

CANTERBURY COLLEGE

Minutes of the MEETING OF THE QUALITY COMMITTEE
TUESDAY, 27 JANUARY 2015 AT 5.30 PM IN ROOM J221

MEMBERSHIP: Barry Brooks (Chair), Alison Clarke, Angela Tithecott, *Paul Barrett*, Julie Pearce, *Tom Mills*

Advising: *Jade Sewell* National Account Manager Education & Learning at OCR
Adrian Powell Consultant to the Further Education Sector & OfSTED
Inspector - Learning & Skills
Keith Turner Interim DP FE Curriculum & Quality
Mark Hill Director of Business Development & Associated Services
Lut Stewart Director of Student Support Services
Lauren Anning Dean of Higher Education

In Attendance: Joanna Denness Interim Assistant Principal
Ros Facey Interim Assistant Principal
Angela Carter Interim Assistant Principal
Anna Webber Faculty Head for Higher Education
Sharon Hollingsworth Clerk to the Corporation

Italics denotes absence

625 APOLOGIES

- i. Apologies were received from Paul Barrett, Jade Sewell, Tom Mills and Ros Facey.

626 DECLARATION OF INTEREST
NOTED

- i. There was no declaration of interests received.

627 MINUTES OF THE MEETING OF 17 NOVEMBER 2014
RESOLVED

- i. The Minutes of the meeting of 17 November 2014 were agreed as correct and signed by the Chair.

628 MATTERS ARISING
NOTED

- i. All matters had been taken into the Agenda.

629 HIGHER EDUCATION REPORT
NOTED

- i. The Higher Education (HE) update report was received and noted by the Committee.

HE Student Drop-out

- ii. Since the beginning of the academic year there have been 17 withdrawals from Access with 12 being in September. Members noted the reasons behind each withdrawal.
- iii. There had been 11 withdrawals from Higher Education; reasons for withdrawals will be reported at the next meeting.
- iv. To improve retention on Access and Teacher Education, all students when interviewed have an advice and guidance presentation, a written test, numeracy and literacy diagnostic test followed by a one: one interview.
- v. Study skills sessions for HE staff and students in response to external examiner reports have been introduced for the Harvard Referencing System using Cite them Right and general academic writing skills.
- vi. To improve student achievement on HND Business, the structure of delivery was changed in 2013-14. The change provides for early student achievement and enables focused actions for improvement to be implemented.

QAA process

- vii. The College received notification on the 4th December that grounds for appeal had not been successful. The second HER report was published on Friday 12th December with the QAA sending a press release to the local MP and local media. The KM Group published the story on Monday 15th December. It was reported that there had been very few negative comments from the publication and additionally the College did not receive any negative comments from either students or parents.
- viii. Since the publication, the College has received notification from the QAA of a one day return visit in October 2015. Prior to the visit, the College will be required to submit an evidence file to support the College position.

- ix. The QAA will want to see that the College has a continuous on-going process in place of monitoring, evaluating and making appropriate changes to its improvement plan following their recommendations.
- x. Members were assured that the College is ready for the challenge and recognised the QAA had been generous in terms of the timeline in place for their return visit.
- xi. It was reported that the College is unlikely to be in the position to use the QAA Quality Mark until January 2016.

HE Improvement Action Plan

- xii. Members questioned the format of the Plan and suggested to the Dean that the traffic light system in place should be reviewed to ensure actions are correctly categorised.
- xiii. The Dean is currently working on a more robust action plan in preparation for the QAA visit. The new plan will include milestones and will provide reference to the quality code. Members urged the Dean to be harsh when considering the impact from the actions and recommended that only one Plan is in place.

UCAS Applications for 15/16

- xiv. Initial direct applications are lower when compared to 2013- 2014. It was reported that as at Jan 2014, 191 applications had been received compared to 297 last year. Internal applications are extremely low. Strategies to improve applications include; working with Kent & Medway Progression Federation (KMPF) officers from schools, monthly HE emails to level 3 students and progression sessions for students. A strategy is also in place to keep applicants 'warm' after making an offer.
- xv. The Marketing Team are currently looking at a new piece of software in respect of an Alumni scheme to help open up opportunities for students to return should University be unsuitable.

Planning for 2016/17

- xvi. Meetings have taken place with both the Partnership Director at Canterbury Christ Church University and the Head of Quality at the University of Kent to discuss growing and changing the offer in 2016/17. The proposed offer is to include the development of Foundation Degrees and full three year Degrees. The Dean reported that both Universities are supportive of this strategy and keen to continue to partner with the College.

HE Complaints

- xvii. The Dean reported 2 written complaints had been received since the previous quality committee meeting and these were in respect of HND Business (Retail & Marketing pathways). The basis of the complaints is the style of delivery and the lack of communication from the lecturer. It was reported that the lecturer is on probation with the college and the HE Section Manager is working closely with HR to resolve the issue.
- xviii. In addition to the reported HE complaints the Dean was asked by the Committee to meet with students informally on an ongoing basis to find out what they like or dislike about any element of their studies at the College.

Teacher Education Certification from 2013-14: Reputational Risk

- xix. Poor academic standards have been identified in the 2013-14 teacher education cohort. Additional staff have been employed to remark some 40 portfolios. Most of the students are employed by Canterbury College, but there are also a number of external candidates who are extremely dissatisfied about the poor course delivery. A new Co-ordinator for Teacher Education has recently been employed along with the new Section Manager for Access. The Dean assured the Committee that the college is confident that a robust programme is now in place and is being delivered to students who started the course in September 2014 and the January 2015 cohort.

RESOLVED

- i. In respect of minute xviii above; the Dean to include a new section within the Higher Education Report to provide for student feedback.
- ii. Future HE Reports to the Committee to include a front cover that summarises the key areas that are going well and those that are a cause for concern.

The Dean left the meeting at this point.

630 FURTHER EDUCATION REPORTS NOTED

FE Quality Improvement Plan

- i. The Deputy Principal presented the Committee with an additional paper to provide Members with a slightly easier 'point-of entry' into the colleges Quality Improvement Plan.
- ii. Members were complimentary in respect of the better focussed FE reporting structure adopted since the last meeting.
- iii. The DP reported the key areas that the College needs to focus on to secure improvements and advised of the actions that are being undertaken:

Develop a CPD programme for teaching staff and managers that supports the progress, learning and success of students.

- Programme of leadership development for Section Managers is currently being

developed.

- The current coaching programme will be extended for teaching staff to a further 8 curriculum areas by March 2015. External experts are working with teams on all aspects of teaching, learning and delivery and underperforming students.
- Findings from lesson observations are being used to develop clear professional development plans for all teaching staff. The process continues to tackle underperformance robustly.
- Staff are being tasked to capitalise upon opportunities to see the best T,L&A practices in the sector.

Establish clear quality standards and detailed actions plans that secure and embed high performance.

- A framework will be developed to improve the quality of the curriculum Self-Assessment Reports in August 2015.
- Gold Quality standards are being developed further and linked to destination and progression. Self-assessment in year is popular with staff and HMI.
- Aspects of the curriculum offer will be evaluated to ensure that it is fit-for- purpose and meets the needs of learners.
- Learners are being engaged more fully through structured focus groups and a Student Parliament to help improve the quality of courses.
- The capability of some Section Managers is continuously under review and the amount of teaching hours that Section Managers currently undertake is also being re-considered.
- Developing the capability and desire of staff to motivate students to achieve high standards continues to be an issue that needs to be tackled.
- Work is underway to develop a clearer and consistent set of expectations so that students' come to college ready to learn.
- E-tracker is useful but there is still a way to go to ensure consistency across the teams is in place.

Revise the organisation, and management of English and maths to improve attendance, progress and success of learners.

- Work is in progress to improve the processes for assigning students to maths and/or English groups in September 2015. Members recognised that the college needs to be smarter when allocating groups to rooms and when tracking student attendance.
- Attendance and punctuality at English & maths classes continues to be monitored and emerging issues of poor attendance are being tackled.
- Members stressed the need for radical changes of delivery methods in respect of English and maths. It was reported that expert consultants have been brought in to focus on English and maths. In addition, the college has recruited a number of new staff which are currently being developed to ensure innovative delivery of English and maths going forward.
- A quality calendar is being developed which will enable students to be entered for functional skills exams when they are ready and not at the end of the year when the group is ready.

Improve the quality of Teaching, Learning & Assessment to ensure greater consistency of outcomes for learners

- Areas are working to improve the effectiveness of how Equality & Diversity is embedded into the curriculum.
- Consultants are working in a hands-on way to develop all aspects of teaching, learning and assessment, although more work is needed to attract and retain high calibre teaching staff.
- It was reported that the college continues to develop teaching practices across all teaching staff including planning, differentiation, behaviour management, effective assessment, active learning strategies, A4L .

Improve success rates on GCSE maths and English and Functional Skill

- The college continues to address attendance issues at GCSE and Functional Skills classes.
- A clearer strategy for developing students independent learning skills in maths and English e.g. through web-based solution is currently being developed.
- A clear and consistent set of expectations and standards of students regarding the importance of maths and English are being established so that students come to college ready to learn.
- A much clearer progress monitoring system is being advanced by teams to enable swift interventions to take place.

Improve success rates for SSA's that are below the provider average

- The DP expressed the need for at-risk registers to be used more consistently across all curriculum areas.
- A greater transparency of student progress and how this is tracked is being developed so that issues can be identified immediately.
- Teams are establishing a more consistent approach to how students can develop employability skills as part of their programme.
- Predicted success rates are being established for these areas to ensure that the

college is on-course for improvement.

Apprentices - Improve success rates especially for 16-18s

- Comparison of FS success rates to census point progress to 13/14 is being reviewed to enable focussed interventions to be put in place.
 - The delivery of Functional skills continues to be front-loaded to apprentices and monitored. Members recognised that this provides the college with a better outturn data in terms of achievement.
 - A new assessor observation scheme was introduced in January 2015 the impact of this will be reported at future meetings.
 - The introduction of unit by unit tracking (e-tracker/REMS) on some of the largest underperforming frameworks to monitor progress is in progress. Members noted a report in respect of employers would be useful.
- iv. In terms of the complete Quality Improvement Plan, Members did express their concern of its density and sensed some of the actions to be unclear. Members pressed for a clearer plan setting out explicit actions that can be easily interpreted to permit effective monitoring by the Committee.

FE Performance Update

- i. The College received a further support and challenge visit from the lead Her Majesty's Inspector (HMI), Alan Hinchcliffe, on 4 December 2014. The HMI made a number of recommendations to support the achievement of the best possible outcome at the next inspection. The feedback received is a fair reflection of the progress made and has given a clear focus of things the college needs to work on.
- ii. Committee Members were assured that the college continues to move forward at a pace which will help position the college positively with the Ofsted team that will come in and carry out the inspection. Alan Hinchcliffe has confirmed that he intends to conduct a further visit in the spring term prior to our next Ofsted inspection.
- iii. The provisional Qualification Success Rate (QSR) data for 2013/14 has now been published enabling the College to benchmark its performance against national averages. The headline figures identify that at 85.8% overall success for Classroom based provision the college sits 2.2% above the provider group average. Timely success presents a similar picture at 2.8% above the provider group average of 82.6%.
- iv. Overall success rates on Apprenticeship programmes have shown a decline for 2013/14, with a rate of 67.4% and sit at 2.9% below the provider group average.
- v. Overall success for 16 – 18 Apprentices have made a small improvement but are at 5.9% below the provider rate. Timely success rates have improved by 2.6% and at 57.9% now sit 1.1% above the provider group average. Within this data the timely success rate for 16 – 18 year olds has improved by 12.8%.
- vi. The College Self-Assessment Report (SAR) has been reviewed following publication of the revised QSR data. The College had graded all aspects of the Common Inspection Framework as Requires Improvement. Members acknowledged that Alan Hinchcliffe had identified the judgements within the initial College SAR as prudent.
- vii. There has been a reduction in the number of 16 – 18 year olds recruited to classroom based provision in 2014/15, as a result the College has taken steps to recruit additional learners across the academic year.
- viii. Adult recruitment reflects a similar pattern to 2013/14 with comfortable progress being made against the Adult Skills Budget allocation.
- ix. Members noted the performance indicators currently present a reasonable picture with some improvement across retention, satisfaction with teaching, learning and assessment and a good improvement in the timeliness of student feedback. Attendance is proving to be the greatest concern with no improvement made based on attendance rates between November and December.
- x. Members questioned the volume of detail within the report suggesting that the content of the report should be refocused showing the significant improvements being made and areas of significant concern.
- xi. The audit period for October 2014 shows a decline of 2% in attendance across the College, with an 89% attendance rate at the October 2014 compared to 91% for the same period in 2013. The attendance rate for the December period remains static at 85%. Members noted that below 85% is categorised as inadequate. Learners with poor attendance are considered to be 'At-Risk' and placed on an 'At-Risk' register that identifies the appropriate support and catch-up strategies in place for that learner.
- xii. Overall success rates in respect of performance by qualification type for 16 – 18 year old learners is mixed, with 6 of the 11 qualification types above provider average and 8 qualification types showing some improvement in the previous year. At 94.8%, Awards show an improving trend with a 2.4% increase on 2012/13 and are at 6.0% above the provider group rate.
- xiii. Diplomas presented the largest volume of provision which have seen a 1.8% decline in 2013/14 and are 1.6% below the provider group average. Members raised concern in regard to the areas that have had a depressing effect upon the Diplomas success rates and asked for an update of what action is taking place to enable the Committee to monitor the position. Members expressed that this will most certainly be an area that Ofsted will focus on and teaching staff

- must be advised that the Committee have requested an update. Additionally, Members requested that national average data should be reflected in the data update.
- xiv. Members insisted areas in special measures must also be reported to the Committee along with an action update. It is critical that the Committee monitors the actions being taken to address the concerns. It was reported that areas in special measures are reported to the Teaching and Learning meetings every two weeks and support is in place.
 - xv. 14 of the 28 Sector Subject Areas show an improved success rate and 14 of the 28 sit above the provider group average. Members noted the strong results of Science, Animal Care and Veterinary Science, Foundations for Learning & Life, Administration and Law and Legal Services. ICT practitioners proved to be the least successful Sector Subject Area at more than 12% below the provider group rate. It was reported that the Computing and ICT Section that offers the significant volume of this provision is the focus of a substantial support package. Where there are areas of significant concern the Assistant Principals were instructed by the Committee to focus on these areas within their reports going forward.
 - xvi. It was reported that a substantial change of management style had been adopted by the Manager within the Music department. The benefits from the Manager now tackling issues are evident and the Manager is now starting to see signs of improvement particularly in retention. Members were complimentary of the positive signs of staff engagement in processes that lead to improvements.
 - xvii. At 95% learners express high levels of satisfaction with the quality of teaching and learning on their Study Programme; with a further improvement of 2% in good or better responses. Members recognised that the results are reflective of the ongoing improvements in the quality of delivery within the College.
 - xviii. The Early Years Section has the highest level of satisfaction across all elements of the student viewpoint survey, with a 98% satisfaction rate with the timeliness of feedback. A Level has also achieved 95% satisfaction with this aspect. Computing and Travel & Tourism has the lowest level of satisfaction and is of concern.
 - xix. Members challenged the appropriateness in respect of the reported summary college key issues suggesting that the statements were too generic and weak. Members stated that key issues need to be clearly focused with a direct link to the areas that are of significant concern. Members recommended that key strengths should also be included to provide a balanced position.

Assistant Principal Reports

Faculty of STEM and Environmental Industries

- i. Key strengths and emerging issues were discussed by the Committee.
- ii. Coaching is having very positive and meaningful results.
- iii. All Section Managers are working hard on improving the English and maths attendance rates.
- iv. Study programme support officers are working effectively to ensure learners are attending classes.
- v. It is evident that students are not being stretched sufficiently in some classes and this is having a direct impact on their attendance. More work is being done in this area to address the issue.
- vi. E-tracker is working well and is proving to be an important tool to support the monitoring of performance to allow focussed interventions to be made.
- vii. The role of the Co-ordinator needs to be developed further in respect of succession planning.

Faculty of Supported Serviced Industries

- viii. Key strengths and emerging issues were discussed by the Committee.
- ix. Actions being taken to address areas of concern were noted.
- x. The reported Travel and Tourism attendance data needs to be reviewed for accuracy.

Faculty of Creative Skills Industries

- xi. Key strengths and emerging issues were discussed by the Committee.
- xii. There are positive signs of staff engaging in new processes and improvements are noticeable.
- xiii. There is a whole faculty approach in respect of progress tracking and setting high expectations and a marked improvement is noted in Alan Hincecliffe feedback report.
- xiv. Areas targeted by the Faculty include group profiles, equality and diversity and a robust approach to marked registers.
- xv. A GCSE tracker has been developed and indicates clearly the actions taken to support the improvement of attendance within English and maths and the impact to date.
- xvi. League tables have been introduced and staff enjoy the challenge of competing against areas. There are visible signs of improvement being made.
- xvii. AP is confident that there is a true reflection of data being reported.
- xviii. Walk through by AP and SMs provide opportunities to remind students and staff of the high expectations required. The walks are having a positive impact.
- xix. There is a drive to improve the inconsistent initial advice and guidance provided to students by teachers within Construction. Teachers are being developed further to build their confidence during the interview assessment stage and in the area of communication. It was reported that some areas of the College run summer schools and students are required to pass the summer school assessment to gain a place on the programme of study.

RESOLVED

- i. Future FE Performance Update Reports to the Committee to include a front cover that summarises the key areas that are going well and those that are a cause for concern.
- ii. The Committee to receive an update in respect of areas that have had a depressing effect upon the Diplomas success rates.
- iii. Key issues for Canterbury College to be re-focussed with a direct link to the areas that are of significant concern and key strengths should also be included to provide a balanced position.
- iv. Areas in special measures or those of a significant concern must be reported to the Committee along with an action update within the relevant AP report.
- v. Members recognised the pace of improvements to date and thanked the SMT and their teams for their continued efforts to position the college positively at the next Ofsted Inspection.

**631 SECURING QUALITY FOR THE FUTURE – COMMITTEE DISCUSSION
NOTED**

Striking a balance between responding to the needs of the local community and providing a consistent, high quality learning experience for all students is a challenge. To achieve this outcome the college needs to ensure that all students, irrespective of age, gender or study programme, are committed to all elements of their learning plan. Where the college has evidence that this commitment is absent should the college refuse to offer these students places even though this may impact negatively on the requirement to respond to the needs of the local community as well as on student recruitment targets and consequently income?

- i. The Committee debated the question of securing quality for the future and considered the following factors:
 - Home/College contracts are known in the sector and can be useful in setting high expectations and securing commitment from parties involved.
 - Clear explicit expectations from signing up coupled with quick interventions and monitoring is essential.
 - Promote positive strategies that focus on progression and employability.
 - Student withdrawals at this point in the year could cause reputational damage in respect of success rates.
 - The College should recognise what it is good at delivering and equally recognise what it is not so good at and develop new strategies going forward.
- ii. It was reported that in 'outstanding' colleges there are balanced, firm and coherent structures in place with clear expectations. Tutors are confident at the initial recruitment stage providing explicit details of the high standards expected including the mandatory study of English and maths. Tutors are good at demonstrating the benefits to students and parents linking and focussing the benefits to progression and employability.

RESOLVED

- i. The SMT to look at new strategies going forward to help secure and improve student commitment to all elements of their study programme.

**632 STUDENT SUPPORT SERVICES REPORT
NOTED**

Safeguarding

- i. The number of safeguarding allegations received this academic year total 230. This is an increase of 64 compared to the same period in the last academic year.
- ii. Safeguarding allegations are being recorded by the Specific Safeguarding Issues outlined in the April 2014 'Keeping Children Safe in Education' Statutory Guidance.
- iii. A Student Safeguarding Advisor has been appointed to deal with the large number of safeguarding allegations.
- iv. The Student Screening Panel continues to meet new applicants with criminal convictions, cautions and warnings.
- v. The Safeguarding Policy has been updated to ensure it meets College and legislative requirements. Included in the Safeguarding Policy is a Staff Code of Conduct.

Key Trends

- vi. Key trends include a Looked After Children / Young Care Leavers Forum meeting which is being organised during the current term.
- vii. The Diversity Advisor continues to deliver Anti-Bullying workshops to areas of the College which reported a bullying concern and facilitated Equality & Diversity workshops are also being delivered.
- viii. Considerable developments have been implemented in relation to the Early Years Foundation Stage Curriculum to ensure the Nursery is Ofsted ready.

Achievements and Innovations

- ix. The College has been nominated in the Support for Students category in the Times Educational FE Awards. The ceremony and announcement of winners will be held on 27 February 2015 in London.
- x. Buttle UK (Quality Mark for Looked After Children) and NIACE (National Institute of Adult Continuing Education) have recognised the College's Facebook Page for Looked After Children as the best national practice resource for FE Colleges on developing provision for this

group of students.

Teaching & Learning and Support

- xi. The work experience mentoring scheme for those students already in receipt of level 3 maths and English is being further developed.
- xii. Specialist Tutors are offering drop-in sessions for students this term, with the first two drop-in sessions being aimed at students with autism and ESOL needs.
- xiii. Dedicated support for students from FE to HE level with Special Educational Needs (SEND) is working well. Students are supported in all curriculum areas and at all levels, although there is a concentration of in-class support at Entry Level and Level 1 courses.
- xiv. Staff from the Additional Learning Support (ALS) Team attended the parents evening at Laleham Gap (Special School in Margate) to promote the College to potential applicants for September 2015.
- xv. Five staff from ALS Team, Engineering, Estates and Swale attended a Level 3 'Making Sense of Autism' training day on 11 December 2014. The training is aimed at managers and policy makers within the College to ensure an appropriate environment for students with Autism.

**633 BUSINESS DEVELOPMENT & ASSOCIATED SERVICES REPORT
NOTED**

- i. The Business Development Report was noted.

**634 DATE OF NEXT MEETING
RESOLVED**

- i. The next meeting is scheduled for **Monday, 9 March 2015 at 3:00pm.**

635 EVALUATION OF THE MEETING

- i. Members noted the evaluation report.
- ii. The evaluation of the meeting was completed by members of the Committee.