

# Minutes

## CURRICULUM & QUALITY COMMITTEE

Date:	20 November 2023	Time:	4.00 PM
Chairperson:	Professor Gavin Brooks	Location:	Teams

Members	Name	Present	Role
	Professor Gavin Brooks (GB)	*	External Member & Chair
	Iain Wolloff (IW)	*	Principal & Chief Executive
	Sally Osmond (SO)	*	External Member
	Shelly Van Meter (SVM)	*	Staff Representative
	Chris Wilson (CW)	*	External Member
	Khushi Ashwin	*	Student Member (19+ & HE)
<b>Apologies:</b>	Tim Major		External Member
	Roshani Jha		Student Representative (16-19)
<b>In Attendance:</b>	Cathy Wright (CW)	*	Vice Principal – Central Services
	Jo Houghton (JH)	*	Vice Principal – HE & Skills
	Lee Hunt (LH)	*	Deputy Principal & Vice Principal – FE & Curriculum
	Heather Large (GP)	*	Governance Professional
<b>Quorum:</b>	3 required		Meeting Quorate

### AGENDA ITEMS

Item No.		Reports
1.	<b>APOLOGIES FOR ABSENCE</b> Apologies were received and accepted for Tim Major and Roshani Jha. The Principal explained that it was not necessary for the Director of Finance to be in attendance.	Verbal
2.	<b>DECLARATIONS OF INTERESTS</b> No declarations of interest were made. It was noted that Sam Dibas had resigned from the Committee.	Verbal
3.	<b>MINUTES OF THE PREVIOUS MEETING</b> To approve the Minutes of the meeting held on the 17 April and 26 June 2023. It was explained that the Minutes of the 17 April had not gone to the Chair at that point and it was necessary for the Committee to see and approve those Minutes before signature. <b>The Board unanimously approved both sets of minutes.</b>	Paper - p.3
4.	<b>MATTERS ARISING FROM THE MINUTES</b> All actions were completed.	Verbal
5.	<b>SAFEGUARDING</b> The Deputy Principal presented his report, which included updates on: <ul style="list-style-type: none"> <li>Implementation of MyConcern from April 2023 to enable more effective tracking of safeguarding actions, potential concerns and monitoring of support</li> <li>Identification of Vulnerable Students and support given</li> </ul>	Paper - p.28

	<ul style="list-style-type: none"> <li>• Working practices of the Safeguarding and Wellbeing Team</li> <li>• Update on the Behaviour and Attitudes Position at the College including disciplinary and permanent exclusion</li> <li>• Introduction of Safety Warden for the Street</li> </ul> <p>Committee members raised questions relating to the report, including:</p> <ul style="list-style-type: none"> <li>• If there could be a student perception survey conducted which would include questions related to safety and wellbeing or views more generally through the Student Council. Student member in attendance confirmed that it was generally accepted that students do feel safe and no concerns had been raised via Student Council. College staff confirmed that the current student questionnaire did include such questions.</li> <li>• What plans the College had for pastoral tutoring that it sought to implement and why. It was explained that the pastoral role is absolutely critical for effective behaviour management as its positive support can transform campus culture and student outcomes. An effective programme manager for personal development is being appointed with the objective that it will provide a link between College and home in supporting students and their families through difficult periods. Fundamentally, the role will remove barriers for the most vulnerable students to enable them to access their education without being disadvantaged in relation to their peers. The overall structure of support includes: safeguarding officers, personal tutors, the specific behaviour lead, behaviour coaches, etc., though the appointment of further staff is very much dependent on finances and will continue to be under review.</li> </ul> <p><b>Action: LH will consider the safeguarding questions to be included in the next student questionnaire.</b></p>	
<p>6.</p>	<p><b>COLLEGE IMPROVEMENT PLAN</b></p> <p>The Deputy Principal summarised the College Improvement Plan (CIP) following the recommendations made by the Ofsted Inspectors which include:</p> <ul style="list-style-type: none"> <li>• Leaders providing 16-19 Students with a full personal development curriculum including sexual harm/safeguarding issues</li> <li>• Ensuring work experience/work-related activity is available to all young people</li> <li>• Improving the quality of English and Maths provision for 16-19s</li> <li>• Leaders in Foundation Department ensuring that all staff are sufficiently trained to enable their students to access the curriculum</li> <li>• Teachers being more effective in assessment of their students' progress and adapt teaching practices to ensure sufficient progress is made</li> </ul> <p>The CIP identifies the above areas as Ofsted 1 to 5. The Committee was assured all five areas are on track with the exception of English and Maths which were subject to a confidential report provided to the Principal.</p> <p>The Committee made comments on the CIP which included:</p> <ul style="list-style-type: none"> <li>• Senior Post Holder objectives now include areas of the CIP that they are responsible for and will be the subject of Governor review throughout the academic year. Requests have been made for sub-objectives to be set out along with individual RAG status applied so there is a deeper understanding of the progress being made that is transparent to Governors.</li> <li>• Maximising of resources for Foundation students and have strategies in place for the retention of staff with good CPD programmes to develop a sense of belonging within the College and wider community so that staff feel they are respected and able to participate fully in College life. To meet the needs of all students and to approach Corporation if there is a need for materials that will</li> </ul>	<p>Paper - p.39</p>

	<p>help allow for a range of different learning styles for the students to participate fully.</p> <ul style="list-style-type: none"> <li>• Challenges around keeping staff within English and Maths that are highly skilled and qualified. Investment in securing supply in the short term and accelerating long term plans to retain and invest in quality staff.</li> <li>• New Director of Safeguarding and Support to start in January 2024 was welcomed but a request was made that the Action Plan for their work to be shared with Governors.</li> </ul> <p><b>Action: Principal to provide Director of Safeguarding &amp; Support Action Plan to Governors.</b></p>	
<p><b>7.</b></p>	<p><b>FE &amp; APPRENTICESHIP SELF ASSESSMENT REPORT (SAR) 2022/23 &amp; HE SELF EVALUATION REPORT (SER) 2022/23</b></p> <p>The Deputy Principal introduced both the SAR and SER and highlighted:</p> <ul style="list-style-type: none"> <li>• CIP has drilled down on the areas that need urgent focus and identified key strategies to address issues which has led to improvement in personal development delivery</li> <li>• The re-structure of the Foundation Learning Department has led to significant improvement</li> <li>• Apprenticeship provision remains outstanding and continues to be developed</li> <li>• Adult Provision is good and there is potential to make it better</li> <li>• Achievement rates are significantly below the national average which is particularly linked in with the English and Maths provision of 2022/23</li> <li>• Retention on some two year courses impacted overall outcomes</li> </ul> <p>The Committee challenged the College on:</p> <ul style="list-style-type: none"> <li>• The monitoring of classroom delivery in English and Maths. Whether teaching practices currently employed will produce better results for students. The Committee was provided with a detailed update on how the College supports and monitors delivery in the classroom. The recognition of, and managing the differences in, students’ abilities. The identification of student existing knowledge, in lesson observation and practice alongside examination entry and intensive study periods were all outlined to the Committee.</li> <li>• Lesson management and planning. The Committee was informed of the approach to: lesson planning and structure, the engagement of students, personalisation, differentiation, the use of homework, and examination techniques.</li> <li>• Leadership and strategic management of English and Maths staffing was raised by the Committee. The Committee was advised that the College is very much aware of the importance of having a full complement of English and Maths teachers and managers and currently this is being further adjusted. The Committee asked if the College had considered offering financial incentives to recruit and retain staff, competitive salary packages and progression routes. The Committee was informed this has been reviewed and the College is managing this as best it can but there is a national shortage of English and Maths teachers. There are other avenues such as embedding GCSE English and Maths within other subject curricula by upskilling Functional Skills teachers or reskilling teachers of other related subjects to be potential English and Maths teachers. Such teachers are often better placed to make connections between English and Maths and a student’s elective subject.</li> <li>• The Committee asked what plans there are for improving the Apprenticeship provision. Committee was informed of the issues that the College is investigating around Apprenticeships and what it is doing in helping providers understand what is needed. Feedback is needed from both students and employers on how issues can be better understood or what needs addressing.</li> </ul>	<p>Paper - p.45</p>

	<p>There is a need for the support team to ensure attendance and engagement and that is being worked on.</p> <ul style="list-style-type: none"> <li>• A number of 2 year FE programmes are indicating retention problems and whilst there is instability in external factors the College is considering the programme length and could offer 2 x 1 year programmes instead, to allow learners the flexibility of achievement on programmes rather than the disappointment of non-achievement. This is not possible for T level programmes. Where high levels of resits are required, this needs to be factored into delivery time for this academic year and an analysis at course level of how delivery of exam strategy support could benefit this and new cohorts. This needs to be included within course action plans and a full reflective process of delivery and support approaches considered.</li> </ul> <p>Vice Principal for HE and Skills introduced the HE Self Evaluation Report to the Committee explaining:</p> <ul style="list-style-type: none"> <li>• HE applications were 112% higher in 2022/23 and enrolments increased by 67%. The number of students from the most deprived areas has increased year on year. In 2022/23, 29% of students were from areas of higher deprivation (Q1-3), (2021/22 27%) and (2020/21 26%).</li> <li>• Female enrolments overall increased 23% (5 learners), meeting the 2022/23 QIP action to increase female enrolments by 10%.</li> <li>• The demographic of Newbury BAME is 6.1% and the College’s intent is that recruitment of BAME students aligns to the regional demographic. While the HE BAME enrolment increased in 2022/23, it is below the target of 6.1%.</li> <li>• Achievement of high grades for the Higher National Diplomas (Distinction) and the Engineering Degree (First-Class Degree outcome) continues to be outstanding. Level 4 Achievement 76.9% (26 students), Level 5 Achievement 100% (20 students). Partnership Provision: University of Reading FD in Children’s Development 77.8% (9 students); BNU Degree Engineering 95.2% (21 students); BNU Masters Engineering 100% (2 students); BNU PG Dip Engineering 100% (1 student)</li> <li>• No complaints were received in the academic year 2022/23.</li> <li>• Overall attendance for HE is 91.9%.</li> </ul> <p>Committee was very pleased to see the results and commended the College on its hard work in HE. It asked:</p> <ul style="list-style-type: none"> <li>• Why is Engineering so successful at the College? The Committee was informed that the variety of engineering courses on offer is popular and that engineering is one of the top paid professions and hence students are motivated and have strong employment prospects. There are many job opportunities in engineering and therefore it offers job security and the engineering department is outstanding in their skills and abilities.</li> <li>• The Committee asked if there are any future plans for HE discipline area expansion. The Committee was informed that cyber security and in general IT skills would be areas to consider but staff are difficult to secure in this area.</li> </ul> <p><b>The Committee recommends approval of the FE &amp; Apprenticeship SAR 2022/23 and the HE Self Evaluation Report 2022/23 to the Corporation Board.</b></p>	
<p><b>8.</b></p>	<p><b>STUDENT ENROLMENT</b></p> <p>The Principal advised the Committee on the 2023-34 student enrolment which includes:</p> <ul style="list-style-type: none"> <li>• 16-18 Full-Time – the growth of 171 student enrolments this year is very positive and there is further planned growth in sport and the football academies.</li> </ul>	<p>Paper - p.106</p>

	<ul style="list-style-type: none"> <li>• 19+ Full time &amp; 19+ Part-Time – enrolments for full and part time students funded by the Adult Education Budget (AEB) are on target. Issues around distance learning students was discussed.</li> <li>• Apprenticeships – there is a current growth of 63 apprentices compared to the same point last year and the forecast is to meet the budget target of 304; the numbers include those in the UCN.</li> <li>• UCN – the growth of 48 for the direct entry (non-apprenticeship) students in the UCN and is due to the planned addition of the sport programme, together with higher numbers for engineering.</li> </ul> <p>The Committee noted:</p> <ul style="list-style-type: none"> <li>• Not all of the adult loan facility will be utilised and asked if the College is planning to boost this area. The Committee was informed that a review of what the College offers is consistent with the LEP recommendations and explained the changes it has made in its provision in the last two to three years. The College looks to provide a variety of programmes that cater to the interests and career goals of adult learners in the local area. These programmes often focus on practical and job-oriented education, aligning programmes with the needs of local industries and the College works with the LEP and the Chamber of Commerce. The emphasis on workforce training is important. An increase in affordability and flexibility is also necessary.</li> </ul>	
9.	<p><b>EQUALITY, DIVERSITY &amp; INCLUSION (EDI) ANNUAL REPORT</b></p> <p>The Vice Principal of Central Services presented the EDI Report which included:</p> <ul style="list-style-type: none"> <li>• Student Achievements according to equality criteria</li> <li>• Staff profile according to equality criteria</li> <li>• Review of 2022-23 Action plan</li> </ul> <p>The Committee noted the intent of the College to continue with the previous EDI targets of:</p> <ul style="list-style-type: none"> <li>• Develop student and staff voice, to improve its effectiveness for the individual and College community, particularly with those with hidden disability or who have mental health needs.</li> <li>• Work in partnership with agencies focused on supporting our students and staff and celebrating their diversity.</li> <li>• Increase staff confidence to disclose their protected characteristics.</li> <li>• Develop staff confidence to discuss protected characteristics and support learners through the promotion of our values and asked how the College intends to promote this. Committee was informed of the College’s effective provision for values education which is promoted through a number of structures comprising debate, analysis and rationale.</li> </ul>	Paper - p.108
10.	<p><b>LOCAL SKILLS NEEDS</b></p> <p>The Vice Principal of HE and Skills advised the Committee on the first review of the local skills provision for 2023-24 which were:</p> <ul style="list-style-type: none"> <li>• Current College provision is mapped against skills highlighted as a priority in the 2023 – 24 Thames Valley Berkshire Local Skills Improvement Plan (TVBLSIP) and identifies courses that have been identified for future delivery.</li> <li>• Progress made against the College Accountability Statement, provides information on our successful bid for Local Skills Improvement Funds (LSIF) and an update on LSIP and LSIF meetings that have happened since the start of this term.</li> <li>• Information on the key employers that have engaged with the College so far this term that has led to developments and new business or additional opportunities for our students.</li> </ul>	Paper - p.131

	<ul style="list-style-type: none"> <li>The Roadmap providing information on the ongoing work that is being carried out to develop the College Skills agenda and to progress toward the College making a 'Strong' contribution to Skills at the next Ofsted inspection.</li> </ul> <p>The Committee asked if there have been greater benefits from this collaboration and were informed it has been successful. The feedback from work-based learning and apprenticeships has been that employers are looking largely for commitment and are willing to take on part qualified students, or perhaps those that are willing to do "on the job" training so that the local economy needs are fulfilled. This is largely a work in progress and it will no doubt flex and develop as the year progresses.</p>	
11.	<p><b>AOB</b> There was none.</p> <p style="text-align: center;"><b>Meeting Closed at 18:10 hours</b></p>	Verbal

Signed:

  
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 Gavin Brooks (Apr 18, 2024, 1:58pm)

(Chair) Date:

18 Apr 2024



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