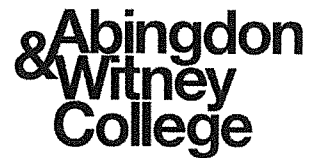


1CORPORATION BOARD CURRICULUM, QUALITY & STUDENTS COMMITTEE



Minutes of a virtual meeting held on Tuesday 16 June at 2pm.

Present

Jacqui Canton
Vicky Field, Chair
Fay Croft
Kathryn Schutterlin (except item 4)

In attendance

Jenny Craig, Deputy Principal
Jo Milsom, Vice Principal
Jenny Lowe, Clerk & Governance Advisor

Governor questions are represented with bullet points, and management responses are italicized.

1. Opening comments, apologies for absence and new declarations of interest

The Chair welcomed members to the meeting. There were apologies from Jessica Birkhead. Kathryn Schutterlin declared an interest in Item 4. Governors agreed to deal with this item at the end of the meeting, so that Kathryn could withdraw for the item.

2. Minutes of the meeting held on 4 March, 2021

The minutes were approved for signature.

3. Matters arising from the Minutes not covered elsewhere on the agenda, and Action tracker

The report was noted.

4. Student of the Year Awards

See confidential minutes.

5. Curriculum Headline Report

The Deputy Principal introduced her report and noted that Teacher Assessed Grades (TAGs) for GCSE and relevant vocational and technical course were being submitted ahead with a deadline of 18 June 2021.

- How is recruitment for T-levels? *Looking at 3 t-levels. Health t-level – applications exceptionally strong. Also education and childcare – strong. Computing – slower but picking up after increased marketing.*
- How is College dealing with the impact of Covid on opportunities for work experience – how do we handle this? *Where courses require industry placements, we need to prove that we have done work readiness type work with the students instead. Where work experience was mandatory, requirements are being relaxed.*
- Employer led master classes – what are they? *This is where an employer gives an hour of time to give a virtual presentation to students. It has been much easier for employer experts to find an hour to do a virtual session. We have had sessions with award winning actors on stage, music professionals, business experts and infection control experts.*
- With T-levels, we were concerned about the work element – is this going to be an issue going forward? Do we think alternatives will be available for T-levels? *We have 2 years within the t-levels to secure the hours/days of work experience required so*

we can push this element into the second year if necessary. We are confident that the DfE will provide flexibility if the restrictions continue. Our only concern is with digital. The sector, particularly SMEs, are working remotely and not choosing to go back into office space. We have lobbied the minister to allow some of the placements to be online but the Minister is adamant that they need to be in person.

- Are the AoC taking this up? *Yes, the AOC are lobbying.*
- How many can students can we take? *In digital we are not up to capacity, in education and childcare we are on track, and in Health & Social Care we are exceeding our target. In terms of capacity, if this causes any issues it will be in terms of staffing rather than space – we may need to recruit additional staff.*
- Do students and parents know about T-levels? *There is limited awareness, but we are marketing them with schools and parents/students to raise awareness.*
- In HE, where the blended approach seems popular, is there any reason why applications are down? *In some areas applications are stronger, for example animal rehab and welfare. Applications generally have been impacted by Covid. In engineering the numbers are disappointing. SMT have identified that there needs to be a STEM review to fully understand why there isn't stronger demand in this area.*
- What are the practical implications of Covid delays for the apprentices? *The apprentices can stay on programme until finished.*
- At Bicester 12 apprentices were recruited - what was the target? *The target was 30. However, apprentices were moved from Witney to Bicester. This means Bicester is full, but they are not all new apprentices.*
- How are we supporting school leavers joining us? *We usually rely on their GCSE performance to get the right level and course so we will need to put more effort into induction and initial diagnostic work. We have also recognised that many will have been out of structured learning for a long time now due to Covid. We have seen a difference in behaviour and ability to access formal structured lessons. Some have needed extra time in Access to Learning to develop study skills and independent learning skills. Schools have finished teaching by May half term. They have asked us to provide workbooks and taster sessions and school visits are taking place.*
- Can you give an update on OAL? *We initially thought it would be difficult for them to offer lots of their courses during Covid but they have exceeded expectations. Languages worked really well online and with other courses, they worked hard to continue engaging with students, even when the practical aspects of various courses couldn't go ahead.*

6. Quality Headline Report

The Deputy Principal noted the enormous effort which had been required in order to collate the evidence to support the TAG process. There is a lot of internal quality assurance. TAGs are not individual teacher opinions, they are subject to moderation and each grade is signed off by the Deputy Principal. In the vast majority of cases results have been good.

TAGs all need to be submitted by Friday 18 June to allow for results by 10 August for L3 and 12 August for GCSE. This is earlier than usual, so teachers have been working to

contracted timescales. The Deputy Principal wished to pay tribute to teachers for their efforts in completing this work.

Functional skills students are being expected to make progress in a shorter time period and are behind where we would expect them to be. They will have to take exams unless extenuating circumstances. We believe these results are likely to be lower than in a normal year.

- We should formally record our appreciation of the extra volume of work and effort by the teaching staff. *We should also note the huge amount of work by the Deputy Principal and all of the exams team.*
- What information do students have about TAGs? *We have been transparent with students about how it works and made clear that it is not simply the opinion of their teacher. Work will be sampled, they need evidence and there will be quality assurance.*
- In light of the increased workload for everyone – have we needed additional staff or have staff worked extra hours? *We have freed up teachers wherever we can to concentrate on this work. For example by making the week after half term an independent learning week for students to give teachers time to work on the TAG process. We have also delayed timetabling for next year and are adapting the SAR process to make sure teachers are not overloaded. We have looked as an SMT at how we can take some of their other work away, and also tried not to implement new things.*
- Is the Principal overseeing apprenticeships at the moment? *Yes but at the end of next year we will be looking to recruit a new member of SMT to oversee apprenticeships.*
- How many young carers do we have? *We have between 15-20 that we are aware of. We believe we have more but either they don't recognise it themselves or don't want to come forward.*
- Is engineering a problematic area? *We have started a brand new L1 course this year. It is a practical course so they have really struggled. We got them back in as soon as we could but some disengaged during lockdown completely. Engineering is a focus from now on.*
- E&M attendance is down - do we expect this to impact on results? *Majority of 16-18 students engaged with the mock assessments. Grades are very good this year, although obviously are still subject to review and moderation by AQA. Lots of students are anxious about exams so perform much better under test conditions but in normal classrooms. We are confident we have the evidence to show that the TAG process has been rigorous and fair.*
- In the notes on the QIP – vulnerable students are of particular concern and always seem to suffer most. *The QIP is talking about qualification achievement rates. With some of the most vulnerable students our focus is on safety and welfare. We have highlighted them as a group for focus this year.*
- What is the '5 why' approach for SAR? *This is a technique where you keep asking why multiple times in order to get to the real root cause of an issue.*

The Deputy Principal noted that Angela Hayles and Pam Willsher are retiring after many years at the College and that recruitment was underway for their replacements.

The Committee asked that formal thanks be recorded and passed on to them for their service.

Action	By whom	deadline
Thanks to be passed to Angela Hayles and Pam Wilsher on behalf of the Committee.	Principal	As soon as possible

7. Students Headline Report

The Vice Principal Student Engagement introduced the report.

Peer on peer report has now been published by Ofsted – readable report sensible recommendations, but need to see what the guidance says. Will take on the recommendations in terms of training of staff and sexual and relationships education. Add compulsory SRE to FE (like schools) we cover a lot of the content already so no major concerns. SRE – want to talk to single sex groups to ask about their views. Need to look at the gap between our expectations and what happens in school locally. Need to know what is happening in schools – impact is limited at the age we get them. Need to support staff to have those conversations.

- Where are we with safeguarding themes such as county lines, domestic violence and sexual harassment? *Our main safeguarding themes are around mental health. There has been some 'unlocking anxiety' particularly related to not being vaccinated yet. Domestic violence has become less of a concern now society is unlocking. In relation to 'Me too', we have been talking to students and will be revamping student voice and getting more input from students on our policies and curriculum.*
- Interesting comments re the partnership with Bournemouth & Poole college – how do we teach students to be resilient? *This is about developing practical skills similar to mental health first aid. If we are awarded the grant, it will be a chance to develop sector appropriate materials.*

7.1i Safeguarding Policy

The committee recommended the amended Safeguarding Policy to the Board.

7.1ii Equality Objectives

Long process to look at what we thought they should be – did some retrospective data collection and set some more reasonable targets.

Some areas not covered but we have tried to focus them. And make the process more meaningful. We want to do something meaningful.

- Can you explain the objective of reducing number of disciplinary cases and how this relates to the dignity at work policy? *This is looking at how respectful staff are of each other and each other's differences and trying to intervene in staff conversations*

before they escalate. It has been identified as a theme in HR casework so they wanted to address it - there appear to be pockets of it to address.

7.2 Student Voice & Student Survey

The summary of the student survey was noted.

- 879 students completed survey – what proportion is this? *It is out of a total of approximately 1800 students.*

One improvement to note is in the percentage of students who feel they were being treated fairly. It is also interesting to note that the percentage of students who define as 'other' has increased. This indicates a positive inclusive trend.

Action	By whom	deadline
Add Equality Objectives and Safeguarding Policy to the Board agenda	Clerk	For July Board meeting

9. Any Other Business

There was no other business.

10. Future Business and Reflection

It was agreed that the November meeting would be focused on the SAR, so the next curriculum presentation should be in March 2022. Health & Social Care would be invited to present.

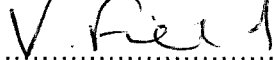
Action	By whom	Deadline
Invite faculty area to the March 2022 QS Committee meeting	Clerk	March 2022 meeting

The Committee agreed that the meeting had gone well remotely and that all members had accessed the meeting and papers successfully. They looked forward to resuming meetings in person when this was possible.

The next CQS meeting date will be confirmed, a draft meeting calendar for 2021/22 will be circulated with the agenda at the next board meeting.

The meeting closed at 15.45 pm

Approved for signature:

Signature 

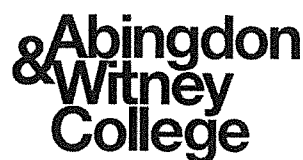
Date

Action points arising from the CQS Committee, 16 June 2021

Item & Title	Action	By whom	deadline
6 Quality Headline report	Thanks to be passed to Angela Hayles and Pam Wilsher on behalf of the Committee.	Principal	As soon as possible
7.2 Student Voice and Student Survey	Add Equality Objectives and Safeguarding Policy to the Board agenda	Clerk	For July Board meeting

10. Future Business and Reflection	Invite faculty area to the March CQS Committee meeting	Clerk	March 2022 meeting
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CORPORATION BOARD CURRICULUM, QUALITY & STUDENTS COMMITTEE



Minutes of a virtual meeting held on Thursday 4 March at 6pm.

Present

Jacqui Canton
Vicky Field, Chair
Fay Croft
Kathryn Schutterlin
Jessica Birkhead

In attendance

Jenny Craig, Deputy Principal
Jo Milsom, Vice Principal
Shane Munford, Head of Technology
Faculty (item 4 only)
Jenny Lowe, Clerk & Governance Advisor

Governor questions are represented with bullet points, and management responses are italicized.

1. Opening comments, apologies for absence and new declarations of interest

The Chair welcomed members to the meeting. There were apologies from Eduardo Pereira. There were no new declarations of interest.

2. Minutes of the meeting held on 10 November, 2020

The minutes were approved for signature.

3. Matters arising from the Minutes not covered elsewhere on the agenda, and Action tracker

The report was noted.

4. Curriculum Area Presentation – Technology Faculty

Shane Munford, Head of Faculty was welcomed to the meeting to give his presentation about the Technology Faculty. He outlined the faculty's key strengths and areas for development

- How will the improvements in course leadership be achieved? *The issue is consistency across the faculty. We have some excellent course leaders who will be able to share good practice.*
- How are the Work Placements in T-levels affected? *The College have appointed an industry placement coordinator to oversee this area. It is difficult to secure placements in digital where the companies involved are often small. Colleges involved in T-Level pilots have been lobbying the Department for Education to accept online/ remote placements at the current time.*
- Are there difficulties in recruiting staff in this area? *Yes, because industry salaries are high.*
- Do you know why we have lower student numbers on HE Courses? *We believe this is partly due to competition from other providers. Some universities have lowered grade requirements for their courses. We are conducting a STEM review to look into this question in detail.*

The Committee thanked the Head of Technology Faculty for an informative presentation.

5. Capital Projects Pipeline

The Principal introduced the report. The ad hoc nature of the release of the various funding streams has meant that applications have been made for funding prior to the development of the new strategic plan. The Principal noted that the Board's F&GP Committee have also

seen a report outlining the financial implications of the various funding applications in progress.

- Are any of the funding streams targeted to improve adult learning facilities? *None of the funding streams are specifically targeted at Adult Learners, but the general improvements across campus will benefit all of the students.*
- Are there any areas of the College which we would wish to improve, but are not covered by the various funding criteria? *STEM areas are well funded, so we are looking to fund improvements for other areas such as Creative Arts through the Transformation Fund.*

The report was noted.

6. Curriculum Headline Report

The Deputy Principal confirmed that College staff were preparing to welcome students back on 15 March (w/c 8 March is being used for campus-wide lateral flow testing).

Following the return of students to College, Progress Review Week this term will be used as an opportunity to review individual students' progress to date and create tailored action plans focused on progression aims.

- How useful will the National Skills Fund be? *It has strict criteria, and courses need to commence between April and July 2021, but it is being looked at, and if there is sufficient demand, courses will be offered.*
- Is 84 applications for T-Levels good? *It is above where Level 3 Applications are for the year. Applications for the Digital T Level are lower than we would want which mirrors the national picture and additional work is taking place to focus specifically on encouraging applications for this route.*
- What is 'Reset and Boost' *These are small group coaching sessions, utilising government funding to support those students who have yet to reach Grade 4 in English and Maths to catch up.*
- How worried are we about achievement in English and Maths? *No more than any other college in the current circumstances. Learning has been completely online in these areas since the beginning of the year. GCSE students will be back on campus from 15 March. College had planned on the basis that teacher assessed grades might be needed this year so have been working to ensure evidence is available to support the process. This does mean that attendance needs to be good for the rest of the year so that the evidence is available to enable grades to be assessed*
- When surveying student satisfaction, students could be asked for more information about their reasons for non-attendance.

The report was noted.

7. Quality Headline Report

The Deputy Principal updated the Committee that since the report had been written, Ofqual and the awarding organisations had updated Colleges on the alternative arrangements for the awarding of grades following the cancellation of the summer exams series.

For GCSEs, there had been confirmation that there would be no algorithm or ranking, but that grades will be awarded through a process of teacher assessment and that results will be moderated by the sampling of evidence.

There had been confirmation that different approaches will be taken to 3 broad groups of VTQs:

- the first group includes those VTQs most similar to GCSE, AS and A levels that are used for progression to further or higher education. It is government policy that it is no longer viable that exams for these VTQs go ahead. Instead, results should be awarded using similar arrangements to GCSEs and AS or A levels
- the second group is VTQs used to enter directly into employment. Exams or assessments should continue where they are critical to demonstrate occupational or professional competence and can be delivered in line with PHE measures. Where the assessment cannot take place safely, it will need to be delayed. These may be written or practical exams and assessments.
- the third group includes smaller qualifications taken for mixed purposes that are unlike GCSEs and A levels in their qualification and assessment structure, such as Functional Skills qualifications and English for speakers of other languages (ESOL). Exams and assessments for these should continue where they can be delivered in line with PHE measures or remotely, but with alternative arrangements available for those who cannot access the assessments.

The Deputy Principal confirmed that the rigorous formative assessment processes throughout the year mean that substantial evidence will be available to support the process.

- Does this increase staff workload dramatically? *Yes, and it is complicated by the number of awarding organisations who can differ slightly in their requirements. The College's Senior Management Team have been mindful of this, and the impact on staff welfare, so have not introduced additional measures or initiatives during this time.*
- How many of our apprentices have been made redundant? *5, and we have managed to secure alternative placements for all but one. The time period for securing an alternative employer has been extended.*
- Noting the statement in the QIP regarding consistency of quality, what is the concern? *This reflects our wish to be outstanding all of the time in every area. We have a large number of outstanding teachers, and we want to make sure that we support those who are not outstanding all of the time, such as our inexperienced teachers or those who need to update their practice, to ensure consistency across the College.*
- How often are PDPs carried out for staff? *Every term and at the end of the year.*
- Governors were grateful for the Teaching and Learning in Lockdown presentation and asked that this be made available to the Board.

The report was noted.

Action	By whom	deadline
Add Teaching and Learning in Lockdown presentation to the Governor Portal	Clerk	For March meeting

8. Students Headline Report

The Vice Principal Student Engagement introduced the report. During the third national lockdown, College attendance on campus had been higher, rising to around 87 students in the past week. This is a significant increase from the numbers attending during the last full lockdown and shows a rise in demand for onsite education from both young people and their parents.

Additional funding has been made available from the 'Winter Grant' to enable the continuation of Free Meals provision during holiday periods up to and including Easter. The College have also received 130 laptops via the Department for Education's 'Get Help with Tech' scheme.

A new bursary fund has been made available to Community Learning students recently in recognition of the challenges many are facing with continuing to access their education. The Committee was asked to recommend the amendment to the Student Financial Support Policy to the Board so that it includes this additional bursary fund.

- Do students receive vouchers or money for school meals? *Since November, funds have been transferred by BACS directly into student bank accounts to ensure students could access the funding.*
- Do 100% of students now have a laptop? *Not yet 100%. We are checking all students in receipt of a bursary and free school meals have access to a laptop in the first instance. When this has been confirmed, any remaining laptops will be distributed on the basis of need.*

Particular thanks were offered to staff involved in the successful rollout of mass testing of students in the lead up to their return to College. This was an enormous undertaking and had run smoothly across the campuses.

The Committee recommended the amendment to the Student Financial Support Policy to the Board.

The report was noted.

Action	By whom	deadline
Add Student Financial Support Policy to the Board agenda	Clerk	For March meeting

9. Any Other Business

There was no other business.

10. Future Business and Reflection

The Committee requested that the following areas be considered for future curriculum area presentations:

- Adult learning
- Health and Social Care and Early Years

Action	By whom	deadline
Invite faculty area to the June CQS Committee meeting	Clerk	For June meeting

The Committee agreed that the meeting had gone well remotely and that all members had accessed the meeting and papers successfully, and they looked forward to resuming meetings in person when this was possible.

The next CQS meeting was on Tuesday 22 June, 2021 at 6pm.

The meeting closed at 7.25pm

Approved for signature:

Signature *V. Full*

Date

Action points arising from the CQS Committee, 4 March 2021

Item & Title	Action	By whom	deadline
8. Quality Headline Report	Add Teaching and Learning in Lockdown presentation to the Governor Portal	Clerk	For March meeting
9. Students Headline Report	Add Student Financial Support Policy to the Board agenda	Clerk	For March meeting
11. Future Business and Reflection	Invite faculty area to the June CQS Committee meeting	Clerk	For June meeting

