



## MINUTES OF THE MEETING OF THE CURRICULUM & QUALITY COMMITTEE HELD 24 MAY 2018

**Present:** Mr H Guntrip  
Ms T Bruton  
Mr P Hannan  
Mr P Morris  
Ms P Worrall  
Ms S Wiseman

**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

124. Chair welcomed everyone to the meeting. Apologies were received from Mr M Hooper.

125. 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.

### COVERSHEETS

126. It was reported that the coversheets are in the process of being populated with more information and key points from the accompanying report - in essence, an executive summary of the report.

127. Actions to implement quality improvements to be cross-referenced on the coversheet to the Quality Improvement Action Plan (QIAP). So the paper presented will be more of a 'factual' paper with corrective actions summarised in the QIAP. If not covered in the QIAP, the coversheet will summarise corrective actions to give assurances to the Committee.

### MINUTES

128. It was **RESOLVED** to approve the minutes of the meeting of the Curriculum & Quality meeting held 08 February 2018 as an accurate record and to authorise the Chair to sign the minutes.

### SUMMARY ACTION LIST & MATTERS ARISING

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

MIN REF	DETAILS OF RESOLUTION/ACTION POINT
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.
88	KAFEC has agreed to share attendance data from Kent Colleges and it was agreed to incorporate this data in future attendance reports.
89	In future attendance reports, to report on attendance against each student's primary learning goal as well as overall attendance.
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.
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.

## STUDENT ATTENDANCE 2<sup>nd</sup> TERM

130. The '*Student Attendance Report*' for Term 2 was received. The following data was presented to the Committee:

- Overall FE attendance at the end of week 37 was at 90.94% which represented a marginal decline of 0.66 percentage points from the corresponding period in 2016/17 which recorded a figure of 91.6%, however this remains marginally ahead of the 2016/17 full year attendance of 90.49% by 0.45 percentage points.
- HE attendance at 86.7% was marginally ahead of the same period last year which recorded 86.15% attendance and up 1.26 percentage points against the 2016/17 full year attendance of 85.44%.
- Overall attendance for Functional Skills was at 88.0%, marginally below both the corresponding period for 2016/17 which recorded 88.86% and the full year attendance of 88.23%.
- Overall GCSE attendance for the year-to-date was at 87.42%, up 1.08 percentage points against the corresponding period last year of 86.34% and up 1.96 percentage points against the 2016/17 full year attendance of 85.46%.

131. No issues of concern were reported to the Committee and it was **RESOLVED** to note the report.

## LESSON OBSERVATION REPORT

132. 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.

133. The current judgement profile for term one and two against the annual target for 2017/18 (as at 10th April 2018), for 136 judgement observations (highest judgement achieved) was reported as follows:

<b>Expert Target</b>	Expert Actual	<b>Innovative Target</b>	Innovative Actual	<b>Develop. Target</b>	Develop. Actual	<b>Supported Target</b>	Supported Actual
<b>25%</b>	36% (50)	<b>65%</b>	57% (77)	<b>10%</b>	16% (8)	<b>0%</b>	1%(1)
% Expert and Innovative		93% (136) Target 90%					

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

135. *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.*

136. In response it was stated that in-year analysis showed that 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 are focusing on 'development windows' for individuals and groups of staff to focus on development of skills which has 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 second term demonstrates the improvement in the skills of staff, however learning walks identifies that this is not a consistent approach. The College recognises the impact will take time to develop skills, however what is important is that the development is individualised and encourages teachers to take ownership for their needs giving them greater autonomy for the development. The year will end with a Teaching and Learning Fair celebrating the 'Supported Experiments' staff have under taken.

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

## **DESTINATION REPORT 2016-17**

138. The Student Destination Report 2016-17 confirmed the following headline data:

- The number of completing students for 2016/17 and 2015/16 was almost identical.
- The overall number of No Responses has increased by 12 percentage points to just over 20% of the completing students.
- The 16-19 cohort showed the greatest increase in No Responses. Majority of these were due to the phone not being answered.
- The number of positive destinations (of Known Outcomes) has increased by 2 percentage points overall. HE learners have seen the largest increase (8 percentage points) whereas Level 1 have seen a 4 percentage point decrease.
- Only 6% (23 students) of vulnerable students were identified as Not in Education, Employment or Training.
- For vulnerable students the number of positive destinations was 1 percentage point lower than for students overall. The vulnerable students with the lowest positive outcomes were those within the

Postcode Deprivation category. The vulnerable students with the highest positive outcomes were the High Needs Learners at 99%.

139. The Committee welcomed the excellent destination data which gave a series of strong messages on the destination of students. It was agreed that the strong destination data should be used in marketing the College.

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

### FUNCTIONAL SKILLS/GCSE REPORT

141. 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

142. 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.

143. 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	48		3,230	405,170
Achievement %	53.6 %	73.1 %*	81.3 %	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	62		3,200	394,110
Achievement %	57.8 %	70.6 %	61.3 %	73%	63.9 %	58.7 %

144. 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)

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

## **QUALITY IMPROVEMENT ACTION PLAN – FURTHER EDUCATION**

146. 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.

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

## **QUALITY IMPROVEMENT ACTION PLAN – HIGHER EDUCATION**

148. 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.

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

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

## **EXCEPTIONAL SAFEGUARDING REPORT**

151. The '*Exceptional Safeguarding Report*' provided an overview against several key areas, these being:

1. Legislative Compliance, changes and CPD
2. Safeguarding and Prevent area themes or concerns
3. External Partnership
4. Referrals

152. The report confirmed there were no significant Safeguarding or Prevent concerns reported for this term and the report was made available for information sharing.

153. To avoid any potential identification of a student, it was **AGREED** that in future reports not to name schools in the referral table and to replace the name with the general statement 'Referral from a School'.

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

## **MONITORING OF COLLEGE PERFORMANCE & ASSESSMENT OF RISK**

155. 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.

**156. 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.**

157. 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.

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

Student experience, teaching & learning	<b>NO CONCERN/NO RISK</b>
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**RISK REGISTER REVIEW**

159. The Audit Committee has 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.

160. 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

161. 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.

162. 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**

163. There was no other business.

**DATE OF NEXT MEETING**

164. Thursday 15 November 2018 @ 09.30

The meeting closed at 11.50

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**SUMMARY ACTION LIST**

MIN REF	DETAILS OF RESOLUTION/ACTION POINT	Who	Review Date
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126 & 127	<p>It was reported that the coversheets are in the process of being populated with more information and key points from the accompanying report - in essence, an executive summary of the report.</p> <p>Actions to implement quality improvements to be cross-referenced on the coversheet to the Quality Improvement Action Plan (QIAP). So the paper presented will be more of a 'factual' paper with corrective actions summarised in the QIAP. If not covered in the QIAP, the coversheet will summarise corrective actions to give assurances to the Committee.</p>	Executive	15/11/18
153	To avoid any potential identification of a student, it was <b>AGREED</b> that in future reports not to name schools in the referral table and to replace the name with the general statement 'Referral from a School'	Executive	15/11/18