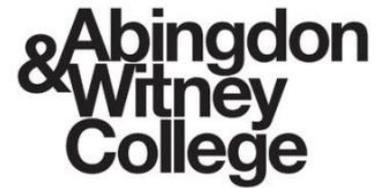


**Corporation Board
Curriculum, Quality and Students Committee**



Minutes of the meeting held on Thursday 23 June 2022 at 6pm
Online

Board members:

Victoria Field (Chair)
Jacqui Canton (Principal)
Kathryn Schutterlin
Sam Wolfe
David Walker

In attendance:

Laura Grainger (Clerk)
Jenny Craig (Deputy Principal)
Joanne Milsom (Vice Principal)
Jack Price

Apologies:

Robert Weavers

Governor questions are represented with bullet points, and management responses are in italics.

1 – Opening comments

The Chair welcomed Jack Price to the meeting, and also noted it was the first CQS meeting for David Walker. Apologies were received from Robert Weavers. No new declarations of interest were made and no items were raised for AOB.

2 – Minutes of previous meetings

Members approved the public minutes of the previous Board meeting held on 3 March 2022 as accurate and appropriate for signature.

3 – Matters arising, written resolutions and action points

The Committee reviewed the action tracker and noted the paper.

4 – Faculty presentation

4.1 – Creative industries presentation

JP shared his presentation with the Committee on Creative Industries and started by explaining that they have almost recovered in terms of achievement rates to pre-pandemic levels, but with some challenges. The main area of underperformance highlighted was for those students who are in receipt of free school meals (FSM). When you look back over 5 years, they have achieved comparatively worse than peers so we are picking this up as part of the assessment process.

JP reminded Governors that during the strategy work, the curriculum plan was built on a number of key ideas around moving the facility closer to industry and developing a more commercial approach. This would partly be achieved by increasing the amount of project-based learning activities and having more fluid timetable which would allow the curriculum to flex better matching the needs of industry and of students. At the same time as focusing on the basics and going above and beyond the curriculum to develop wider skills through workshops and enrichment

JP moved on to speaking about the 'quality of education' through the three key areas of intent, implementation, and impact. The slides showed what is being done at present, and what there is planned for the future in terms of operationalising the strategy mentioned above. In terms of 'intent' (getting students to university and developing the necessary industrial skills) the plan is skills building during the first term and then more challenging projects with industry focus. This will give greater employment options when coupled with transferrable skills. When looking at 'Implementation', JP highlighted that there would be earlier planning and timetabling with 'teacher industry contact days' which would link to commercialisation. When looking at 'Impact', JP's slides showed focus on closing the achievement gaps, and for progression to be an expectation. There would be a focus on transferrable skills and enhanced enrichment with greater industry contact.

JP moved on to a slide on behaviours & attitudes which also covers employability, attendance, punctuality, and respect. Plans include staff raising aspirations of students and encouraging them to achieve beyond their expectations. The slides set out plans to encourage students to own their learning and co-construct the curriculum, along with how attendance expectations would be set out immediately to all students.

The presentation moved on to looking at ‘personal development; which covers enrichment, British Values, careers guidance, health & wellbeing, citizenship, equality & diversity, and preparation for next steps. Again, the slides set out what is currently happening in these areas and then gave planned actions. Actions included agreement to use a new online platform specific to creative industries, and to monitor the FSM students to look for causes and support and intervene where appropriate.

Next JP presented information on leadership & management – and taking staff on the journey with us. Over the next couple of weeks, JP explained that they are focussing on CPD, the self-assessment and planning learning.

- The statistics about careers advice surprised me – can you tell me more? *Yes, we didn't do this well – it is a speciality area and it is hard to talk about a normal career path for the arts. But we have now signed up to a specialist online career advice service. We will be talking about careers advice more and we will make sure that everyone gets booked in next year.*
- I wanted to ask clarification on the leadership and management slide. What do you mean about being caring and not kind? *It's about how we hopefully are with our own children. It's not just being kind to them; it's about doing things that are right for them.*
- As you leave the position in Creative Industries, what do you see the main challenges facing the faculty as? *First – compliance. The faculty obviously like to be creative, but they have to carry out compliance as well. Second – there is a degree of being over comfortable as results are good. Third – there are some challenges about getting people to buy into links with industry as they are worried it might ruin creativity. Overall – we have come a long way with these during the last year, but more to do.*
- What are you most proud of? *One of my curriculum managers has been through quite a journey and is now a very well-respected team member. Watching him grow has been good.*
- What's the solution to the free school meal pupils? *I have written the beginning of a paper to investigate, as the issues aren't clear. There are things I can guess at (e.g. struggling to get transport to college, paying for trips, setting work on computers and they don't have access), but I don't have evidence on this. We need to test this out next year and talk to students about this. It's a starting point and at least we have now identified the issue.*
- How many pupils are on FSM? *About 15 to 20 per year. But over 5 years that makes a lot of students. There is a bit about opportunities available to these pupils as well - as they may not be experiencing visits and enrichments in their home life. They have a disadvantage.*
- There is an ambition for students to move to university. What percentage do? *It's high in level 3 – about 90%. We have issues lower down making sure they progress to level 3.*
- When you talk about moving the faculty closer to industry – what do you mean? *Making it responsive to what is going on in the world, having advice from employers telling us that industry doesn't do it the way we are teaching so having some input from industry. Trying to have students understand that you need to make money out of this and that they have to learn how to commercialise yourself. Finally – that we can do real work e.g. media – we can deliver high quality media work at a reduced cost. This could be good for smaller business and charity. The students would be industry ready.*
- How has work experience gone this year? *External work experience is hard to find placements for them to go to. It varies across the faculty. The backstage theatre always get placements. But in other areas we tend to do more of a live brief e.g. working on a brief from an employer. We are thinking hard about this if we go down the T level route which would be a challenge getting the number of required hours for the course.*

The Committee noted the presentation.

Action	By whom	Deadline
Send presentation to the Clerk to share	JP	asap

5 – Curriculum

5.1 – Curriculum report

JCr introduced the curriculum report. The College is in the middle of finalising curriculum planning which has increased emphasis on programme margins and class sizes. For next year, we have shifted the timetable to make sure that the planning is done earlier. This will allow teams to work more collaboratively in preparation for students. Over the last two years, additional workload for college staff associated with the Centre and Teacher Assessed Grade process (in place of exams) has meant the process has been pushed back into the summer. But this year we are making sure it happens in good time.

JCr told the Committee that the college has confirmation on the 'reset and boost' coaching funding from the government to help disadvantage students impacted by the pandemic to catch up on any missed learning due to Covid-19.

The government has also invested an additional 40 hours of tuition per student to aid education recovery. The College need to evidence how we are spending this and we have taken the decision to allocate 30 hours to vocational teaching and learning, and then 10 hours to enrichment activity.

- The report mentions 'disappointing discussions with NHS trusts', what has happened with this? *This is around finding clinical placement settings for T Level Health Students. The Oxfordshire NHS Trust hospitals (JR and OUH) are large and complex organisations which makes it hard to find the right staff member to have conversations with to get access for the placements. In addition, they had put a block on additional placements as they didn't have the internal capacity to support new students. And of course, a young person from our college is competing with trainee nurses who also need placements. All of our students do have industry placements as our team have worked hard developing these – but it is a challenge.*
- What about the clinical placements at the Great Western Hospital in Swindon trust? *We have secured placements with them, but it only really works when students are living close to their placements so there is limited scope to expand here.*
- Is the planning for T Level in engineering going well? *We have already had 50 applications and they are due to launch in September. As a measure of interest this is much more than we normally see.*
- The report mentions an Engineering Trust who had walked away – what is this about? *This isn't about placements; this is about a service we were providing to an external training provider. They provide apprenticeships in engineering and asked us to provide some elements of that for them. They subsequently decided to set up their own training centre rather than continue to send their apprentices to us.*
- You talk about reduction in applications in Early Years. What is happening there? *This is the foundation degree in Early Years. Settings are struggling with staff shortages and so struggling to release employees for a day a week for our degree. The sector continues to be impacted by Covid-19 but we are hopeful we will see additional applications through the Clearing process and also when staff shortages improve in the sector.*

The Committee noted the paper.

6 – Quality

6.1 – Quality data part 1 – further education

JCr introduced the report on quality data in Further Education' and the updated College Quality Improvement Plan.

- The report says that retention is down to 94.1% overall? *It is slightly down, and only just short of pre-pandemic levels.*
- The retention rates for looked after children continues to be worrying at 85% *Yes, we know they are the most disadvantaged students in society and don't have stable homelife. When they are coming back into formal education after the pandemic, we would want all students to have support from home to support them with revision, but many looked after children may not have this support. Nationally the students achieve lower than peers but our college is predicting them to be higher than national levels – but we want to do more and there be no difference to their peers.*
- The report shows that 50% of students are performing well, but 20% of students are at high risk and additional intervention is in place. Are these normal figures? *The 50% of students performing well is lower than we would have seen pre-pandemic. The 20% at risk is where we don't think they will achieve the level we would have hoped they could. Both of these are the impact of students not being in proper education for 2 years, and then haven't been in an exam situation. We are having to put in lots of support and help to prepare them for exams. But this is taking longer than in a usual situation*
- There is lower attendance rates for 16-18 year old students in maths and English classes. Why is this? *We know, and employers know, how important these skills are. But it takes a while to get students to see this as well. Attendance is often lower, but achievements in resits is good.*

The committee noted the paper.

6.2 – Quality data part 2 – Apprentices and Higher Education

JCr introduced the report on quality data in Apprenticeships and Higher Education.

- There is a termly group set up called the 'HE quality and catch up' group – what is this? *This is an operational group that started in May and is responsible for sharing best practice in teaching and learning. In faculties you might have only a few teachers on HE in each faculty, but to make sure there is consistency in quality this gives them space to talk about specifics in HE.*

The committee noted the paper.

6.3 – Teaching & Learning, and Ofsted

JCr gave an update in the report on Ofsted which confirmed they would inspect all colleges between September 2022 and September 2025 regardless of previous grade or timescale. They are adding an additional focus on the contribution colleges make to regional and national skills needs in line with the Government's White Paper. We will now get prior warning for an inspection 5 days before, which would allow us time to set up meetings with stakeholders. We will still have the normal planning call – but the notice gives us more time for logistics

In relation to HE, the OFS has three consultations out which have recently closed relating to quality of provision. We haven't had anything finalised yet, but should be able to bring information to the next CQS.

- In the Ofsted section of this paper you talk of deep dive inspectors - is this new? *We have always had these. The inspectors would agree which areas to focus on and look at the responsiveness of the curriculum areas to industry etc. What is new is a renewed focus on how the college is meeting the skills gap needs of its locality and how they are working with partners. It will also be looking at how the College is addressing the Government's levelling up paper. Ofsted have said we can appoint a second person to lead on this which is helpful*
- Who selects the employers for the deep dives? *We will give a list of everyone we work with and then the inspectors will pick from this list.*
- I would like to get a feel from professional development 'cube' conversations. *We allocate three members of teaching staff from different faculties (although keep HE teachers together). They watch each other teach, then reflect individually on how they felt that went and what impact the teaching made. They then come together as a group with a professional facilitator which can lead to much more in-depth reflection and evaluation. They are using their peers to notice what is happening when they are teaching – people have picked up good practice from across faculties which they may not have seen. The logistics are challenging and the change for next year will be to agree these cubes at the beginning of term.*

The Committee noted the paper.

7 – Students

7.1 – Students report

JM introduced the report which covered KCSIE 2022, SEND review, Quality Standard for Young Carers. JM highlighted the student conference on 12 May 2022. Some business students organised the whole day of the conference this year as one of their projects on their study programme. It was a lot to hand over to the students, but the day was well received by everyone who took part. All of the students were energised by the conference, and this was from the ones that organised it right to the ones that attended. We had double the number of students attending than normal and we would like to continue this as a tradition. The day was closed by Fay Croft who received a round of applause.

- On the student voice surveys, the completion percentage rates are low: is there another way we could gather student feedback? *We have changed the way we do our surveys and will be having more frequent, shorter surveys. Whenever you move to a new process it is hard to get more people doing it. It is a concern that 20% of students replied that they don't know how to have their say in College so we do want to have more students involved. It's not just about surveys – we need alternatives and other ways to engage. I would like to see us doing groups and face to face meetings. We haven't quite recovered from having students off site so we try and engage on issues they are interested in, rather than things for our purpose.*
- In the report we heard that the Pathway students did well at cricket, but our hairdressing students have had successes as well? *Yes they really have. I am trustee for a charity and I was presenting an award there, and we had three of our students there who had won awards – it was across the regions so we did well.*
- The KCSIS 2022 report recommends that we consider online checks for shortlisted candidates during the recruitment process. Will this be time-consuming and expensive? *This is a should and not a must. We aren't going to rush to introduce this and we are going to see what other places do.*

The Committee noted the paper.

7.2 – Student of the year awards

JCa introduced this item and set out that each year, every faculty nominates their 'Student of the Year' in two categories or overall achievement, and outstanding performance. The twenty individual nominations have been circulated to Governors for

consideration and, whilst all of those nominated will get an award, JCa facilitated a debate to agree the Overall Student of the Year.

JCa noted that when the Committee did this last year, the Governors also gave second and third places, which could be done again this year.

KS and JP asked to abstain from the voting as they had personal knowledge of some of the students. Whilst not a requirement, JCa agreed. The remaining Committee members each listed their shortlisted five students to facilitate discussion. JCa counted the votes and summarised the position whereby six students had a clear majority of the votes. The Committee had a long discussion about the six students and agreed the winner of Student of the Year, and also a second and third place.

The Committee approved the winners of the Student of the Year and asked the Clerk to inform the PA to the Principal of the outcome immediately after the meeting.

Action	By whom	Deadline
Send details of Student of the Year winners to PA	Clerk	Immediate

8 – Policies

8.1 – Student financial support policy

JM introduced the policy and set out that this had been reviewed and some parts taken out of the policy.

- Do we monitor that everyone is aware of the financial support that is available? What is the coverage? *There are different pots of money available for different students which makes it hard to communicate what is available. It is quite well known amongst 16 to 18 year old students, but not so much for adult learners. We need to do more to publicise this and encourage them to engage with the student team. We have tried to approach it with upskilling the teachers in these areas so they are aware of it and can pass it on. But we do need to get better at this.*
- The evidence required to obtain the student financial support is a lot and could be off-putting *That is the requirements in the government funding rules. Although a recent update from the Government may mean we require slightly less evidence that we have on here. But yes, it is an enormous challenge and it can be hard for some families to understand this. The student engagement team spends time with families over the summer to get them to make applications. But we do need to follow the guidance to get the right evidence.*

The Committee recommended the policy to Board for approval.

8.2 – Safeguarding policy

JM introduced the reviewed Safeguarding policy and noted that it hasn't changed much from last year, bar a few minor amendments. JM noted that the new version of Keeping Children Safe in Education 2022 has changed the terminology from 'peer on peer' to 'child on child'. We have made the decision to stick with the former, and quite a few other colleges have done the same. But we made a conscious decision not to change it and our students also agree with this.

- I'm surprised not to see a separate drug section although there is a separate section on county lines. Why is this. *We do have a separate anti-drugs and alcohol policy which shows how we will deal with this. This is guided by Oxfordshire safeguarding board – so we tend to stick with their overall policy and tailor it to us.*
- Where does domestic violence fit within safeguarding? *It is part of safeguarding and would be considered physical or emotional harm. I can add something on this to the policy.*
- On page two, the paragraph on work and industry placements is very long and not very clear. Can this be reviewed? *Yes, this is a long sentence and I can clarify.*
- On page 7, under section 4.2 you refer to allegations of abuse against staff. It doesn't read very clearly – can it be reviewed? *Yes, it is very long and I will review.*
- On page 7 you talk about transferrable risk is 4.2.1 - is that outside of the college? *Yes, they must inform us. And I will add this in to clarify.*
- On page 15 there is a typo under tutor matters. Should it say reports not reposts? *Yes, we will change this.*
- Could we put the acronyms in full? *Yes.*

The Committee recommended the policy to Board for approval.

Action	By whom	Deadline
Add information on domestic abuse to the Safeguarding Policy	JM	Board meeting

Update the Safeguarding policy with the further 5 points made by Governors	JM	Board meeting
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8.3 – New SEND support policy

JM presented the Committee with the new policy on SEND support, which the College hasn't had before. The way this has been constructed is to help us with the SEN processes. Schools are required to have a certain amount of information on their website, and we are often asked for this information if we are involved in a tribunal - so it makes sense to have this together in a policy. The format from schools has been used and then added in relevant things for a college.

The Committee recommended the policy to Board for approval.

9 – Any other Business

None raised.

10 – Future business and reflection

The Committee agreed that the meeting worked well online but that hopefully next time it will be in person.

VF asked Governors on ideas for the next meeting's faculty presentation and it was agreed that it should be from Technology.

At the next meeting the Committee will have the SAR for October and it is worth considering how to manage the process. The Board relies on CQS to give the SAR an in-depth discussion, so need to make sure enough time is on this agenda to discuss this. The committee agreed that there should be a drop-in session for all Governors on the SAR as in previous years the Board hasn't had enough time to review.

The Committee thanked JCr for all her hard work and wished the best of luck in her new role.

Action	By whom	Deadline
Add faculty presentation on Technology to next agenda	LG	asap
Provide a drop-in session on the SAR to all Governors.	JCa	Before CQS

11 - Date of next meeting

The meeting closed at 19.40 and the date of the next meeting is to be confirmed.

Approved for signature.....

Signature.....

Date.....