Minutes of the Meeting of the Curriculum and Quality Committee Held on Tuesday 09 November 2021(via MS Teams)

Members Present
Terry Butland (Chair) (TB)
Sarbdip Noonan (Principal) (SN)
Jan Doust (Vice Chair) (JD)
Simon Radford (SR)
Carlton Downie (CD)
Ramin Hashemian (RH)
Azita Obaydi (Student) (AO)
Asal Safari (Student) (AS)

In Attendance
Bob Pattni (Deputy Principal) –BP
Joanna Swindells (Vice Principal) (JS)
Robert Heal (Director of Governance) (RoH)

1. Chair's Opening Remarks
TB welcomed everyone to the meeting and in particular the two new student governors. TB made sure everyone could hear. TB noted that JD is Chair but is learning from this meeting and has asked TB to Chair. JD will be in room next time. No other Chairs actions have taken place in the interim TB clarified everyone can hear, said he would take papers as read, and asked presenters to draw attention to key points of note.

2. Apologies for Absence
RV expressed apologies

3. Declarations of Interest
There were no declarations of interest.

4. i. Minutes of the meeting held on 11 May 2021
The minutes were accepted as a true record, and a hard copy will be signed by the chair when they are next onsite.

ii. Action Points
The action points were reviewed and all were noted as completed.
TB asked a question on point 15, about degree apprenticeships and any response received from the ESFA; SN responded that the ESFA will not discuss the matter, only referring to process, with no options given for dialogue. The ESFA Team are due to visit the College on 7 Dec 2021 and will be approached on the matter in person. SN commented that if there is no resolution, then the matter will be escalated further. TB noted that an FE Week article had been published *[relating to the suspension of Stanmore College on the register of apprenticeship training providers]*. SN confirmed that we are being asked unrealistic questions and have responded with a stern reply to the ESFA on the matter.

5. Matters Arising
There were no matters arising.

6. Outcomes for Learners Report 2020/ 2021

SN stated it was a very promising report. 19/20 was the year that the College took a massive leap, 20/21 was a year of consolidating this achievement. Overall, we have still improved by 0.7% and achieved our 91% target. This result is 4% above the national average and demonstrates the consolidation of the gains made last academic year. Next year we have targeted as a development year and expect another leap in the data.

SN then identified key data from the report:

- The overall QAR for 16-18 student enrolments has increased by 0.2% from the previous year to 85.7% and is now 2.3% above the national average
- For 16-18 male enrolments, the QAR has increased at Entry level by 25.2% and Level 3 by 1.6% and are both above the National Average.
- For 16-18 male enrolments, the QAR has decreased at level 1 by 12.9% and below the National Average, and decreased at level 2 by 1.2%, and is 3% above the National Average.
- The overall QAR for 16-18 females increased by 1% from the previous year and 6.3% above the National Average.
- For 16-18 female enrolments, the QAR has increased at Entry Level, but is below the National Average. The QAR has decreased at levels 1, 2 and 3, and are above National Average at level 2, but below National average at level 1 and 3
- For 19+ enrolments, the QAR for all levels is above the national rate at 96.4% that 6.5% above national average.
- For 19+ enrolments, the QAR for male learners has increased by 0.6% to 93.2%, whereas the QAR for female learners has remained the same at 97.6% still above the national average by 8.1%.
- Overall retention for all ages has declined by 0.3% but is still 2.9% above the National Average.
- Overall pass rate for 16-18 year olds has increased by 1.2% and is now 0.1% above the National Average
- Overall pass rate for 19+ year olds is the same as the previous year and is 2.4% above the National Average.
- There has been a 83.7% increase in entries since 2016 in GCSE English. In 2020/21 there were 755 student centered for GCSE English; comprising 620, 16-18, and 135 19+.
- There has been a 198% increase in entries since 2016 in GCSE Maths. In 2020/21 there were 767 student centered for GCSE Maths; comprising 616, 16-18, and 151 19+.
- The prior attainment of students joining Stanmore College is lower than for similar colleges. Overall high grade achievement for both Maths and English are above the national average.
- The improvement on high grades are significant, increasing from 26.7% to 38.0% in English, and from 22.2%to 33.2% in Maths. They are above the national average for 16-18 and 19+
- Overall QAR for Functional Skills English has increased by 0.6% and is now 25.8% below the national average.
- Overall QAR for Functional Skills Maths has dropped by 7.6% and is now 17.1% below the national average

SN concluded that there is still work to be done, particularly on functional skills at satellite centers, and on those students arriving with a grade 2 in GCSE English and Math's, who make less progress. JS added that this was in some way due to there being no change to the way students were graded in functional skills despite the pandemic and being taught online; and students continued to have exams and assessments under exam conditions and therefore did not have the same level of modifications or adjustments seen with Teacher Assessed Grades. SN reiterated that it is difficult to teach the functional skills whilst offsite & online; however, there are robust plans to correct this going forward.

TB confirmed the results have improved and are still very good, almost without exception. Achievement has gone up a small step despite the year of consolidation and he offered a well done to the Team.

SR agreed that these were good results and asked can we get help through the tutoring fund? And offered to put staff in touch with "Get further" a not-for-profit Ark Venture support program with options for catch up funding. – SN replied, catch up funding is already available. The innovation our students need has been determined as small group work, one to one and peer support. These are the innovations being explored and put in place this academic year. This is building their knowledge up from lower level starting point due to the pandemic situation.

SR understood that this particular cohort is directly affected and asked if there is any additional ways to access outside supplementary funding and what are any other interventions can we access or do differently? – SN, the key is getting students on board and turning up. It is about the pastoral support working with students and delivering support to the more challenging students. The lower the end of the spectrum they are, the harder they are to engage with, so our challenge is to make lessons accessible at all times to facilitate catch up learning.

SR asked whether our intake is different to other colleges? – SR responded, our intake is vocational route and students have not succeeded at GCE to the same academic level; therefore, prior attainment is lower. This route gives students a second chance and tends to mean they come from more deprived backgrounds with socio-economic contributing factors.

SR so when we benchmark similar Colleges, they are in fact not similar in cohort. SN agreed.

JS added a new initiative in partnership with 'Prospects' in a program called "Boost Plus" that sis GLA funded to support students at risk of exclusion, or in care, or do not have GCSE's Grade 4+ with additional engagement actions; inc. having a mentor onsite 4 days a week aligned to the engagement described by SN. SN then added that these interventions will bring about this improvement.

TB identified that the value-added result was missing from the report and asked if this result would be published in the New Year? - SN responded that value added is only offered at Level 3 and that is why we use the Midas report for GCSE and Prior attainment. We use value added only for BTEC courses and these a small proportion of the cohort. We do tend to appreciate the overall student progress and we measure our own value add internally.

TB asked if data is produced on value add? – SN confirmed that we do and overviewed how progress made is measured and how value add is measured.

TB asked that we have the value-added data report to next meeting - ACTION

SR also asked why the functional skills entry 16-18 had a dip in numbers in 2019/20? - JS responded that there were changes in national functional skills awarding body specifications in 2019/20 where the expectation criteria changed and required changes to teaching, followed by the Covid pandemic which resulted in the dip; and that 2021/22 will be a normal year.

SR – understood, thank you. SN added whilst there has been a decline at Level 2 and 3, they are not statistically significant. - JS added there is a direct correlation with functional skills at level 1.

TB thanked for the deep evaluation and noted that some of these points will repeat in later items.

RECOMMENDATION
NOTED
THE OUTCOMES FOR LEARNERS REPORT 2020/ 2021

7. Draft College Self-Assessment Report (SAR) 2021 / 2022
JS explained that this was the first full draft of the SAR and it had been graded outstanding for overall effectiveness. All the grades within the SAR are draft grades and are subject to moderation, which will be on 11 Nov, where there will be challenge from both Governors and external independent FE college representatives on a peer review basis.

TB the report is taken as read, and asked is there anything you wish to draw our attention to? He added that he had noticed that self-assessment is increasing.

JS confirmed that the increases were really pleasing, consolidating a position as Good with Outstanding areas, despite the implications of Covid.

TB noted that Leadership, Management & Governance p58-p63, the College is self-assessing itself as very good in those areas. This he personally agreed with, but asked with regards to Governance, that Governors ensure they are happy that this is correct before it is passed to the Board. He added that it was a well justified report. He noted that there were no problems identified within achievement rates by ethnicity and asked is that a correct view? - JS confirmed that in the Strategic Operational Plan (SOP) there is an analysis of achievement gaps by gender and ethnicity. The achievement gap for ethnicity has shrunk between 19/20 to 20/21 years. This was a strategic priority so this is a pleasing result.

SN noted there are no significant gaps identified. It is pleasing to see that improvements have been made in engineering & vocational science. In engineering we have gone from Grade 3 to 2, the data suggests that it could even be a grade 1 and in Vocational Science we have gone from a Grade 2 to a 1. The grade improvement also aligns with achievement improvement.

TB noted that we have both online and face-to-face attendance, but these appear consolidated in the report. Is it worth noting this in the report to highlight key points? – JS responded that it is in the report under the heading engagement in learning and the associated data set.

TB asked whether that online learning has improved student interaction with learning? – JS confirmed this is correct. It is the opportunity for any time any place learning; it gives students who miss the synchronous lesson an offer to engage in asynchronous learning.

TB questioned the data on p45 para 83 data regarding progression to apprenticeship is given twice with different data. Please review during final drafting.

TB noted to the committee that what we are doing here at C&Q today is making sure that we are happy for this to go to board for ratification. TB stated he was personally happy but asked other Governors for their opinion. SR agreed, but asks what apprenticeship to be reviewed meant. - JS noted that achievement data for 20/21 is awaiting the end date for some learning that had been extended due to Covid, before confirming results; particularly Health & Social care students who had a break in learning during the pandemic. SN noted the result is currently 72%, well above the national benchmark. JD agreed that the SAR was a good document. Which CD, RH, AO and AS also confirmed. TB tanked JS for the work that had gone into preparing the SAR. **TB noted that subject to peer review, this is confirmed for ratification to board. - ACTION**

RECOMMENDATION
APPROVED
THE DRAFT COLLEGE SELF-ASSESSMENT REPORT (SAR) 2021 / 2022 TO GO TO BOARD

7ii Strategic Operational Plan (SOP)

JS there is only one section I would like to highlight to Governors, p24 item 4.10 achievement gaps; that gender Male to Female has reduced significantly, Learners with learning difficulty & disability to all learners there is now no achievement gap. The largest ethnic achievement gap has reduced from 30% to 13.9% in last year. These are good results for reducing achievement gaps.

SN – on a cautionary note this last point, whilst there is a large % fall, this is not a significant number of learners. These are very small numbers.

SN added, the SAR picks up key areas of improvement and the SOP picks up the strategic objectives of which the key areas for improvement have been woven in. SN then talked to the data and summarised with the requirement to focus on functional skills at the satellite center's as the key area for improvement.

TB asked for any questions. There were none. TB stated this was a good clear document and well-structured to show progress.

RECOMMENDATION
NOTED
THE STRATEGIC OPERATIONAL PLAN (SOP)

8i. KEY PERFORMANCE INDICATORS

SN took the committee through a summary of the report which shows the progress of the College against agreed Key Performance Indicators (KPI's) to date and highlighted the following **Key Changes in the KPI's:**

SN noted that it can be seen by the RAG rating that the College is not achieving its overall targets at the moment. Attendance is at 82.5% against a target of 86% explained as the registers not being completed in a timely manner and satellite center's not synchronizing data. However, it is normal to be behind target at this stage in the year and attendance and punctuality will improve over time. 16-18 enrollment is below the 1548 target by 63 students, we have time to catch up but this will have an impact on funding next year due to lagged funding. 19+ we are on target to achieve by end of year and apprenticeships are down until the ESFA lift their embargo. The financial targets will only be met if we achieve recruitment targets and there is room for improvement.

- Overall College Attendance Rate as at the 19th October is 82.5% against a target of 86%
- Overall College Punctuality as at the 19th October is 88.1% against a target of 91%
- ESFA 16-18 Enrolment Target is 1548 on the 19th October our 16-18 funded headcount is 1485, that's a decrease of 63 against our allocation
- ESFA 16-18 Funding allocation is £8,538,014 as at the 19th October our 16-18 funding is £7,633,736
- ESFA 19+ & GLA Target is 2100 enrolments (1000 heads) as at the 19th October our 19+/GLA enrolment is 2069 enrolments (929 heads)
- ESFA & GLA Funding Target is £1,781,822 as at the 19th October this is £1,681,350.
- ESFA ER Apprenticeship Funding Target is £59,064 as at the 19th October our apprenticeship funding is £19,507.
- ESFA 19+ Loan funding Target is £247,994, our income as at the 19th October is £164,038
- Key Financial Indicators will be reported at the end of October for the period of September.

TB invited questions.

RH asked whether this is 63 young learners in 16-18 range. - SN yes, we are also recruiting and withdrawing students.
RH asked if this was the study program of any course, just 16-18 – SN yes, 4.43 engagement shows currently 92.8%, so this demonstrates learners are engaging.
TB we are confident of attendance and engagement improvements in year. Personally, I feel the issue is student number recruitment and the resulting impact on funding. - SN with regards to attendance, students have had 18months not in any kind of disciplined education and we are struggling to re-establish discipline and rigour to their attendance.
TB – let us then note that it is a generally a good start to the year.

RECOMMENDATION
NOTED
THE KEY PERFORMANCE INDICATORS REPORT

8ii. Risk Register Review

SN alerted the Committee to the new risk introduced, under Aim 1, 1.7 Green agenda, green skills, sustainability and environment. Similarly, Aim 3, 3.7 similar green agenda. A red risk is 6.2 relating to financial stability. The Green strategy is woven into our 5 year strategic plan and governance operational plan and has now been woven into the risk register; we will have a full environmental action plan relating to the AoC roadmap which will be shared with the Board in future.

TB reminded committee that we review risks marked for C&Q and occasionally take a **deep dive** into particular risks and called upon the Leadership to explain more about risk 2.3 on page 3 relating to Safeguarding. Safeguarding was a key topic from the recent Governors strategy day last week and this would support our deeper evaluation – SN , C&Q are responsible for Aim 1, 2 and 3. TB, can the leadership comments on this risk? It is noted that most risks are in a state of amber as we develop them, so this is no major concern. SN confirmed that the risks were being mitigated and would not turn green until the end of the year. BP commented about the internal safeguarding review and SN explained that this was discussed at the strategy day. TB noted that safeguarding at the College was impressive, but asked specifically aligned to the risk deep dive, is there anything that we need to appreciate on the new admissions process. SN replied it stems from the Ofsted report on sexual harassment and it is in the embedded in the action plan; staff CPD includes language on sexual harassment, staff will need to improve and talk confidently to students on the subject. JS confirmed it is in the action plan. TB noted there are thorough actions in place. JS stated the action plan is scheduled to be shared with JL (Safeguarding Governor) in the next termly meeting.

TB went on to remind the committee of the idea of a net zero project discussed on the strategy day. - SN stated it will come as part of strategy on the green agenda and carbon net zero. TB asked for the task force to include students to look at all aspects of the college and have them drive the College closer to net zero. SN, we will pick up.

RECOMMENDATION
NOTED
THE RISK REGISTER REVIEW AND
DEEP DIVE OF A RISK 2.3 WITH THOROUGH ACTIONS IN PLACE.

9. Teaching & Learning Annual Report 2020 / 21

JS, the annual T&L report provides updates on progress on formal lesson observations and an analysis of the common areas of strength and areas of improvement rising from the observations. It also provides a brief summary of CPD activity and feeds into the CPD plan. The overall picture is of sustained high-quality Teaching & Learning. 96% of all observed lessons meet expectations. Teachers that met expectations and were retained at year end was 100%. There was a high level of student satisfaction with T&L at 89% and high achievement at 91% (summarised previously)
We have reviewed the priorities for the coming academic year from the findings of the quality assurance activity. These are:

- Consistent and innovative approach to technology enhanced learning and teaching
- Further development of learners independent learning skills
- Further use of developmental feedback
- Improve achievement in English GCSE and Functional Skills English & Maths
- Further work on timely and effective individual targets

The body of the report goes in depth on the elements of T&L and I am happy to take any questions.

TB asked for questions.
SN asked for clarification on p4 teachers and tutors skilled to use online techniques, what do we do with those who are not skilled? And related CPD activity. JS agreed this can be added. BP added

about trainee teachers. - JS confirmed these were picked up in areas for further development bullet point 3: Further training and use of digital tools and implementation of innovative approaches to blended learning for teaching staff. SN we are just trying to triangulate that we have included the proportion of learners who have improved a grade in GCSE Maths and English. This has already been added , so there is work to be done on this.

SN asked p8, employer led provision, those that do not meet expectations. We need something around improving this provision from 67%, which is the lowest in the College. -JS noted that this is only a small cohort of learners, where 2 out of 3 teachers met expectations, hence 67%.

SN we also need to ensure staff need to be confident about green agenda / sexual harassment & bullying- JS will add.

TB asked about external benchmarking, how is this done? - JS using achievement against national averages, meeting college expectations being good or outstanding and the external validation is through an external verifier or Ofsted. SN added that endorsement is through peer observation and spot checks.
TB said that the College may be self-assessing too high and asked are advance practitioners transmitting outside views and normalising assessments? - SN the group may well do that, however, the VP is trained with the criteria from Ofsted and SN brings inspector experience and expertise to normalise judgements. JS added that we were successful in bidding to take part in the national advanced practitioner program "the skylight project" through the ETF, where we join other advanced practitioners in an online community that helps review & peer moderate the College work.

TB noted this paper shows year on year improvement in T&L Skills and Quality. SN noted we have introduced more rigour into the observation process leading to all tutors being observed. JS added we are also using UEFA framework for observation of football coaches.

TB noted that this was a very useful paper. There were no further questions.

RECOMMENDATION
NOTED
TEACHING & LEARNING ANNUAL REPORT 2020 / 21

10. CPD Annual Report 2020 / 21
JS explained that the principal priority last year was to develop high quality remote and hybrid blended learning that gave learners the same positive experience online that they would have received in a face-to-face environment. There was also a focus on giving teachers professional discussion and reflection of their own practice. Teachers preferred this form of CPD in a survey of staff at the end of the year and was deemed very beneficial. There was also a focus on independent learning skills, employability, literacy and numeracy and digital skills. There was also improved tracking of student progress to mitigate the risk from remote learning. A large piece of work was around the subcontracted sports provision, and this continues as apriority into this year. A year ago we carried out an extensive review of our online teaching and learning due to the pandemic, including over 60 observations; and the findings were positive and drove the CPD agenda for the rest of the year. This included peer reviews, reflective, CPD, staff development days, and these remain a priority for this year. JS then asked for any questions on the paper.

SR commented about recent reports on the effectiveness of PD [Personal Development], and in particular one from the EEF [Education Endowment Foundation] on what makes PD Effective; and asked has this been read as it explains what mechanisms tend to be effective and could these best practices be incorporated into the College CPD. – JS had not seen the report but was open to review if the details could be forwarded. SR agreed to forward link to EEF website.

SN noted that although there would be sharing of best practices in the curriculum areas, it has been shown that visiting other Colleges is also a good method, however, we struggle to release staff to do this. SN suggested we look into this through the Advanced Practitioners.

SN asked how do we use innovation methods for CPD to monitor students with a grade 2 and align the green skills agenda. – JS agreed to match the reports.

SN added that (from a previous item) when you asked how do we ensure our observations are accurate, let us remember that we had 2 teams of 4 Ofsted HMI's visit in 2018, of which 2 were senior HMI's, who followed staff and did observations; and we were endorsed at that time. TB noted this was a very good point.

TB asked a related point, how do staff keep records of CPD, observations etc, are staff building a personal record? RH, as academic staff governor was invited to respond, and said: we do not keep a personal record, it is held by HR, there are 2 peer observations & 3 self-reflective. We do have to achieve 5 a year. SN suggested that staff do have to keep a record. RH agreed but noted this was the online HR record he had identified. SN suggested the detailed feedback should be kept by the individual. RH confirmed this was the detailed observation form that was completed online and remains available online. TB asked would you be able to produce a CPD record for yourself? RH, yes, HR would give a report to show 35 hours CPD and the record is available. SN suggested that staff should have a copy for their PMR's. RH confirmed he had that available but does not hold a printed copy.

TB noted the CPD is well organised and focussed.

RECOMMENDATION
NOTED
CPD ANNUAL REPORT 2020 / 21

11. HE Report
JS, this is a summary of the development work we have started with the University of West London (UWL), to create, and grow, a sustainable HE offer for the College. We have an action plan in place to develop new programs commencing in Sept 22, in Business Studies, Computer Studies, Games Design and Animation. There have been meetings with UWL colleagues, establishing 3 key work streams in Marketing Recruitment, Student Experience and Course design / Structure; there has also been student consultation through student focus groups to appreciate what they want from a HE offer in an FE setting. We are making good progress and this is being monitored through SLT.

TB understood that HE is becoming a strong proposition for the College to provide a good pathway for students. There were no questions.

TB called for HE for papers at each C&Q meeting to show progress and integrate HE into the C&Q committee reporting structure ACTION

TB thanked Alison for all her hard work and developing a way forward.

RECOMMENDATION
NOTED
HE REPORT

12. Report from Student Governors

TB called on AO & AS, student governors, to report on how they are finding life and T&L in the College.

AS highlighted that she had spoken with a range of students within her Tutorial and gained their opinions. They had noted a shortage in staff for Business, with some classes without teachers and earlier in year the timetable was being poorly managed with missing teachers. The current level of Education is OK in Business. However, the number of teachers remains a concern for the department, especially not having enough teachers.

AO continued, it is going well in science, student workload is more intense and assignments are not being resubmitted, this may impact on feedback and cause lower grades.

TB called on SN to respond – SN, With regards to Business, the Head of business left, staff have had long term illness leading to issues with staffing; where there is also a shortage of supply teachers with the correct disciplines. Online teaching has reduced the impact but we still need a supply teacher to manage the class. With regards to assignment work, the awarding body has issued guidance that there is no resubmission, this is the awarding body decision. This year there will be exams which will be moderated externally, so this is a step change in assignment management due to covid.

AS asked, is the behavior policy being policed, as there is disruption and misbehaving in classes and teachers do not appear to be managing this.
SN – all students have the policy and teachers should be re-enforcing this. We have a real issue with students not having been in an educational setting for almost 2 years and now lacking discipline. We are re-establishing the boundaries over this Term. AS asked how long into this term will it be tolerated. SN, teachers should demand it now. If this is not happening, we will do spot checks.
JS added, we are dealing with this and area undertaking disciplinary meetings, parent / teacher meetings and disciplinary points are kicking in. SN added that a later report on student numbers also shows where badly behaved students are removed.
AS asked, is it always like this? SN, no it is just this year and all schools are seeing the same issues.

RH noted there has been more support for teachers in tracking attendance, automated messages and timekeeping; and asked how valuable is the merit points system? AO replied, teachers don't give out merit points, we had them last year, but this year teachers are more relaxed
AS there was a student parliament discussion that suggested that there should be more emphasis on merit points. Teachers are concentrating on teaching and missing out on giving merit points. Personally, I think it is a good idea that just needs to be used more.

RH what do you think about the threshold for disciplinary action and its individual stages.
Neither student was aware of stages. AS noted that students don't take the stages seriously enough and tutors find it hard to manage. The stages need to be more consistent across all teachers.

TB thanked the students for their input and asked them about their impending Student governor event in Birmingham [AoC Student Governance festival, aligned to the AoC conference].

AS / AO both confirmed they are attending and are very keen to represent the College, are looking forward to taking part in workshops, learn new skills, meeting other students and important people in Education, including the Education Secretary. TB said it was an honour to represent the College and we look forward to hearing how it went.

TB asked if there was anything else?

AS highlighted feedback from the student parliament and raised a concern on the quality of the canteen food. She said it was described at as "cheap quality and not value for money", and noted this was an ongoing complaint. SN responded, every student in every College always complains about the canteen. We do try to have arrange of foods inc. healthy options but it is common that students are not happy with it. AS asked is there anything we can do.
SN asked that Student parliament discuss this and come up with ideas. - ACTION

TB asked if there was a feedback mechanism for students to feebdback to the canteen. SN noted that BP manages catering and regularly feeds back points through the estates team, which BP confirmed. He also noted that it is important that students have both a healthy diet, a decent meal and that it is accessible for all. The difficulty is that Government have reduced College funding for catering. It is subsidised by the College and during lockdown this was supplemented by vouchers for Free School Meal learners. We will continue to subsidise those learners despite the Government funding concerns.

TB – Azita and Asal please carry on making these comments, as they do drive change, thank you both.

RECOMMENDATION
NOTED
REPORT FROM STUDENT GOVERNORS

13. Marketing Application and Enrolment Report 2021 / 22
SN noted that this is the most up to date information and supersedes the previous KPI's, we have recruited 1471 against a target of 1548, making us 77 below target, which will have an impact on lagged funding for next year. Our conversion rate on 16-18 applications is at 59%. The progression data Year 1 – Year 2 shows a 77% conversion rate. We had over 1000 new applications of which only enrolled 788 students' a 48% conversion rate. Giving an overall rate of 59% down from 60% previously. Students going to university is at 94%, where 368 applied and 345 gained admission, which is a high conversion rate.

TB stated it was an informative paper with very encouraging HE progression, one comment was that it is missing 19+ or HE students' recruitment but concentrates on the 16-18 group; in future can we expand this report to include these groups. SN explained this is covered in KPI's.
TB noted that specifically this paper shows how recruitment is done and where students come from, and asked **that we have this for 19+ and HE in future - ACTION**

TB another point was that last year we asked for a marketing strategy review, can we do this at the next C&Q meeting.
SN – we will bring to next meeting - ACTION

SN added conversion rate is near target, AR is trying new initiatives. TB good work

RECOMMENDATION
NOTED
MARKETING APPLICATION AND ENROLMENT REPORT 2021 / 22

14i. Study First Experience Survey 2021
JS noted that we have changed the way we do surveys from Induction and Experience survey to a single survey called "First Experience" in order to reduce disruption and allow students to settle back in quicker.

There are 2 key points, it is positive to note that the overall agreement to all questions, the average of all responses was 89% and this is higher than previous years. The body shows a breakdown. We do need to address our response rate of 69%, compared to 78% previous year and a target of 85%; but note this equates to only 6 students. A factor is ongoing enrolment through September after the survey, so missing the survey and some may have enrolled but not started.

Interesting feedback is generally high scores and there is endorsement of food and service satisfaction that triangulates with student governors concerns earlier. This has been picked up by SLT.

14ii. Adult first Experience Survey 2021
Ave response rate is 90% which is really pleasing. The main concern was the response rate was 50% significantly below 85% target. Consulting with QDP survey, they said this rate was average for this survey type.

TB noted the college is very good at surveying students and garnering their opinions. TB asked if there were any questions. There were none.
TB asked for clarification on whether 19+ respondents were generally more positive, over the 16-18 cohort. - SN noted there were less students responding. TB agreed it could be response rate , but suggested the Adults feel happier than the provision. SN agreed as they were more mature students. JS noted they have chosen the College and value the support and opportunity, whilst 16-18 have different experience expectations coming from school environment.

TB 16-18 does shows improvement on outcomes? For example knowing their timetable
JS yes this is really positive.

TB good for governors to see this and clearly very helpful.

RECOMMENDATION
NOTED
STUDY FIRST EXPERIENCE SURVEY 2021
ADULT FIRST EXPERIENCE SURVEY 2021

15. Annual Complaints Report 2020 / 21
JS suggested that the key point was that there had been a slight increase in formal complaints from 27 to 31, but we had a significant increase in numbers, so proportionately this remains the same. Also there are no particular patterns or trends around complaints seen. There are also no specific H&S complaints due to our Covid BCP plan, which kept students safe and was effectively endorsed. AS noted this was the App survey that students were encouraged to fill out at tutorial lessons. JS confirmed and said that despite this we were disappointed with the response rate.

TB noted there were informal complaints from neighbours, which were noted.

SN complaints show general complaints, rather than Teaching & Learning, it is important that they are not impacting on learning.

TB thanked JS for the reports.

RECOMMENDATION
NOTED
ANNUAL COMPLAINTS REPORT 2020 / 21

16. Annual Survey 2020 / 21

JS this is a summary of the academic year survey reports, including the induction, start, midyear and end of year reports. They show a positive trend and general improved satisfaction with the College overall; and we score well on fairness and respect in alignment with the values of the College.

Areas to develop are dissatisfaction with canteen food & services and disparity between curriculum areas (which decreased over year as actions were put in place). Although improvements were largely sustained through 2020/21 some do remain in the bottom quartile.

We also use additional mechanisms to gather feedback including the Student Parliament and parental feedback. Parents are generally very positive but have a poor response rate, parents' eve did score highly at 91% positive but with a low response rate. The employer survey had an overall score of 88% and 99% for service with the College. Although, response rates are not where we want them to be in some cases. SN noted the areas for development are telling and need to be shared with staff. For example: setting homework regularly and providing feedback in timely manner. JS confirmed that where you drill down it clearly demonstrates where improvement is needed. SN noted this has not been picked up in a T&L&A report, we need to ask why and triangulate our findings.

TB noted this is a very thorough and useful paper and shows improved outcomes and results. In some areas we are in the bottom quartile, yet the student satisfaction in those areas is high, this suggests other colleges have fantastic results. SN added what is interesting is that the services outside the College are different to the internal survey and doesn't pick up the same points.
TB asked if we benchmark against other colleges in the survey group. SN has asked that question previously and surveyors do not provide access or satisfactory answer as to why it occurs that way. TB can we directly approach one of the other colleges to understand their results?
SN noted that cohorts and location are very different between colleges. JS added some are Ofsted Grade 3 or 4. CD asked if the benchmark is not valid why do we continue to use it? TB confirmed, that is a good point and regularly we find our position is in the bottom quartile without explanation. SN recommended we asked the surveyors to compare the College with like for like colleges. e.g. Ofsted Grade 2 or 1

TB called for a follow up with surveyors to seek change to like for like comparison–ACTION

TB noted we can see progress year on year and this is a thorough system and a good test of student views. Well done.

**RECOMMENDATION
NOTED
ANNUAL SURVEY 2020 / 21**

17. Policies

Policies were reviewed and approved
It was noted that SPH policies would also go to Governance for approval before Board ratification.

**RECOMMENDATION
APPROVED POLICIES
Anti-Bullying Policy, Complaints Policy, SPH Capability, SPH Disciplinary, SPH Grievance.**

18 AOB

TB noted at the recent Governors strategy day there was a comment about an AoC careers strategy paper, which was sent out to select Governors. This should be reviewed at a future C&Q meeting. JS this is a good opportunity to reflect on current careers management and identify where we can improve. We have strengthened the management of CEIAG and employed careers & employability manager, we have also engaged with 'Prospects' to have 2 x Level 7 careers advisers to come onsite to support what we already do. We can use the AoC document as a checklist. SN noted we are matrix accredited for careers and identified the AoC document is aimed at statutory obligations for schools to support external careers advice. Our framework has only just been reviewed. TB called on JS to bring a **paper on CEIAG against AoC document to next C&Q ACTION**

SN noted that JS has recently resigned and will not be here in the new academic year and that we will recruit into this post. TB commented that we are sorry to lose JS and wish her all the best in her new role.

19   Meeting Review, Learning & Reflection

CD – good, smooth, made sense, no changes
RH – agree, interesting monitored and improved
AO- good meeting and understood
AS – changes, sad wont see, make it happen.
SN – happy
BP – good papers, informative, good timing
JD – lot of information, clear and accessible
SR - good work thank for material work, and TB chairing
TB – look forward to next

20.   Date of Next Meeting - Date of next meeting – Tuesday 8 February 2022 at 6pm.

Meeting closed at 7:30pm

Signed

        Chair   **Date**

Action Points

Item	Action	Responsibility	Timescale
6	Value-added data report to next meeting	SN	February 2022
7	SAR, subject to peer review, to Board for ratification	JS	December 2021
11	HE papers at each C&Q meeting to show progress and integrate HE into the C&Q committee reporting structure	AT	February 2022
12	SN asked that Student parliament discuss improvements to the canteen.	CS / Student Governors	February 2022
13	Marketing Report to show how recruitment is done and where students come from, for 19+ and HE	AR	February 2022
	Bring marketing strategy review to next meeting	SN / AR	February 2022
16	Annual Survey, follow up with surveyors to seek change to like for like comparison	JS	February 2022
18	paper on CEIAG against AoC checklist	JS / Careers	February 2022