

CURRICULUM & STANDARDS COMMITTEE MEETING

CONFIRMED MINUTES OF THE MEETING HELD ON TUESDAY 29 NOVEMBER 2022 AT 4:30PM VIA MICROSOFT TEAMS

Present:

Jill Lanning (Chair), Jerry White (Principal), Andrea Blanchflower, Nikki Gray, Evie Berg (Student Governor), Annie Cook (co-opted Governor), Lewis Pepperell (SU President)

Attendees:

Ed Rose (Assistant Principal HE and Adult), Jo Kershaw (Vice Principal), Sebastian Gasse (Vice Principal), Jodie Mitchell (Director of Governance and Legal), Helen Richardson-Hulme (Assistant Principal, Student Services), Barbara Ashby (Governance and Legal Administrator)

1. Apologies for Absence

Apologies were received from Laura Stewart.

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.

No new declarations were declared.

3. Unconfirmed minutes of the meeting held on 4 October 2022

The unconfirmed minutes of the meeting held on 4 October 2022, 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 4 October 2022

The unconfirmed confidential minutes of the meeting held on 4 October 2022 were agreed as a true record of the meeting and will be signed by the Chair at the next available opportunity.

5. Matters Arising

JL provided a further update to action 2021/22 C&S 6 Action 2 - JL to raise with AoC meetings the unsustainable impact of Exam Access Arrangements. *This matter was discussed at the AoC group meeting for Chairs of Curriculum and Quality committees on 18 October 2022. Many had experienced the same problem, but unfortunately no particular solutions were suggested. However, the AoC have confirmed they are now aware of the issues raised and will reflect these in their activity in this area.*

2021/22 C&S 6 Action 4 - JM, JW and JL to review the C&S Terms of Reference over the summer break and present an update on 4 October 2022. ACTION COMPLETE

C&S 1 Action 1 - JK and ER to provide a summary of information to Governors in future HE reports regarding OfS compliance mapping. ACTION COMPLETE

C&S 1 Action 2 - JK to provide an update on E&M action plans and bring to C&S meeting on 29 November 2022 for Governors to consider. ACTION COMPLETE

C&S 1 Action 3 - EB to provide names of two students to JK and SG (if consent is provided) to resolve timetable issues to enable class attendance. **ACTION COMPLETE**

C&S 1 Action 4 - JW to present statistics on 2021/22 Performance Last year outcomes – GCSE Results at Board on 18 October 2022. **ACTION COMPLETE**

C&S 1 Action 5 - JW to follow up NG query regarding the circumstances surrounding the partial results and bring back to the C&S meeting on 29 November 2022. **ACTION COMPLETE**

C&S 1 Action 6 - JW to provide an end of year report on staffing recruitment at the C&S meeting on 29 November 2022. **ACTION COMPLETE**

C&S 1 Action 7 - JW to provide an update regarding the aviation academy at the C&S meeting on 29 November 2022. **ACTION COMPLETE**

C&S 1 Action 8 - JW/JK to provide dates of TLA Grid meetings and SAR dates to JL and ABI. **ACTION COMPLETE**

C&S 1 Action 9 - JW to present the Teaching and Learning Strategy for approval at the C&S meeting on 29 November 2022. **ACTION ON-GOING**

6. SECTION A

6.1. Easton English and Maths

JW and JK provided a verbal update for the committee and noted the following:

- Previous concerns that had been raised regarding Easton English and Maths results were noted
- Some improvements have been made for English during the last academic year which is evident in recent results, however Maths currently remains below expectations
- The same awarding body is now in place for Norwich and Easton English which has assisted in the improvements by a shared skills set and better moderation and standardisation
- The change of awarding body for Maths took longer but has now been implemented, this however may have hindered the improvements in Maths
- Overall results of GCSE English and Maths is favourable compared to other Colleges but can still be improved.
- The stability in staffing has been a concern but improvements are being made and a teaching and learning coach has been working alongside Easton staff to offer support
- In summary, there is a keen focus, on Maths, to implement the same improvements seen in English

NG asked if there is a specified target for achieved results, even though we may compare favourably nationally? JK confirmed that improvements can be made but we must be realistic given the grade profile of students upon entry. Ideally, we would aim for students to move up one grade (or more) during their milestone assessments, such as from Grade 3 (E/D) to Grade 4 (C).

We can then demonstrate improvement in results and value added for students. JW added that historically English achievement results have been comparable between Norwich and Easton, however, Maths achievement results at Easton have been considerably lower than Norwich. Therefore, our target would be to bring the Easton Maths achievement in line with Norwich's achievement.

ABI queried what the next review point for improvements and the students' likely outcomes would be, so that, if required, further intervention could be made. JK noted that grid review meetings are scheduled and additionally this year pre-grid meetings. Any evidence relating to QIP improvements will be reviewed by JK with the Director of Academic Progress and Individual Achievement and the Head of English and Maths and any concerns at the point of pre-grid meetings can be raised with Governors at this committee.

JW noted that other intervention actions have been discussed but JW will discuss this further with JK to investigate if anything can be implemented before the next scheduled grid meetings in January 2023. ABI felt that further intervention is necessary as improvements put into place to date are not having enough of an effect on the student achievements.

ACTION 1: JW and JK to discuss potential intervention actions for the Easton Maths provision ahead of the grid meetings in January 2023 and provide some assurance on possible improved achievement, at the Board meeting on 13 December 2022.

NG questioned if the staff we have in place at the moment, along with the current management support and QIP actions, are able to make the necessary improvements required and is this an issue that needs reviewing. Both NG and ABI noted the challenge around staffing and difficulties in recruiting. JL noted that with currently the attendance for Easton students is really good so this needs to be utilised; LP suggested that students should be approached to discuss their experience of the Maths sessions to ascertain if there is anything that is hindering their progress. EB queried if learning walks were taking place and JK confirmed that learning walks were taking place as part of the quality assurance activities that are undertaken. Quality leads (QL) are assisting with personal development; however, JK would be able to ask the QLs to take an enhanced review of English and Maths at Easton.

6.2. Quality Report

The Quality Report was previously distributed and was presented by JW and noted the following:

The report provides a comprehensive overview of the 2021-22 academic year, following on from the previous committee when initial observations regarding the summer's out-turn. We do now have comparison data in the MiDAS reports.

- After analysis, during 2021-22 the College's performance has dipped in a number of measures that historically we had been strong on i.e. retention rates, which may be the lasting effects of the pandemic
- We therefore have a focus on numbers early for the academic year but we are currently having some reporting challenges relating to the database changes

that took place over the summer break. However, reporting processes is another key focus.

- National comparisons for apprenticeship data is currently not available but the impact of the pandemic on apprenticeships can still be seen.
- We are closely monitoring retention and attendance data and as mentioned focusing on the quality and availability of that data
- We are reviewing the pathways in place for the Aviation Academy (IAAN) and future plans for the academy. We are liaising with other stakeholders such as KLM and Norse relating to our work at IAAN.

JL queried if we aware why we have underperformed in some areas of the MiDAS comparison? JW noted that clarity is needed around reasons for students leaving and retention, which will be looked at. The pass rates are particularly uncharacteristic, some considerably lower than previous years. Returning from the Covid pandemic, we need to be detailed in our tracking and monitoring processes. The current grid meetings are helping to enforce tracking throughout management teams to ensure clarity and understanding of each area. JK noted that many Colleges are also reporting dips this year primarily caused by disrupted learning.

JL noted that we currently do not have any national comparison data for apprenticeships but queried whether the overall decline in achievement rates been impacted by our move to standards rather than frameworks and would this be the case nationally. JW agreed and noted this is a very complex situation. The greatest impact has been the Covid pandemic, with apprentices losing jobs, delays in teaching apprentices and delayed assessments for achievement.

JW noted that GCSE outcome data was discussed at the last C&S Committee meeting, and comparator data for those outcomes are included within today's Quality Report.

JW noted that data relating to functional skills is also available within the Quality Report and commented that, although we do not deliver a large number of functional skills courses, these courses need to be much more impactful and effective that they are currently.

6.2.1 Staffing recruitment update

Please see confidential minutes.

6.2.2 Aviation Academy update

This item was not discussed.

6.3. TLA Report

JK presented the report and noted the following:

- The TLA grid has been reviewed to link more closely to the quality improvement processes
- Directors and Heads of Area are focused on the improvement cycle
- Staffing issues continue to impact on student experience
- The TLA pre-grid activity will be examined in more depth in relation to the quality of information and potential opportunities.
- Ruth Jarvis has been producing a lot of activities to provide support for new staff members with the emphasise on CPD

- Staff Development day in January 2023 is already being planned for focusing on sustainability
- A recent workshop session was carried out in relation to key themes around Outstanding teaching
- Key staff changes have been outlined in the report showing leavers and new starters
- Staff team for Sports and Public Services provision is being transferred to Easton which has created some concern amongst staff about this change and the need for support to students being affected.
- JK has been focusing on the equine and animal care provision and curriculum, with a view to working closer with other industries and stakeholders.

JL and ABI commented how informative they had found JK's report, particularly the linkage with other reports being presented.

EB offered her help to JK in relation to providing information regarding equine and animal matters.

ACTION 3: JK to include the outcomes of the work to articulate what is meant by Outstanding teaching at the college in the TLA report at the next meeting on 24 January 2023

6.4. Teaching and Learning Strategy

It was agreed that this item would be delayed until 24 January 2023.

6.5. College Self-Assessment Report (SAR)

JW gave an overview and noted the following:

- This is a 2-stage approach examining the curriculum areas. Managers initially carry out their Self-assessment on their areas, providing a quality improvement plan as well.
- A peer review process then takes place incorporating governor scrutiny
- Grades are given on the quality of education, behaviour and attitudes and personal development and overall effectiveness of each area
- .
- This year, CCN have the full range of grades for overall effectiveness with a few being 'inadequate', and also several grades of 'requires improvement'.

These grades reflect some of the issues being faced by the college, including the effects of Covid, challenges in recruiting and retaining staff as well as the need to improve the quality and curriculum planning.

AC queried what does 'Area 1' relate to under the apprenticeship part of the grading?
ER responded stating this related to engineering and construction.

JK stated there have been challenges with staffing for apprenticeships doing electrical courses and is aware that resourcing is an issue. JK will be supporting the apprenticeship team with these issues to get students completing their courses.

ABI asked if the issues around staffing should be looked at by Business committee, JL agreed with ABI and suggested raising this matter at the Board meeting to ensure that the issue is dealt with accordingly. JL added that some of the Requires Improvement

grades mentioned earlier would be the result of staff shortages having the impact on student experience.

AC queried whether the college is receiving any feedback from employers in relation to delayed completion of apprenticeships.

JW responded stating the college is having to manage communication with employers by being upfront and explaining the situation with them. By doing this it has meant employers have helped to move things on for college where they could. However, some sectors have not been happy with the delays JL noted the importance of this matter and reminded members that stakeholder engagement is one of the strategic priorities for this year.

ACTION 4: JW to present the College SAR report to Board on 13 December 2022.

6.6 HE Report

ER provided an update wanting to reassure governors that progress is being made with the TEF submission due in January. There are some outstanding items in relation to this submission due to the internal data issues but the college is in a comfortable position. The process is different this year with the data having less precedence than before.

ER stated he was confident of being able to place a good submission and well-presented narrative about the college's situation to the panels.

JW commented that it was unclear whether apprenticeship data should be included but the decision has been made to include this as they form an important part of the provision.

ER stated that courses, BA English, and Agribusiness will be closed due to low uptake.

ABI asked whether there had been any applications for these courses and ER confirmed there had not been any. JW said that the decision regarding this has been made now rather than later so as not to disappoint applicants.

6.7 Easton FE Improvement Board Report

JW gave a verbal update stating that there is a continued need to focus on English and Maths, agriculture, animal and land based. JL suggested that these areas could be included in the Curriculum scrutiny areas for 2023 rather than continuing with the Improvement Board. This was agreed.

6.8 Governor Curriculum Scrutiny

6.8.1 T – Levels

JK provided a verbal update to the committee noting there has been a good level of recruitment for these qualifications this year. Retention however from year 1 was less positive than anticipated and so IAG will be examining as to why this might be the case. Delivery is going well with staff embracing the new qualifications. Students are performing well overall and achieving well above average national grades. JK stated the college needs to ensure the retention improves going forward.

Two weeks ago, CCN hosted an AoC conference on T-Levels providing information on how the college is performing as an early adopter, which has been recognised by the AoC and across the sector. Other colleges came along to hear CCN's experience with Lucy Whitewood and Roz Hicks playing a key part in delivering this along with Marie Green. Connections have been widened as a result, in order to help support other colleges. This is a collaborative sector approach which is good practice and there are lessons to be learnt that can be taken back to QIPs.

NG, as link governor, stated she had spent some time with Management Team regarding work placements which she is still not clear about. However, talking with Marie Green, NG noted that there is an issue with connecting the work placement requirements and the curriculum requirements and then the students. Another area of note was regarding the advertising of T-Levels on CCN website. There is not much information about these qualifications regarding how they are delivered and the partnerships with employers.

JK stated there had been changes in work placement team management which is now with Tom Smith and there are some areas like IT that are not working as well as other areas. JK accepted that the advertising is not happening currently but added that the team are working hard to build links with employers.

NG noted CCN need to exploit the PR angle in relation to these qualifications as good material is being supplied but CCN is not using it to full advantage. AC stated that the website is key for this matter and then asked about the poorer retention and which areas was this for?

JK responded stating that in Surveying and Design there were 11 applications with 7 progressing into year 2 but this year they had received 17 applications retaining all 17 to enrolment. IT, Design and Development started with 14 last year, 8 returned. 22 enrolled for IT this year but said this is a learning curve with staff getting used to how best to advise students and parents.

AC asked what is the situation in respect of the IAG and when student are recruited to these courses, are the placements in place?

JK responded stating that they are not but should be as things develop with these courses and the links are built with partners.

JW said that CCN do not recruit or accept a student unless they are confident that they will have a placement for them and students did not leave because there was no placement. One of the main issues in placing students is travel to and from the placement for the student if the employer is not close to student's home.

JL suggested that it might be useful to share information about working effectively with employers, particularly given AC's experience as an employer. It was agreed that a meeting with JK would be useful

ACTION 5: JK to meet with AC to discuss ways of working with employers, particularly in relation to T Level placements.

LP stated he has been visiting schools and getting feedback that there is no information available on T Levels and parents are not sure about them.

JK stated that placements are part of the Early Years Education courses for 52 students last year and all had a placement so it is possible to build links with employers, but it is at the early stage of the process where the problem arises. Travel and accessibility for students getting to their placements is an ongoing issue, which means either moving placements or looking for alternative ones.

NG felt the difficulty is with placements for students doing Digital courses where employers' staff are often working from home and a placement is not feasible.

JW noted the DfE have certain requirements for T Level placements and there had been some flexibility during Covid. Homeworking has now become more usual post covid which means that there are fewer employees able to supervise students on placements. This may mean that the rules need to evolve to enable placements that can be provided despite the challenges.

AC commented that employers are also thinking about travel to placements as there are 5 students who are starting placements in east Norfolk in March who all live locally to the employer. AC added the hospitals are engaged with T-levels as they recognise that the students are the future staff and may be able to be fast-tracked through to the degree apprenticeships.

6.8.2 Adult Education

ER provided a verbal update to the committee noting a lot more courses are available compared to last year and Liz Wilson, Head of Adults, is working hard in terms of raising student expectations. We have implemented some in-year curriculum changes by concentrating the delivery of Functional skills for adults and this is starting to have an impact.

ESOL student progression has been moving quickly, as a matrix approach has been adopted to allow for flexibility. Students are attending more regularly. There is a link-up between Student Services, the International Officers and colleagues from registry to enable initial assessment of students to place them on the appropriate programme level. The Multiply offer is also being expanded in respect of the ESOL provision made available from NCC.

Access is also being reviewed to see if any changes are needed in delivery. A proposal has been put forward to utilise a different way to deliver the offer to vocational students, using online blended learning that will bring in a national organisation, who work with a number of colleges, as they have well-structured materials and support tailoring to CCN requirements.

AC stated she had met with ER and Ruth Jarvis Easter back in September and asked what is happening with the higher development awards? ER responded stating there is a cohort of HDA starting in Jan 2023 which is an NHS programme rolled out across different trusts. There is some interest regarding the level of qualification on offer (Level 1 to Level 3) and an initial assessment will be taking place in December regarding Level 1. ER stated that Level 2 might

be better and that consideration needs to be given in how to manage these awards.

AC asked what vocational courses CCN are offering for adults? ER stated there are some courses for health and social care, childcare and leadership and management. The practical ones like carpentry will need further work.

6.8.3 Areas for curriculum Scrutiny

JW provided a verbal update to the committee noting:

- Maths will continue to be a focus with functional skills also being considered.
- Land based courses in Agriculture and Animal Care remain a challenge so could be included in the scrutiny areas.

Other areas to consider for Curriculum scrutiny should reflect the SAR process outcomes considered under item 6.5.

JW commented that he had no concerns in continuing with the scrutiny of the Adult provision. With regard to T Levels, there will be new areas coming on board with these qualifications during the year so it was becoming more mainstream.

NG commented that, while T Levels did not need to continue as a curriculum scrutiny area, she would like more assurance about the processes for T-Level placements linked to stakeholder engagement and employer relationship issues. She would also like to be assured about the PR and marketing of the qualifications.

JL asked AC if Adult provision still needs governor scrutiny in 2023. AC responded stating that this matter has been on the agenda since at least 2018 and is still an ongoing issue with a lot of work to do going forward.

JW responded that much has been discussed over a number of years around how to grow and broaden the Adult offer and there are a number of things coming together with actions needing to be taken over this next 12 months to prepare for devolution of the adult budget to with the devolved Norfolk administration. He thought that there is still value in having a link governor while CCN go through this process.

JK proposed Sport and Public Services as a Curriculum Scrutiny area given that it will be moved to Easton as the same curriculum is delivered on two sites currently and the achievement is not as good as hoped.

SG suggested the Aspire area, particularly the NEET provision, could be a scrutiny area with a view to looking at whether CCN is best meeting the needs of vulnerable students.

ABI stated that she had been link governor for A-Levels in 2022 with a focus on moving the area to Outstanding. This could continue in 2023 as she has not accomplished what she had hoped to in the past year. JL suggested that this area would be covered by

the work JK is doing around describing 'what Outstanding is' discussed earlier in the meeting.

JL confirmed that the proposed Curriculum Scrutiny areas to focus on for next year would be:

- Maths, GCSE and Functional Skills including Easton
- Land based and Animal Care
- Adults
- Sport and Public Services
- Higher Education – but covered by the HE Working Group
- Aspire

ACTION 6: JL to contact governors regarding scrutiny areas and confirm which Governors will support what area at the next meeting in January 2023.

6.9 HE Working Group

JW provided an update to the committee noting the incorrect paper had been shared on Onboard and an updated paper will be circulated after this meeting. The paper will also be presented at Board for approval.

ACTION 7: JM to share the updated HE Working Group paper with the committee.

JW provided an overview of the proposal;

- Outlines the context of carrying out a review for level 4 plus provision
- Drivers are both internal and external
- Outlines the proposal of using a mechanism of how the review is done via a steering group and actions from the different steering group meetings
- Steering group would include a mixture of managers and governors
- Section on what the key challenges are for the college
- Covers questions to discuss regarding what is happening with external environment e.g. LSIP, Government policy.

JW noted that this proposal was one of the Board's strategic priorities for 2022-23, thanks in part to NB's review of HE as the Link Governor.

A request was made for any feedback on the paper before the Board meeting on 13 December 2022.

6.10 Information, Advice and Guidance Update

HRH had previously provided a report and informed the committee that there were no urgent matters to raise at this time.

JL asked about the reference to whether the Adults needs are being met in terms of academic issue. HRH responded stating that the queries are from the international students. JW added that there are good responses to helping students and shared that recently there had been requests by some Ukrainian students to enrol on an English course who had started the course days after they made the enquiry. JW acknowledged the level of work being carried out by Student Services and HE teams and noted there are lots of challenges.

6.11 Residential Report

HRH provided an update as follows:

- Everything working well
- Activities, dodge ball and dark tennis have been provided and received well, with photos being taken at each event
- Students are also enjoying bingo night and taking trips to Sainsburys at Longwater
- A late-night Christmas shopping trip is being planned
- A member of staff had delivered an animal care event one evening showing caring for animals to students

LP shared that he had attended a student liaison event recently and had heard how much students were enjoying living at Easton.

EB also shared that a friend also loved the trips to Sainsburys and enjoyed taking part in bingo night.

JL asked HRH to pass on her thanks to the team for the continued success in this matter.

6.12 Students' Union Update

LP presented the report and noted as follows:

- 4 Executive officer positions have been filled so far
- A new staff member, Catherine has joined the SU team who will be setting up clubs and activities for students and updating social media platforms
- More frequent visits to the other campuses are planned in January, with Paston and Easton on a biweekly basis and Norfolk house once a month
- Planned induction for new officers to meet each other and will include a course being delivered by an external organisation.

6.13 Strategic priorities

This item was not discussed.

6.14 Governance Matters

6.14.1 C&S Terms of Reference

JL asked for any questions regarding the updated terms of reference:

ABI queried whether point 1 relating to the review of the curriculum offer was a matter for by Business Committee rather than C&S as she did not recall C&S doing this in the past. JL responded stating that the review of the curriculum strategy and curriculum offer has become a key responsibility of governors under the Skills Act who have to consider the offer in relation to meeting the community needs and those of other stakeholders, particularly employers.

JW stated C&S does look at curriculum strategy annually and has a paper on curriculum updates so this matter should be dealt with at C&S and JK's paper assists with being ready to deal with the matter than previously.

JL said that it was necessary to reflect on the LSIP and the new Ofsted inspection element that considers how well CCN meets the local skills need, adding that this needs to be explicitly covered and more discussion and debate will be required around the operating of the strategy and therefore the responsibility falls to this committee.

ABI commented that there appears to be an overlap with the Executive Team and governors in terms of the curriculum offer and queried who is best placed to work out what the most optimum offer is.

ABI stated these terms of reference need to be clearer regarding the level of review of the curriculum offer expected of governors and perhaps have more guidance.

JW responded stating that it is the right Term of Reference but the operational aspect of this needs re-examining to provide more clarity about how the management overview can inform the governors' review.

Any amendment/comments for the paper to be sent to JL and JM in the next two days before going to Board for consideration.

ACTION 8: JL to work with JW and JK to review the wording of 'review the curriculum offer' within the C&S Terms of Reference and provide an update to the committee when available.

7. SECTION B

No items were discussed under this section.

8. SECTION C

No items were discussed under this section.

9. Other Urgent Business

No items were discussed under this section.

10. Confidentiality

Please see confidential minutes for items 6.2.1

11. Confidential Items

No items were discussed under this section.

12. Date of next meeting

The next Curriculum and Standards Committee meeting will take place on Tuesday 24 January 2023.

All formal business having been concluded; the meeting closed at 7:22pm

Signed Date

(Chair of Meeting)