

## MINUTES OF A MEETING OF THE CURRICULUM QUALITY & PERFORMANCE COMMITTEE HELD ON 21 JUNE 2021

### Present

Angela Briggs	Governor
Ruth Brook	Governor
Thomas Burton	Governor
Ben Lawrance	Co-opted member
Mick Lochran	Chief Executive
Paul Scanlon	Governor
Paul Senior	Governor
Simon Stevenson	Staff Governor

The quorum for the meeting was five Members.

### In attendance

Kathryn Brentnall	Deputy CEO and Principal
Kit Sargent	Deputy Principal
Danny Fenwick	Vice Principal FE
Rachel Maguire	Chief People Officer
Alison Gray	Assistant Principal, Quality, Teaching, Learning & Assessment
Peter Doherty	Chief Operating Officer (Items 1 -3 only)
Tina Harrison	Director, Curriculum Support and PDBA
Joanne Platt	Interim Director of Governance / Clerk to the Corporation

The meeting was held on MS Teams and commenced at 5.00 pm.

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#### 1 Apologies

Apologies had been received from Louise Sharp.

#### 2 Declarations of Interest

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

There were no declarations of interest.

#### 3 Sustainability Group Update

The Chief Operating Officer attended the Committee to provide an update on the Group's newly established Sustainability Group, chaired by the Chief Operating Officer and which meets monthly. It was also noted that a Sustainability Link Governor role has been created for the new academic year to support the College's sustainability work.

The Sustainability Group has been established to support Strategic Objective SO9 - Cultivate and drive forward an ambitious whole-College approach towards net-zero emissions and reducing environmental impact through innovation and collaboration. It has five objectives.

The first is to positively engage staff and students in developing the College's sustainability agenda and embed climate responsibility into strategic planning,

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governance and staff development and in relation to this, it was noted that the Sustainability Group includes core staff and students, and that an introductory online survey had been issued to all staff and students to seek ideas on things the College can do in pursuit of its sustainability objectives and to promote existing initiatives. It was noted that the provision of more recycling facilities was a key suggestion from this survey.

In response, marketing activity has taken place with a new webpage, posters and plasma screens developed and that the Group has worked closely with the Director of Estates and Facilities and the Catering Manager on actions that can be taken, such as re-useable cups, food waste, suppliers, disposables, water use and oil recycling.

The second objective is to deliver carbon literacy training to staff and students and train teaching staff to incorporate sustainability into the curriculum for all courses. The College has signed up to the Carbon Literacy Project to access certified training, toolkits and resources, which are free to use subject to a £10 accreditation fee per individual.

The third objective is to develop and promote recycling, reduce energy use and implement renewable energy, and reduce emissions from travel to and from College sites and this includes the 2021 building improvement projects, incorporating ground-source heat pumps and solar photovoltaic panels, the North Lindsey College capital transformation project and the development of a Sustainability Action Plan.

The fourth objective is to identify and work with key partners, suppliers and communities to improve sustainable options and local biodiversity and it was noted that the College has signed the Global Climate Letter for Universities and Colleges, supporting a three-point plan - to mobilise more resources for action-oriented climate change research and skills creation, a pledge to reach net-zero by 2030 or 2050 at the very latest, and increasing the delivery of environmental and sustainability education across curriculum, campus and community outreach programmes with key partners (Doncaster Council and North Lincolnshire Council).

The fifth objective is to collect carbon footprint data and implement and develop measures and targets to monitor and promote sustainability achievements and it was noted that the Estates Department is to commission work to measure the College's existing carbon footprint baseline and to upskill on measuring emissions going forward. The Climate Action Road map has three steps – emerging, established and leading and the baseline will help the College to assess its position in relation to this.

Governors were interested in the Carbon Literacy Project and the toolkits available.

The Committee noted that climate change isn't currently specifically aligned to any committee, noting that its cross-cutting nature makes it the responsibility of the whole Board. However, it was noted that actions in relation to climate change and sustainability are currently reflected in the Audit and Risk Committee's QIP in 2020/21.

It was agreed that the slides from the presentation should be shared with all **Interim DoG** Governors.

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In response to a question from a Governor, it was confirmed that the College's waste contract was shortly due for renewal and that the College's expectations in relation to recycling will be set out in the contract specification.

*Paul Scanlon joined the meeting at 5.30 pm  
Peter Doherty left the meeting at 5.32 pm*

#### 4 Careers Vision and Plan

The Director, Curriculum Support and PDBA attended the Committee to provide an update to the Committee in relation to careers development support for students.

It was noted that the College uses the Gatsby benchmark, which includes benchmarks for a stable careers programme, learning from career and labour market information, addressing the needs of each pupil, linking curriculum learning to careers, encounters with employers and employees, experiences of workplaces, encounters with further and higher education and personal guidance.

The College has responded by developing career learning as a subject, embedding career learning in the curriculum and developing cross curricular career learning through enrichment activities and work placements. Students are introduced to the 'World of Work' through College Alumni and employer engagement. It is embedded in the curriculum for Digital, Maths, English and Enterprise and the College uses progression and destination data as a proxy for the quality of careers support.

The starting point for students is a self-assessment, leading to the development of individual career plans on a dedicated IT Platform, to be supported by Alumni. They learn career management skills that they need for their future career linked to the World of Work and how the course, work placement, employer engagement, visits, enrichment, Digital, Maths and English activities support future career paths.

Staff must understand their role, statutory requirements and the connectivity of all areas, embed this within their programme of study, Identify clear links to the world of work that students can relate to, use current industry knowledge and CPD and demonstrate how this has been used within the programme of study, Employer engagement, Alumni, visits, volunteering and enrichment should be embedded within programmes of study and on sessions planning linked to the world of work, and HE progression activity should be embedded throughout the year.

Staff should also understand when to refer students to the Careers Team, record and develop activity within curriculum areas on an Individual Curriculum Career Plan, identify areas in need of support, support students to complete assessments, activities and articulate their career roadmap, focus on students with special educational needs and disabilities and Looked after Children and engage with parents.

The College is engaged in a lot of activity to develop this work and it was noted that three key members of the Careers Team are completing Level 7 careers leader qualification and that the Standard Annual Continuous Improvement Check has been completed and received excellent feedback.

In addition, it was noted that the College wants all students to be physically, emotionally and socially well and has developed personal development, behaviour and attitudes (PDBA) sessions to support students. PDBA Curriculum Coaches

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have now been identified to support communication and work within curriculum areas.

Governors considered the expectations and responsibilities in relation to behaviour and attitudes and how this applies to the World of Work. In terms of personal development, it was noted that the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents. The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and helps them know how to keep physically and mentally healthy. At each stage of education, the provider prepares learners for future success in their next steps and prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Governors noted the significant amount of work that was underway in the College in response to PDBA, including curriculum planning, work placements, enrichment, student voice, a student support centre, Be Well activities, work with Sports England, coaching sessions, pastoral coaches, a FE Tutorials Network, Curriculum Careers and the Duke of Edinburgh Programme.

The Link Governor for Careers and IAG informed the Committee that the energy of the Careers Team was evident, and a new strategic group has been established of which she is a member and on which she will feed back to the Committee.

Governors acknowledged the 1-1 careers provision at Scunthorpe which is very much appreciated and asked that any gaps in career planning emerging from schools is fed back to schools to address.

*Tina Harrison left the meeting at 6.00 pm*

**5 Minutes of a meeting of the Curriculum Quality & Performance Committee held on 24 February 2021 and any matters arising**

The minutes were agreed as a true and correct record and will be signed by the Chair.

In relation to the actions, it was noted that actions 4 and 14 are complete and that action 10 is being led by the Deputy CEO and Principal and the Assistant Principal, Quality, Teaching, Learning & Assessment and will fall out of this year's SAR.

**AP QTLA**

In relation to action 14, it was noted that the Chair of the Committee had met with the Director of Governance and another Governor this week to review the QIP for the forthcoming year.

**6 FE Performance Update**

The Committee considered an update on recruitment and achievement, noting that forecasted achievement rates for 16-18 and 19+ provision are broadly in line with the previous year, signifying another excellent year's performance.

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16-18 achievement is forecast at 91% (the same as last year but a 7% improvement from 2018/19). Retention at 16-18 is forecast at 94% (the same as last year but a 4% improvement from 2018/19).

English and Maths forecasted achievement at 16-18 is 89% (English) and 90% (Maths) with a forecasted 34% (English) and 38% (Maths) at high grades. Both are broadly in line with last year but a significant improvement from 2018/19.

Forecasted achievement in Functional Skills (English) is slightly lower than last year and in 2018/19 but in Maths, a significant improvement is forecast. The decline in performance of English is attributable to the need to complete three papers, and it was noted that work will continue with students to enable their success.

Forecasted achievement at 19+ shows an improvement from last year and from 2018/19, although retention, whilst the same as last year is 2% lower than in 2018/19.

Current achievement rate for apprenticeships is 53.4% with a year-end forecast of 63%. This is a slight improvement on the previous year and significantly better than the national average of between 54% and 59%. It was noted that the national average is lower still for Apprentices Standards. Apprenticeship retention is also high.

The Committee noted the impact of the Pandemic on Apprenticeships, with some being furloughed, some unable to attend college for practical skills development during the extended lockdowns and some with delays to end point assessments. The key focus between now and the end of the academic year is to provide additional support for apprentices who will have completed their learning and / or are awaiting end point assessment by the end of July 2021.

Recruitment for 16-18 and 19+ students is significantly higher in comparison to the same time last year. Applications in relation to 16-18s were currently 5,151 compared to an allocation on 4,354, with an anticipated 4,800 enrolments by the start of the academic year. To date, applications are 565 higher than at the same time last year and progressions are also 180 higher than at the same time last year.

In relation to 19+, applications are current approximately 300 higher than at the same time last year. Apprenticeship starts are 200 higher than planned, with many starting in January 2021.

Acceptances for each curriculum area is being monitored to ensure these meet the curriculum plans and that the College has appropriate levels of staffing to meet growth in some areas as well as having robust plans for re-purposing staff in areas where recruitment is not yet at plan.

The delivery model for 2021/22 has been designed to replicate a pre-COVID model. Level 2 and below students will come into college for all their study programmes. Level 3 will have 2 days in college and one day online. These adaptations have been made to reflect feedback from staff and students, student's attainment and the missed social aspect that students benefit from whilst physically in college. This model is broadly in line with the FE sector. It is anticipated that social distancing will not be in place in September and therefore we can fully utilise classrooms and workshops. In the event of another wave of the Pandemic, the College will revert to the model applied this academic year.

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	<p>The Committee noted that the first T-Levels will start to be delivered at DNCG in September in Digital, Construction, Education (Childcare) &amp; Health. Significant preparations and investment of capital funding into building developments across both sites as well as increased staff training and CPD, puts the College in a strong position to provide a high-quality experience for students. Further T-Level pathways are in development for 2022/23 in Business &amp; Engineering.</p>	
	<p>Governors asked how many of the 37% of apprentices forecasted not to achieve were due to apprentices withdrawing from programmes due to redundancy, furloughed / breaks in learning or being unable to complete end point assessments and how many were due to a true failure to achieve. It was agreed that this information will be provided in future reports, to provide a more accurate picture of the Group's performance.</p>	DP FE
	<p>In response to a question from a Governor, it was confirmed that forecasted achievement at GCSE is more evidence based this year and it was noted that the high percentage of students who had achieved in the November 2020 examinations shows that the College is on an upwards trajectory.</p>	
	<p>Governors noted that some of the issues are out of the Group's control and asked what tolerance Ofsted is allowing for this. It was confirmed that Ofsted is focusing less on data and more on quality and new skills and behaviours to demonstrate strong provision.</p>	
	<p>It was noted that Governors had said in their year-end reviews that they want to have more engagement with students next year to gain better understanding of the learner experience.</p>	DoG
	<p><i>Danny Fenwick left the meeting at 6.25 pm</i></p>	
<b>7</b>	<p><b>Quality, Teaching, Learning and Assessment Update / Self-Assessment Arrangements 2020/21</b></p>	
	<p>The Committee considered a report on the proposed approach to completion of the self-assessment report (SAR), noting that the report will be completed by 1 September 2021. It was noted that as in previous years, the Education Inspection Framework (Ofsted) has formed the basis of the report and that nominated leads will construct the content in preparation for the validation panel. As part of the preparation, curriculum teams have been asked to predict their SAR grade this year, and significant improvements from the previous year with many grade twos and a significant number of grade ones have been noted. For example, the curriculum SAR predictions for the academic year 2020/21 show that 11 curriculum areas are considering an improved self-assessment grade, from grade 2 to grade 1.</p>	
	<p>Although there are some legacy issues which have meant that there is not yet complete alignment of provision across the two colleges, the College is in the advanced stages of moving towards this. There will be group curriculum area Quality Improvement Plans for the first time for the start of 2021/22 which will enable one curriculum area SAR grade for DNCG for the SAR for that year.</p>	
	<p>The Committee considered an extract from the draft SAR for 2020/21 showing the strengths and key areas for improvement identified to date, noting that these judgements will be subject to the usual moderation and validation activities.</p>	
	<p>Governors asked for the wording to be changed to show areas where the College is good with many areas where it is outstanding.</p>	

It was noted that the Group’s position overall is much stronger than at merger, when there were several Grade threes. At merger, there was a 6% - 7% difference in achievement rates between the two Colleges and it was noted that this is now less than 1% and would be better still without the impact of the Pandemic.

Governors noted the need to ensure quality induction is fast tracked for new staff recruited to address increased recruitment.

**7a Thanks**

On behalf of the Committee, the Chair thanked the Deputy Principal for her help and support over the last few years and wished her well for the future.

It was noted that responsibility for Teaching, Learning and Assessment will be handed over to the Assistant Principal, Quality, Teaching, Learning & Assessment and responsibility for statutory compliance in relation to safeguarding and equality and diversity will be handed over to the Chief People Officer.

**8 Review of Committee Terms of Reference and Workplan for 2021/22**

The Committee considered its Terms of Reference and cycle of business for 2021/22 which have been reviewed to align with the revised Scheme of Delegation considered by the Search and Governance Committee at its meeting on 19 May.

**RESOLUTION:** to recommend approval of the Committee’s revised Terms of Reference and Cycle of Business for 2021/22 to the Corporation Board for approval.

**9 Link Governor Update**

The Link Governor for Careers and IAG informed the Committee that she has now joined the IAG Strategy Group, referred to in Item 4.

The Chair of the Corporation informed the Committee that she is to be Link Governor for Adult Education in the new academic year. In her role as Link Governor for FE, she has provided a detailed report to the Search and Governance Committee, which will also be reported to the Corporation Board at its meeting on 7 July 2021.

The Chair of the Committee informed the Committee that he has worked closely with the Director of Estates and Facilities and the Health and Safety Manager this year and had attended the last quarterly Health and Safety Committee meeting. He noted that work was ongoing to develop a process for recording near misses, using QR codes and that there will be a greater focus on staff mental health awareness in the future. The Health and Safety Team has managed risks associated with the Pandemic very effectively, often working evenings and weekends as the needs arose. It was noted that a recent unannounced visit by the HSE had identified no issues of concern. It was agreed that health and safety should be embedded in the culture of the Group, with everyone taking responsibility.

**10 Governance QIP and Emerging Risks**

The Committee considered a report setting out the Committee’s position in relation to its QIP at the end of Term 2, noting the progress made since the QIP was last reported to the Committee.



<b>TABLE OF ACTIONS</b>			
<b>Date</b>	<b>Item</b>	<b>Action</b>	<b>Responsibility</b>
		breaks in learning or being unable to complete end point assessments and the % failing to achieve.  Facilitate Governor engagement with students next year to gain better understanding of the learner experience.	<b>DoG</b>
21 June 2021	10	Chair to meet with the Interim Director of Governance, with a view to updating those actions that were currently showing as 'red' to record actions taken and change the rating to amber ('on-going').	<b>Chair / Interim DoG</b>