



**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD
ON TUESDAY 25 SEPTEMBER 2024 AT 9.30 AM IN H6, HADDON, BROOMFIELD**

APOLOGIES FOR ABSENCE 2
DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM..... 2
TERMS OF REFERENCE REVIEW 2
MINUTES OF THE MEETING HELD ON 25 JUNE 2024 2
EDUCATIONAL OUTCOMES 2023-24 3
ENROLMENTS 2024-25 5
CURRICULUM PERFORMANCE RISK REGISTER 5
STUDENT VOICE ANNUAL REVIEW 6
POLICY REVIEW 6
DATE OF NEXT MEETING 7



MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD ON 25 SEPTEMBER 2024 AT 9.30 AM IN H6, HADDON, BROOMFIELD

Present: Alan Brady (Chair), Andrew Cochrane, Mandie Stravino, Bismah Latif, Anju Virdee

In attendance: Heather Kelly, Melanie Lanser, Kate Martin, Rose Matthews (Clerk to the Corporation)

Prior to the meeting external governors had a tour of the Little Explorers Nursery, led by Kate Cox – Nursery Operations Manager

	Action	Date
<p>01/24-25 APOLOGIES FOR ABSENCE</p> <p>Apologies for absence were received and accepted for Sue Bradley, Narinder Sharma, Jane McNeil and Sophie Sanderson.</p> <p>It was explained Jane had joined the committee following widening the remit of this committee to include higher education.</p> <p>Bismah Latif, the new student governor was welcomed to the meeting.</p>		
<p>02/24-25 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM</p> <p>All members were eligible, and the meeting was quorate. There were no new declarations.</p>		
<p>03/24-25 TERMS OF REFERENCE REVIEW</p> <p>An annual review of the Committee Terms of Reference had taken place with additions made to reflect the wider remit of higher education by the Committee and destination oversight.</p> <p>RESOLVED: The Committee recommended the Corporation approve the Terms of Reference at its meeting on 21 October 2024.</p>	Chair	21/10
<p>04/24-25 MINUTES OF THE MEETING HELD ON 25 JUNE 2024</p> <p>RESOLVED: The minutes of the meeting held on 25 June 2024 were formally approved as a true and accurate record.</p>		

The Vice Principal – Quality of Education presented a summary of performance in A Levels, GCSEs and T Level for 2023-24 and cautiously identified planned improvements for 2024-25.

A comparison of DCG’s grades against the national picture was presented, drawing out high grades, A-C and lower grades at A Level.

A breakdown of subjects achieving 100% was shared, along with those areas not performing as well.

Members questioned why those areas did not perform as well. There had been challenges teacher illness, no supply available despite approaching other providers. They also heard how some of the teachers were examiners for the examining boards, yet areas had not performed as well.

Members also went onto discuss at what point absences with teachers should affect whether they should continue. Risks were also flagged with just one member of staff teaching a specific subject, although noted this was due to recruitment challenges.

Challenges with plagiarism due to AI were referenced and how this had been addressed early by the College. The **Committee Chair asked how the College guarded against that.** The College were introducing an AI Policy, along with raising awareness through a tile on the intranet and putting up posters. An AI Steering Group had been set up. **The Committee Chair asked if governors could hear more about the actions taken in the future.**

Achievement gaps and value added were shared. Pupil premium students had outperformed their peers achieving a better value-added score. The biggest gap was for those students declaring a mental health issue and that continued to be a focus.

The Committee also discussed the re-marking which had presented an improved position. **The Committee Chair asked if that would change the strategy for next year.** It was noted grades could go down as well as up if close to the grade boundary and the College needed to ensure students were not disadvantaged. It was noted most students achieved their first-choice university.

Last year’s data recently published showed DCG was performing above other colleges in the region. However, this year’s position would not be known until February 2025.

Members questioned what mental health support was in place to support learners. The Derbyshire Mental Health Trust was going to be based at JWC. **Members questioned those that had experience mental health concerns but did not declare.** They were provided with the opportunity to declare at enrolment, if they did declare it was usually due to having had some form of intervention. A lot of exercises raising awareness around low mood and anxiety were taking place to support more widely.

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GCSE results were discussed and it was noted the MIDAS report was awaited which would provide more insight and comparisons with the region and similar organisations. **The Committee Chair acknowledged that many students arrived with a grade 1 or 2 and were on a pathway to a grade 4 but may not achieve at the first or second attempt.**

Members heard about the challenges of resits with some students potentially taking two sets of exams a year for GCSE English and Maths. **The Committee Chair asked if government policy was likely to change.** It was noted there had been a lot of discussion around this, but at present no changes were planned. Discussion related to the morality of the situation and why Colleges would not try their best to support learners to achieve their GCSEs.

The GCSE Plus programme at JWC had proved positive and with the exception of English Language all went up or stayed the same. Some of these students had been home schooled or some not even schooled at all in the UK.

The T Level outcomes provided strong results, particularly when compared against the national pass rate. **The Committee Chair asked if the Government's approach to T Levels was likely to change.** It was thought this was unlikely.

Initial improvements planned for 2024-25 resulting from analysis of the outcomes to inform the Quality Improvement Plan and the subject action plans.

AV highlighted with A Levels, the quality of teaching compared to the grade result and asked what the College's plan for that was. Every team had a subject plan approved and will be co-constructing. The College's Advanced Practitioner worked with all teachers on specific things they needed to improve.

The Committee Chair discussed the Level 3 Childcare Diploma being developed as an equivalent to A Levels and asked if the College was likely to go down that route. It was explained the starting point in a trade was stage 2 as an entry into the industry. Level 3 was a license to practice in the world of work.

Core and occupational specialism had more merits. **The Chair asked if that was proportionate with T Levels.** T Levels had more funding and capital investment for startups. It took a lot of exam time and preparation and was a huge draw on exam resources as everything had to be filmed and uploaded.

The Chair asked the Student Governor what her thoughts were. She explained she had friends who had undertaken re-sits at different times. Starting from Level 2 gives the time to build up to Level 3. In her opinion it was hard to balance maths and English re-sits with a Level 3 qualification.

RESOLVED: The Committee discussed and accepted the Outcomes Report.

06/24-25 ENROLMENTS 2024-25

The Deputy Chief Executive provided an enrolment overview to date.

Apprenticeships were doing well, a number of starts had been profiled for each month. The trades workshop space at full to capacity.

The 16-18 core was above the allocation and budget. Some movement was expected before the census date. The majority of areas had performed over their budgeted target.

The Committee Chair pointed out there had been discussions about the Hair provision last year. It was explained they were in supported improvement and meetings had been held with the manager of the area.

T Levels were above allocation and there had been some movement with switching provision in particular in Building Services and the T Level for Applied Science was over allocation.

Discussions also related to T levels and how in some areas where the T Levels had been paused BTECs were being run.

A Level enrolments were just over and GCSE Plus were showing nine over. More students were wanting to join GCSE Plus and this would be considered as part of planning for the future. The College was finding there was a need for just English and math qualifications.

The Committee Chair noted open evenings for next year were taking place and asked what the feeling was about September 2025. It was all dependent on the schools and if there was no option, but the T Levels then that would continue. It was noted a lot of colleges had started to re-introduce A Levels this year.

With the changes in government a lot of work had been done to bring new MPs up to date with the challenges and opportunities.

RESOLVED: The Committee accepted the report on Enrolments.

07/24-25 CURRICULUM PERFORMANCE RISK REGISTER

The Curriculum Performance Risk Register was shared and discussed. Changes related to work carried out around digital essential skills which had been launched with the curriculum team and was coming through from the employers and the LSIP.

Drivers from government policy were considered relating to the wider curriculum. Net zero had been launched as a cross-college initiative which had driven through well in the curriculum and in conjunction with the Estates team. **The Committee Chair added this was echoed through the visit to Little Explorers Nursery during the pre-meeting tour, where they ran a nature-based curriculum.**

RESOLVED: The Committee approved and accepted the Curriculum and Quality Risk Register.

08/24-25 STUDENT VOICE ANNUAL REVIEW

The Vice Principal shared the headline key findings from the Student Voice Annual Report which had collected and analysed feedback from the 2023-24 academic year.

The key findings were high overall satisfaction across the College with students feeling safe and respected at the College and a key theme of students feeling motivated to engage actively in education.

Positive course experiences and those with mixed satisfaction were shared and discussed.

It was noted that one of the areas of mixed satisfaction related to access to resources, such as the course handbooks and learning material.

The Committee Chair asked if it was a case that they were not available to students or they were not accessing these. There were a range of reasons, not all were of consistent quality, some raise awareness with students, but if they forget can the College do more to remind them.

The Deputy Principal said feedback from Early Years students was that they found the course handbook helped them to track where they were going. It was online and some students struggled or were reluctant to access it.

The Committee Chair asked if the College was making sure every area used it. This was being monitored.

The Student Governor said there was only so much that could be done and it was down to the teacher to ensure they were giving out the correct resources. She acknowledged on her Social Care course the handbooks were printed out and referred to all the time, some students did prefer digital versions though. She said the ones in her group that got the top grades were referring back to the handbook. The handbook developed planning skills.

The Vice Principal said that each of the strategic actions were taken into the academies to raise and an action plan for student voice was in place.

The Corporation Chair asked if there was any best practice from areas with higher response rates to drive up responses in other areas. It was explained that it worked better in areas where teachers provided time in the classroom.

RESOLVED: The Committee accepted the Student Voice Report.

09/24=25 POLICY REVIEW

Four policies were presented for approval with key changes highlighted:

- Student Voice Policy
- Self-Assessment and Curriculum Improvement Policy
- Safeguarding Policy
- Little Explorers Safeguarding Policy

RESOLVED: The Self-Assessment and Curriculum Improvement Policy was approved and the Student Voice, Safeguarding and Little Explorers Safeguarding Policy were recommended to the Corporation for approval.

Chair	21/10
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10/24-25 DATE OF NEXT MEETING

The next meeting would be held on 4 December 2024.

he meeting finished at 11.05 am