

**Minutes of the meeting of the South Bank Colleges Quality & Improvement Committee
held at 4.30pm on Wednesday 3 February 2021
Meeting via Microsoft Teams**

Present

Nigel Duckers
Shakira Martin (Chaired the meeting)
Theresa Quinton

Apologies

Sue Dare

In attendance

Fiona Morey	Executive Principal
Hassan Rizvi	Deputy Principal
Philip Cunniffe	Assistant Principal Curriculum & Learner Services
Monica Marongiu	Assistant Principal Curriculum & Innovation
Clare Dignum	Head of Teaching & Learning
Deborah Johnston	LSBU Pro-Director for Education (joined at item 8)
Jacqueline Mutibwa	Clerk to SBC Board

1. Welcome and apologies

The Chair welcomed the Committee Members to the meeting and confirmed that the meeting was quorate. The above apologies were received.

2. Declarations of Interest

No member declared an interest in any item on the agenda.

3. Minutes of the previous meeting

The minutes of the meeting held on 4 November 2020 were approved as an accurate record.

4. Matters arising

The Committee noted the update on matters arising from the previous meeting.

5. Deputy Principal's Report - Student Survey Report 2020/21

The Committee discussed the outcome of the student perception of the College (SPOC) survey on various aspects of the College life, experience and actions to address the concerns identified. The survey was conducted from 2 November to 9 December 2020.

The Committee discussed:

- the outcome of the student perception of the College Autumn survey report 2020/21, which was benchmarked against similar colleges surveyed by QDP and against the key Ofsted benchmarks. The survey questionnaire had been adapted in light of the exceptional circumstances.
- the overall response rate was 82% which was a 14% improvement from last year 2019/20. The overall perception (strongly agree/agree) of the College was 89% which was an improvement from last year (86%). The findings also showed an improvement from last year regarding the perceptions on the different aspects of the provision.
- the key strengths that were identified that learners felt most satisfied with were: 'that students know the expectation of completing work placement as part of the study programme' (86%), 'the teaching on my English course is good' (89%), 'work placement helped develop students' knowledge, skills, and behaviour employers look for' (89%) and 'I am keeping myself safe on the internet' (95%).
- the main areas of weakness identified that needed improvement, that learners felt least satisfied with and were below QDP benchmark were: 'know what ALS is available to me' (83%), 'received feedback within two weeks of submitting my assignment' (83%) and 'briefed about the requirements of a work placement' (73%).
- High Needs Students (HNS), a key area that needed improvement. The overall perception rating of HNS across various sections was less positive than that of their non-HNS cohort. HNS needed more support especially during these difficult times and that actions to address the issues identified had been incorporated in the Quality Improvement Plan and Faculty Performance Reviews (FPR). Feedback from ethnic groups could help address the significant achievement gaps in certain groups of students which was an area of concern and needed to be addressed.
- the delivery of the survey i.e. the questionnaire debriefing and interpretation needed to be consistent. The delivery of the questionnaires was conducted by the faculties or LDCs and there was concern about the variation which would be addressed. The surveys would be delivered online. The feedback/comments received from students would be helpful in order to have a better understanding of their concerns and able to address them well.
- the outcome of the analysis on the key strengths and areas for improvement, actions and progress which were set out in the report. The actions had been incorporated in the Quality Improvement Plan and Faculty Performance Reviews where progress would be monitored.

The Committee noted that further improvements needed to be undertaken to enable the College to exceed QDP benchmarks and improve student experience.

6. Update on KPIs

The Committee reviewed the progress made against the KPIs 2020/21.

The Committee reviewed the various aspects of quality related KPIs with targets and progress that can be measured. However, there were certain aspects where the performance assessment approach needed to be adapted in light of the pandemic such as on Observation of Teaching & Learning and CPD. These KPIs would be reviewed and updated in the next KPI report.

It was noted that issues on KPIs would be addressed through the Quality Improvement Plan.

The Committee noted the progress made against KPIs 2020/21 and that the College had adapted well to mitigate the challenges of the pandemic and subsequent lockdowns.

7. Update on Curriculum Development

The Committee was provided with an overview of the College's approach to curriculum development and the outcome of the Business Planning and Growth cycle.

The Committee discussed:

- an update on the launch of the 3-yr cycle of the business planning and growth which involved curriculum managers and external stakeholders on 12 January 2021. Stakeholder presentations included; Local Labour Market Intelligence by EMSI, a review of the College's application and recruitment process by BP&G, market share trends by RCU and Local authority context and adult skills & employment objectives by Lambeth Council. There was a close alignment between Lambeth Council's adult skills strategy and the College's strategy.
- the declining trend in 16-18yr recruitment which was a business critical matter that needed to be addressed in the curriculum planning and development as set out in the RCU report (appendix 2 - summary of market share analysis). The analysis on the recruitment process identified key actions such as; the need to differentiate the recruitment processes, being proactive rather than reactive and to enhance the learner journey process. A Project Director Recruitment and Growth had been appointed to align the college processes and systems in order to increase growth in targeted areas; 16-18 year olds, L3 and 4 provision and apprenticeship delivery.
- the business planning and growth cycle covered the curriculum offer 2021/22 - 2023/24 with strategic growth as outlined in the Curriculum Strategy presented to the SBC Board in June 2019 (appendix 1). The strategy focused on growth targets for 16-18 yr olds, L3-4 provision, apprenticeships and reduction in sub-contracting and partnership delivery.

- the financial analysis work that was undertaken by Tribal and that the findings showed that the College's curriculum delivery exceeds London College delivery costs. The report would be used to inform the business planning and growth including detailed analysis of the curriculum delivery to ensure a more cost effective curriculum model.
- the review of apprenticeship structure and delivery by working closely with the LSBUs apprenticeship team.
- the College's new 'adult gateway' offer within the Gateway Faculty which was on the agenda of the meeting for discussion. The strategy was to address the needs of unemployed or furloughed individuals and local employers as a consequence of the Covid19 pandemic. It also aimed to realise the full opportunity of the GLA allocation, including £500k in Covid response funding.
- the curriculum planning at Vauxhall Technical College (VTC). The appointment of Romy Jones as VTC Project Director for 18 months and her remit. Curriculum planning was underway and the curriculum offer would be launched in September 2021 for student recruitment for 2022/23.

The Committee noted the work being undertaken on the curriculum development.

8. Adult Gateway

The Committee discussed the new Adult Gateway Strategy and its implementation to address the needs of unemployed or furloughed individuals and local employers as a consequence of the Covid19 pandemic.

The Committee discussed:

- that there was an opportunity to expand the current Gateway Faculty in order to respond more effectively to the needs of employers. A new curriculum initiative on pre-employment and work training programmes would be developed in order to improve students' employability skills and support progression into employment.
- that the College would work closely with the Local Authority, JCP/DWP and employers on the course delivery. The course offer would maximise opportunities for students and contribute to fully utilise the College allocations of GLA AEB funding for 2020/21 including the Covid19 response funding.
- that the core subjects would include Employability, English, Mathematics and Digital skills. Digital skills was a key area in improving employability and that LSBU could share its digital skills resources with the College Adult Gateway Faculty. Students would also be able to choose from qualifications in Health and Social Care, Childcare, Business and Construction in order to develop the skills necessary to support progression into employment. Course delivery would

be flexible and offered at all campuses i.e. Clapham, Brixton and LSBU (Tabard Street).

The Committee noted the operational functions of the new Adult Gateway division which would include designing a curriculum which maximises the opportunities for local residents seeking training and employment opportunities and addresses local demand.

9. Preparation for Ofsted Inspection 2021

The Committee received a verbal update on the preparation for Ofsted Inspection in May 2021. It was noted that Blended learning and its quality assurance would be scrutinised and that work was underway in preparing the College for the forthcoming inspection.

10. Teaching, Learning & Assessment Report

The Committee was provided with an update on Teaching, Learning & Assessment work undertaken as at January 2021.

The Committee discussed:

- the various approaches to curriculum delivery that had been adapted. Delivery of learning was largely a mixed mode with students experiencing a combination of face-to-face contact, online delivery and asynchronous learning depending on the course and level. The majority of students were experiencing live synchronous learning. 'Dual delivery' was being used in special circumstances such as where students were self-isolating. Teaching staff were being supported to develop new skills in order to deliver learning offsite; they were adaptable and resourceful in the difficult circumstances.
- that the findings from the student survey showed that engagement was low in remote learning during the 3rd lockdown and that it was an area of risk. Isolation, missing friends/teachers and not being motivated were the main barriers to engagement in learning. The findings helped to provide support and course adaptation. Guidelines and strategies have been developed to address the issues; re-engage students and supporting teachers on the appropriate delivery model. It was noted that different students may want to engage in different ways though there were challenges such as access to IT equipment bearing in mind the digital inequality of students and staff. It was noted that there was more provision of IT equipment to students to enable access to online learning.
- Observations of Teaching & Learning had been modified for this year. Feedback was positive, the use of online learning/dual delivery was working well.
- CPD for teaching staff, the majority of teachers had attended the sessions (98%). The findings from the CPD Staff survey on the impact of the pandemic (July 2020) were used to shape the CPD offer for 2020/21 such as how to adapt pedagogy for

both remote and socially distanced learning; collaborative learning when delivering online to ensure that the community of learning is continued when working remotely. The Committee noted the work that was being undertaken on CPD activity in response to the survey.

11. Safeguarding and Prevent Monitoring Report

The report gave an overview of the College's safeguarding provision and impact for Term 1 of 2020/21 academic year. It also provided a summary of the interim findings of the BDO Prevent audit, carried out in mid-January 2021.

The Committee reviewed the report which included an update on the Regulatory Audit on Prevent carried out by BDO, internal auditors as part of the planned internal audit activity. The Committee noted:

- that the purpose of the audit was to provide assurance over the controls that the College had in place to manage its Prevent duty obligations.
- that based on the interim findings and management responses, there was assurance that Prevent duty was being met.
- that the key risk identified was the need for a systematic review across the college and re-approve policies and procedures related to prevent. The recommendations were being addressed.

12. Quality Improvement Plan

The Quality Improvement Plan (QIP) set out the College's operational objectives that must be achieved within the academic year along with the progress made. The QIP 2020/21 was a working document, which provided an update on areas for improvement identified in the College Self-Assessment Report (SAR) for 2019/20, actions that had been brought forward from QIP 2019/20 and those identified by Ofsted during the inspection carried out in May 2019. It detailed the actions put in place by the College along with the progress made during the academic year 2020/21.

The Committee reviewed the plan and discussed the progress that had been made on the aspects of the provision and the key areas for improvement which were; close achievement gaps in the identified ethnic groups by providing additional support through tuition based on progress tracking and monitoring; improve students' attendance; apprenticeship outcomes and reinforce embedding English and Maths in vocational courses.

The Committee noted the good progress made on the Quality Improvement Plan 2020/21 and the challenges in achieving some intended outcomes due to the pandemic situation and lockdown that had resulted in adapting various approaches to curriculum delivery and assessments.

13. Apprenticeship Progress Report

The Committee was provided with a progress report on the apprenticeship delivery 2020/21.

The Committee noted the predicted drop in apprenticeship outcomes compared to the previous year which was due to the reduction in overall leavers, employment uncertainties due to the pandemic and the historic poorly performing programmes.

The Committee noted the actions that were being undertaken to address and improve the apprenticeship provision and outcomes including the recent BDO auditors recommendations on the audit report. The actions had been incorporated in the Quality and Improvement Plan.

14. Any other business

Departure of Lambeth College Deputy Principal

The Committee was informed that Hassan Rizvi, Deputy Principal would be leaving Lambeth College in February 2021. On behalf of the Committee, the Chair of the meeting thanked Hassan Rizvi for his service and contribution to the Committee and College and wished him well in his future endeavours.

**Date of next meeting
Thursday, 27 May 2021**

Confirmed as a true record

..... (Chair)