

20th June 2024 Curriculum Quality Assurance Committee

Governance

Date: 20th June 2024

Time: 4.00pm – 6.00pm

Location: Online

Present:	Mike Sutcliffe	(MS)	Chair
	Mario Michaelides	(MM)	Vice Chair
	Jenny McLaughlin	(JM)	Co-Opted Governor
	Susan Kingman	(SK)	Governor
	Sofia Barbosa-Boucas	(SBB)	Governor
	Hannah Talabany	(HT)	Staff Governor
	Nicholas Barbosa	(NB)	Student Governor – Uxbridge College
	Keith Smith	(CEO)	Ex Officio, Chief Executive

Permanently Invited:	Dylan McTaggart	(DCEO)	Deputy CEO and Group Principal
	Jo Withers	(CoBS)	Chief of Business Strategy
	Gavin Hughes	(PRC)	Principal – Richmond upon Thames College
	Clive Hodge	(PHC)	Principal – Harrow College

Invited speakers:	Alastair Mullins	(AP&VA)	Assistant Principal - Academic Programmes & Value added
	Asif Khan	(IoT,E&T)	Assistant Principal - IoT, Engineering and Technologies
	Mumtaz Van-der-Vord	(S<)	Assistant Principal - Supported & Targeted Learning
	Sultan Soukani	(W&ES)	Assistant Principal - Workplace and Employability Skills
	Louise Southam	(DPU)	Deputy Principal Uxbridge & Group Student Ambition

Governance:	Perry Perrott	(CoS)	Chief of Staff
	Rekha Kaul	(SGM)	Senior Governance Manager

Apologies:	Sharon Croxon	(SC)	Staff Governor – Uxbridge College
	Salman Sudheer	(SS)	Student Governor – Harrow College
	Yaseen Akhtar	(MD, IoT)	Managing Director - West London IoT, Business Growth, Skills and Partnerships

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20th June 2024 Curriculum Quality Assurance Committee – Minutes of Meeting

1.0 General disclaimer statement at start of meeting:

The meeting began with a statement of disclaimer. Attendees were informed that the meeting was being recorded in compliance with the General Data Protection Regulation (GDPR). There were no objections to the recording of the meeting.

1.1 Apologies for absence:

Apologies for absence were received from Governors SC and SS and from invited speaker MD IoT. The Chair granted permission for the following Governors to leave the meeting early: MM at 5pm and HT at 5.30pm.

1.2 Declarations of Interest and Gifts / Hospitality:

There were no declarations of interest or gifts/hospitality made during the course of the meeting.

2.0 Minutes of 12th March 2024 GB Curriculum Quality Assurance Committee:

The committee reviewed the minutes from the GB Curriculum Quality Assurance Committee meeting held on 12th March 2023.

Decision: The minutes from the 12th March 2024 GB Curriculum Quality Assurance Committee were approved as a true and accurate record.

2.1 Action Log of 12th March 2024 GB Curriculum Quality Assurance Committee:

The committee reviewed the action log from the previous meeting and noted that all actions were on target.

Action 1: The CQA meeting pack is to be retrospectively re-published after the meeting, following recent updates which had been made to the content.

Action 2: An action was carried over from June 2024 CQA; for a Deep dive into AI which explores the link between the curriculum and teaching practice including next steps / outcomes with potential risks and recommendations to take place at the next CEWG in autumn 2024.

3.0 CQA extract of the Risk Register update:

The CQA risk register was presented and discussed. It was noted that some risks require clarification and rephrasing for better comprehension. The mitigation costs were discussed in relation to the return on investment of mitigation, with an example cited of the viability of a £1m mitigation versus a £1.2m risk.

Action 3: Risk Register to be revised to ensure accurate representation of the risks and associated mitigations, avoidance of generalised statements and checking for accuracy and completeness.

Action 4: The VR Assessment Strategy and the reputational risks associated with students using AI to be separated into two separate risks on the risk register.

4.0 State of the nation incl. highlights from KPI dashboard:

The DCEO delivered a presentation on the state of the College and the highlights from the KPI dashboard. Retention rates had increased by just above 1%. There has been higher January exam attendance and pass rates. Indicators are that achievement rates are predicted to have further improved since last year with higher exam results year to date (YTD).

Attendance, particularly in English and maths (E&M), remains a challenge across HRUC. The importance of monitoring attendance and the need for improvement in this area was emphasised.

The executive management team responded to questions which were asked by Members related to which strategies have worked this year to improve attendance and what English & maths attendance strategies are in place to ensure an effective September start is achieved across HRUC. Questions were raised about staff planning for English and maths to ensure adequate staffing is in place for the September start.

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Strategies to improve attendance were discussed, including additional backup classes, incentives for attendance and aligning attendance with success in tutorial conversations. The importance of outstanding teaching and learning in E&M was emphasised, as well as the importance of progression and incentivising students. The upcoming increase in teaching hours for maths was mentioned, along with the plan to increase entries for the November GCSE. It was noted that there has been a large increase in the numbers of At Risk and High Needs students at HRUC.

Richmond College Attendance coordinators are to be introduced in September to improve attendance. There has been a relaunch of the "me first" strategy, where E&M teachers introduce themselves to students during the Induction phase. The aim is to increase the approachability of staff and reduce any legacy fear of the E&M subjects. The need for consistency in the delivery of English and maths classes and the focus on progression and achievement were highlighted. Strategies to improve student attendance are communicated to staff, at a half termly key strategy group and 9th July Whole Group E&M Development Day.

CQA Committee await assurance that strategies for improving attendance are actually working at HRUC. Attendance remains a key challenge and there is more to do with action strategies as mentioned above.

The Chair thanked the DCEO and curriculum team for the work that has taken place to improve attendance. Members will maintain a keen focus on the monitoring of M&E Attendance and the effectiveness of strategies. E&M Attendance initiatives are in place and Members will review the impact of the strategies at the beginning of the new academic year.

Action 5: The DCEO and DPU to follow up on the offer to meet with Student Governors to further explore ideas for improving student attendance.

Action 6: The DCEO and DPU to report on the effectiveness and impact of the E&M Attendance strategies at the beginning of the new academic year 2024-25.

Action 7: The DCEO to report back on the draft HRUC Self-Assessment Report at the next CQA Committee.

5.0 Teaching learning and assessment (TLA) data reporting:

The DPU and Governor MM summarised discussions which had taken place regarding TLA data reporting. The governor's discussion focused on the need for consistency in reporting and the potential approval of the new TLA reporting template.

Suggestions were made for the following additional reporting categories to be added to the report:

- a. Carer/health
- b. disciplinary stages
- c. The need to capture intersectionality in data analysis, particularly in relation to students' backgrounds, culture, ethnicity, and support systems.

Action 8: The CQA Committee to suggest any new reporting categories to appear in the new TLA report template.

Further refinement of the revised TLA reporting is ongoing for the start of next academic year. The Chair thanked the DPU and MM for the work that has taken place and the Committee looks forward to seeing the new TLA dashboard reporting in future committee meetings.

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6.0 Future shape of the curriculum and its development 2024 - 25 and beyond:

A presentation on the future shape of the curriculum and its development was given. The presentation outlined the plans for the curriculum in the coming years and beyond and emphasised the need for enhanced skills and conversations with employers to shape the curriculum.

The comprehensive nature of the curriculum planning process was highlighted, including the consideration of labour market drivers, school development plans, detailed reviews of course portfolios, and internal progression applications. The need for caution in the growth of certain areas, such as business and construction, was mentioned, with a focus on improving staffing and resources in weaker areas. The future shape of the curriculum was discussed, including areas of growth, areas becoming non-viable, and the importance of aligning curriculum choices with labour market demands and demographic growth.

Questions were raised regarding the interpretation and presentation of data, particularly regarding the green arrows on the Ofsted slide as the indicators of progress.

Action 9: DCEO to be clear in future versions of the Ofsted preparedness powerpoint slides as to the current predicted Ofsted rating for each element presented in the slide.

Assurance was sought regarding the reporting of progress towards the 2030 growth milestones and the availability of staff to support the increasing student numbers in areas such as engineering and construction.

The executive management team responded to questions posed by Members related to how the implementation of the new qualifications (T Levels and HTQ) will improve the student experience to better prepare students for the “real world”.

Navigate is an effective tool that is being developed to gather data from the employer and the student to match skills in an easy-to-use format.

The supporting information provided was the Future shape of the curriculum and its development 2024 - 25 & beyond document and the HRUC Curriculum Ambition 2030 document.

The Governor discussion focused on the alignment of the curriculum with the HRUC Curriculum Ambition 2030 document. There were also discussions on the impact of adult work on staffing and the reduction of part-time offers. The comprehensive nature of the curriculum planning process was highlighted, including the consideration of labour market drivers, school development plans, detailed reviews of course portfolios, and internal progression applications. The need for caution in the growth of certain areas, such as business and construction, was mentioned, with a focus on improving staffing and resources in weaker areas.

Action 10: DCEO to ensure that the future shape of the curriculum be explicitly linked to the HRUC strategic pillars.

Action 11: The DCEO and DP to communicate the three priority strategic pillar/documents to Student Governors.

7.0 HRUC Higher Education / IoT:

An update on HRUC Higher Education was presented by the IoT, E&T and an update on the IoT was provided by the MD, IoT. The presentation focused on the future of the IoT & HE growth, quality and next steps.

Members **NOTED** that approval has been received from the Department for Education (DfE) for the relicensing of the WLIoT for a ten year period.

The MD, IoT and Mark Burey (Group Director - PR, Marketing and Communications) are to present the WLIoT (and MIT) marketing strategy ppt at the June GB Commercial Operations Committee. Assurance will be provided to Governors of the ongoing financial viability of the IoT. The focus is to maximise upon the power and usage of the IoT brand and in particular with the new relationship with the MIT, other universities and employers.

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The CQA Committee still remains to be assured of the future financial viability of the WLloT. A business plan for the WLloT is awaited.

There were also discussions on the Teaching Excellence and Framework (TEF) and the College's aim to achieve TEF Gold status, including metrics and timeline benchmarking.

Action 12: Follow up on Governor SBB's offer to support on HRUC TEF activity. SBB has historical expertise in HE TEF activity from Brunel University activity.

8.0 Immersive Rooms – update:

A verbal update was provided on the progress of the immersive rooms project. Members **NOTED** the installation of the immersive technology kit will take place during the summer Autumn into September 2024. Some concern was raised by Members related to possible time slippage between delivery and installation of the immersive technology equipment, and assurance explanation was provided by the executive team which relates to the national timetable/other colleges/LSIF spending guidance.

From September 2024, Level 3 courses will be timetabled to start to teach the qualifications using the new immersive technology equipment within the designated classrooms.

The executive management team responded to questions posed by Members:

1. Which subject, courses and levels will be taught in the immersive rooms from September 2024?
2. How will this be communicated to the students affected?
3. How will the College track/report upon the Student's Experience of the new technology?

It was mentioned that 20 staff members, known as Leaders in Digital, are to be trained in the use of the VR kit. From September 2024, the VR technology will be used to teach students on Level 3 qualifications and above, across the HRUC group. There are plans to pilot small areas across the college, such as English or math classes, to provide additional opportunities for students.

The discussion concluded with the agreement to take a Deep Dive into the Immersive Implementation plan at the next CEWG in November 2024.

Action 13: A deep dive into the Immersive Implementation roll out plan, which includes mitigation actions to avoid any further delay in the installation and commencement of using the new technology to start to teach level 3 qualification from the start of September 2024. Clarification of which courses are being taught using the new technology.

9.0 Any Other Business (AoB):

The Chair concluded the meeting by expressing gratitude to all staff at HRUC for their contributions and emphasised the importance of the role of the CQA and CEWG to continue to support the executive management team to further improve upon the Student Experience.

Discussions were held on Governance improvements for the next year, including the use of an updated and refined executive summary cover sheet which will provide a direct link to the HRUC Strategic Pillars, and to focus on Action and Impact. There was a general reminder to keep discussions at strategic level.

10.0 Dates of the Curriculum Quality Assurance Committee 2024-25:

The proposed dates are to be ratified at the 16th July 2024 Corporation meeting.

- Thursday 3rd October 2024, 5.30 - 7.30pm @ RC
- Thursday 12th December 2024, 5.30 - 7.30pm @ Hill
- Thursday 20th March 2025, 5.30 - 7.30pm @ UC
- Thursday 8th May 2025, 5.30 - 7.30pm @ UC

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Action Log from 20th June 2024 Curriculum Quality & Assurance Committee:

No:	Action:	Who:	When:
1.	The CQA meeting pack is to be retrospectively re-published after the meeting, following recent updates which had been made to the content.	Governance	July 2024
2.	An action was carried over from June 2024 CQA; for a Deep dive into AI which explores the link between the curriculum and teaching practice including next steps / outcomes with potential risks / recommendations to take place at the next CEWG in autumn 2024.	CDEO / IoT,E&T / Alex Denby (CTO)	14 th Nov 2024 CEWG
3.	Risk Register to be revised to ensure accurate representation of the risks and associated mitigations, avoidance of generalised statements and checking for accuracy and completeness.	Governance/DCEO	3 rd Oct 2024 CQA
4.	The VR Assessment Strategy and the reputational risks associated with students using AI to be separated into two separate risks.	IoT,E&T	3 rd Oct 2024 CQA
5.	The CDEO and DPU to follow up on the offer to meet with Student Governors to further explore ideas for improving student attendance.	CDEO and DPU / Governance	3 rd Oct 2024 CQA
6.	The DCEO and DPU to report on the effectiveness and impact of the E&M Attendance strategies at the beginning of the new academic year 2024-25.	CDEO and DPU	3 rd Oct 2024 CQA
7.	Report back on the draft HRUC Self-Assessment Report.	CDEO	3 rd Oct 2024 CQA
8.	The CQA Committee to suggest any new reporting categories to appear in the new TLA report template.	CQA Committee	3 rd Oct 2024 CQA
9.	DCEO to be clear in future versions of the Ofsted preparedness powerpoint slide as to the current predicted Ofsted rating for each element presented in the slide.	DCEO	3 rd Oct 2024 CQA
10.	DCEO to ensure that the future shape of the curriculum be explicitly linked to the HRUC strategic pillars.	DCEO	3 rd Oct 2024 CQA
11.	The DCEO and DP to communicate the three priority strategic pillar/documents to Student Governors.	CDEO and DP	3 rd Oct 2024 CQA
12.	Follow up on Governor SBB's offer to support on HRUC TEF activity. SBB has historical expertise in HE TEF activity from Brunel University activity.	IoT, E&T / Governor SBB	3 rd Oct 2024 CQA
13.	A deep dive into the Immersive Implementation roll out plan, which includes mitigation actions to avoid any further delay in the installation and commencement of using the new technology to start to teach level 3 qualification from the start of September 2024. Clarification of which courses are being taught using the new technology.	CDEO / Alex Denby (CTO)	14 th Nov 2024 CEWG

Signed:

Dated: