



HADLOW
COLLEGE

**MINUTES OF THE MEETING OF THE CURRICULUM & QUALITY COMMITTEE
HELD 08 FEBRUARY 2018**

Present: Mr P Morris
Ms T Bruton (Chair)
Mr H Guntrip
Mr P Hannan
Ms P Worrall
Mr M Hooper

In attendance: Mr J Allen
Mr M Lumsdon-Taylor
Ms B Cleeves
Dr L Pamphilon
Mr D Payne

The meeting started at 09.30 am

WELCOME, APOLOGIES & DECLARATIONS OF INTEREST

49. In the absence of the Chair, it was agreed for Mr P Morris to chair the meeting. The Chair welcomed everyone to the meeting. Apologies were received from Ms S Wiseman and Mr H Guntrip.

50. The Clerk advised that the membership of the Hadlow Corporation, and the Hadlow Group Board, has to be a standing declared interest at each meeting for Ms T Bruton, Mr H Guntrip and Mr P Hannan. The Clerk confirmed that all Members attending this meeting would be working and making decisions that are in the best interest of West Kent & Ashford College, regardless of their membership elsewhere within the Hadlow Group.

MINUTES

51. It was **RESOLVED** to approve the minutes of the meeting of the Curriculum & Quality meeting held 09 November 2017 as an accurate record and to authorise the Chair to sign the minutes.

SUMMARY ACTION LIST & MATTERS ARISING

52. The '*Summary Action List*' was received and it was confirmed that all action points from the last meeting are addressed through agenda items at this meeting.

53. It was **RESOLVED** to note the *Summary Action List* and to note there were no other matters arising from the minutes.

INSTITUTIONAL TARGET ACHIEVEMENT RATES 2017/18

73. The College report '*Target Institutional Achievement Rates 2017/18*' was received.

74. The Executive has proposed targets for 2017/18 as outlined in the report, and the Committee is asked to recommend the targets for Board approval.

75. Institutional targets for non-QAR (excluding functional skills) are all set in the 90s% and it was confirmed the targets are realistic and stretching, and in line with 2016/17 outcomes.

76. For QAR (including Functional Skills), actual institutional achievement rates for 2016/17 were above the National Rate with the exception of 16-18 Long Level 3, which was 2% below the National Average. Strategies to address Level 3 achievement outcomes are summarised in detail in the Quality Improvement Plan, an item appearing later on the agenda.

77. However, with the exception of Entry Level, Level 1, Level 2, and Level 3 for 16-18 year olds did not achieve the institutional targets set for 2016/17. The Executive is proposing that institutional targets for 2017-18 remain in line with the targets that were set for 2016/17.

78. The Committee questioned this approach, as it would require a 16% improvement in Level 1 for 16-18, a 7% for Level 2, and a 4% improvement for Level 3. Similar high % improvements would also apply to 19+.

79. The Committee advised that realistic targets should be set that are both stretching and achievable. It was also proposed that it would make sense for there to be a variance in the targets set for QAR and non-QAR, given that non-QAR is heavily impacted by performance in Functional Skills.

80. The Committee welcomed and confirmed that the strategy for 2017/18 should continue to focus on at least maintaining, if not improving, the already high retention rates, and to ensure those students, who are retained, also achieve. The key risk to achievement for 2017/18 is the introduction of examinations in many vocational qualifications.

81. It was **RESOLVED** for the Executive to take into account the points raised by the Committee and that the proposed Achievement targets for 2017/18 be subject to further review from the Executive, with any revised targets made available at the March Board meeting for approval.

STUDENT ATTENDANCE

82. The '*Student Attendance Report*' as at week 20 was received.

83. Full time FE attendance to-date was recorded at 92.34%, compared with 93.47% for the same period last year. Full time HE attendance was recorded at 89.26% compared against 88.5% for the same period last year.

84. Five of the eleven curriculum areas for FE met the attendance target of 93%. Of the remaining six, three of the areas are recording attendance that is more than 3% down compared with the same period last year.

85. Lateness for FE currently stands at 2.10%, a marginal increase against 2.01% for the same period last year.

86. Functional Skills attendance was confirmed at 87.97% as against 88.23% for the same period last year. For GCSE, attendance was at 89.32% as against 85.46% for the same period last year, an increase of 3.86%.

87. Strategies to address attendance issues are outlined in detail in the Quality Improvement Action Plan, a later agenda item.

88. The Committee asked if there was any comparative data from the sector on attendance against which the College could be compared. It was confirmed there is no published national data on attendance, but KAFEC has agreed to share attendance data from Kent Colleges. It was agreed to incorporate this data in future attendance reports.

89. It was reported to the Committee that poor attendance in English and maths has had an impact on overall College attendance. The proposal, in future attendance reports, is to report on attendance against each student’s primary learning goal as well as overall attendance. It is important the Committee receives assurances that students are attending against their primary learning goal whilst reporting on overall attendance, in order that there is no distraction from the issue of poor attendance on English and maths.

LESSON OBSERVATION REPORT

90. The College report ‘*Lesson Observations*’ was received. The new approach to lesson observations is to focus on judgements and identified areas for development rather than lesson observation grades. Judgements are now made using the following categories - ‘Expert’; ‘Innovative’; ‘Developing’; and ‘Supportive’. One of the primary reasons for the change was to remove the ‘fear’ factor that is sometimes associated with being observed. An ‘inadequate’ assessment can be damaging and demoralising, especially for a newly appointed member of teaching staff who is still subject to training and development. “Developing’ and ‘Supportive’ is a more realistic assessment of what is required in terms of developing and supporting the teacher.

91. The following data for the first term was presented to the Committee:

Expert Target	Expert Actual	Innovative Target	Innovative Actual	Develop. Target	Develop. Actual	Supported Target	Supported Actual
25%	38% (27)	65%	51% (37)	10%	11% (8)	0%	0%
% Expert and Innovative		89% (64) Target 90%					

92. There were no concerns reported to the Committee on the current lesson observation profile.

93. The Committee noted the data in Table 5 in the report that provided the Committee with a detailed analysis of the teaching and learning areas specifically identified for development, and sought further explanations and the actions being taken.

94. In discussion, it was reported that in-year analysis showing further development of staff is still required in all areas to support staff but, particularly, to ensure the learning needs of all students are met through appropriate differentiation and stretch and challenge. This remains the most complex development for lecturers and is the greatest challenge for new staff. The Teaching and Learning Improvement Team is focusing on 'development windows' for individuals and groups of staff to focus on the development of skills which have been positively received, and is having a positive impact in contributing to changing culture. The introduction of 'Supported Experiments', at the start of the Autumn term, enabled teachers to identify their own individual areas of development and plan teaching methods which met the needs of their students to improve their achievement. The aim of this project is to foster an approach that development is personal and developed with teachers rather than the perception that it is 'being done to them'. The impact of the first term is only just being reviewed and the impact will take time to develop skills. However, what is important is that the development is individualised and encourages teachers to take ownership of their needs and gives them greater autonomy over their own development.

95. It was **RESOLVED** to note the report.

FUNCTIONAL SKILLS/GCSE REPORT

96. The College report '*Functional Skills and GCSE Update*' was received. The report outlined the actions being taken to seek continuous improvement covering the key areas of quality and standards, teaching, learning and assessment; and attendance. As all of these key areas have been covered through discussions on earlier agenda items, it was **RESOLVED** to note the report.

APPRENTICESHIP TERMLY REPORT

97. The termly report on Apprenticeship provision was received. Due to this provision being identified as high risk, it has been agreed for the Committee to receive a termly progress report.

98. The following current in-year data was presented to the Committee:

	Overall					
	Provider Full Year			Prop Best Case	Prov Grp	National
	2015/16	2016/17	2017/18**	2017/18***	2015/16	2015/16
Leavers	69	108	29		3,230	405,170
Achievement %	53.6 %	73.1 %*	72.4 %	81%	72.6 %	67.0 %

	Timely					
	Provider Full Year			Prop Best Case	Prov Grp	National
	2015/16	2016/17	2017/18**	2017/18***	2015/16	2015/16
Leavers	64	109	61		3,200	394,110
Achievement %	57.8 %	70.6 %	34.4 %	73%	63.9 %	58.7 %

99. The Committee sought assurances that the timely achievement 'best case' of 73% can be achieved with current timely achievement only at 34.4%.

In reply, it was stated the core focus is for quality improvement during the transition from Frameworks to Standards. The Apprenticeship Team continues to build and focus on teaching, learning and assessment, and milestone achievements are having a positive impact. The team is stable and evidences the high quality of delivery through outcome achievements and consistent lesson observation profiles.

100. The following priorities were confirmed for the Apprenticeship team:

- Additional monitoring of apprenticeship timely success with monthly progress monitoring in place, with improved action plan setting of SMART targets reported termly to the Curriculum & Quality Meeting.
- Additional monitoring of Apprenticeship on-programme student numbers (Growth Action Plan), reported in Apprenticeship Termly reports, to inform quantum and end dates for future academic year cycles.
- Additional measures, including retention and programme milestones, are used to inform on-programme provision improvements.
- Identify opportunities for development and growth (Growth Action Plan)

101. It was **RESOLVED** to note the report.

QUALITY IMPROVEMENT ACTION PLAN – FURTHER EDUCATION

102. The '*Quality Improvement Action Plan*' for further education was received. Following review of the QIAP, the Committee noted, and welcomed, that there were no 'surprises' in any of the RAG ratings, as the RAG assessments accurately reflect the discussions that have taken place at this meeting.

103. It was **RESOLVED** to note the QIAP for further education.

QUALITY IMPROVEMENT ACTION PLAN – HIGHER EDUCATION

104. The '*Quality Improvement Action Plan*' for higher education was received. The Quality Improvement Action Plan (QIAP) was put into place to address the areas for development identified in the self-assessment report. Each area is broken down into targets and assigned to managers for implementation and monitoring. The formal monitoring of progress will take place through the HE managers' meetings, senior management team meetings and by this Committee.

105. The Committee welcomed confirmation of there being no 'Red' RAG assessment against any of the actions/targets required.

106. It was **RESOLVED** to note the QIAP for Higher Education.

STUDENT DESTINATION REPORT 2016/17

107. The '*Student Destination Report 2016/17*' outlined the process to be followed for collecting student destination data. It was confirmed the final destination report is targeted to be completed by March 2018 and would be made available at the summer term meeting of the Committee.

108. It was **RESOLVED** to note the report.

ANNUAL EQUALITY, DIVERSITY & WIDENING PARTICIPATION REPORT 2016/17

109. The 'Annual Equality, Diversity & Widening Participation Report 2016/17' was received (copy attached to the signed minutes).

110. The report provided the Committee with updates on:

- The legal context
- Scope of the Annual Equality & Diversity Report
- Strategic Plan and objectives: an overview of targets, progress against targets and further action
- Staff Development and Training
- Student Awareness and Training
- Initiatives to support Equality Duties
- Equality and Diversity Impact Measures (EDIMs)
- Data Monitoring and Reporting (staff and students)
- Analysis of Equality Performance

111. It was **RESOLVED** to note the report and to recommend the report to the full Board.

CURRICULUM STRATEGY 2018/20

112. The College report 'Curriculum Strategy 2018/20' was received.

113. The Curriculum Strategy confirmed that the aim is to provide a responsive and proactive curriculum model which delivers a sustainable curriculum in line with the college's strategic objectives, and one that meets the best interests of students, local stakeholders, and the College.

MONITORING OF COLLEGE PERFORMANCE & ASSESSMENT OF RISK

114. The College report '*Monitoring of College Performance & Assessment of Risk*' was received. The Board has agreed a framework for the monitoring of College performance and assessment of risk. The Committee is responsible for making assessments in the area of student experience, teaching & learning. Assessments are to be carried out at each meeting of the Committee through a standing agenda item '*Monitoring of College Performance & Assessment of Risk*', with an overall assessment for each of the two areas being made available to the Board.

115. Once the assessments have been agreed, the Committee, in conjunction with College management, will agree on the overall assessment (Red for concern/risk, Amber for some concern/some risk or Green for no risk/no concern) to be made for the area of student experience, teaching & learning.

116. There were no 'Red' assessments reported to the Committee. 'Amber' assessments (some concern/some risk) were reported for 16-18 recruitment, HE recruitment and 19+ apprenticeship achievement, GCSE maths and English and Functional Skills, and learner progress into HE.

117. Following the review of the assessments, it was **RESOLVED** to inform the Board of the following overall assessment:

Student experience, teaching & learning	NO CONCERN/NO RISK
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RISK REGISTER REVIEW

118. The Audit Committee, at its meeting on 04 July 2017, agreed the following:

- (i) For each Committee of the Board to review, at each meeting, those risks from the Strategic Risk Register falling within the scope of the Committee's terms of reference, and to report the outcomes of this review to the Audit Committee;
- (ii) For each Committee of the Board to be asked if any new risks were identified during their meeting/s needing to be reported to the Audit Committee.

119. Made available for the Committee to review were those risks that fall within the terms of reference of the Committee taken from the Strategic Risk Register.

120. Following review, the Committee was assured that the mitigation plans to address the current risks were adequate and fit for purpose and no changes were proposed by the Committee.

121. In terms of any new risks identified during this meeting, for inclusion on the risk register, it was agreed that no new risks were identified.

ANY OTHER BUSINESS

122. It was confirmed that, in future reports, the key issues, along with the actions being taken, will be summarised on the coversheet to assist better the Committee.

DATE OF NEXT MEETING

123. 14 June 2018 @ 09.30 a Hadlow

The meeting closed at 11.50

Signed: _____ Date: _____

SUMMARY ACTION LIST

MIN REF	DETAILS OF RESOLUTION/ACTION POINT	Who	Review Date
81	The Executive to take into account the points raised by the Committee and for the proposed Achievement targets for 2017/18 to be subject to further review from the Executive, with any revised targets made available to the March Board meeting for approval.	Executive	14/6/18
88	KAFEC has agreed to share attendance data from Kent Colleges and it was agreed to incorporate this data in future attendance reports.	Executive	14/6/18
89	In future attendance reports, to report on attendance against each student's primary learning goal as well as overall attendance.	Executive	14/6/18
107	Final destination report is targeted to be completed by March 2018 and would be made available at the summer term meeting of the Committee.	Executive	14/6/18

122	In future reports to the Committee, the key issues from the report, with the actions being taken to address, will be summarised on the coversheet to assist better the Committee.	Executive	14/6/18
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