



**Minutes of the Curriculum and Quality Committee Meeting  
held on Microsoft Teams on  
Monday 6<sup>th</sup> June 2022 at 4.30pm**

Present:

Rachel Gray (RG)	Peg Hulse (PH)
Justin Knight (JK)	Jeremy Pattison (JP) Meeting Chair

In attendance:

Carol Horlock (CXH Asst. Principal)	Ken Kehoe (KK Clerk to the Trustees)
Nour El-Serry NES, Student Union President)	Oliver Stevens (ODS Deputy Principal)
Adam Duce (EDI Officer)	

		Action
<b>1.</b>	<b>Apologies for Absence</b>	
	There were apologies from Shirley Price.	
<b>2.</b>	<b>Equality, Diversity and Inclusion Update</b>	
	<p>AD briefed the committee on the College’s work on Equality, Diversity and Inclusion. He highlighted the achievements this year:</p> <ul style="list-style-type: none"> <li>• Gender Inclusive Application Forms;</li> <li>• Participation in the Pride in Surrey event in September;</li> <li>• The creation of a Persons of Colour Society;</li> <li>• The creation of an LGBTQ+ Equalities Group;</li> <li>• EDI training for new staff; and</li> <li>• Working with the Digital Marketing Officer in promoting EDI on social media.</li> </ul> <p>Future plans included:</p> <ul style="list-style-type: none"> <li>• Pride month;</li> <li>• LGBTQ book swap;</li> <li>• Face painting and rainbow cupcakes;</li> <li>• An anti-racism strategy (including a working group) that will be student-led;</li> <li>• Review of data reporting methods, working with S7 Colleges;</li> <li>• EDI values on the website to be reviewed by the students;</li> <li>• Develop cases studies for staff training and provide INSET Training from Split Banana;</li> <li>• EDI resources to be provided for the “Shaping Futures” tutorial programme;</li> <li>• AD would be the guest speaker on the OCR podcast on EDI; and</li> <li>• Involving young people at Godalming Town Council.</li> </ul> <p>RG noted that the amendments to the application form had been well-received by students.</p> <p>Trustees asked:</p> <ul style="list-style-type: none"> <li>• Whether the College collected data on gender and sexuality? AD explained that the College did not collect data on sexuality but it did on gender;</li> <li>• Was the College making enough use of EDI material in curriculums and was there an audit of how well different groups were represented? AD explained that in English,</li> </ul>	

	<p>he had the freedom to choose the texts covered and that he had worked with the Music, History and Politics departments to increase inclusivity.</p> <p>The Committee thanked AD for his presentation and asked that it be circulated.</p> <p>AD left the meeting at 16.55.</p>	<b>AD/ Clerk</b>
<b>3.</b>	<b>Declarations of Interest</b>	
	There were no declarations of interest for any items on the agenda.	
<b>4.</b>	<b>Minutes of the last meeting held on Monday 21<sup>st</sup> February 2022</b>	
	The Committee approved the minutes of the last meeting held on Monday, 21 <sup>st</sup> February 2022 as an accurate record.	
<b>5.</b>	<b>Matters Arising</b>	
	The matters arising either had been completed or were covered elsewhere on the agenda.	
<b>6.</b>	<b>Curriculum and Quality Developments</b>	
	<p>ODS updated the Committee on Curriculum and Quality Developments.</p> <p><u>BTEC</u> – DfE had announced that 160 out of 2000 BTECS would be axed. None of the courses that had been cut were taught at the College. All General Applied qualifications would need to go through a re-approvals process starting in September 2022. The DfE would decide by May 2023 which qualifications would not be re-approved and therefore would not be funded from September 2024.</p> <p>The Committee asked that ODS brief it next year on possible alternative qualifications, if BTEC courses offered by the College were not re-approved.</p> <p><u>Examination Reflections</u></p> <p>ODS advised that student attendance at the Mock Examinations had been good with only 73 out of 2,500 exams missed. Only 52 students had missed exams. The College had focused on the process as the students had never done formal examinations before. The students had been positive and feedback was that they started the period anxious but that over the period this had improved. NES said that stress had been high but that the College’s pastoral team was very good and responded quickly, and Departments had supported students.</p> <p>ODS briefed on lessons learned including the impact on subjects, the workload on staff and the need for more administrative resource and more support for Heads of Department in managing the assessments.</p> <p>Turning to the public examinations, ODS advised that the College was now in Week 3. The process had gone well so far with only 6 students missing examinations with COVID. The College would apply for calculated grades for the affected students. In response to Trustee questions, ODS advised that:</p> <ul style="list-style-type: none"> <li>• The College had sufficient invigilators but it had been difficult;</li> <li>• The College had advised students that they should not attend examinations if they had high temperature, sickness or loss of taste and smell. The College did not provide COVID tests for students.</li> </ul>	<b>ODS</b>

	<p>ODS noted that an issue was the increasing demand for small or single examination rooms; the College could not meet all the demand.</p> <p><u>Retention of Students</u></p> <p>ODS made the following points:</p> <ul style="list-style-type: none"> <li>• The College did not have historic data on retention rates for protected characteristic groups;</li> <li>• Students with lower GCSEs, medical re-starts, or late applications had lower retention rates than the overall student population;</li> <li>• Retention rates for the Lower 6th at this stage were comparatively lower historically. The current U6 retention rate was in line with previous years historically. This may reflect the fact that Lower 6th students had come in with Teacher Assessed Grades from GCSEs which were higher than we were used to. As a result, the College’s Access Year normally has 60 students but this year it had only 20 students. Students that would have been on the Access Year were now on main level 3 courses.</li> </ul> <p>In response to Trustee questions, ODS advised that:</p> <ul style="list-style-type: none"> <li>• BTEC retention was lower than for A-level students and that the average GCSE grade for BTEC students was lower than for A –level students;</li> <li>• Students who do not attend for 4 weeks, unless the College has a return date, are deemed to have left;</li> <li>• If a student leaves this has a significant impact as the College loses retention on 3 courses;</li> <li>• Attendance at Upper 6th tutorials was required.</li> </ul>	
7.	<b>Student Support Update</b>	
	<p>CXH briefed the Committee on Student Support. She made the following points in response to Trustee questions with regard to peer on peer abuse:</p> <ul style="list-style-type: none"> <li>• Friendship issues referred to friends falling out and causing problems. There were potential Safeguarding issues and teaching opportunities;</li> <li>• Bullying involved real intention to cause harm, while friendship issues did not;</li> <li>• It was difficult to determine how much peer on peer abuse went unreported but it was possibly significant with a “Don’t split on your mates” culture;</li> <li>• The data on sexual abuse/harassment cases did not reflect the survey data and CXH expected that sexual abuse/harassment was higher than reported;</li> <li>• The College did not have comparative historic data as it had changed its safeguarding systems;</li> <li>• The decline in reporting of bullying between Lower 6<sup>th</sup> and Upper 6<sup>th</sup> possibly reflected maturation and a greater focus on exams in the Upper 6<sup>th</sup>.</li> </ul> <p>Trustees thanked CXH for her briefing.</p>	
8.	<b>Review of Summer Data Report</b>	
	<p>The Committee asked for graphs to be shown on the same axis scales, for key definitions to be included, for differentiation between BTEC and A-levels, and for commentary to be taken out and put in a separate document.</p>	<b>ODS</b>

	With regard to the Peer on Peer abuse data, the Committee asked that reporting 18 and 19 year olds be merged so that the College did not identify 19 year old students; and that an "unclassified" line, as well as data on racist and homophobic incidents, should be added to the report.	<b>CXH</b>
<b>9.</b>	<b>Behaviour and Student Support Policy</b>	
	Trustees considered the draft Behaviour and Student Support Policy. CXH advised that the term peer on peer would be replaced with child on child following the publication of the 2022 Keeping Children Safe in Education guidance.  Trustees questioned whether the proposed 10hrs a week limit on part-time work might adversely affect students from disadvantaged backgrounds. NES also noted that the 10 hour per week limit did not reflect the experience of students that she knew. ODS and CXH advised that excessive part-time working would adversely affect academic performance. Trustees agreed that the Policy statements on the Student Code of Conduct should remain.  The Committee approved the policy subject to the agreed amendments being made.	<b>CXH</b>
<b>11</b>	<b>AOB</b>	
	There was no other business.	
<b>12</b>	<b>Date of the next meeting</b>	
	The date of the next meeting was to be confirmed.	

The meeting closed at 6.31pm.

Signed ..... Date.....