

# Minutes

## CURRICULUM & QUALITY COMMITTEE

Date:	21 <sup>st</sup> November 2022	Time:	4.00 PM
Chairperson:	Sally Osmond	Location:	Newbury College Restaurant

Members	Name	Present	Role
	Chelsea Cordiner (CC)	*	External Member
	Iain Wolloff (IW)	*	Principal & Chief Executive
	Lauryn Bailey (LB)	*	Student Representative
	Sally Osmond (SO)	*	External Member
	Shelly Van Meter (SVM)	*	Staff Representative
<b>Apologies:</b>	Alfie Greener (AG)	*	Student Representative
	Didem Allen (DA)	*	Finance Director
	Sam Dibas (SD)	*	External Member
	Tim Major (TM)	*	External Member
<b>In Attendance:</b>	Richard Lee (RL)	*	Clerk to Corporation – Minute taker
	Jo Houghton (JH)	*	Director of Business & Partnerships
	Cathy Wright (CW)	*	Director of HR & Support Services
	Lee Hunt (LH)	*	Vice Principal
	Gavin Brooks (GB)	*	
<b>Quorum:</b>	3 required	*	5 present at start - meeting quorate

### AGENDA ITEMS

Item No.		Reports
1.	<b>APOLOGIES FOR ABSENCE</b> Apologies were received from DA and AG.	Verbal
2.	<b>DECLARATIONS OF INTERESTS</b> No declarations of interest were made. SO noted DP and JK have resigned from the C&Q Committee.	Verbal
3.	<b>MINUTES OF THE PREVIOUS MEETING</b> To approve the Minutes of the meeting held on the 27 <sup>th</sup> June 2022. <b>The Board unanimously approved the minutes.</b> <b>Action: RL to send the minutes to SO for signature.</b>	Paper - p.2
4.	<b>MATTERS ARISING FROM THE MINUTES</b> None.	Verbal
5.	<b>REVIEW OF TERMS OF REFERENCE</b> SO asked the Board to review and approve the Committee Terms of Reference (TORs) - TORs must be revalidated every 2 years. SO suggested a more explicit safeguarding statement be included under responsibilities (section 7). IW asked if this was related to the Corporation's statutory safeguarding responsibilities. SO affirmed this is correct. LH	Paper - p.9

	<p>responded that the safeguarding process is robust and should not be altered, however the wording of the TOR, specifically point 10, should be more explicit. CW suggested safeguarding could be moved under point 11. SO asked GB to review the Committee TORs.</p> <p>GB asked if the C&amp;Q committee had the power to review or approve the TORs. IW responded that the Corporation Board holds the statutory duty so the Committee cannot approve a TOR. GB asked if a TOR would be reviewed at committee and recommended to the Board for approval. SO responded that, more broadly, committee and board responsibilities should be defined in the ongoing governance review but proposed that the Committee should review and approve documentation such as the TORs and the Board should acknowledge this approval.</p> <p><b>Action: RL will review the instrument and article of government to review which committee has ownership of which responsibilities.</b></p> <p>JH asked whether the forthcoming duty on corporation, will be placed under the C&amp;Q committee TORs. IW affirmed it would be placed under the C&amp;Q Committee.</p>	
6.	<p><b>FE QUALITY IMPROVEMENT PLAN 2021/22</b></p> <p>LH presented an evaluation of progress on the 2021/22 QIP (Quality Improvement Plan) to the Committee. LH noted the QIP was established as part of the self-assessment process used to monitor and track actions throughout the year and was reviewed half termly with individual managers. Each manager's QIP informs the main college document and the Course Action Review (CAR). LH noted:</p> <ul style="list-style-type: none"> <li>• Staffing challenges within Foundation Learning that had impacted student experience has been addressed with significant staffing improvement in 22-23 but significant challenges remain.</li> <li>• Retention (Rtn) 93% - 3% and Overall Achievement (Ach) was just below the benchmarked National Average (NA) which is based on 18/19 data.</li> <li>• Carpentry staffing significantly impacted overall achievement for this area but has improved for 22-23 with the introduction of a Direct Programme Leader and PASC support for a large Level 1 group which is being monitored (33 students).</li> <li>• Job Development Coach vacancies within construction have impacted on the development of apprenticeships within this area. Despite some movement, employment challenges in the construction sector and the turnover of staff are impacted. 3 job development coaches had been hired but had left.</li> <li>• Employment and Enrichment were under expectation; students did not feel satisfied. This was an area of focus; the Employer Engagement and Career Development Strategy was implemented in Sep 22-23. The Education Business Partnership (EBP) have been engaged to enhance this aspect and a new Enrichment Coordinator has been recruited. LH noted recruitment in FL is still ongoing but observed this is a sector wide challenge as the care industry has been impacted by both Brexit and Covid-19. However, this has significantly improved for 22-23.</li> </ul> <p>SO asked if outsourcing staffing especially for FL would be beneficial. LH responded that outsourcing recruitment for FL has been running since September, but feedback shows such recruitment is challenging. CW noted the perception of agency staff amongst College staff was that they were paid a higher wage, which negatively affected morale. CW noted that agency members of staff required significant onboarding time, increasing time spent on recruitment. Conversely CW noted agencies have provided critical staff.</p> <p>LH noted several successes have been achieved, for example the T level introduction exceeded predicted student numbers. SO asked if T level success will encourage future</p>	Paper - p.12

	<p>recruitment. LH responded that it might help to develop partnerships with other schools such as St Barts which are unable to deliver T Levels themselves.</p> <p>GB asked if there is a still a hiatus in relation to getting vacancies approved. CW said that recruitment numbers are stable as they are either linked to student retention or are part of a weekly approvals process. SO asked if exit interviews were useful. CW noted that because they are anonymous many are outstanding. LB noted having absent teaching staff is disruptive for student learning across all courses. CW noted recessions might drive trades into college positions. SO asked if the College can bring in potential staff and train them in understaffed areas. CW responded that successful recruiting events had been run to attract applicants with compliance - long application forms being a barrier to recruitment - conducted post interview.</p>	
7.	<p><b>FE &amp; APPRENTICESHIP SELF ASSESSMENT REPORT 2021/22</b></p> <p>LH asked the Committee to consider and recommend approval of the College SAR 2021/22. LH noted the College FE and Apprenticeships self-assessment report outlines the key judgements linked to the Education Inspection Framework (EIF) used by Ofsted in evaluating the overall effectiveness of a provider in its function; Ofsted will consider whether the quality of provision is good, exceeds good and is outstanding or requires improvement or is inadequate. In judging the overall effectiveness, Ofsted will take account of:</p> <ul style="list-style-type: none"> <li>• The overall effectiveness judgement for each type of provision inspected.</li> <li>• The 4 key judgements of Quality of Education (QoE), Behaviours and Attitude (BA), Personal Development (PD) and Leadership and Management (L&amp;M).</li> </ul> <p>Ofsted will consider the following when awarding the grade for overall effectiveness:</p> <ul style="list-style-type: none"> <li>• The number of learners in the funding value of the relevant provision.</li> <li>• The impact of the weaker areas on learners' overall experience and quality of education received.</li> </ul> <p>LH reported that the overall effectiveness of provision is graded as 2 (Good). The strengths and weaknesses to support this overall judgement is outlined at:</p> <ul style="list-style-type: none"> <li>• SAR Overall Effectiveness – page 7-10.</li> <li>• SAR types of provision – page 11-15.</li> </ul> <p>Matters remaining unchanged:</p> <ul style="list-style-type: none"> <li>• Areas of the Quality Improvement plan shown as Green, Amber or Red remain a focus for the coming year.</li> </ul> <p>Issues of concern:</p> <ul style="list-style-type: none"> <li>• Support Staff and FL, although actions are now in place.</li> <li>• Some vocational areas that underperformed in 21-22.</li> <li>• Maths and English outcomes, with particular concern linked to GCSE outcomes.</li> <li>• Design, development and delivery of the Employment, Enrichment and Pastoral elements of 16-19 Study Programmes.</li> </ul> <p>GB asked how the Corporation could help to improve student outcomes in relation to maths and English. LH responded a strategy for maths and English will be written in December which includes: appointing a programme manager for maths and English, vocational areas delivering functional skills, improving maths and English attendance, and improving methods of delivery. GB asked if Ofsted would view this approach as a strength. LH suggested it would.</p> <p>SO asked what the Board can do to increase student participation (currently 46%) in surveys to develop a more authentic view of learning at the College. IW noted a lot of students within the College cohort are distance learners, who may have different views to full-time students who are on site; certain student groups have a low response rate</p>	Paper - p.21

	<p>but the response rate for full-time students was high. LB noted firstly students forget about surveys, and secondly students are demotivated if their viewpoints are not actioned. LB suggested allocating class time to complete the surveys. CC asked if feedback was given to students on survey results. IW responded that feedback was provided through the student council.</p> <p>SO noted students should receive feedback linked to actions; GB noted feedback can be displayed visually and this feedback can be used in marketing. IW responded that during the pandemic the national learner survey which provided higher levels of student data that can be used for benchmarking, had not been conducted. GB asked when the national surveys is collected. IW responded annually, and the results will be published for all colleges.</p> <p><b>SO recommend approval of the FE &amp; Apprenticeship SAR 2021/22 to the Board. The Board unanimously voted to recommend the approved of the SAR 2021/22 to the Board.</b></p>	
8.	<p><b>HE SELF EVALUATION REPORT 2021/22</b></p> <p>JH asked the Committee to consider and recommend approval of the HE SER 2021/22.</p> <p><u>Admissions, Recruitment and Widening Access Applications and Registrations/Enrolments</u></p> <p>JH noted HE applications were 2% higher in 2021/22 and enrolments increased by 12%, meeting the HE QIP target of a 12% increase in student recruitment for 2021/22.</p> <p><u>Regarding Widening Participation Based on English Index of Multiple Deprivation (EIMD)</u></p> <p>JH noted the college increased the number of students from the most deprived areas.</p> <p><u>Gender</u></p> <p>JH noted there is a three-year trend of fewer females enrolling than males. This is mostly attributed to the UCN's largest provision being Engineering where most students are male.</p> <p><u>BAME Registrations/Enrolments</u></p> <p>JH noted the demographic of Newbury BAME is 6.1%. The intent is that recruitment of BAME students aligns to the regional demographic. HE BAME (2021/22) is 4.6% (1.5% below target) and additional recruitment from Reading and Swindon is an ambition.</p> <p><u>Assessment and Achievement</u></p> <p>Overall achievement for L4 and L5 courses and apprenticeship has improved. Achievement of high grades for the Engineering Degree and Higher National Diplomas continues to be outstanding.</p> <p><u>High Grades</u></p> <p>Achievement of high grades on the BEng (Hons) Engineering programme for 2021/22 is outstanding 73.9%.</p> <p><u>Concerns, Complaints and Appeals</u></p> <p>The rate of academic appeals and complaints are commended as no formal assessment appeals and no complaints were received in the academic year 2021/22.</p> <p><u>Course Design and Development</u></p> <p>HE programmes in the UCN undergo a detailed curriculum process to ensure they are aligned to the College's strategic priorities and meet the needs of local industry and employment. The College is working actively with the Thames Valley Chamber of Commerce as the Employer Representative Body for development of the Local Skills</p>	Paper - p.68

	<p>Improvement Plan. An example is the development of the Manufacturing Engineer Degree Apprenticeship and BTEC HND Engineering (Manufacturing) in response to an employer's needs.</p> <p><u>Student Engagement</u></p> <p>Overall attendance for the UCN is 92.3%. Student feedback is excellent as evidenced in 100% overall satisfaction in the 2021/22 National Student Survey (NSS), the Adult Student Governor's report and the internal On-Programme survey.</p> <p>SO asked if employers inform the College if issues of concern arise. JH responded that employers are communicative and voice concerns when standards are low. SVM noted that the focus for employer communication is wanting solutions not voicing frustration. SO asked if this provision for employers is marketed sufficiently. SVM responded work needs to be done on assessing this impact before a marketing strategy is undertaken.</p> <p>GB asked if the data on BAME students indicated they were present on all courses or concentrated on some. JH responded BAME students were present on all courses, however the presence of BAME students partially reflects employer choices which exist outside of the College. SO noted the employer's exhibition reflected a growing focus on BAME students. CC responded that the Vodaphone presentation was targeted at girls. SO asked if there was a gender bias in course options at St Bart's School. CC responded the bias is less pronounced, but still present.</p> <p><b>SO recommend approval of the HE SER 2021/22 to the Board. The Board unanimously voted to recommend the approved of the HE SER 2021/22 to the Board.</b></p>	
9.	<p><b>SAFEGUARDING</b></p> <p><u>9.1 To receive a report on College Safeguarding arrangements.</u></p> <p>LH noted that the development and support of safeguarding arrangements have been assessed by the Safeguarding Panel based on the lessons learned between September 2021 and August 2022. The Vice Principal, Students and Curriculum along with the Head of Student Support and High Needs Funding Manager have reviewed the practices of the College and collected evidence to support the work undertaken both during and post Covid-19. From this work a quality improvement plan (QIP) has been developed which was presented to the safeguarding panel in November 2022.</p> <p>LH noted two significant safeguarding incidents, an allegation of sexual assault and a grooming offence; 3 members of staff in FL were accused of misconduct and left the organisation. Both incidents demonstrated the safeguarding systems were robust. SO noted that FL cannot necessarily protect themselves and need to be subject to stronger safeguarding. CC noted that the safeguarding processes do indeed seem to be robust.</p> <p><u>9.2 Online safeguarding requirements for governors.</u></p> <p>LH reported on an audit of the Colleges online safety measures had been undertaken in February 2020 and the results reviewed. LH noted the Board specific oversight questions were answered in the report but noted parent and employer engagement are still a priority area, and consultations with schools and CC will be used to inform this process. LH noted in general the online safety procedures are robust and will continue to be part of the QIP. CW asked if St Barts provides the same information for the 6<sup>th</sup> form as is provided for the of the school. CC affirmed they do but noted the School and College face different challenges.</p> <p>SO noted the requirement for Governors is to understand the College's position and so the safeguarding report should be shared with all Governors.</p> <p><b>Action: RL Forward governor questions to LH that governors must ask re safeguarding.</b></p>	Paper - p.82

	<p>GB asked how Governor training is monitored. CW responded that all training is run, and tracked through, the Skillgate platform. GB asked how training for agency staff is monitored. CW responded that core training courses are provided, and monitored, through Skillgate. LB asked what happens if a member of staff fails a Skillgate course. CW responded that the failure of a test results in follow up conversations with HR. SO noted that Governors should be encouraged to complete Skillgate training in a timely fashion, and maybe courses should be time restricted.</p>	
10.	<p><b>STUDENT ENROLMENT</b></p> <p>IW asked the Board to receive a report on current enrolments for 2022-23. IW noted that as of 1st November 2022, the overall position for student enrolments is summarised as follows:</p> <ul style="list-style-type: none"> <li>• 16-18 Full-Time – the growth of 81 student enrolments this year is very positive and includes growth in the revised art provision (moving to Graphic Design), additional numbers for media courses, the first T Level and transition pathway students, and the new football academy provision in Reading. The 16-18 student numbers are counted for funding purposes at the November census point, by which time there are typically some further withdrawals. Therefore, the full-year forecast is lower than the current enrolments, but higher than the budgeted number.</li> <li>• 14-16 School links – the growth of school link students is positive, as the provision is re-established following the pandemic restrictions, and is forecast to be better than the budgeted number.</li> <li>• 19+ Full time &amp; 19+ Part-Time – there is a significant increase in enrolments for full and part time students funded by the Adult Education Budget (AEB) and by loans, primarily due to the significant numbers of distance learning students. Recruitment for adults continues throughout the year, particularly for distance learning. The forecast is that we will meet our budget target for AEB and loans.</li> <li>• Community Learning – there is an increase of 102 students at this point, due largely to the provision for local refugees (from Ukraine, Afghanistan, and Hong Kong) and we are forecasting that the budget target of 680 will be achieved.</li> <li>• Apprenticeships – there is a current growth of 12 apprentices compared to the same point last year and the forecast is to meet the budget target of 255 (£1.025M income). The apprentice numbers include those undertaking higher and degree apprenticeships in the UCN.</li> <li>• UCN – the growth of 12 for the direct entry (non-apprenticeship) students in the UCN at this point is positive and is forecast to be above the budget target. Noted the overall growth in student numbers compared to the previous year. Modest income growth above budget was possible for 16-18s and school links. Forecast achievement of budget targets for AEB, loans, community learning, direct entry UCN students, and apprenticeships.</li> </ul> <p>GB asked how student targets are set. IW responded that they are based on 2 targets; a budget/income target, and a stretch target which has been exceeded for 16-18s. SO noted 10% growth per year is predicted; IW noted there has been a 20% overall growth in the last 2 years. LH noted that enrolments are 250 below the number of applications received (DNTUs) partially due to students choosing alternative colleges, not employment. GB asked how many FE offers a student can hold. IW responded students can apply to multiple institutions. GB noted the importance of student communication throughout the enrolment process.</p>	Paper - p.101
11.	<p><b>EQUALITY, DIVERSITY &amp; INCLUSION ANNUAL REPORT</b></p> <p>CW asked the Committee to review the Equality, Diversity, and Inclusion 2021-22 report. This report will be published on the College website in accordance with statutory guidance. CW noted the report summarises key areas of Equality, Diversity and Inclusion:</p>	Paper - p.104

	<ul style="list-style-type: none"> <li>• Overview and statement of intent.</li> <li>• Student Achievements according to equality criteria.</li> <li>• Staff profile according to equality criteria.</li> <li>• Review of 2021-22 Action plan.</li> </ul> <p>CW noted all the actions identified in the plan have been completed. CW cautioned that an ageing workforce is an issue of concern, and the recruitment of younger lecturers should be a focus. BG asked if an ageing workforce is a national challenge. CW responded that current data does not indicate this, but the data collection strategy has changed and could impact results. LH noted that in larger colleges younger technicians can be promoted, however this cannot be substituted for trade experience. GB asked if the staff survey helps to understand job market demographics. CW noted that FL data demonstrated a key motivator for employees was having their ideas respected; many staff had worked on site during Covid and had difficulty adapting to a post covid working environment.</p>	
12.	<p><b>SUBCONTRACTING REPORT</b></p> <p>JH asked the Committee to receive the Sub-Contracting report and to note the progress to date of The Skills Network and Adviza Partnership (for the delivery of Prince's Trust programmes). JH noted that subcontracted provision that feeds into the Self-Assessment Report (SAR) 2021-22.</p> <p><u>The Skills Network</u></p> <p>The Skills Network performance was judged as Outstanding in the 2020-21 Self-Assessment Report (SAR). A new contract for distance learning Adult Education Budget (AEB) was signed for 2021-22 for a total contract value of £184,450 with a management fee of 15% for 350 students on programme. The contract was met fully and closed meeting a contract value of £184,450. Achievement Impact is outstanding. There are no quality issues to note for TSN. Assessor feedback was thorough and detailed, and identified key strengths and areas for development. Progress review calls were carried out with learners. Learner voice evidenced that learner satisfaction was good, and learning attained on the programme can be applied in the workplace. Learners felt supported and assessment and feedback was timely. All qualifications have direct claim status. No complaints were received for 2021/22. Three safeguarding referrals were received, and all cases were reviewed, monitored, and closed in year. No Prevent concerns were reported in 2021/22.</p> <p><u>Adviza Partnerships Ltd</u></p> <p>Adviza Partnership's performance was judged as Good in the 2020-21 Self-Assessment Report (SAR). The contract for Adviza Partnerships Ltd to deliver Prince's Trust Team programmes was signed for 2021-22 with a total contract value of £240,319 and management fee of 20%; 42 (16 – 19-year-old students) and 18 (19 – 25-year-old students) were on programme. Due to no recruitment for the January cohort a contract amendment was issued in January 2022 to reduce the contract to 21 (16 – 19-year-old students) £102,137 and 9 (19 – 25-year-old students) £17,355. The year closed with 14 (16 – 19-year-old students) £56,181.07 and 7 (19 – 25-year-old students) £11,150.86.</p> <p>JH noted that improving developmental feedback was an action in the January EV report, but the action was closed in the August sample. There were no Safeguarding or Prevent actions and no complaints in 2021-22. Learner voice is collected through lesson observation and learner surveys. Learner feedback details that learners enjoy the course and develop skills around employability, teambuilding, and budgeting.</p> <p>Recruitment was the main challenge in 2021-22 and although retention improved from the previous year, achievement was just higher than the national average. JH noted Adviza staff achieved positive outcomes with students with a range of significant challenges. Adviza are seeing a lack of partnership working from external agencies. Job</p>	Paper - p.128

	<p>centres are referring young people to the Kickstart programme, and this has had the significant impact on recruitment in 2021-22. Job centres are set performance targets for Kickstart. Bracknell College (Activate) have set up new foundation courses with roll on roll off starts to pick up learners who would have been on Teams programme. The local Housing Association (provided 2 learners in May) have 30 potential applicants but they have not shown interest. The Housing association have not supported young people to engage. Data from the local authority shows that there are 40 NEETS in Bracknell. Adviza sent out a flyer, but there is a lack of support from the local authority to move young people to the Team programme. Senior managers from Prince's Trust and the CEO Adviza met with Prince's Trust to discuss their relationship with referral agencies such as job centres. Based on 2021-22 performance the Adviza contract for 2022-23 has reduced learner numbers: 24 (16 – 19-year-old students) £116,728 and 9 (19 – 25-year-old students) £18,690.</p> <p>IW noted subcontracting provision was excellent.</p>	
13.	<p><b>DUTY TO REVIEW PROVISION IN RELATION TO LOCAL NEEDS</b></p> <p>JH asked the Committee to receive the briefing on the Duty to Review Provision in Relation to Local Needs (DRPRLN). JH noted that Section 52B of the Further and Higher Education Act 1992, as amended by the Skills and Post 16 Education Act 2022 places a duty on governing bodies to review how well the education or training provided by the College meets local needs and to consider what action might be taken to better meet those skills needs. The Duty came into place on 28th June 2022, and it requires Governing bodies to undertake a review of the College provision at least every 3 years, or when a new Local Skills Improvement Plan (LSIP) is published. The outcome of the review must be published on the College website. The first draft LSIP for the Thames Valley is due to be published in June 2023. Governing bodies must consider what actions they and other providers (including providers not subject to the duty, and those allocated outside of the local area) can take to better meet local needs, to better ensure learners have the skills needed to secure suitable employment. There will also be a separate, non-statutory duty to produce Accountability Agreements which are between governing bodies and the Department for Education and will apply from the academic year 2023-24. Guidance on accountability agreements is due to be published late 2022. The responsibility for the curriculum offer rests with individual governing bodies and actions could include changes to the structure through which provision is delivered within a local area.</p> <p>JH noted Local Skills Improvement Plans (LSIPs as defined in the Skills and Post-16 Education Bill) are part of the government's strategy which aims to reshape the technical skills system to better support the needs of the local labour market and the wider economy. The implementation of LSIPs, nationally and in the Thames Valley, are a matter for national policy makers. Crucially, the LSIP will provide labour market information that governors can use to hold FE Colleges to account on how they respond to local needs. The deadlines for development of the Thames Valley LSIP are 3rd October 2022 Draft LSIP and Budget submitted. Early November – approval of draft Plan/ agreement of Budget. November-December 2022 Employer Events. January – May 2023 writing. LSIP submission June 2023. All Local Skills Improvement Plans will be published on Gov.UK website.</p> <p>JH notes an employer survey was done, that indicates what skills might be lacking. JH worked with LEPs on future job potential.</p> <p>SO noted the governor requirement is to be able to understand and articulate what the College is doing on the skills gap. GB affirmed, asking what information the Board needs to be aware of about the skills gap.</p> <p><b>Action: RL to share the report with all governors.</b></p>	Paper – p.130



	<p>GB noted, that as co-chair of Bucks LEP, the focus was on creative and engineering sectors; digital courses were recognised as important but embedded across all courses, rather than comprising an individual course. GB asked how the College can demonstrate its offer within the LSIP. LH responded that the SAR does cover this but the Ofsted requirement from September 2022 is for Colleges to have a lead member of staff (JH) with oversight of skills within a college. IW noted that the curriculum is mapped against skills needs. IW proposed a skills gap training session be run for the whole board.</p>	
14.	<p><b>AOB</b></p> <p>SO asked if the College has an Accessibility Policy. IW responded that the College has an accessibility statement audited by the government in 2022. CW noted there are some challenges moving forward, for example standardising meta data; one outstanding third-party issue is still outstanding. SO asked if the policy is up-to-date. CW responded the policy is up-to-date and, after minor changes, correct. SO thanked all those involved in the preparation of the documentation discussed.</p>	Verbal