

## CURRICULUM & STANDARDS COMMITTEE MEETING

### CONFIRMED MINUTES OF THE MEETING HELD ON TUESDAY 25 JANUARY 2022 AT 4:30PM VIA MICROSOFT TEAMS

#### Present:

Jill Lanning (Chair), Corrienne Peasgood, Andrea Blanchflower, Nikki Gray (from 5:25pm, item 6.3)

#### Attendees:

Jerry White (Deputy Principal), Ed Rose (Assistant Principal HE and Adult), Julia Bates (Vice Principal, FE, Curriculum and Quality), Jodie Mitchell (Director of Governance and Legal) Andrew Barnes (Corporation Chair) – as an observer, Annie Cook – as an observer

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#### 1. Apologies for Absence

Apologies were received from Helen Richardson-Hulme (Assistant Principal, Student Services).

JL welcomed Annie Cook to the meeting, noting Annie is the process of being appointed as a co-opted member of the Committee.

#### 2. Declarations of Interests

Governors and Committee members are requested to make known any relevant pecuniary interests relating to any items on the agenda and it was noted that all declarations will be recorded.

There were no new declarations of interest given at the meeting.

#### 3. Unconfirmed minutes of the meeting held on 23 November 2021

The unconfirmed minutes of the meeting held on 23 November 2021 were agreed as a true record of the meeting and will be signed by the Chair at the next available opportunity.

#### 4. Unconfirmed confidential minutes of the meeting held on 23 November 2021

The unconfirmed confidential minutes of the meeting held on 23 November were agreed as a true record of the meeting and will be signed by the Chair at the next available opportunity.

#### 5. Matters Arising

C&S 1 Action 3: NTTC to be included on the agenda for the next Strategy Day taking place in January 2022. *Will not be required for Strategy Day, discussions on-going and an update will be provided to C&S Committee.* **ACTION ON-GOING.**

C&S 1 Action 5: Level 3 Qualification reform to be discussed as part of the next Strategy Day. *To be include in the Intend Strategic update.* **ACTION ON-GOING.**

C&S 2 Action 1: JM to circulate the Teaching and Learning Strategy to all governors as soon as possible. *Distributed as part of the board papers for 14.12.2021.* **ACTION COMPLETE**

C&S 2 Action 2: CP / JW to present the SSA Self-Assessment Grades Report to be presented to Board on 14.12.2021. *Presented and distributed as part of the board papers for 14.12.2021.* **ACTION COMPLETE**

C&S 2 Action 3: CP to produce set of improvement actions and targets back upon Ofsted report and SAR. *Following discussions at the Strategy Day, an updated set will be provided to the Board. CP will discuss all actions with the Committee Chairs prior to presenting them to the Board.* **ACTION ON-GOING.**

C&S 2 Action 4: CP to email all staff on 24.11.2021 confirming the release of the Ofsted report and copy in all Governors. **ACTION COMPLETE**

C&S 2 Action 5: JL and ABI to meet before Board on 14.12.2021 JL and ABI to liaise about her preference with a view to asking for a Board member to cover the unallocated area of focus. *To be discussed under 6.10.* **ACTION COMPLETE**

## 6. SECTION A

### 6.1. Easton English and Maths

Please see confidential minutes

### 6.2. Quality Report

JW highlighted points for discussion from the Quality Report with Governors:

#### Attendance

- The attendance rate is 87.7%, compared to 89.5% in the same period in 20/21. The decrease is between 3%-5% dependant on site. The Omicron wave has impacted attendance from the beginning of the calendar year.
- As noted in item 6.1, English and Maths (both GCSE and Functional Skills) attendance on the Norwich campus is 75.8%, at Easton 79.1% and Paston 73.1%.
- There has been an impact on attendance due to isolation requirements, which is controlled by age (above 18.5yrs), vaccination status, regular LFT testing etc. When discussing this with other institutes it would be appear the impact at CCN has been quite low.

JL queried if online resources are available to students to cover missed lessons? CP confirmed resources are available on BlackBoard and students in the main are accessing when their symptoms are mild.

AC queried what the infrastructure of support for the College is and where is data regarding absences shared? CP confirmed a daily report is provided to the DfE on all student cases. Staff cases are only reported as those who are too ill to work. Student absences are monitored by several channels such as absence line, email, covid inbox etc.

#### Retention

- JW noted that the report details retention as at the end of November 2021. Therefore, this does not include the impact of the Omicron COVID wave.
- Retention rates for 16-18 students on the “day 1” measure (definition A on diagram) is above CCN 20/21 levels by 0.4% and above national comparators.
- However, the “6 week” rule position differs, with the College in-line with CCN 16-18 20/21 levels and comparators. This indicates we lost similar numbers of students to other institutions.

- Retention rates for 19+ students on the “day 1” measure (definition A on diagram) is above CCN 20/21 levels by 2.8% and 0.32% above national comparators.
- However, the “6 week” rule position differs, with the College below 19+ CCN 20/21 levels by 0.4% and comparators by 0.24%. This does indicate that the period between mid-October to end of November did see a higher level of withdrawals than at the same stage of last year.

Adult retention has historically been challenging due to the variety of courses we offer but also we continue to ensure that 19+ students are fully engaged. We have rigorous management processes in place around withdrawals. The Omicron wave is impacting the attendance of students and therefore retention.

CP highlighted that affecting both the attendance and retention is the ‘pull’ towards employment that all Colleges are seeing as an impact of the pandemic, which was recently discussed at the Strategy Day.

This is now tangible in the MiDAS enrolment reports, with a decrease nationally.

AC noted that she had observed a high number of withdrawals from training courses at NNUH due to the demands of workloads / shifts.

ABI queried if there had been any analysis on the EDI statistics of those that have withdrawn in the 6-week period? JW confirmed this is in progress and will be presented to the Board at the next meeting. ABI felt this would give assurance to the Committee that there is nothing unexpected happening with those protected characteristics.

**ACTION 1: JW to present analysis of the EDI data of those withdrawals that have taken place in the first 6 weeks to the Board.**

#### GCSE Results

JW highlighted that the GCSE data presented to Governors did not include students who had requested to re-sit their exam but then did not attend. This is approximately 50 in each subject.

### **6.3. TLA Report**

JW and JBs highlighted points for discussion from the TLA Report with Governors:

- As noted earlier in the meeting, there has been a rise in the number of student absences because of the most recent wave of Covid 19. Despite this student have continued to experience relatively ‘normal’ teaching and learning environments with most sessions continuing to be face-to-face.
- The regular TLA grid meeting identified several themes for further attention during the next period:
  - For students, the focus will be to continue be working on gaps in knowledge and skills, as a direct result of the pandemic and lock downs. This includes preparation for exams and some elements of their personal development
  - For Staff, the themes identified were around new staff, either new to teaching or new to the organisation. Focusing on how we support our staff, how to plan and deliver learning which is outstanding and inspirational for students.

- Staff are working to a 'Plan B' for assessments and exams. This is factoring in contingency arrangements (e.g. mock exams) should there be any further disruption to exams and vocational assessments so that enough evidence of student progress, should that be required.
- Flexibilities have been announced by the DfE for construction and digital T-level industry placements, which may help a small number of students. Placements can now be fully remote/virtual. However, if students are unable to complete the placement hours required for the course, colleges can work with employers to produce an employer led project which students can complete at college instead of placement hours. JBs noted this is a temporary solution for T-Levels. JBs shared that following some parents' concerns, a focus group was held with the T-Level students last week to understand the challenges they have faced and how this has affected the students. The students responded positively, their progress is good, they are predicted to achieve good results and are enjoying the T-Levels.

NG joined the meeting 5:25pm.

NG queried if there is a concern for students that, once they have completed courses and start in a workplace, will not have the necessary practical experience and training? JBs confirmed this had been raised nationally as a concern but currently for CCN this is not a concern; however, it is being closely monitored with employers.

JL queried if we are able to provide enough placements for all T-Level students? JBs confirmed we can provide placements for this cohort. A deep dive was completed on the second year T-Level students and there were only two placement concerns noted across construction, digital and education and childcare.

AC queried how many students were currently on digital courses? JBs confirmed there is 1 group of approx. 15 students and on the new pathway approx. 7 students.

AC also asked for further details on the Healthcare Science T-Level, as these students would feed into the Healthcare Science apprenticeships that are now available at the UEA. JBs and CP confirmed this could be presented as part of the Strategic Priorities under the Curriculum strategy which is due for presentation at the next meeting.

**ACTION 2: JBs to present further details relating the Healthcare Science T-Levels as part of the Strategic Priorities at the next C&S meeting on 15 March 2022.**

ABI requested some further detail on the 'Futures First' tutoring service as noted in JBs paper.

JBs confirmed the 'Futures First' online tutoring service is offered as part of catch-up funding with a focus on E&M development, in small groups or 1:1. It was noted that participation in the 'catch up' sessions is voluntary and initially there has been a slow up-take of the service. Therefore, JBs has attended some sessions to ensure the quality and was very reassured by the quality of service and good resources.

Therefore, additional promotion of the service continues by tutors visiting the College (Norwich and Easton) and meeting with students. Additionally, we are reviewing another tutoring service for study skills and exam skill development. AC queried if adult learners could access this service at present? JBs confirmed unfortunately not.

#### 6.4. HE Report

ER highlighted points for discussion from the HE report with Governors:

- **Application Update**  
 26 January 2022 is the first UCAS application deadline. Although is not a strict deadline and some applications may still be considered afterwards CCN receive approx. 60% of our applications before or around this date.  
 Year on Year we are slightly lower on applications currently, which raises some concerns. We are holding online recruitment sessions to support prospective students.  
 We are focussing on all elements of the application process to ensure a fast response from the HE office and on communication with prospective students to encourage enrolment in September 2022.  
 JL asked if other institutions are experiencing similar situations and if it was a national situation? ER confirmed he will raise this with network groups.
- **End of Semester 1**  
 21/22 is the first year we have returned to a semester model, with semester 1 finishing on 14 January 2022.  
 The end of the semester has seen a significant number of students applying for Extenuating Circumstances, whether self-certificated or requiring approval. Further investigation and analysis of this will be carried out to ensure the process is being utilised correctly.

Early feedback from staff on the use of the UEA Senate Scale for marking has been positive and internal training, supported by an academic link from UEA, was delivered at the end of 2021.

End of semester questionnaires will be sent to students shortly.
- **Validation schedule**  
 Dates for revalidation are being scheduled with UEA to take place from March.

The BSc (Hons) Crime, Terrorism and Global Security and BA(Hons) Leadership in the Public Sector will be combined going forward.
- **OfS Update**  
 The OfS released on 20 January 2022 consultations on regulating student outcomes. Further analysis will be undertaken and reported back to Governors when available.  
 JL is aware this is quite new and requires further work but asked that the committee be updated about which of the new conditions would be particularly challenging for CCN. JW noted that one aspect of the consultation assumes that all students on undergraduate programmes go onto graduate level employment, but this is not the case for some CCN courses. For example, FdSc Mental Health and FdSc Health Studies are under pinned by Level 5 higher apprentice assistant practitioners, which is not considered a graduate profession. Therefore 100% of those graduates will not count as a graduate profession. This is an example of the consequences of the proposed changes.  
 ER confirmed the data on graduate outcomes is the only major concern at present, otherwise he considers that the other proposed changes can be managed.

**ACTION 3: ER to provide feedback on the OfS consultations to Governors at the next C&S meeting on 15 March 2022.**

**6.5. Easton FE Improvement Board Report**

Please see confidential minutes.

**6.6. Information, Advice and Guidance Update**

JW presented the update on HRH behalf and noted the following:

- The Matrix Standard Assessment will take place on 8-10 March 2022. This will require some Governor involvement. The previous Matrix reports are available for Governors on OnBoard within the resources folders.
- Recruitment for the IAG team has been difficult with several roles vacant at present. Previously we have had an expectation of applicants already having a Level 6 Careers Guidance qualification, however we are now supporting staff in achieving the qualification. We are in discussion with Norfolk County Council about the county's need to provide additional training for employees or potential applicants to obtain the Level 6 qualification. This will also support schools, academies and other sectors across the county.

**6.7. Residential Report**

JW presented the update on HRH behalf and noted the following:

- 2 students have withdrawn with courses/residences and 1 new student has joined (returning from 20/21).
- New furniture has been added to the common room
- Window restrictors are being added to all occupied rooms
- A number of students had nominated themselves for Student Union roles – a very positive sign that the residential students are feeling part of the broader college

**6.8. NTTC Report**

ER presented the update and noted the following:

Market Review ITT

The Initial Teacher Training (ITT) Market Review Report was published in July 2021, proposing changes to the market in England with a view to creating a greater coherence in provision. The provision will be underpinned by the Core Content Framework (ITT CFF) and Early Career Framework.

The ITT Market Review Report recommended 14 characteristics of programmes leading to Qualified Teacher Status (QTS). These recommendations were subject to a (7 week) consultation between July and August 2021 before publication of the final Government response in December 2021. Most recommendations were accepted, albeit with some clarification or amendment.

This provides a framework to support the implement of the market review. All providers who wish to delivery ITTs from September 2024 are required to participate in an application process which is taking place now and in June 2022, to ensure they meet a minimum standard.

ER is working alongside Jacqui Waring (Director of NTTC) relating to the application and our submission for the first round in February which will allow for feedback before the June submission round if we are not successful.

ER and CP noted that our initial concerns around the changes have subsided now we have received the final recommendations.

#### Ofsted Initial Teacher Education (ITE) Inspection Framework

Ofsted published an updated ITE Inspection Framework in December 2021. This framework covers not only primary and secondary teachers but also FE teacher training. Work is in progress to understand the requirements for FE and how the Early Career Framework applies to new College teachers and to understand what might be expected of an Ofsted inspection confirming whether this would cover the two different delivery areas of teacher training.

#### **6.9. Strategic Priorities**

CP presented the update and noted the following:

##### Enable students and apprentices to recover and 'FLOURISH'

The Children and Young Peoples Strategic Alliance (CYP SA) have just approved Flourishing in Norfolk, a children and young people partnership strategy for 2021 – 2025. Each letter of FLOURISH reflects an aspect of children and young people's lives and what they have said is most important to them: their **family and friends**, access to **learning, opportunities** to lead a good life, being **understood**, building **resilience**, respect for their **individuality**, feeling **safe** and being **healthy**.

The Assistant Director from NCC Children's Services will be launching the Strategy to CMT on 10 February 2022. CMT TLA will then decide how to use the framework in our TLA and Tutorial work.

CMT TLA have also been working on education recovery for students and apprentices following the cross-college grid meeting at the start of January which highlighted that more gaps were being seen in the second half of the autumn term than in the first half.

For each gap identified we are reviewing what cross-College activities we could put into place to support students.

#### **6.10. Governor Curriculum Scrutiny**

JL confirmed the Governor Link areas as follows:

Annie Cook – Adult Provision  
Andrea Blanchflower – Paston and Norwich A levels  
Noel Bartram – HE  
Nikki Gray – T Levels  
Jill Lanning – FE Improvement Board  
Andrew Barnes - Safeguarding

**ACTION 4: JL and CP to confirm the Curriculum Scrutiny schedule for the remainder of 2022.**

#### **6.11. Confidential Item – PAEP Governors Report**

Please see confidential minutes.

#### **6.12. Student Union Update**

JL noted the Student Union update is included for information.

**7. SECTION B**

**7.1 2021/22 Term 1 Complaints and Appeals Report**

JL noted the complaints report is included for information.

ABI and CP discussed 1 FE Academic complaint that was upheld and the actions taken.

**8. SECTION C**

No items were discussed under this section.

**9. Other Urgent Business**

JL requested that the next dates of the grid TLA meetings are circulated to C&S Governors so they can join any relevant meetings.

**ACTION 5: CP to send the dates of the TLA grid meetings to Governors.**

**10. Confidentiality**

Please see confidential minutes for items for items 6.1, 6.5 and 6.11.

**11. Date of next meeting**

The next Curriculum and Standards Committee meeting will take place on Tuesday 15 March 2022.

The meeting was closed at 6:58pm.

Signed .....  
**(Chair of Meeting)**

Date .....