

## DN COLLEGES GROUP

### CURRICULUM, QUALITY and PERFORMANCE COMMITTEE

#### Minutes of the Meeting held on 8 November 2017 at The Hub, Doncaster

##### 1 Present

M. White (Chair), A. Briggs, G. Clarke, P. Grinell, G. Hinchliffe, N. Jackson, P. Senior, A. Tyrrell, K. Walker

**In Attendance:** J. Charles, K. Brentnall, J. M. Cooper, S. Hobden, M. Lochran, P. Pascoe, K. Sargent.

**Apologies** R. Brook, J. Doherty, I. Falconer, S. Lloyd, M. O'Reilly

##### 2 Chairmanship

It was agreed unanimously that M. White take the Chair. It was agreed that there was no requirement for a Vice-Chair; in the event that the Chair was unavailable to attend a meeting, a Chair for that meeting will be appointed from the members present. M. White took the Chair.

##### 3 Declarations of Interests

Members were reminded to declare any personal or financial obligation, allegiance or loyalty which would in any way affect decisions in relation to the subjects under discussion.

##### 4. Terms of Reference

Members noted and approved the Terms of Reference for the Performance and Quality Committee which had been prepared for North Lindsey College. It was agreed that these Terms of Reference would be in place for the DN Colleges Group Curriculum Quality and Performance Committee for the transition year, i.e. to 31 July 2017. Members noted that the Corporation Board Task and Finish Group is currently reviewing all Committees and terms of reference to ensure the responsibilities of the Board are met for all aspects of the Colleges' provision throughout the group. Revised Terms of Reference will be presented to a future meeting of this committee in due course. Any comments to be directed to the Clerks.

All

##### 5 Presentation on Technical Qualifications

SH gave a presentation on the Introduction to T Levels.

The post-16 skills plan, published in July 2016 is an ambitious framework to support young people and adults to secure a lifetime of sustained skilled employment and meet the needs of a growing and

rapidly changing economy.

T Levels are new Technical Study Programmes that will sit alongside apprenticeships within a reformed skills training system. The reforms will deliver the recommendations from the Independent Panel on Technical Education, chaired by Lord Sainsbury and will include the introduction of a new framework of 15 technical routes to skilled employment, covering classroom based training programmes (T Levels) and work based programmes (Apprenticeships).

All post 16, students will be presented with the choice of academic or technical options. The academic option is already well established, i.e. A levels then university. The technical option will prepare individuals for skilled employment which requires technical knowledge and practical skills valued by industry. T Levels and Apprenticeships will be two different but equally valid routes to skilled employment

Study programmes based around T Levels will generally be studied over 2 years and will include a new technical qualification taught in a classroom, workshop or simulated work environment. The programme will include a substantial work placement of up to 3 months as well as English, maths and digital content.

The T Level programme will be taught full time in a college or other provider with a minimum of 45 days spent on an occupationally relevant work placement. Individuals will be assessed at the end of the programme to test and certify skills. Students who pass all parts of the programme will be awarded a T Level certificate

It is acknowledged that some students will not be ready to access technical education when they leave school at 16 and therefore a transition period will be offered where applicable to allow them to develop the skills needed to progress either to the technical option, the academic option or a traineeship.

Implementation will be staged over the next few years with full implementation for all providers in 2024. Work will start on planning and preparation, funding, engagement of students and employers and initial advice and guidance. Both Doncaster College and North Lindsey College have applied for pilot funding, which is available to support the increased requirements for relevant work experience.

## 6 **North Lindsey College** **6.1 Minutes**

The minutes of the North Lindsey College Performance and Quality Committee meeting held on 15 May 2017 were approved as a true record and signed by the Chair.

### **Action Points / Matters Arising from Minutes**

Date	Item	Action Point	Action
6.2.17	10	Consideration will be given to the resources available via the Leadership Foundation regarding the governor development programme (carry forward)	Clerk
	12	Contact will be made with the local authorities and an invitation issued to address the Corporation Board regarding local business initiatives (carry forward)	AVT

## **6.2 Achievements and Success Rates 2016-17**

ML presented an update on the projected outcomes for 2016-17 across Further Education and Apprenticeships. The College Self Assessment Report has been compiled and this will provide more detail of the performance across curriculum areas.

Of particular note:

### **Further Education**

- The College has reported outstanding outcomes for classroom based achievements in 2016-17 with a 3% increase for 16-17 (86%), Adults (93%) and overall (89%). These compare favourably with the 2015-16 national averages being +6% for all three categories.
- The College was above national average at all levels, i.e. Entry +6%, L1 +5%, L2 +11%, and L3 +2%
- There were no substantial differences with overall achievement based on gender, although adult males achieved slightly less well
- Students with learning difficulties achieved in line with other students. 16-18 High need students achieved above average while a small number of high needs adults achieved less well
- Students from a disadvantaged background achieved less well than those from a non-disadvantaged background
- The overwhelming body of students from BME backgrounds achieved very well
- The overwhelming majority of 16-18 students (91%) participated in meaningful work experience, a further improvement on the previous year, equating to 67,000 hours at 501 employers
- While overall achievement of GCSE English and maths continued to be high, the achievement of Grade C (4) and above fell by 2% to 24% and 18% respectively. For 16-18 students, Grade C (4) English fell by 1% whilst maths improved by 3%.
- The percentage of students with a Grade D on entry who achieved Grade C increased slightly with 48.8% achieving a Grade C (4) in English and 33.33% achieving a Grade C (4) in maths.
- The achievement of Basic English and maths has improved by

8% to 73% against a national average of 63%

- The provisional Value Added scores for English and maths have improved to 0.07 and -0.06 respectively
- Value Added data is not confirmed, but initial data indicates that point scores for Applied General Qualification have increased
- Minimum Standards (Adults) – the College is above the minimum standard for 12 out of the 14 categories. For AS provision there were only 2 entries and for Access to HE the College was below the minimum standard (70%) with only 61% of the 41 students achieving.

#### Apprenticeships

- Apprenticeships overall achievement rates fell slightly to 78% which is a fall of around 2%. This remains 8% above the national average. The fall was mainly due to issues with plumbing and the Just Care Clinic apprentices; the underlying issues are being addressed.
- Apprenticeship timely achievement rates are projected to improve by 3% to 67% which is above the national average. English and maths remains the main cause of late achievements and this has been actioned

*P. Senior arrived at this point*

The Self Assessment Report (SAR) is being finalised and it is anticipated that all curriculum areas will be rated Good or Outstanding

Targets for 2017-18 have been set and distributed to curriculum areas with a target for overall achievement of 90% and apprenticeships 80%.

In answer to questions ML said that a robust tracking system is in place which enables the tutor to know exactly how close to achievement each student is and each half term staff are set a priority for focus, e.g. attendance, up to date with course work, achieving higher grades etc. The techniques used are not adversarial; the culture is open and accountable and a team approach is used to address issues.

### **6.3 Quality Assurance Update, including the 2016/17 Self Assessment Report**

KJS presented an update on quality assurance activity and the final draft version of the Self Assessment Report for 2016/17.

The report included details of:

#### Complaints and Suggestions

15 complaints had been received during the year. All were actioned and signed off in accordance with procedure. The College's complaints procedure has been updated to reflect the ESFA contract details. Under the funding agreement, colleges are now required to inform the ESFA if subject to a safeguarding investigation from the local authority or police (which may be linked to a complaint).

5 suggestions were made during the year, an increase on 2015/16. The majority of these related to College services and facilities and have been actioned by the Business Services Director

Members noted the number of suggestions which was positive. In answer to a question regarding the number of complaints, KJS explained that the issues of concern were often minor and very few related to staff. All complaints and suggestions were encouraged and all were acknowledged and responded to.

#### Graded Lesson Observations

For the 2016/17 year, the graded lesson observation profile summary indicated :

Outstanding – 24%

Good – 63%

Requires Improvement – 12%

Inadequate – 1%

Overall grade 1-2 profile: 87%

The profile reflected 90 graded sessions

#### Surveys

The SFA FE Choices, Employer Satisfaction Survey was open from 27.3.17 to 28.4.17. 161 employers completed the survey, minimum response rate 149. The first interim report indicated overall Likely/Extremely Likely percentage for 'likelihood to recommend' is 83%. Full details will be available when the final report is published. The benchmarked NLC Staff Survey was open until 21.7.17 and completed by 277 members of staff (52% compared to 66% in 2016). Results are currently being analysed and will be shared in due course.

KJS

In answer to a question regarding the returns which were fewer than last year, it was noted that there had been a slight difference in the way the responses had been counted. The decline was due to a statistical anomaly rather than a significant reduction in the number of staff who responded (16 fewer than the previous year). Initial feedback indicated improvements from the previous year. It was also noted that Doncaster College staff had recently been asked to respond to the same benchmarked staff survey.

#### Self Assessment Report

The Quality Improvement Plan (QIP) for the College SAR 2015/16 has been monitored throughout the year to address the identified areas for improvement. The latest version was included in the report for information. Overall, good progress has been made, as evidence by the projected outturn figures.

The SAR for 2016/17 was included for comment and recommendation to the Corporation Board for approval. Overall, continued improvements have been made regarding achievement rates in vocational areas, progressing students English and mathematical skills

and their personal, social and employability skills. Summary judgements contained in the SAR are

Leadership and Management	Outstanding (Good)
Quality of Teaching, Learning & Assessment	Good (Good)
Personal Development, Behaviour and Welfare	Good (Good)
Outcomes for Students	Good (Good)
16-19 Study Programmes	Good (Good)
Adult Learning	Outstanding
(Outstanding)	
Apprenticeships	Good (Good)
High Needs Students	Outstanding (Good)
(grades in brackets are for 2015/16)	

All curriculum areas (subject to validation) have self assessed as Good or Outstanding, compared to 75% in 2015/16

Overall, the College is now in a very strong position with regards to all aspects of performance monitoring. A quality improvement plan arising from the 2016/17 SAR will be compiled following agreement of the SAR and monitored throughout 2017/18

It was noted that the SARs for each of North Lindsey and Doncaster Colleges will be submitted separately for 2016/17 and Ofsted will do a support visit this academic year or early next to give a baseline position. This will not result in a graded report.

It was agreed that the Self Assessment Report for 2016/17 be recommended to the Corporation Board for approval.

MW

#### **6.4 Further Education Update (Recruitment and English & maths performance)**

Members received a high level update on recruitment for 2017/18 and a summary of performance on English and maths 2016/17

- Enrolments for GCSE remains high, 515 maths, 649 English
- In GCSE maths there has been an increase in high grades, on last year (A-C) for 16-18 year olds, however due to a decline in high grades overall there was a 2% decline on last year. Overall students achieving came in at 87% against a national average of 79%
- In GCSE English last year, the new specification (all exam based) was adopted. This resulted in a very similar outcome as maths, with a 2% drop in high grades. Overall students achieving came in at 86% against a national average of 82%
- Enrolment for functional skills is 343 maths and 189 English. Students are only enrolled at either entry level or level 1.
- The performance table showed significant progress has been made against last year. Achievements for 19+ have remained

static however and is an area requiring improvement. Retention has been an issue this year and steps have been taken to improve

- Recruitment 16-18 = 1657, 19+ = 192 (these figures exclude withdrawals. This is slightly up on last year. 16018 were 254 below plan to date; 19+ are 24 below to date.
- Withdrawals 2017/18 to date 131; for the same period last year 234
- PiXL principles had been introduced across the whole FE Curriculum.
- Employability facilitators introduced across all curriculum areas
- Progression and Advice Coach now based in curriculum areas and line managed by the head of Performance for that area
- New process in place to address attendance issues
- Technical certificates introduced in some curriculum areas to replace old qualifications and in readiness for Technical Levels.

With reference to English and maths, it was noted that there was room for improvement although significant progress has been made. The students enrolling with Grade D are doing particularly well and an increased number are converting their GCSEs to Grade C, i.e. a significantly higher number than the national average for GFE establishments. Progress was less marked with converting E Grades.

In answer to a question, it was noted that the introduction of the PiXL principles had encouraged progress by giving a sharp focus on the students' progress at any specific time. Fine grading, i.e. working at D1, D2 or D3 was helpful to the tutor and the message had been rolled out to students that they are on the 9 steps to success. They could identify how many steps they needed to take to achieve their goal which had proved to be motivational among the English and maths students and had now been rolled out to all curriculum areas. It was acknowledged that a similar process applied to attendance could be useful. SH said that a recent innovation at North Lindsey was to show only the most recent 2 weeks of attendance. This way the student wasn't demotivated by having missed sessions earlier in the year.

Members were interested in the various methods of enrolment and induction into the different curriculum areas, particularly construction. It was explained that a focused recruitment approach at secondary schools was found to be successful in some areas and that there are over 100 events for potential students throughout the year.

It was agreed that a tour of curriculum areas at each of the Colleges be arranged for Members in the Spring term.

KB/SH

## **6.5 Apprenticeships**

JMC reported that 2017 has seen substantial changes to apprenticeships including the funding regulations and development of new apprenticeships standards.

The budget is set at £3.1m for 2017/18 and by 31.10.17 the indicative sales to date have secured £1.1m rollover from existing apprenticeships, £1.5m for starts from 1 May 2017 and planned starts of £90k for November 2017.

36 new apprenticeship standards have been introduced across a diverse range of curriculum areas including engineering, health and motor vehicle. A key risk is the lack of available End Point Assessment Providers. Apprenticeship teams are focused on early engagement with providers to mitigate risks and ensure contracting is in place

Due to the levy and organisation procurement policies, the College's provision has been put at risk, i.e. by the employers' tendering processes, and also means that there was often competition with national providers or universities. If the contract was large enough, it would also include European providers. The College has, however, been successful with a range of tenders including Jacobs and the local NHS Trust. A substantial risk is the volume and value of the British Steel contract which is worth approximately £1.2m in 2017/18.

A new apprenticeship structure has been implemented with the Business Development Director leading a management team of Heads, Operations manager and Training and Development Consultants

Due to growth in recruitment, new requirements for 20% off job training and to ensure consistency, Smart Assessor online platform is being implemented as a management and reporting tool.

Functional Skills achievement is being addressed through apprentices being enrolled on their FS within the first 2 weeks on programme and that FS are achieved within the first 6 months of their programme.

KB said that the Doncaster NHS Trust had included a clause within their tender process to ensure that it could work with local providers.

## **6.6 Governance Quality Improvement Plan**

The Governance Quality Improvement Plan for 2016/17 had been completed. A new Quality Improvement Plan, taking account of the requirements of the DN Colleges Group will be prepared by the Clerks to the Corporation and considered at a future meeting. Progress against the QIP will be monitored throughout the year.

Clerks

7 **Doncaster College**  
**7.1 Minutes**

The minutes of the Doncaster College Curriculum, Quality and Performance and Quality Committee meeting held on 27 September 2017 were approved as a true record and signed by the Chairman.

The Chair explained that a comprehensive analysis had been conducted at the Curriculum Quality and Performance meeting on 27.9.17 and reported to the Board on 18.10.17 on performance of the academic year and consideration given to how to effect improvements speedily. Overall, Governors acknowledged that improvements had been made but concerns remained about the speed of progress in some areas of the curriculum.

**Action Points / Matters Arising from Minutes**

<u>Date</u>	<u>Item</u>	<u>Action Point</u>	Action
7.6.17	6b 10	All action points were attributable to KB and would be addressed in the Quality Performance and Progress Report (Item 7ii)	
27.9.17	8	With reference to the HE items, it was noted that future monitoring reports will be given to the HE Performance & Quality Committee; the Head of HE at Doncaster will observe the meeting scheduled for 29 November 2017.	
	10	It was agreed that plans for Governors to visit the new off-site locations of HE provision be deferred until the Spring Term.	

**7.2 Quality and Performance Progress Report**

**Curriculum KPIs including management intervention / commentary / success rates**

*G. Clark left the meeting at this point*

KB reported that for FE classroom based delivery, there has been a 1.5% increase in overall achievement from 2015/16 to 82.6% and a 2.5% increase in achievement for 16-18 year old students to 79.3%. 19+ achievements remained consistent at 86.6%.

It was recognised that there have been improvements in English and maths achievements; a programme has been implemented to support the English and maths teams to improve the quality of Teaching, Learning and Assessment and raise performance levels. This support also included planning for delivery and enrolment for future cohorts which still require improvement.

Enrolments for 2017/18 for the 16-18 cohort remain above allocation

and the stretch target of 2564 was met. The focus is now on attendance, retention and where necessary, timely withdrawal of students.

HE achievements will be picked up at the HE Performance and Quality Committee.

Apprenticeship performance continues to improve with significant positive impact on the timely achievement rate and both overall and timely achievement rates now being above National Rates. For 2017/18, the capacity to deliver is being increased and particular attention being paid to effective delivery of Functional Skills and completion of progress reviews with students.

Members commented that a lot of learners enrolled with a complexity of issues and up to 30% were not ready to start learning on a full level 1 study programme. Consideration is being given to a Preparation for Learning Course. A number of interventions are already in place and it was agreed that additional information from schools and a review of the IAG process would be beneficial. Level 2 is better, i.e. 5% above the national benchmark. Level 3 is around national benchmark. Retention rate is really high; work is required to increase the achievement rate of these retained students.

It was requested that a report should be prepared for members about the changing student profile at both Doncaster and North Lindsey campuses; with particular focus being given to mental health, safeguarding issues and financial support.

#### Update on Performance Assessment Reviews (PAR) 2016/17

Details of the outcomes from the PAR for 2016/17 were included in the report. It was noted that there was a specific focus on performance improvement. Evidence was available to demonstrate accurate grading based on the data reports and written content. Moderation meetings were attended by Governors and externals from other Colleges. Nine curriculum areas have demonstrated an improved profile for overall effectiveness from 2015/16 performance. Two areas have a reduced profile, however a very detailed Quality Improvement Plan for each of these areas has accurately identified the required improvements and this will be closely monitored by the Head of Area and the Quality Manager.

Based on the curriculum area grades, the College's Self Assessment Report will reflect a Grade 2 for each aspect of the common Inspection Framework and will be completed by the end of November 2017 as planned.

Apprenticeship success rates and timely achievements have improved significantly. Structures within the department are now being considered to ensure staff were available to deliver blocks of provision

rather than infill within the timetable.

The Chair suggested that the presentation of data for consideration be reviewed in order to give Members clear indications of the relevant and prioritised information. AVT commented that the information and reports prepared for the Corporation Board members should be that used by the senior teams, with an executive summary highlighting the key points which are linked to the KPIs, the management response to any issues arising, updated to show emerging patterns and measured against finance. KB

### **7.3 Student Voice Programme 2017/18**

KB presented a report on the Student Voice Programme for 2017/18 showing how the College promotes the fundamental British Values of democracy and mutual respect. A large range of student voice activities and events were planned for 2017/18 including:

- Curriculum Lead Meetings (FE)
- Student Parliament Representative Training (FE)
- Student Parliament Meetings (FE)
- Student Enhancement and Partnership Committee Meetings (HE)
- Student Perception Questionnaires (FE/HE)
- Recruitment of Teaching Staff involvement (FE/HE)
- Lesson Observations (FE)
- Learning Walks (FE)
- Monitoring Reviews (HE)

Governors are invited to attend the Student Parliament events and were encouraged to take part where possible.

### **7.4 Strategic Risk Monitoring**

Members received a report identifying the risks currently impacting upon the Curriculum, Quality and Performance Committee. Risks are reviewed regularly by the Executive, the Assurance Management Group and the Audit Committee. This forms part of the internal committee process and risk identification is a standing agenda item at meetings with any issues then being escalated to the attention of the Assurance Management Group.

The Assurance Management Group has recently met and agreed a new risk to be added in relation to the transfer of Apprenticeship contracts to North Lindsey College in line with the merger on 1 November 2017. The risks applying to the Committee are:

- Risk 10 Student Experience, the maintenance of the high quality student experience and development of the student
- Risk 11 a-c Funding of Apprenticeships
- Risk 11d Engagement of new Apprenticeship provision

Risk 11e End point assessment for standards delivery  
Risk 11 f functional skills success in Apprenticeships  
Risk 12 Impact of English and maths upon College achievement rates and finance (Condition of Funding)

It was acknowledged that the merger on 1 November 2017 would bring numerous opportunities for sharing of good practice particularly for performance and quality, and also some risks with reference to culture and strategic planning. It was noted that this risk was included in the Corporate (Strategic) risk register.

## **8 Feedback to the Corporation Board**

The Chair detailed issues to be included in a feedback report to the Corporation Board regarding business of the CQP Committee:

Committee members :

1. were requested to feedback to the Clerks any comments about the TOR for the committee.
2. heard a detailed presentation by Steve Hobden on the new Technical Qualifications. Each site is to bid to be part of any pilot development.
3. will pick up outstanding action points from the NL committee meeting on 15 May 2017 at a future meeting.
4. asked a range of questions on the performance, quality assurance process, FE, Apprenticeship updates at North Lindsey.
5. recommended the North Lindsey College site SAR and at a later stage (once completed) the Doncaster College site PAR for approval by the Board. 3 Governors who attended the PARs meetings at Doncaster complimented the staff on the process.
6. agreed to further work on the Governance QIP by the Clerks.
7. noted progress reports on Curriculum KPIs, inclusion and student voice programme at Doncaster College site, and requested a report about student profile for both North Lindsey and Doncaster sites.
8. agreed that any changes to the format of Curriculum, quality and performance information and data presented to Governors should be firstly distilled from the same format used by the senior teams. For Governors, it should include a link to targets/KPIs, the management response to any issues arising, be updated to see emerging patterns and be measured against finance.
9. Shared a wide ranging discussion on the above topics in an atmosphere of cordiality, professionalism and trust.

## **9 Date of Next Meeting**

To be confirmed

Date	Item	Action Point	Who
6.2.17	10	Consideration will be given to the resources available via the Leadership Foundation regarding the governor development programme (carry forward)	Clerk
	12	Contact will be made with the local authorities and an invitation issued to address the Corporation Board regarding local business initiatives (carry forward)	AVT
8.11.17	4	Comments on the Terms of Reference to the directed to the Clerks.	All
	6.3	Results of the Staff Survey are currently being analysed and will be shared in due course.	KJS
		The North Lindsey College Self Assessment Report for 2016/17 be recommended to the Corporation Board for approval	MW
	6.4	It was agreed that a tour of curriculum areas at each of the Colleges be arranged for Members in the Spring term.	KB/SH
	6.6	A new Governance Quality Improvement Plan, taking account of the requirements of the DN Colleges Group will be prepared by the Clerks to the Corporation and considered at a future meeting	Clerks
	7.2	The Chair suggested that the presentation of data for consideration be reviewed in order to give Members clear indications of the relevant and prioritised information. AVT commented that the information and reports prepared for the Corporation Board members should be that used by the senior teams, with an executive summary highlighting the key points which are linked to the KPIs, the management response to any issues arising, updated to show emerging patterns and measured against finance.	KB