**MINUTES OF THE MEETING OF THE CURRICULUM & QUALITY COMMITTEE
HELD 09 FEBRUARY 2017**

Present: Mr H Guntrip (Chair)
                     Mr P Hannan
                     Ms T Bruton
                     Professor S Lea
                     Mr P Morris
                     Ms S Lowen
                     Mr G Coshall
                     Ms R Mather
In attendance:
                     Mr J Allen
                     Mr M Lumsdon-Taylor
                     Dr L Pamphilon
                     Ms B Cleves
                     Mr D Payne

The meeting started at. 09.30

WELCOME, APOLOGIES & DECLARATION OF INTERESTS

52.   The Chair welcomed everyone to the meeting. There were no apologies.

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

MINUTES

54.   It was **RESOLVED** to approve the minutes of the meeting of the Curriculum & Quality meeting held 10 November 2016 as an accurate record and to authorise the Chair to sign the minutes.

MATTERS ARISING

55.   There were no matters arising from the minutes.

INSTITUTIONAL TARGET SUCCESS RATES 2016/17

66.   The College report '*Target Institutional Success Rates 2016/17'* was received The College has set its intuitional targets for 2016/17 as outlined in the report and the Committee is asked to recommend the targets for Board approval.. The core targets reflect the realistic projections for retention and success for the current financial year.

A number of courses have shown outturn achievement rates at 100% - this has been targeted at a consistent level. Whilst it is impossible to completely predict retention rates, it is expected that all students that are retained achieve their primary learning goal. On that basis, achievement targets have been set close to 100%. This is consistent with previous year working methodology. Retention and achievement targets have been set realistically against last year's actual with a close reconciliation to the previous year's target. Level 2 and level 1 programmes have been set for stretch and challenge in terms of success rate targets. The College targets show a balanced approach at all levels.

67.   It was reported a new methodology has been introduced on how success rates are to be recorded, with the change from 'levels' of student to type of 'qualification', and to include functional skills performance and GCSE outcomes within core rates. It was confirmed the College currently sets targets based on QSR (Qualification Success Rate) and non-QSR as these are historical measures used. Future reporting will be based on QAR (Qualification Achievement Rate) to align the College reporting with the measures recently introduced by the Skills Funding Agency. It was confirmed that at the June strategy meeting Governors will received a presentation on the changes made to reporting on achievement rates.

68.   Members discussed in detail some of the more challenging targets proposed and a debate was held on whether the approach should be to set 'aspirational' targets or more 'realistic' targets. The agreed view of the Committee was that as an 'Outstanding' College, it was only right to set 'aspirational' targets to maintain the high standards already achieved by the College. However, where 100% targets have been set for retention, a more realistic approach should be taken, as it is most unlikely that all students would be retained. It was agreed to revise the retention target for 16-18 entry level from 100% to 93% to be in line with the target set for Level 1.

69.   The Committee sought an explanation on why the overall success rate (non QSR) target was proposed at 90% against 92% achieved in 2015/16. Similarly, for QSR, the success rate target was proposed at 84% against 87% achieved in 2015/16. In response it was stated 2015/16 was an exceptional cohort which distorted the data. and therefore the proposed targets for 2016/17 are both aspirational and realistic.

70.   It was **RESOLVED** to recommend that the Board at its meeting on 16 March 2017 be asked to approve the Success Rate targets for 2016/17 – copy of the targets attached to the minutes.

STUDENT ATTENDANCE

71.   The '*Student Attendance Report'* as at week 23 was received.

72.   Full time FE attendance was recorded at 92.1%, compared with 92.52% for the same period last year. Full time HE attendance was recorded at 87.41% compared against 88.2% for the same period last year.

73.   Five of the twelve curriculum areas for FE met the attendance target of 93%. Of the remaining seven, all but Animal Care (at 89.49%) had attendance in excess of 90%.

74.   Lateness for FE currently stands at 2.20%, compared against 1.87% for the same period last year.

75.   Functional Skills attendance was confirmed at 88.87% as against 89.21% for the same period last year. For GCSE, attendance was at 87.75% as against 83.48% for the same period last year, an increased of over 4%.

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

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

LESSON OBSERVATION REPORT

78.   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 take away the 'fear' factor that sometimes is 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.

79.   From September 2012 teaching, learning and assessment has become, in effect, a limiting grade under the Common Inspection Framework and this has continued under the new 2015 Common Inspection Framework. Therefore teaching, learning and assessment continues to be a key priority for the Lesson Observation team through formal '45 minute' observations and Faculty Learning Walks, which are unannounced. In addition, Leaders and Managers carry out regular learning walks of their staff to provide development and support. This also allows Managers to identify staff who are not performing to the highest standards and put in place appropriate action.

80.   The judgement criteria used by the Lesson Observation team focuses on a combination of teacher and learner activities and the impact teaching has on learning and on an individual learner's success. The overall judgement is an assessment of the learning and progress that has taken place.

81.   When new staff join the College they are in probation for six months. Within the first term new, unqualified, staff will receive a supportive observation with an indicative judgement. New staff who are qualified receive a formal observation within their first term of employment.

82.   The overall lesson observation profile for term one of lessons being judged as Expert, or Innovative is 80%. The target profile for 2016/17 is 90% (this remains in line with last year and is highly aspirational, in spite of the removal of those staff who have received two grade 1 observations in the last two years from the formal observation process). The current 80% status reflects the focus of observations carried out this term. Observations have been prioritised according to those who were in 'Supported Development' at the end of 2015/16 and were due for a re-observation and those staff who were judged as lower risk based on previous observations. Those judged as higher risk were prioritised for support to initially support their development and were then observed towards the end of term one. Changes to the observation process mean that staff are told when they will be observed and learning walks are being carried out in addition to formal lesson observations to assess the consistency of teaching, learning and assessment skills in key areas of development Analysis of the observation reports in 2015/16 identifies that there is a need to provide further training to staff

specifically in relation to differentiation, use of technology and stretching learners to enable them to achieve.

83.   The Committee sought a further explanation on how staff develop differential teaching skills and are able to stretch and challenge to enable students to make progress. In response it was explained this required a significant culture change on how staff prepare for teaching with the focus being on individualisation of teaching. Through the CPD programme and through the sharing of good practice, staff are shown how to stretch and challenge each individual student and how to differentiate their teaching to meet the individual needs of students.

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

FUNCTIONAL SKILLS/GCSE REPORT

85.   The College report '*Functional Skills and GCSE Update*' was received. The report outlined the actions being taken to seek continuous improvement and the report included a copy of the English & Maths Action Plan.

86.   The report covered the following areas:

- Study Programmes
- Teaching Learning & Assessment
- Learner Walks
- Attendance
- Achievement, Success and Retention

87.   Student progress is monitored using student trackers that record marks obtained in formal class assessments, homework and classroom tasks. Students and classes are 'RAG' rated using this information. This 'RAG' information is monitored by the Head of Faculty and Team Leaders on a monthly basis and via the Curriculum Improvement meetings on a termly basis. Marked work is standardised via regular team meetings.

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

APPRENTICESHIP TERMLY REPORT

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

90.   Success at Period 5 currently sits at 65.5% of the leavers having achieved their framework. The current best case is 83% with 56 learners still able to achieve their qualification in the current academic year. Invariably there will be some leavers who leave without completing their qualification.

91.   A key risk identified is the introduction from April of the Apprenticeship Levy. It was confirmed this risk is subject to on-going close scrutiny from the Executive as the final details have still to be announced on how the Levy will work and the financial value of the Levy.

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

QUALITY IMPROVEMENT ACTION PLAN – FURTHER EDUCATION

93.   The '*Quality Improvement Action Plan'* for further education was received. The Quality Improvement Action Plan (QIAP) was put into place to address the areas for improvement identified in the College's self-assessment report 2015/16. Each area is broken down into targets and assigned to managers for implementation and monitoring. The QIAP focuses on high priority levels that need to be addressed in order to secure improvements in performance aligned to the Mission and Strategic Objectives of the College.

94.   It was confirmed the QIAP is monitored through termly Senior Management Team and Executive meetings. The QIAP is reported to the Curriculum and Quality subcommittee and to the full Governing Body on a termly basis.

95.   The Committee received assurances that there is in place a robust monitoring framework to oversee continuous quality improvement. The College has a culture of continuous quality improvement, which cascades through the organisation and ensures that all Curriculum areas and Support areas have improvement plans. These are monitored through the Curriculum and Support area team meetings and are scrutinised at Curriculum and Support Area Health Checks, which are carried out by the Quality Improvement Team.

96.   The main areas for improvement identified in the QIAP include:

- Improve success rates in the minority of areas that are not meeting internal targets or National Rates
- Improve English and mathematics Functional Skills success rates to a minimum of 65% with specific focus on the success rates at Level 2 and improve GCSE success rates at Grade C or above to a minimum of 40%
- Improve elements of teaching, learning and assessment to be consistently good or outstanding in all Faculty areas
- Review and development of Leadership and management at Faculty and Course Management level
- To further develop and standardise e-learning
- To develop a culture of high quality performance through the use of coaching and mentoring across the College which supports creativity
- To continue to improve the quality of the apprenticeship experience
- Improve progression of students into positive destinations and employability of learners – including employability skills, careers and preparation for work and links with employers
- Embed British values, prevent and safeguarding to ensure students and staff are confident of their role in keeping students safe and raise the profile of the relocated Careers Hub
- Development of review and procedures for ECHP

97.   The Committee reviewed in detail the actions be taken, or those planned to be taken, to address each of the main areas for improvement identified in the QIAP.

98.   The Committee welcomed confirmation of there being no 'Red' RAG assessment against any of the actions/targets required. Although there remain several 'Amber' RAG assessments, it was noted that this was more of a timing and no issues of concern were reported to the Committee on any of the 'Amber' assessments.

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

QUALITY IMPROVEMENT ACTION PLAN – HIGHER EDUCATION

100.   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 meeting, senior management team meetings and by this Committee.

101.   The areas for improvement identified in the action plan covered the following key areas:

- Assuring and enhancement academic quality
- Information about higher education
- Enhancement

102.   One 'Red' RAG assessment was noted – trial the effectiveness of text based communication to students on HE information such as room changes to lessons.

103.   Although there remain several 'Amber' RAG assessments, it was noted that this was more of a timing and no issues of concern were reported to the Committee on any of the 'Amber' assessments.

104.   It was **RESOLVED** to note the QIAP for higher education.

STUDENT DESTINATION REPORT 2015/16

105.   The '*Student Destination Report 2015/16'* 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 2017 and would be made available at the summer term meeting of the Committee.

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

ANNUAL EQUALITY, DIVERSITY & WIDENING PARTICIPATION REPORT 2015/16

107.   The '*Annual Equality, Diversity & Widening Participation Report 2015/16'* was received (copy attached to the signed minutes).

108.   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

109.   It was confirmed the report is more robust compared to the 2014/15 report, as more reliable data is now available post the acquisition of the College. The previous 'K' College had little data of any value on equality and diversity.

1. **Year End Success and Institutional Targets by Age 2015/2016 (non QSR): Overall Rate**

	16-18		19+	
	Target	Actual	Target	Actual
2013/2014	90%	89%	88%	87%
2014/2015	91%	90%	89%	89%
2015/2016	91%	89%	90%	92%
2016/2017	91%	TBA	90%	TBA

2. **Headlines - Institutional Success Rates 2015/2016 (QSR)**

	16-18		19+	
	Target	Actual	Target	Actual
QSR 2014/15	-	82%	-	83%
QSR 2015/16	84%	82%	84%	87%

3.a Year End Success: Core Retention and Achievement Table (Non QSR): Institutional Targets 2016/2017

		16-18					19+				
		National Rate 14/15	Actual Institutional Rate 15/16	Institutional Target 15/16	Variance: Actuals v Target 15/16	Institutional Target 16/17	National Rate 14/15	Actual Institutional Rate 15/16	Institutional Target 15/16	Variance: Actuals v Target 15/16	Institutional Target 16/17
Entry Level	Success Rate	73%	91%	100%	-9%	90%	92%	94%	-	-	-
	Retention	90%	91%	100%	-9%	90%	94%	94%	-	-	-
	Achievement	81%	100%	100%	0%	100%	97%	100%	-	-	-
Long Level 1	Success Rate	73%	89%	93%	-4%	93%	89%	96%	98%	-2%	98%
	Retention	90%	91%	93%	-3%	93%	92%	96%	98%	-2%	98%
	Achievement	81%	98%	100%	-2%	100%	94%	100%	100%	0%	100%
Long Level 2	Success Rate	76%	86%	93%	-7%	93%	92%	91%	88%	3%	89%
	Retention	92%	91%	94%	-3%	94%	95%	91%	98%	-7%	98%
	Achievement	82%	95%	98%	-4%	98%	97%	99%	94%	5%	96%
Long Level 3	Success Rate	87%	89%	91%	-2%	91%	94%	87%	93%	-6%	93%
	Retention	91%	90%	91%	-1%	91%	95%	87%	92%	-5%	92%
	Achievement	95%	98%	100%	-2%	100%	98%	100%	100%	0%	100%

Note: Metric for Targets 2016/17 – Where 2015/16 actuals have not achieved target then the 2015/16 Target is retained for the 2016/17 Target. If 2015/16 actuals have met target but do not represent an increase of 5% or more the 2015/16 actual figure +1% are used for 2016/17 Target. If 2015/16 actuals have exceeded target by 5% + then the 2015/16 actuals figure +2% are used to represent the 2016/17 Target. (Normalised by exception).

3.b Year End Success: Core Retention and Achievement Table (QSR): Institutional Targets 2016/2017

		16-18					19+				
		National Rate 14/15	Actual Institutional Rate 15/16	Institutional Target 15/16	*Variance: Actuals v Target 15/16*	Institutional Target 16/17	National Rate 14/15	Actual Institutional Rate 15/16	Institutional Target 15/16	*Variance: Actuals v Target 15/16*	Institutional Target 16/17
Entry Level	**Success Rate**	73%	81%	89%	-8%	89%	92%	69%	93%	-24%	93%
	Retention	90%	84%	89%	-6%	89%	94%	91%	93%	-3%	93%
	Achievement	81%	97%	100%	-3%	100%	97%	76%	100%	-24%	100%
Long Level 1	**Success Rate**	73%	75%	91%	-16%	91%	92%	76%	98%	-22%	98%
	Retention	90%	88%	93%	-5%	93%	94%	88%	98%	-10%	98%
	Achievement	81%	85%	98%	-13%	98%	97%	86%	98%	-12%	98%
Long Level 2	**Success Rate**	76%	78%	93%	-16%	93%	92%	87%	88%	-1%	88%
	Retention	92%	92%	94%	-2%	94%	95%	91%	98%	-7%	98%
	Achievement	82%	85%	98%	-13%	98%	97%	95%	90%	5%	92%
Long Level 3	**Success Rate**	87%	89%	88%	1%	89%	94%	87%	84%	3%	85%
	Retention	91%	90%	91%	-1%	91%	95%	87%	88%	-1%	88%
	Achievement	95%	98%	99%	-1%	99%	98%	100%	97%	3%	100%

Note: Metric for Targets 2016/17 – Where 2015/16 actuals have not achieved target then the 2015/16 Target is retained for the 2016/17 Target. If 2015/16 actuals have met target but do not represent an increase of 5% or more the 2015/16 actual figure +1% are used for 2016/17 Target. If 2015/16 actuals have exceeded target by 5% + then the 2015/16 actuals figure +2% are used to represent the 2016/17 Target. (Normalised by exception).

4. Year End Success: Functional Skills Retention and Achievement Table: Institutional Targets 2016/2017

		16-18					19+				
		Actual Institutional Rate 15/16	National Rate 14/15	Targets 15/16	Variance: Actuals v Target 15/16	Targets 16/17	Actual Institutional Rate 15/16	National Rate 14/15	Targets 15/16	Variance: Actuals v Target 15/16	Targets 16/17
All Functional Skills	Success Rate	60%	73%	70%	-10%	70%	45%	92%	67%	-22%	67%
	Retention	86%	91%	88%	-2%	88%	86%	95%	86%	-1%	86%
	Achievement	70%	81%	84%	-14%	84%	53%	97%	78%	-25%	78%
Maths	Success Rate	53%	73%	66%	-13%	66%	31%	92%	62%	-31%	62%
	Retention	85%	90%	88%	-3%	88%	89%	95%	84%	5%	91%
	Achievement	63%	81%	87%	-24%	87%	36%	97%	83%	-48%	83%
English	Success Rate	68%	73%	74%	-6%	74%	63%	92%	70%	-7%	70%
	Retention	87%	91%	89%	-2%	89%	82%	94%	87%	-6%	87%
	Achievement	78%	81%	83%	-5%	83%	77%	97%	75%	2%	76%

5. Year End Success: GCSE Retention and Achievement Table: Institutional Targets 2016/2017

		16-18				19+			
		Actual Institutional Rate 15/16	Targets 15/16	Variance Actuals v Target 15/16	Institutional Target 16/17	Actual Institutional Rate 15/16	Targets 15/16	Variance Actuals v Target 15/16	Institutional Target 16/17
# GCSE Mathematics *	Success	88%	80%	8%	90%	73%	60%	13%	75%
	Retention	93%	90%	3%	95%	91%	70%	21%	93%
	Achievement	95%	89%	6%	97%	80%	78%	2%	82%
	A*- C Grades	14%	40%	-26%	40%	20%	40%	-20%	40%
# GCSE English *	Success Rate	81%	80%	1%	83%	89%	80%	9%	91%
	Retention	92%	93%	-1%	92%	89%	91%	-2%	91%
	Achievement	89%	87%	2%	91%	100%	90%	10%	100%
	A*- C Grades	37%	40%	-3%	40%	38%	60%	-23%	60%

Notes: *Success is based on grades A*-C. The College target success rates are: Maths 80% for 16-18 and 60% 19+; English 80% for both 16-18 and 19+.Small variations in variances from actual to target may arise due to rounding of percentages. (Normalised by exception).

Notes: # The grading structure year 2017/18 will change to the grades 1-9 (Note: grade 4 = Pass by funding)

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

CURRICULUM STRATEGY 2017/18

111.   The College report '*Curriculum Strategy 2017/18*' was received. The report provided a summary of recent developments that have informed curriculum proposals with a summary of the new courses planned to be delivered. It was confirmed that the curriculum strategy is aligned to national priorities and builds on the current curriculum provision focused on land based and rural industries.

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

MONITORING OF COLLEGE PERFORMANCE & ASSESSMENT OF RISK

113.   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 with an overall assessment being made available to the Board.

114.   Once the assessments have been agreed, the Committee, in conjunction with College management, will then 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.

115.   One 'Red' assessment (high concern/high risk) was confirmed for student learner progression to HE. Of the remaining 31 KPIs, 5 were assessed as 'Amber' (some concern/some risk) and 26 were assessed as 'Green' (no concern/no risk).

116.   Following the review of 'Red', 'Amber' and 'Green' assessments, it was **RESOLVED** to inform the Board of the following overall assessment as 'Amber':

Student experience, teaching & learning	No Concern/No Risk

ANY OTHER BUSINESS

117.   The Chair thanked all Members for their contributions, and in particular, the the two student governors were thanked for their outstanding participation in the discussions that took place during the meeting. The value of the contributions made by the two student governors was a significant strength and helped the Committee to fulfil its duties in the monitoring of the student experience.

DATE OF NEXT MEETING

118.   Thursday 08 June 2017 @09.30

The meeting closed at 11.50

Signed: _____   Date: _____

Action Pont: To receive Student Destination Report 2015-16 at the summer term
                   meeting.