Brooklands College

MEETING OF THE CURRICULUM AND PERFORMANCE REVIEW COMMITTEE

MINUTES

Date	Wednesday 23rd November 2022
Time	16.00 to 18.
Location	Via MS Teams
Present (Governors):	Chair: Jackie Pearson Mary Hughes Judy Peck (Staff Governor) Dr Barbara Spittle (Chair of Governors) Christine Ricketts (Principal and Chief Executive)
Officers and advisers In attendance	Graeme Baker – Executive Director Curriculum (EDC) Sarah Clancey – Director of Quality and Standards (DQS) Andrew Russell – Executive Director, Student Support (EDSSSR) Melissa Drayson - Director of Governance (DG) Ricquelle Williams – Head of Marketing (HM)
Observers	None
Apologies for absence	Bob Pickles Samuel Dundas (Student Governor) Joshua Gregory (Student Governor)
Quorum (3)	The meeting was quorate throughout

Item	Action lead

## 1.	Preliminary items

### 1.1	Confirmation of the Committee Chair

The Director of Governance reminded governors that Committee Chairs were appointed on a four-year term under the terms of reference, but that appointment was reconfirmed at the start of each academic year.

CONFIRMED: That Jackie Pearson would remain as Committee Chair for 2022-23

### 1.2	Apologies for Absence
Apologies were as listed above

### 1.3	Declarations of interest
There were no new declarations of interests relating to matters on the agenda. Previously declared interests were carried forward.

1.4   Urgent other business notified in advance
No urgent matters of other business had been notified in advance.

2.   Minutes

2.1   Minutes of previous meeting

RESOLVED: That the minutes of the meeting on 22nd June 2022 be APPROVED as a correct record.

2.2   Matters Arising

The Committee noted that many of the actions had been completed or were covered under items on the agenda:

Item 7:   staff absence report would be covered under Item 3. Reports were also taken to the Resources Committee. Sabbatical case studies would be brought to the next meeting, possibly as part of a careers update.

Item 10. Embedding the new MIS system remained work in progress and was being reported to the Resources Committee

**3.   Committee Deep Dive on Strategic Aim 3:
         'Attract and develop the right staff to deliver a high quality, inclusive learning experience'.**
Presentation by the EDC
Powerpoint slides were circulated following the meeting.

Several curriculum areas were experiencing persistent staff vacancies, particularly in construction, engineering and IAG and learning support. This was in line with the national picture, with persistent staff shortages in construction, engineering, health & social care, science and maths. Research by the AOC showed that 68% of colleges were struggling to recruit in construction and 71% in Engineering.   College were experiencing more profound problems than schools and universities because of the lack of funding to increase pay.

The college had taken mitigating action to minimise the impact on teaching and learning, such as merging groups, and setting tasks, but this had created extra pressure in terms of timetabling and adjusting delivery plans.

A range of recruitment initiatives were planned incuding recruitment open days, targeting parents to consider alternative career options, 'introduce a friend' staff rewards and extending engagement in national initiatives. Other ideas such as succession planning for people nearing retirement were being considered. The potential additional resource needs for hard to recruit areas were noted, along with a considered and planned, rather than a reactive, approach.

Questions and discussion then followed.

- It was noted that the areas of most growth are those where it's hard to recruit staff. Was there an opportunity for employer partners to assist with providing teachers?

- Governors recognised that the geographical location of the college increased competition with neighbouring colleges who were able to offer London weighting
- Governors sought assurance that the student experience was not being adversely affected. Vacancies were being covered by sessional and agency staff. However, this had increased budgetary pressure as many agency staff were able to command a premium for their specialist skills. It was confirmed that all lessons were running, but were being monitored daily to ensure that any gaps were covered.
- Other suggestions were to target retired Armed Forces personnel, and former students.

The presentation was RECEIVED with thanks, and the deep dive format noted.

4`.   **Quality of Education: 2021-22**
Supporting papers by the Director of Quality and Standards (DQS)

A consolidated report was provided for all three items.

4.1   **4.1 College Self-Assessment Report 2021-2**

The following headlines form the SAR validation were noted:

- Overall College performance dipped to 81.0% against a target of 87.0%. This was attributable to lower attendance rates, increased safeguarding and mental health needs and new specifications for some subject areas that now require examinations.

- Six priorities had been identified to address attendance, punctuality and attitudes to learning. Progress had already been made with implementing these, including twice weekly meetings with curriculum Heads. A key focus would be on setting out the professional behaviours expected of all students to prepare them for the workplace

Governors were assured that the College had immediate plans to address underperformance and ensure that high expectations for attendance and punctuality were being promoted across College.

Half termly data reviews would be taking place with the Chair of CPR Committee and the Acting Chair of Governors to monitor and discuss progress against the key priorities for improvement throughout the year.

A further focus during the current term was the implementation of the digital strategy

AGREED: That the judgements and actions proposed in the Self-Assessment Report be supported and recommended to the Corporation FOR APPROVAL

4.2   **Achievement against targets and by student groups**

The consolidated report provided detail of achievement against targets and by student groups. Of note was the positive progress that had been made in the quality of education for Apprenticeships. Overall achievement rates

for apprenticeships (including sub-contracting) increased by +5.6%% to 63.9%.

The Committee noted that EDI data of achievement by protected characteristic had been provided in an appendix to the SAR, but would be brought to governors as part of the Annual EDI Report in the Spring Term.   **DQS**

4.3 Higher Education Quality Report

The College viewed its HE provision as an integral part of the curriculum offer. Although small at present, the appointment of a lead for oversight of the College HE provision (the Director of Skills & Innovation) would support the College's strategic intention to grow the provision.

HE Courses were validated through Oxford Brookes (Motorsport Engineering) and Kingston Universities (Early Years). In both cases, achievement was high and achievement high and progression strong. Feedback from moderating bodies had been good to excellent and student voice was positive.

Achievement on Adult L4 Accountancy was 50% and timely intervention was planned to ensure that students achieved the qualification.

Governors commented that national comparisons were helpful, although it was acknowledged that these were not yet consistently available. Actual student numbers as well as percentages would also be helpful in reports.

The Director of Quality and Standards was thanked for her hard work involved in produced the Self-Assessment Report and other papers.

AGREED: That future Committee reports would include actual   DQS student numbers as well as percentages in the data tables.

5. Quality of Education. 2022-23 Improvement
Supporting papers by the EDC and DQS

5.1 College Improvement Plan (CIP) 2022-23

It was reported that the draft CIP had been produced for 22-23. This aligned with six critical priorities for year, and every aspect would be underpinned with a new set of KPIs that would be presented to Corporation for approval in December.

The CIP focussed particularly on the relentless focus on student attendance and punctuality, and preparing learners for world of work.

The Principal reported that she had spoken to the FE Commissioner team about the SAR judgements and additional support was now being provided to ensure the rapid improvement back to Good. Half Termly meetings were also being continued with the Ofsted Inspector who had supported the SAR process to review progress on addressing areas for improvement. The ESFA had also been supportive about the measures being taken to improve outcomes.

Governors queried how the achievement gap between students receiving safeguarding support and college overall achievement would be addressed. Confirmation was provided that this was being addressed in tandem with the safeguarding team to ensure that students were prepared for study and exams. Further review of the data had indicated that approximately a third of students who did not achieve had known safeguarding needs.

Governors also asked whether students were involved in gathering feedback in areas where attendance is low. Management confirmed that student voice mechanisms would enable such information to be gathered directly from students. The student survey was also nearing completion.

A whole college approach to improving behaviour and attitudes to learning was being put in place, with a weekly task that teams were expected to implement on Tuesday, with impact being assessed on Friday. The new Head of Teaching and Learning had devised a set of presentations for teaching staff to encourage a consistent approach and share best practice.

AGREED: That the CIP be recommended to the Corporation FOR APPROVAL

5.2 Quality KPIs and Targets

The Committee considered the updated KPIs and noted that these had been aligned to strategic aims. A small working group of governors had met to discuss a revised template of all college KPIs that would show RAG rated progress over key reporting points during the year.

In response to governors' requests for national data to be included, it was confirmed that this had not been available due to the pandemic, but was expected in January and would added in.

The proposed targets for T Level recruitment were challenged as they seemed ambitious compared to current recruitment. It was acknowledged that a promotional drive would be needed to achieve current targets. In some subject areas, curriculum reform would mean that T Levels would be the only L3 option. A drive to encourage internal progression was also planned.

6. Safeguarding Report
Supporting paper by the EDSSSR

Key headlines and discussion points were:
- The ongoing impact of the pandemic on student mental health, resulting in an Increase in referrals and direct approaches from learners seeking support.
- A new Head of Safeguarding had been appointed
- Governors requested that the achievement gap for learners receiving safeguarding support was reflected in the report along with actions being taken to improve outcomes for this group.
- An initiative was planned to identify students in feeder schools potentially in need of safeguarding support prior to enrolment.
- The student support pop-ups and mental health first-aider projects were working well.

- The need to increase the amount of counselling available was flagged.

The Committee **NOTED** the report and requested that its thanks were conveyed back to the safeguarding team for their effective work under difficult circumstances.

PCE/
EDSSSR

7. Personal Development of Students
Supporting paper by the EDSSSR

The Committee noted that, within the SAR, personal development had been graded as Good

Key priorities for 2022-23 focussed on:
- drives to ensure that learners are developing the knowledge, skills and behaviours for the world of work using the Gatsby Benchmarks as a supporting framework.
- Establishing a personal development innovation group to embed development and wellbeing themes in the programme
- Further developing an effective careers programme
- Further developing learner voice mechanisms, including links to decision making. Governors noted the Student Involvement Plan 2022-23 and the links to different engagement activities.

The Committee **NOTED** the Personal Development report with thanks

The Director of Governance reported that J Gregory, Student Governor, had emailed a report reflecting on the positive experience of his first few weeks back at college. Headlines were read out in his absence.

8. Student behaviour and attitudes report
Supporting paper by the EDSSSR

The key themes in the report had been covered in the discussion of the SAR 2021-22 and CIP 2022-23, particularly the strong drive to encourage attendance and promote professional behaviours, and to improve the grade to Good.

The data on intervention and conduct showed an increased in early stage supportive intervention as opposed to disciplinary action.

A lead for learner engagement and inclusion had recently been appointed and would be looking at ways to enhance the learner experience across both campuses.

The Committee **NOTED** the Student Behaviour and Attitudes Report

9. Student Recruitment

9.1 Student numbers report
Supporting paper by the EDC

Recruitment of 16-19 students was currently above the allocation target overall. It would be vital to maintain numbers until the R04 census point in early December, to secure next year's allocation. The most growth had been

seen in construction and engineering. Numbers in other areas were similar to the previous year, including those relating to T Levels that were coming o stream in 2023.

Apprenticeships had had a strong start to the year, and would continue to recruit throughout the year, as would adult funded provision. HNC and HND courses had viable numbers but had not recruited as strongly as hoped. Less vocational course had dipped, possibly due to the impact of the cost of living crisis.

Future reports would show numbers against the same point the previous year.

In response to governors' questions regarding apprenticeships, it was confirmed that the majority were new into a level 2 role, and fewer related to upskilling of existing employees. Work was underway internally to progress learners onto apprenticeships.

The Committee **NOTED** the Student Recruitment Report.

9.2 Draft Marketing Strategy
Supporting paper by the Head of Marketing

The Head of Marketing was welcomed to her first governors' meeting.

The new Marketing Strategy would focus on a student empowerment theme, with Brooklands College being the place to give them the tools to succeed. 'Because I can'…would be a consistent aimed at adult learners as well as 16-19.

A digital marketing approach would be used primarily for 16-19 recruitment. This would support the College's Green initiatives, and would enable flexibility and a targeted reach that is not possible through schools liaison work. External agencies were being engaged to identify and target markets not yet reached by Brooklands College, along with existing contacts who had not yet enrolled at the college.

Potential students would then be passed on to an internal communications campaign, with key information being provided during the pre-enrolment transition period on financial support, study tips, points of contact etc. The object was to ensure that, by the time the enrolment period was reached, individuals would already feel that they were part of Brooklands.

Following enrolment, students would then receive internal support communications on welfare and wellbeing, and to encourage attendance and positive behaviour.

Adult recruitment would be weighted more towards face to face than digital campaigns, using links with Job Centre, SureStart centres etc and personal relationships developed through those agencies.
Governors commented that the plan seemed well thought through and robust, but expressed reservations about using the term 'keeping warm' against the backdrop of the energy crisis. It was confirmed that the term would not be used in external communications.

A question was raised about whether the website provided an effective interface for marketing. It was confirmed that the website was currently being revamped with the support of a specialist, to enhance both appearance and functionality.

It was flagged that further governor approval might be sought in future for further investment in software to facilitate and integrate marketing and curriculum, to enable targeted activity aimed at meeting skills needs in specific areas.

The Committee **NOTED** the Draft Marketing Strategy with thanks

10. **Curriculum and Skills Agenda**
Supporting paper and presentation by the Principal and Chief Executive

The PCE presented powerpoint slides on the FE Commissioner curriculum efficiencies project that the college had participate in.

This was a supportive process, which linked with the Corporation's statutory duties under the skills agenda and the need to publish an accountability statement in June 2023.

The process so far had included an initial scoping meeting and a 42-day strategy meeting and had resulted in a report with clear recommendations. Ten key areas were highlighted to improve curriculum efficiency, with an estimated saving of £1.4m in five years. Areas of focus included staff utilisation, staff hours, engaging instructors rather than technicians, and ensuring the financial strategy and estates strategy sat alongside the process

A sample timeline was presented, which would set out the stages at which governors would be involved. SLT would finalise the timeline and milestones within the following weeks. Task would include:

- Reviewing curriculum planning tools to ensure fitness for purpose. MIS would lead this review.
- Meeting with middle leaders in the next couple of weeks to inform of the curriculum planning process and outline local skills needs
- Meeting with a cross section of governors (early New Year?)
- Share forecasts with middle leaders and start curriculum planning work in February, to include data sets on recruitment
- Proposals on curriculum plan to be brought to CPR on 15th March
- Formalise and sign off curriculum planning process by Corporation

The work would be undertaken in parallel with the financial planning process for 23-24.

The Committee considered the best way to involve governors and agreed that CPR and finance governors should work together. Other inputs, such as the collaborative work with other colleges, and the development of the LSIP, would be incorporated into discussion.

Governors stressed the need for robust data, including class size reports, to assist with their discussions and to enable them to make informed decisions.

It was noted that additional staff resource had been put into MIS to lead on the curriculum efficiency project. A new MIS manager was also starting in January. It was agreed that this investment would be returned through efficiencies and enhanced student recruitment.

11.   **CPR Committee review 2021-22 and draft workplan 2022-23**
Supporting paper by the Director of Governance

The Committee noted that the majority of areas within the scope of the CPR Committee were reported and discussed one or more times during the year as required. The following were highlighted as areas for development within the 2022-23 workplan:

- Equality, Diversity and Inclusion (student profile and outcomes by curriculum area, breakdowns against other KPIs or area of teaching and learning)
- Employer feedback report
- Student survey outcomes
- Student destinations report
- Value added/ progress report

The committee workplan 2022-23 was **AGREED**

12.   **Link Governor Reports**

The Director of Governance reported verbally that there had been limited link governor activity so far this year, but that this would increase next term. The impact form would be circulated to governors with a reminder to complete this for all college-related activities.

13.   **Date of next meeting.**
15th March 2023 at 16.00

Signed   (Chair)
Date