

CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

MINUTES

Date	5 March 2015	Time	14.00
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Venue	Ore Valley G31
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Chair	Mr Pat Farmer
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Membership:

Pat Farmer (Chair); Tony Campbell OBE KSG; Principal (Clive Cooke); Diana Garnham; Simon Hubbard; Vic Kempner; Jessica Stubbings (co-opted)

Apologies:

Officers:

Deputy Principal (James Mettyear); Vice Principal Enterprise, Employment and Skills (Dan Shelley); VP CS (Biram Desai) for ICT Strategy item.

In Attendance:

Student President (Carlie Stace); Information, Learning and Technology Manager (Bobbie Hargreaves) for item 5.

At 13.15 there was a tour of Engineering and ICT organised by Richard Nesbitt, Learning and Standards Manager and led by Ronnie Ioannou and Paul Nash. Attendees: TC, PF, CS, VK, DG

No	Item	Action
1.	Apologies There were no apologies received.	
2.	Declarations of interest The Chair of CQS declared an interest as a member of the Hastings and Rother Task Force. SH declared an interest as an employee of Hastings Borough Council. DG declared an interest as a member of the Construction Industry Training Board (CITB).	
3	Minutes of the previous meetings RESOLVED: The Committee considered the CQS Committee held on 27 November 2014 and agreed them as a true and accurate record. Proposed: PF; Seconded: TC; CARRIED	
4.	Matters arising The Committee noted the completed actions. The following points were raised: <ul style="list-style-type: none"> The College is looking at work experience and employability and an item will come to the next CQS Committee A Review of employability which will be rag rated aims to enable SLT to develop a two year employability strategy which will be fully implemented in the College 	Clerk

No	Item	Action
	<ul style="list-style-type: none"> The DP provided details as requested on the safeguarding issues classified as 'other' in the report from the last meeting. The report was detailed and included the category of abuse, the number of issues recorded and the number of referrals to Children's Services alongside examples of the types of referrals the safeguarding team receives (see full report for details). 	
5.	<p>Moodle Implementation Plan (see full report for details)</p> <p>The ILT Manager provided governors with an update on the project to date. In November a pilot began with ICT, Music and Access. Teachers in these areas have achieved Star 1 badge and are working towards Star 2. The ICT and Music courses went live to students on the week commencing 26 January. Access courses are planning to go live on 12 March. So far Health and Social Care, Hospitality and Catering, GCSE and Functional Skills, Business and Professional and Beauty have been introduced to Turing and feedback is positive. The total number to train is 127, 54 are already through the Star 1 course. Staff are given 30 days to get through the programme and there have been some issues with time constraints. A one to one service is available in between the group roll out for staff that require further support. The Committee asked how the impact of Turing is being evaluated and BH reported that it will be down to the success with student participation which is monitored and reported to the College Management Team (CMT). The Vice Chair of Corporation reported on a discussion at FHR Committee around whether the training and work being put into E ILT will be successfully translated into the classroom. The DP reported that Moodle is not about what happens in the classroom but about accessing independent learning outside the classroom. He noted that the College does not want to be prescriptive about using IT and it needs to be used where appropriate. Turing will be monitored through Moodle reports, teacher's appraisals and will be a key indicator of their lecturing. The message to staff is that it must be used appropriately and be part of the planning of and seizing of opportunities in the classroom; it is a must for every teacher but not for every lesson. BH reported that in the introduction to the training a clear explanation around the framework and expectations is given to all staff. The Committee asked about the timeframe and BH reported that all full time and access courses will have rolled out Moodle by July.</p> <p>(Bobbie Hargreaves departs 14.21)</p>	
6.	<p>English and Maths Position Paper (see full report for details)</p> <p>The DP reported on the position to date and noted that the impact in terms of predicted outcomes is still unknown. Attendance is low, around 69%, and there is still a shrinking cohort of learners who have not received any English or maths learning to date (70 learners). He reported that the impact of poor planning and the departure of the Head of English and maths has been significant and has taken away from other focus activities for staff who have had been tasked with fixing the issues. Despite all the issues the College is in a much better position than a number of FE Sussex colleges.</p> <p>Further actions to improve were considered by the Committee. The DP explained that the College needs to be in a position to know what the outcomes are. He assured the Committee that engagement of staff and students is significant and issues are being addressed and worked through. He also assured the Committee that this situation would not occur again. Timetabling and staffing are now in place and by April 2015 functional skills predictions will be available; next year predictions will be available in March.</p> <p>JS reported that the School Improvement services are working with FE colleges and schools providing some funding to look at English and maths. DG reported on the</p>	

No	Item	Action
	<p>way the curriculum for English and maths sets students up to fail and fails to engage them and provide the necessary skills for work and life situations. She noted how difficult it is for students to achieve and asked how the College provides an incentive to encourage students to participate. She suggested mentoring individual students and linking their study with work based experience to encourage them to see the value and drive them forward. The DP reported the College was looking at different ways to encourage students and bringing in volunteers and retired maths teachers. It was agreed there are two main issues. The key feeders and the logistical challenge of a cross college provision that encompasses all learners. The Principal reported that at a recent Sussex Principal's meeting there were no colleges that were exceeding around 72% attendance for Functional Skills.</p> <p>The Chair questioned whether in the longer term the College would prefer to go back to managing Functional Skills within faculties. The DP reported that this is being explored up to Level 1 but GCSE is a specialism and cross college is the right way to deliver it.</p> <p>The Committee questioned what is being done for the remaining students who have had no English and maths teaching to date. The DP reported that he knows who the 70 students are and staff are working through the list, daily reports come through to LSMs and HoFs and the situation is under constant monitoring. He explained that next year students will be enrolled on a programme from day one and levelling will take place after this. The Committee asked whether the issues from this year can be resolved and the DP agreed that they will be but that it is a longer term challenge. An English and maths strategy is being put together for next year and this will be rolled out to students and parents to ensure it is effective.</p>	
7.	<p>Summary Destinations report: 13/14 Completers</p> <p>The DP reported as follows:</p> <p>Previously a company was contracted to carry out destinations reporting. It is now in house with curriculum areas responsible for collecting data. The DP noted he felt this was essential for staff to own and value. Most teams have fed back that they found the process rewarding. Response rates are high which is positive. The quality of data can be improved going forward and further areas for inclusion were suggested as: employment with training, wages, whether students are using the skills they were trained for, showing the split between those students expected to return and not, splitting apprenticeships into advanced and higher. It was agreed it is a great way to build up a database and goes beyond the details used by universities. The Committee asked how outcomes compared to last year and the Clerk agreed to send last year's destinations report to the DP.</p> <p>The Committee agreed the results showed very good positive progression.</p>	Clerk
8.	<p>Performance Update</p> <p>a. QIP update</p> <p>The DP reported on the top level College QIP in its new format. The aim is to match progress against the year with a balance between a high level action and further drilling down. The Chair reported that he is keen to see specific actions, with individuals responsible and deadlines. The DP asked for feedback on the format and the following points were suggested:</p> <ul style="list-style-type: none"> • Provide two rag ratings, one for action completed and one for outcome • In order to make the format manageable and on one page report termly rather than annually • Ensure the plan links with the risk register. The DP reported that the format of the risk register with its monthly updating of risks is an ideal model for the QIP • The Chair reported the key part of the plan is impact. Governors are expected 	

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	<p>produced.</p> <p>The report shows that retention appears to be marginally up from last year. The DP noted that he is not expecting it to remain at 3% above by the end of the year on long courses. The report benchmarks against last year and also drills down to subject sectors, and sub faculties.</p> <p>The Committee agreed the report provides assurance on retention and attendance in year. The Clerk agreed to send out to the Committee.</p>	Clerk																								
9.	<p>Data on students receiving benefits and grants</p> <p>The DP provided some data on students in receipt of benefits and grants against their attendance. The Chair reminded the Committee about the analysis provided last year by the Head of MIS which showed direct correlations between attendance and success rates.</p> <table border="1" data-bbox="159 716 1300 1198"> <thead> <tr> <th data-bbox="159 716 730 795">Grant/Benefit</th> <th data-bbox="730 716 1300 795">Attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 795 730 862">16-18 guaranteed bursary</td> <td data-bbox="730 795 1300 862">82%</td> </tr> <tr> <td data-bbox="159 862 730 896">FE Free meals</td> <td data-bbox="730 862 1300 896">84%</td> </tr> <tr> <td data-bbox="159 896 730 929">19+ discretionary bursary</td> <td data-bbox="730 896 1300 929">82%</td> </tr> <tr> <td data-bbox="159 929 730 963">16-18 discretionary bursary</td> <td data-bbox="730 929 1300 963">86%</td> </tr> <tr> <td data-bbox="159 963 730 996">24+ loans</td> <td data-bbox="730 963 1300 996">87%</td> </tr> <tr> <td data-bbox="159 996 730 1030">20+ childcare</td> <td data-bbox="730 996 1300 1030">84%</td> </tr> <tr> <td data-bbox="159 1030 730 1064">19+ childcare</td> <td data-bbox="730 1030 1300 1064">77%</td> </tr> <tr> <td data-bbox="159 1064 730 1097"></td> <td data-bbox="730 1064 1300 1097"></td> </tr> <tr> <td data-bbox="159 1097 730 1131">Bursary – any kind</td> <td data-bbox="730 1097 1300 1131">84%</td> </tr> <tr> <td data-bbox="159 1131 730 1164">Overall college attendance</td> <td data-bbox="730 1131 1300 1164">86%</td> </tr> <tr> <td data-bbox="159 1164 730 1198"></td> <td data-bbox="730 1164 1300 1198"></td> </tr> </tbody> </table> <p>The Committee noted the data.</p>	Grant/Benefit	Attendance	16-18 guaranteed bursary	82%	FE Free meals	84%	19+ discretionary bursary	82%	16-18 discretionary bursary	86%	24+ loans	87%	20+ childcare	84%	19+ childcare	77%			Bursary – any kind	84%	Overall college attendance	86%			
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10.	<p>The Quality of Learning Assessment and Teaching 2014/15 to 16th February 2015 (see report for full details)</p> <p>The Committee considered the report. They asked how many more observations are due to take place this year and the DP reported that there are another 18 members of staff to be seen for the first time and all grade 3s will be re-observed Grade 4s will be re-observed within a strict timescale.</p> <p>The Committee looked at the 78% good or better grade for Functional Skills and agreed that the issue with this area was not the teaching and learning which is positive.</p>																									
11.	<p>Curriculum Plan 2015-16</p> <p>The Committee noted that the report provides data on planned learner numbers for 2015-16 and the implications for staffing in the coming year. The Committee reviewed the planned learner numbers, hours and group sizes in comparison with those planned for 2014-15. The VP EES explained that HE learner hours is more than provided for in other colleges as the College is trying to grow the provision but it was agreed there is more work to do with HE course hours.</p> <p>The data provides an indication of where things are working well and where there are issues. The reduction of teacher hours is where the College need to be moving towards.</p> <p>The Chair asked about the comment in the report “Progress in developing more adult 24+ loan provision has been negligible” and why this is the case when it is an area for growth. The DP reported that further work took place in the summer but curriculum areas have been slow to progress as their main focus was to get the 16-</p>																									

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	18 curriculum in place first. On the positive side both Health and Social Care and Hospitality have developed programmes.	
12.	<p>Mid-year Partner Update – focus on quality</p> <p>The VP EES reported that midyear estimates are positive. There are a couple of issues around Tempus who had a grade 4, but support is in place and they have enrolled on a course and come to the College to observe a grade one lesson and will be re observed.</p> <p>The Chair queried the data and the VP EES reported that there are still courses due to start and finish and partners deliver training across the year. The figure stands at 98% predicted success rates.</p> <p>The VP EES noted that 1to1s with partners will take place instead of PPRs for March 2015.</p> <p>The Committee noted the quality assurance process for subcontracting. The Committee asked if partners are kept updated on safeguarding issues and whether partners are checked on their processes. The VP EES confirmed that they were and noted that governors were welcome to accompany staff on a visit. The Chair agreed this would be useful and the Clerk agreed to arrange.</p> <p>The VP EES reported on the e-learning HNC programme. The College began to deliver a nationwide e-learning programme in July 2014 offering students the opportunity to gain an HNC Business qualification on a part time basis. This was in partnership with Acquire Learning. Following a QAA review and recommendations focusing on improving the learner experience and recruitment of learners the College has made the decision to stop enrolments until the quality issues are resolved. The Principal and the VP EES will be lobbying Acquire next week alongside other colleges to ask them to slow down and contribute towards a better quality system for learners. The College will be focusing on extended advice and guidance and a Right Choice period for learners.</p> <p>Other e-learning programmes including Level 3-4 Institute of Leadership and Management (ILM) qualifications are being looked at.</p> <p>The Chair asked about progress with Pitmans and the Principal noted that this will commence in June. Plans are going ahead and the College will own a franchise along with working with subcontractor centres who provide 24+ loans.</p>	VP EES/ Clerk
13.	<p>Apprenticeships Report</p> <p>The VP EES reported that results are positive. The data has been scrutinized and the best case scenario for success is 89.8% with a predicted success rate of 82%. The main risks are advanced apprenticeships for 16-18 year olds. This is due to a number of factors including Electro technical Apprenticeships which span over nearly 4 years, with the greatest risk of drop in retention.</p> <p>The area with the greatest chance for success is Advanced Apprenticeships for 25+ and is an area for potential growth with the lowest number of continuing learners. 19+ loans is also an area for focus.</p> <p>Timely success is calculated from how many learners achieved their full framework within 90 days of their planned end date. Timely success is predicted at 81%. The success demonstrates that initial advice and guidance is working and the College keeps a track on over 1000 learners and provides them with support and guidance. The VP EES noted that this year there are more internal 16-18s than there have ever been.</p>	
14.	<p>Risk Management Update – Risks allocated to the CQS Committee</p> <p>The VP EES reported on the revised risk register which includes a lower number of risks which are strategically focused and owned by SLT. It has been agreed this year</p>	

No	Item	Action
	<p>that risks will be reported to each Committee as a standing item and a more detailed report including actions and activities will be included from the next meeting. The VP EES explained the Risk matrix which shows risks and levels of assurance. He explained that going forward more assurances will be loaded onto the 4risk system and included on the matrix.</p> <p>The Chair questioned the risk rating for E learning and changes in government policy and whether they were too low in the current climate. The VP EES reported that the rating is dependent on the level of control in place and the immediate risk to the College. He noted that most of the risks are predicted on income effect.</p> <p>One governor asked whether the Corporation looking and receiving updates on an issue such as English and maths gave a level of assurance.</p> <p>The Chair queried the process and explained that although governors would not be involved the day to day rationale for the risks they needed some insight into how and why they were set up initially. The VP EES reported that the register came to the Corporation in December in its revised format.</p> <p>The Committee asked how the process works at the Council and SH reported that there is a strategic and operational risk register in place which is adopted by audit structures and is a key tool for management.</p> <p>VK explained that the Audit Committee is involved in looking at the internal audit systems and considers the framework for risk management.</p> <p>The DP suggested a way to address the issue would be for the key risks to be presented to the Committee with the officer present summarising the key actions and assurances in place.</p>	SLT
15.	<p>Feedback from Principal's Performance Reviews – December 2014-present</p> <p>The Principal asked for the item to be deferred to the next meeting to include the next round of PPRs which are meeting based with SLT.</p>	Clerk
16.	<p>Draft ICT Strategy</p> <p>The VP CS attended for this item only.</p> <p>He reported that the start point for the strategy was working closely with the DP on the Curriculum Plan, in particular the element of self-directed study and the reduction of 20000 planned teaching hours. The aim is to ensure the College has an ICT infrastructure and strategy that supports the changes.</p> <p>Many students will be arriving with their own devices and be IT literate. Security, access to the guest network and self-study areas will all be essential considerations. Changes in the LRC to Wi-Fi enabled spaces will take place. The overall aim is to create a system to provide what most people need most of the time. The IT infrastructure is generally good with a couple of areas for improvement.</p> <p>The DP reported that Moodle is the first stage of the E ILT roll out and it is an effective way for staff to begin using technology. Sharing their resources in a wider space and allowing learners the responsibility to access materials is a key first stage. Getting teachers excited about how it frees them up from photocopying, less paper work in lessons and usefully introducing mobile technologies to flip the learning is a first base plank. The DP noted that the power of liberalising their resources, and the way IT makes teaching easier and exciting means that some staff just shoot forward from this point on. He agreed there is a definite fear of E ILT and Moodle can help overcome that.</p> <p>The Committee asked if there is a possibility of having buddying, identify an active user with other and the DP reported that that is starting to emerge already.</p> <p>The VP CS noted that the College will make some investment into access and SW at the recent FHR Committee had provided some useful guidance around data protection which will be looked into.</p>	

