

**Minutes of the meeting of the South Bank Colleges Quality & Improvement Committee  
held at 4.00pm on Tuesday 2 April 2019  
Lambeth College Executive Principal's Office**

**Present**

Sue Dare (Chair)  
Shakira Martin  
Fiona Morey (Executive Principal)

**In attendance**

Philip Cuniffe	Assistant Principal Curriculum & Learner Services
Monica Marongiu	Assistant Principal Curriculum & Performance
Darrell Bate	Interim Quality Consultant
Jacqueline Mutibwa	Interim Clerk to the SBC Board

**1. Welcome and apologies**

The Chair of the meeting welcomed the Committee Members to the meeting and confirmed that the meeting was quorate. Apologies were received from Leslie Bortey.

It was noted that it was the first South Bank Colleges (SBC) Quality & Improvement Committee since the transfer of Lambeth College to SBC.

**2. Declarations of Interest**

The Committee noted the following declarations of interest: Sue Dare is the Interim Principal/CEO at National College Creative Industries and Shakira Martin is a member of the National Union of Students Panel.

**3. Quality & Curriculum Update**

The report highlighted key quality developments and issues.

The Committee noted the key strengths and weaknesses identified in the self-assessment review (SAR) undertaken in 2017/18.

The Committee noted:

- the areas for development identified as the 4A\*s – Ambition (96% of students progress to positive destinations), Attendance (87%+), Applied English and Maths(+5% NA) and Achievement (study programme 81%, Adults 91%, High Needs 90%, Apprenticeships 60%).
- that the key risks were in relation to data gathering and reporting accessible to all, improvement in 16-19 Study Programme (SP) and attendance.

- that the retention rate was positive, on classroom based provision the overall retention was 96.3% compared to the previous year and the Apprenticeships overall retention was 80.5%.
- that 2018/19 in year achievement was very strong in ESOL with a 94% achievement rate (ESOL represents 30% of adult provision).
- that attendance was at 84% and continued to be an area of concern.
- the appointment of a Deputy Principal Quality and that an external Quality consultant was leading on quality improvements.
- that on teaching, learning and assessment (TLA), a new Head of TLA had been appointed to focus on professional standards in TLA and teacher development. It was noted that the college was engaged in a number of research projects as part of improving TLA.

It was noted that February 2019 predicted achievement report suggested that progress on improving the SP was slow with predicted achievement at 74% below national average which was largely due to lack of a holistic approach across the college to the SP from course set up to student progress tracking and a whole college approach to the SP. The Committee requested that the 16-18 SP Chart (page 8) should include a reference to the source of data and the date.

The Committee asked whether there was a link between the new predicted achievement system and the retention rate. It was noted that the changes on retention were due to administrative transfers of learners on programmes and 16-18 late withdrawals on programmes. It was noted that the challenge was to ensure that the data information was accurate. The Committee noted that on the process of signing off learners' withdrawals, a standard procedure on supporting learners should be followed across the college with a view of trying to retain them in the college.

#### **4. Apprenticeship Update**

The report summarised the key actions completed or being progressed in 2018/19 that had been taken to address the trend of decline in outcomes concerning the Apprenticeship delivery.

The Committee noted that good progress had been made due to the following actions undertaken during 2018/19:

- that a clear focus on target action planning and review of the quality improvement plans had been undertaken in 2018/19.
- that the apprenticeship management had been restructured so that it was aligned with the delivery work in order to improve quality assurance and reporting processes to support improved outcomes.
- the appointment of a functional skills lecturer for direct delivery apprenticeships had addressed the issue concerning inconsistent functional skills delivery which was reflected in outcomes.

- that a data cleansing exercise had been undertaken resulting in significantly improved data accuracy and oversight. The impact of data cleansing would still impact on retention figures in 2019/20.
- the implementation of the OneFile e-portfolio system had enabled more readily available live data and tracking of learners' progress and outcomes.
- that the Teaching, Learning and Assessment (TLA) approach had been strengthened and that its implementation for sub-contracted provision would improve the quality assurance and standards.

On the outcomes, the Committee noted:

- the overall retention figure was 80.5% an improvement (11.8%) from previous year. Overall achievement was 55.5%, an improvement from previous year.
- Sub-contracted delivery constituted 72% of overall apprenticeship and the retention was high at 91% with an overall achievement of 75% exceeding national average benchmark by 7%. There was some discussion about the sub-contracted delivery and quality reassurance work involved. The Committee noted that the college should be responsible for monitoring quality assurance of sub-contractors and should not be carried out by an external organisation. The Committee also noted that the sub-contractors should be invited to attend the Quality & Improvement Committee meetings and report on the service delivery.
- On timely outcomes achievement, it was noted that performance was 24.2% which was below the previous year and national benchmark figures. It was noted that work was being undertaken to; cleanse data, improve systems and processes in order to achieve the national benchmark in the 2019/20 academic year.

The Committee noted that a review of apprenticeship delivery and its long term strategy was needed. It was noted that direct delivery apprenticeships was not cost effective in its current model and that a new strategy should be in collaboration with LSBU.

## **5. English and Maths Progress**

The report gave an overview of the current curriculum programme and progress that was being made to improve the achievement rate.

It was noted that the overall retention rate was 95.2% which was higher than the previous year and that the improvement was due to a number of initiatives that had been put in place.

There was some discussion about attendance which was an area of concern. It was noted that overall English attendance was 78.6%, whilst maths was 77.5% which was below the 87% target figure. There was concern about attendance in GCSE English and Maths and that a variety of strategies had been utilised to address the low attendance and that slight progress had been made to improve the figures due to motivation. The Committee expressed their concern about attendance which was a

problem across the whole college and that it was a major risk to achieving the outcome to learners which was dependant on attendance and study programme.

The Committee noted that the continuous focus on the quality of teaching, learning and assessment (TLA) had resulted in a positive impact and improvements in TLA.

## **6. QiP and Ofsted Action Plan**

The report set out the college operational objectives that must be achieved within the academic year. The objectives included those highlighted at the last Ofsted Inspection in 2016 (as Inspectors would review progress against these at the next Inspection) together with those set by the Curriculum Leadership Group.

The Committee considered the high risk areas in the Improvement Plan 2018/19:

- Ensure front loading delivery of functional skills (C1) and improve tracking and monitoring of apprentices against planned end dates (C2). It was noted that the OneFile e-portfolio had been introduced (November 2018) for all new starters which would provide readily available live data and tracking of learners progress.
- To ensure every L3 study programme learner has access to a high quality work placement (E1). The Committee noted that the college had to ensure that there was a career and support for the learners on the apprenticeship scheme.
- 16-19 programmes do not consistently meet the DfE requirements of the study programme (G1). The Committee noted that the planned actions and progress update needed to be updated in the plan.
- Ensure full use of MarkBook for all full time 16-18 programmes (H1). It was noted that the tracking system for monitoring was not fully being used across the college as well as not working well in some areas. It was noted that the system had still not had an impact but work was being undertaken to implement it across the college.
- The Committee noted that milestones with dates needed to be included in the Action Plan. The column for Planned Actions for the high risk areas (in red) needed to be updated.

### Ofsted Preparation Action Plan

The report set out the key operational tasks required to prepare the college for the Inspection. It was noted that the Inspection would be held in the early part of the summer academic year. The Committee requested that the next meeting was held at the end of May 2019.

**7. Any other business**

Shakira Martin noted that she was willing to support staff meet the College's EPIC.

**Date of next meeting  
To be confirmed**

Confirmed as a true record

.....(Chair)