



**MINUTES OF THE CURRICULUM AND QUALITY
COMMITTEE OF THE NORTH EAST SURREY
COLLEGE OF TECHNOLOGY FURTHER
EDUCATION CORPORATION HELD ON
WEDNESDAY 13 MARCH 2019 AT 18.00 IN SP216
(BOARD ROOM)**

PRESENT ¹	IN ATTENDANCE
Chris Muller (Chair) Maureen Kilminster Lynn Reddick Jamie Roberts (Teaching Staff Governor) Kabir Shaikh Frances Rutter Felicity Fletcher (HE 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 = 75%	

12.18	APOLOGIES FOR ABSENCE
	Frances Rutter tendered her apologies.
13.18	DECLARATIONS OF INTEREST
	Chris Muller declared his interest as an unremunerated director of NBS Ltd, a wholly owned subsidiary of NESCOT which is being dissolved. 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.
14.18	MINUTES
	The minutes of the meeting held on 03 December 2018 were approved as a correct record.
15.18	MATTERS ARISING
	<p>The meeting received and noted a paper (Appendix B) that updated the Committee about the status of actions referred from previous meetings.</p> <p>05.18 Curriculum and Quality KPIs – It was reported that the additional KPI for 16-18 in-house apprenticeships as requested by the Committee had been actioned. The increase in the maths GCSE attendance target had also been implemented.</p> <p>Student Recruitment – it was noted that the College did not plan to offer new provision for NEET students in the current year such as the Prince’s Trust because it wanted to establish a clear plan for its delivery for next academic year.</p> <p>07.2 English and Mathematics Action Plan Governors had suggested the use of videos of highly successful teaching in English and mathematics. The College commented that the new IRIS system would create a resource bank of lessons that would be used for CPD going forward.</p>

16.18	TEACHING AND LEARNING UPDATE
<p>16.1 Governors’ Scrutiny Group</p> <p>16.1 Deputy Principal’s Curriculum report</p>	<p>The governors’ curriculum scrutiny group met in February. Further meetings would be held in the current academic year. Governors scrutinised all ‘intensive care’ action plans and departmental student attendance levels (including English, maths and tutorial) with relevant Directors. Where there were no intensive care courses to review, Governors scrutinised the current Accountability Frameworks. Governors also reviewed the proposed revised curriculum for Foundation Learning from the Director and Acting Director. Governors also provided challenge and support to Directors and the Head of Apprenticeships.</p> <p>Examples of challenge questions asked by governors included:</p> <ul style="list-style-type: none"> • What information is given to the students in advance about the course (Business L2 & 3)? • Is the planned move to a new qualification creating an ‘easier’ non-work-ready alternative that is avoiding an underlying quality issue (Business L2 & 3)? • Is the general structure for English and maths fit for purpose, sufficiently innovative to address recurring issues? For example, frontloading of functional skills, ‘co-teaching’ by vocational and English and maths teachers for a period of time (Electrical L3). • Are there ways of improving the emotional connection between English and maths teachers to help address the relatively few hours that these teachers have with these students? How to better integrate vocational and English and maths staff to establish stronger relationships with students (English and maths). • Ensure the collection of progression into employment data from the motor vehicles department to ensure that students who accept jobs and apprenticeships as a result of work-placement are recorded positively (Motor Vehicle Engineering L2) • What interventions are made for students where it is assessed that they are unlikely to achieve? When do these take place and how effective are they? <p>It was noted that governors would attend a number of the accountability framework meetings.</p> <p>English and maths</p> <p>Discussion progressed to the Deputy Principal’s curriculum update report. There was extensive discussion of English and maths GCSE and functional skills. A number of governors commented that despite a number of structural changes made by the College over a number of years, no decisive and sustainable impact upon student outcomes could be discerned. The central issue appeared to be a lack of engagement in the lessons, reflected in below target attendance levels and poor</p>

attainment. The Chair commented that at his recent link visit to English and maths he saw some very good teaching. He also noted that teachers appeared tired and lacked the 'headspace' and capacity to find ways to deliver a curriculum for students who weren't always engaged in the subject matter. Other governors argued for radical changes to the delivery of the curriculum content using the skills of excellent vocational teachers to work with English and maths specialists to find approaches that worked better with our students. It was time to do something different, it was commented.

Curriculum Planning

In the rest of his report the Deputy Principal went on to discuss the interest in investing in high quality blended learning materials to support innovative and cost-effective curriculum delivery. Curriculum planning discussions with directors and heads had focused on how staff time could be leveraged to identify and integrate suitable subject-specific resources that would engage students and support blended learning approaches. The costs of in-house curriculum materials development were considerable and should not be underestimated although there were excellent examples of how this had been done in parts of the College, e.g. Animal Studies.

Level 3 Health and Social Care (Rochdale)

Attention was drawn to the development of new provision in Lancashire (Rochdale) linked to the partnership with ASTM and current work in Oldham. The Rochdale centre would deliver Level 3 Health and Social with the awarding body ATHE. In academic year 2017/18 ASTM very successfully delivered Diploma in Health and Social Care in Oldham with an achievement rate in excess of 97%. It has a capable teaching team who have received outstanding grades during learnings walk conducted by NESOT. Based on this track record two cohorts of 37 students have been recruited. The centre has fully equipped classrooms, individual laptops with high internet speed and a classroom projector during teaching sessions. It also has up-to-date physical and online resources for the learners. Visits to the centre have been undertaken by the Director of Strategic Partnerships and the Head of Quality. Rochdale for 2018/19 to observe lessons, ensure that safeguarding and PREVENT arrangements are in place and review quality assurance procedures.

Governors asked about the arrangements for the recruitment of students, which appeared to be very successful. It was emphasised that the recruitment team had strong connections with the local community and built on these networks to identify need. It was hoped to utilise these links in the Surrey and neighbouring areas.

It was noted that the work of the Rochdale centre would be monitored through the NESCOL/ASTM Partnership Board, chaired by the Principal.

Tracking Students' Progress

It was noted that the College had developed a number of new reports to capture students' progress in relation to student behaviour, progress, motivation for learning, contribution in class, meeting deadlines, working independently, willingness to ask for help and preparation for learning. Reports were also available to capture teachers' judgements about students' likelihood of achieving their awards. The tools provide detailed whole-College assurance about progress and achievement and accommodate the range of assessment methods used by qualifications at NESCOL.

In discussion governors asked whether students and parents received reports that assessed students' final predicted grades and current performance, as these indicators were the most important to most parents. The College commented that reports were provided that were informed by teachers' professional judgement rather than supported by detailed student datasets. This approach reflected the range of qualifications used at the College and their methods of assessment. It was the Deputy Principal's experience that there was a close alignment between teachers' predictive judgements and actual achievements. One area for development was the provision of value-added indicators that covered most of the College's qualifications. The College subscribed to the ALPS (value-added) indicator system but increasingly the College's level 3 qualifications were not in scope. The College was exploring a new system called 'One Grade' that would be able to include all of the College's qualifications and use national datasets.

Parents received access to student progress reports via the ProPortal system. The extent to which this was used by parents was queried.

Lesson Observations

The Committee noted that the profile of observations was very similar to the profile last reported. This included partners and subcontractors. 79% of observed lessons were assessed as grade 1 or 2; 3% were assessed as grade 4. Staff who received a '3' or '4' grade were being re-observed. A summary of the findings from the observations and the arising action plan including CPD was noted.

RESOLVED: that the Deputy Principal's curriculum report be noted.

17.18	KEY PERFORMANCE INDICATOR REPORTS
<p>17.1 CQC Committee KPIs, January 2019</p>	<p>The January Curriculum KPIs were received, noting that work experience was behind target but that most placements took place after Easter. There was discussion of the impact of Progress Coaches in relation to work experience and whether in some curriculum areas there had been a reduction in effectiveness since tutors were no longer involved directly in the arrangements. This was an aspect to keep under review (ACTION: CS).</p> <p>In-house apprenticeships for 16-18 students were discussed and it was noted that the timely achievement rate was currently 43% against an all-year target of 69%. The College commented that there was detailed scrutiny of apprentices' progress by the new Quality Manager for apprenticeships and the College was ahead of where it was at the same time last year by 2%.</p>
<p>17.2 Attendance KPI Focus Report</p>	<p>The scrutiny report on student attendance was considered. It was noted that the legacy attendance reports had been rewritten because a number of changes to data structures had not been captured. This had the effect of decreasing student attendance by about 1.5% and had to be taken into account when making year-on-year comparisons.</p> <p>The following key points were noted:</p> <ul style="list-style-type: none"> • Overall FE attendance currently stands at 85.6% and HE attendance at the same level. • FE English attendance at 77.0% exceeded maths attendance (75.9%). • 16-18 years old attendance in functional English and maths exceeded attendance in the corresponding GCSE subjects by 2%. Students are timetabled for one class (1.5 hours) of functional skills or two classes of GCSE Maths (3 hours). • English and maths attendance is lower for students with entry grades of 3 (D), 2 (E) and 1 (F) than for those with fail entry grades. • Supported students have better attendance than their counterparts apart from 'looked after students' who have significantly lower attendance for vocational and English. • Black and minority ethnic students have lower vocational attendance (84%) than their white counterparts (87%) by 3%. <p>In discussion it was commented that one possible reason for the lower attendance of BME students was that many of this group of students travelled via train from neighbouring London boroughs. Data was presented at departmental and course level. Some departments</p>

17.3 Student Withdrawals KPI Focus Report

had commented that their excellent student attendance had been assisted by the appointment of a Progress Coach; however, the impact appeared to be varied across the College.

Governors were assured that those departments and courses with low attendance were subject to action through the intensive care process; heads and directors were held accountable through their accountability framework.

The KPI scrutiny report on student retention was reviewed. It was noted that:

- Headline full programme retention stands at 98.8% (97.0% in February 2018) which is 6.7% above the GFE national average of 92.1%
- All long qualification retention rate is at 97.9% (95.9% in February 2018). 16-18 long at 97.5% (95.2% in February 2018) and 19+ long at 98.9% (97.6% in February 2018).
 - 16-18 on long foundation learning programmes: 97.8% to-date (96.7% in February 2018)
 - 16-18 on long level 2 programmes: 97.5% to-date (93.6% in February 2018)
 - 16-18 on long level 3 programmes: 97.0% to-date (96.0% in February 2018)
- FE retention rates have improved for 12 curriculum areas, remained the same for 4 and declined for 7. FE retention are currently high for all curriculum areas with no area below 90%.
- Overall HE retention rate is 94% as compared with 91% in February 2018.
- Of current concern for HE provision are Counselling (57%), Osteopathy (68%) and Media (80%). The majority of these withdrawals took place in 2017/18 on a prior year of the course. This year to-date we have had the following number of withdrawals: Counselling – 1, Osteopathy – 2 and Media – 1.
- The areas of concerns for Apprenticeship programme retention rates were:
 - 16-18 Intermediate (level 2) – 70%
 - 16-18 Advanced (level 3) – 82%
 - 19-23 Advanced (level 3) – 75%

The majority of these withdrawals had taken place in the first year of the programme in 2017/18.

- Retention rates are regularly reviewed at Senior Leadership Group Meetings (SLG) and during tracking and monitoring meetings and Accountability Framework review meetings.

	<ul style="list-style-type: none"> • The most common reason for withdrawal prior to starting classes was because students did not attend any classes as they had either gone back to school sixth form or to another provider. • When calling students who did not show for enrolment or did not start, it was found that many had been awarded higher GCSE grades than expected and so had decided to stay at school to study A levels. <p>Attention was drawn to the improved position on early drop-out (pre-census date) which had improved from 13% in 16/17 to 9% in 2017/18 and 8% in the current year. Governors discussed why students had not attended and actions being taken to address the issue. It was noted that next year the College would be enrolling a week earlier on GCSE results day and had adopted a whole-College 'keep warm' strategy to engage with students who were holding offers from the College. Governors queried why lack of employer support was identified as a reason for withdrawal in the case of apprentices. It was noted that this typically happened when a small business who had taken on an apprentice had ceased trading or when they were unable to provide the work contexts for apprentices to be meet the apprenticeship competences. Governors were also advised that all students who withdrew required sign-off at Deputy Principal level following a multi-team discussion at withdrawal panels.</p> <p>Governors praised the comprehensive and detailed nature of the data reports.</p> <p>RESOLVED: that the KPI reports be noted.</p>
18.18	CAREERS STRATEGY UPDATE
<p>A report was presented to governors giving an update about the progress in the implementation of the careers strategy. The strategy had been introduced last year and was led by the Vice Principal (Planning and Information Systems) and managed by the CEIAG Working Group and reported to SMT. Significant development this year had been:</p> <ul style="list-style-type: none"> • The procurement of Start careers education software embedded into tutorial delivery. • Engagement with the local Rotary group to provide students with interviewing practice sessions. • A new relationship with Toyota who will be providing talks to our students, offer interview skills workshops and provide students with interviewing practice sessions. • A compact agreement with Roehampton University. • The successful introduction of Saturday Academies. • New 14-16 provision for Blenheim School. • The extension of HE Fair to Next Steps Fair. Previously predominantly HE organisations 	

exhibiting and presenting. Now a larger event with more even balance of employers and HE providers. Local school pupils have also been invited.

- 'Careers Insight' days for local schools including vocational master classes.

There was discussion of the differing levels of engagement with local feeder schools. The general picture was one of improvement but there remained some difficulties with some schools despite the introduction of the Baker legislation. Applications were up this year (24%) but conversion of applications to enrolment was key. The College was congratulated on the success of the Saturday Academies initiative and the partnership work with Blenheim School.

The information about the delivery of industry guest speaker inputs was noted. The College had received positive external feedback about the delivery of its CEIAG strategy.

RESOLVED: that the CEIAG update report be noted.

19.18	THE STUDENT VOICE
<p>19.1 FE Student Conference and HE Student Council</p>	<p>Oral reports were presented about feedback from the student voice for further education and higher education students. Issues discussed at the HE Student Council, which meets termly, were the IT problems at the College in the autumn term, choice of food in the College refectory and other outlets and the maintenance of toilets. The College responds via 'You Said We Did' information and feedback to the HE Student Council. It was noted that the Principal had attended the Student Council meeting to respond to the concerns about IT.</p> <p>Feedback from further education students at the Student Conference held in December concerned the need to attend English and maths lessons, choices of food (particularly vegetarian and vegan) and a request for an FE Common Room. The FE Common Room was in the capital plan for the coming academic year.</p>
<p>19.2 Student induction survey</p>	<p>The findings from the student induction feedback for FE students was as follows: -</p> <ul style="list-style-type: none"> • The response rate of 80% was good for this type of survey (source QDP) and the same as or better responses in recent years. • The overall satisfaction level is the same as in 2017 but much lower than the previous three years (above 90% but the questions were different in the previous 3 years and it was not with QDP) • Family and friends are big influencers in how students find out about courses. • Students mainly decided to come to Nescot because it offered the right course. 91% of students felt they were on the right course once they had started. • Students understand about standards of behaviour (89%) and whether they have to attend maths /English lessons in addition to their chosen course (90%)

<p>19.3 On-Programme survey</p>	<ul style="list-style-type: none"> The lowest scoring satisfaction questions included receiving advice about finance and learning support (69%), usefulness of college website (71%) and awareness of the complaints procedure (63%). <p>Details of the actions being taken by the College in relation to the findings were noted.</p> <p>The response rate from HE students was 94%. 90% of students expressed overall satisfaction. 96% of student said they were on the correct programme; 96% were aware of the rules regarding plagiarism. There were very high levels of satisfaction with the study and academic skills programme provided by the LRC.</p> <p>It was noted that the FE and HE student on-programme surveys were currently running and that reports would be presented to the Committee at the next meeting (ACTION: CS/Clerk).</p> <p>RESOLVED: that the reports on the Student Voice be noted.</p>
<p>20.18</p>	<p>HIGHER EDUCATION REPORT</p>
<p>The Director of Higher Education presented a report on quality and performance for HE courses. Information was given about: (i) College HE key performance indicators; (ii) Accountability Framework review meetings involving deeper discussions about the impact of strategies and programme specific data trends; (iii) ‘intensive care’ meetings for those courses and curriculum areas identified as requiring specific in year monitoring; (iv) Boards of Study meetings with course teams and involving students; (v) the HE Board which monitors progress against the Quality Improvement Action Plan and discussed other college wide HE matters; and (vi) the HE Quality Improvement Action Plan, which is monitored at the HE Board and the governing body (CQC).</p> <p>The Committee noted: -</p> <ol style="list-style-type: none"> Of the 7 HE courses previously in ‘intensive care’ 4 were still subject to detailed scrutiny. All areas were showing positive progress to date. Detailed data was presented in relation to TEF¹ indicators including HE Continuation Rates. The most recent data showed continuation rates to be above benchmark. The College had successfully registered with the OfS as a provider of higher education courses. This was subject to ongoing review of the Improvement Action Plan. The Open University had approved the College as a provider of its validated courses. QA visits by Pearson to the College’s centres for higher education in Aldgate East and Hounslow to take place later in the academic year. New course developments which were the BSc (top-up) in Animal Management (Kingston University) and the degree apprenticeship in Computing (Open University). In the medium 	

¹ Teaching Excellence Framework

term the following areas were priorities for new course development: creative, digital and IT, particularly higher-level apprenticeships; financial and business services aimed at the professional skills updating market; and sports and rehabilitation.

RESOLVED: that the Higher Education report be noted.

21.18	SAFEGUARDING & STAFF TRAINING REPORT
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A safeguarding and PREVENT update report was received with details of the current live cases. Details of Safeguarding CPD were noted.

22.18	ANY OTHER BUSINESS
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There was no further business and the meeting closed at 20.25.

22.18	DATES OF FUTURE MEETINGS
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The next meeting will take place on Wednesday 01 May 2019 at 6.00pm.

Signed Date

Chris Muller, Chair of the Curriculum & Quality Committee

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