

Meeting of the Quality, Curriculum and Standards Committee

Venue: STC, St George's Avenue, S/S & TEAMS

Date: Wednesday 8 March 2023

Time: 4:00pm – 6.20pm

Present: Malcolm Grady (in the Chair)
Sheila Alexander (TEAMS) (SAI)
Doug Cole
Wendy Starks (TEAMS)

In Attendance: Mandy Morris (Principal)
Simon Ashton (Principal SSMS)(SA)
Neil Longstaff (Director of Governance)
Eamonn Murphy (Soft Services Manager / Safeguarding Lead)
Diane Turner (Vice Principal)
Tony Pattison (Director of Quality – Teaching & Training)
Lynsey Whitehead (Director of Business Engagement, Partnerships & Apprenticeships)
David Gardner (Assistant Principal)
Sabrina Ahmed-Qureshi (Director of Maths & English)
Lorraine Schapira (Head of Marketing and Admissions)

ACTION TRACKER

Item	Summary of Action Required	By whom	Status	Comment / Update
Meeting of the 8 March 2023				
1.	Presentation of Reports The Chair stated that although the quality of the content of the papers being presented were much improved, there were inconsistencies with the formatting and completion of the Executive summary and asked that these be addressed for future meetings using SAQ's report as an example of good practice.	All		MM reminded all staff
4.	Maths and English Staff Development Process that a course analysis be conducted in April when all assessment points are completed.	SAQ		completed

MINUTES

ITEM	ISSUES	ACTION
1.	Apologies for Absence The Chair welcomed everyone to the meeting and introductions were made. The Committee approved an apology for absence received from Gary Hindmarch after having first considered the reason for his absence. The Chair stated that although the quality of the content of the papers being presented were much improved, there were inconsistencies with the formatting and completion of	All

	<p>the Executive summary and asked that these be addressed for future meetings using SAQ's report as an example of good practice.</p>	
2.	<p>Declarations</p> <p><u>Declarations of Interest</u></p> <p>The Chair reminded members to declare any conflicts of interest as they arose on the agenda.</p> <p>There were standing declarations for links to Tyne Coast Academy Trust for the following: MG.</p> <p><u>ii. Business to be raised under Item 15</u></p> <p>None.</p>	
3.	<p>Minutes</p> <p>The minutes of the meeting held on 7 December 2022 were agreed and signed by the Chair.</p> <p>Matters arising not covered on the agenda</p> <p>As reported on the Action Tracker.</p>	
4.	<p>Presentation: Maths and English Staff Development Process</p> <p>Sabrina Ahmed-Qureshi (Director of Maths & English) gave a presentation on the English and Maths developmental process making reference to the following:</p> <ul style="list-style-type: none"> • 12-month process • Intensive first term • One-to-one support • Tailored CPD • Coaching and Mentoring <p>SAQ stated that the aim of the process was to retain as many staff as possible within the first two years of starting work at the College and to support them as much as possible starting with a good induction process.</p> <p>It was stated that in terms of peer observations, these were being implemented at TyneMet, linking English and maths tutors with the vocational tutors so they could share their experience.</p> <p>SAQ responded to questions from governors.</p> <p>The Chair reminded governors of the difficulties faced by the College a year ago with Maths and English, in terms of standards and recruitment, and what had been presented at the meeting was a level of stability and standardisation.</p> <p>SAQ then proceeded to present her paper on English and maths (status report Feb 2023), which summarised the development of English and maths as a programme of study within Tyne Coast College and reported on the in-year progress for learners and staff involved in the curriculum.</p>	

	<p>SAQ highlighted the following issues from her report:</p> <ul style="list-style-type: none"> • All aspects of English and Maths showed an improvement on last year and the year before with an upwards trajectory to date this academic year for attendance and achievement. • There was work to be done especially in Functional Skills Level 1, but the interventions were in place, and this was to be reviewed in 5 weeks. • There were many new strategies implemented this year, which had provided a faster response from Leadership and Management in addressing and limiting risk, but further refinement of these processes would be required for next year as the College developed the provision as a stronger team. • Staffing had been well managed by operations, but due to growth and an increase in GLH with almost double GCSE learners, the College needed to recruit more English and maths staff. • To address the challenges of the staffing and the increase in learners a comprehensive CPD package had been offered to the team. • There had been growth in the department with the launch of new courses and programmes in Distance Learning, Key Maths and ICT. • Learner voice and the English and Maths council were supporting the development of the curriculum. <p>Q. Re. Team growing, how was this happening as recruitment had been reported as being difficult? New posts had been created and the provision for functional skills (Adults) had increased. Agency staff were still be used where needed as there remained some posts to fill. MM reported that the College had been delivering a lot more numbers to ESOL re. functional skills and additional funding had allowed the College to bring in more staff. It was noted that an Ofsted inspector was to visit the College to review the impact on the tuition funding as part of his research project.</p> <p>Q. A mock exam will be a new experience for many. Any preparation for an exam (to lessen the tension)? This would allow staff and student to prepare for the exam and address any issues in advance to support the learner.</p> <p>It was reported that SAQ was due to leave the College having secured employment elsewhere. The Chair thanked SAQ for her contribution whilst at the College and hoped the sound base she had implemented could be developed further.</p> <p>Resolved: That the information is received and acknowledged, and that a course analysis be conducted in April when all assessment points are completed.</p>	SAQ
<p>5.</p>	<p>Student Recruitment report</p> <p>The report provided the context of the recruitment landscape over the last three years and advised on plans for improvements moving forward.</p> <p>LS highlighted the following from her report:</p> <ul style="list-style-type: none"> • Overview of numbers • Outline of improvements to admissions process e.g. realignment of the structure so that admissions now sat within the marketing department. • 2022/23 application to conversion (key issue) • Target setting for school liaison. <p>Governors' attention was drawn to the recent Internal Audit report on Student Recruitment, which had been welcomed by the Director of Marketing, and reinforced improvements already being carried out or helped drill down to why certain actions were important.</p>	

	<p>It was noted that the number of applicants were on par with last year with a further 3 weeks to go. Staff were working hard to improve this figure and strategies being used were outlined by LS.</p> <p>Q. Targets on School Liaison? Targets were based on the relationship with the schools, therefore if there was a good relationship then the target number was higher. Schools were RAG rated with narrative to show which were more receptive to the College.</p> <p>Relationships between the Marketing and Admissions team and Estates team had been enhanced as it was felt to be important to make the appearance of the College more attractive to potential students, particularly when local competition had newer facilities.</p> <p>LS referred to the pressure on staff owing to recruitment difficulties within her team across the College sites.</p> <p>It was noted that the recent national Careers Week had been a success with excellent feedback from employers.</p> <p>The Chair stated that the efforts from staff were admirable particularly with the challenge for the College to increase conversion rates against local demographics and competition.</p> <p>Q. Concern if staff leave and ensuring work needed to become standardised? MM explained that before a process was implemented, it was fully discussed and shared so that there was built in success planning should someone leave.</p> <p>Resolved: That the information is received and acknowledged.</p>	
<p>6.</p>	<p>Safeguarding update</p> <p>Confidential item</p>	
<p>7.</p>	<p>Quality Update for STC/TyneMet</p> <p>Confidential item</p>	
<p>8.</p>	<p>Quality Report for SSMS</p> <p>Confidential item</p>	
<p>9.</p>	<p>College Overview</p> <p>Confidential item</p>	
<p>10.</p>	<p>Curriculum Update</p> <p>This report was to provide governors with updates that would support the accountable agreement progress, skills plan and curriculum offer.</p> <p>This report provided detailed progress against skills plan and offered timelines that supported the overall outcome and development of the curriculum plan.</p> <p>In terms of next steps, the following was reported:</p> <ul style="list-style-type: none"> • Complete curriculum plan – sign off March 17th – supporting documents were in place and useful in content. These included prior LSIP, LEP data and meetings, LSIP – sharing of information. 	

	<ul style="list-style-type: none"> • Link in with Doug Cole to further develop Behaviours and Attitudes • CPD for staff – Personal Development and Behaviour and Attitudes • Continue to explore innovative ways of delivering a wider curriculum offer using a blended approach to both delivery and teaching. <p>In conclusion MM recognised the immense financial constraints the FE sector was currently facing and providing a range of flexible learning opportunities to support local needs was critical to sustainability. MM was of the view that there needed to be a blended approach to delivery that was more economical, whilst supporting the individual to progress and obtain better outcomes although this would be both difficult and complex. Therefore, it was deemed essential to engage and develop meaningful relationships with key partners / stakeholders.</p> <p>It was noted that the better the learner experience, the more likely internal progression rates would improve. An embedded approach to SEND delivery and opportunities to access both T-Levels and Apprenticeship standards in 2023/24 was expected to increase student participation.</p> <p>Responding to the Chair, MM confirmed it was important to explore growth through the curriculum planning process and other funding streams were being reviewed along with the introduction of T Levels. MM stated that the College’s curriculum aim was to reduce to produce.</p> <p>Q. Skills Plan – regional structure states border Hartlepool? This needed to be amended. Q. Tables – North Tyne (Top Growing Industries) increases in thousands whereas South Tyne goes up in hundreds? An error that needed correcting. Q. How is education average wage under £30k? It covered all salaries across the education sector including support staff.</p> <p>The Chair observed that the percentage of residents in North Tyneside holding a degree or equivalent was almost 10% higher than South Tyneside.</p> <p>Resolved: That the report is received and accepted and the information acknowledged.</p> <p><i>SAI left the meeting</i></p>	
11.	Apprenticeship Update Confidential item	
12.	Work Experience update Confidential item	
13.	EDI Update on Objectives Confidential item	
14.	Feedback from Business & Stakeholder Groups None.	
15.	Any other business None.	

<p>16.</p>	<p>Identification of Confidential Items</p> <p>Resolved: That the following item are to remain confidential:</p> <ul style="list-style-type: none"> • Item 6 – Safeguarding update • Item 7 - Quality Update • Item 8 - Quality Report for SSMS • Item 9 - College Overview • Item 11 - Apprenticeship Update • Item 12 – Work Experience • Item 13 - EDI Update on objectives 	
<p>17.</p>	<p>Date and Time of Next Meeting</p> <p>The next meeting was schedule to take place on Wednesday 28 June 2023 at 4.00pm</p>	

Signed:.....

Date: