

**Minutes of the meeting of the South Bank Colleges Quality & Improvement Committee  
held at 4pm on Wednesday 9 February 2022  
Meeting via Microsoft Teams**

**Present**

Sue Dare (Chair)  
Nigel Duckers  
Shakira Martin

**Apologies**

Moriam Folawiyo  
Philip Cunniffe  
Deborah Johnston

**In attendance**

Fiona Morey	Executive Principal
Wayne Wright	Deputy Principal
Monica Marongiu	Assistant Principal Curriculum & Innovation
Clare Dignum	Director of Teaching & Learning
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 11 November 2021 were approved as an accurate record.

**4. Matters arising**

The Committee received an update on student recruitment 2021/22.

It was noted that the enrolment performance for both 16-18yrs and adults had not been achieved and that work was being undertaken to improve the enrolment figures including a summer campaign and marketing activities. The student journey (from application to enrolment) activities and process were being reviewed (to assess the need for interviews) in order to improve the conversion rate of applications to enrolments. The performance targets for the student journey activities (each stage of the process) would be monitored by the Committee.

## 5. Student Survey Report 2021/22

The Committee discussed the outcome of the student perception of the College (SPOC) survey for autumn 2021 (term 1) on various aspects of the College life, experience, key strengths and actions to address the concerns identified. The survey was conducted from November to December 2021.

The Committee discussed:

- the outcome of the student survey which was benchmarked against similar colleges surveyed by QDP.
- the overall response rate which was 46%, 16-19yrs (41%) and adults (59%) 36% lower than last year and the reasons were set out in the report. The overall perception (strongly agree/agree) of the College was positive at 85% compared to 89% in 2020/21.
- the key strengths that learners felt most satisfied with which were: 'that work placements have helped develop their knowledge, skills, and behaviour' (91%) which was 14 points above the QDP benchmark; 'the teaching on my English course is good' (89%) which was 17 points above QDP benchmark and 'students were aware of the expectation of completing work placement as part of their study programme' (87%) which was 20 points above QDP benchmark.
- the main areas of weakness that learners felt least satisfied with and that needed improvement were: 'received feedback within two weeks of submitting an assignment' (81%) which was 13 points below the QDP benchmark, 'are you studying Functional Skills/GCSE English' (74%) and 'are you studying Functional Skills/ GCSE/Level 3 Maths' (69%). Learner dissatisfaction was due to the increased GCSE pass rates recorded in schools in 2020 and 2022 i.e. the teacher assessed grades. There was concern about the matter concerning learners receiving feedback on assignments within two weeks. An update on the matter with a breakdown by age and ethnicity group which would be helpful in analysing the issues and address them well would be presented to the Committee at the meeting in June 2022. ProMonitor MIS and progress review weeks would support teachers manage this area of work.
- the areas that learners felt had made the most improvement which were: 'been briefed about the requirements of a work placement' (79%), 'are you studying FS/GCSE English' (74%) and 'you currently study English qualification' (83%).
- the key areas of concern where satisfaction had dropped which were: 'I am keeping myself safe on the internet' (86%), 'I use College e-learning materials' (86%) and 'received information on Safeguarding during induction' (77%). The Committee was concerned about the safeguarding issues identified in the survey especially concerning 'I feel safe when I am in college' (90%) which was 10 points below QDP benchmark and asked how these matters had been dealt with. The Committee was informed about an incident at the College that had an impact on how students

perceived their safety at the College. Management gave the Committee assurance that the issues were temporary and had been addressed.

The Committee noted the actions that would address the issues identified which had been incorporated in the Quality Improvement Plan and Faculty Performance Reviews where progress would be monitored. The IT aspect of the provision though monitored in the QIP, should have been included in the survey.

The Committee acknowledged the positive report but there was concern about the majority of the responses which were below QDP benchmarks and that more improvements needed to be undertaken. An update would be provided at the next meeting in June 2022.

## **6. Proposed SBC Curricula**

The Committee discussed the proposed SBC's curriculum offer for 2022/23.

The Committee noted:

- that the Board project working group had reviewed the shape and intent of the proposed curriculum offer which was aligned to the estates strategy agreed by DfE and in line with the LSBU Group and SBC strategic plan.
- that on the development of level 4 provision, the resources would need to be identified and would be managed through curriculum development and innovations.
- the strategies used to launch the curriculum offer which included promoting the SBC brand via the new website, campaign and marketing activities in local schools and community. The curriculum was linked to the enrolment performance which should improve.

The Committee endorsed the SBC curriculum for 2022/23 attached to the report and that it was recommended to the Board for approval at its meeting in February 2022.

## **7. In-Year Achievement Report, Retention and Attendance Report**

The Committee received an update on predicted achievement, retention and attendance for the current academic year.

The Committee discussed:

- the progress reviews which would be undertaken to further improve the accuracy of achievement data and that a more realistic predicted achievement data for 2021/22 would be presented at the next meeting in June 2022.
- the overall attendance performance which was at 80.2%, a 3.2% drop from the previous year and lower than any time during the past three years. The performance reflected a similar trend at the national level. There was concern about

the attendance performance despite the intervention measures and initiatives in place and that it remained a significant challenge to the College. The various measures to address the poor attendance were noted.

- Overall retention rate was positive, 16-19 yrs was at 96.6% and 19+ was 97.5%, an improvement compared to the same time last year.

The Committee noted that although retention rate was positive, poor attendance would have an impact on outcomes. The Committee would be provided with an updated report with a more detailed analysis of attendance i.e. a breakdown by age groups in order to address the issues. The work of the Learning Development Coaches (LDC) in addressing the attendance challenges was noted and that the LDC and apprenticeship data would also be included in the updated report.

## **8. English and Math**

The report gave an overview of the current English and Maths progress at Lambeth College. The Committee discussed the attendance, retention and predicted achievement and actions in place to improve the outcomes.

The Committee discussed:

- the 2021/22 predicted achievement for GCSE English and Maths which was 80%. Overall retention was positive at 96.5%, 16-18yrs was at 94.8% and 19+ was 97.3%.
- the overall attendance performance which was 72% against a target of 88% (16% below). Attendance in English was currently at 71% and Maths at 72%. Functional skills attendance was 71% and GCSE was 65%. Attendance remained an area of concern especially for GCSE 16-18 classes and that little progress had been made despite the significant work undertaken to improve attendance and to also close the performance gap between the Functional Skills classes and the GCSE classes on achievement and attendance.

The Committee was concerned about the attendance and achievement outcomes which remained a significant challenge for the College. It noted the actions and developments that were being undertaken to improve the outcomes, and that a different approach to addressing the issues needed to be considered.

## **9. Apprenticeship Progress Report**

The Committee was provided with a progress report on the apprenticeship delivery which included the 2021/22 predicted outcomes, actions and the SAR 2020/21 summary with progress made on the areas for development.

The Committee noted the predicted drop in 2021/22 outcomes, actions needed to address the performance and that the provision needed improvement.

## **10. Student progression and destination data 2020/21**

The Committee received an update on student progression and destination for 2020/21.

The Committee noted that the data was not fully available as the College was still tracking students and that a further update would be presented at the next meeting in June 2022.

There was discussion about the internal progression for 2021/22 and that more work needed to be done with LSBU to improve the progression process and make it easier for students to progress from College to LSBU (LSBU applications were 14%).

## **11. Teaching, Learning and Assessment Report**

The Committee was provided with an update on Teaching, Learning & Assessment work undertaken as of January 2022.

The Committee discussed:

- the impact of Covid19 new variant on learning and attendance. Delivery of learning was mainly face-to-face except where there was an outbreak of the virus in a cohort or where teachers were self-isolating the delivery had reverted to online. The IT infrastructure remained a challenge and that the network replacement project work being undertaken would improve the teaching, learning and student experience.
- an update on observations of Teaching & Learning. The majority of observations had been face to face with a few being online and that feedback was positive. The College's external peer review of the quality of teaching and learning was noted and that the findings would support the development of professional practice and inform the CPD programme.
- the findings from the teaching and learning survey on EDI which aimed to explore the learning experiences of students in relation to ethnicity. Work on closing the achievement gaps for minority groups would be addressed through focus groups, CPD programme and the EDI action plan.

The Committee noted an update on the CPD programme and work being undertaken to prepare teachers who will be teaching at LSBTC from September 2022.

## **12. Update on London South Bank Technical College Learning**

The Committee was presented with an overview of LSBTC's vision of learning.

The Committee discussed the planning for the new curriculum to be delivered, in particular the T-levels from September 2023 and the learning strategy. There was discussion about the resources and the teaching capacity needed to support the

implementation. The teaching staff would be supported in developing the courses and new approaches to learning. It was noted that the aim of the workforce transformation was to create an appropriate workforce structure for the future that can deliver the College's vision and support it move to a financially sustainable position. Building teacher capacity would be through promoting an innovative culture and CPD programme.

The Committee noted that the vision was great and that LSBTC staff would be consulted on the draft learning strategy.

### **13. Safeguarding and Prevent Monitoring Report**

The Committee noted a report on the College's safeguarding provision and its impact for Term 1 of 2021/22 academic year.

### **14. Updated Quality Improvement Plan 2021/22**

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 2021/22 was a working document, which provided an update on areas for improvement identified in the College Self-Assessment Report (SAR) for 2020/21 and actions that had been brought forward from QIP 2020/21. It detailed the actions put in place by the College along with the progress made during the academic year 2021/22.

The Committee reviewed the in-year progress (implementation and impact) being made on the key areas for improvement and discussed the risk areas which were:

- the College's IT infrastructure to support the delivery of teaching and learning and enhance the student experience which was amber. The Committee noted that at the time of the meeting (9 February 2022) the RAG rating was red and not amber.
- the adult learning programmes and the outcomes for access courses in sciences and engineering. Though affected by the pandemic, the achievement rates needed to be improved. Further work needed to be undertaken to address the matters.

The Committee asked that the updated plan should include impact measures (some figures) alongside the planned actions to address/mitigate the risks.

### **15. Terms of Reference - Review**

The Committee discussed the proposed new terms of reference which had been prepared based on legal and regulatory framework requirements and AoC guidelines.

The Committee approved its new terms of reference and that they would be recommended to the Board for approval at its meeting in February 2022.

**16. Any other business**

KPIs 2021/22

The KPIs and targets on quality for 2021/22 would be circulated to Committee members.

FE Climate Action Roadmap

The Committee would discuss the FE climate action roadmap i.e. how it can be embedded in the curriculum at its next meeting in June 2022.

**Date of next meeting  
Wednesday, 22 June 2022**

Confirmed as a true record

..... (Chair)