

Agenda

CURRICULUM & QUALITY COMMITTEE MEETING

Date:	27 th June 2022	Time:	4PM
Chairperson:	Derek Peple	Location:	College Restaurant

Members	Name	Present	Role
	Alfie Green	*	Student Representative
	Chelsea Cordiner	*	External Member (via Teams)
	Derek Peple (DP)	*	External Member – Chair
	Iain Wolloff (IW)	*	Principal & Chief Executive
	Sally Osmond (SO)	*	External Member
	Shelly Van Meter	*	Staff Representative
	Sam Dibas	*	External Member (via Teams)
Apologies:	John Knight (JK)		External Member
	Lauryn Bailey (LB)		Student Representative
	Didem Allen (DA)		
In Attendance:	Richard Lee (RL)	*	Clerk to Corporation – Minute taker
	Jo Houghton (JH)	*	
	Cathy Wright (CW)	*	
	Lee Hunt (LH)	*	Vice Principal
Quorum:	3 required	*	4 present at start - meeting quorate

Item No.		Action	Lead	Reports
1.	<p>Election of Chair DP unanimously elected as Chair of the Curriculum and Quality Committee.</p> <p>SO noted JK resigned as Governor resulting in no Vice Chair being present. DP suggested discussions on appointing a new Vice Chair be deferred.</p>	Approve	Clerk	Verbal
2.	<p>Apologies For Absence There were apologies for JK, DA and LB.</p>	Note	Chair	Verbal
3.	<p>Declarations Of Interests There were no declarations of interest made.</p>	Note	Chair	Verbal
4.	<p>Minutes Of The Previous Meeting</p>	Approve	Chair	Paper – Page 3

	<p>To approve the Minutes of 14th March 2021</p> <p>SO noted the minutes were correct. IW noted JK had reviewed the minutes and resultant changes were included in the approved draft.</p>			
5.	<p>Matters Arising From The Minutes No matters arising from the minutes.</p>	Discuss	Chair	Verbal
6.	<p>CURRICULUM</p>			
6.1	<p>Curriculum Development & Planned Courses 21-22 LH reported to the Committee on current and planned developments in the curriculum offer. LH outlined the introduction of online A Levels in Sport, the implementation of International Curriculum in Partnership with Soccer Assist and the conversion of L3 courses into a full T level offer. LH noted an increase in student enrolments, growth in Part Time provision linked to the Government's skills and levelling up agenda and introduction of a Football Academy in partnership with Procision UK. LH noted matters remaining unchanged included approval to deliver T levels, development of the Foundation Learning course offer, expansion of sport provision through the development of the football academy model. LH highlighted a review of unviable curriculum areas, AEB profiling and meeting future allocation as issues of concern.</p> <p>JH reported to the Committee on subcontracting suggesting 3 third party providers be recommended at the FGB; Skills Network, Princes Trust and the West Berkshire Training consortium. JH reported that the UCN Business Management degree and Sport HNC will run next year, and 80 apprentices have been recruited.</p> <p>DP asked if the timeline of the levelling up agenda was known. LH responded the levelling up agenda will be rolled out over the next 3 years and that funding is being put in place to support this timeline. DP and CC commended LH for the vision in establishing the football academy program.</p> <p>SO asked what career pathway leads from the football academy. LH responded sports therapy and sports coaching will support HSC and HND programs starting from next year. JH noted the program can also support a commercial biomechanics.</p>	Discuss	VPSC & DBP	Paper – Page 10

	<p>DP noted the College operates one of larger football academy programs. SO responded that rapid growth and funding will need to develop simultaneously. IW noted that large growth last year will boost 16-19 income next year, but costs will also increase; a strategic income of 11 million will be attained next year. DP noted maintaining high quality is critical. LH responded growth will be capped, suggesting only local growth be supported, but that expansion into a broader range of sports than just football be supported by facilities development.</p> <p>SO asked, in relation to unviable curriculum areas, if this reflected local or national trends. LH responded that it is a national trend, but with regional variation; in the West Berkshire region unviable curriculum areas do not feed into a career pathway.</p> <p>SD asked how much focus courses have related to sustainability. LH responded that for 16–19-year-old students course units, rather than the course itself, are linked to sustainability. Part time courses will also offer a sustainability focus but require additional infrastructure to run. JO responded that Newbury runs a sustainably degree with the University of Northampton. DP noted data on sustainability within the curriculum would be useful to consolidate. LH responded that is could be done within a 6-month framework</p> <p>DP asked if any apprenticeship areas are especially challenging to staff. CW responded engineering and construction were problematic to recruit for. LH noted people in well paid positions would have to take a pay cut to work for the College but that take up a paid position but that potential strategies such as a market supplement and opportunity to work outside the College can act to mitigate this effect.</p>			
<p>6.2</p>	<p>T Levels</p> <p>LH reported progress with the implementation of T Levels for September 2022 to the Committee. LH showcased potential improvements including the Student Recruitment Plan, Specialist Education Grant, Engineering and Automotive focus and Introduction of other T Level Routes.</p> <p>IW noted that cutting BTEC provision in favour of T levels has increased numbers. LH noted the program had ESFA approval.</p>	<p>Discuss</p>	<p>VPSC</p>	<p>Paper – Page 26</p>

6.3	<p>Student Applications</p> <p>LH gave an update on Student Applications for 2022-23 to the Committee. LH highlighted potential improvements including an ongoing increase in 16-19 learners and rise in applications for part time courses. LH noted apprenticeships and HE applications were higher than the figures for the same point last year. LH noted significant growth within the 19+ Part Time Provision is anticipated as the focus increases in short distance learning courses.</p> <p>JH noted that apprenticeships were impacted by incomplete frameworks in the previous year, but these issues have now been resolved.</p> <p>IW noted that high levels of employment affect student choice allowing employment to be chosen over training. LH noted that there will be an application spike at the end of the academic year that reflects recruitment for distance learning programs.</p>	Discuss	VPSC & DBP	Paper – Page 35
7.	QUALITY			
7.1	<p>Quality Improvement Plans</p> <p>LH updated the Committee on progress with actions in the College QIP. 3. LH outlined potential improvements including areas moving through the BRAG ratings, Foundation Learning Room leaders and Foundation Learning Manager implementation leading to closer control of key issues. LH noted Maths and English engagement by young people, developments in enrichment activity in study programmes and ability to plan meaningful and effective work experience were all matters unchanged. Foundation Learning Support staffing absence and its impact on the learner experience and pressure on current staff was an area of concern.</p> <p>DP asked how apprenticeships are monitored by the SLT. LH responded that a monitoring list is run to monitor retention and provide points of intervention. DP asked if English and Maths provision is a challenge to students. LH responded that it is a national trend, especially for those learners enrolled on lower-level courses. LH noted a whole team approach has been adopted in the College in which the team is responsible for English and maths levels.</p>	Discuss	VPSC	Paper – Page 36
7.2	<p>Quality Data - in-year</p> <p>LH update the Committee on students' attendance and retention. Key volatile indicators that link to overall quality are the retention and attendance of</p>	Discuss	VPSC	Paper – Page 45

	<p>learners. As with all FE colleges, there is an understanding that some learners will leave their chosen study programme for several reasons that may be out of the control of the organisation. These relate to motivation, lack of understanding, personal circumstances, and an under-estimation of the demands of the study programme. These issues relate to 16-19 learners in the main. Adult learners and apprentices tend to be more motivated and focussed on their chosen course. This is apparent within the data and is similar within the sector.</p> <p>LH noted attendance is in line with the last two years with some lower-level groups needing further support; the Football Academy is above 90% attendance and Staffing levels within Technology have improved and attendance is improving. LH also noted FE overall Retention is on track for +90% however Students' non-attendance at Maths and English exams impact on the overall retention and is an issue of concern.</p> <p>SO asked if student non-attendance was in relation to their course or exam. LH responded that non-attendance applies to students that have not attended the course. DP asked when the trigger point was for stopping intervention for student non-attendance. LH noted that non-attendance after March is the cut-off point from a funding perspective. JH noted that the College is looking to introduce more flexible strategies for English and Maths learning for apprenticeships. DP asked what the extent of this flexibility will be. JH responded that flexibility primarily relates to staffing for example introducing online learning. DP asked if staffing recruitment was in consultation with local schools. CW responded that they do not.</p>			
<p>7.3</p>	<p>UCN termly Report</p> <p>JH gave an update to the Committee on the UCN provision. The HoD UCN and Apprenticeship collates course information at the end of each term for all UCN programmes. The outcomes of the report are shared with the delivery teams and SLT. Action plans are set for Term 3 and QIP actions updated to ensure that lessons are learnt from the previous terms and to ensure that all students have the opportunity to achieve to the best of their ability. UCN continues to be successful in term 2 as evidenced by sustained positive student feedback, enhancement for students and continued good attendance. There are areas for</p>	<p>Discuss</p>	<p>DBP</p>	<p>Paper – Page 51</p>

	<p>development: impactful promotion of HE Courses and retention on courses with small cohorts. Effective promotion of UCN courses remains an area of concern.</p> <p>DP asked if those involved with the UCN reporting could be thanked by the Board. SO responded they should.</p> <p>Action: Write a letter of thanks to the UCN reporting team.</p>			
<p>7.4</p>	<p>Apprenticeships termly Report</p> <p>JH reported on the progress of Apprenticeship provision. The HoD UCN and Apprenticeship collates course information at the end of each term for all Apprenticeship programmes. The outcomes of the report are shared with the teams, apprenticeship working group and SLT. Action plans are set for Term 3 and QIP actions updated to ensure that areas for development are completed by the close of the academic year 2021. JH noted the budget monetary target (£774K) was reached earlier in the year and the team were tasked to meet the stretch target (£1,103K). it is forecast that £878K will be achieved by the close of 2021-22. Apprenticeship achievement is forecast to be above the National Average again for 2021-22 with the best case forecast at 82.3% (59.3NA). JH highlighted Apprenticeships, the only funding stream that has the penalty of 100% clawback of funding for some compliance issues as an issue of concern. It is legislated that apprentices must complete at least 20% of their apprenticeship 'off the job'. Although the calculation for recording 20% is being simplified for 2022-23 the requirement that the 20% off the job training must be correctly evidenced remains. Although this is stringently monitored on a regular basis this is an area that continues to require improvement to prevent a risk to College funds. Quality issues such as ensuring internal and external quality assurance is carried out in a timely manner, raising the quality of apprentice reviews and improving the planning and delivery of programmes, particularly in Technology require improvement.</p> <p>SO asked if employers were engaged in working with the College to make sure problems are identified early. JH responded employer relations are very positive.</p>	<p>Discuss</p>	<p>DBP</p>	<p>Paper – Page 62</p>

7.5	<p>Subcontracting termly Report</p> <p>JH updated the Committee on subcontracted provision. The HoD UCN and Apprenticeship collates course information at the end of each term for all Subcontracted programmes. The outcomes of the report are shared with subcontractors and SLT. Action plans are set for Term 3 and QIP actions updated to ensure that areas for improvement are completed by the close of the academic year 2021-22. JH noted the Skills Network’s performance is good. The contracted learner numbers are met, and the year should close having met the financial target. Quality monitoring highlights that the programmes are being delivered well and achievement is forecast to exceed the National Average. As an update to the report Adviza have recruited some learners for the May Cohort 2022.13 x 16 – 18-year-olds and 7 x 19- 25 year olds have been recruited. The recruitment of young people was still challenging and although the forecast 19+ learner target was met the 16 – 18target of 21 x 16 – 18-year-olds was not met. JH noted that poor recruitment of 16 – 18-year-olds onto Adviza Prince’s Trust programmes remains an issue of concern.</p> <p>DP thanked the subcontracting team and noted the high levels of work that had been done.</p> <p>SO noted concerns about the marketing of the UCN and what needs to be changed to make It more effective. JH responded that the target audience needs to be better understood and the message that needs to be promoted is how the UCN supports older students and career changers.</p> <p>SO asked how relevant places to advertise were identified. JH responded that whilst the College is successful - every access student has a university place – conveying this message and increasing student application remains a challenge. DP noted career narratives need to be created but questioned how these might be marketed. IW responded social media should attract more students, but such strategies are challenging. LH responded student recruitment strategy is covered by Finance Committee papers.</p>	Discuss	DBP	Paper – Page 75
8.	WELLBEING			
8.1	<p>Student Experience</p> <p>LH reported to the Committee on the student experience during 2021/22. Student experience has been captured through two main areas of student</p>	Discuss	VPSC	Paper – Page 79

	<p>feedback, the Student Council input and Student Survey and the recent Matrix Audit and report. This allows for the Curriculum Management team to consider the impact of the curriculum plan and to identify areas that need to improve and celebrate areas of success. LH noted ongoing action plans Identified through the response to student voice and how it leads to improvements to student experience (you said we did). Focus on sustainability for 22-23 academic year. Implementation of a strong Career Development and Employer Engagement focussed strategy for Employment, Enrichment and Pastoral (EEP) Study Programme hours in the Career Academy setting. The college approach to Career Development and Employer Engagement. Student events have been impacted by the Pandemic. Several low-level activities have been introduced by the newly appointed Enrichment Coordinator and this is steadily building. The student satisfaction survey yield needs to improve – closer liaison with the Football Academy will positively impact.</p> <p>DP asked what the student experience was like from the student perspective. AG responded that enrichment is good in his experience but noted this may not reflect the broader student enrichment experience. DP asked if each program has a student ambassador. LH and AG responded that each course has its own representative that reports, ultimately, to the student council. DP asks if enrichment is part of student council discussions. AG responded that it is. SVM responded that in the UCN student and staff liaison committees provide opportunities for course representatives to engage with students.</p> <p>DP asked what pathway would best facilitate sharing of student experience information with the Board. SO noted surveys are often incentivised and consequently might not provide authentic information. SWM responded the UCN provides opportunities for termly feedback creating organic feedback.</p> <p>IW highlighted the matrix report noting funding depends on matrix accreditation. LH, SO and DP noted that the report provides an excellent showcase for demonstrating what the College does and the richness of the College offer.</p>			
9	AOB	Discuss	Chair	Verbal

	SD asked if there will be an official launch for the UCN to raise local profile of College. IW responded that it is possible, perhaps in the new year, or maybe to coincide with an end of year showcases. DP asked if there was an anniversary to open the UCN on. SO noted that the correct audience for the UCN opening must be identified.			
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Confirmed as a correct record: *Sally Osmond* Signature of Corporation Chair
Date **13 Jan 2023**
Sally Osmond (Jan 13, 2023, 7:25pm)



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