



**MINUTES OF THE CURRICULUM AND QUALITY COMMITTEE OF THE NORTH EAST SURREY COLLEGE OF TECHNOLOGY FURTHER EDUCATION CORPORATION HELD ON Wednesday 13<sup>th</sup> November 2019 AT 18.00 IN SP216 (Boardroom)**

<b>PRESENT <sup>1</sup></b>	<b>IN ATTENDANCE</b>
Chris Muller (Chair) Frances Rutter Lynn Reddick Maureen Kilminster Jamie Roberts (Staff Governor)	Cliff Shaw – Deputy Principal (Curriculum) Nicki Adams – Director of Higher Education Josephine Carr - Clerk to the Corporation
<sup>1</sup> Attendance = 83%	

<b>01.19</b>	<b>APOLOGIES FOR ABSENCE</b>
	Apologies were received from Daksin Chandrasekera.
<b>02.19</b>	<b>DECLARATIONS OF INTEREST</b>
	Chris Muller declared his interest as an unremunerated director of NBS Ltd, a wholly owned subsidiary of NESOCOT which is being dissolved. Lynn Reddick declared her interest as the Director of Learning at a specialist provider in Surrey.
<b>03.19</b>	<b>Appointment of Committee Chair 2019/20</b>
	Chris Muller advised the Committee of his wish to continue as Chair of the Committee for 2019/20. The meeting unanimously agreed that he should continue as Chair of the Committee for 2019/20.
<b>04.19</b>	<b>Minutes</b>
	The minutes of the meeting held on 1 <sup>st</sup> May 2019 were approved as a correct record and duly signed.
<b>05.19</b>	<b>Matters Arising from 1<sup>st</sup> May 2018 meeting</b>
	<p>1. <i>The Corporation to discuss the suggestion that all Governors be required to attend one Curriculum and Quality Committee meeting per annum to enhance their understanding of the curriculum.</i></p> <p>The meeting agreed that as the Curriculum and Quality Committee considers the “core business” of the College that all governors should attend one Curriculum and Quality meeting per annum regardless of whether they were presenting a Governor Link Visit Report and that this should be discussed at the December Corporation meeting.</p>

The meeting discussed the benefits of individual link governor visits and the proposed Governor Link Day on 21<sup>st</sup> November.

- The existing Governor link paperwork is onerous for staff and governors and there are often delays in presenting the report to Corporation
  - Should Governors visit the same of different areas in subsequent years – there are advantages and disadvantages to this
  - Ensure all areas are visited say every 2 years
  - The Link Visit day will enable Governors to share their thoughts and experiences as a group and avoids a piecemeal approach.
  - Governors may make individual subsequent visits post 21 November,
  - Should Governors be allocated to courses in intensive care.
2. *The meeting agreed that members should complete the Committee self-assessment 2018-19 and return to the Clerk for collation of the data.*
- Members agreed to complete this action before the December Corporation meeting.

06.19

### Curriculum and Quality KPIs and New Targets

The Deputy Principal presented the Curriculum and Quality KPIs together with the proposed 2019-20 targets and the rationale underlying the target setting.

Vocational FE Attendance: The 2018-19 target of 89% was not achieved. The 87% 2019-20 target represents a 1% increase in regard to the 2018-19 outturn attendance. The Deputy Principal advises the meeting that there is no national average; the average seen on inspections is about 86% in GFEs but this is anecdotal and cannot be seen as representative. The Chair asked if there was a difference between attendance at College and at actual vocational lessons. The Deputy Principal confirmed that this KPI relates to actual vocational lecture attendance and excludes English & Maths attendance. Attendance at English and Maths this term is 80%. A combined vocational and English & M attendance as a KPI would not provide a better perspective.

Overall Retention: 2018/19 target of 95% was achieved and the national average is 93%. The KPI of 95% for 2019-20 is proposed in order to hold the rate as 95% as a challenging but realistic rate.

Retention for 16-18 Propose to hold the 2018/19 outturn of 91% as the 2019-20 target.

HE Retention rate of 90% is considerably higher than university averages which can be as low as 55% when FE methodology applied, that is from the start of a programme rather treating starts on each year separately.

The HE Continuation rates include part-time 94.6% and full-time 92.3%. These data are a mandatory requirement for the OfS.

There has been a slight dip in the number of HE female students: 43/57(F).

The KPI 1.15 to be removed as the lesson observation process for 2019-20 has been changed and there for the metric is no longer relevant.

The Work experience metric relates to 100% of retained students. The target has increased for 2019-20 to reflect the increase in student numbers.

The meeting noted that the Apprenticeship achievement rates have improved but require further improvement. Due to the end dates and the high volume of Electrical completers due which is now being caught up on due to historic shortages of assessors the achievement this year will come later in the year.

Timeliness is an issue, the 2018/19 data and particularly the 2019/20 data is affected by historic data relating to a cleansing of the data which is likely to result in a temporary dip in timely achievement rates for 2019/20. Unresolved over-stayers are being removed.

The overall apprenticeship achievement for hairdressing has dipped because of a difficulty with one partner provider who we are no longer working with.

The College is looking to turnaround its internal apprenticeship provision, an issue has been the lack of clarity regarding processes and ownership of apprenticeships. The structural changes made now provide good occupational oversight by each faculty for specific occupational areas and it allows the Deputy Principal to work more closely with the apprenticeship teams through Directors, the leadership gap is closed and it is more direct. This will help to influence improvement and to monitor progress.

In summary the additional KPI targets for 2019-20:

- i) The targets for high grade English & Maths achievements are aspirational but realistic;
- ii) The Maths target is 10% higher than national average which is aspirational and achievable given that the teaching team has two years' experience of the new specification; and
- iii) The functional skills achievement rate for 16-18 is targeted above national average for 2019-20.

The meeting noted the KPIs and approved the KPI targets for 2019-20.

06.19	College Performance Reports
<b>06.1 Draft Self-Assessment Report (SAR)</b>	<p>The Deputy Principal presented his report highlighting the following points: There is a supporting QIP for each of new OFSTED areas and some internal areas which College wishes to grade itself. The Director of Faculties have accountability frameworks and these provide localised and faculty scrutiny and interventions.</p> <p>The Report is currently a final draft, an updated version will be tabled at the December Corporation meeting for discussion and approval.</p> <p>The weekly CPD programme is proving both popular with staff and having an impact. Staff development is not a sporadic single approach just before the summer holidays. Staff say that the CPD sessions are changing the way that they work, in particular with regard to resilience for staff and students. CPD sessions to date have included behaviour management, mental health, wellbeing and learner profiles. The Deputy Principal advised the meeting that these sessions are facilitated by Dr Anna James,</p>

<p><b>6.2 English and Maths</b></p>	<p>who is renowned for her work in many of these areas, the programme is built around the needs identified by faculty teams and observations.</p> <p>P7. Overall achievement for all ages has increased by 2.4% to 87.4% (national average = 85.9%). The 16-18 achievement rate has increased by 2.1% to 80.6% but remains under the national average of 82.8%. The Deputy Principal reminded the meeting that achievement rates should not be viewed in isolation but considered in conjunction with student destination and progression, skills and attainment data. In response to a member's question, the Deputy Principal advised that the following programmes had contributed to the achievement data not meeting national average:</p> <ul style="list-style-type: none"> <li>• Animal management (Level 3 year 1 is in intensive care having recorded a high failure rate due to change of teaching staff mid-year and the introduction of a new examined qualification, i.e. a year 1 end point exam, with no past papers available). The students are re-sitting the year 1 assessment during year 2. However, their achievement will not contribute to the end of programme achievement data because the achievement will occur in a different academic year.</li> <li>• In Early Years too many students failed their end of year assessment when external verified because of incorrect referencing. As with Animal Management studies the next retake is outside of the achievement window for data.</li> <li>• Teams in both areas have put in place rigorous improvement plans and these are present in the Intensive Care documents.</li> <li>• Business studies achievement rates improved in 2018-19 but not as anticipated. The programme has changed the qualification for 2019-20.</li> </ul> <p>The Deputy Principal assured the meeting that the students all progressed to Year 2 and will re-sit Year1 during their year 2 and should pass. However, their achievement data will not be included in the R04 return completed end of November.</p> <p>P7-8 Long course achievement (excludes functional skills and GCSE) for all ages has increased by 1.3% to 84.9% . There is no national average and the target for 2019-20 is 89%. This metric represents the College's core provision.</p> <p>Functional skills for all ages has increased by 4.3% to 82.5% compared to the national average of 70.2%. However, functional skills achievement for 16-19 students is at national average. The Deputy Principal stated that improvement for this age group will be supported through the use of the CenturyTech intuitive software and the improved timetabling of English and Maths for 16-18 year old students which is programmed by the departments to better locate sessions within vocational timetables.</p> <p>P9. The GCSE grade 4+ achievement rates for all ages has increased for the second year and exceed national averages. The Deputy Principal advised the meeting that teachers were now addressing and focusing on the more challenging examination questions within the syllabus which is now in its third year.</p>
-------------------------------------	---

P9. The achievement rates of students accessing free school meals, looked after learners and learners in receipt of ALS have all increased. The achievement rates for High Needs Learners has reduced slightly but this is dependent upon cohort groups and ensuring all data is recorded. One High Needs Learner's data was omitted from the vocational achievement metric.

There are only some 20 looked after students in College, many of whom have multiple issues and often do not stay in College due to changes in care arrangements.

ALS – There is a strong correlation between High Needs Learners and those in receipt of Additional Learning Support (ALS) the College is looking how best to monitor and track these students more accurately.

P11-12. Apprenticeship achievement and timely achievement rates are disappointing. They are improving but not as anticipated. The achievement and timeliness of achievement of 16-18 year apprenticeships is RAG rated as red. As reported at recent Corporation meetings the organisation of direct apprenticeship provision was reorganised at the beginning of 2019-20 and a transition team is monitoring the new responsibilities and processes. – internal and subcontractors

The Deputy Principal introduced the overall effectiveness grade. The OFSTED criteria and judgement areas are addressed together with a number of internal criteria which have been added.

Behaviour and Attitudes: proposing outstanding as evidenced by progression and destinations data, the range of charitable work undertaken by students, work in the community and the addition of enrichment.

Student behaviour was significantly better in 2018-19 than in previous years following the redesign of the College disciplinary policy; zero tolerance of behaviour that represents gross misconduct. In 2018/19 11 students were excluded for gross misconduct. Progress coaches are identifying behaviours much earlier. The Deputy Principal reminded members that he and Principal had told students as part of their induction that, for example, fighting and possession of drugs would be treated as gross misconduct. The clarity of this has assured and motivated staff and students, students feel safer and more positive when in the College if they see this being dealt with.

This term, a spot police drug inspection using a police dog found that no illicit substances are being discovered, however, 5 students were sent home for being potentially under the influence of substances.

Personal development is rated as good because the College is not yet delivering sufficiently high achievement for enough younger students and their functional skills. Part of this criteria is the achievement of functional skills.

The Deputy Principal advised the meeting that the grading should be accurate and with a defensible evidence base. At the same time where it is felt practice is robust and strong it should not shy away from higher grades or judgments.

English and Maths are assessed as requiring improvement because of the need to improve functional skills achievement rates. The GCSE achievement rates are above national average.

English and Maths: teachers have started to use the CenturyTech artificial intelligence software this term for both GCSE and some elements of the Functional Skills curriculum.

The initial diagnostics assess the student's ability and then set an individual programme based upon "nuggets". The students then work on these individualised programmes at home, in College et al. The software is interactive and contains good quality materials

Apprenticeships are adjudged as requiring improvement; the new measures and interventions introduced at the beginning of the academic year will generate improved achievement rates, this is forecasted to be in terms of overall due to the high volume of Electrical and Plumbing apprentices coming through where there are now full complements of assessors but they are having to play catch-up due to the historical shortages of assessor capacity.

The Deputy Principal advised the meeting that governor thoughts regarding the Leadership and Management assessment would be welcomed from a Governance perspective and that this should be further discussed at full board where the SAR will be signed off.

OFSTED inspectors will use the SAR as a basis for their review and inspection. Although the focus now is very much on what is seen and said in workshops and classrooms.

The notice period for inspections now is typically a call from OFSTED on a Friday advising that the inspection will commence on the following Tuesday. The new OFSTED framework (September 2019) has also re-introduced short inspections to establish whether the previous grade still applies or not but inspectors may elect to extend this if they do not have enough evidence to confirm the college still remains good. This should not necessarily be regarded as a negative decision.

Nescot is due an OFSTED inspection from January 2019 (last inspection 2016). However, OFSTED are also now inspecting outstanding Colleges which have not been inspected for some time together with those colleges which may have triggered an inspection, such as a merger or change of Principal, or intervention by the FE Commissioner. The College is working to be OFSTED ready. The document which ELT prepared for the Deputy FE Commissioner visit included useful data in one document. A copy will be sent to OFSTED electronically on the day that the OFSTED

<p><b>6.3 Student Outcome Reports 2018/19</b></p>	<p>call is received, and a paper copy made available when the inspectors arrive in College.</p> <p>The Chair asked how likely is OFSTED to disagree with the College's assessment? The Deputy Principal advised that they will challenge judgements and assessments but the College is able to support the judgements made. It is important that the College is sufficiently critical of itself.</p> <p>The Deputy Principal advised the meeting that Nescot is currently unlikely to be graded outstanding because of the current direct apprenticeships data (2018-19) and therefore the current grade has to remain as Good until there is sufficient positive movement on this and on functional skills for young people.</p> <p>P60-62 outlines the areas being addressed to improve apprenticeships. These include:</p> <ul style="list-style-type: none"> <li>• Further training, support and target-setting for assessors</li> <li>• The deconstruction of the Apprenticeship department with faculties welcoming the responsibility and ownership of apprentices.</li> <li>• Improving processes, in particular enrolment and monitoring of progress.</li> <li>• Closer tracking and monitoring;</li> <li>• Assessors being equipped with VQ Manager ePortfolio and having access to, and being trained in, ProAchieve.</li> </ul> <p>The College also needs to ensure that the direct provision of apprentices is cost-effective. A review of quality and cost is being undertaken which will result in poor quality and low contribution apprenticeships being stopped.</p> <p>Similarly, sub-contracting continues to be scrutinised by the ESFA and the reporting requirements ever more complex.</p> <p>The Deputy Principal will provide an update regarding Apprenticeship provision at the December Corporation meeting and at the March Curriculum and Quality meeting.</p> <p>The College has just appointed an eLearning Development Officer, James South who is an official Apple Guru. James will start building resources for Nescot and is looking to move everyone forward on an incremental basis with high quality materials. As a priority, James will initially be working with those departments who are not so used to eLearning such as hairdressing.</p> <p>Attendance for English and Maths should be better this year as a result of the timetabling changes and specifically avoiding Friday afternoon lessons.</p> <p>In 2018/19 many students improved their GCSE grades (above average) but did not achieve higher grades (5-9). This is a focus for 2019-20.</p> <p><b>Student Outcomes 2018/19</b></p> <p>The value-added data is generated by ALPS for L3 courses. However, this is not the best process given its reliance on result grades (Slide 18). Ideally the College needs amore vocational studies-based system and one which includes extra-</p>
---	--



	<p>curricular in-year data. One Grade uses a number of data sets (not just GCSE) and produces reports during year as opposed to ALPS once a year. Going forward, the College will no longer be using ALPS, particularly as it only specifically applies to a small proportion of Nescot students. One Grade system is being implemented to provide closer internal scrutiny of students' grade performance.</p> <p>The Deputy Principal reminded that it is important for College staff to know and understand their students, their potential and progression throughout the year.</p> <p>41% of FE students were required to study English GCSE and 52% Maths GCSE 2018-19 and both the 9-4 achievement and overall achievement rates exceed the national average. Use of the Century Tech artificial intelligence software is hoped to increase achievement at all grades for 2019/20.</p> <p>The FE destination is supported by a 99% return, only 1% of whom were not able to confirm their intended destination at the time of the survey.</p> <p>The Committee thanked the Deputy Principal for his commentary and noted the positive direction of the data and explanations for variances.</p>
<b>07.19</b>	<b>Higher Education Reports</b>
<b>7.1 HE Performance Report and Office for Students Governor Assurance</b>	<p>The Director of Higher Education presented her report and highlighted the salient points and changes.</p> <p>As a result of successful registration with the Office for Students (OfS) in May 2018 the College must meet ongoing requirements and adhere to the prescribed reporting cycle. The OfS have published a calendar of events and deadlines for 2019-20. The meeting was reminded that not all Colleges were successful in obtaining registration for the provision of HE programmes with the OfS. Nescot submitted its application in May 2018, but the outcome was not known until February 2019.</p> <p>The meeting was advised that if the OfS considers a registered institution breaches any of the registration requirements, the institution will be placed in enhanced monitoring. Nescot is currently placed in enhanced monitoring for A1 Access and Participation. The College has submitted its Access and Participation Plan 2020-21 – 2022-23 (included in the meeting papers) and will submit progress reports against this plan at agreed dates with the OfS.</p> <p>However, the OfS dashboard is more suited to university provision than that of a GFE College. These may also differ to an institution's own access and participation KPIs, in particular with regard to widening participation to HE, as evidenced with ASTM in Oldham.</p> <p>The meeting also noticed that the nature of HE courses provided at Nescot may not naturally attract students with disabilities or mature students.</p>



<p><b>7.2 Minutes of HE Board</b></p>	<p>The Nescot HE Board meets more frequently because of increased reporting requirements. The HE Board is the principal means of monitoring progress against the QIPs and Access and Participation Plan. The HE Board reports to SMT and this Committee. The Intensive Care process, introduced in 2018-19, is implemented where closer scrutiny for specific areas of improvement have been identified. This process has been well received to date.</p> <p>The HE Board and HE Teaching &amp; Learning Group meets twice a term. Whilst the HE Board has a managerial perspective the Teaching and Learning Group is more practitioner focussed.</p> <p>The HE Student experience employs a number of mechanisms for capturing and feeding into the quality review and improvement process. For instance, the department is looking at ways to ensure that adult evening students feel part of the College.</p> <p>The HE External examiner reports are in the main very positive. The HE department includes the external examiners comments, even minor recommendations, in their action plan addresses in order to enhance good practice and the student experience at Nescot.</p> <p>P12. The Quality Management Review undertaken by Pearson (November 2018) concluded that “all quality processes are in place and effective”.</p> <p>An area of focus for 2019-20 is assessment practice and assessment practice and staff training sessions are being held with the LRC.</p> <p>The 2019 HE induction survey results are being reviewed and will be compared to previous years to identify any trends. 94% of HE students participated in the 2019 survey. Courses below the College satisfaction rate of 81% as reported by the 2018-19 in-year survey have been placed in the intensive care process for 2019-20.</p> <p>The 2018-19 surveys and 2019 induction survey report that HE students feeling safe in College including the evening HE students despite not all support services being available in the evening. This reflects the improved behaviour of students during 2018-19 and the introduction of the zero-tolerance policy. The College is trying to emphasise its 24/7 provision and support of students.</p> <p>Only 76% of HE Students reported that their programme was well-organised; this is associated with 2 areas, counselling and the foundation degree in educational support both of which have new members of staff in 2019-20.</p>
---------------------------------------	--

88% of HE students felt their tutors knew their subject well. The meeting acknowledged the difference between knowing the subject and teaching the subject. Hopefully the learning walks will provide better information regarding for the College to agree a development plan.

Student outcomes at 70 is low but does not reflect final position as some students were re-sitting for delivery provision outside of 2018-19. The overall achievement rate is anticipated to improve after the December 2019 return. 56% of HE students are self-employed; this reflects the ASTM and Osteopathy programmes.

Attendance of HE students in 2018-19 improved by 2% to 87% compared to 2017-18 metrics.

In summary, the student surveys reflect positive student engagement. HE recruitment in September 2019 was slightly less than targeted because of under enrolment with ASTM and two programmes not running at Nescot 2019-20 because of under recruitment or insufficient quality of applicants.

The marketing of HE to internal L3 students is strong. Unfortunately, the standard for an Apprenticeship for health and play care specialism has not yet been approved by central government as Nescot was planning to provide this programme and had students wishing to enrol. It is hoped that the programme will commence in September 2020.

The College was notified in July 2019 of a QAA follow-up visit scheduled for September 2019. This visit was subsequent to the March 2018 visit. The College was advised that the visit would be looking at the Core practices 1, 5,6 and 9 (p20)

Q1 The provider has reliable and inclusive admissions system

Q5 The provider actively engages students individually and collectively, in the quality of their educational experience

Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students

Q9 The provider supports all students to achieve successful academic and professional outcomes.

As required, the College submitted supporting paperwork to the QAA by 31<sup>st</sup> August 2019.

During the three day visit the assessors sampled a focused number of courses, almost exclusively, the ASTM partnership provision and Osteopathy provision. Assessors spoke to ASTM students and staff and the UK, Irish and Italian osteopathy students.

The first draft report contained a number of errors and misunderstandings and did not reflect the verbal feedback provided at the end of the visit. The report is not supportive of the College's HE provision.

As required, the College crafted a comprehensive response to the draft report. Whilst the College was advised that an over-view response was required, it has subsequently learnt that it is not able to raise any points of question or fact if they were not included in the College's initial response to the draft report.

The second revised draft report takes onboard some of the mistakes that they cannot avoid. However, some of the positive comments from first draft have been removed, such as employment of Director of HE has improved accessibility. The College does not know why these comments have been withdrawn.

The deadline for responding to the second draft report was 5pm today. Mark Hunt has reviewed and contributed to the College's response. The paperwork is now sent to an independent reviewer.

The worst case scenario is that the QAA report that they have no confidence in delivery of HE at Nescot and require the College to cease its provision for new students.

The Principal advised the meeting that the AoC already aware that some FE colleges were having issues with the QAA visits, but were told not to interfere when they raised their concerns with the OfS. The Principal has been in discussion with other colleges including Barking and Dagenham who have also experienced difficulties with the QAA visit report.

The fee for the QAA visit was £20K; yet the draft report was incorrect and misleading. The QAA areas of concern relate to ASTM and Osteopath having looked at these 2 areas in depth based on volume and risk. The QAA assessors looked at 2 complaints in detail.

The College is unaware how long the independent review will take. Another FE College appealed against its QAA report three months ago and has yet to receive a resolution.

The Principal advised the meeting that the draft report has not been shared with Heads of Department and Teaching Staff because it contains both factual errors and miscalculations of the data and will demotivate staff.

	<p>In response to the Staff Governor question regarding timelines, the Principal advised that if the OfS decide to withdraw HE registration then the College will be required to finish the programmes which are currently in progress (teach-out) but will not be able to enrol any new HE students. This course of action would have a significant impact upon the College's budget.</p> <p>Once the QAA Report is deemed to be correct it will be passed to the OfS. The OfS will make the decision regarding any resultant action. The meeting noted that this is a new and untried methodology.</p> <p>The Principal assured the Committee that she will keep them updated of any progress.</p>
<b>08.19</b>	<b>Apprenticeships</b>
The Deputy Principal presented his report. The meeting noted the report, much of which had been discussed earlier in the meeting.	
<b>09.19</b>	<b>Notification of Sub-Contractors</b>
	<p>The meeting noted the updated Declaration of Subcontractors and delivery partners for 2019/20. The College has contracted with two new providers with regard to Digital Technology courses, In2Skills and Aspire.</p> <p>The Clerk confirmed that the College had provided assurance regarding Sub-Contractors to the ESFA as requested by the ESFA CEO, Eileen Milner's letter of 3<sup>rd</sup> October. This letter was tabled at the Corporation meeting of 11<sup>th</sup> October.</p>
<b>10.19</b>	<b>Committee Self-Assessment 2018-19</b>
The members agreed to complete the Committee self-assessment and return to the Clerk for collation of the responses.	
<b>11.19</b>	<b>ANY OTHER BUSINESS</b>
There was no further business and the meeting closed at 20.34.	
<b>12.19</b>	<b>DATES OF FUTURE MEETINGS</b>
The next meeting will take place on Wednesday 11 <sup>th</sup> March 2020 at 6.00pm.	

### Decisions

1. The Meeting unanimously agreed that Chris Muller should continue as Committee Chair for 2019/20.
2. The meeting agreed that all governors should attend one Curriculum and Quality meeting per annum regardless of whether they were presenting a Governor Link Visit Report and that this would be discussed at the December Corporation meeting.
3. The meeting approved the KPI targets for 2019-20.

Actions

1. The Deputy Principal will provide an update regarding Apprenticeship provision at the December Corporation meeting and at the March Curriculum and Quality meeting.

Signed ..... Date .....

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

Author	Josephine Carr
File Ref:	