



**MINUTES**  
**CURRICULUM & QUALITY COMMITTEE**  
 Date: Wednesday 03 March 2021  
 Venue: Executive Boardroom, Stratford Campus  
 Time: 6:00pm

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

Item No	Item of business
<b>PRELIMINARY PROCEDURAL MATTERS</b>	
1.	<b>Chair's Welcome &amp; Opening Remarks</b> The Chair welcomed all members.
2.	<b>Apologies For Absence</b> <ul style="list-style-type: none"> <li>• Bobby Seagull</li> </ul>
3.	<b>Declaration of Interests</b> <ul style="list-style-type: none"> <li>▪ Quintin Peppiatt and James Beckles in relation to any matters concerning London Borough of Newham</li> <li>▪ Quintin Peppiatt in relation to any matters concerning and Learning Revolution Trust</li> </ul>
4.	<b>Minutes of the Last Meeting Held on 02 December 2020</b> The minutes were signed as a true and accurate record
5.	<b>Matters Arising and Action Points from the Meeting</b> There were no outstanding items to report.
<b>ITEMS FOR CHALLENGE, MONITORING &amp; REVIEW</b>	
6.	<b>Institute of Technology (IoT) Progress Update</b> Governors noted the following pertinent points: <ul style="list-style-type: none"> <li>▪ The Director of STEM, with support and input from the whole Executive team, has developed a new costed curriculum plan that shows curriculum pathways, staffing levels, space and equipment requirements, and sensitivities over a 5-year period. The Executive Director has supported in the articulation of apprenticeship pathways and delivery costs.</li> <li>▪ Starting from a base of 300-350 learner in year 1- through to 1000+ learners in year 5.</li> <li>▪ Income, expenditure, learner numbers and contribution rates have now been modelled and have synergy and cohesive relationships.</li> <li>▪ Green Tech course, Logistics and Transport management courses, along with further expansion of commercial courses from year 2/3 onward.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Marketing to commence in spring 2021, with a new website in development.</li> <li>▪ Inclusion of T levels in Construction, Digital and Engineering as a feeder to the IOT from September 2022/23.</li> <li>▪ The Project lead for the IoT is Lloyd Davis, Curriculum Director for STEM, working together with the Executive.</li> <li>▪ Indicative income of £1.8m in year 1 of IOT.</li> <li>▪ Learner numbers are proposed to be 300-350 in Year 1, increasing year on year.</li> <li>▪ An early proposed contribution rate of break even in Year 1, building to a c20-25% contribution rate in year 5.</li> <li>▪ A proposal of 75-80% core staffing, with 20% allocation for specialist teaching.</li> <li>▪ An indicative salary of around £50k+ on-costs for lecturing staff, in line with market forces and benchmarking.</li> <li>▪ An indicative specialist teaching rate of between £60-£75 per hour for higher level specialist teaching.</li> <li>▪ Further refining of the curriculum modelling, Income and Expenditure and mix of full time, part time and Apprenticeship delivery is being undertaken.</li> </ul> <p>Governors asked for clarification on how many enquiries / expressions of interest were the College in receipt of for green tech and rail. Also noting the IoT is very focused on level 4 and 5, what were the approximate learner numbers for level 2 and 3.</p> <p>The Deputy Principal confirmed for level 2 and level 3 engineering £1.4m provision already exists, which is a good base and looking to further expand. Green tech qualifications tend to be at level 5 and 6, however, there are elements of green and sustainability in all provisions. The approximate numbers are - 50% at level 3 and 4 / 20% at level 5 and 30% at level 6 and above.</p>
7.	<p><b>Quality Improvement Plan (QIP) – Progress &amp; Impact</b></p> <p>Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> <li>▪ The (QIP), along with the College Self-Assessment Report (SAR), are the two-primary documents through which the College measures improvements and its progress towards achieving its strategic educational aims. The SAR is validated externally and the QIP is an internal document.</li> <li>▪ Achievement rates, teaching standards in Engineering, Construction, Apprenticeships and Functional Skills, have been identified as requiring improvement and is also the College's current focus striving for improvement.</li> <li>▪ Curriculum planning and objectives for 2021-22 are underway to modernize the curriculum models.</li> </ul> <p>Governors asked for clarification on the process for monitoring the quality of on-line learning. The Deputy Principal reassured governors that: a lot of work had been undertaken during each lockdown. Noting the digital poverty of the vast majority of the learners; 300+ laptops were assigned to learners, including data sims. Training has been undertaken on Microsoft Teams and sharing best practice / techniques on Moodle. The safeguarding team have been monitoring student well-being, in particular the vulnerable, high needs and learners identified as requiring close safeguarding monitoring. Lockdown 3 has been smoother in its approach. Attendance data clearly indicates learners have had active engagement.</p> <p>Governors noted that blended learning was not only a challenge, but a new methodology and the College is upskilled in teaching and blended learning and now needs to build on this upskilling and its offer for the future.</p> <p>The Deputy Principal to present an update report on work experience for the next committee meeting.</p>

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8.	<p><b>In Year Performance Report</b> Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> <li>▪ Overall College in year retention is at 98.5% this remains above the national rate of 91.5% and +2.5% above the College target.</li> <li>▪ In year retention rate for 16–18-year-olds is 97% this is +0.5% on the same figure in 2019/20. An area for improvement is engaging with English and maths.</li> <li>▪ Retention rate for adults is 99%.</li> <li>▪ Attendance is at 88.6%, which is -1.4% below target of 90%.</li> <li>▪ Adult attendance remains above target at 90.4%.</li> <li>▪ 16-18 attendance, including English and maths remains slightly below target at 87.1%.</li> <li>▪ In year statistics are likely to have been positively impacted by lockdown, and College leadership will be focused on maintaining high retention, attendance and achievement as lockdown lifts over the coming months. The in year progress is as good as expected but mindful this has affected enrolment and induction, which did not have a fully face to face model of teaching.</li> </ul> <p>Governors were pleased to note the good news on retention, which has been significant, and were keen to know how this was transferrable for the learners. The Deputy Principal advised learners are closely monitored, with robust improvement planning, in particular for construction, engineering and rail learners.</p> <p>A range of measures designed to further improve retention and attendance are as follows:</p> <ul style="list-style-type: none"> <li>▪ Individual attendance initiatives at curriculum level including phone calls and letters home for at risk learners.</li> <li>▪ Review of attendance and at-risk courses at Quality &amp; Performance Reviews throughout the year.</li> <li>▪ Review impact of Ofqual and QAA regulations for the Extended Examination Regulatory Framework for learners due to undertake exams in 2020/21 with local planning to minimise fails and support learner achievement by end of summer 2021.</li> <li>▪ Monitoring of in year retention and chasing of missing outcomes has been scheduled earlier this year and is in operation from term 2 for both the Quality &amp; Performance Reviews and subcontractor meetings.</li> <li>▪ Half termly subcontractor monitoring meetings and planned Learning Walks of subcontractors in line with Quality Partnership Framework.</li> </ul>
9.	<p><b>Deep Dive: Health and Social Care Curriculum Pathways</b> Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> <li>▪ The overview of the College’s curriculum portfolio for Health and Social Care, which has evolved significantly over the last three years and is now far more aligned to academic progression routes, vocational practices and industry standards. This has been achieved through a regular ‘refresh’ of the offer based on employer feedback, identifying current and future recruitment needs and emerging occupations with curriculum design, delivery and assessment addressing both the skills gaps and skills shortages across the Health and Care sectors</li> <li>▪ The level 3 programmes, both BTEC and Access, have supported over 100 students (the largest proportion of our students progressing to university) to continue to degree level their studies in subjects allied to medicine, including nursing (21%), and Biological &amp; Physical Sciences (7.2%).</li> <li>▪ A recent addition to the portfolio as a result of employer feedback is the level 4 Extended Diploma in Management for Health and Social Care. There are currently 287 enrolments on Health and Science Access programmes.</li> <li>▪ Supported internship for high needs learners with BARTs, currently have 8 interns on their second rotation.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ The College is the prime lead on a GLA / ESF funded project 'Get into HealthCare'. The project value totals £7.5 million and launched in 2019-20 with a four-year lifespan. The premise of the project is to support people into employment across the Health and Care sectors; to engage individuals who are classed as economically inactive with the intent of moving them to economically active and to improve the basic skills levels of those with identified needs. It has been a very touch year to launch this project and noted this is an area of strategic priority.</li> </ul> <p>Governors commended the update and asked about employer feedback / engagement. The Executive Director advised that engaging with the employers at the outset was pivotal, ensuring learners receive strong pastoral engagement, focusing on getting into healthcare, shaping the curriculum and overlapping with BARTs.</p> <p><b><i>ACTION: Danny Ridgeway requested for a further drill down into the data. The Executive Director to liaise with Danny Ridgeway on the data.</i></b></p>
10.	<p><b>T Level Update</b> Governors noted the following pertinent points:</p> <ul style="list-style-type: none"> <li>▪ T Levels represent a significant policy shift by the Government to achieve “parity of esteem” of vocational qualifications to A Levels. The government has indicated its desire to phase out Applied General L3 qualifications once T Levels are embedded, possibly within a decade.</li> <li>▪ T Levels are new courses which follow GCSEs and are equivalent to 3 A levels.</li> <li>▪ From September 2021, the College will be delivering 3 new T Levels, with the right to offer these courses secured through formal bids to the DfE. These are – Digital / Health and Health Sciences. The College has 'bid' for these 3 pathways.</li> <li>▪ From September 2022, the College will commence the Construction T Level pathway, with Business administration and Engineering following in September 2023.</li> <li>▪ T Levels afford the College high quality L3 technical learning qualifications that will act as a 'feeder pipeline' to the IOT, Higher Apprenticeships and access to skilled employment opportunities for learners.</li> <li>▪ T Levels also allow the College to bid for significant Capital Funding and DFE infrastructure projects, allowing the development of higher quality resources, including specialist equipment and enhancements to the College estate. This will help the facilitation of improvements in overall Teaching, learning and assessment, whilst enhancing and improving the learners' experience.</li> <li>▪ Lloyd Davis, Director of STEM, will be taking the lead role in guiding T Levels forward after the spring break.</li> </ul> <p>Governors commended the update and asked what steps would be taken to convince learners to choose T Levels over A Levels.</p> <p>The Deputy Principal advised this would be based on good marketing and it is important for the learners to receive more information, advice and guidance, in order for them to make the right choices. Progression is vital with ensuring learners are aware of the possible openings and pathways that lead on from a T level.</p>
11.	<p><b>QDP Learner Voice Term 1 Results</b> Governors noted the overall satisfaction rate was 89%, which is -1% below the sector average. The respondent rate is quite high, which is encouraging. The next survey will be conducted at Easter prior to the spring break and the outcome will be presented to this committee.</p>
12.	<p><b>UCAS Destinations 2020</b> Governors noted the following pertinent points:</p>

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	<p>The majority of acceptances were in partner universities including the Universities of East London, London South Bank, Greenwich and Westminster. In total 58 universities had successful applicants from the College.</p> <p>The Russell Group universities that accepted College learners are:</p> <ul style="list-style-type: none"> <li>• Queen Mary's University</li> <li>• Kings College</li> <li>• Cardiff</li> <li>• Durham</li> <li>• Edinburgh</li> <li>• Liverpool</li> <li>• Manchester</li> <li>• Nottingham</li> </ul> <p>The largest application and destinations from the College cohort in 2020 were in subjects allied to medicine, such as nursing; Business; Biological &amp; Physical Sciences; Engineering; Computer Science; Social Science; Law and Education.</p>
13.	<p><b>Safeguarding &amp; Prevent Update</b></p> <p>Governors noted a large amount of work has taken place with keeping both learners and staff safe. A great amount of work has also been undertaken supporting Looked after Children (LAC) cohort and safeguarding in the pre-16 provision i.e. keeping in contact with parents / carers / agencies, resulting in low levels of safeguarding cases.</p>
14.	<p><b>Any Other Business</b></p> <p>Governors noted the following pertinent points:</p> <p>Andrew Edwards noted that on the Self-Assessment Report, Cross Rail is mis-spelt on page 57 under CPD. Page 9, financial stability, noteworthy point that Newham College is financially stable.</p> <p>The Chair gave a vote of thanks to Andrew Edwards, who was stepping down as a governor following the March Corporation Board. The Chair thanked Andrew Edwards for his continued service and contribution to the Curriculum &amp; Quality Committee.</p> <p>The Chair, Quintin Peppiatt also made governors aware that he would be stepping down as a governor from June. Going forward safeguarding reports to be presented at the Audit &amp; Risk Committee.</p>
15.	<p>The Committee noted the date of the forthcoming meeting as follows:</p> <p><b>Meeting Schedule for 2020-2021</b></p> <ul style="list-style-type: none"> <li>▪ 09 June 2021 @ 6:00pm</li> </ul>