



**MINUTES
CURRICULUM & QUALITY COMMITTEE**

Date: Wednesday 09 June 2021

Time: 6:00pm

Venue: Via Microsoft Teams

Chair	Danny Ridgeway
Corporation Members	Bobby Seagull, Claire Helman, James Beckles, Joanne Roxburgh, Paul Stephen, Trinar Sarkar
In Attendance	Deputy Principal: Jamie Purser Executive Director, Strategy & Innovation: Matt Fawcett Chief Operating Officer: Judith Abbott
Clerk to the Corporation	Judith Nelson

Item No	Item of business
PRELIMINARY PROCEDURAL MATTERS	
1.	Chair's Welcome & Opening Remarks The Chair welcomed all members.
2.	Apologies For Absence None received.
3.	Declaration of Interests <ul style="list-style-type: none"> ▪ James Beckles in relation to any matters concerning London Borough of Newham
4.	Minutes of the Last Meeting Held on 03 March 2021 The minutes were signed as a true and accurate record
5.	Matters Arising and Action Points from the Meeting There were no outstanding items to report.
ITEMS FOR CHALLENGE, MONITORING & REVIEW (INTENT / IMPLEMENTATION / IMPACT)	
6.	<p>Key Performance Indicators (KPIs) Report Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ The College is holding its position post lockdown. The 2 important themes were: <ul style="list-style-type: none"> ○ Welcoming students and staff back onto the campus into a meaningful way. ○ Attendance is holding steady at 86%. ▪ There needs to be some work undertaken around improving attendance of English and maths. ▪ Safeguarding consultant detailed report on the key findings will be presented to Audit & Risk Committee and Corporation Board. <p>Governors raised the following pertinent points:</p> <ul style="list-style-type: none"> ▪ How do the College targets compare to previous years. <i>On a 4-year comparison the College is now 10% higher in attendance.</i> ▪ Withdrawn adult learners are the most vulnerable, is there a trend or is it a handful of exceptional circumstances. <i>These are largely learners who were disengaged during lockdown and digital poverty. The College simply did not have 5,000 active laptops and data to give to the students. The Deputy Principal to include a more investigative narrative for the next report to governors.</i> ▪ The Committee noted the Barts Health Futures was launching in June. The Executive Director advised that he was awaiting to hear from the Mayor of Newham and Mayor of London's offices on their availability to attend this event.

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	<i>ACTION: The Deputy Principal to review the adult learner withdrawals and provide governors with an investigative narrative in readiness for the next meeting.</i>
7.	<p>Quality Improvement Plan (QIP) – Progress & Impact Governors and Executive had a lengthy discussion on the format and content of future QIP reporting to the committee, the pertinent points raised were as follows:</p> <ul style="list-style-type: none"> ▪ Governors should receive the items that are legally mandated and currently the QIP is very operational and too lengthy. ▪ Present the key headlines, with the more detailed reporting to be shared on a portal / sharepoint. ▪ The strategic KPIs should remain with the inclusion of a RAG rating, which will highlight areas of risk; concern and where the pressure points are. ▪ Find an easy way to also add celebrations, the reporting currently is very repetitive. ▪ It is very difficult to digest and contain the information with the reports, a visual format would be easier and clear to see the data behind the commentary. ▪ Ofsted look at the Intent, Implementation and Impact and what difference the College is making to people’s lives. This document is an embryonic work in progress.
8.	<p>a. In Year Performance Report Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ Attendance Rates: The College has continued to use a marking code “R” to indicate where learning is still taking place online or remote during Lockdown. This new code has been used by teachers since January until full face to face return to learning in College March. Attendance is at 86.8% which is –3.2% below target of 90%. In year adult attendance remains just below target at 89.5%; 16-18 attendance, including English and maths remains below target at 84.9% (-5.1% below target). Efforts to encourage attendance through one-one phone calls, texts and letters home are ongoing. ▪ Overall College in year retention is at 97.1% this remains above the national rate of 91.6% and +1.1% above the College KPI target. ▪ Attendance is stable at 86.8%, 3.2% below the College target of 90%. English and Maths have the lowest attendance rate. ▪ 30% of our students will have their grades confirmed by QTAG (Qualification Teacher Assessed Grade), and we are on track to collate and moderate grades. The remaining 70% of our students will be subject to full formal assessment covering all vocational qualifications, Access to HE, ESOL and functional skills. Although in year achievement rates are reasonable, there is a significant backlog caused by Lockdown, and formal assessments are likely to continue over the summer. ▪ A range of measures designed to further improve achievement rates are detailed and actions underway as follows:: <ul style="list-style-type: none"> ○ Resit plans to be in place for courses, especially Functional Skills English and maths are outside the scope of the QTAG arrangements. ○ The high proportion of enrolments, courses and exams that are following a ‘traditional’ non QTAG/ teacher assessed grading methodology increases the College’s achievement risks, as the vast majority of these learners have missed a significant period of Face 2 face learning in terms1+2, due to lockdown. ○ Update & distribute register marking and review “at risk” reports from Power Bi at local Curriculum Directorate meetings in year ○ Maintain consistency of college grading through internal standardisation and moderation linked to teacher estimated assessment grades of QTAG. ○ Achievement boards to review and update on predicted / actual passes and likely achievements rates to start in June and continue until ILR submission in the autumn in order to support and maximise College achievement rates. <p>The Chair commended the level of detail in the performance reporting. It would be most helpful to alert governors going forward of each risk area / concern and mitigating actions in place.</p> <p><i>ACTION: Deputy Principal to ensure future performance reporting to include risk / concern areas and mitigating actions against each risk area.</i></p> <p>b. Apprenticeship Progress Update</p>

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	<p>Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ Impact: Improved attendance at off the job, is at 84% overall, an increase of 14% compared to 2019/20 and over 90% across all digital apprentices. ▪ Very good satisfaction on off the job learning, particularly across Digital, Project Management and Marketing, 96% of apprentices are highly satisfied. ▪ To date 100% pass rate at end point assessment and 60% of apprentices achieving high grades. <p>The Chair highlighted the reporting is very clear and apprenticeship is a major area as highlighted by the FEC, the learners satisfaction has increased which is good impact to record.</p>
9.	<p>T Level Update Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ The College is offering the following T level Pathways in September 2021, targeting 16 (with a minimum of 10) learners in each pathway. <ul style="list-style-type: none"> ○ Digital ○ Health ○ Health Sciences ▪ The Digital pathway recruitment is buoyant, with 14 learners (internal) signed up for the full T level in September. A further 8 (internal) learners have expressed an interest in enrolling on the transitional programme in September 2021. There has been a good level of interest in T levels from current Digital Learners. ▪ The progression of health learners on to T levels internally is more mixed, with 8 learners expressing an interest to enrol on to T level health and 4 transition learners. Health Sciences has been more challenging and yet to attract any significant internal interest, with only 3 learners expressing interest in the T level. This is partly due to an extended choice within the Health sector, with traditional Btec courses still proving to be the popular route way to Higher Education for Health Sciences. Access courses for current 18-year-old learners, also offer a 1-year route way into HE, resulting in more programme choices and pathways for 16-18's. ▪ Curriculum 'roadshows' and information events are ongoing to recruit as many internal progression learners onto T levels as is practicable. ▪ The work experience team are steadily increasing the volume of employers who can commit to offering extended work experience placements to T level students. The Government announced on 27 May that employers can now claim £1k for every T level placement they offer to students. This brings the T Levels somewhat in line with Apprenticeship incentives for employers. It is hoped that these incentive payments will increase the volume of eligible and suitable employers offering T Level placements. ▪ The next steps are: <ul style="list-style-type: none"> ○ Continue to promote, increase and market all T levels both externally and internally. ○ Firm up learner offers in a timely fashion. ○ Purchase specialist equipment. ○ Continue to develop Work Experience links and breadth and volume of suitable employers. ○ Finalise teaching methodology, resources and teachers ready for a September start.
10.	<p>a. Final Teaching, Learning and Assessment Report 2020/2021 Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ The actions taken to date and plans to further improve the quality of teaching and learning are: <ul style="list-style-type: none"> ○ Discrete and final picture of High Needs teaching learning and assessment via observation from the new Director of High Needs/SEND/Additional Learning Support

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	<p>(ALS) in term 3</p> <ul style="list-style-type: none"> ○ The use of a modified version of an ungraded system based on DOOWLES in 2021/22 to support a developmental approach to observations for established teaching staff ○ Plans to reference all E-teaching and E-learning training in 2021/22 to the ETF Teaching E-Learning standards to further support and develop teacher skills. <p>b. Observation of Teaching and Learning Policy and Practices Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ The College is proposing to replace most graded lesson observations with an ungraded approach. This follows the practices in the vast majority of colleges and will focus on using lesson observation feedback as a developmental tool. Graded observations will be retained for probationary and agency staff. ▪ The decision to replace graded lesson observations with an ungraded approach was taken because (1) this was not helpful for staff and (2) the new pedagogy for staff is blended learning, teaching a group of students face to face (F2F) as well as on line. ▪ The Observation Walk of Learning (OWL) process encourages teachers to articulate their practice and develop teachers. ▪ In the instances of observers / observee breaching health and safety or safeguarding, the College will revert back to graded lesson observations. ▪ Some of the students preferred F2F, however, the College will not be returning to 100% F2F learning, a portion of learning will take place remotely. <p><i>RESOLVED: The Curriculum & Quality Committee approved the proposed Observation of Teaching and Learning Policy and Practices.</i></p>
11.	<p>Work Experience Study Programmes Summary Report 2020/2021 Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ It has been a very challenging year for work experience. The College has offered virtual work experience with some really engaged learners and employers. ▪ The work experience team at the College is far more developed than other colleges, having a very good level of engagement. <p>Chair advised that students are required to a minimum number of hours for license to practice, how confident is the College this is being adhered.</p> <p><i>ACTION: The Deputy Principal to check with the work experience team to ensure the College is adhering to the minimum number of hours for license to practice.</i></p> <p>It was pleasing to note the imaginative work experience examples, it would be good to see actual employment work experience endorsements.</p> <p><i>ACTION: Deputy Principal to present work experience employer endorsements to future committee meetings.</i></p>
12.	<p>QDP Learner Voice Term 2 Lockdown Results Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> ▪ This report was an overview of QDP Learner Voice Survey results from February 2021. QDP is a company that undertakes student feedback surveys on behalf of FE colleges nationally, enabling the College to benchmark responses and approval rates to standardised questions against national data from FE providers. This special survey tested learner experience of Lockdown learning compared to a similar survey in the summer 2020 Lockdown. During lockdown all surveys were conducted online. ▪ The College surveyed 4,160 learners, including those with subcontractors, above entry 3 online of whom 3,187 replied. This represents a return rate of 77%.

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	<ul style="list-style-type: none"> ▪ Overall satisfaction rate is 87% which is -1% below the sector average but +2% on the summer 2020 Lockdown survey indicator. ▪ There were 5 survey types including specific questionnaires for Apprentices, ESOL adults, teenagers to Level 2, under 16s, all Level 3 and HE. 6 common key questions were asked for all students. These include: <ul style="list-style-type: none"> ○ Quality of Teaching & Learning online ○ Receiving support from my teacher online ○ Feeling safe at college ○ Being kept interested in online sessions ○ Feedback online helps me improve ○ Recommend college/courses to others/friends ▪ For this term a question on Covid 19 measures and impact on learning for 19+ learners were added. ▪ The recommendation is broadly high, with high scores around quality of teaching. Learners in the borough of Newham in the 13-19 age group, feel less safe during the hours between 3-9pm. <p>The Chair was interested to learn how the survey results were shared with the students. The Deputy Principal advised that he had a meeting with the Student Parliament at both campuses, incorporating a 'You Said' and 'We Did' campaign.</p>
13.	<p>Any Other Business None recorded.</p>
14.	<p>Meeting Schedule for 2021-2022</p> <ul style="list-style-type: none"> ▪ 29 September 2021 @ 6:00pm ▪ 01 December 2021 @ 6:00pm ▪ 02 March 2022 @ 6:00pm ▪ 15 June 2022 @ 6:00pm <p>The Committee duly noted the meeting schedule for 2021-22</p>