

CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

DRAFT MINUTES

Date	26 November 2015	Time	14.00
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Venue	Ore Valley Boardroom
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Chair	Mr Pat Farmer
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Membership:

Pat Farmer (Chair); Tony Campbell OBE KSG (Vice Chair); Principal (Clive Cooke); Diana Garnham; Simon Hubbard; Vic Kempner; Chris Pole; Caroline McKiddie (co-opted)

Apologies: Vic Kempner; Chris Pole; Simon Hubbard

Officers:

Deputy Principal (James Mettyear); Vice Principal Enterprise, Employment and Skills (Dan Shelley)

In Attendance: Staff (Support) Governor (Debbie Baldock-Apps) Staff Governor (Lawrence Calton)

No	Item	Action
1.	Apologies Apologies were received from Simon Hubbard, Vic Kempner and Chris Pole.	
2.	Declarations of interest The Chair of CQS declared an interest as a member of the Hastings and Rother Task Force. DG declared an interest as a member of the Construction Industry Training Board (CITB). CMc declared an interest as an employee at East Sussex County Council.	
3	Minutes of the previous meetings RESOLVED: The Committee approved the CQS Committee minutes held on 5 June 2015 as a true and accurate record subject to a stray t on p.2. Proposed: PF; Seconded: TC; CARRIED	Clerk
4.	Matters arising The Committee noted the matters arising. The DP confirmed he had received information around mental health in the area from SH.	
5.	Self-Assessment Report 2014-15 The Chair noted that Governance SAR and SAR validation are excellent ways for governors to get an insight into the College and he hoped for more attendees next year. The DP provided a summary. The proposed grades are 2s for each aspect including overall effectiveness. Within the context of the area reviews and discussion with the area reviewers and with peer review colleagues (East Kent College and Richard Moore) it was agreed to report as a grade 2 rather than a 3. Vocational 16-18 success has improved since last year. The proportion of learners following SSAs that are good or better has risen to 82%. The main business of the College is a top end good. This is countered against the A level	

No	Item	Action
	<p>results and AS in particular which is on a level with national success rates. The significant blow is English and maths. Last year significant challenges took place at the start of the academic year. The College recovered from a poor start with success rates above national average but 8.8% for maths and 12% for English in A* to C is inadequate and drags down the overall assessment of outcomes for learners.</p> <p>There has been some decline in the success of the smaller cohort of 19+ classroom based learners. Details are outlined in the SAR, in brief the decline relates to the cohort and context of learners. There is a significant increase (60% as opposed to 54%) from deprived backgrounds. And very long term unemployed who are hard to engage with.</p> <p>The DP noted that the College has been open and critical in the self-assessment and are realistic that in an inspection the College would be fighting for the grade 2. The Committee raised the following points:</p> <ul style="list-style-type: none"> • The inappropriateness of the English and maths courses for many learners • Deprivation is a context and a significant challenge for the College • The issue of academies hothousing learners with enhanced study programmes leads to students ill equipped to manage on the College's 90 hours of student learning for English and maths • A different view was raised at the AoC conference suggesting that students from poorly performing secondary schools have untapped potential <p>Lawrence Calton arrives (14.19) The Committee introduced themselves.</p> <ul style="list-style-type: none"> • PASS, a peer assisted study programme for maths, integrated within the curriculum has been piloted at Brighton University. It will be piloted for the Pathways programme from January 2016. It is about content, support, feedback and evaluation from students who will then move on to be mentors of the scheme. The University has been positive about the pilot • Low start-ups in the area. As a geographical area it does not do well in terms of entrepreneurial activity. The VP EES reported on a new pilot enterprise advisor programme which brings individuals into the College to inspire learners • Youth social action is a new key area and Ofsted will recognise activities as work experience. The Principal noted this is being taken forward • It was agreed that the College does do a lot of work experience in the community but it is not captured effectively. i.e. Construction students created a local park area and raised the money to get the materials • Two universities have recently received awards for their work experience and involvement in the voluntary sector. Exeter now has 100% of students involved in work experience or the voluntary sector. • The Committee noted the SLTs commitment in looking into innovative ways of developing skills to take into the work place. They agreed that there is very good voluntary activity developed by the students which should be more effectively recorded. The VP EES noted that the evidence is only in scope if the College has supported the student to find the work. The Ofsted perspective is shifting in recognition of the difficulties faced by institutions. The Committee asked for the work experience and employability action to be added into the QIP with the aim of embedding into all study programmes. The DP noted this was a key action for next year • The Chair of Corporation noted that he had met with Kim Christmas about her new role in work experience at the College and her connectivity with local employers. She will present to the Corporation this year on progress 	<p>DP</p> <p>Clerk</p>

No	Item	Action
	<ul style="list-style-type: none"> The levy on apprenticeships was considered and the impact this would have on the apprenticeship work at the College. The VP EES noted that Hastings direct, SAGA, the College and the academy schools would all be eligible. The Committee voiced concern that the range of apprenticeships will be quite narrow and the VP EES noted that there will still be funding in the system for those that aren't eligible under the new system. It was agreed that there would be a complete transformation in the way the College delivers apprenticeships. The VP EES noted that the College is ready to take forward changes but at the present time there is not enough information to plan. <p>RESOLVED: The Committee recommended to approve the Self-Assessment Report 2014-15. Proposed: PF; Seconded: DG; CARRIED</p> <p>Quality Improvement Plan The Chair asked if Learning and Standards Managers (LSMs) have their own QIP as the version presented is specifically against top level big issues. The DP confirmed that QIPs are cascaded through the College to teacher level and the aim is to have a link between all layers of QIPs. The Committee queried where the lower level QIPs are reviewed and monitored and the DP noted at PPRs.</p> <p>The DP reported that the format of the QIP has changed to enable assessment at various stages of the year. For English and maths additional boxes have been included. The Committee agreed the QIP is clear and easy to read and shows the specifics.</p> <p>The Committee went through the QIP in detail and the following points were raised.</p> <p>A1 Several students are re taking maths. The Student Governor reported that some students in Access are having problems with staffing issues and lack of coordination with teaching staff. The DP reported that 3 maths teachers have departed since the start of the academic year and he would follow up on the concerns reported. The Student Governor to send through factual details to the DP.</p> <p>The Committee questioned the reasons for the departure of staff and how the College is managing the recruitment process. It was noted that only one candidate has come forward despite extensive advertising and a golden hello attached to the role. There is job uncertainty in the FE sector and maths graduates are tending to move to a more secure environment with higher salaries and security. Academies can offer better pay and terms and conditions. The Committee asked about using retired professionals and teachers, whether there is support from the VEP and the opportunity to share teachers with the academies and schools. The Principal reported that all areas had been explored considerably and the College was looking at growing its own teachers.</p> <p>A2 Recruit new curriculum manager for 6th form. The Chair questioned why there was no LSM for the A level team. The DP reported that another level may be introduced to the management structure in 16/17 providing career progression opportunities for staff. The current plan is interim and is based on current funding. With the increase in numbers the 6th form area may move towards being an LSM managed area.</p> <p>Reintroduce tutorial slot into A level timetable. The Committee queried the cost. The DP confirmed that there is no related cost as it is a reconfiguration of</p>	<p>DP Student Governor</p>

No	Item	Action
	<p>hours with reduced taught hours. It is a tutor group of around 30 but it is for one to one work.</p> <p>Ensure parents of all 16-18 year olds are sent written report of progress in December. The Committee welcomed the parental engagement plan as a way to get young people to improve. The DP noted that the College recognise that regular consistent reports for 16-18 learners have not been produced and this year it will be introduced. In Sport and Public Service, an area that was inadequate last year, 8 letters and reports will be sent out through the year. Other areas will have a reduced mail out dependant on need and resource.</p> <p>B: Learning, Assessment and Teaching The DP reported that the objectives outlined in the new framework were progressing to schedule . The Committee asked about staffing for the VLE element of the plan and the DP noted that two lecturers' have remission of 0.5 to champion and take forward the development of the VLE. One is now on maternity leave and a replacement is pending. Progress is being made but there is a lot of further work to do. The College is still behind where it needs to be but is starting to get traction</p> <p>The Chair noted that there is no QIP on leadership and management and questioned why. The DP stated that the impact of leadership and management is on outcomes for learners and teaching, learning and assessment but it was agreed that there are improvements that can be made and it should be included for completeness in order to have oversight of the College's efficiency and financial sustainability.</p> <p>Value Added – ALIS executive summary 2015 The DP reported that in addition to the ALIS report there is the achievement tracker (LAT) which Ofsted use which provides data back to 2011-12 (DP to circulate for information). He noted the letter from East Sussex County Council to the College commenting on its slight improvement in vocational value-added but the decline in A level VA. There are specific actions to address VA in the QIP and there has been a focus on teachers understanding VA and embedding it in the classroom. In context the score only relates to 16-18 learners and is calculated by the GCSE point score on entry and the grade achieved in the level 3 qualifications against the national cohort. It was agreed that the criteria is very limiting and there are many other determinants of adding value. The Committee questioned what interventions aside from good teaching are used by institutions with a good VA score. Streaming, raising expectations, role models, visits from past students, showing what success looks like are all areas the College can do more of. The DP reported that there are 2 A level students applying to Cambridge this year and the Student Governor reported that 3 Access students are also applying.</p>	<p>DP</p> <p>DP</p>
6.	<p>Latest success rates The success rates are the final version that appears in the SAR. The Chair asked for SSAs to be added into future reports rather than summary level and the DP agreed to send out by email. The Committee agreed that the details had already been considered in the SAR item.</p>	DP

No	Item	Action
	<p>The Committee asked what results had disappointed the College the most. The DP reported that he was disappointed but not surprised about the A*-C success rates for GCSE English and Maths. The AS was not a surprise and was a result of local management issues which are now being addressed. There were more areas he was pleased with than disappointed by.</p> <p>The Principal reported English and maths, a handful of subjects that deflated the AS success rates and Sport and Public Service area results were disappointing. The Chair reported on the remarkably improved success rates from ESOL and the Committee congratulated the area.</p> <p>The VP EES noted the success of Apprenticeships.</p>	
7.	<p>Key Performance Indicators relating to CQS</p> <p>The Committee considered the Strategic Targets for 2015-16. They agreed with a number of the targets and asked for some to be stretched further as follows:</p> <ul style="list-style-type: none"> • Functional Skills E&M Success Rate target – 70% (64.5% last year) • 16-18 GCSE English and maths A*-C to both improve by 10% points. (8.8% and 12% last year). It was agreed to stretch to 20% points. • 16-18 GCSE exam attendance rate – 95% (91% with English and maths last year) • Vocational success rate target= 16/18-90% Adults – 87% (last year 88.9% excluding FS). • Trying to sustain the 85% of learners on good or better was agreed to be added as an additional KPI • AS level success rate target – 82%, A2-96%. It was agreed to stretch A2 to 99% • AS and A2 level value added target – neutral. It was agreed that the focus was on eliminating the negative points and should be revised to read No negatives and adding value to 3 subject areas. The DP reported that from meeting with A level tutors they have a very clear idea about VA. • 15/16 Apprenticeship Timely Success rate – 66% (62% last year). The Chair noted that 2012-13 success rates were better and asked if the target could be stretched to 70%. The VP EES noted that the figure was already 15% above the national success rates. It was agreed to stretch to a target of 68%. 	DP
8.	<p>Curriculum Strategy update</p> <p>The DP reported that the work on the curriculum strategy had ticked all the boxes from national/local perspectives arising from the area reviews.</p> <p>The next phase is to begin the curriculum planning for the next academic year. Highlights for the planning include:</p> <p>The target is to increase efficiency and viability. Classroom size has moved up from 13 to 16 this year and needs to move to 18.</p> <p>Looking at adult provision. Currently adults are supporting and infilling on 16-18 study programmes and adult pathways are more suitable. Adult provision in the evening and weekends when the college is underutilised will be explored. Adults will be removed from BTECs where practical and replacement of current vocational qualifications with the TechBac is being looked at. Piloting in a couple of areas from the BTEC to TechBac will take place in Hospitality and Catering and one other area.</p> <p>Work with Skills East Sussex will take place with 5 employer curriculum planning days in January to look at year one of the study programme with other institutions. It will provide space in the programme to study English and maths, social action</p>	

No	Item	Action
	<p>and hand skills to increase employability. The focus for employer groups will be around what are the core competencies you want from an employee. The challenge to get more 17 year olds involved in apprenticeships. It was agreed it would be an innovative move to more a skills focused career path and less paper qualifications.</p> <p>The Chair reported on a presentation at the AoC conference by the company Monster which is providing software looking at the LMI data against curriculum delivery. The VP EES noted that he is attending a seminar on the subject. The Committee noted the value of the data, cost dependent, but warned that it assumes that everyone wants to train and work locally and learners may have different aspirations.</p>	
9.	<p>Enrolments against targets</p> <p>The Chair noted that all increases come from adults rather than 16-18. The DP noted that the A level increase is significant. The cohort went up by 150 this year compared to last year which was below target. The funding has been secured for 2016-17 based on numbers. It was agreed that overall it is encouraging. The Student Governor questioned whether the College could more effectively promote the Access course. He noted that it is a good source of income and there are a lot of people out there who may want to take it up. The VP EES reported that the adult prospectus has had a second print run for the first time this year. He noted that there is always more work that can be done around marketing and there is a limited marketing budget which has focused on 16-18 year olds. The SLT noted that they would welcome the Student Governors view on how the College could better advertise Access courses. He explained that one of the issues is that the Access course is a daunting and big step for individuals to take. Showing people that there is a positive at the end of it and that the costs can be worthwhile and focusing on aspiration raising is important. It was agreed that a discussion with a different campaign aside from the prospectus for Access opportunities for Hastings and Rother would take place.</p>	VP EES, Student Governor
10.	<p>Right Choice period withdrawal 2015-16</p> <p>The DP reported that numbers have improved from last year in terms of learners leaving in the first 6 weeks. There has been a significant increase in transfers, primarily to Pathways and NEET programmes. The Committee agreed that the College does not want to lose any students in the first 6 weeks in terms of finance but having students on the wrong programmes was negative both for students and quality. Retention rates are favourable compared to the national average.</p>	
11.	<p>Changes to the Observation of Learning, assessment and teaching for 2015/16</p> <p>The Chair reported that due to timing issues the changes have already been implemented in consultation with the Chair and Vice Chair of Corporation. The report is comprehensive and the wider approach around drop ins, feedback and lesson observations is being taken forward for 2015-16. The DP reported that feedback from staff is very encouraging. The College is creating a learning organisation. The Clerk updated the Committee on the timetable for governors attending lesson observations as observers, timetables will be sent out before the end of term and sessions will commence the second week of next term. The Clerk agreed to organise training for new governors. The Student Governor noted that he felt the utilisation of facilities could go a lot</p>	Clerk

No	Item	Action
	<p>further at the College and the benefits of sharing information were not widely recognised. He reported on work he had done with the Access course including the recording of classes.</p> <p>The DP reported that Moodle is the rudimentary first stage to have in place for all staff to make the shift towards a more resource based learning. There are endless possibilities for collaborative learning. He noted that he did not want to be prescriptive but a standard approach to the first level of resource based learning for all staff is required.</p> <p>The Committee questioned whether peer to peer learning around maths would be beneficial.</p> <p>The Chair of Corporation asked about progress on the external moderation of the system and the opportunities to reciprocate with schools in the area. The DP noted that a peer review session had recently fallen through with a local college. This year work with the academies to create capacity among College staff will be explored.</p>	
12.	<p>Equality and Diversity update</p> <p>The Principal reported that the College is compliant with the Equality Act 2010. In January 2016 an updated EDI policy and EDI objectives will be produced alongside the annual statement and will come to CQS and Corporation. EDI at curriculum and quality level is managed effectively and to a good standard. Protected standards are monitored by managers.</p> <p>Support areas require improvement as overall it is not on top of all the key metrics. Management of EDI will continue to be through one to ones, PPRs and monthly monitoring visits.</p> <p>In terms of governance Vic Kempner has taken on the EDI link governor role. The SAR will detail all EDI issues around learning, assessment and teaching and student outcomes.</p>	Principal
13.	<p>Apprenticeship report</p> <p>The Committee noted that the report was excellent and extremely comprehensive. The Chair suggested that the table at the end be included at the start of the report. The following points were raised:</p> <ul style="list-style-type: none"> • Success rates and growth are positive • Diversity – there are some big differences in gender and courses. Are the leavers from courses from the minority gender? DG noted that exploring this, even for very small numbers of leavers would set the right benchmarks for the future. Stimulating demand in schools was discussed including STEM fest activities in schools <p>The Committee questioned if the area required a QIP to focus on the areas for change and improvement. The VP EES noted that all partners who have areas for improvement are included on a QIP and partner PPRs are managed systematically. The Principal agreed that the key headlines could be taken from the report and put into the overall QIP.</p>	VP EES
14.	<p>Review of risks delegated to the Committee</p> <p>The VP EES reported on the risk register and noted that 4 of the 6 risks from last year remain and two new risks have been created. The Chair asked whether VA should be added to the register and it was agreed that it does not impact highly enough to warrant being included and would be monitored as part of the QIP. The Committee agreed with the risks proposed. (see paper for details)</p>	
15.	<p>PPR update [confidential note].</p>	

No	Item	Action
	<p>Main points arising from the PPRs were:</p> <ul style="list-style-type: none"> • It is imperative to drive up English and maths • Increased work experience and social action is required <p>The Chair reported that he had noticed a greater grasp from managers on their understanding of data and a maturity in presenting and understanding of their areas.</p>	
16.	<p>AOB</p> <p>The Committee congratulated the DP and VP EES on an excellent set of meeting papers.</p>	
	<p>Meeting Dates for 2015-16</p> <p>21 January 2016; 3 March 2016; 23 June 2016 (All 14.00 start).</p>	
	<p>Meeting closed at: 16.05</p>	

Attendance for 2015-16: to follow
Length of meeting: 2hrs 5mins

Impact of governance - Challenge and support at the meeting:

Item 5 – SAR – the Chair highlighted the importance of governors attending the Governance SAR and SAR validation; the Corporation and Clerk to strive for higher attendance in 2016-17. A strategic discussion and ideas about raising standards and aspirations in English and maths took place. The PEER programme will be underway in January 2016; progress to be monitored in CQS.

Work experience and employability. The Committee asked for inclusion in the QIP to monitor the development of social action and the SLT's ideas to increase opportunities for students and embed in across all study areas

The Chair of Corporation met with Kim Christmas, Work Experience Coordinator and has asked her to present on her role and progress at the committee this year

Item 5 – QIP – the Student Governor's concerns around coordination of maths sessions. The DP will follow up after the meeting. Recruitment of maths teachers requires monitoring as an area of risk. This risk has been escalated on the Strategic Risk Register at the request of governors. Governor's requested that leadership and management is included in the QIP to have oversight of the College's efficiency and financial sustainability.

Item 6 – latest success rates – the Chair requested subject sector area data to monitor any areas of concern/success are circulated

Item 7 – KPIs – the Committee stretched a number of targets further to focus on consistently improving outcomes for all learners.

Access course marketing – the Committee asked the Student Governor to work with the VP EES and the marketing team to find ways to publicise Access courses to increase finance and to raise aspiration in the community

Item 11 - Changes to the Observation of Learning, assessment and teaching for 2015/16 The Committee asked the Clerk to follow up on lesson observation sessions for governors and training for new governors. The Chair of Corporation asked the DP to follow up on external moderation sessions.

Item 12 Equality and Diversity update – the Principal updated the Committee on the extent to which the College promotes all forms of E&D, areas for improvement, the role of Vic Kempner as EDI governor and the timetable for the Committee to consider key E&D reports. The Committee to monitor closely to ensure the SLT are promoting effectively.

Item 13 – Apprenticeship report – the Committee asked that key highlights from the report are added into the QIP to focus on areas for change and improvement