**Minutes of the meeting of the South Bank Colleges Quality & Improvement Committee
held at 4.30pm on Wednesday 6 November 2019
Lambeth College Executive Principal's Office**

Present
Sue Dare (Chair)
Shakira Martin
Nigel Duckers
Adesewa Ogunyomi

In attendance
Fiona Morey   Executive Principal
Hassan Rizvi   Vice-Principal
Maighread Hegarty   LSBU Deputy Director Quality & Enhancement
Philip Cunniffe   Assistant Principal Curriculum & Learner Services
Monica Marongiu   Assistant Principal Curriculum & Performance
Clare Dignum   Head of Teaching & Learning
Jacqueline Mutibwa   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.

2. **Declarations of Interest**

   The Committee noted the following declaration of interest: Sue Dare is the Interim Principal/CEO of National College Creative Industries and Fiona Morey is the Chief Executive Officer of SBA (subsidiary of LSBU).

3. **Minutes of the previous meeting**

   The minutes of the meeting held on 11 September 2019 were approved as an accurate record.

4. **Matters arising**

   The Committee reviewed the action sheet from the previous meeting. It was noted that there was an informal policy on the provisions available for students who find the courses not suitable after the first 6 weeks of enrolment and that it needed to be formalised. It was noted that most of the actions had been completed and the remaining ones were on the agenda of the meeting.

5.   Executive Principal's Update

The report provided an update on the final 2018/19 student achievement data, 2019/20 recruitment and key developments.

The Committee noted the key developments and issues since the last meeting in September 2019:

- the final 2018/19 student achievement data, which was positive. The college had achieved or exceeded its CFADs educational achievement targets for all provision and the trend continued to move upward. The figures were higher than the previous year and above the national average. The final 2018/19 overall achievement outcome was 88%. Study Programme was 82%.
- the Apprenticeship achievement was improving and in line with CFADs but remained low and was below the national average.
- that on the 2019/20 student recruitment, the initial indication showed that the figures were currently below target and that the outcome would be known in the middle of November 2019 (when the post 42 days ILR RO4 is submitted).   The key issue was to meet the 2020/21 funding target which was achievable and that a number of new strategies were in place to support the growth strategy in order to achieve 2020/21 budget target.
- that on teaching, learning and assessment (TLA), there had been significant investment in the development of TLA since the start of the academic year. It was noted that the college was engaged in a number of research projects as part of improving TLA. The strategy was on the agenda of the meeting for approval prior to submission to the Board.
- that the college self-assessment report (SAR) for 2018/19 had been completed and had been externally validated and agreed that the overall effectiveness continued to be rated as 'Requires Improvement'.   The report was on the agenda of the meeting for approval prior to submission to the Board.
- that on the quality improvement, It was noted that the focus for the year was to address the areas requiring improvement identified by Ofsted, which would be monitored at the next inspection visit between November 2019 and May 2020. This included teaching and learning which had been identified as inconsistent across the College and needing attention. There were also new areas of work identified on value added and developing students understand their learning and progression goals. The quality improvement plan had been developed in line with the new EIF and would address the areas.
- that on data improvement, the college had invested in external specialist support to develop a range of MIS reports designed to support student progress and achievement and strategic decision making.

The Committee noted the contents of the report.

6.   Attendance Report

The report provided an update on in-year attendance and actions taken in line with the Attendance Strategy to improve the attendance outcomes in 2019/20.

The Committee noted the key actions to be taken in 2019/20 in line with the new Attendance Strategy 2019/21 that was approved by CLG in September 2019.

The Committee reviewed the Attendance and Punctuality KPIs 2019/20 and noted the following:

- that the overall attendance and punctuality targets were set at 90% and 96% respectively to reflect the college's ambition and high expectations as defined in the Attendance Strategy. As of 28 October 2019, the overall attendance outcome was 86.5% which was 3.5% below the KPI target.
- that the attendance KPIs for English and Maths qualification (which had been separated) was set at 85%. As of 28 October 2019, the attendance outcome was below the KPI target. The other areas of concern included the vocational departments in particular Apprenticeship, YPE & Schools Partnerships and JCP.

The Committee noted that a comprehensive review of the MIS reports was underway to ensure a single, consistent data source and methodology for all reports including attendance. The Committee noted that the attendance performance was improving based on historical attendance trends.

7. Work Experience Progress Report

The Committee was provided with a progress report on work placement with KPIs and actions taken to improve the work experience outcomes in 2019/20.

It was noted that the Ofsted Inspection feedback in May 2019 recommended an increase in the number of 16-19 students undertaking external work placements in order to allow students to apply what they had learnt in college to the workplace. A KPI target was set at 90% of all 16-19 students completing an external work placement of 40 hours. It was noted that work experience had been promoted as part of the study programme.

The Committee noted the key actions and developments that had been undertaken to improve the work placement outcomes in 2019/20. It was noted that there was a significant improvement on the previous year's performance. The challenge was finding the work placements to meet the KPIs as currently 79% of 16-19 students had no placements. It was noted that LSBU provide work experience to a number of students and that the college should work closely with LSBU and its employment agency to address the matter.

8. Complaints Report 2018/19

The report provided an update on the complaints received by the college on the various aspects of service and actions taken to resolve them. The Committee noted:

- the number of complaints received during 2018/19 was 43, a 41% decline from 2017/18 performance (74). It was requested that it would be helpful if the

performance figures were presented as a percentage of the total number of students and to also differentiate between internal and external complaints.

- that there were no major complaints. The nature of complaints concerned facilities, academic experience and customer services. The complaints had been resolved.
- that there was a three year decline in the number of complaints received by the college.

It was noted that the college 'Talk Back' (Complaints) Policy which outlines the customer complaints policy and procedure was being reviewed and would be presented to the Committee for approval at the meeting in March 2020.

9. Revised Teaching, Learning & Assessment Strategy 2019/20

The Teaching and Learning Strategy set out the College's vision for teaching and learning in terms of ethos and aspirations and creating a culture of mutual learning for both teachers and students.

The Committee at its meeting on 11 September 2019 discussed in detail the strategy, and requested that it was updated to reflect the comments made. It was noted that staff and the Trade Unions had been consulted on the revised strategy in particular the section on observation of learning process.

The Committee endorsed the updated Teaching, Learning & Assessment strategy 2019/20 and that it was recommended to the Board for approval at its meeting on 14 November 2019.

10. Self-Assessment Report (SAR) 2018/19

The self-assessment report (SAR) 2018/19 reviews and self-assesses the college's performance during the preceding academic year. It identifies the college's strengths and areas of improvement. The college self-assessment report for 2018/19 (prepared in October 2019) had been externally validated and agreed that the overall effectiveness continued to be rated as 'Requires Improvement'.

The Committee reviewed and endorsed the 2018/19 Self-Assessment Report (SAR) and that it was recommended to the Board for approval at its meeting on 14 November 2019.

11. Updated Quality Improvement Policy 2019/21

The Quality Improvement Policy seeks to continuously improve the standards and quality of education and training offered by the College. It sets out the principles and framework on which the highest quality standards would be achieved in all aspects of college's work.

The Committee at its meeting on 11 September 2019 discussed in detail the policy and requested that it was updated to reflect the comments made. There were some further comments made by the Committee on the student and stakeholder/student voice evaluation (how it would be done on page 95) which would include: engagement with the Quality & Improvement Committee through feedback from meetings; on apprenticeship the use of an external organisation as many students were off site and the use of student and employer surveys.

The Committee endorsed the updated Quality Improvement Policy 2019/21 and that it was recommended to the Board for approval at its meeting on 14 November 2019.

12.   Updated Quality Improvement Plan 2019/20

The Quality Improvement Plan set out the college operational objectives that must be achieved within the academic year along with the progress made. The Plan addresses areas of improvement identified from the Ofsted Inspection in May 2019 and the college Self-Assessment Report for 2018/19 (produced in October 2019). The plan is a working document, which would be regularly updated to include identified areas for improvement. The document had been prepared on Education Inspection Framework (EIF) format, to facilitate alignment with the newly enforced EIF which replaced the old Common Inspection Framework (CIF) by Ofsted.

The Committee at its meeting on 11 September 2019 discussed in detail the improvement plan, and requested that it was updated to reflect the comments made.

The Committee reviewed the Plan and discussed the key areas for improvement which were:
- Ensure that staff place a greater emphasis on developing learners' English and Mathematics skills during implementation phase, in order to support them in their studies and prepare them for employment or further study (1a).
- Ensure that staff use their information that they have on learners' prior knowledge and attainment to plan and teach lessons to meet their individual learning needs (1b).
- Teachers need to ensure that learners' know what progress they are making and what they need to do to improve (1c).

It was noted that the key areas needed to be reviewed further to ensure that the systems in place were robust to support the planned actions.

The Committee also discussed some other key aspects of improving the quality of learning which were:
- E-learning/digital learning and the need to embed digital skills within the curriculum and CPD. The use of a KPI on students engaging/using a variety of IT platforms but the challenge was how it would be measured.
- Improving attendance performance especially in regards to the vocational courses.
- Improving the achievement rates on apprenticeship and ensuring access to external work placement.

The Committee noted the updated Quality Improvement Plan 2019/20.

Date of next meeting
Wednesday, 3 June 2020

Confirmed as a true record

……………………………………….. (Chair)