

QUALITY OVERSIGHT COMMITTEE: 28th JUNE 2022

MINUTES

PRESENT	Anthony Smith (Chair), Amelia Sussman, Des Corlis (Staff Member), Simon Horne, Angela Herbert, Gemma Simmons-Blench, Nicole Morgan, Jennesha Chin (Student Member), Sinem Bozkurt (Student Member),
IN ATTENDANCE	Kurt Hintz (Executive Principal), David Dangana (Director of Quality and Compliance), Jackie Chapman (CCCT Managing Director), Graham Drummond (Director of Governance), Graham Cooper (Clerk)
APOLOGIES	Mark Isherwood, Asfa Sohail, Roy O'Shaughnessy (CEO), Gary Hunter (Deputy Executive Principal)
DECLARATIONS OF INTEREST	None

- 1. MINUTES OF THE MEETING HELD ON 12TH MAY 2022** **Action**
The minutes were agreed as a correct record.

2. MATTERS ARISING

The committee noted:

With respect to item 3 relating to GCSE grades between 4 and 9 and entry points, this data is normally included to the October/November meeting. A copy of the paper from November 2021 is included for reference, along with the English and Maths strategy.

All other matters arising are covered in the agenda for this meeting.

3. GROUP QUALITY UPDATE

The Group Quality Update report was received and considered. The following aspects were noted and discussed:

- Retention rates have held up well, although are slightly down on the previous year.
- Overall attendance rates are also slightly down, which is reflective of the position across the sector. Whilst overall attendance is c. 86%, c.2% down and 2% below target, attendance at the Kings Cross Centre is down almost 6% on the previous year, and is therefore a cause for concern. There is also a difference in attendance between year 12 and year 13, which relates to A Levels. The committee challenged whether sufficient action is being put in place to ensure that attendance is maximised and noted that management teams place a heavy emphasis on monitoring and resolving attendance issues, as they have a direct impact on student achievement;
- Teaching, Learning and Assessment is strong. The most frequent strengths identified during the classroom visits include good learner involvement and response, good checks on learning in the sessions, good learner feedback and good teacher style, communication skills and rapport with learners including questioning. The most frequent areas for improvement are attendance and punctuality, and management of learning.
- Improving Performance of Teachers: 22 teachers are being supported and supervised by their managers and by the Teaching Improvement Managers (TIMs). 10 of these are being supported using the formal stages of the Improving Performance Policy. This relates to hourly paid lecturers.
- The 'One Thing' project is progressing well across the Group and the 'One Thing Festival' is planned for July 2022 where teachers and expert practitioners will share their experiences of the project. This will be done during the last Professional Development (PD) Day of the year on the 8th July 2022. The staff member of the committee advised that the project has been welcomed by staff and has proved a very good tool for improving their skills, despite initial resistance from unions.
- With regard to learner feedback, responses to the May straw poll, which included questions about the estate, canteen facilities, security and cleanliness, had led to a number of projects,

and the setting up of a task a finish group to look at canteen facilities. A group had also been set up to review tutorials in response to feedback.

- With regard to the trends in responses to key questions in the learner surveys, the May straw poll had suggested a fall in a number of the satisfaction scores, which the Director of Quality and Compliance explained, although the June exit survey showed that the scores relating to those areas that had caused concern had largely recovered to around previous levels. The committee noted that whilst the number of respondents to the exit survey, at 954, was significantly higher than the May straw poll, the survey had been sent out to all students (c. 10,000). The committee therefore advised that, whilst it is important to listen to the student voice in as many ways as possible, care needs to be taken not to overanalyse and draw firm conclusions from individual surveys. The Executive Principal acknowledged that straw polls can be misleading, but advised that most of the significant surveys achieve a response rate of c. 65%. The June end of year survey was impacted by students leaving at the end of their studies. Many students also provide feedback that they are being surveyed too often. The risk is that students who are unhappy tend to respond but those who are happy do not, and there is therefore a need to triangulate feedback with that from other sources.

4. OFSTED MONITORING REPORT

A report was received and the committee noted:

- As reported to the previous meeting, the visit took place on the 30th and 31st March, looking at three specific themes, the outcomes of which were:
 - *What progress have leaders and managers made in improving communication with employers to ensure that employers and apprentices' managers know about the progress their apprentices make?* – Significant Progress
 - *How much progress have leaders and managers made in minimising disruptions to young learners' teaching, particularly at the start of their programmes?* – Significant Progress
 - *How much progress have leaders and managers made in ensuring that teachers of A-level learners assess learners' gaps in knowledge and understanding effectively and use this information well to inform their curriculum?* – Reasonable Progress.
- A copy of the final report on the monitoring visit was provided to the committee.
- Actions have been taken to address the areas for improvement identified from the visit:
 - The A level managers from both centres (KCC and the Angel Centre) have designed an assessment plan for the 2022/23 academic year so that there is a consistent approach and that learners receive feedback in good time so they can improve during their next assessment based on the feedback provided.
 - The curriculum intent for the A levels provision for the 2022/23 academic year was agreed by managers from both centres. This has ensured that there is a college-wide curriculum intent from which the A level teams can adapt to suit their subjects.
 - The last PD Day was held at Angel Centre and all staff involved in A level delivery received training together. All future PD Days will involve the A level teams meeting to receive training at the same centre so there is a consistency of approach in professional development. This has been rolled out to all curriculum areas across the college.
- A full inspection is likely to take place in the 2022/23 academic year under the Enhanced Ofsted Inspection protocol effective from September 2022. The enhanced framework introduces changes that reflect how well colleges respond to meeting the skills needs of employers and stakeholders. The Director of Quality & Compliance explained the practicalities of inspections under this new framework, including larger team of inspectors (with two inspectors focused specifically on skills), an initial planning call in respect of the skills aspect of inspections 5/6 days in advance. Colleges are also given the option to have a second nominee for the review around skills, and the Group has chosen Jackie Chapman, CCCT MD, as its second nominee. Also, as part of the review of the Group's response to meeting skills, survey questionnaires stakeholders will be sent out to stakeholders, and inspectors will meet with stakeholders and hold an additional meeting with governors specifically in relation to skills.
- The Group will need to be able to articulate how employers and other stakeholders get involved in college curriculum delivery, which encompasses work placements/work experience.
- There will be no grading of the skills element, but a judgement will be made on whether colleges are making a limited, reasonable or strong contribution to meeting skills needs.

The Executive Principal stressed that there are many ways in which the Group engages with stakeholders on skills, which is not recognised by the current inspection framework, and that the enhanced framework therefore presents an opportunity for the Group's strengths in this area to be highlighted.

5. APRENTICESHIP UPDATE

The CCT Managing Director presented the Apprenticeship Update and the committee noted:

- Whilst the number of completions has continued to increase and was 344 as at ILR10 in May, retention has been slowly declining and is currently at 65% for the current year.
- With respect to the ESFA Apprenticeship Accountability Framework, a retention outturn at this level is Green, being above the 62% threshold. Predicted Completion is between 55% and 60%, which will place the Group in the Amber category (50% – 60%), as last year, and at this level means no intervention from the ESFA.
- The reason for the predicted achievement level is that there are still 330 apprentices who are still active and due to complete this academic year. Of these, 288 are on Standards and of those, 21 have fully achieved and are being processed, 113 have been triggered and are in the End Point Assessment (EPA) process, leaving 154 to trigger. Of the latter number, however, 45 have an expected learning end date in June and July, so cannot realistically be expected to complete their EPA in this academic year. A key difficulty is that awarding bodies are now delaying the EPAs until August.
- The two main reasons for delays in the EPA completion are that apprentices who gained insufficient practical experience during the pandemic are having to catch up on the competency framework, and those who have failed to pass functional skills.
- A review of the Quality Improvement Plan (QIP) shows that all quality measures are satisfactory.

6. CURRICULUM STRATEGY UPDATE

The Executive Principal gave a presentation on the mid-point review of the Curriculum Strategy 2020-25. He explained the process that had been followed; Following the Curriculum Strategy review workshop on the 29th April, the Group Senior Management Team agreed to conduct a range of working groups in May, culminating in a report from each group containing recommendations for changes. Subsequently, the strategy introduction sections have been updated to reflect the current circumstances of CCCG and its learners, and all of the 12 strategic drivers have been updated to reflect the current situation and status.

The Board noted the following key changes:

- Labour market conditions: amended to emphasise flexible, easy access, barrier and cost-free lifelong learning as the goal, and 'careers not courses', meaning that, as the Group develops its curriculum going forward, there is a focus on sufficient work experience and on skills that learners need for their future career that are not necessarily part of the qualification.
- Higher Education: now specifies the intention to launch a London Teaching College for secondary education teaching in partnership with a HEI.
- National and Regional policy: amended to recognise policy changes, including the new skills map for the GLA and national policies such as the levelling up agenda and Local Skills Improvement Plans.
- Young People 16-18 Level 3: recognising T levels, with plans now in place to launch these in all 11 sectors by 2024/25 (subject to an Ofsted Good grade).
- Meeting employer skills needs and Apprenticeships: the area of greatest change, to emphasise the Group's focus on developing significant industry partnerships to ensure facilities and programmes are industry-leading and are quickly adapted to meet the changing needs of employers.
- Unique and highly specialist provision: now includes the four Mayor's Academies programmes; Creative, Digital, Hospitality and Green, and also Logistics, a new area for the Group.

The Executive Principal advised that on a recent call with the ESFA and FE Commissioner's Office, the FE Commissioner's representative expressed a wish to share the updated strategy with other colleges as an example of best practice.

The committee endorsed the Curriculum Strategy update for recommendation to the Board.

7. CURRICULUM RISK REGISTER

The committee received the Curriculum Risk Register, noting that it was a recommendation by the FE Commissioner that aspects of the Group Risk Register that relate to the curriculum, quality and students should be reviewed by the committee.

The committee noted that there are areas that, notwithstanding mitigating actions, are RAG rated as Red, which prompts the question as to whether sufficient action is being taken to mitigate the risk. The scores in some areas are, however, lower following the risk mitigation and the committee was assured that the register is rigorously reviewed and challenged by the Group Leadership Team through regular workshops. It was also noted that a significant contributory factor to the high residual risk scores are the Impact scores.

The committee suggested that further work could usefully be done to consider the issue of risk appetite, although also noted the difficulties in doing so, given the critical importance of many of the risks included. The Executive Principal highlighted the recent need to take additional steps to mitigate against industrial action as an example of a situation where the Group Senior Management Team has been challenged to reduce the level of risk, which was regarded as unacceptably high, and has taken action to do so.

8. SELF ASSESSMENT AND REVIEW OF TERMS OF REFERENCE

The committee noted the Group's processes relating to governance self-assessment, which includes a self assessment by each committee in relation to its own effectiveness. The Director of Governance brought the committee's attention to a number of questions that members of the committee might wish to consider in making this assessment. These included consideration of any improvements to the way in which the committee conducts its business, and of any additional training and development that members of the committee may find helpful. It was agreed that members of the committee will advise the Director of Governance of any suggestions.

The committee also received for review, and endorsed, a slightly amended terms of reference, designed to enhance the process of listening to the student voice. Specifically, it is the intention going forward to have three student members of this committee, ideally students who are members of each of the colleges' student engagement teams, as well as two student Board members, with potentially one of the latter being the same person as one of the student members of the committee. This will be discussed by the Search & Governance committee. A section has also been added to the terms of reference relating to listening to the student voice, emphasising the role of this committee in this process. The committee encouraged the development of ways for the student voice to be heard as much as possible, in addition to feedback through surveys.

9. GCSE ENGLISH AND MATHS REPORT – NOVEMBER 2021 and ENGLISH AND MATHS STRATEGY

These reports were received for information, as referred to under matters arising. Responding to the point raised at the previous meeting, the Executive Principal highlighted the inclusion of student starting points in the RCU report, which includes comparisons with national benchmarks and demonstrates progress achieved. He also highlighted, within the strategy, that Level 1 Maths Functional Skills now has three hours of weekly tuition rather than one and a half hours, recognising that the latest specification for Level 1 has a higher level of difficulty.

10. FUTURE MEETINGS

Thursday 6th October 2022 5:00pm

Friday 25th November 2022 9:00 – 4:00pm [extended session re SAR validation]

Thursday 26th January 2023 5:00pm

Tuesday 14th March 2023 5:00pm

Thursday 11th May 2023 5:00pm

Thursday 22nd June 2023 5:00pm