



**MINUTES OF THE CURRICULUM AND QUALITY MEETING HELD ON
WEDNESDAY 22nd APRIL 2015**

Present: David Grocock (*Chair*), Janet Morgan, Mandie Stravino, Graham Schuhmacher

In attendance: Matt Bromley, Richard Deane, Neil Fowkes, Kate Martin, Anita Straffon,
Eileen Swan,
Rose Matthews (Assistant Clerk)

	Action	Date
<p>11/14-15 Apologies for absence</p> <p>Apologies for absence were received from Phil Dover and Heather Simcox.</p> <p>David Grocock (DG) agreed to Chair the meeting in the absence of Phil Dover.</p>		
<p>12/14-15 Declarations of interest, confirmation of eligibility and quorum</p> <p>All members were eligible and the meeting was quorate.</p> <p>Graham Schuhmacher was a Trustee of the UTC and an employee of Rolls-Royce.</p>		
<p>13/14-15 Agree Terms of Reference</p> <p>The draft Terms of Reference had been amended following the previous meeting and Members approved the revised Terms of Reference.</p> <p>The Chair expressed concern over the number of late papers as this gave insufficient time to read in advance of the meeting.</p>		
<p>14/14-15 Minutes of the previous meeting</p> <p>Minutes of the meeting held on 17th February 2015 were approved as a true and accurate record.</p>		
<p>15/14-15 Matters arising</p> <p>03/14-15 The Terms of Reference were revised and circulated.</p> <p>04/14-15 RD would cover the Post Inspection Action Plan at today's meeting.</p> <p>05/14-15 RD had shown what the data looks like without the ESOL figures.</p> <p>RD was in the process of producing an Executive Summary for the Equality and Diversity Report.</p>		
<p>10/14-15 MS had circulated the Mind Map showing line of sight to work to Members.</p>		

16/14-15 Curriculum Planning Process and Performance Management

The CEO presented a paper to this Committee to show how the College was meeting Government priorities and the LEP needs and explained the process to Members.

The Audit Committee were provided with assurance at the last meeting that the framework was in place, it is the responsibility of this Committee to ensure the curriculum is meeting the priorities.

The CEO covered the strategy document, curriculum business plans and key milestones and explained the approval panels for the curriculum would be taking place next week, this would be where any gaps in priorities would be discussed and how the teams planned to meet any gaps.

Self-assessment and quality assurance link into the process, once the strategies are in place and the KPIs are a measure of how the teams are progressing towards enacting the strategies.

The Quality Performance Reviews monitor the above processes by looking at teaching and learning, and performance management and analysing the data.

Each team have KPIs linked to their core strategies which are linked to the Ofsted Common Inspection Framework.

Graham Schuhmacher (GS) questioned if the College was doing enough to understand what else was required, e.g. input into the LEP, Derby City Council, Marketing Derby etc. He asked if the College were closing down the courses and activities that were not performing well and growing those it is good at.

The CEO explained each area needs to identify if the courses are a LEP priority or a sector priority. She explained that for example, Landbased is not a LEP priority but a national priority. GS said there was a massive skills shortage in Engineering, but at mid-career level, e.g. they need Engineers with 20 years of experience. Therefore had a different training requirement.

The Chair asked about curriculum planning and something that may be a Government priority, but the Government have cut its funding. He talked about designing a curriculum to better suit the demands of improving our quality, for example, ESOL, how are we going to re-shape what we deliver to fit in people.

The CEO explained that if a course is not financially viable, the quality was not good and it was not meeting local priorities then the Panel ask for a justification as to why it was still being offered.

She made reference to the Career Learning Ladder, which is a key focus for the College, this is specifically for those in the workforce who wish to develop their career with evening and weekend courses.

GS said it would be good if Link Members could understand this and map out to the Board. The CEO said a key document for Link Members is the Curriculum Business Plan and QPR for the Academy.

GS questioned how well the Academies are horizon scanning. The

CEO said she would have a better opportunity to report on this when the presentations have been carried out next week. RD also advised a new software had been introduced called Mint which had the ability to map to local outcomes.

The Curriculum Design Strategy focussed on how to make each team effective and ensure that each Academy was focussing on maths and English and employability was embedded.

The CEO stressed that Adult Learning Loans are crucial for the College with £1.4m available. This means a change in the way courses are delivered moving forward.

Full cost courses in key areas have been developed on the back of demand, along with Learning for Leisure provision.

The Chair thanked the CEO for the comprehensive overview. MS agreed to circulate the briefing for the forthcoming panels and to provide feedback at the next meeting.

MS

TBC

17/14-15 Teaching and Learning update 2014-15

Matt Bromley provided an update for Members, which focussed on the Teaching and Learning Strategy.

The main focus at this point in time is that teachers are able to demonstrate progress in lessons. Students can see how they are performing and what they need to do next.

The scorecard ensures a consistent system for tracking students at risk and ensuring intervention and support is put in place.

The team are working with Team Managers to develop teachers' literacy and marking skills and develop their maths. Teachers undergo a Level 2 screening diagnostic test and are then provided with targeted support.

Following inspection a lot of changes have been introduced, some of which work well and some which could be improved.

A consistent way of assessing students was introduced, whereby the teacher assesses the learner every four weeks. This works well for some qualifications, but not others.

Data is now being collected for students against the 9 equality and diversity characteristics, which will allow the College to look at narrowing the gap from the first part of the year.

MB is looking to develop the observation system further, the next stage is to change the observation process so it is much more developmental. This is currently being trialled with Personal Coaches.

A group profile has been introduced for each student, to allow teachers to differentiate. This has meant some duplication initially for teachers obtaining data, but it was hoped this would be generated automatically next year.

MB covered the work scrutiny process, with verbal feedback given to students and the need to capture in the same way as an evidence based assignment.

In his report MB made reference to his KPIs, anything less than 5% was flagged as amber, which showed an improvement in nearly every area.

The observation profile is at 92%. MB said he was confident the figure was accurate as the processes were now in place and people who were not performing had moved on. GS asked that it be made clear on the report that 92% was for good or better teaching. MB to amend.

MB

June '15

The scorecard showed 96% of teachers were good or better, based on in-year measures. This incorporated three elements: attendance, punctuality and observations. This would be updated further with the outcomes as the end of year measure. Overall the average grading score was 2.4 compared against a grade 3 of last year.

The Chair said the actions taken were clear and Members could clearly see the outcomes. He said he felt it was important the impact on students' outcomes was shown on the QPRs.

Janet Morgan made reference to the 81% of teachers completing CPD to upskill. MB made it clear this is mandatory for new staff only and not existing staff, 256 teachers had voluntarily gone through the upskilling process.

18/14-15 **Quality Performance Review**

Academic Studies, The Arts, Teacher Training, English and Maths, Higher Education and ESOL

Kate Martin shared her QPR, highlighting the main areas of concern as English and maths and value added. A lot of targets in Academic studies were English and maths targets and had not been stripped out of A Levels.

There was no differentiation for target setting for students at lower grade GCSE and further work was taking place to address this.

A Level retention was good, one of the highest risks was students receiving unconditional offers from HEIs, which had a huge impact on value added. Many students had taken their foot of the pedal knowing they have been accepted with lower grades.

Eileen Swan (ES) had faced similar problems in her area and the consequences this would have on the students and universities was discussed. ES and KM said both their areas had discussed with students and their parents. GS said that it was good these conversations had taken place and learners had been given the facts.

KM said lots of revision sessions had taken place, a parents evening had been held in relation to finance which included reference to high grades. A residential summer school had been organised with Nottingham University to promote high grades and the audience had been targeted to those students who had not had experience of HE.

GS said none of these students would get on a higher apprenticeship course with a company with grades such as an 'E'

and yet are being allowed into HEIs.

GS asked if a paper could be produced on the number of universities doing this, with required grades etc. KM agreed to prepare this.

KM

June '15

ESOL and LEXIS QPRs are split into 16-18 ESOL and Adult ESOL. Adult had been restructured to short courses and the retention had increased by 10% and this structure will continue next year. The 16-18 provision had low numbers and therefore would not be running next year.

The contribution to overheads overall was 46% for the whole Academy.

The Chair questioned the equality and diversity analysis and KM agreed to investigate.

KM

May '15

Public Services, Landbased and Sport

ES presented the QPR summary for her area. English and maths were problem areas, with learners not wanting to attend or achieve. She had met with individual learners and their parents to look at those at risk and interventions had been put in place. Following these meetings attendance has improved.

ES was struggling with recruiting suitably qualified staff to replace staff who had left, or were on long term sick, etc. This has mainly affected the HE students, it is resolved, but has taken several months to rectify.

Emerging strengths are teachers who were observed and received coaching straight away have improved with RI teachers improving to a grade 2 or in some cases a grade 1.

Good value added for Landbased and this was improving for Public Services.

Landbased showed good retention with 16-18 = 99%, 19+ = 96%
Public Services retention at 16-18 = 98%, 19+ = 100%
Sport retention at 16-18 98%, 19+ = 99%.

The financial contributions were good, with Landbased making a 69% contribution, Sport and Public Services at 48%.

The Chair noted retention was good and that all staff were aware learners were below target and that interventions were in place. He asked if there was a problem in the area with learners below target. ES said it wasn't a problem, with the exception of the BTEC programmes. Some assessments were not taking place until later in the year and the priority is to keep students on target throughout the year.

ES clarified that any student at risk on Pro-monitor was flagged and an action plan put in place. ES stressed the need for a holistic view, quoting the example of a sports student who had done exceptionally well in sport but was below target in maths.

GS asked if the College were doing anything different to teach English and maths and gave an example of the Army and an intensive teaching programme they had implemented.

The CEO explained a new method was being piloted with a GCSE teacher and a vocational expert in lessons, which provided additional support in class but also offered a check of the English and maths delivery.

Engineering and Apprenticeships

Neil Fowkes provided a summary of the Engineering provision. He explained that areas were improving but there had been some historical issues which had taken time to resolve.

The introduction of new staff into the area had strengthened the provision and work was being done on improving the Academy's reputation with employers. Positive feedback had already been received from Nestle and JCB.

A huge amount of work had been carried out on the data, and with Markbook the team can see the current picture for the programmes. 50 learners were currently at risk and NF admitted the curriculum areas needed to be more focussed on those falling short. GS pointed out there was an opportunity for KM's team to share best practice.

The Chair noted that Level 2 and 3 retention was down on the diploma courses. NF said the diplomas had the remaining sanction and he was working with HR to address with the staff concerned.

The projected success rate was 3% above last year and NF acknowledged he has still some work to do, but he felt confident that with the new managers in place the change would be rapid.

Vocational

Anita Traffon said retention was improving in her areas. Looking at targets, 85% are above or on target.

Each area had an 'at risk' list and had the names of individual learners they were working with. Workshops had been arranged for learners who were struggling with English and maths and the teams were now taking on responsibility for ensuring those learners pass the full qualification including the English and maths element.

Motor Vehicle retention had dipped and AS was looking at providing an evening provision for those learners who had left and gone into employment.

Some learners had been incorrectly coded, with WPL being coded to classroom based. AS is addressing this with MIS.

The strengths are good retention in two areas, but Care and Health and Social Care had increased from last year but were still below national average.

Attendance had still not changed with the report still showing full cost schools and international. MIS were working on reporting this differently.

The Chair questioned the red arrows and looking at the QPR felt there were more areas that should have been flagged. AS explained these were her internal targets which had been set higher.

In summary, the overall retention since the last meeting was encouraging. Altogether this showed 2% above the College target. Members could see links to the next support and challenge visit, progress in year with a focus on value added. The progress learners were making in lessons could be seen and what was being done with those at risk. The overall focus was on maths and English

19/14-15 Value added

Due to time restraints this item will be carried forward over to the next meeting.

20/14-15 Quality Improvement Plan

Members received the Quality Improvement Plan and acknowledged this reflected feedback from the Support and Challenge Inspectors.

21/14-15 Curriculum Strategy

Members received the draft Curriculum Strategy for information.

The meeting finished at 11.00 am

Signed: _____ Date: _____