

**Minutes of the Quality and Curriculum Committee  
held on 30 November 2021 at 5.30 on Teams**

<b>Present:</b>	Dr Ann Lees (Chair) Ian Looker Lee Probert (Chief Executive and Principal) Mark Rushworth John Robinson Cathy Waters Laura Mason	
<b>In Attendance:</b>	Catherine Duro – Interim Director of Governance (DG) Glyn Jones - Vice Principal for Academic and Applied Education Martin Halliday - Director of Young People's Learning Sarah Barbacane - Director of Curriculum – Professional & Commercial Industries (HE) Lucy Francis - Director of Student Experience	
	<b>Item 1: Apologies for Absence / Declarations of Interest</b>	<b>Action</b>
	No apologies for Absence were received. Meltem Celik's absence was noted.  There were no declarations of interest.	
	<b>Item 2: Minutes and Matters Arising</b>	
	<b>2.1 Minutes of the Previous Meeting –</b>  The Committee reviewed the minutes of the meeting of September 2021.  <i><b>The Committee resolved to approve the minutes of the previous meeting.</b></i>	
	<b>2.2 Actions Summary</b>  The Committee noted the progress on actions presented on the Actions Summary Sheet. All actions were either completed, progressing satisfactorily or addressed on the agenda.  <i><b>The Committee resolved to note progress on the Actions Summary</b></i>	
	<b>2.3 Any Other Matters</b>  There were no other matters arising.	
	<b>Item 3: Statutory and Regulatory Compliance</b>	
	<b>3.1 Office for Students Matters</b>  The report was received. It was reported the OfS had reviewed the published data and raised no issues. The student protection plan remains to be approved. Sara is the names OfS nominee and the annual return was submitted before the deadline in November.  There were no reportable events to note.	

	The report was noted with the Committee's thanks.	
	<b>Item 4: Strategic Plan Implementation</b>	
	<p><b>4.1 Implementation Plan –</b>  <b>The report was noted as received.</b></p> <p><i>Lucy joined the meeting</i></p> <p><b>Pillar 1</b></p> <p>Attention was brought to the completed restructure and expansion of progress coaches.</p> <p>It was <b>explained</b> that the process of planning for the new academic year had been brought forward to ensure full understanding of curriculum intent and the meeting of local need, when the world has changed and become more complicated. A longer-term view was also a significant part of this planning and new directors are being involved to ensure a joined-up view.</p> <p>A governor <b>asked</b> if the college is on track to deliver the strategic pillar. It was confirmed that despite a few bumps during the change process the delivery of the strategic pillar was on track.</p> <p>A governor <b>challenged</b> the lack of milestones in the timescale column, a lot that are 'ongoing' but greater detail would help an understanding of if we are on track.</p> <p>A governor <b>asked</b> how students were supported if they were at risk of dropping out. The support mechanisms were explained and the initiative 'late start' was detailed. It was asked if the 'churn' was comparable to other years. The Committee was <b>informed</b> it was more mixed across all levels this year. The rise in students with anxiety and mental health support needs was also flagged. The committee was <b>advised</b> the 'swap don't drop' programme had been successful.</p> <p><b>Pillar 2</b></p> <p>The paper was noted as received.</p> <p>Fresh data since the paper was published was shared: Last academic year 60 students were seen up to this point in the year, this year 499 students have been seen with a change in team and use of workshops enabling many more students to benefit.</p> <p>The Committee was <b>informed</b> that mental health needs were increasing; the team saw 81 to this point in the last academic year, this year 202 referrals. but 179 in 2019 which suggest a return to higher than precovid levels. The Committee was <b>assured</b> the team are managing this, complex cases are prioritised and not needing to wait. A governor <b>asked</b> if it was system and process improvements that would help or if more staff were needed.</p> <p>All staff are also being offered training to support students with mental health issues in the classroom, an example of a panic attack in the classroom was given.</p> <p>Questions were invited.</p>	

	<p>Student voice feedback was reported to be positive on the Your Experience area and study facilities which were being well used and the one point of contact appreciated.</p> <p>Student usage was discussed as an interesting measure. The Committee <b>agreed</b> more metrics of the impact to show what is working across this pillar would be beneficial.</p> <p>The Committee was <b>informed</b> that the next priority for the team was to formalise the structure to hear student voice through different channels.</p>	
	<b>Item 5: Student Engagement and Success</b>	
	<p><b>5.1 Quality Report</b></p> <p>The Report was taken as read.</p> <p>The work on attendance and work with directors and curriculum heads was detailed, with clear responsibilities for differing levels of attendance, the difference in English and maths compared with curriculum programmes was also explained. The Committee <b>recognised</b> it was being dealt with, with urgency, but it was <b>asked</b> if the reasons for poor attendance were known, early thinking was shared, that reasons were; mental health, a change in routines and attitude to learning, learning behaviour and patterns of work following lockdown and remote learning, common across all levels. Exam anxiety was also detailed as a college wide issue as the new students have never sat an external exam which is new for this age group. It was <b>asked</b> if regular exams and contingency testing / formal series of mock exams termly was adding to anxiety. The Committee was <b>assured</b> the College had embedded a strong process of regular assessments. The college is secure in summative and formative assessment processes to ensure individual students' data is held in case of a return to Teacher Assessed Grades.</p> <p>The Committee was <b>advised</b> the HE in year monitoring had gone smoothly and had been submitted timely to the OU.</p> <p>The Committee was also <b>informed</b> that SLT were being updated at each meeting on apprenticeships.</p> <p>The increase in disciplinaries was <b>queried</b>. It was <b>explained</b> that this was common due to students lag in behavioural development and social norms due to lockdown. The Committee <b>learnt</b> that perhaps last year was the abnormal low due to low numbers of students on site.</p> <p>It was <b>suggested</b> and would be welcomed that a specific report be brought to the next meeting of the Committee to detail any issues and actions. <b>(Action)</b></p>	
	<b>Item 6: Teaching, Learning and Assessment</b>	
	<p><b>6.1 Teaching, Learning and Assessment Report</b></p> <p>A brief verbal report was received, as an exception due to the significant changes in the SLT. The Committee was <b>informed</b> that:</p> <ul style="list-style-type: none"> <li>• The process to identify observation priorities was explained.</li> <li>• The focus of early learning visits was detailed.</li> <li>• Peer Collaboration successes were shared.</li> <li>• 96% OF EQA reports have no actions from last academic year, a significant increase on previous year, and the college is graded low risk with all awarding body, improved through assessor and IQA</li> </ul>	

	<p>training that has taken place.</p> <ul style="list-style-type: none"> <li>• A pedagogy Group has been launched, practitioner led to identify good practice to disseminate, represented across all curriculum areas.</li> </ul>	
	<p><b>6.2 Interested Party Feedback</b></p> <p>A brief verbal report was received, as an exception due to the significant changes in the SLT. The Committee was informed that:</p> <ul style="list-style-type: none"> <li>• The first impressions questionnaire was complete. A 30% response rate, but showing an increase in satisfaction, largest in adult learners.</li> <li>• Waiting results from parent/carer survey</li> <li>• Employer choice will be reported to next Q&amp;C and is a valuable addition to interested party reporting.</li> </ul> <p><b><i>Sarah Barbacane left the meeting</i></b></p>	
	<p><b>6.3 Self-Assessment Report (SAR)</b></p> <p>A large, detailed and significantly important report had been received in advance of the meeting. The Committee agreed it's key action having received the report was to consider the proposed grade and agree in advance of recommendation to the governing body. Any comments on the narrative were invited to be shared with Glyn by email outside of the meeting. In <b>robust scrutiny</b> of the report the following matters were discussed:</p> <p>It was <b>queried</b> if the same report and outcomes would be expected without the impact of covid for which there were many references, and <b>asked</b> how were Ofsted considering the impact of Ofsted.</p> <p>The Committee was <b>advised</b> that the college probably wouldn't be proposing the same grades without covid, Ofsted have said that the bar has been raised, and some of this was apparent in the pilot inspection. The College had made significant changes but much had been delayed due to covid, without covid these would have been implemented earlier and may enable higher grades. The SAR is believed to be honest on the current perspective.</p> <p>A Governor <b>asked</b> if the college's underlying performance had gone backwards or was the bar higher. It was detailed to the committee the changes in the inspections processes, and the raising of the bar, the college hadn't gone backwards but the environment had changed. A <b>further question</b> asked was if the improvement plans were deliverable in reasonable timeframe and if delivered would they lead us to revise our SAR grade. The Committee was <b>assured</b> that yes, the actions will take the college in the right direction and would steer the college towards higher grades. The need to deliver consistent solid implementation of improvements was known but would take time, the change in language and approach to look at students understanding of skills and knowledge beyond just grades.</p> <p>The two grades in the report for apprenticeships were <b>challenged</b> and an explanation sought. The Committee was <b>advised</b> that the report remained a draft and a 2 would be proposed in the version going to the board.</p>	

	<p>The Committee <b>suggested</b> a need for further editing, to streamline the methodology, tone and language. The areas for improvement were in places surprising following the positive tone earlier in the report.</p> <p>It was <b>discussed</b> if the restructure of SLT should be mentioned in section 6, whilst it was in this year, not last, but details a major way in which some of the major aspects of the report were being addressed.</p> <p>A governor <b>queried</b> that as the scope of this report was FE, how do we judge the same for HE. The committee was informed that HE was assessed through as similar SED process which will come to the committee later in the year.</p> <p>The Committee members were <b>asked</b> if they were ready to make a recommendation on the grade to the governing body. Are we prepared to make that recommendation, recognising there is further work to be done on tidying the report and the narrative, to prevent a final report to the Governing Body. The Committee was accepting of the thorough process that has led to those grades</p> <p><b>Resolved</b> that the SAR be recommended to the Governing body for approval</p> <p><b>6.4 Quality Improvement Plan (QIP)</b></p> <p>It was agreed that the QIP flowed through from the SAR and was a self-explanatory document.</p> <p>Questions were invited.</p> <p>It was <b>asked</b> if the learnings from the mock inspections were embedded into the QIP and had we received feedback on last years QIP. It was asked if there was a separate plan for apprenticeships. Halt the Decline was noted as the initiative that addresses this.</p> <p>It was <b>confirmed</b> these are internal working documents. Governors asked for more timely milestones to be included rather than just year-end. <b>(Action)</b></p> <p>Thanks, were given to Glyn for compiling these comprehensive documents in a timely way.</p>	
	<p><b>Item 7: Supporting Students</b></p>	
	<p><b>7.1 Supporting Students Report - Including Your Experience Review</b></p> <p>The report was received, and a <b>further update</b> was given on the progress coach model.</p> <p>Three key changes</p> <ol style="list-style-type: none"> <li>1. Smaller number of coaches allocated to curriculum areas to strengthen collaborative working. A plan in place for remodelling for next year.</li> <li>2. Students are asking for more 1-2-1 time, with tutorial time more spread, echo learning patterns identified earlier. This will be trialed from February, not losing the fact that group themes need to be high energy and impactful on prevent and wider skills development.</li> <li>3. Cross College inductions, beyond curriculum area developed from student feedback, as set 3-4 days inducting students on a consistent</li> </ol>	

	<p>basis, before they start on curriculum.</p> <p>The Committee appreciated the clear responsiveness to feedback and gave thanks for the update.</p>	
	<b>Item 8: Corporate Governance and Assurance</b>	
	<p><b>8.1 Strategic Risk Monitoring.</b></p> <p>The risks were provided for the committee to scrutinise. Detail was provided.</p> <p>Comments were invited. The committee concluded most had been covered throughout the agenda and the report was consistent with their discussions.</p>	
	<b>Item 9: Policies and Other Matters</b>	
	N/A	
	<b>SUMMARY MATTERS</b>	
	<b>Item 10: Key Meeting Outcomes and/or Actions</b>	
	<p><b>10.1 Matters for report to the Governing Body (if any)</b></p> <ul style="list-style-type: none"> <li>• SAR for approval</li> <li>• A specific apprenticeships report has been requested on apprenticeships</li> </ul>	
	<p><b>10.2 Matters for report to Audit Committee (if any)</b></p> <p>None</p>	
	<b>11.Summary Matters</b>	
	<p><b>11.1 Any Other Business</b></p> <p>None</p>	
	<b>11.2 Date of the Next Meeting – 23 February 2022</b>	
<b>Signed</b>		
<b>Name:</b>	Dr Ann Lees	
<b>Date:</b>		