

Minutes of the Curriculum and Quality (c&Q) Committee meeting held in the Boardroom at 1630 hrs on 3 February 2020

Present	Dr Mary Kiernan (Chair)	Lionel Muskwe	Rachel Nicholls (Act Principal)
	Brian Redshaw	Tony Warner	Paul Wingfield
In Attendance	(EDSS)	Ralph Devereux (Clerk)	(EDHR)
	Julian Kirkpatrick (AP)	Liz Knight (UCP Academic Dir)(Items 17-19a)	Angela O'Reilly (ActVPQR)
	Cheryl Thompson (DoQ)		
Apologies	Angie Morris	Arthur Vysocij	Marie Peene (Attendee)

The Chair welcomed all to the meeting and reminded that an Ofsted Monitoring team would be in College over the next 2 days and would focus on four themes arising from the "requires improvement (RI)" assessment at the last inspection.

STANDING ITEMS

C17/19 ELIGIBILITY, QUORUM, DECLARATION OF INTERESTS

The apologies were accepted. The meeting was quorate, no notice had been received of any Member becoming ineligible to hold office, there were no interests mentioned in the Agenda and the formal register remained as previously declared.

The information was noted and received.

C18/19 MINUTES AND ACTIONS

- a. Minutes of the last meeting held on 28 October 2019 were confirmed for electronic signature; action delegated to the Clerk. **(Action 1)**
- b. Matters Arising from the Minutes. There were no matters arising.
- c. Action Register; decisions/actions from the previous meeting were considered. Thanks were recorded for the prompt action to the requests; a query was raised re Apprenticeships, which would be addressed at Item 42.3.

Please refer to referenced Minute for further detail		Status
Dec'n 1	C03/19. (P3) Last minutes (26.06.19) confirmed for signature.	Complete
Dec'n 2	C07/19. (P9) Annual CC Report rec to Corp.	Corp 09.12.19
Action	C07/19. (P8) Check numbers. (CT)	Complete
Dec'n 3	C08/19. (P15) Annual Safeguarding Report rec to Corp.	Corp 09.12.19
Dec'n 4	C10/19. (P20) KPI 2019/20 approved.	CQ 28.1019
Action	C10/19. (P 19) Attendance update for information.	Complete
Dec'n 5	C15/19, (P26) Cttee TORs rec to Corp.	Corp 09.12.19

- d. Urgent Business. There was no urgent business requested.

- a. **The information was noted.**
- b. **Action had been identified.** (Register at 30/19)

BUSINESS ITEMS

(Papers had been available on Board IQ in good time)

C19/19 KEY PERFORMANCE INDICATORS (KPI)

The agreed KPIs tabulated at Appendix 1 were discussed with particular focus on:

- a. attendance, at 88%, was in line with the target and ahead of the similar point in the previous year; and
- b. retention, which was currently at 94.3%, 2.7% above target, but marginally lower this point last year.

General performance was ahead of, or equal to, this point last year and this was welcomed as indicating “timely progress”. Members/ attention was drawn to the addition of Higher Education (HE) indicators relating to Higher National Certificates/Diplomas (HNC/D). The full data was discussed with a reminder that no National Average (NA) data was available for attendance; negative variances were highlighted in red type and were noted; student progress in particular. Members were reminded of the processes for monitoring performance and retaining and improving motivation in each area including:

- c. students’ attendance and progress (vocational & English and Maths (EAM)) ;
- d. Withdrawal, Retention, Attendance and Progress (WRAP) meetings to monitor progress with Curriculum Leaders.

The information was noted.

C20/19 CURRENT PERFORMANCES:

- a. Higher Education (HE). PRC and University College Peterborough (UCP) were registered separately with the Office for Students (OfS). The comprehensive report included detail of OfS compliance requirements, information regarding the Office of the Independent Adjudicator (the HE complaints regulator), recruitment for the next academic year and reports of reviews. Dates for the Price Waterhouse Cooper (PWC) enhanced monitoring visit had now been confirmed as 19 March and the 3 April; the full report would be passed to the OfS for action. The comprehensive report fully addressed issues that would be scrutinised during the visits, including but not limited to:
 - (i) completion of all regulatory returns;
 - (ii) arrangements for the required transfer of students;
 - (iii) compliance with requirements of the Office of the Independent Adjudicator;
 - (iv) Edexcel Annual Programme Monitoring Report (resource review);

Other considerations in the report were considered and noted.

The UCP Academic Director left the meeting.

- b. Further Education (FE). The report updated on curriculum performance, linked to attendance and retention rates, examined Withdrawals, Retention, Attendance and Progress (WRAP) related issues and considered GCSE English and Maths (EAM) results. The comprehensive report included detailed text and tabulated data, particular attention was given to the “Attendance by Faculty” pillar graph and the notable improvements in 3/6 areas. The data was an improvement on the year before and assurances were sought and obtained that close focus was being given to the 3 relatively lower areas; however, the meeting of the overall target of 88% was welcomed. Attendance performance by individual curriculum area had been tabulated and was considered in depth. “Alternative Learning” was a tough area especially the L1 learner engagement cohort who also faced English and Maths (EAM) challenges. The strategy for the “Built Environment” was showing welcome positive results. Retention currently stood at 94.3%, (+2.3% on the KPI) , lower by 1.2% than the previous year, due to the more rigorous scrutiny of student engagement. This data all informed the monthly WRAP meetings and an update was included in the paper. The GCSE EAM outcomes had slightly reduced over the previous year, possibly influenced by the “self-funded” entrants with

- (i) Maths - 34% at Grade 4 or higher; and
- (ii) English 24% at Grade 4 or higher.

Members took comfort from the performance which was above the NA. The Report was received.

- c. Apprenticeships. The progress report examined:
 - (i) failure to meet the minimum threshold standard (Appendices 1&2); progress of teaching, leaning and assessment (TLA) progress against the QIP (Appendix 3); and
 - (ii) emerging “green shoots”.

Discussion around predicted achievement (Appx 2) resulted in some concerns over Hair & Beauty, Hospitality and Construction; it was agreed to circulate further detail to members shortly (**Action 2**) The emerging signs of improvement included better first time pass rates and positive feedback, good practice sharing forums, identification of “OneFile” (specialist apprenticeship software) champions to start implementation by April, general easing of the staffing difficulties and establishment of Review Officers. Actions detailed for information included focus on interventions, the roll-out of “OneFile”, administration of “off-the-job” training, strict application of the Service Level Agreement (SLA) and staffing improvements.

- d. Sub-Contractors. PRC continued to reduce the volume of the sub-contracted provision (Appendix 1), the Adult Education Budget (AEB) had now been tendered with delivery expected to start at the end of January (Appendix 2) and apprenticeship contracts now applied exclusively to continuing students (Appendix 3). The report examined and explained:
 - (i) sub-contracting activity for 2019/20;
 - (ii) predicted achievement; and
 - (iii) a comprehensive quality update.

Future actions were to complete compliance and quality audits on all providers, monitor progress against the QIP including achievement monitoring and action as necessary and to deliver the sub-contractor development day tbn in March.

- a. **The information was noted.**
- b. **Action had been identified.** (Register at 30/19)

C21/19 QIP

Progress against the QIP was discussed, informed by the first update with reference to the approved KPIs at Appendix 1, this information was widely monitored cross-college and the RAG Rated Progress Tracker showed good progress with:

- (i) 26 actions completed (Green);
- (ii) 76 actions satisfactorily in process (Amber); and
- (iii) one unsatisfactory (Red).

The unsatisfactory judgement (6.6.2) was directly related to EAM attendance and was discussed in depth with some reassurance that this could improve. High Needs Student related processes had been comprehensively and professionally explored by consultants and their report had informed appropriate areas of the plan. The success of the strengthening of student voice and parental involvement issues was welcomed, good feedback was reported and the associated good work by all involved was noted and welcomed. (**Action 3**) Key areas for improvement detailed in the Report were noted and heartening “green shoots” highlighted identifiable improvements in:

- (iv) triangulation between student voice, data reports and teaching reviews;
- (v) checking of learner understanding through changed CPD/coaching activity; and

- (vi) classroom practice directly through the new staff inductions.

Progress against the QIP was noted.

- a. The information was noted.**
- b. Action had been identified. (Register at 30/19)**

C22/19 PULSE PROCESS

The PULSE process update was considered and discussed. The termly process monitored student timely in-year progress against the delivery and assessment schedule by comparing results and linking to individual Minimum Target Grades (MTG). Detail was tabulated:

- a. Table 1 (First Snap) included data up to 22.11.19 and showed 99% action;
- b. Table 2 (Second Snap) indicated good progress in all categories as at 21.01.20; and
- c. Table 3 (Third Snap) provided data from the previous year for comparison, which showed solid and real improvement.

These improvements resulted from:

- d. revisions to the curriculum structure enabling earlier grade notification to students;
- e. better use of the “Markbook” study programme; and evidenced by
- f. fewer actions required from awarding bodies.

Appendices 1 and 2 explained the Pulse Guidance to Staff and data by Faculty.

The information was noted.

C23/19 TLA

The update considered cultural change, classroom reviews, learning walks and student feedback; all considered in turn. Cultural change was progressing through the coaching model evidenced by PULSE, Curriculum Area Reviews (CAR) and other monitoring processes, feedback from students and independent requests from staff. Key Strengths and Areas for Development were individually listed and noted together with those areas that had made good progress, which were welcomed. Future actions were also detailed and noted. Appendices 1 and 2 covered the TLA Report including a table of “Learning Walks” and “Your Voice” comments respectively. During consideration of these issues the “Brick Faculty” detail was challenged. The Faculty had previously been identified as an area for special attention, but that was not evident from the report. It emerged that the reported data was incomplete and complete information would be electronically circulated to members asap and the Paper replaced in the pack. **(Action 4)** These measures had resulted positively to raise standards, particularly in the craft of teaching; initiatives such as targeted Continuous Professional Development (CPD) and one-to-one coaching sessions had resulted in a high level of individual self-awareness and a wish for improvement, clearly evidenced by the 22 self-referrals received to date.

- a. The information was noted.**
- b. Action had been identified. (Register at 30/19)**

C24/19 CURRICULUM AREA REVIEW (CAR)

Outcomes of CARs completed between October and December 2019 had been tabulated and were considered: Health and Social Care (HSC)/Early Years, Electrical, Science and Animal Care had all been graded 3 for overall effectiveness. The Learner Engagement CAR had been deferred through staffing issues. Key areas requiring further development included: attendance, timely assessments, stretch and challenge, one-to-one tutorials and destinations and progression. Staff feedback after the reviews had indicated that 90% found the process positive and supportive, 85% found the reflective discussions useful although a few preferred a faster follow up of this process. Each CAR was subsequently “health-checked”, that process now fully Education Inspection Framework (EIF) compliant and 2 areas (Sport and Technical) were upgraded to “RI” from “Inadequate”

a welcome milestone along the way. Appendices 1 and 2 contained full RAG Rated detail of all CARs and Health Checks in the period, and the way forward, detailed in the Report, was noted.

The information was noted.

C25/19 ANGLIA PROFESSIONAL TRAINING (APT) QIP

Progress against the APT QIP as at December 2019 had been tabulated and RAG rated in Appendix 1 and indicated good progress was being made, all actions were rated Amber and several, due for review were expected to move to Green.

The information was noted.

C26/19 iMET

Several quality issues had emerged, these linked to delivery, student progress, quality of experience and compliance were the result of imprecise initial arrangements at the outset, for example the lack of a service level agreement. Issues associated with these weaknesses remained under consideration and discussion. The essential responsibility was for each partner to retain absolute liability for standards for their individual cohorts; these would have to be resolved. There were challenges relating to the provision, for example all staff were not necessarily qualified teachers. PRC staff were supporting the improvement process through regular visits and exchanges. Despite some urgency from the partner in this Joint Venture (JV); lessons had been learned from the set up process and there was a determination not to move forward with new provision until all preparations had been completed and quality could be assured.

The information was noted.

C27/19 EQUALITY DIVERSITY AND INCLUSION (EDI)

The EDI Report detailed the cross-college work and consequent achievements in this vital area. Strong integrated monitoring of data, student welfare and feedback had informed the process. In-year and end-of-year data by EDI category together with the record of timely interventions prompted by analysis of that data had enabled parity of different student groups for the last years. Gender Pay Gap detail was included and a full action plan was Annexed. The report was discussed at length and was recommended to the Corporation for approval (**Action 5**). Thanks were recorded for the commitment and effort that had clearly facilitated the excellent piece of work. (**Action 6**)

- a. **The information was noted.**
- b. **Action had been identified.** (Register at 30/19)

C28/19 URGENT BUSINESS

The Chair invited comments of a general nature and the Student Member suggested that some informal meetings between the SLT and the SU to consider issues would be beneficial and that would be considered. (**Action 7**)

C29/19 DATES OF NEXT MEETING

The next meeting would be at 1630 on 16 March 2020.

C30/19 ACTION REGISTER

Please refer to referenced minute for further detail		Resp	Date
Action 1	18/19a. Last Minutes confirmed for electronic signature.	Clerk	wie
Action 2	20/19c. Detail on achievement to be circulated to members.	VPQR	asap
Action 3	21/19c. Good work with QIP noted.	DoQ	wie
Action 4	23/19. Updated TLA data to be circulated to members.	VPQR	asap
Action 5	27/19. EDI Annual Report recommended for approval.	Chair	26.02.20.
Action 6	27/19. EDI report commended.		wie
Action 7	28/19. Meetings between SLT/SU to be considered.	RN	asap

CQMinutes3.2.20 RDRNV2

Final Audit Report

2020-04-01

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