



**MINUTES OF THE CURRICULUM PLANNING AND STANDARDS COMMITTEE
MEETING HELD ON TUESDAY 28 JUNE 2022 AT 2.00 PM HYBRID - REMOTELY VIA
MS TEAMS AND IN T108 AT THE ROUNDHOUSE**

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Present: Alan Brady (Chair), Angela Cruz, Phil Dover, Mandie Stravino

In attendance: Aaron Denton, Helen Jefferson, Melanie Lanser, Heather Simcox, Mark Rugman
Rose Matthews (Clerk)

	Action	Date
29/21-22 APOLOGIES FOR ABSENCE		
Apologies for absence were received and accepted for Sue Bradley and Vanessa Simpson.		
From the SLT apologies were received from Heather Simcox, Kate Martin and Kate Cox.		
30/21-22 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM		
All members were eligible, and the meeting was quorate. There were no new declarations.		
31/21-22 MINUTES OF THE MEETING HELD ON 9 DECEMBER 2021		
RESOLVED: The minutes of the meeting held on 10 March 2022 were formally approved and signed as a true and accurate record.		
32/21-22 MATTERS ARISING		
16/21-22 The Committee name change was approved by the Corporation in March 2022.		
21/21-22 The Curriculum Strategy was circulated to governors.		
33/21-22 DESTINATIONS ANALYSIS		
The Committee were provided with analysis of the destinations data collected from the year ending 2020-21.		
The Director of Student Experience and Pastoral Support shared with governors the process for collecting destination data.		

Members were informed that 92% progressed to a positive destination and 63% of students progressed to a positive destination related to their study programme. 89% that studied at level 2 progressed to a positive destination.

Analysis had been carried out a course level for those students that didn't progress to ensure it met industry specifications which was then reworked back into the curriculum planning process.

Members were appraised of those areas that progressed to a positive destination and those at a lower level.

Changes had been made to the process for this academic year, which included holding destinations days to refer students to suitable services or providers to support transition to a positive destination. Alongside this, Curriculum Managers were tasked with carrying out a deep dive into their area's data, as well as analysing their NEET students to take actions to improve.

Members heard how the employment focused destination event last week had included 28 employers and recruitment agencies from a range of sectors.

Members questioned why some areas didn't do as well – business in particular was noted. That process was taking place.

The Vice Principal: Quality of Education said the PMR process for next year would include analysis of destinations in order to weave a golden thread into performance management.

Members also questioned who took responsibility to ensure the College had done the best for every student. Personal tutors were in charge of the students and those at risk are provided with additional support and interventions put in place by the pastoral team. It was also noted the team worked well with marketing in terms of PR and those who have left can complete an online form to capture their destination.

It was noted the 89% were students the College had tried repeatedly through a number of mechanism to get hold of, but couldn't.

34/21-22 ORGANISATIONAL QUALITY IMPROVEMENT PLAN (OQIP)

The Vice Principal: Quality of Education presented the (OQIP).

Overall good compliance and effort made with QIP update process and progress.

It was evident that leaders and managers were focusing attention on their improvement priorities although most objectives were in progress. It was an ambitious QIP and when setting targets some of the challenges with students who had not previously sat any exams had not perhaps been fully anticipated.

More work needed to be done with EHCP and inclusion to ensure targets for set in the EHCP was achievable.

All managers had received developmental feedback to support enhancement and a common development point was enhanced use of in-year data which had improved and there had been a big focus on attendance and retention – which had improved by 9%.

There was a need to ensure teachers had the skills knowledge, particularly in terms of technology from rapidly changing industries.

Progress was starting to be made with personal tutoring and professional standards, but it had not been as rapid as planned.

Personal tutor caseload was a barrier with a review the case load of personal tutors to ensure quality time was planned to manage students into positive destinations.

It was noted the College had been engaging with Noel Baker (one of the largest feeder schools to the College) and they had invited 100 parents whose child had applied to the College to meet with the bursary, careers and inclusion teams to engage with them earlier and build up relationships.

The Student Voice Co-ordinator was running a mental health focus group. Interestingly student feedback was that they should take responsibility for their own mental health and wondered why it was the College's responsibility.

The Corporation Chair questioned the Leadership and Development programme and asked if that was choice or mandatory. Some were, but the workshops were online and provided easy access.

35/21-22 CURRICULUM AND QUALITY RISK REGISTER

The Curriculum and Quality Risk Register had been shared. Members noted the key risks.

36/21-22 DIVERSITY, INCLUSION AND BELONGING

The Director of Student Experience and Pastoral Support presented an overview of activities in the area.

The reporting system had been refined to identify the primary support needs of students with an EHCP in order for the team to support with specialist intervention.

The Young Carers Quality Kite Mark had been achieved – which has led to focused reporting and support for students with caring responsibilities.

Work was underway with intervention strategies to support students from FSM and Disadvantaged cohorts, along with in-

care/care leavers and young carers with a multi-agency approach.

The Committee Chair asked if there was any money to support increased attendance. Sadly, there was no funding available, but there was a quick turnaround on registers to record absence and the team phone and text parents quickly.

He went on to ask if came as a surprise some of these groups had lower attendance. It was noted that although student said they wanted face to face tuition and to get back on site, due to inflated grades, some students may be stretched too much. Some students may have paid part time work, which would also affect retention. Some students were in the building, but not in lessons and the team would be approaching students who were not in lessons to track where they should be when in College.

Twelve students had been as part of a Student Premium Pilot Project with the local authority. Students have been entitled to monies to support with their personal education plans.

37/21-22 DCSU ACTIVITY

The Student Union President and Development Manager joined the meeting to present an overview of the DCSU activities to support the College's students.

During lockdown a number of clubs and societies had been created online to allow students to engage in extra curricular activities. These were displayed on the noticeboard in the meeting room for governors to peruse.

The Union organised the Freshers Fayre in College with 30 stallholders and launched the student rep training in October.

They had organise a number of visits which included taking a number of students to the Scarefest in October and Alton Towers again later in the year.

In November the Student Mental Health Society won the NSVA Award for Wellbeing.

The Student Council based at each site run a range of fundraising activities and had worked with the Progression Coaches on activities around the Russia/Ukraine conflict.

The Development Manager had worked with the AoC to develop their student leadership training programme and other student union's to share best practice on the DCSU's enrichment programme.

DCSU were working with the British Youth Council promoting youth opportunities in Derby. The event was taking place later in the week with an "Our Education, Our City, Our Voice" mantra.

The team had also been able to attend the NUS Conference earlier in the year, which had been beneficial to the DCSU President and Leadership Team.

Members thanked the DCSU President for her two-year term in office and were pleased to hear she was progressing to Derby University and was forging links with their SU.

They heard how many students find it beneficial to have links to the DCSU President who has a presence in the College and be able to approach in person or digitally to reach out for support.

38/21-22 OFSTED OVERVIEW

The Vice Principal: Quality of Education summarised the key change in the Education Inspection Framework which was due out imminently.

The DFE had confirmed every school and college was due to be inspected between 2022 and 2025.

From September 2022 Ofsted inspections would focus in greater depth on colleges' contribution to meeting skills needs – with inspectors making a worded sub-judgement on it.

Additional inspectors will focus on skills and it was recommended to have a second nominee for this area. It was confirmed this was the Deputy Principal.

The Vice Principal: Quality of Education would remain the Nominee for the rest of the inspection, which would be deep dives into curriculum. The Skills inspection would have eight days' notice to allow inspectors to meet with key stakeholders and governors. The evidence from the skills meetings would then be triangulated with the curriculum areas.

Contribution to skills needs and stakeholder engagement breaks stakeholders into four groups: Civic, Employer, Education and Community.

The Corporation Chair explained he had attended an event on the new framework and that governors could evidence through the strategy enactment.

39/21-22 LITTLE EXPLORERS OPERATION AND PERFORMANCE RISK

Progress towards the Nursery's Quality Improvement Plan had been shared with Members.

40/21-22 STUDENT VOICE

Members of the Group's LGBTQ+ society which was led by students, joined the meeting to share the activity from the Group which had 110 members.

The Group were active in providing support for students, which included a buddying scheme for students joining from schools. The Group were actively involved in the planning of the Fresher Fayre and also working towards the Stonewall Bronze Award. There was a dedicated e-mail for students and staff to access for support.

Awareness raising sessions had been ran for staff and a library of resources for tutorials and progression coaches. LGBTQ+ icons were showcased as part of Pride month.

The CEO asked if there was anything more the Group could do from a leadership and governance perspective. It was noted support had already been put in place.

41/21-22 **STUDENT VOICE POLICY**

The Vice Principal: Quality of Education explained the Student Voice Policy had been completely updated.

A Student Voice Co-ordinator had recently been appointed with a student led approach to gathering student voice and the Student Voice cycle was shared.

Student voice will be collected more frequently and DCSU had developed a phone app which was more amenable to students to collect information.

Student voice will be collected at course level, which will provide specific student feedback for the curriculum teams.

Student Voice would be based on the Heart Beat Charter.

Heard	Be Honest
Easy	Explain to us
Accessible	Attention on solutions
Reliable	Tell us your ideas
Trustworthy	

The Committee Chair asked if governor engagement could be added to the Policy. He pointed out students attend this Committee and the JWC on a regular basis to provide student voice. Members also engage with students through link visits and College events.

RECOMMEND: The Committee recommended the Student Voice Policy be approved by the Corporation at its meeting on 11 July 2022.

Chair

11/07/22

The meeting finished at 4.00 pm

Signed: _____ Date: _____