



MINUTES
CURRICULUM & QUALITY COMMITTEE
 Date: Wednesday 23 February 2022
 Via Microsoft Teams
 Time: 6:00pm

Chair	Danny Ridgeway
Corporation Members	Bobby Seagull, Geoffrey Makstutis, James Beckles, Joanne Roxburgh, Paul Stephen, Trina Sarkar
In Attendance	Deputy Principal: Jamie Purser Executive Director, Strategy & Innovation: Matt Fawcett Chief Operating Officer: Judith Abbott
Item 6	Director, Student Services: Sharon Cousins
Clerk to the Corporation	Judith Nelson

Item No	Item of business
PRELIMINARY PROCEDURAL MATTERS	
1.	Chair's Welcome & Opening Remarks
2.	Apologies For Absence <ul style="list-style-type: none"> ▪ Bobby Seagull ▪ James Beckles
3.	Declaration of Interests None.
4.	Minutes of the Last Meeting Held on 01 December 2021 The minutes were signed as a true and accurate record
5.	Matters Arising and Action Points from the Meeting Item 6 College Key Performance Indicators (KPIs) 2021-2022 It should be noted an update on this item to be carried forward to the next meeting in the absence of James Beckles: <ul style="list-style-type: none"> ▪ James Beckles asked on apprenticeships what more could be done to work with businesses. The Principal advised that one of the oddities is that the College has more apprentices from Barking and Dagenham than it has with Newham. James Beckles to discuss this point with Council officers in support of the College and feedback to the College. The Committee was made aware the College has been successful in its application to join the Register of Apprenticeship Training Providers Services.
ITEMS FOR CHALLENGE, MONITORING & REVIEW (INTENT / IMPLEMENTATION / IMPACT)	
6.	Student Services: Careers & Matrix Accreditation The Director of Student Services presented the committee with a walkthrough of the College's careers planning: <ul style="list-style-type: none"> ▪ As stipulated in the White Paper, skills for jobs; lifelong learning for opportunity and growth, FE Colleges must have regard for the DfE's statutory guidance, i.e. the Careers guidance for young people, when carrying out its duty or funding requirements to provide students

Item No	Item of business
	<p>with independent careers guidance. This includes the implementation requirements of the Gatsby benchmarks.</p> <ul style="list-style-type: none"> ▪ The College has signed up for a full Matrix accreditation to be undertaken with virtual assessments, involving stakeholders, staff and students during March / April 2022. ▪ The Matrix Standard is owned by the DfE, achievement of the standard is mandatory for colleges in receipt of AEB funding from the ESFA. The standard is the international quality standard for organisations that deliver information, advice and guidance. ▪ Reaccreditation will take place every 3 years with a yearly continuous improvement check ▪ Assessment Criteria to be carried out by Matrix is under the following headings: <ul style="list-style-type: none"> ✚ Leadership and Management ✚ Resources ✚ Service Delivery ✚ Continuous Quality Improvement
7.	<p>College Key Performance Indicators (KPIs) 2021-2022 The Deputy Principal made the Committee aware of the following pertinent points:</p> <p>a. Adult enrolment, funding thresholds and allocation</p> <p>Currently the College is predicting that it will reach 102.5% of its allocation. Over delivery, up to a threshold of 103% will be considered for additional payment and increased future funding allocations from GLA.</p> <p>Two ESOL community venues, namely North Woolwich Learning Zone (NWLZ) and Gainsborough Centre - have had a poor uptake of learners for a number of years. The College, therefore decided to cease activities in December 2021. The College is unlikely to recommence learning at NWLZ in the future. Gainsborough centre had been closed from early December until very recently, due to challenges faced by the London Borough of Newham, the owner/operator of the centre. It has now reopened, but enrolments have been lower than in previous years. A decision was therefore taken to transfer Gainsborough learners to Stratford campus to continue their studies.</p> <p>Additional courses in level 2 Rail Engineering have been earmarked and planned for term 2 and 3 in order to mitigate any shortfall in ESOL and Hair and Beauty enrolments.</p> <p>Regular monitoring and forecasting meetings take to ensure accurate reporting of enrolments and adult funding for the remainder of the academic year. Further work focusing on the allocation of Additional Learning Support for adults and adult bursary allocation is ongoing.</p> <p>b. Attendance</p> <p>Student attendance stands at 83%, lower than the 90% target. Attendance remains low in English and maths, standing at 76% overall. However, English and maths attendance on study programmes is at c70%, far below the targets set.</p> <p>Overall attendance on some programmes are very low, but declining rates have flattened off, and in a small number of courses, have risen since the start of term 2. Adult attendance is 86.8% and overall study programmes 79.1%. Looked after children’s attendance is 79.9%.</p> <p>c. English & Maths</p> <p>Improving the quality of English and maths, alongside increasing attendance, are the main areas of focus. Key interventions have taken place and continue to be developed to improve English and maths attendance and outcomes. The attendance process requires a refresh and reboot. Get Further graduates are working on contextualizing maths lessons.</p>

Item No	Item of business
	<p>A fundamental re-assessment and evaluation of the English and maths approaches have taken place, concluding the following:</p> <ul style="list-style-type: none"> ✚ English and maths needs to have a stronger focus on compliance, monitoring and follow up of learner progress and attendance ✚ Earlier intervention strategies need to be put in place to support non attending learners and learners who find English and maths challenging. ✚ Further embedding of the importance of English and maths across the whole College needs further development.
8.	<p>Level 4+ Curriculum Update</p> <p>The Committee noted:</p> <ol style="list-style-type: none"> i. the College is seeking Qualification Approval from Pearson to deliver a limited range of level 4/5 qualifications; ii. franchising arrangements with a Further Education college to provide students with access to HE loans; and iii. clarity on the process for making a new application for registration with OfS. Given the strategic importance of Level 4+ to the College’s plans, heightened governance scrutiny (either a sub-set of CQC governors convening a separate HE Board; or more frequent CQC meeting to allow governance focus on HE) is recommended to oversee progress and on-going quality assurance around L4+ provision. <p><i>The Committee RESOLVED it was appropriate to have a separate committee to allow governance focus on He and the panel of CQC governors would comprise of Danny Ridgeway (Chair), Geoffrey Makstutis and Joanne Roxburgh.</i></p>
9.	<p>Review of Higher Education Self-Evaluation Document (SED) Report</p> <p>The Deputy Principal summarised the process for developing the HE Self-Evaluation Document (SED) and clarified the reasoning behind the 15-month timeframe that the SED covered. The Committee was invited to scrutinise the document and provide any feedback. Governors noted that too few students had participated in the National Student Survey to allow publication but commented on the internal mechanisms were very comprehensive and the outcomes put to good use.</p> <p>The Committee also provided several other comments and questions, which included:</p> <ol style="list-style-type: none"> i. the completion of almost all active students, some with excellent outcomes; <i>comment only no response</i> ii. the completion of those students who had exhausted funding, <i>comment only no response</i> iii. the positive nature of external examiners’ reports in relation the students’ learning opportunities and academic standards; <i>comment only no response</i> iv. a request for a verbal update on the impact of Covid and the No-Detriment policy, specifically in relation to vulnerable students. <i>Governors received a verbal expansion on section 2.5 and an update on each individual students who was adversely impacted by lockdown within their personal lives</i> v. a request for a verbal update on those students who received exit awards; <i>Governors received a verbal rational for exit awards.</i> vi. confirmation that all students now had been closed on the systems of the College and awarding bodies following the completion of teach-out. <i>This was confirmed.</i> <p>Governors extended their appreciation to the remaining staff for continuing their employment with the College to see out the students, provide continuity and the best possible learning experience.</p> <p><i>The committee RESOLVED to approve the SED, noting that it represents the conclusion of the “teach out” of students who were studying at the College before the College’s application for registration with the Office for Students was refused.</i></p>

Item No	Item of business
10.	<p>QDP Learner Voice Term 1 Results The Deputy Principal made the Committee aware of the following pertinent points:</p> <ul style="list-style-type: none"> ▪ The College surveyed 5,796 learners of whom 4,725 replied. This represents a return rate of 82% which QDP considers to be very good for this type of survey. However, it is below the college KPI of 85% response rate. ▪ Overall satisfaction rate is 94% which is +4% above the sector average. Comparisons to 2020/21 QDP term 1 surveys show an encouraging and marked improvement in learner satisfaction scores <p>Areas of Focus for Improvement:</p> <ul style="list-style-type: none"> ▪ Support, assessment and visiting arrangements for Apprentices, as these areas remain a weakness. ▪ Timetabling is shown to be an area that needs improvement. The College is changing the timetabling protocols to move to a centralised timetabling system in 2022/23. This will hopefully negate some challenges with the issuing of learner timetables at the start of term. ▪ There are a small number of LGBT learners who have indicated that they do not feel safe. The College will undertake focus groups and look to understand ways in which all demographic learner groups feel safe whilst studying at the College.
11.	<p>Any Other Business None discussed.</p>
12.	<p>Meeting Schedule for 2021-2022:</p> <ul style="list-style-type: none"> ▪ 15 June 2022 @ 6:00pm