



MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON WEDNESDAY 29 NOVEMBER 2017 AT 18.00 IN SP216 (BOARD ROOM)

PRESENT ¹	IN ATTENDANCE
Maureen Kilminster Lynn Reddick Frances Rutter Jamie Roberts (Teaching Staff Governor)	Carol Martin – Deputy Principal Fred Carter – Vice Principal (Curriculum) Dario Stevens – Vice Principal (IS & Planning) Anne Rapley – Vice Principal (HE) David Round - Clerk to the Corporation
¹ Attendance = 67%	

01.17	APOLOGIES FOR ABSENCE
	Received from Chris Muller, Alexandra Cartmell and Kieran Sainsbury. In the absence of Chris Muller, Maureen Kilminster took the Chair.
02.17	DECLARATIONS OF INTEREST
	Frances Rutter declared her interest as an unremunerated director NBS Ltd. 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 which is working with the College on a forthcoming charitable event.
03.17	MINUTES
	The minutes of the meeting held on 03 May 2017 were approved as a correct record.
04.17	MATTERS ARISING
	The meeting received and noted a paper (Appendix B) that gave an update about the status of actions referred from previous meetings. 39.16 Teaching and Learning Reports It was noted that the SAR report and the Committee self-assessment reports identify the enhancement of the probationary teacher process as a major priority for development and are being actioned.

40.1 C&Q KPIs & 40.2 Student Applications Focus Paper

It was reported that the number of students withdrawing or having never attended before the enrolment census date fell from 13% to 8% this year. This was a pleasing outcome.

05.17**COLLEGE PERFORMANCE REPORTS****05.1 Student Outcomes Reports including Value-Added Scores 2016/17**

The Committee reviewed a data pack with information about FE outcomes that accompanied the SAR. It was noted that: -

1. Headline student achievement rates (previously called Success Rates) were dipping but still just above benchmark (FE headline 2014/15 86.4%, 2015/16 86.2%; 2015/16 84.9%);
2. Retention and pass rates had fallen for 16-18 students and were 0.3% below the national average; however, pass rates for 19+ students are above the 2014/15 figure by nearly 3%;
3. 19+ student retention is 3% above benchmark and the same as national average for pass rates; it was reported that there was a particular issue with the AAT examination which had impacted nationally on 19+ pass rates.
4. Foundation level Diploma students had seen a significant improvement in achievement rates and were well ahead of national averages; level 2 diploma outcomes were down on previous years but at national benchmark; 16-18 level 3 students had experienced a dip in performance (-7%) but were still just above national average. The use of external and more formal forms of assessment had had a negative impact upon results for younger vocational students.
5. The top performing FE curriculum departments were Catering and Hospitality, Foundation Learning, Counselling, Sport, Brickwork and Performing Arts; the lower performing departments were Plastering, Business Accounting, Motor Vehicles, Science and Traineeships. Traineeship outcomes were particularly disappointing at 44% but it was noted that these students were those who had struggled or dropped-out from other courses and who were not always fully engaged. It was anticipated that Motor Vehicles would show a significant

improvement this year because of staff changes as would Business which was affected by the AAT problems.

Governors asked about changes in departments' performance profiles and the reasons for any decline. The departments that had improved compared to last year were Art and Design, Media and Games Design, Early Years, Sport and Foundation Learning. There was a new teacher in Art last year who had achieved 100% passes. The decline in outcomes for Beauty students was related to the new technical qualification which was new to staff and it was hoped that better results would be achieved this year. Computing had experienced a very difficult year in which 4 full time members of teaching staff had left for new jobs in-year which had caused considerable problems in terms of continuity of teaching etc. The situation was much improved this year but recruiting computing lecturers was very challenging. Many of the plumbing students had found the new end-point assessment system difficult. Public Services had been adversely affected by the loss of a teacher mid-year. Animal Studies students last year found the new Level 3 too challenging.

Governors asked whether teachers were properly prepared for the new assessment methods. Were they supported with effective CPD? The Vice Principal reported that additional training had been provided and many teachers accessed specialist training from the awarding bodies.

Governors also observed that many areas appeared to have been affected by the loss of experienced teachers and that there appeared to be an unusually high level turnover of staff, often in-year. Governors wanted to understand the reasons for this and how the College could more effectively support new teachers whilst retaining good teachers. The Principal commented that this was a major area of focus at SMT and a leavers' report was discussed at SMT. Exit interviews were undertaken. The turnover of teachers was approaching 30% which was historically high. Staff were leaving for a variety of reasons – some for reasons of pay and some for personal or other reasons.

The intended destinations of FE students were noted including the increase in the number of level 3 students progressing to HE (up from 36% to 42%). Level 2 to Level 3 progression has remained unchanged (67%). Actual destinations are to be reported to the March meeting of the Committee **(ACTION: DR)**.

The number of high grade student achievements had been affected by changes in the awarding bodies used by subject areas and the different measures of high grades. For example, Performing Arts had moved to the University of Arts London (UAL) examination board which defines high grades as distinction only at level 3. This was different to the DDM profile used by BTEC. UAL awards only one overall grade. It was therefore difficult to make a like-for-like comparisons for high grades in some subject areas. However, Sport had experienced a notable fall in high grades. This reflected difficulties with a course run in conjunction with a local football club which had moved to a new provider during the year. Although most students did achieve the award, their motivation to obtain the highest grades was diminished. Governors with experience of working with football clubs in FECs confirmed the challenges they sometimes caused.

The Committee focused attention on the information in the data pack on attainment gaps by EDIM¹ Significant differences in achievement rates (5%) were noted as follows:

- 19+ females (-7% attainment gap)
- 16-18 students with disabilities (-6% attainment gap)
- 19+ students with disabilities (-12% attainment gap)
- Vocational retention rates for students in receipt of free school meals (-4%)
- Female apprentices – subcontracted (-25%)

The Committee commented that these indicators should be key areas of focus and that they would be a potential line of enquiry at inspection. It was recognised that some of the gaps reflected different choices of subject by gender, which were affected by other performance factors on specific programmes.

¹ Equality and Diversity Impact Measure

Apprenticeship outcomes had taken a significant dip in 2016/17, particularly in 25+ adults for both direct delivery (-11%) and subcontracted (-5%). There was a pattern of 3 year decline on 25+ apprenticeships, although it was noted that these outcomes were affected by a problem with one subcontractor. In relation to direct delivery the College noted that it had been unable to appoint an assessor in carpentry for a long period of time but now had and it was confident that results would be better in the current year.

The Vice Principal (Higher Education) introduced data on HE outcomes. Data for achievement, retention and pass rates showed an improving three-year trend 2014/15 to 2016/17. Retention and achievement required continuing focus however, and the College had initiated interventions for a number of areas through the intensive care and Internal Quality Audit processes. Computing and Media were receiving particular attention. HE retention rates were particularly low in Osteopathy, Media and Games, Science and Sport. In contrast the students studying at NESOCOT as part of the ICOM Italian School of Osteopathy had outstanding retention and achievement outcomes. A Quality Improvement Action Plan had been initiated to address student outcome concerns in a number of curriculum areas and a number of courses had been placed in intensive care. Osteopathy did not recruit in 2017; however, a new marketing and business development manager had been appointed and this appeared to be having an impact upon applications for next years' recruitment.

It was noted that the College's value-added ALPS score had dipped from Very Good (grade 4) to Satisfactory to Good (grade 5). This reflected the issues discussed in some subject areas e.g. Sports' football club scheme.

Governors drew particular attention the issues of teaching staff retention. Ofsted will want to know why staff are leaving. Are we investing enough in staff and providing enough support? The Vice Principal Curriculum commented that many staff were

<p>05.2 English and Mathematics Update</p>	<p>leaving teaching altogether and moving into other professions. This could have been caused by the additional workloads and challenges of external assessment, new standards, the impact of the focus on English and Maths. A considerable amount of management time was spent supporting new staff to the College and staff new to teaching. It was also the case that a lot of management time was spent on interviewing for teaching roles and, in an increasing number of cases, it was not possible to make an appointment.</p> <p>The Committee thanked the College for a very full and well presented data pack. The report on student outcomes for 2016/17 was noted.</p> <p>The Committee was advised that English and Maths was now within the portfolio of the Vice Principal (Curriculum). A detailed data pack on student outcomes in English and Maths GCSE and Functional Skills was reviewed. The impact of the changes made last year were: -</p> <ul style="list-style-type: none"> • Maths GCSE results (A*-C) had improved by 11% for 16-18 students to 28% and were now 10% above the national average for FECs; they had also improved by 3% for 19+ and were 10% above the national average. • Functional Skills Maths results were above benchmark, significantly so for 19+ (+21%). • English GCSE results had declined again. Results for 16-18s had fallen by 2% to 14% A*-C and were 6% below benchmark. Results for 19+ had also fallen (-9%) and were 11% below the national average. • Functional Skills English results were on benchmark for 16-18s and significantly above benchmark for adult students.
---	--

It was noted that 60% of NESCOL students enrolled had GCSE A*-C in English on entry against the 57% average for other GFE colleges. 50% of students enrolled had GCSE A*-C in Maths against the 52% average for other GFE colleges. In terms of grade improvement only 15% of English students improved from a D to C or above, which was below the sector average improvement. The opposite was true for Maths, where NESCOL students with a grade D achieved better on average than other GFE colleges. Students with the lowest grades had achieved good improvements but rarely to C or above.

It was clear that Mathematics had fared better than English last year. Governors noted that new Heads in English and Maths had been appointed during the year but that the Maths Head had been in post considerably longer. The team was more stable with a clear plan for improvement. The College was very hopeful that a similar improvement would be achieved in English this year although it was recognised that the team was now dealing with the new 9-1 syllabus.

Other actions being taken this year were: -

- A pilot of E & M staff based in Land Based curriculum
- Dedicated SAM² attached to E & M
- Targets to improve attendance in E & M to be set by vocational staff
- Issues with non-attendance highlighted on disciplinary to be addressed by vocational staff with parents/carers
- Non-attenders at E & M seen by VP Curriculum and a letter sent to parents/carers.

College management had access to a rich dataset on English and Maths GCSE performance. Student Outcome profiles linked to individual teacher had been produced and these were being used to identify good practice and focus CPD in teams. The Head of English was keen to develop growth mindsets with students and this was being piloted across the two subjects. All students were individual RAG-rated and reviewed in teams with oversight by SMT. Schemes of work were audited and robust performance management arrangements were in place.

² Student Attendance Monitor

	<p>Wider staff development had taken place with vocational teaching staff to raise their familiarity with the work being undertaken by their students in English and Mathematics. Some vocational staff found this challenging because of their unfamiliarity with the new syllabus content.</p> <p>More generally the overall approach was to bring the English and Maths and vocational teaching teams closer together. The Heads of English and Maths attended the meetings of the Directors of Vocational faculties.</p> <p>The update report on English and Maths was noted.</p>
06.17	SELF-ASSESSMENT REPORT (SAR)
<p>It was noted that two governors sat as panel members at the all-day SAR moderation meeting. The Chair who had attended the meeting noted that the process was rigorous and provided a high level of scrutiny and challenge. Both governors had commented that it had been an excellent day which allowed governors to get to know the strengths and areas for development across the College. She recommended that next year more governors be involved by asking the appropriate link governor to attend the Faculty meeting where the SAR was discussed (ACTION: DR/FR).</p> <p>The moderation had made one major change to a proposed grade. Otherwise the Panel agreed with the draft assessments made. Some additional areas of strength had been identified. The Panel confirmed the following assessments to commendation to the Corporation: -</p> <p>SUMMARY OF FINDINGS</p> <p><u>Key Strengths</u></p> <ul style="list-style-type: none"> • Governors, the principal and college leaders have established an ambitious vision for the college which is well understood by staff • Well planned curriculum and study programmes meets the needs of students which aids employability, social cohesion and progression to employment or higher courses • Safeguarding is effective and quickly addresses any form of concern • Teaching and learning is good • Strong pastoral and appropriate in class additional learning support helps the majority of students to make good progress • The majority of classes have a positive learning atmosphere with the majority of students ready to learn, taking pride in their work, and being respectful to their peers and staff 	

- Students and apprentices have easy access to excellent careers advice and guidance enabling them to make well-informed choices about their next steps
- Students develop highly relevant technical language and skills and that prepare them very effectively for employment
- Outcomes for learners continue to be good overall
- Achievement on adult programmes is very good
- Achievement on majority of 16 – 18 vocational courses is good
- High success for students with high needs

Areas requiring Improvement

- High staff turnover in some curriculum areas resulted in a loss of teaching or management continuity leading to a reduction in outcomes for learners and constrains our capacity to improve
- Some teachers and assessors do not develop students' English and mathematical skills well enough
- Attendance, progress and high grades in English and maths remains low
- Preparation for exams on the new technical qualifications and BTEC level 2s is variable resulting in lower achievement and high grades
- Value added at level 3 is inconsistent and requires improvement on some courses
- Success for looked after students, students who are in receipt of free school meals and student with disabilities or learning difficulties requires improvement
- Achievement rates for apprentices require improvement

SUMMARY GRADING & FINDINGS

	YEAR	GRADE DESCRIPTOR	GRADE
Overall Grade	2016/2017	Good	2

ASPECT		GRADE DESCRIPTOR	GRADE
A	Effectiveness of leadership and management	Requires improvement	3
B	Quality of teaching, learning and assessment	Good	2
C	Personal development, behaviour and welfare	Good	2
D	Outcomes for learners	Good	2

E	16 to 19 Study Programmes	Good	2
F	Adult Learning Programmes	Good	2
G	Apprenticeships	Requires improvement	3
H	Traineeships	Good	2
I	Learners with High Needs	Good	2

Grades: 1 is outstanding; 2 is good; 3 is requires improvement; 4 is inadequate

The Principal commented that she believed the assessment to be the correct one. There had been concern at SMT about the impact of the Grade 3 for Leadership and Management upon staff morale. Nonetheless it was believed to be correct and indicated that moving the College forward required all College teams to work together to drive improvements in standards.

The College extended its thanks to Governors for their contribution to the moderation of the SAR. Governors provided very robust and constructive feedback.

RESOLVED: that the draft SAR be commended to the Corporation for approval.

07.17 STAFF DEVELOPMENT

The Deputy Principal reported on staff development programmes at the College. The College investment in CPD for staff included: -

1. Teaching and Learning Sets - All new staff are RAG rated and the RAG rating denoted the type of support to be put in place dependent on whether they are new to teaching or experienced teachers new to Nescot. The teacher's toolkit continues to be delivered every 6 weeks and AET is free to all teachers. Lunch-time mentoring sessions have been introduced 3 times per week.
2. Induction Programme for New Managers - bespoke sessions covering aspects of successful management to new and existing managers who require refresher training
3. Aspire Programme – e.g. Leadership in Practice; Mentoring and Coaching in Practice; Managing and Motivating Teams and Next Steps Progression into Leadership roles.
4. Individual Professional Development including Conferences – last year 90 staff attended conferences related to their professional practice.
5. Bespoke Training at the College – included sessions on mindfulness, commercial training, mentoring etc.

6. CPD Summer Programme
7. Health and Safety Training
8. Safeguarding Training

This year departments have given feedback about their needs which has informed the design of Inset days. The total forecast investment in CPD is £84k which is a £9k increase over the previous year. This is in addition to specialist awarding body and other training that departments organised separately.

The College has reintroduced formal lesson observations this year. All teachers are observed three time per year by the same observer; formal grades are not issued. Staff receive detailed verbal developmental feedback and observers had received training to ensure that the feedback was development-focused. The College wanted to embed professional standards and staff were encouraged to take ownership of their development through the feedback given at observations. Personal action plans were produced to guide and track the professional development in teaching, learning and assessment. Governors noted that it was important to follow-up through on teachers' action plans. College management commented that action plans are being audited.

Governors commented that they were pleased to see that the budget for CPD had been increased.

This was the last meeting of C&Q Committee being attended by the Deputy Principal who had secured a new position at another College. Members of the Committee thanked Ms Martin for all her contribution to the College and wished her well for the future.

08.17

KEY PERFORMANCE INDICATORS

The Committee reviewed and approved the targets for 2017/18 noting the addition of a new KPIs for full programme retention rate on higher education courses and the % of good and outstanding lessons delivered by probationary teachers. Stretching targets had been set for other KPIs.

The KPIs for October 2017 were reviewed noting that amber-flagged indicators for vocational course attendance and Maths GCSE were below target.

09.17	HIGHER EDUCATION REPORTS
<p>09.1 Quality Review Visit Report and HE Quality Improvement Action Plan</p>	<p>The Vice Principal (HE) introduced a report advising the Committee about the outcomes from the Quality Review Visit conducted by QAA on behalf of HEFCE on 09 – 11 October. The draft report had been received which reported that there ‘was confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable with standards set and achieved in other providers in the UK’. It also found that there ‘was limited confidence requiring specified improvements before there can be confidence that the quality of the student academic experience meets baseline regulatory requirements’. This was principally because of a decline in full time students’ continuation rates in 2011/12 – 2013/14. The College had fed back comments on the draft report and a number of changes had been made in the final report which had just been received.</p> <p>The Vice Principal commented that she believed the College should consider submitting an appeal against the outcome of the report on the basis that the panel had not taken into account updated information about the improvement in full time students’ continuation rates that had been published in the latest TEF dataset. A number of development areas had been identified all of which had either been implemented or had been implemented.</p> <p>The College had prepared a detailed Quality Improvement Action Plan which focused on identifying courses where retention and achievement rates were a cause for concern. All students would be RAG rated and any students who were a cause for concern because of issues of academic progress or attendance would be identified for appropriate interventions. A number of courses had been put into intensive care.</p> <p>The Vice Principal (Information and Planning) noted that the College had been working to try to replicate the data on continuation rates but that the internal report software ProAchieve was not calculating the results to match those of HEFCE. He was doing more work on this.</p> <p>It was AGREED that the Committee would receive a report on HE student Continuation data at a future meeting (ACTION: DS).</p>

09.2 HE Quality Report

It was also **AGREED** that C&Q and the College should receive more regular and detailed reports on higher education focusing in particular on student outcomes (**ACTION: AR/CM**). The Principal reported that SMT meetings had been restructured and HE quality reports were a standing item at all meetings.

The Vice Principal (Higher Education) presented a report on higher education provision at NESOT and student outcomes. Governors' attention was drawn to the assurance that HEFCE required of the Corporation. The report set-out the evidence to support the statements required. The Committee noted: -

- The higher education offer at the College and the university and other validating partners
- The College had good relationships with its HEI partners who were Kingston University, University of Greenwich, University of West London, University of Surrey (on teach out) and Pearson.
- The last subject review was of Life Sciences
- In the past 12 months the College had secured validation for new programmes in FD Healthcare Play Specialism, FD Animal Studies, BA Collaborative Theatre (both Kingston University) and HND Business (Pearson).
- The number of validating partners imposed an additional administrative overhead; the College operated with a very detailed HE Quality Calendar to manage this.
- The internal mechanisms of quality assurance and the maintenance of academic standards that aligned to the validating partners' policies and procedures.
- The role of Internal Quality Audits (IQAs) and the work done through the IQA process in Computing
- How student feedback was received and fed into course enhancement planning.
- Student engagement strategies.
- Results from the National Student Survey (NSS) and Destination of Leavers from Higher Education (DLHE) surveys.
- External Examiner reports and recommendations.

It was **AGREED** that a regular report on new higher education validations be presented to the Committee (**ACTION: AR/CM/DR**).

<p>09.3 HEFCE Assurance Statement</p>	<p>The Higher Education Funding Council of England (HEFCE) required providers of higher education to issue a statement of assurance signed by the Accountable Officer on behalf of the Governing Body about: -</p> <ul style="list-style-type: none"> • the continuous improvement of the student academic experience and of student outcomes; and • the reliability of degree standards. <p>The Committee was requested to review the information given in the reports regarding higher education at the College and to make a recommendation to the Corporation about whether it believed there was evidence to support the issue of the assurance statement to HEFCE.</p> <p>The Committee took assurance from the QRV report, the actions being taken by the College in the Quality Improvement Action Plan, the NSS student satisfaction and DLHE survey results, details of the quality assurance policies and procedures and external examiner reports.</p> <p>RESOLVED: that the Committee recommends that the Corporation authorises the Principal to sign the HEFCE Assurance Statement as follows: -</p> <p style="padding-left: 40px;"><i>‘The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider’s own periodic review processes, which fully involve students and include embedded external peer or professional review.</i></p> <p style="padding-left: 40px;"><i>The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.</i></p> <p style="padding-left: 40px;"><i>The standards of awards for which we are responsible have been appropriately maintained.’</i></p>
<p>10.17</p>	<p>NOTIFICATION OF SUBCONTRACTORS</p>
<p>The Committee reviewed details of the subcontractor partnerships and joint ventures with whom the College worked, noting the reasons for the subcontract arrangements and its relationship to the College’s strategic objectives, the nature of the delivery</p>	

and student outcomes. Governors were advised that subcontract provision delivered courses not offered at the main campus.

The Committee noted that the Deputy Principal regularly visited the Oldham ASTM campus and weekly meetings took place at the College with the ASTM lead. The Principal had also recently visited the campus.

11.17	COMMITTEE SELF-ASSESSMENT REPORT
--------------	---

The Committee reviewed the report of its work in the previous academic year. The following strategic priorities were confirmed for the work of the Committee in 2017/18: -

- Supporting the College to improve English and Maths GCSE outcomes, particularly in English
- Monitoring the implementation of the HE Quality Improvement Action Plan
- Supporting the College to develop effective strategies to improve the retention of experienced and effective teachers
- Supporting strategies to develop new and probationary teachers to be good and outstanding teacher as part the wider enhancement of teaching, learning and assessment standards.
- Improvement of Apprenticeship results following the decline in performance in 2016/17
- Preparation for Ofsted
- The scrutiny of the College Quality Improvement Plan.

RESOLVED: that the self-assessment report of the Curriculum and Quality Committee be approved.

12.17	ANY OTHER BUSINESS
--------------	---------------------------

There was no further business and the meeting ended at 20.50.

13.17	DATES OF FUTURE MEETINGS
--------------	---------------------------------

The Committee agreed to delete the scheduled meeting of 02 January 2018. The next meeting would take place on 28 February 2018 at 18.00.

Signed Date

Chris Muller, Chair of the Curriculum & Quality Committee

Author	David Round
Date	10/12/17
File Ref:	c:\users\david\dropbox\nescot folders\nescot corporation\curriculum and quality committee\cqc 291117\minutes of the meeting\cqc minutes 291117 draft.docx