

Minutes of the inaugural meeting (electronic) of the Curriculum and Quality Committee (CQC) held at 1730 hrs on 16 September 2020.

Present	Dr Mary Kiernan	Angie Morris	Gabe Manthorp	Janet Meenaghan (CEO)
	Rachel Nicholls (DCEO)	Steve Saffhill	Jonathan Teesdale	Anthony Warner
	Paul Wingfield (Chair)			
In Attendance	Ralph Devereux (Interim Clerk)	Julian Kirkpatrick (APQ)(PC)	Angela O Reilly (VPQ)(PC)	Matt Shough (APQ)(SC)
	Cheryl Thomson (DOQ)(PC)	Jo Ulyatt (GD)	Sarah Young (VPQ)(SC)	

01/20 OPENING

- a. The meeting was quorate and in accordance with Corporation Minute 04/19 (03.08.20) Paul Wingfield was confirmed as Committee Chair. **(Action 1)**
- b. The Chair welcomed all to the first Group C&Q meeting, thanked them for attending and outlined the broad elements of Committee responsibilities and ambitions for the year.

**The information was received and noted;
Actions had been noted. (Register at 10/20).**

02/20 STANDING ITEMS

- a. No notice had been received of any Member becoming ineligible to hold office and no interests were declared.
- b. Dr Kiernan would seek clarification if points not addressed in the meeting proper.
- c. The meeting process:
 - (i) Members had read the papers;
 - (ii) questions during discussions would be welcomed; and
 - (iii) where decisions were required each Member would indicate individually using the "Google Meet" facility, which would be visible to all members. **(Action 2)**

**The information was received and noted;
Actions had been noted. (Register at 10/20)**

03/20 TEACHING LEARNING AND ASSESSMENT (TLA) 2019.20

The paper examined the effect of TLA strategies on students' learning experience and maintenance of each college delivery quality throughout lockdown. Throughout 2019.20 the Quality Departments had initiated process alignment and harmonisation would continue through this year, whilst recognising individual procedural differences. The move to "blended learning", which combined face-to-face and on-line delivery, had now been accepted as the norm. There were two priority elements in the report: Curriculum Area Reviews (CAR) and Learning Walks (LW).

- a. CAR. The original template (2019) had been aligned with the Ofsted Education Inspection Framework (EIF), education quality and teaching, learning and assessment (TLA) and this was varied in November of that year. The present template was largely standard but reflected individual College process. The CAR was a comprehensive tool for quality assurance (QA) and informed on individual student journeys, which however had been suspended at the lockdown move to online delivery, which could not support the model.

- b. LW. The CAR was supplemented by themed LW results, again this process was individually aligned to each colleges' specifics, whilst meeting EIF requirements; these walks were key to informing improvements in TLA, which were then implemented by specialists. Clearly these would not function in on line provision and consideration was being given to how best to obtain the valuable information.

Information Learning Technology (ILT) using the Google Education Suite had been embedded across most areas a popular move with students who had welcomed the consequent flexibility. Staff were fully supported by specialists who also shared best practice across the Group. Extensive staff support had been available throughout lockdown. Ensuring student access to technology had been, and remained, a priority, for example SC had loaned a total of 336 Chromebooks, 20 dongles and 120 Laptops. Future plans were outlined, discussed and noted. During discussions it was noted that student survey responses had been overwhelmingly supportive and positive about the online lockdown provision; the results and comments would inform the blended learning provision. The issue of sharing the successful procedures with the wider FE sector generally, was discussed and, whilst that had not been specifically circulated, both colleges were members of several forums at which the processes had been discussed and there had been full participation in many webinars during the lockdown.

The information was received and noted.

04/20 ENROLMENT AND RECRUITMENT

Current numbers of enrolments were discussed; it was still early in the process and each College explained their positions; separate Management Information Systems (MIS) were still in use and work towards a Group wide arrangements were progressing.

- a. SC. Enrolments had been administered on-line and emerging challenges had been largely resolved. The local target was 2178, currently 2172 enrolments had been made and it was reasonable to assume a further 200 "walk ins"; focus was now on translation of those enrolments into students. In response to questions: A Level numbers (Target 104) had recovered from a hesitant start to 100 and technical offers such as Electrical and Plumbing were popular.
- b. PC. There had not been a full on-line capability during the early stages of the process but it had grown and was now fully functional. The local target was 2812 with 2441 enrolments to date. A two-week induction was progressing and it was likely that that number would grow and there was optimism that the target could be realised.

The results were considered and discussed. It was clear that there had been much good work across the Group; construction, engineering and motor vehicle numbers were high introducing social distance challenges in workshops. Some rationalisation may be necessary for example, Travel and Tourism could be focused at SC, whilst the Early Years and Catering at cohorts at SC were low in number. The Group target was for 4810 students and 4740 at the six-week reporting point. Members were encouraged by and welcomed the performance.

The information was received and noted.

05/20 INDUCTION

Induction for both new and returning students was then considered and discussed. Group Strategies required as essential the early settlement of students and the induction process was key to achievement of that element. Both PC and SC had newly developed high quality Induction programmes, which were readily available on-line through the student portal; email links to the documents were included in the accompanying paper.

<https://sites.google.com/stamford.ac.uk/induction/home?authusers=1>
<https://sites.google.com/peterborough.ac.uk/induction/home>

The documents were presented on screen in turn and were discussed individually; common elements and individual local differences were noted and it was stressed that these documents would remain as a key reference for the academic year including all student agreements. Key messages to students were at Appendix One and were discussed and noted. The Induction process had been completed through a combination of on-line and personal elements. The next steps were to:

- a. review the process;
- b. obtain the widest possible range of student responses to the process;
- c. analyse that information; and
- d. prepare the future Group induction arrangements.
- e. post relevant documents to Board IQ as references. **(Action 3)**

Members were favourably impressed with the high quality presentation and easily understood comprehensive detail. The process and the content had been designed to provide assurance to all students on their personal safety and of the secure "Covid Safe" environment, which would allow full participation in T&L. Much attention had been paid to detail and those concerned were thanked. During general discussion it emerged that the Sports Department had completed an on line "post-induction survey quiz", which it was agreed to circulate to all departments for consideration. **(Action 4)** This was agreed as a vital element of the Group philosophy; safety and awareness of all students was key. Feedback as discussed earlier would be consolidated and presented to the next Committee meeting.

**The information was received and noted;
Actions had been noted. (Register at 10/20)**

06/20 QUALITY ASSURANCE (QA)

The paper was explained and discussed. Throughout 2019.20 the Quality Departments had initiated process alignment and harmonisation would continue through this year, whilst recognising individual procedural differences. The paper was explained and discussed, of particular interest were the following.

- a. Interim Ofsted visits. Ofsted would complete 250 interim visits by the end of January 2021 with the aim to review individual strategic response to Covid-19; each visit would involve 2 inspectors over 2 days and would not form judgements or complete lesson observations.
- b. Self-Assessment Reports (SAR). Robust SAR processes were key to informing judgements of individual departmental and the colleges' effectiveness, this would develop into an integrated Group arrangement in 2020/21. The SAR, realigned to the EIF and the completion process was detailed in the paper and noted. Members from this Committee were particularly valuable to the moderation process of each SAR, which would take place at SC on Monday 2 November; SC in the morning and PC in the afternoon; PW and MK volunteered and accepted with thanks. **(Action 5)**
- c. Remote/Blended Learning. Early focus for the coming year's internal quality reviews would be effectiveness of remote and blended learning using the full range of processes available and utilising the Ofsted "deep dive" processes. The received information together with feedback from end-of-year remote learning surveys would then inform considerations of future remote delivery. Continuous Professional Development (CPD) opportunities and individual coaching would be available as necessary.
- d. Vulnerable Students. During general discussion on associated issues there was some challenge to the profile of safeguarding generally during remote delivery and re-assurance on mental health and disadvantaged students' welfare in particular. Management fully accepted that these were live and vital matters, of which staff were well aware; these issues had received special attention both during lock down and during the return to college. Full "wrap-around" care including personal attention and one-to-one sessions as necessary was available, the latter in "bubble" hubs if necessary. In particular, those with special education needs (SEN) were specially monitored; anxious students, perhaps nervous about the return, or new to the environment, received full support. Badges identifying conditions, such as nervousness and preferred behaviour, were readily available and were respected. A full report on these processes would be brought to the next meeting and reported regularly. **(Action 6)** Nominated Members under the Governor Link Scheme would include such support in their scope and the visit programme would be set up asap. **(Action 7)**

- e. Quality Improvement. QI was driven by the QI Plan (QIP), which was informed by the SAR and meticulous attention had been given to the preparation. The document was reviewed at the Curriculum Performance Reviews (CPR) and informed subsequent CAR.

**The information was received and noted;
Actions had been noted. (Register at 10/20)**

07/20 KEY PERFORMANCE INDICATORS (KPI)

A comprehensive paper on KPI was then considered and discussed, the paper comprised six elements, attached as separate annexes.

- a. Appendices One & Two were the PC & SC KPI reports as at June 2020, which were noted, the final versions for 2019.20 would be brought to the next Committee meeting. **(Action 8)** The reports would not include some reportable items (attendance, retention and work experience) due to lockdown limitations.
- b. Appendix Three was the suggested reporting format for the IEG;
- c. Appendix Four was the suggested reporting format for IEG apprentices;
- d. Appendix Five was the suggested reporting format for PC; and
- e. Appendix Six was the suggested reporting format for SC.

The suggestions were discussed, they had been designed to present information in a clearer and more focused format and they were agreed as sensible and well thought through. Perhaps more detail on “remote attendance” but these were “living documents”, which would evolve with use. The Templates were approved. **(Action 9)**

**The information was received and noted;
Actions had been noted. (Register at 10/20)**

08/20 URGENT BUSINESS

It was agreed that there was no urgent business.

09/20 NEXT MEETING

The next meeting would be at 1730 on 12 November 2020.

10/20 ACTION REGISTER

See referenced minute for full action.		Resp	By
Action 1	01/20a. PW confirmed as Chair.	Clerk	wie
Action 2	02/20c(iii).Meeting process agreed.	Chair	
Action 3	05/20e Relevant docs to Board IQ.	Chair	wie
Action 4	05/20. Induction Quiz to be circulated cross Group.	AoR	asap
Action 5	06/20b. MK & PW to attend SAR moderation event.	Both	02.11.20
Action 6	06/20d. Report on special care for students to next meeting.	MS/CT	
Action 7	06/20d. Governor Link Programme to be detailed.	VPs	asap
Action 8	07/20a. Final KPI to next meeting.	Ao'R	12.11.20
Action 9	07/20. KPI Template approved.		wie

Pauline Severn (Clerk) for Paul Wingfield (Chair)

CQ16.9.20MinsRDRNJM

Final Audit Report

2020-11-16

Created:	2020-11-16
By:	Ralph Devereux (office.mpe@btconnect.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAADSFVc9AR5K0mvRwh7iJzfTR84sVOKrl

"CQ16.9.20MinsRDRNJM" History

-  Document created by Ralph Devereux (office.mpe@btconnect.com)
2020-11-16 - 8:59:49 AM GMT- IP address: 86.155.92.190
-  Document emailed to Ralph Devereux (Clerk) for Paul Wingfield (Chair) (clerk.mpe@btconnect.com) for signature
2020-11-16 - 9:00:05 AM GMT
-  Email viewed by Ralph Devereux (Clerk) for Paul Wingfield (Chair) (clerk.mpe@btconnect.com)
2020-11-16 - 10:42:12 AM GMT- IP address: 217.146.82.239
-  Document e-signed by Ralph Devereux (Clerk) for Paul Wingfield (Chair) (clerk.mpe@btconnect.com)
Signature Date: 2020-11-16 - 10:42:52 AM GMT - Time Source: server- IP address: 217.146.82.239
-  Agreement completed.
2020-11-16 - 10:42:52 AM GMT