NSS question areas which were at or below benchmark and there is particular focus on assessment and feedback and management and organization which had particularly low satisfaction scores. The student voice scored above</p>
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² Destination of Leavers from Higher Education

	<p>benchmark. A number of curriculum areas were hugely disappointed with the results but were able to demonstrate that robust management actions that remedied the circumstances that gave rise to the low satisfaction rates for that cohort of students.</p> <p>In response to challenge from the Committee, the Director of Higher Education explained what actions were being taken by the College to improve student satisfaction rates in the NSS survey in 2019. These were being monitored by the intensive care process which had been in place for the past 12 months. Two course areas had improved sufficiently to be taken out of intensive care (Creative and Media and Computing). Osteopathy, Sports and Counselling remained in intensive care and termly meetings monitored in-year progress.</p> <p>The Committee asked about the impact of the recent IT issues on student satisfaction for HE students. It was noted that the Principal had attended recent HE Student Council meetings to explain what actions had been taken in relation to the IT issues experienced earlier in the term. Students were largely understanding of the problems given the serious nature of the circumstances.</p> <p>The recent HE induction survey had a very high response rate at 94% and 90% overall satisfaction (up slightly compared to last year). The College uses a survey software system that allows comparisons to be made with other colleges. Questions about study and academic writing skills indicated very high levels of satisfaction (17% above that of other colleges).</p> <p>The positive external examiner feedback was noted.</p> <p>The Committee thanked the Director of Higher Education for her report.</p> <p>RESOLVED: The Curriculum and Quality Committee is able to report that there is robust evidence to support a statement of full assurance and is able to recommend that the Principal signs the HE Assurance statement on behalf of the Governing Body.</p>
09.18	COMMITTEE SELF-EVALUATION REPORT

<p>The Committee considered the self-evaluation of its effectiveness in 2017/18. The areas for development for the coming year were APPROVED: -</p> <ul style="list-style-type: none"> • Achieving sustained improvement in English and Maths GCSE outcomes. The improvement in English results in 2017/18 was matched by a decline in mathematics GCSE results, which was the opposite of what was achieved in the previous year. • Improving student outcomes in functional skills examinations. • The retention of experienced and effective teachers and supporting new and probationary teachers to become good and outstanding teachers as a part the enhancement of teaching, learning and assessment standards. • The improvement of apprenticeship results, particularly for in-house provision • Improving student satisfaction rates on some HE courses (NSS). 	
10.10	ANY OTHER BUSINESS
<p>It was AGREED to convene a Curriculum Scrutiny Group which would meet termly drawn from those governors who had participated in the SAR validation panel meetings.</p> <p>There was no further business and the meeting ended at 20.00</p>	
11.18	DATES OF FUTURE MEETINGS
<p>The next meeting would take place on Wednesday 06 March 2019 at 18.00. The summer term meeting was scheduled for Wednesday 01 May 2019 at 6.00pm.</p>	

Signed Date

Chris Muller, Chair of the Curriculum & Quality Committee

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