

Newbury College Corporation Curriculum & Quality Committee

Minutes of a meeting held on Monday 14 March 2022 in the Restaurant

Present	Name	Role
Membership	Sue Wood (SW)	External Member – Chair
	John Knight (JK)	External Member – Vice Chair
	Sally Osmond (SO)	External Member
	Simon Thompson (ST)	External Member
	Sam Dibas (SD)	External Member
	Shelly Van Meter (SVM)	Staff Governor
	Iain Wolloff (IW)	Principal & Chief Executive
	Lauryn Bailey (LB)	Student Governor – 19+
	Alife Greener (AG)	Student Governor – 16-18
In Attendance	Jo Houghton (JH)	Director of Business and Partnerships
	Lee Hunt (LH)	Vice Principal
	Cathy Wright (CW)	Director of Support & HR Services
	Rachel Southall (RS)	PA to the Principal – Note taker
Apologies	Didem Allen	Finance Director
	Alife Greener (AG)	Student Governor – 16-18
Quorum:	Three members required	Meeting quorate, 8 members present

Item No.		Action
1.	APOLOGIES FOR ABSENCE There were apologies from Didem Allen and Alfie Greener. It was noted that Sam Dibas would be late to the meeting. SW confirmed the meeting was being recorded via a Digital Voice Recorder to assist with note taking. The recording will be deleted once the minutes are approved.	
2.	DECLARATIONS OF INTERESTS There were no declarations of interests.	
3.	MINUTES OF THE PREVIOUS MEETING The Committee approved the Minutes of the meeting held on 29 November 2021.	
4.	MATTERS ARISING FROM THE MINUTES It was noted that the action to receive a T Level progress report was on the agenda today. There were no further actions.	
5.	CURRICULUM	

5.1

Student Numbers

Sam Dibas joined the meeting at this point.

LH provided the overall position of student numbers and applications as of 01 March 2022 and summarised as follows:

	Student numbers 2021/22			Applications 2022/23			
	Budget*	Stretch Target* 2021/22	Actual 2021/22	Feb 2020	Feb 2021	Feb 2022	Variance
16-19 FT	820	905	713	164	208	302	94
19+Full Time ⁵	85	95	53	44	57	28	-29
19+ Part Time ⁵	1,300	1,600	1,085	41	36	70	34
Apprenticeships	199	265	197	25	32	43	11
HE (including Access)	127	196	124	21	48	54	6
Total	2,531	3,061	2172	295	381	497	116

It was noted that the student numbers for 2021/22 were good but could be improved. LH explained that for those 16-19 who applied, the total of 'Did Not Turn Up' (DNTU) was 229. A process was in place to follow up the DNTU. LH felt there were two major themes which impacted on the figures; firstly, students were applying to more than one college at the same time and secondly, a significant number of applicants moved directly into employment. LH confirmed that the College will be more conservative in predicting student numbers for 16-19s in 2022/23, based on an assumed lower rate of conversion from applications to enrolments.

LH highlighted to the Committee potential improvements in student numbers for 2022/23:

- A positive increase in applications for 16-19s (though this figure includes 70 applicants for the football academies, who weren't counted at the same point last year).
- Apprenticeships and HE applications are above the figures for the same point last year and are on track.
- It is anticipated that there will be significant growth within the 19+ Part Time Provision as the focus increases in distance learning courses and Maths and English delivery to support the levelling up agenda for adults. This is being supported through potential partnership work with Vision2Learn, Skills Network and West Berkshire Training Consortium.

An issue of concern is that applications for 19+ Full Time courses are below previous years, which appears to relate to increased job opportunities in the economy.

It was noted that the Access programme applications were positive but frustratingly limited to 50 places due limited loan availability.

5.2	<p>Curriculum Developments</p> <p>LH and JH provided the Committee with a report on planned developments in the Curriculum offer for 2022/23.</p> <p>Potential improvements include:</p> <ul style="list-style-type: none"> • T level implementation • Allocation of £621,000 for purchase of specialist equipment linked to T Level routes • New programmes for UCN • Development of the Sports and Fitness Department • Development of new T level Routes ready for 2023 - 2025 • Completion of the 3-Year Curriculum Action Plan • Increase in study hours funding <p>Issues of concern raised where:</p> <ul style="list-style-type: none"> • Future of the Prince's Trust subcontracting programme • Student recruitment for the planned T level routes – future course structure • Review of some FE provision with low ongoing student numbers • Increase in study programme hours from 540 to 580. <p>SW invited the Committee to consider the report in detail. Key points include:</p> <ul style="list-style-type: none"> • The marketing of the UCN remains a challenge. • The progression offer from the Football Academy to a new programme of HNC Sport and Exercise Science (Coaching Science) was positive. • We already have 47 apprenticeship applications for September. • Job Development coaches are crucial for the development of apprenticeships. JH explained their role, stressing that they need to be: <ul style="list-style-type: none"> ○ confident and knowledgeable around their subject ○ experienced for at least 3 years in the sector ○ a good administrator ○ able to engage with apprentices ○ credible with employers. • Stability in staffing in Motor Vehicle and Construction will help the growth potential of apprenticeship programmes beyond Level 3. • Recruitment of staff in Construction has been a challenge. Investment and retention are key. • The Government initiative Kickstart has affected the recruitment of 16-19 learners with the Princes Trust. They didn't recruit a cohort in January this year though are hoping to have a May cohort; but recruitment remains challenging. • The T Level implementation plan has now entered the second phase with the focus on design, staffing and student recruitment. Predicted applications will be confirmed in May. LH will submit a return in June on the requirements for specialist equipment. • It was agreed Governor training on T Levels would be helpful. The ETF has recently advertised a new programme of T Level training. • Study Programme teaching hours have been increased by 40 more hours per year in line with the ESFA changes to funding. By developing the study programme, the hours are mapped across total taught hours with an increased pastoral focus. LH will be recommending a Lead Pastoral Tutor role to SLT. 	
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	<ul style="list-style-type: none"> • Key discussions will begin in 2022/23 on developing T level routes in Engineering/MV, Hairdressing, and Catering ready for 23-24. We will also be reviewing T Level routes for Transport & Logistics, and Protective Services; with the first delivery in 2025. • There is growth in Foundation Learning applicants from Castle School and from other local authorities, who want learners with high needs to become more employable. • With the intended growth in the football academies, staff have expressed the need for better sport facilities at the College. IW confirmed we are negotiating to be included in the WBC Pitch Strategy, to enable a bid for potential funds from the Football Foundation. • Work is ongoing with Sport and Fitness to develop an online A Level delivery model, as more learners would get involved in Sport if they could study an A level alongside the course. 	
6.	QUALITY	
6.1	<p>College Quality Improvement Plan</p> <p>LH and JH provided the Committee with an update on progress against actions identified in the College FE and HE QIPS.</p> <p>Potential improvements were:</p> <ul style="list-style-type: none"> • Certification and Completion is improving • Level 3 satisfaction from the mid-year survey is good • The majority of actions are on track and predicted outcomes are demonstrating an improved position from 20/21. <p>Matters remaining unchanged:</p> <ul style="list-style-type: none"> • Most actions identified in the plans are ongoing at this stage of the year <p>Issues of concern were:</p> <ul style="list-style-type: none"> • Developments in enrichment activity in study programmes still need focus and has been impacted by staff leaving post Pandemic. • Staff retention and behaviour within FL has impacted on some aspects of the provision. <p>SW asked what action is ongoing to support the recruitment, retention and development of support staff for high need students? LH confirmed that 10 Room Leaders have been appointed to allow the current structure to be expanded. The Room Leaders are given additional responsibilities which include the day-to-day leadership of the room, supporting the staff within a specific area and following up on any actions once students have left for the day.</p> <p>SW noted in the UCN QIP the main concern was the lack of student diversity in relation to gender and ethnicity. JH confirmed that the broadening of the curriculum offer in the UCN should start to enhance the diversity of the student group.</p> <p>SW asked about staff continuity in the Technology area. JH replied that it has been difficult to recruit staff in this area to support apprentices, but this is slowly improving.</p>	

6.2	<p>In-Year Quality Indicators</p> <p>The Committee received an update on students' attendance and retention.</p> <p>Potential improvements were:</p> <ul style="list-style-type: none"> • Football Academy is above 90% attendance. • FT FE Engineering is at 90% attendance. • FE overall Retention is at 91% • Staffing levels within Technology have improved and attendance is improving <p>Issues of concern were:</p> <ul style="list-style-type: none"> • Attendance for Maths & English (M&E) continues to be challenging and links to the academically vulnerable student focus. The blended delivery model has not helped but this will return to normal for 22/23, with all lessons being completed face to face. • Apprenticeship timely completion and certification of learners is challenging in some areas, with 24 learners currently 'out of funding'. <p>SW queried what is meant by the 24 apprenticeship learners being out of funding? JH explained this means an apprentice has gone past the planned date for the end of their programme. There was positive news on this last week with direct claim status being confirmed for key qualifications and, therefore, 11 of those learners are now being completed. The completion and certification of learners is closely monitored throughout the year.</p>	
6.3	<p>Teaching, Learning & Assessment</p> <p>An update on the development and evaluation of the quality of Teaching, Learning and Assessment was provided. SW commented that the report highlighted a more helpful and positive approach for the development of teachers.</p> <p>JK asked if the moving away from a graded approach was happening generally in FE? It was confirmed that this was the case in most colleges and had started in 2016.</p>	
7.	WELLBEING	
7.1	<p>Safeguarding</p> <p>The Committee were provided with safeguarding report on matters since the last meeting. There had been 11 safeguarding incidents reported between October 2021 to March 2022, including 4 more serious incidents which had impacted on staff who were dealing with them. Post lockdown, the safeguarding systems within the College had been tested but it was clear that the students and staff were fully aware of the processes. It was noted that students were adjusting to College life since the lockdown, and that this had inevitably impacted on some behaviour.</p>	

7.2

Complaints Report

A total of 32 complaints were received in 21/22. This compares to 27 in 20/21 and 25 complaints received in 19/20. The breakdown of these complaints was outlined as set out in the table below:

Category	19/20		20/21		21/22	
	I	F	I	F	I	F
1. Staff Conduct	2	3	9	1	1	5
2. Funding/Finance Dispute	1	4	1	5		
3. Appeal against student disciplinary action		2		2		1
4. Student Conduct	2	3	1	1	1	
5. Curriculum Delivery	6		4		10	
6. High Needs Support	2		1	1	1	5
7. Covid			4			1
8. Certification and Completion					7	
Total	11	14	17	10	20	12

(I = Informal. F = Formal)

The overall analyses of the trend in complaints does not allow for any comparison to the previous year. The increase in staff conduct complaints does not appear to highlight any particular theme or link to behaviour/conduct; however, two of the formal complaints were serious and led to staff leaving the organisation. Both cases demonstrated that procedures are robust, and complaints linked to suspected inappropriate behaviour are dealt with appropriately; in line with external agencies (such as the Local Authority Designated Officer) expectations.

The spike in informal complaints received relating to curriculum delivery linked to 9 relating to staff absence due to sickness/resignation. For example, one parent complained that her son's lecturer was leaving, and it would impact on his course as he liked the lecturer. There was one complaint linked to a late application who could not be enrolled because 100 hours of delivery had already taken place.

The High Needs support complaints link to two areas – one is Covid, and the fact students were asked to carry out PCR tests and self-isolate, due to close contact with a positive case in college, in line with Government Guidance. The second is linked to a Local Authority formally raising a complaint that the needs of two students were not being met. One complaint went to appeal and has been successfully resolved, and the other is ongoing.

Seven complaints have been received regarding non-issue of certificates. This linked to a large group of L3 Carpentry students and 4 MV Students. Both areas were impacted by the late certification issues outlined in the last meeting.

8.

AOB

SO reported that we are in a position to recommend an Assistant Headteacher from a local secondary school to join the Board. This person would join the Curriculum & Quality Committee and is interested in taking on the Safeguarding Governor role.

SO also reported that Derek Peale had agreed to move to the Curriculum & Quality Committee

SO wish to record the Board's appreciation to SW for her long and valued contribution as Chair of the Curriculum & Quality Committee.

	<p>The Committee thanked ST and SW for all their work and support.</p> <p>JK expressed how impressed he was with SLT dealing with such a range of different external agencies, partners, rules and regulations in order to deliver the broad curriculum offer.</p>	
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Confirmed as a correct record:

Signature of Committee Chair Sally Osmond
Sally Osmond (Jul 27, 2022, 3:54pm)

Date: 27 Jul 2022



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