

## Meeting of the Curriculum & Quality Committee

<b>Date:</b>	1 July 2024	<b>Room number</b>	Boardroom
<b>Present</b>	Alex Keay (Chair), Natalie Davison (Principal/CEO), Andy Forbes (AF), Geoff Hall (Staff Governor) (GH), Esther Thompson (ET), Paige Summers (Student Governor) (PG)		
<b>Via Teams</b>	Charles Tennant (Vice-Chair), Forhad Altafi (Staff Governor) Nadia Khan (Apprenticeship Consultant) – Up to Agenda Item 7 only		
<b>In attendance</b>	Victoria Eastwood (Chief Governance Officer) Jason Turton (Deputy Principal – Curriculum & Quality) (JT) Michael Smith (Executive Director – Excellence in Learning and the Learner Experience) (MS) Tulay Rashid-Grant (Executive Director (HE & ELIOT) (TRG) – Agenda Item 6 only		
<b>Apologies</b>	Katharina De Vita (KDV), Shaafee Uddin (Student Governor)		
<b>Circulation</b>	Curriculum & Quality Committee, Corporation		

<b>1.</b>	<b>Welcome and apologies for absence</b> The Chair welcomed all present to the meeting of the Committee. Apologies for absence were received from Katharina De Vita,				
<b>2.</b>	<b>Declarations of Interest</b> Governors were reminded of their responsibility to declare an interest in relation to specific items on the Agenda if appropriate. None were anticipated.				
<b>3.</b>	<b>Minutes of the Previous Meeting – 11 March 2024 and Notes from the C&amp;Q Apprenticeship Meeting held on 26 March 2024</b> The Minutes of the Meeting held on 11 March 2024 and Notes from the Apprenticeship Meeting held on 26 March 2024 were agreed as a true and accurate record.  <b>Approved: That the Minutes of the Meeting held on 11 March 2024 and Notes from the Apprenticeship Meeting held on 26 March 2024 were agreed as a true and accurate record.</b>				
<b>4.</b>	<b>Matters arising</b>				
	<b>Agenda Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Update</b>
	c/f	Deep dive into English and Maths by area to take place at the next meeting.	DPCQ	January 2024	Progress update- July Agenda
	c/f	Areas against National Averages and hotspots to be discussed at the next meeting.	DPCQ	January 2024	Deferred
	c/f	Timebound action plan for apprenticeships to be reviewed and agreed by the Chair.	DPCQ	ASAP	Apprenticeship meeting took place on 26.03.24

c/f	Attendance and achievement in Engineering, Motor Vehicle and Smart Construction to be discussed at the next meeting of the Committee.	EDLL	January 2024	Deferred
6.	Column for types of evidence and reformatting of dashboard to put curriculum & quality into one are to be considered. .	Principal/CEO	To be considered	Complete – new 'Data validation source' column included. The arrangement of KPIs on the Dashboard will be considered again following the strategic plan refresh to be conducted over the summer vacation period. The intention is that the KPI Dashboard domains will become the College's new strategic priorities, hence linking the Dashboard and strategic plan together.
6.	KPI Dashboard to be cross referenced with the strategic risk register.	Principal/CEO	ASAP	Action partially complete: the KPI monitoring paper includes risk management at section 2. This identifies linkages between the current strategic risk register summary and significant risks associated with KPIs discussed in the paper. In a future development once the risk register refresh is complete, a further column will be added to the KPI Dashboard to identify linkages explicitly between KPIs and significant risks.
7.	Ofsted Inspection Framework/Link to KPI's to be a focus for the April Corporation Strategy Event.	CGO	April 2024	Completed
8.	English and Maths to be added to the Strategic Risk Register. PIAP to be moved into the risk for Quality.	IDPFR	ASAP	Risk Register updated

#### 5. Check-In Discussion

The Chair introduced the check-in process and asked all in attendance to highlight something they were thinking about in the context of Curriculum & Quality (C&Q).

#### 6. HE Reporting Arrangements/loT Update

The Executive Director - HE & East London Institute of Technology (ELIOT), Tulay Rashid-Grant (TRG), updated the Committee on the following:

- Preparing for Office for students (OFS) in the future
- ELIOT- expected to have the OfS to ensure we can run our own Higher Level programmes
- Governance structure for the oversight of HE to ensure compliance
- Academic Board
- Three main Sub-Committees: Quality & Curriculum, Student & Experience, Audit & Finance

In response to a query from the Chair, TRG advised that the scope of HE was currently very small with a cohort of c120 but the proposed governance structure was at the level expected.

The Vice-Chair stated that the frequency and scale of the committees would need to be aligned to the workload and questioned the long term drive for OfS registration as degree awarding powers would be separate from this. TRG replied that the main drive was franchise and validation opportunities as the College was not intending to offer its own degree awarding powers.

The Chair stated that the remit of C&Q was to look at all provision areas and agree the strategic focus as it was not possible to focus on all areas. TLG advised that HE opportunities would be in line with the ELIOT mainly Level 4 and 5 with top up opportunities within STEAM areas. The fee cap was yet to be discussed but the higher fee was probable as some of the programmes could achieve higher income eg Engineering.

TRG provided an update on the ELIOT including:

- Higher level learning outcomes including HE
- Achievement was increasing
- Numbers decreasing as HE provision was being reduced
- Long time to secure franchise agreements
- ELIOT numbers – not meeting the targets required
- Targets were % of learners in categories instead of numbers- largest figures were in Level 3 and largest targets were in Levels 4 and 5, however, Level 3 learners would be able to progress to Levels 4 and 5
- Miscommunication of how data was collected with CU
- Greenwich on board as a partner
- Meeting with Ravensbourne to become part of ELIOT
- Discussions with Middlesborough University – to pair up with an institution strong in the areas offered by the College eg Engineering

ET questioned the timeframe for the Universities to confirm their agreement to become part of the ELIOT. TRG advised that Middlesborough University had been secured but next year it was intended to develop partnerships with two other Universities. The process was long which was one of the reasons OFS registration was sought. It was confirmed that Level 4 would be run through partner universities.

The Chair referred to the 90% of numbers at Level 3 and asked how many learners would progress. TRG responded that there was the capacity to grow but the College could not run the Level 4 courses without this being through the partners. Discussions would take place with students to explain the options for progression and current feedback indicated learners would stay. The Chair stated that it was key for the Committee to be able to understand the timeline and how the Committee could help the various stages.

AF referred to the College's Accountability Statement which reported a local demand for Level 4 and 5 and advised that ELIOT was the format for this. The College needed to consider its ambition for Level 4 and 5 and how this would fit into the sense of serving the local community.

The Chair stated that it would be beneficial for the Committee to receive the vision for Level 4+ and how ELIOT fits into this vision, P&L, impact/fee structure and cost provision for the next meeting. The Principal/CEO noted that the timescales needed to be in context as this would not be short term.

*The Chair thanked TRG for the update and TRG left the meeting.*

**Action: Vision for Level 4+ and how ELIOT fits into this vision, P&L, impact/fee structure and cost provision to be provided for the next meeting (based on current information available at the time).**

**7. Apprenticeship Performance Report - Update**

The Apprenticeship Consultant, Nadia Khan (NK) update the Committee on the following key issues:

- Withdrawals
- Predicting look at clearing the data - withdraw those not past end dates

- Lot of learners (cc55-58) within End Points Assessment (EPA) that will fall into the following year if this is not hit by 1 July 2023. **New processes have been implemented to ensure that the previous practise of rolling over significant numbers into next academic year. This provides us with the ability to measure true progression and achievement rates of apprenticeships and to focus on the right areas and actions.**
- 2023/24 predicted QAR – 56.82%
- 2024/24 predicted QAR 73.24% as more support in place
- Support systems
- Focus this year- regular achievement meetings – lot of work with quality
- Tutorial delivery
- Apprenticeships – learner voice
- Electrical and plumbing – localise the delivery of the curriculum
- Smart Assessor

AF asked if there was a risk of not completing the EPA's and also whether the College checked the basic Health and Safety of apprentices in their working environment. NK replied that a handful of learners were still going through the EPA but sometimes the learners cannot make the end date – 8/9 learners whose endorsement from employer needs to be secured before EPA. Health & Safety worksheets had been put in place but some apprentices were not on one site all the time therefore not all employers would have a Health & Safety assessment – there had been significant progress in this area but there was still distance to travel. GH stated that assessors undertaking site visits could advise whether the environment was safe which highlighted the importance of on-site visits and issues being recorded.

The Vice-Chair referred to the target for achievement being 10% behind and questioned whether achievement rates were time bound. NK responded that the data could be improved if the College continued to move Past End Date learners (PEDS) down the line but then the PEDS were in scope for Ofsted. Last years data and this year's data was not like for like – this year's percentage was achieved by moving the PEDS out to ensure the data was clear. The Vice-Chair stated that the College needed to consider how it set the target this year. NK advised that there was a regulatory benchmark which the College worked to but there was a need to ensure actual progress was made.

The Chair asked NK's opinion of the College's readiness for Ofsted in terms of progress reviews and learner outcomes including Maths and English. NK replied that this was work in progress and three key management positions needed to be in place in BSE, Construction and Trades. The Head of Apprenticeships would start on the 8 July 2024 and there was therefore a good framework in place but this needed to be filled further. In terms of progress reviews, apprentices needed to be brought into learner voice so they were not stand alone – all processes needed to be embedded and required sustainability. The framework and expectation were in place but there was a need to continue with the momentum.

FA stated that there had been a shake up in recruitment and within the team for apprenticeships and there was a need to ensure all the team were onboard, links in the chain were tightened up and that the admin side was also performing effectively. NK advised that Ofsted would be able to see that the leadership was now involved and aware of what was going on – even if processes were not fully embedded, it was clear that these were being worked towards. The team was strong and 100% behind the drive forward.

The Chair thanked NK for the great progress made and improved position.

*NK left the meeting.*

**Agreed: that the current position be noted.**

**8. Overview of C&Q Performance (including recruitment/attendance/retention/ in-year student progress)**

The Deputy Principal – Curriculum & Quality (DPCQ) reported:

- Data updated monthly by CIS – predictions from progress reviews last year -1% tolerance was accurate
- Some courses that started later in the year to be progressed
- Retention stable
- Withdrawals timely
- Pass rates – areas at risk: Construction and Motor Vehicle in intervention
- QAR – 16-19 Vocational positive improvement
- 19+ Vocational would improve
- Bottom line – achieve 5% increase target
- Attendance – stopped using the ‘R’ mark this year - more robust
- Study programmes – work experience, enrichment – predicting to achieve 100% target -lots of information in the pipeline to be confirmed by the teaching staff
- Positive destinations – being undertaken by an external company
- Engineering achievement – 50-60% last year predicted to 80% this year
- Trowel and Carpentry predicted in the 70’s but dependant on intervention

AF stated that 37% of qualification results were English and Maths and asked whether there were any particular issues at level achievement. The DPCQ replied that there were no real issues at achievement level but the College was awaiting the results from the T-level exams. The Principal/CEO added that self-assessment reports would delve into the data analysis.

The Chair thanked the DPCQ for a really positive report. The DPCQ recognised the hard work of the teams to ensure monitoring and intervention processes were in place and acknowledged the support from the digital team.

**Agreed: that the current position be noted.**

#### **9. Progress against English and Maths Improvement Plan**

The Executive Director – Excellence in Learning and Learner Experience, Michael Smith (MS) updated the Committee on the following:

- Focussing on predicted achievement profile
- Forecasting improvement
- Functional Skills – forecasting much more positive than March
- Revised data – actual function skills English achievement at 73 and Maths at 89 – need to be in the 90’s.
- Entry level English and Maths was critical – positive trajectory
- Overhauled how progress and monitoring was tracked
- Working intentionally at learner level
- 900 learners entered for GCSE exams – strategy to call each student to ensure attendance
- Underlined the need to be more agile and proactive to address non-attendance
- Lessons learnt
- 22 August- GCSE results day
- Curriculum planning for next year – increasing hours taught for all students on study programmes from two to three – timetabled
- Curriculum design and development – focussing on a mastery curriculum model – leaner curriculum developing core topics
- Milestone assessments instead of just mock exams
- Risks – improved predicted achievement profile – more work to do with the staff body in terms of Maths and English including dedicated and support and training

The Chair asked whether staffing was a resource or budget issue. MS replied that presently it was neither and the performance of the current staff was being addressed

	<p>The Chair noted that this was a great achievement and asked MS for his personal reflection. MS advised that there had been a back to basics and fundamental approach - understanding progress, predicted achievement and attendance. The Student Governor confirmed that there were no attendance issues in Childcare.</p> <p>AF stated that attendance at Vocational and English and Maths was a 13% gap and this needed to be closely monitored. It was noted that there would be attendance hotspots to identify problems in specific areas.</p> <p>The Committee congratulated MS on the progress made.</p> <p><b>Agreed: that the current position be noted.</b></p>
<p><b>10.</b></p>	<p><b>Quality Improvement Action Plan (QIAP) – Progress Update and Review</b></p> <p>MS advised the Committee on the key elements below:</p> <ul style="list-style-type: none"> <li>• QIAP against the EIF informed a gap analysis</li> <li>• Profile in terms of status of actions</li> <li>• Actions not yet started were due to the time of year and would commence over summer.</li> <li>• Those overdue or not yet met – some demonstrated improvement some were at no change and included in the risk section</li> <li>• Summary of actions completed</li> <li>• Learner journey and learner voice</li> <li>• Curriculum design</li> <li>• Target setting - not yet seen this embedded on the ground as needed to get the framework and expectations in place to launch in the new academic year</li> <li>• Work scrutiny – developed a procedure – will sample 100 student portfolios before summer and would lead into the SAR process</li> <li>• High grades – linked to target setting – ALPS software to be used next year</li> <li>• Pastoral and academic support- external benchmarking of current support against AoC mental health framework – learner experience and support team were going through a restructure which was a positive move but getting the change embedded was important</li> <li>• Launched the self-assessment process with curriculum areas - completed SAR reports to be available around the beginning of October 2024 – Governors would be invited to attend SAR meeting</li> </ul> <p>The Chair thanked MS for a comprehensive update and it was agreed that a special C&amp;Q Ofsted ready meeting would be convened in either September/October – MS/CGO to agree dates.</p> <p><b>Action: a special C&amp;Q Ofsted ready meeting to be convened in either September/October – MS/CGO to agree dates.</b></p>
<p><b>11.</b></p>	<p><b>Draft Curriculum Plan 2024/25</b></p> <p>The DPCQ highlighted the following:</p> <ul style="list-style-type: none"> <li>• Plan was derived from 2024-27 curriculum strategy</li> <li>• Data showed 10 year projections</li> <li>• Curriculum offer and development – employers, growth in T-levels</li> <li>• Key areas for growth from LSIP</li> <li>• Marketing, recruitment and promotion</li> <li>• Apprenticeships and HE/HTQs/SEND</li> <li>• Four criteria for the skills</li> <li>• All curriculum areas had to meet with stakeholders and evidence this</li> <li>• Intent, objectives and strategic focus areas</li> </ul>

	<p>The Chair referred to the overview of 16-18 curriculum and curriculum delivery levels, advising that these would be critical to the Committee going forward. It was intended for the Committee to move to a different mode of operating to ensure a solid, robust framework to help shape the future of the College. The Principal/CEO stated that there had been a very rigorous process behind the Curriculum Plan which had been steered by the DPCQ.</p> <p>AF asked whether there was a risk around BTEC defunding also noting that special needs and moving into complex needs (encouraged by the authority) would need specialist staff and equipment. The DPCQ replied that the defunding of BTECS within Electrical has resulted in stopping T-levels due to progression at Level 3. Business and Health and Social Care had enrolled in the last year for BTECs on the hope there will be a substitute next year. There were currently 150-160 learners at risk but this would increase to c 200 learners for 2025/26 as mitigations were in place for this year but there had been growth at Level 1 and Level 2. The target for learners with complex needs was 8 within the intention to grow to 16.</p> <p><b>Approved: The Committee recommended the Draft Curriculum Plan 2024/25 to the Board of Corporation for approval.</b></p>
<p><b>12.</b></p>	<p><b>Learner Voice/Feedback</b></p> <p>The Principal/CEO provided the following feedback from learner voice meetings:</p> <ul style="list-style-type: none"> <li>• Gap between management intentions and what transpired</li> <li>• First term – 111 students – good feedback</li> <li>• Second term – segmented into eight meetings for different groups including ESOL adults, apprentices</li> <li>• Key was to listen hard but having a good process in place for getting the feedback to the managers to be able to act – tracked on a spreadsheet</li> <li>• Areas for improvement – straight to the relevant manager e.g. infrastructure, staffing issues</li> <li>• Need to quickly close the loop</li> <li>• Much in the college that learners liked</li> <li>• Difference in the feelings of learners between this campus and the TSA</li> </ul> <p>AF stated that this could have a positive impact on Ofsted as the learner experience was being valued and asked if there was a ‘you said, we did format.’ The Principal/CEO replied that the format was being used but not being published. It was agreed that it would be useful for the Committee to see the feedback. The Principal/CEO advised that Governors were welcome to join the learner feedback meetings and dates for the new academic year would be made available when agreed.</p> <p>Discussion took place on student representation and it was agreed that this needed to be increased. A slot on the agenda for Student Voice (for the Student Governor) would be included in the business cycle for 2024/25.</p> <p><b>Action: Committee to be provided with ‘you said/we did’ feedback at the next formal meeting. All Governors to be invited to attend learner voice meetings with the Principal/CEO – dates to be shared once agreed. Student Voice (for the Student Governor) to be included as a standing agenda item for 2024/25.</b></p>
<p><b>14.</b></p>	<p><b>Check out Discussion/Bias for action/Governor Involvement</b></p> <p>The Chair asked the Committee to look forward to provide one piece of advice for next academic year. A lot of positive suggestions were noted and the key focus was to continue momentum.</p>
<p><b>15.</b></p>	<p><b>AoB &amp; Actions</b></p> <p>It was agreed that it would be useful for a summary of Ofsted reports/benchmarking to be made available to the Committee to highlight what was Ofsted ‘Good.’</p>

<b>16. Date and time of next meeting – TBC</b>
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The Chair thanked all those in attendance for their contributions. The meeting closed at 18.32pm.

Signed.....

Date.....

**Alex Key (Chair)**

<b>Agenda Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Update</b>
6.	Vision for Level 4+ and how ELIOT fits into this vision, P&L, impact/fee structure and cost provision to be provided for the next meeting (based on current information available at the time).	TRG	October C&Q Meeting (date to be confirmed)	
10.	A special C&Q Ofsted ready meeting to be convened in either September/October – MS/CGO to agree dates.	CGO	Dates to be agreed by 12 July 2024	Meeting took place in September 2024
12.	Committee to be provided with 'you said/we did' feedback at the next formal meeting.	Principal/CEO	October 2024 C&Q Meeting	
12.	All Governors to be invited to attend learner voice meetings with the Principal/CEO – dates to be shared once agreed.	Principal/CEO	September 2024	
12.	Student Voice (for the Student Governor) to be included as a standing agenda item for 2024/25.	CGO	ASAP	Completed
AoB	A summary of Ofsted reports/benchmarking to be made available to the Committee to highlight what was Ofsted 'Good.'	MS	Prior to Ofsted Ready Meeting (September)	