



**Minutes of the Meeting of the Curriculum and Quality Committee Held at
6:15pm on Tuesday 08 February 2022(via MS Teams)**

Members Present

Terry Butland (Acting Chair) (TB)
Sarbdip Noonan (Principal) (SN)
Ramya Vadivel (RV)
Ramin Hashemian (Staff) (RH)
Asal Safari (Student) (AS)

In Attendance

Lois Vassell (VP Curriculum & Quality) (LV)
Robert Heal (Director of Governance) (RoH)
Attracta Rafta (Director of Marketing) (AR)
Observer
Bob Pattni (Deputy Principal) (BP)

1. Chair's Opening Remarks

TB welcomed all and introduced himself. He noted the following:

- Governor Jan Doust and chair of this Committee has resigned,
- TB would be acting as Committee Chair in interim
- Governor Simon Radford has stood down from C&Q due to work & home commitments but will remain a Governor and member of another committee
- Welcome to new Support Staff Governor Amelia President
- Welcome to Lois Vassell the new VP Curriculum & Quality

2. Apologies for Absence

AO, AP expressed apologies

3. Declarations of Interest

There were no declarations of interest.

4. i. Minutes of the meeting held on 9 November 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 or within the body of this meeting, except:

- The Value-added data report is delayed pending data release, item to be carried over, SN noted that the algorithm was not correct, and a revised data set is being sought.
- TB called on SN to respond to the question on Annual Survey, to appreciate a like for like comparison. SN explained that the Survey Company, benchmarks against a predetermined data set and we cannot change this. Our data cannot therefore be disaggregated, it was agreed that this item be marked as complete.

5. Matters Arising

There were no matters arising.

AR was invited to join the meeting to complete her items. Items 13 And 14 were then taken.

13i. Marketing Strategy Review

AR noted that Stanmore College is situated in a competitive environment with an increasing number of school sixth forms, in addition to existing ones, many of which are offering vocational provision. In addition, there are several other colleges and academies in the vicinity, all of which are appealing to the same market. Marketing is key to securing the future of the College and to support the delivery of the strategic objectives and ensure that growth targets are met. The strategy relies upon extensive cross college support and adherence by all staff to the college's commitments, to achieve our aspirations for growth.

The major changes in the Strategy relate to the impact of Covid-19, the emerging economy, and additions to strategy for each of the challenges of the evolving economy across key headings: Young People, Adult Vocational Training, Workplace Training, Jobseekers and Community Learners. AR explained the background to each of these areas and summarised the strategy as:

- The College will continue to present itself as a high quality local and safe provider with a focus on the high end of the market but include pathways from which students can work their way to achieve their target pathway and, ultimately, employment.
- Promotional material and good news stories are to be used to raise the reputation of the College especially among schools and parents.
- In College there will be a focus on a nurturing approach by and building on individual student strengths, supporting social and emotional wellbeing, provision of work experience and careers and guidance opportunities, developing independent learning skills and development of a 'wrap around' of learner support.
- Regular communication with students, parents, applicants, employers, job centres and the community in relation to the latest government guidance following the pandemic and emerging opportunities. CRM integration of email automation and features promoting dynamic content used for retargeting purposes and development of an expanding portfolio of tools to help effective communication at an affordable price. Continue to intensify awareness of the 19+ loans and the benefits attached. Reassurance is of vital importance to advise all students and family members of all the measures that that College has taken to meet the DfE guidance for health and welfare as a result of the pandemic.
- Ongoing development of the College website as well as traditional methods of reaching the target audience, including social media paid advertising and community advertising.
- Appreciation of programme pricing and subsidy to ensure programmes which are attractive and which the public are willing to pay the asking price.
- Streamlined enrolment methods to be used and on-line applications have been adopted.
- Distance, blended and online learning to be further developed and promoted. Areas such as e-learning and courses to improve skills are to be monitored closely.
- Gaps in provision in the area to be investigated with a view to providing demand led provision with links to other institutions/universities for progression.
- To continue to build relationships with employers by setting up an Employers forum and developing bespoke new courses, which will be of interest and benefit to them and meet their needs especially following Covid-19. Investigate areas such as the Health and I.T. sectors which are likely to be most sustainable moving forward.
- Development of lifelong customer relationships thus encouraging customers to return to the College for future learning opportunities for staff development/training – invest in/design staff infrastructure/links that can empower these relationships.
- Finally, to continually develop specific marketing plans to meet objectives and aims; and undertake regular market analysis.

TB noted this was a good paper and congratulated AR.

TB asked the following question, do we promote blended learning enough and we enable students to study in their own time, asynchronously. Is this a strength we can talk about? AR replied, yes, our strategy refers to parents and stakeholders commending our move to online, we can write

more about that. SN added, we are part of a blended learning college consortium, and we are piloting online resources which staff can access through the pilot now.

TB suggested more students might be able to study online in 19+ age group and this could be a strength. SN confirmed offer online learning, which is different to blended learning. We do offer online but there is not a huge uptake. AR added, we are definitely trying to grow online distance learning.

RV, I have noted that websites are now secondary and social media is the primary sources for students, you mention we hired a social media platform digital consultant, is this a third party or an employee? AR, within the Team we have an employee, formerly our digital marketing Apprentice, since completing her course she is now a digital marketing executive working on this. We also work with Simon O'Conner a digital marketing expert in FE, called "FE Marketing", we have weekly discussions, review activities and develop action plans. The Team are being coached with his guidance and we benefit from his national expertise. He has also assisted with the website and analytics. We are also working with "Global", who are a nationwide organisation with marketing experts in digital, bus campaigns, radio and streaming adverts. Young people tend to stream music and we target them through Global. Last year we saw an increase of 39% using Global and we plan to use this method again this year. We have a number of students prepared to studio record for a radio and digital streaming advert endorsing campaign, targeting that age group. RV agreed that the age group targeting needs to be there. AR confirmed, we will edit and publish online the student endorsements online. We are the only college to do this. Influencing. Using our own students. TB agreed this was very encouraging.

LV asked, is there a semi-famous influencer among the alumni we can use? AR, there are two, one in Bank of England, has attended events but is unavailable now. Another in the music industry, again unavailable. We do have a section for alumni in the prospectus. We also offer an incentive for alumni to register with the College.

LV do we use Instagram & TikTok? AR, we use Instagram, we investigated TikTok, but it is worldwide advertising and the cost is too great.

TB we are doing a lot of things and there are a lot of challenges. What are the priorities? AR, the main priority is conversion, being driven by the analytics from Global. Our applications are growing, but many chose to stay in schools. We need to convince them to embrace the College. SN demographically the 16-18 cohort has declined by 7% in the sector, whereas ours decreased by only 4%; there is a target for conversion rates. The issue is that students stay on at school. That's why we haven't recruited fully. The conversion rate is a priority.

TB ,I suggest that this is put to the full board with revisions - ACTION

Please detail the priorities and how these are being handled, along with any advice from Global. Another question to answer, is the website good enough. AR, we have upgraded website 3 weeks ago with additional features, infographics and marketing.

TB noted that on radio, 19+ wanted to change jobs as part of CV-19. The issues were that they couldn't find courses, they felt like they were plunging into a jungle, with questions like: which college, what level, where do I get the funding? etc. They suggested the area was foggy. Can we add clarity? AR, yes, we can use this.

RECOMMENDATION NOTED MARKETING STRATEGY REVIEW

13ii. Marketing Report – Recruiting our Learners

AR reported:

- For 2021/22, to date we have recruited 1,485 learners against a funding target of 1,548 (16-19 learners). Currently, we are 63 learners below target.
- For 2020/21, the funding target for 16-18-year-old learners was 1,471. This target was exceeded by 5.8% as the College recorded 1,557 learners.
- Our conversion rate for 16-19-year-olds from application to enrolment in 2021/22 was 59%. The previous year 2020/21 it had been 60%.
- For 2021/22, the FE sector has seen a general dip in 16-19 learners attending due to higher than expected teacher assessed grades and improved job opportunities.
- The number of applications received from 16-19-year old applicants by GCSE results day was 1,628, the previous year it had been 1,233. Although our applications were up by 32%, learners chose to remain in schools or move into employment.

SN noted that the conversion rate has not improved since 2016 and this remains the biggest target for the College, with many actions this year.

AR continued, with a range of actions that were being undertaken.

TB noted this was a very comprehensive paper, with answer to the question of where the 19+ cohort were coming from. SN noted that the College really publicises its nurturing, caring, wellbeing and progression to destination aspects.

TB requested the paper go to board for information – ACTION

RECOMMENDATION

NOTED

MARKETING REPORT – RECRUITING OUR LEARNERS

14. CEIAG Comparison to AoC Guidance report

TB asked whether we are doing everything in the guidance and noted the report suggest the answer is yes. AR agreed, we meet all the AoC criteria and obviously we need to continuously improve and build on the current situation. In addition we are working with the Careers Enterprise Association team to further develop. It should be noted that staff turnover means potential team changes, but we are focussing on this. We were matrix assured last year. SN added there were 8 benchmarks and we scored well on each; we are in a good position.

TB asked of the careers adviser. AR noted a new person is starting soon and undertaking a careers leadership qualification. SN noted we are upskilling the existing staff.

TB challenged that we do not currently see an annual report on careers to Governors. AR responded that this is summarised in the destinations report. TB asked that we plan to have a more detailed report. **It was agreed that the best timing would be to add to the May meeting cycle from 2023 - Action**

TB requested that the CEIAG Paper go to the Board – Action

RECOMMENDATION

NOTED

CEIAG COMPARISON TO AOC GUIDANCE REPORT

AR then left the meeting

6. Report from Student Governors

AS reported on the student parliament. They have discussed about the awarding of merit points to get prizes, and suggest this is not advertised well. The Parliament asked if we can use amazon points? Can we better advertise in Tutorials? SN responded that this is under review.

AS suggested the focus of Teachers is on disciplinary points rather than merit points, we should push teachers to do more meriting and make students feel valued. On the subject of lanyards, the Parliament asks if students can request their picture be retakes as they are often embarrassed to show photo side, suggesting it could motivate students to wear their lanyards. SN commented on the student practice of sharing lanyards as a reason for photo side up, but suggested it would be too great a task to retake photos. AS noted student concerns over the size of the main entrance, asking can we have a bigger entrance? There is a large crowd that gathers either side at 5pm. SN noted this would be incorporated into new build plans. Regarding the Canteen, it is currently slow service with more students on site, this can cause lateness, the Parliament has asked if we can review? Particularly, the Costa lacks variation and variety. It is considered overpriced, especially drinks at £1.50. AS continued, the Estate staff who police the canteen and review lanyards, they use poor tone of voice and have a poor approach. Can they show a little more respect?

We also spoke about the multi faith room. SN clarified that the room was multi -faith and reflective and not a prayer led room. AS suggested not targeting a single gender or religion. SN, confirmed it has been addressed since the Parliament meeting. AS asked, can the internal TV be used to market to students, the App is efficient, but not all students use it. SN noted the screens already have all the information, and new information is updated daily.

BP added we will get catering to attend student parliament - Action

RECOMMENDATION

NOTED

REPORT FORM STUDENT GOVERNORS

7. Feedback from Governance Summit

RH gave feedback on the two-day event. They covered subjects including FE reform in funding and accountability, streamlining funding, and also the funding system. It was noted that if a college meets funding criteria, they are looking to have more accountability on outcomes. They talked about mid-career mentoring for joining Governors and a carbon literacy qualification, although short it was hoped that governors would complete. RH suggested it was down to the College to develop its collaboration with local industry. TB asked, perhaps we can approach other colleges on best practice. **SN asked RH for a summary to go to SLT – RH action**
RH commented that personally he learnt a lot from the event.

TB noted on the subject mentoring, are new Governors coupled up with experienced Governors? RoH responded, no, but it is something I would like to introduce. **RoH TO TAKE TO GOVERNANCE - ACTION**

RECOMMENDATION

NOTED

FEEDBACK FROM GOVERNANCE SUMMIT

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

- Overall College Attendance Rate as at the 17th January is **81.35%** against a target of 86%
- Overall College Punctuality as at the 17th January is **87.85%** against a target of 91%
- ESFA 16-18 Enrolment Target is 1548 on the 17th January 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 17th January our 16-18 funding is **£8,070,744**
- ESFA 19+ & GLA Target is 2100 enrolments (1000 heads) as at the 17th January 19+/GLA enrolment is **2270 enrolments (977 heads)**
- ESFA & GLA Funding Target is £1,781,822 as at the 17th January is **£1,664,530**.
- ESFA ER Apprenticeship Funding Target is £59,064 as at the 17th January our apprenticeship funding is **£18,560**.
- ESFA 19+ Loan funding Target is £247,994, our income as at the 17th January is **£231,713**
- Key Financial Indicators are RAG rated Outstanding, and the Forecast Surplus is **£33k**, staff cost/cash ratio **£2.66:£1** for the end of December 21.

TB though this was good progress for year.

RECOMMENDATION

NOTED

THE KEY PERFORMANCE INDICATORS REPORT

8ii. Risk Register Review

SN, the College is making good progress against the identified risks and has been assured through the positive outcomes of recent internal audit reviews, that the College has reviewed progress in terms of compliance and risk mitigation, allowing the following areas to be RAG rated as GREEN or AMBER since the November 2021 review.

Top Key Risks that remain as Amber are:

AIM 1: Ensuring excellent learning, teaching and assessment leading to higher student achievement. Risks 1.1 (updated to include reference to Satellite Centres) moved to Green, 1.2, **1.3 moved to Green**, 1.4, 1.5, 1.6, 1.7

AIM 2: Excellent learner support providing a high level of satisfaction for learners and stakeholders. Risk 2.1, 2.3, 2.3, 2.4, 2.5

AIM 3: Organisational excellence in all that we do. Risks 3.1, 3.2, 3.3, 3.4 Moved to Green, 3.7

AIM 4: Taking the Curriculum Strategy to the next level in 2020/21 and securing a sustainable future for the college. Risk 4.1, 4.2, 4.4

AIM 5: Aligning Human Resources with the College's strategic direction. Risk 5.1, 5.2, 5.4 Moved to Green, 5.5, 5.6. Although 5.4 since has seen an impact from staff absence affecting the continuity in some areas, so we may move back to Amber.

AIM 6: Establishing sound financial health for the College. Risks 6.1 6.3, 6.4, 6.5, 6.6 Moved to Green, 6.2 remains Red

All risks references changed to Lois Vassell from Susanne Davies (LV from SD).

The College has comprehensive insurance policies in place and financial risks are covered subject to restriction in the insurance schedules.

Deep Dive on Risk 1.3

All students will do work experience and we are on track to ensure that all students do this, With regards to English and Maths, functional skills did pull down the overall attendance by 7%, this has been addressed in all areas where attendance is less than 70%, we are addressing with individual students and putting students on risk cards, which Heads of School are monitoring. TB, I would like to understand how this has been justified as green. SN, the full risk is about every student doing English & Maths; and every student is now doing this if it is needed and participating in work study programs. TB, so the achievement is picked up somewhere else? SN yes, this is about every student doing this. TB, I understand.

RECOMMENDATION

NOTED

THE RISK REGISTER REVIEW AND

DEEP DIVE OF A RISK 1.3 WITH THOROUGH ACTIONS IN PLACE.

8iii. BCP Plan

TB noted this was taken as read. SN undertook a brief update on changes. Including the Government advice on the self-isolation period, the option to reduce isolation and staff can return to work.

RECOMMENDATION

NOTED

BCP PLAN

9. In Year Retention Report & Predicted Achievement 2021/ 22

SN explained the overall retention remains above the 2020/21 figures and is at 95%. With 19+ above college target, but 16–18-year-old being below target. Based on retention rates we can predict achievement. Reviewing the report; year on year attendance doesn't improve but remains static at 86%. We are addressing this and there is an attendance strategy review meet with staff, with discussion on disciplinary and merit points and why they are not working to address this attendance issue. This will lead to measures to address this and a process to drive improved attendance.

RH asked if student that are self-isolating, or have covid, can attend online to mitigate attendance issues? SN, yes.

SN noted that this is not what is causing a decline in attendance but would be interesting to further explore. For staff absence, we can invite students to join online with another class and teach two classes simultaneously. Staff absence is having a real impact on curriculum continuity, and we are addressing this. In terms of retention, it has gone up but 16-18 is still below target; significant challenges are faced by learners in 19+ bracket due to Covid19, factors include: illness, caring responsibility, home schooling and changing commitments. But there is no reason why the 16-18 shouldn't be in college. Regarding student retention by Level, we see that Level 1, 3 and 4 for 16-18 is of concern, being below target, which is having an impact on the overall college retention rate.

Further, the level of staffing and the presence of students in lessons is being impaired due to Covid19, 5 out of 8 personal tutors have been absent which has impacted tutorials, tracking & monitoring of student progress. In additional, general staff absence has increased and students are struggling with continuity. The curriculum areas affected are: sports, business, media, health

and social care, ICT and Engineering; as well as Crystal Palace satellite centre. We have withdrawn a large number of students, and this has impacted achievement. 382 students have a 7%-point impact and this academic year we have withdrawn 382 students before 42 days, and this is the conversion rate impact which is being explored to understand why. The predicted achievement rates by age and level are given, the target will be met, the worst case = 62.7%, best case is 96% against college target of 91%; with February figures getting better and showing 94%.

TB this shows good progress and mirrors previous year. It is concerning regarding the impact of Covid19 and illness on staffing.

RECOMMENDATION

NOTED

IN YEAR RETENTION REPORT & PREDICTED ACHIEVEMENT 2021/ 22

10. Teaching, Learning and Assessment and CPD Interim Report

SN stated, this is interim report for the year and shows a current picture of high-quality Teaching & Learning. The formal process of observations and judgements was explained. Using these methods, we can say that the College has high quality teaching being delivered. Observations show strengths and areas for improvement, with learning walk cycles scheduled for spring summer term. We also have undertaken work scrutiny to ensure students receive personalised, relevant and developmental feedback on their work to drive progress. All schemes of work are quality checked with quality audits 79% complete with remainder awaiting to be uploaded. The Awarding Body feedback is good. The stakeholder survey saw a 37% response from parents. This was down to being emailed due to Covid. The student survey says various messages and low response areas shown in the report. The staff CPD relates to 35 hours for academic staff pro rata and relevant to teaching areas. SN explained the CPD. Concluding with key strengths being shown and areas for improvement being part of the action plan.

TB noted this was a good report and demonstrated good activity, with blended learning pilots and VLE system use. SN agreed, that we are enhancing it.

TB asked have you looked at 'Canvas'? SN, responded that the MIS and Quality Manager looked at this and found the best resources for us, being a mixed model.

RECOMMENDATION

NOTED

TEACHING, LEARNING AND ASSESSMENT AND CPD INTERIM REPORT

11. Curriculum Review of Engineering

SN overviewed the mini inspections of the new inspection framework, that were carried out in December, giving a positive picture with an estimated overall effectiveness of Grade 2. Courses are offered across a range of subjects with good progression opportunities. Observations of staff are consistently Good – Outstanding. Learner attendance is Good; however, we have graded Behavior and Attitudes as need to improve Grade 3. Leadership & Management was Grade 2. There has been a significant progress in achievement rates with year-on-year improvement of overall achievement from 81% - 96.1%. The overall summary judgement is Good and moving in right direction.

TB asked whether there are a good number of applications? SN agreed, yes and with a strong female application level too.

RECOMMENDATION

NOTED

CURRICULUM REVIEW OF ENGINEERING

12. HE Progress Report

SN, the College is working very closely with the University of West London (UWL) in a closely established partnership. This is a subcontracting arrangement to embed HE with clear progression pathway through foundation degrees and to other degree programs. The College is working towards its 5 -year strategy in developing this HE partnership and expanding Level 4 in Early Years, Health & Social Care, Business, IT and Sports. The first course had a deferred start date of September. We have 7 students and have now started this course in January. The previous degree course was Level 5 with Portsmouth university has only 5 students and we are teaching this out. Our Level 6 is with University of West London and has 10 students. We have a developmental program, where we are developing a 2 by 2 model with UWL. This is a 4-year program, being a foundation year plus 3 years to honors degree, with years 3 and 4 completed at UWL. Two new foundation degrees are being developed in Health & Social Care and Science, Football Coaching & Practice with Windsor Forest College Group.

TB asked, so the first new 2+2 students are in Sept this year? SN yes

RECOMMENDATION

NOTED

HE PROGRESS REPORT

15. Annual Safeguarding Report

SN, this annual report is for last academic year. The Corporation meets all legal obligations and has good practice standards. The Governing body adhere to part 1 of keeping children safe, with relevant Leads and staff annual child protection training is in place. Policies and procedures are in place with all reporting requirements fulfilled; and this is the Governing Body's commitment. The report highlights key actions completed. SN then run through these with the Committee and stated all cases noted were investigated and followed up.

TB, noted how well that Free School meals and Looked After Students were achieving and suggested this was very encouraging. The high number of bursary's is also noted, along with the number of Safeguarding incidents doubling since last year. Is this due to Covid19 or is there something else? SN, this is predominantly due to Covid19; it is still high but has been reducing since lockdown.

TB noted that the report shows there are a few staff who have not signed the code of conduct, why? SN we have an increase in staff through direct delivery and have yet to reach the deadline to complete.

Interim Report to Board – Action RoH

RECOMMENDATION

NOTED

ANNUAL SAFEGUARDING REPORT

RV left meeting

16. Annual Equality & Diversity Report

SN, reviewed the report, and stated that the college addresses and analyses this area in many ways. For example:

- an analysis of learner outcomes relating to equality and diversity indicators
- participation by different groups of students
- narrowing the achievement gap - Achievement by different groups of students
- a summary of equality and diversity within teaching and learning
- promotion of equality and diversity outside the classroom
- anti-harassment and anti-bullying measures
- analysis of staff profile
- progress on equality objectives
- progress on the 2020/21 action plan
- recommendations for the 2021/22 Action Plan.

The report shows trends in areas, for example a decline in English /Wales /Scottish ethnicity, with progress against objectives shown.

TB, this is a good report, with nothing worrying. The differences are within reasonable uncertainty and there is nothing of concern.

**RECOMMENDATION
NOTED
ANNUAL EQUALITY & DIVERSITY REPORT**

17. Policies

There were no policies to review.

**18 Meeting Review, Learning & Reflection
RoH survey monkey to go out.**

20. Date of Next Meeting - Date of next meeting – Tuesday 10 May 2022 at 6pm.

Meeting closed at 8:02 pm

Signed

Chair

Date

Action Points

Item	Action	Responsibility	Timescale
Previous	Value-added data report to next meeting	SN	May 2022
13i	Marketing Strategy, TB I suggest that this is put to the full board with revisions. Please detail the priorities and how these are being handled, along with any advice from Global. And is the website good enough.	AR	March 2022
13ii	Marketing Report – Recruiting our Learners TB requested the paper go to board for information – ACTION	RoH	March 2022
14	an annual report on careers to Governors. AR responded that this is summarised in the destinations report. TB asked that we plan to have a more detailed report. It was agreed that the best timing would be to add to the meeting cycle from May 2023 - Action	RoH	March 2022
14	CEIAG paper to Board	RoH	March 2022
6	BP added we will get catering to attend student parliament - Action	BP	May 2022
7	Feedback from Governance Summit SN asked RH for a summary to go to SLT – RH action	RH	May 2022
7	Governor mentoring, are new Governors coupled up with experienced Governors? RoH responded, no, but it is something I would like to introduce. RoH TO TAKE TO GOVERNANCE - ACTION	RoH	March 2022
15	Interim Annual safeguarding report to go to Board	SN	March 2022