

**CURRICULUM AND QUALITY COMMITTEE**  
**Minutes of the meeting held at 2.00pm on 30 June 2014**

<b>Present:</b>	M Symonds (Chair) J Finn	A Gordon-Stables C Styles	K Golding W Burrlock
<b>In Attendance:</b>	N Savvas, Principal S Steed, HE C Marshall, ALS	L Johnson, VP C&Q B Unwin, Quality J Bridges, Clerk	B Beaton, HE C Shaw, Student Support

Members confirmed that they had no conflicts of interest to declare in relation to the items of this agenda.

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|   |  | <b><u>Action</u></b> |
| 1 | <p><b><u>Apologies for absence</u></b><br/>                 Apologies for absence were received from R Carter, Chair of Governors. There were no apologies for absence from Committee members.</p>   |                      |
| 2 | <p><b><u>Minutes of the meeting held on 7 March</u></b><br/>                 The minutes of the meeting were confirmed as a correct record subject to correcting that N Savvas was in attendance at the meeting and was not absent as recorded. The minutes were <b>proposed</b> by C Styles and <b>seconded</b> by J Finn.</p>  | JBridges             |
| 3 | <p><b><u>Matters Arising</u></b><br/> <b><i>From the meeting held on 7 March 2014</i></b><br/>                 The matters arising from the meeting were summarised in the report and all actions reported had either been resolved or, where appropriate an update had been provided on progress elsewhere on the agenda. It was noted that the minutes of meetings are to clearly indicate the challenge, robust scrutiny and debate held at meetings by governors.</p>  | JBridges             |
| 4 | <p><b><u>Support for Students Presentation</u></b><br/>                 C Shaw and C Marshall gave a presentation to the Committee to explain the wrap around support provided to students. This whole team approach looks at the holistic needs of students and the ethos of putting students and their success at the heart of everything we do. The College has developed and introduced a Positive Intervention Programme (PIP) to engage with the students whose progress has been/is in decline to provide them with the early intervention and support needed to get them back on track with their learning. C Marshall provided an update on the College's Learning Support Team and the early identification process implemented at interview to identify the additional learning support needs of students. The impact of these initiatives was explained at the start, in March 2014 there were 329 students classified at risk of not achieving. With the support in place, 39% of these students have improved, 31% of students have achieved, 22% of students had withdrawn before the programme had chance to intervene and the remaining students have either moved onto other programmes, apprenticeships or employment. The department is already working on improving the support for students in 2014/15 to ensure that the appropriate support for at risk students is in place. PSTs will be available in all curriculum areas and clear support entitlement for all College students will be in place. Improved parent perceptions are anticipated.</p> |                      |

C Shaw and C Marshall left the meeting at 2.45pm

## 5 KPIs – Classroom Based and Work Based Learning

The Committee challenged the intervention strategies in place to address the area of attendance that was RAG rated Red for concern. Assurance was provided that the interventions in place to resolve the areas where attendance is, and has been poor, were working and were adequate.

The new national rates for 2012/13 will not impact the results published in our 2012/13 SAR as this document is closed. There is no requirement to retrospectively correct the national rates in the SAR.

The Committee questioned how, based on 2012/13 and 2011/12 advanced apprenticeship success rates, it appears that success will be as significant as the best case % success reported. The Vice Principal, Curriculum and Quality confirmed that success % is predicted to increase at both levels.

## 6 Equality and Diversity Impact Measures

The report indicated that there is no particular trend on any one course as retention is improving when analysed by protected characteristic. Those who declare a difficulty, disability or health problem are more likely to be retained as a result of the additional support that they receive.

## 7 Quality Improvement Plan Review

The document has received an overhaul to better align it with the Common Inspection Framework and the actions and performance against the measurable KPIs has been updated. The Committee requested that Area 21 is reviewed again to reflect the work of the employer liaison panels that have met in the year. It was noted that the issues regarding insufficient bursary funds has been resolved where additional finance has been released. All students who have applied for funds with the appropriate evidence and documentation have received bursary funding in the year. The system is complex and the College is providing a dedicated member of the finance team to work within student welfare to support students with the application process. The Committee asked to receive a report on the impact of bursary funding on student achievement at the first meeting in the new academic year. **Proposed** by J Finn and **seconded** W Burrlock.

LJohnson

## 8 HE Retention and Student Survey Report

The current situation is provided within the report on HE retention and an analysis of the results of the internal student survey of first year students (second and third year students complete the National Student Survey, NSS). It was noted that there are a number of action points to take away that are being dealt with through course review meetings and a high percentage of these have already been dealt with. The Committee asked that future reports include a key to quantify the RAG rating used in the trend column. It was recognised that the results of the survey can be affected by the timing of its release. The survey captures the student experience in semester one although respondents could be responding on their experience of anything between one and four semesters depending on their course and when it began. Since this can distort the reliability of the results, the report was received by the Committee with caution.

BBeaton  
SSteads

B Beaton and S Steed left the meeting at 3.35pm

## 9 Student and Parent Survey Results

The induction survey is taken in the October of the students' first year. Students on a one year programme complete an exit survey in April. The Committee recognised that the survey results overall are good. All surveys are conducted online and hosted by an external company called QDP which enables the

College to benchmark and measure responses against 40,000+ students who have answered the same question at other Colleges. Members commented that the main concern of students throughout the College year has been the availability of the Wi-Fi, with the introduction of the BYOD (Bring Your Own Device) scheme and questioned how this will be resolved. Investment is planned for the new academic year to increase the bandwidth and Wi-Fi accessibility across the College. It was noted that the Corporation will receive a 'Digital Strategy' paper to outline the plans at the meeting to be held on 17 July 2014.

The parent/guardian survey is completed by parents with new students and a different survey for those with continuing students. Survey results overall are not as favourable as the student survey results with the last three year trend showing decline in satisfaction.

Members acknowledged that the main issue raised by parents related to poor or lack of information and communication in the year by the College. C Shaw, under his new role as Head of Student Support is tasked to manage these issues and has produced a robust action plan to elicit improvement. He will ensure that student information (timetables and assessment plans) is comprehensively communicated to parents in September and there will be improved parent engagement through the Personal Support Tutors and the launch of the Parent Portal enabling parents to review their son/daughter's eILP, targets, reports and MarkBook in real time.

#### **10 Maths and English Progress to Date**

In 2014/15, GCSE Maths and English will be a condition of funding and students enrolling for the next academic year have been informed that their studies will be supplemented with Maths and English in the year if they have a grade D or below. Students will be expected to study Maths and English up to 3 hours per week.

Apprentices will be expected to study both Maths and English Functional Skills as part of their framework (usually Intermediate at Level 1 and Advanced at Level 2). Those students already functioning at the appropriate level are expected to study towards the level above their framework requirement and build on their current skills levels, although this is not a condition of funding and achievement of their apprenticeship.

It was noted that there are 145 Work Place Learning achievements at Level 2 to date within the current academic year that do not currently show in our success rates, as their end date is planned in July.

#### **11 Observations of Teaching and Learning and CPD**

The report identifies the proportion of good or better teaching delivered within the College, and highlighted strengths and areas of improvement of individual staff. Those who are graded inadequate or require improvement are provided with immediate intervention and support to improve. Our good or better profile is now 94% further to concentrated support of individual observations. The good or better profile of the total number of observations undertaken in the year including all types of observation (co-observations, developmental, probationary) is 83%.

The focus of the College's Continuing Professional Development programme will be to further the College's objectives and upgrade the technical abilities and teaching skills of staff. Staff CPD will therefore focus upon what an individual requires to do their job (essential skills, compulsory training), what teams require in order to deliver effectively and what the College requires in order to focus upon areas for improvement.

The College is also considering leasing a close circuit TV System (IRIS Connect) that enables staff to record their lessons, without an observer, and review their own practice with the optional support of a member of the Teacher Educator Team. Video Clips can be retained, with commentary and (with the approval of the teacher whose lesson has been recorded) published to a secure website, to be shared with other staff as appropriate.

**12 Student Assessment and Progress**

The Committee, along with other Governors, attended a briefing session that preceded this meeting to demonstrate how the College is tracking and monitoring student assessment and progress. There were no further questions arising from the Committee.

**13 Horizon Scanning**

Members suggested that the issues covered in the report be covered in a half day workshop and the Clerk was asked to arrange a session for governors in the new academic year.

JBridges

**14 External Verifier Update**

There have been 63 External Verifier reports across all curriculum areas in the year. There are some very positive outcomes and some minor administrative issues that have been resolved.

Twelve Edexcel programmes were included in standard verification this year; 10 subjects were released in their first submission and the other two, Sport and Exercise Science and Business Management, were released following resubmission. All samples have now been released further to the intervention put in place and governors received assurance that the issues identified and risk of reoccurrence has been minimised. The Chair of the Committee will follow up with the detail of the issues to enable triangulation of what has been reported.

MSymonds

City and Guilds have delayed their quality review process due to staff changes and the positive judgement that they categorise the College as a low risk.

Edexcel/Pearson has announced changes to the assessment process for Level 2 and 3 BTEC qualifications. Usually there is a pilot year to implement the changes yet the College has received notification that all Level 2 BTEC qualifications will have new specifications and external assessment with effect from September 2014. These changes will significantly impact on students and the preparation for next year's teaching. The College has informed Edexcel of its concern and relevant Subject Specialists are promised to visit the College at the beginning of the term to explain the changes. We have also invited other Awarding Organisations to present to their Academic Management Team their alternative to BTEC. Art and Design and Performing Arts will move to UAL (University of the Arts, London) and other curriculum areas are still considering their options.

The report has been received from IMI and is now finalised resulting in a Level 2 Sanction. There are further staffing implications as a result of the report that are in place concurrently. The College has received instruction from IMI on the required action and is supporting the College to address the recommendations made.

**15 Committee Meeting Times**

The Chair posed the opinion that meetings should not be held on a Friday at 2.00pm. This is the least productive time of the week to deal with big agenda

items. The Committee deferred any decision pending the outcome of the governance review proposal meeting to be held later this week.

**16 Any other business**

The College is reviewing the recently released Ofsted Report for Suffolk New College.

**Date of next meeting**

To be confirmed.

The meeting closed at 5.20pm