



CURRICULUM, QUALITY & STANDARDS COMMITTEE MEETING

Date	Wednesday 6 th July 2016	Time 5.30pm	UNRESTRICTED FINAL
Venue	The Executive Boardroom, New College Stamford		
Chair	Alison Grant		

Membership: Alison Grant and Allison Sunley (Vice Chair, Deputising for the Chair who was hospitalised). The meeting was inquorate but proceeded in the exceptional circumstances as no decisions were required.

In attendance: Sarah Young (Director of Learning) (for items 1-3 only), Marilyn Rawson (Head of "A" Levels) (for items 1-3 only), Janet Meenaghan (Principal), Rachel Nicholls (Vice-Principal, Curriculum & Quality ("VPCQ")) and Sally Brook Shanahan (Clerk to the Corporation).

Apologies: Paul Wingfield , Zoe Nash, Luke Rurans and Andrew Tofts

Disclosure of Members Interests: There were no disclosures of interests beyond those already declared in the Register of Interests.

Item	Actions
<p>1. Minutes of the Meeting of the Curriculum, Quality & Standards Committee held on 18th May 2016 The minutes of the meeting of the Curriculum, Quality & Standards Committee held on 9th March 2016 were agreed as a true record and signed by the Chair.</p>	
<p>2. Actions Table and Matters Arising from the Minutes of the Meeting held on 18th May 2016 The Actions Table was received and the following additional point was made: From the Meeting held on 18th May 2016 <u>Action No.2 – Minute 5 – Page 4 – Key Performance Indicators 2015-16</u> – The exercise to look at predicated grades versus actual was on the agenda for the Committee's meeting and so the Action to report the outcome was closed. <u>Action No.3 – Minute 6 – Page 5 – Ofsted 16-19 Study Programmes Inspection Dashboard</u> – The Action to check the data in the new Level 3 Value Added Report was closed as the point had been overtaken following the move to a new methodology. <u>Action No. 4 – Minute 7 – Page 6 – Student Survey</u> – With the results from the Student Survey having been presented to the Committee at its meeting on 18th May 2016 it was agreed to change the scope of the action to require the scoping of different methods of engaging students other than via the Survey. <u>Action No. 5 – Minute 9 – Page 7 – Curriculum Area Reviews</u> – With the ACRs on-</p>	



going the Action was closed.

From the Meeting held on 9th March 2016

Action No. 3 – Minute 5 – Page 4 – Quality Improvement Plan – Progress Update – The action to pursue ways to enable progress to be formally monitored in-year and it was confirmed that this functionality will be included with the KPIs and will be revised over the summer to include the ability to capture data “on/at/below” the target.

Action No. 6 – Minute 8 – Page 6 – Value Added – In view of the importance for the full Corporation to understand the new Value Added measure the presentation will be delivered both to the Committee and the Corporation in the forthcoming academic year.

From the Meeting held on 9th March 2016

Action No. 4 – Minute 7 – Page 4/5 – Study Programmes – It was confirmed that Departmental Awards had been presented to Students who completed the Passport with governors invited instead to the Awards Evening on 29th June 2016. This meant the Action was closed. A discussion followed about the Passport in which it was confirmed that c40% of students completed this. Mindful of the fact that the scheme only began in January 2016 it was considered to have been a worthwhile exercise. Although in reply to a question it was stated there were no notable successes and that its take up had been patchy in some areas including Creative Arts and Construction, it was clear that with a new full year ahead it will be successfully embedded. Next year the responsibility for the completion of Passports will lie with the 10 Tutors which means there is an expectation of improved consistency and greater take-up.

Action No. 5 – Minute 9 – Page 5/6 – Curriculum Planning – It was noted the Action is almost redundant in the face of the Area Review. However, a Paper about Curriculum Planning was presented to the full Corporation in June and there will be another paper going to the July Corporation about the Area Review including questions to Members about how they would like to engage with the process. With the benefit of this update the Action was closed.

From the Meeting held on 28th October 2015

Action No. 5 – Minute 7 – Page 6 – Post Inspection Action Plan – It was acknowledged that the Action to show the impact of CPD is currently a challenge owing to staff changes. It was confirmed that the PIAP was updated in June 2016 and will be further updated in September when the results are available.

From the Meeting held on 10th June 2015

Action No. 8 – Minute 7 – Page 5 – Apprenticeship Quality Improvement Plan – The action related to student awards and so in that context it was reported that an award had been made for the Apprentice of the Year at the main awards ceremony on 29th June 2016. Members noted the need for a similar award to recognise achievement in the Business area. Following discussion about the further ways in which the action could be developed it was suggested that although the College could engage with the former governor who initiated the idea, it had now been rather overtaken by events in the light of the suggestion for the College to hold an event for local business people about the Apprenticeship Levy. The opportunity for an application to be made for funding to run such an event and a potential source of funding was noted. It was also suggested the College should consider an entry in the Amazing Apprenticeships Digest



for which the SFA accepts submissions as that is an excellent way of promoting the College's offer to schools and industry. In order to reduce expenditure it was suggested that innovative ways to pursue these ideas together should be developed and a costed proposal brought to the Committee. However the Principal said she was cautious about distracting the newly appointed Assistant Principal, Partnerships & Skills, from her income generating work whilst accepting the benefits that can flow from such events. In conclusion it was agreed that the College should put on an event to brief attendees about the Apprenticeship Levy and if this could be tied in with the presentation of the award to recognise achievement in the Business area that would be ideal.

As the dates for completion of the remaining Actions are in the future it was confirmed they will be reported on at subsequent meetings.

3. "A" Level Report

With Sarah Young and Marilyn Rawson in attendance at the meeting to present the report and with the agreement of Members, this item was taken first.

Members received the second, updated version of the paper in which the significant 13% improvement around AS Levels was noted with the pass rate now predicted to be 90% compared to 77% in 2014/15. The paper also contained information about the work being conducted in the curriculum areas to support students to get the grades they need.

At A2 the number of students predicted to pass has risen from 97.7% to 98.8% with more expected to achieve grades A*-C than in 2014/15 although the prediction for high grades has reduced slightly. This was particularly encouraging in the context that there were still some poor performers included in the cohort who also may have been distracting to other students. Attention was drawn to the fact that ALIS predictions suggest there will be <5% of A2 results grades A*. The complexities with linear "A" Levels being introduced this year and the greater likelihood that science students are predicted higher grades was also noted. Members discussed the concerns with Law and Philosophy that had been encountered in 2014/15 and were encouraged by the highly positive feedback received in relation to the new arrangements for teaching these subjects. With the contraction of sixth forms it was observed that students will come to College to benefit from their specialist offer. Members emphasised the importance of establishing a track record in those areas as this could be a unique selling point for the College particularly where competitors are withdrawing from the delivery of such subjects.

Further discussion followed around the AS-Level data in the Table on page 5 of the paper in which some detailed points were addressed about Psychology including admissions criteria. Members expressed dissatisfaction about the numbers of students predicted to get E, U and X grades in their AS-Level examinations which at 57 out of 244 entries they regarded as too high a proportion. In reply it was confirmed that all but ten of the AS students in receipt of a "U" grade are no longer at the College. Consequently the discussion reverted to A* grades with Members urging the need for greater aspiration in Departments and for the development of ideas about how this can be achieved. The positive impact of mentors to improve grades in both Maths and Physics was reported with benefits accruing to both the mentors and mentees. The roll out of this facility to all Departments is being considered although the move to linear "A"



<p>Levels will affect the ability to do this. Clarification was sought about the mentoring scheme as a concern was expressed about the impact that being a mentor could have on the grades of participating students.</p> <p>Discussion moved on to the exploration of the differential between GCSE and "A" Levels and the potential for transitional programmes to be put in place. A view was expressed that in Maths and Physics it is likely you can tell if a student will make it in the first six weeks but that it was more difficult to assess the position in the humanities. It was also noted that how students write is also an indicator of potential performance with the mid-year Progress Reviews having highlighted this and bespoke interventions provided for students. A small number of students have followed the extended project course and completed the essay with the potential opportunity for this to be extended next year.</p> <p>It was agreed that a paper giving the actual results compared with the predicted ones, will be presented to the Committee at its next meeting on 2nd November 2016.</p> <p>Members thanked Sarah and Marilyn for their paper and their clear focus after which they left the meeting at 6.28pm.</p>	<p>VPC&Q</p>
<p>4. Shadow Measures Report</p> <p>Members received the paper that provided an overview of the recently released "Shadow Report" for the new 16-18 performance measures using 2014/15 data and gave an explanation of the methodologies that underpin the measures and the impact of the new point scores. Attention focussed on the Table at Appendix D to the paper in which Academic/"A" Level and Vocational Performance were shown separately and where Red or Green spots indicated provision that is statistically significantly below or above national average. It was noted that only two local providers are significantly above average and that the figure of 1.0 represents a difference of a whole grade.</p> <p>Members scrutinised the technical guidance that accompanied the Shadow Data and the new vocabulary it introduces with "applied general" (BTEC) and "tech level" (NVQ/VRQ) replacing the current vocational cohort for attainment and progress measures. It was confirmed that the ability exists to drill down to individual student level that will provide the opportunity to appeal scores.</p> <p>Members were concerned at the impact of the new measures on FE where the focus to date has been on retention rather than value added. Performance Tables had always presented only a partial picture of FE as they only covered 16-18 and approved qualifications at Level 3 but the new measures will be an issue for the College with significant numbers of the cohort not being included in its data. Whilst at first sight the performance data appeared concerning, Members were asked to bear in mind that the figures related to 2014/15 when FE was judged primarily on Success and Achievement rates that were highly influenced by retention per qualification and in a year when the College's data was also not strong. However, it was clear to Members that the new measure will never be a good one for the College as it fails to play to FE's strengths. In particular Members closely examined the new points scoring system and noted how it disadvantages those providers who recruit students who are likely to achieve, on average, mid to low ranking grades.</p> <p>The views expressed included that the new measures are unfair to FE which is the</p>	



	<p>sector that frequently picks up young people who have failed. They could also envisage the measures having the effect of squeezing some students out from taking exams. Accordingly Members felt it was imperative for the College to keep alternative value added data to use as an evidence base, for example, details about how many students were previously excluded from school.</p> <p>Looking at the charts it was clear the College gets universal losses using the shadow data and so the job ahead is to keep on top of the changes and understand why the data looks like it does mindful that the purpose is to rationalise post 16 provision.</p>	
5.	<p>Key Performance Indicators 2015-16</p> <p>Members received the June 2016 update and focussed their attention on Apprenticeships where with Overall Success currently 78% and Timely Success at 63% it expected there will be a 9% improvement with College above national average at the end of the year.</p> <p>Attendance was highlighted as an area that was Red rated with current performance of 85.7% for full-time learners and 86.7% for HE learners the College will be below the year-end target of >90%. Conversely, the significant improvement in Retention was noted.</p> <p>Some aspects of the Student Satisfaction Survey showed a fall from the previous rating but the reasons for this were understood and should not recur.</p>	
6.	<p>Predicted Outcomes</p> <p>The exercise to predict outcomes had been designed to help maximise achievement and ensure attention was given to every single student and every single enrolment. Members were told how it also helps promote accountability at all levels within the organisation as course teams forensically look at course data with their Head of Department who in turn looks at the data with their Director of Learning who then reports predictions in, by course, to the Vice Principal Curriculum and Quality.</p> <p>Following an exercise carried out by the Vice Principal Curriculum and Quality to extract data from ProAchieve by Curriculum Area and then asking Heads of Departments and Directors of Learning to predict achievement on each course by forensically looking at each enrolment and student the College is predicting an improvement on college-based provision (excluding English and maths) of approximately 5%.</p> <p>An improvement on all provision (including partners, excluding English and maths) of approximately 3% is also predicted. This is as a result of GLADCA and Wildcats performing slightly worse than 2014-15, however, Wildcats have the possibility of improving their results with further retakes in September 2016. Members acknowledged there were reasons for the lower performance by GLADCA as the organisation works with transient and hard to reach learners.</p> <p>Turning to Apprenticeship Provision the Assistant Principal Partnership and Skills is predicting worst case overall to be 70.8% and timely 54.3%, and best case to be overall 78.6% and timely 63%. National averages for 2014-15 are overall 70.3% and timely 56.8% whilst the College's performance for 2014-15 was overall 69% and timely 53.8%.</p> <p>The Results will be measured and compared against predicted outcomes as well as</p>	



	<p>2014-15 national averages and from that exercise it is expected a sense of and assurance will be achieved about the ability and reliability of managers and staff to forecast their results. Members scrutinised the data in detail and were encouraged by the excellent results in Media, Skills for Work & living and Health & Social Care and noted the work still required in Hairdressing and Travel & Tourism.</p> <p>The turnaround in less than one year was commended and sets the College up well for re-inspection. Members were encouraged to see the positive results of the "Every Achievement Matters" approach and that Departments were celebrating students' success and commented on the fact that never before had the data been owned or reviewed with such rigour. It was noted that data will be reported as part of the self-assessment process.</p>	
<p>7.</p>	<p>Curriculum Area Review Report Members received the update on the new quality improvement process – Curriculum Area Review ("CAR") – which is a live process designed to facilitate in-year improvement featuring a wider view of data, teaching, learning and assessment and student experience.</p> <p>It was noted that seven areas have completed CARs in 2015-16 with the Reports all moderated and validated. Members scrutinised the tabulated outcomes of the CARs with attention focussed on the issues in the Sport area where no HE programme will be run next year.. Other areas where improvements are still required were discussed including digital learning and that there remains room for improvement in the Student Experience. It was agreed that the high risk areas will be mapped and discussed at the Committee's first meeting in the new academic year.</p> <p>In 2016-17 CARs are scheduled for Hair and Travel & Tourism early and with underperforming areas being targeted for scrutiny as part of the on-going process.</p> <p>In the course of a discussion that followed a request was made for information including a full list of the Areas that have been reviewed showing how accurate their predications have been and the themes being worked on in those areas. It was agreed that the spreadsheet will be refreshed including a separate page for each area and that consideration will be given to how the spreadsheet maps in the Self-Assessment Report.</p> <p>A suggestion that the Heads of Areas come to Committee meetings in order to talk to Members will be given further consideration at the end of September when, for example, staff from the Hair Area could present to Members after their CAR has been moderated.</p>	<p>VPC&Q</p> <p>VPC&Q</p> <p>CQS Committee Members</p>
<p>8</p>	<p>Quality Improvement Plan – Progress Update Report and Key Inspection Risks Report Members reviewed the Action Plan and said they were reassured to see so many ticked items which affirmed the significant work being undertaken to make sure the College is Ofsted ready and continually moving forward. The Plan also enabled Governor impact at meetings to be seen. The RAG ratings were scrutinised and it was acknowledged that it would be difficult for any to be revised before the academic year end. Members observed how the Plan flows logically into the Key Inspection Risks Report that contained even greater detail.</p>	



	Particular attention focussed on Item 3.4 of the Plan about work experience with Members discussing the issues. It was confirmed that a new 2.5 FTE post for a co-ordinator has been introduced and that the extended project qualification is also expected to help maximise opportunities for work experience. The discussions concluded with agreement to include Work Experience as a new Key Performance Indicator and to revert to the Committee on how it is being managed.	Principal & VPCQ
9.	Post Inspection Action Plan – Progress Update Report It was agreed the PIAP will be distributed separately for Members' review and comment.	VPCQ
10.	Staff Development Week 2015/16 – Report Members were briefed about the week's events and the very positive feedback received from participants. A pdf version of the Events Brochure for the week will be uploaded to the meeting pack. It was confirmed that all activities undertaken have been logged on the HR database and their impact on teaching and learning will be the subject of reflection in the performance appraisal documentation which Members felt represented a sea change in the assessment of the impact of CPD. In the course of the discussion that followed the Vice Principal, Curriculum & Quality, spoke about the wall of pledges created using Mentimeter that was one of the outputs of the weeks' activities.	Clerk
11.	Proposed Learning Improvement Model 2016/17 – Report Members received the paper and discussed the rationale for a move to an ungraded developmental model of lesson observations from the current traditional one. It was noted that the cultural shift towards observations being a developmental process is one that is supported by Ofsted and that such a model needs to link with the Capability Procedure. As the Corporation had previously taken the decision to move to graded observations it was necessary that any decision to change is also approved by it. Committee Members gave their support in principle to the proposed move to a developmental model and agreed the subject should be added to the agenda for the Corporation's first meeting in 2016/17 with the supporting paper being the one that had been reviewed by the Committee.	Clerk
12.	Any other urgent business (i) <u>Committee attendees</u> – Following a discussion about attendees at Committee meetings beyond the membership it was agreed that Alison Fox, Assistant Principal Partnerships, Skills and Commercial Development, and Paul Ward, the newly appointed Apprenticeship Manager, will attend the Finance & Resources Committee and that the Head of Quality will attend meetings of the Curriculum, Quality & Standards Committee	
13.	Date of next Meeting The next meeting of the Committee will be held on Wednesday 2nd November 2016 at 5.30pm in the Executive Boardroom.	

The meeting ended at 7.30 pm

Signed  Chair

Date

