

Curriculum & Quality Committee

Meeting at 4.30pm on Thursday 20 February 2020

Location: Board Room, Scottish Borders Campus

Minutes

ITEM	MINUTES
Present In Attendance	<p>Tony Jakimciw (Interim Chair) Angela Cox Virginia Grant Sara Shinton David Johnson David Elder (Student member)</p> <p>Heather Anderson (VP Curriculum and Student Services) Janet Robertson (Director of Business Improvement and Performance) Ingrid Earp (Board Secretary) Sheila McColm (Minute Secretary)</p>
01/20	<p><u>Chair's Opening Remarks</u></p> <p>The Chair welcomed everyone to this, his final meeting. His term as Chair of the Regional Board would cease on 3 March.</p> <p>He confirmed that the new Chair of the Curriculum & Quality Committee would be Nuala Broderick.</p>
02/20	<p><u>Apologies for Absence</u></p> <p>Apologies for absence were received from Dave Black. Nuala Broderick had tried to join via video conference but the connection could not be made.</p>
03/20	<p><u>Minutes of meeting held on 17 October 2019 (Paper A)</u></p> <p>Further to the following amendment, the minutes of the meeting held on Thursday 17 October 2019 were agreed as a true and accurate record.</p> <p>56/19, amend third sentence as follows:</p> <p><i>"It was noted that the underlying principle should be to seek an incremental improvement annually, with the degree of increase established at the judgment of College management".</i></p>
04/20	<p><u>Matters Arising</u></p> <p>All actions were complete.</p>
05/20	<p><u>Declaration of any Conflicts of Interest</u></p> <p>There were no declarations of any conflicts of interest.</p>

06/20	<p><u>Presentation – Student Experience Committee</u></p> <p>The student member gave a presentation on the new Student Experience Committee and its impact, which Committee members considered very impressive.</p> <p>He advised that methods of encouraging class reps to become lead reps would need to be explored further, e.g. current lead reps may be asked to make videos before their end of term. Lead reps tended to be nominated by staff and were often continuing students.</p> <p>The student member reported that he had previously attended Faculty Council meetings as a class rep, and considered the Student Experience Committee system a great improvement. Minor issues were now filtered through BCSA and were no longer discussed at Committee meetings. The Student Experience Committee system also aligned with <i>How Good is our College</i>.</p> <p>The VP Curriculum and Student Services advised that this new system was fair and inclusive across all campuses and that the quality of feedback from students was of a high standard.</p> <p>The Chair commended the progress made by BCSA in this area and thanked the student member for his presentation.</p>
07/20	<p><u>Draft DYW Report for Outcome Agreement (Paper B)</u></p> <p>The VP Curriculum and Student Services presented the draft DYW (Developing the Young Workforce) Report which had been prepared at the request of SFC and would be an annex to the Regional Outcome Agreement 2021-21. Guidance had been provided from SFC on the structure of the report.</p> <p>The report and its appendices provided detail of activity over the past four years and plans for 2020-21. No data was available in the current year and a further two years of the seven-year programme remained.</p> <p>Very good progress had been made, with improved success rates and plans for future growth. Foundation Apprenticeships would be expanded to 112 places in 2020-21. The schools were aware that this was the direction in which the curriculum was moving. The Head of Kelso High School was taking the lead in this area and would be discussing the offer with parents of S3 pupils.</p> <p>It was expected that the programme would become embedded and roll forward, although funding was only guaranteed for one year at a time.</p> <p>The document had been shared with the Borders Learning and Skills Partnership but no feedback was received.</p> <p>The Chair suggested that reference to the RSIP would be useful and it was agreed this would be added.</p> <p style="text-align: right;">ACTION: HA</p> <p>The Draft DYW report was approved.</p>

08/20

College Sector Performance Indicators 2018-19 (Paper C)

The Director of Business Improvement and Performance presented details of the College's performance overall and against sector benchmarks for 2018-19. She advised that it would take around four years to build up a picture of national trends.

The tables produced from SFC data to indicate the College's performance against that of other colleges in the sector were for internal use only. The tables demonstrated some areas of improvement while in other areas, especially care experienced and disabled students, progress was slower than anticipated. This had been discussed at the Equalities and Inclusion Committee and the following points had been noted:

- Figures could have been artificially skewed due to one course the College had ceased to deliver.
- There had been an increase in disclosures this year and it had taken longer to move the resource than in other colleges. Plans would be in place to start session 2020-21 with additional support opposed to introducing support throughout the year.
- The College was very accurate in relation to care experienced data. Criteria could be misinterpreted and students that did not fit the category sometimes declared but the College, unlike some other colleges ensured that only correct figures were used.
- Next session, data would be gathered at application and shared with CLMs and APs. CLM's would then identify which course tutors would have care experienced students in their area in order to put support in place.
- It was not possible for the College to design a course for a particular cohort as in larger colleges. However, success for these students should be different and improvements could be made to treat them differently.

Board members suggested exploring 12-week Princes Trust programmes or similar for care experienced students instead of putting them directly on to a full programme of study. Also to concentrate on pre-work in terms of preparation for learning and to have non-structural arrangements such as taking the students out for lunch. Other colleges had reported such arrangements making a difference.

There was discussion around the top performing colleges and the excellent use of data analytics by Dundee and Angus College was noted. The same colleges had been at the top for the past few years, although PIs had decreased this year across the entire sector.

The VP Curriculum and Student Services reported that some partial achievers would return the following year, if only to complete one unit. Partial achievement could also be due to progression to University or for apprentices obtaining a VQ.

It was noted that students with mental health disclosures were more likely to withdraw. However, only one reason for withdrawal could be entered on the form and there was seldom one clear reason why people were unable to cope. Financial constraints were huge due to childcare and transport.

	<p>The Committee considered the report very helpful and asked to be informed of progress in relation to disabled students.</p> <p style="text-align: right;">ACTION: JR/HA</p>
<p>09/20</p>	<p><u>Annual Health Check Report and KPI Update (Paper D)</u></p> <p>The VP Curriculum and Student Services presented the Annual Health Check Report, which was a new system to check on in-year progress. Information on the College's performance for 2018-19 against the sector was also provided.</p> <p>Retention figures for 2019-20 indicated that FEFT was similar to the previous year while HEFT was higher. The partial withdrawal rate was higher than usual on FEFT programmes. Students were provided with extra support when falling behind but a greater number of those not succeeding were tending to leave this year.</p> <p>Courses in Intensive Care were monitored monthly. Some would be discontinued for 2020-21 due to low numbers or poor KPIs. Only three students remained on the Skills for Independence course and this would be discontinued. The NC Gamekeeping programme was being replaced by Wildlife and Conservation Management due to low recruitment. HNC Computing had poor PIs last year but a change of lecturer had turned this around and students were now performing extremely well.</p> <p>In-year Courses for Concern and an associated action plan was also provided. The Preparation for Uniformed Services course was of particular concern, with a high level of withdrawals and learner success at only 43%. A considerable percentage of the class were care experienced students. This had previously been a recruitment course for the Army but their funding had ceased. A decision had been taken to rest the course next year and to redesign it more appropriately going forward.</p> <p>The new Mental Health Development Officer had taken up her post this week. She had the relevant experience required and her presence was welcomed.</p> <p>The Chair noted concerns around the low FEPT figures. It was necessary to be clear that the low KPIs were due to school courses as the focus going forward would be on PT provision. Careful consideration around school provision was required to ensure an improvement to these figures.</p>
<p>10/20</p>	<p><u>Lesson Observation Update (Paper E)</u></p> <p>The Director of Business Improvement and Performance presented an update on progress in Learning and Teaching Enhancement, including lesson observations.</p> <p>The Learning & Teaching Enhancement Specialists had undertaken 28 observations to date and were on course to achieve the target of 50 this academic year. The change from paper to a digital system was proving successful. Follow up visits were taking pace as standard procedure and actions followed up.</p>

	<p>A benchmarking visit to another college had taken place and information shared with teams. A CPD session had been delivered to all teaching staff by the Evidence Based Teachers Network in December with a further session arranged in February. Learning from the session had been used to inform mini training sessions which would be developed further through the course of the year.</p> <p>An error in the paper would be amended prior to publication.</p> <p style="text-align: right;">ACTION: JR</p> <p>The following points were clarified in response to questions from Committee members:</p> <ul style="list-style-type: none"> • Any themes emerging from observations mirrored those from the previous year. No different themes were emerging. • Staff were not finding the process as daunting as anticipated and were slowly adapting to it. • The system was making an impact on staff, materials were being shared and suggestions made by the speaker were being practiced. • The Student Experience Committee had been very positive in relation to Learning and Teaching. • A method of measuring outcomes year on year would be developed. It was necessary, albeit difficult to quantify the benefit of this investment in terms of measurable impact. • A sufficient number of observations would be completed prior to the SFC Progress Visit. <p>Committee members noted the importance of correlation and measuring the impact of this practice.</p>
11/20	<p><u>Risk Register (Paper F)</u></p> <p>The Committee received the Strategic Risk Register and Brexit Register. No suggestions for change were made.</p>
12/20	<p><u>Equality and Diversity</u></p> <p><u>Equalities Data Update</u></p> <p>The VP Curriculum and Student Services advised that an Access & Inclusion Plan for 2023 had been added to the Outcome Agreement process for 2020-21, while closing off the Access & Inclusion Strategy.</p> <p>A working group had been set up within the College to agree the scope of data required, around enrolment, achievement and success, in order to prepare all of the different reports to fulfil both internal and external requirements.</p>
13/20	<p><u>Trust Fund Applications</u></p> <p>The VP Curriculum and Student Services presented the two Trust Fund applications which had been received. One had been successful while the other, which related to a placement outwith the Borders was not approved.</p>

14/20	<p><u>Quarterly Complaints and Compliments Report 2019-20 (Paper O)</u></p> <p>There were no specific complaints to report and no emerging trends. An article had been placed in the staff newsletter to remind staff to log compliments.</p>
15/20	<p><u>Leading for Learning (Paper P)</u></p> <p>The Committee received reports of two Learning for Leading visits. A copy of management responses to points raised from these and other visits carried out during session 2019-20 was also provided.</p> <p>Members considered this document very helpful as it closed the loop on the process. The Principal advised that it was also helpful for Management.</p> <p>Several points raised in relation to management responses were not considered strategic and could therefore be raised outwith the meeting with the Executive if required.</p> <p>The student member reported that BCSA had still not received a Learning for Leading visit. The Chair advised that the Board was a voluntary committee and members could only be requested to undertake a visit but that this would be pursued.</p>
16/20	<p><u>Paper for Publication</u></p> <p>All papers would be published on the College website with the exception of the following:</p> <p>B C D G (second page) H (spreadsheet)</p>
17/20	<p><u>Any Other Business</u></p> <p>There were no further items for discussion.</p>
18/20	<p><u>Date of Next Meeting</u></p> <p>The next meeting of the Curriculum & Quality Committee will be held at 4.30pm on Thursday 28 May 2020.</p>

Signed..... Signed.....
Chairman **Secretary**

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Curriculum & Quality Committee

Meeting at 4.30pm on Thursday 20 February 2020
Location: The Board Room, Scottish Borders Campus

Actions

Item	Action	Responsibility and Date	Risk Status
07/20	Reference to the RSIP would be added to the DYW report	H Anderson	Completed
08/20	Inform the Committee of progress in relation to disabled students	H Anderson/ J Robertson	The data sub-group of E&I has met to agree breadth of data generally and disability is the first area of focus for more detailed reporting; the MIS Manager is progressing this currently.
10/20	An error in the Learning Observations paper would be amended prior to publication	J Robertson	Completed