



**WEST NOTTINGHAMSHIRE COLLEGE  
STANDARDS COMMITTEE**

**Minutes of the Standards Committee meeting held in the Board Room, Derby Road site on Thursday 11 July 2013 at 6.55 pm**

**GOVERNORS** Kate Allsop, Chair  
**PRESENT:** Asha Khemka  
 Diana Meale  
 Adrian Harpham  
 John Holford  
 Rob Martlew  
 Marie Oakton

**ALSO IN ATTENDANCE:** Maxine Bagshaw, Clerk to the Corporation  
 Patricia Harman, Deputy Principal: Teaching & Learning  
 Nikki Witham, Head of Quality & Performance  
 Linda Gration, Head of Student Support  
 Dawn Stewart, Head of School: Business, Professional & Continuing Education  
 Eleanor Taylor, Head of HE & International  
 Elaine Martin, Director: Standards & Student Support

**13.62 DECLARATION OF INTEREST**

The Chair reminded those present to declare any interests that they may have on any agenda items to be discussed. No interests were declared.

**13.63 WELCOME, INTRODUCTION AND APOLOGIES FOR ABSENCE**

There were no apologies for absence.

Rob Martlew was welcomed to his first meeting and round table introductions were made.

**13.64 MINUTES OF THE MEETING HELD ON 25 APRIL 2013 & ANY MATTERS ARISING**

**AGREED:** To approve the minutes as a true and correct record, these were signed by the Chair.

There were no matters arising.

**13.65 COMMITTEE ACTION PROGRESS REPORT**

Members reviewed the action progress table and were content with progress made regarding items raised by the Committee.

<b>ACTION by whom</b>	<b>DATE by when</b>
Chair	11 July 2013

Signed : \_\_\_\_\_Chair

Date:

AGREED: To note the update provided.

**13.66**      **DEPUTY PRINCIPAL'S REPORT**

The Deputy Principal introduced this report and drew members' attention to the update provided in relation to framework changes to GCSEs and the 16-19 study programmes. It was agreed that the impact of these changes would require ongoing monitoring. It was noted that there are still a small number of responses on the Ofsted learner view website and therefore it is an insufficient response rate for results to be displayed. A sample of other local colleges shows that only one has sufficient responses to provide results. She confirmed that the website will be monitored in order to view the results of the feedback relating to the College.

The Deputy Principal drew members' attention to the Post Inspection Improvement Plan and indicated that the team only move things to green when they are absolutely certain that issues have been addressed to a consistent standard. Members were assured that items remaining as red and amber are being progressed with ongoing monitoring in place. Members were reminded that areas where sufficient progress has not been made continue to be:

- Percentage of registers marked in class. The target was 75% and in June 2013 the actual figure was 38%. The Head of Services and Data Management is continuing to investigate the reasons for the short fall. In some instances it is not feasible to mark the register electronically within the session due to specialist facilities with computer access or when multiple groups use a workshop and this would disrupt the learning, eg, in lecturettes at Station Park.
- Percentage of work based learners accessing additional curriculum.
- The attendance target for the year was 90%, attendance to date is 88%. This will continue to be a focus for 2013/14.
- Use of Promonitor has been successful in some curriculum areas but is not used consistently across the College. This needs to be implemented for all full time courses at the start of the academic year and will be a requirement for 2013/14.
- Delivery staff qualifications for literacy and numeracy targets have not been met. This is an ongoing development and will continue into 2013/14.
- Data solutions. Some of these solutions are not yet in place and will be developed during the course of the next year. It was confirmed that key items that have not yet been met will be transferred to the College Quality Improvement Plan for 2013/14.

The Deputy Principal indicated that the College had very recently met with its new University validating partner, Birmingham City University, and that the feedback report was 'glowing'. She indicated that after only one year of partnership, Birmingham City University want to use the College as a model for future validation partnership arrangements. All

Signed : \_\_\_\_\_Chair

Date:

agreed that this was a very good result. The Principal confirmed that she would include details of the feedback/review for the Board at the meeting scheduled for September 2013.

Principal

Sept 2013

AGREED: To note the update provided.

### 13.67 RETENTION REPORT

The Director: Standards & Student Support introduced this item and drew members' attention to the following:

- The report (excluding functional skills) provides data indicating net starts (starts post 42 days for long programme, 14 days for short programmes and one attendance for very short programmes), numbers withdrawn, retention target and national averages (2011/12) at whole College level.
- Retention data for all skills funding agency provision at College level as at 24 May 2013 was detailed in appendix a.
- There are two categories that are currently below last year's retention at this point in the academic year, and these are 16-18 short courses and adult long level 4 provision.
- The 16-18 short course category is 1% less than last year with 38 withdrawals from 727 starts.
- The adult long level 4 retention at 86% and has had 8 withdrawals from a relatively small number of starts at 56.
- Should all retained learners, as at 24 May achieve, then this would give a maximum success rate of 91%. However, in factoring end of year 2011/12 rates, this would give a more realistic all ages qualification success rate of 84%. This would represent a 3% increase on 2011/12 success rates. 16-18 learner all qualifications at a represented 84% would represent a 3% increase from 2011/12, and 19+ learner all qualifications success rate at a predicted 85% would be 5% higher than 2011/12. Members all agreed that whilst these were only indicators, it was still a good position to be in.
- College withdrawals have reduced by 5% with enrolments increasing by 471.
- 6 out of 7 Schools of Learning reduced withdrawals.
- Withdrawals by gender, age, ethnicity and learning difficulty or disability are analysed. The withdrawal profile for 16-18 learners and 19+ learners has reversed by an almost identical margin from 2011/12. As at the census date 2013, 16-18 withdrawals are 62% (37% in 2012) and 19+ withdrawals are 39% (37% in 2012).

Members, in reviewing the statistics, all felt that the Lifestyle Academy had had a very high percentage of withdrawals. It was acknowledged that the College is aware of issues in this area and that they are being addressed. It was, however, acknowledged that this is an area for concern, particularly given that reinspection is anticipated shortly. Members were assured that staff changes made should bring about a much improved position from September 2013 onwards.

Signed : \_\_\_\_\_ Chair

Date:

AGREED: To note the update provided.

**13.68** **TEACHING & LEARNING REPORT – LESSON OBSERVATION END OF YEAR SUMMARY**

The Head of Quality & Performance introduced this item and drew the following to members` attention:

a) Summary of on-campus Teaching and Learning Lesson Observations to 24 May 2013:

- All delivery staff had received two teaching and learning lesson observations as identified in the teaching, learning and assessment observation policy and procedure for 2012/13.
- 369 (93%) ungraded observations have been completed to date. It is believed that the figure is now up to 95%, with the remaining 5% being away from College as a result of sickness, absence, etc.
- 310 (78%) graded observations have been completed to the 24 May 2013. Grade profile is 77% good or better, 18% requires improvement and 5% is inadequate.
- 73 staff have received a grade 3 or grade 4 to date. These staff will be subject to a re-observations. To date 17 staff have received a re-observation. 13 (76%) have improved their grade profile, whilst the grade profile remains the same for 2 (12%) and declined for 2 (12%) staff.
- Grade profile following re-observation is 82% good or better, 13% requires improvement and 5 is inadequate.

b) Summary of Off-campus Teaching & Learning Lesson Observations to May 2013:

- 154 partner provider staff are currently delivering provision to Vision West Nottinghamshire College students. This will continue to be reviewed throughout the year to ensure that observations are completed where required.
- Of the 126 (82%) observations completed to date, the grade profile is 70% good or better, 27% requires improvement and 3% is inadequate.
- Grade profile following re-observation is 74.5% good or better, 25% requires improvement and 0.5% inadequate.
- The percentage of observations graded good or better has improved since last year.
- There has been a 13.5% increase in the number of sessions graded good or better compared to last year.

Committee members all agreed that next year there needs to be a very keen focus on off campus provision, given the sheer volume of partner delivery.

AGREED: To note the update provided.

Signed : \_\_\_\_\_Chair

Date:

**13.69**     **HE ACADEMIC STANDARDS COMMITTEE**

The Head of HE & International introduced this item and drew members` attention to her report. It was confirmed that applications for the next academic year are slightly down on the same position in 2011/12, but the number of offers accepted are higher. She confirmed that the suite of top ups is working well and represents approximately one third of applications.

AGREED:            To note the update provided.

**13.70**     **LEARNER VOICE UPDATE**

Linda Gration introduced this item and confirmed that the exit survey was completed online for the first time and closed on the 19 June. Schools of Learning have been given details of analysis by curriculum and course. The QDP on programme/exit survey was completed by QDP survey manager and was available through College Learner Net. The survey was available to full time and part time learners and consisted of 10 questions (a reduction of 32 questions) that had been formulated to ensure that the language was appropriate for the learners and covered priority areas for feedback required by the College to support continued improvement. 2352 students completed the survey. Full statistical analysis of the responses was reviewed at paragraph 2.4.

In terms of user groups, it was noted that seven user groups met to discuss the experience and the needs of under-represented students. All felt that this was a really positive step.

In terms of complaints received, all have been resolved for the period January – June 2013.

In general discussion and after reviewing the statistics at page 52, all felt that the Lifestyle Academy showed a problem here again. The Deputy Principal indicated that, unfortunately, there does not appear to be a correlation/match between the survey results and verbal feedback received from students in this area. All agreed that there was a need to get to the bottom of the mismatch, and any issues identified need to be addressed prior to reinspection.

Members were advised that the College team will be changing the survey methodology for the next academic year to enable a much quicker turnaround of information. Governors discussed the differing response rates between Schools of Learning and all agreed that there was a need to push harder in the next year where lower response rates have been seen. In terms of the Lifestyle Academy provision, there is an urgent need to drill down regarding responses to individual course levels and address any outstanding problems in this area.

Signed : \_\_\_\_\_Chair

Date:

The Principal confirmed that there are lots of things that the College does to capture students' views and the QDP survey is only one aspect of this. In the future, it was felt that there was a need to capture other avenues of feedback so that the Committee and the Board get a fuller picture. It was agreed that the Senior Team would look at how the College captures and responds to students' concerns and issues. It was agreed that, in future, employer engagement student surveys and feedback from this would also be reported to the Committee.

Linda  
Gration

2013/14

AGREED: To note the update provided.

### **13.71 EXTERNAL VERIFICATION REPORT AND KEY OUTCOMES**

The Head of Quality & Performance introduced this item and confirmed that for the period July 2012 to 24 May 2013 there have been 66 external verification and moderation reports. This compares with 67 reports for the same period in 2011/12. The process has identified some areas of good practice, and areas to address are small and relate to administrative errors with awarding body paperwork. Members reviewed page 59 and were assured that the reports received by Schools of Learning were in relation to very small administrative errors.

AGREED: To note the update provided.

### **13.72 SAFEGUARDING UPDATE**

The Deputy Principal introduced this item and drew the following to members' attention:

- Safeguarding is a risk identified within the College's contingent risk register. The risk is low with a high control dependency. The work of the Steering Group and the completion of actions within the development plan are essential with mitigating risks associated with this area of the College's work. The College is risk averse in this area.
- 352 potentially at risk students identified within the key categories of looked after children/young carer/young parent and those with police cautions, reprimands or convictions enrolled during the year. Of these 167 have received or are receiving intense support. Retention for these students is monitored as they are identified as being at a higher risk of withdrawal or non-achievement than their peers due to their personal circumstances. As at 24 June 2013 the retention of these students was 88% compared with the overall College retention rate of 92%.
- The Safeguarding Steering Group met on 26 June 2013, no significant issues have been raised in relation to Safeguarding.
- The Safeguarding Development Plan with progress to date was considered. There were no issues arising regarding progress against the Development Plan. All actions have either been completed or good progress made. Some ongoing actions will be transferred to the Development Plan for 2013/14.

Signed : \_\_\_\_\_Chair

Date:

- A comparison of the number of Safeguarding incidents reported during the period June 2012 to May 2013 is broadly similar to the corresponding period in 2011/12.
- All incidents have been dealt with in an appropriate and timely manner.
- Student induction survey – at the meeting in April it was reported that the lowest rating in the student induction survey for responses to the statement ‘I feel safe in College’ was in the School of Engineering & Transport Skills. There was a 98% College wide agreement with the statement compared with 94% in Engineering & Transport Skills. The Head of School has met all students within the School of Learning where the rating was lower to try and identify areas of concern from students and put measures in place. Students reported feeling safe in College, but felt that the lower rating may be contributed to their site being close to a main road and going to Tesco at lunchtime.
- Safeguarding within partner provision – Vision Workforce Skills is treated as a partner in respect of reporting Safeguarding related incidents. Policies and procedures have been developed in line with the College documents to ensure that these are in line with the College’s documents and reporting procedures. These have now been issued to staff. Safeguarding training has been rolled out to staff within VWS. The College’s online training package for Safeguarding is being amended to reflect the specific nature of the VWS business. The Wellbeing Manager for VWS is the designated person and is appropriately trained. Two other members of VWS have completed the same level of training.
- Safeguarding Development Plan 2013/14. This will be structured with key headings of Partners, Responsibility, Safe Environment, Safe Recruitment, Protecting Young People & Vulnerable Adults and Governance & Reporting.
- The total number of incidents summarised in the table at paragraph 7.1 was noted, all acknowledged that it was relatively small numbers given the size of the organisation.

AGREED: To note the update provided.

### **13.73 QUALITY IMPROVEMENT PLAN**

The Head of Quality & Performance introduced this item and confirmed that all items are on track and the College is hoping to see sustained improvement in relation to GCSEs.

Members discussed the outcome grades and in particular the tables at pages 77 and 78. In relation to the ‘A’ Level provision, it was agreed that future reports would include ALP’s target grades to give a much more complete picture.

In relation to improvements in the quality and consistency of teaching, learning and assessment, members were advised that the College had an

Head of  
Q&P

2013/14

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Date:

external moderation in January and February with 95.6% of observations being confirmed as accurate. Also in year the College has done some joint observations with a very high correlation regarding the findings. In relation to the ungraded observations, Committee members agreed that they would wish to see key themes reported to assess whether they are in line and comparable with the graded observations.

Head of  
Q&P

2013/14

In relation to the quality of College based Hairdressing provision, members were advised that 24 observations have now been completed with 12 good or better, the remaining 12 is 7 grade 3s and 5 grade 4s. Some staff receiving grade 4 observations have left the organisation. Members were advised that retention is roughly the same as in the prior academic year, but there is an expectation that achievement will improve.

For the next academic year the Committee felt that it would be beneficial to receive one summary grid, which encompasses all key data, particularly in relation to the areas of concern. The grid to include retention, teaching and learning, student feedback, etc.

Head of  
Q&P

2013/14

Members were advised that an updated report regarding the Quality Improvement Plan for 2012/13 and the 2013/14 Quality Framework would be provided at the next meeting.

Head of  
Q&P

3 Oct  
2013

AGREED: To note the update provided.

#### **13.74 LEARNING FRAMEWORK IMPACT REVIEW 2012/13**

The Head of Quality & Performance introduced this item and drew the following to members` attention:

- The Learning Framework 2012/13 was launched in July 2012. All Schools of Learning and subcontractor partner providers were required to implement the strategy from September 2012. The impact and success measures, as identified within the framework, confirm that the learning framework is embedded within all Schools of Learning and subcontracted partner providers. Furthermore, where the framework is well embedded in the area, the framework is having a significant impact.
- The Learning Framework 2012/13 was recognised as providing a clear structure, focus and guidance to teaching, learning and assessment requirements in the external moderation of the College teaching, learning and observation inspection that was conducted by practising Ofsted Inspectors in January 2013.
- Feedback from the tutors observed, indicates that 96% of tutors who received a grade 1 and 93% of staff who received a grade 2 had used the framework to underpin the learning experience. 100% of deliverers who initially received a grade 3 or grade 4 have received intensive improvement training, which is mapped to the Learning Framework. To date, 94% of staff have improved their grade profile,

Signed : \_\_\_\_\_Chair

Date:

when re-surveyed, 98% of these staff had used the checklist and guidance contained in the learning framework to restructure the learning experience for their students.

- The rigorous application of the Learning Framework has ensured the following:
  - a) An improvement in the rates of student retention due to effective induction and delivery.
  - b) Improvement in the success rates due to teaching setting high expectations and providing timely and effective feedback.
  - c) Students are challenged by the use of stretch smart targets.
  - d) The progress of students is supported by effective and timely reviews.
  - e) The effective and creative use of Moodle and ILT.
  - f) Teaching learning and assessment supports students to develop language, numeracy and literacy skills they need to achieve their main learning goals and career aims.

In terms of plans for the next academic year there is a plan to focus on destinations, as the College requires improved clarity in this area. One point made by Committee members was whether or not 'Delivery Staff' is the right term to use for teachers. It was agreed that this would be discussed in more detail at a future meeting.

AGREED: To note the update provided.

### **13.75 PARTNER PROVISION - QUALITY ASSURANCE UPDATE**

The Head of Quality & Performance introduced this item and confirmed that:

- Support and guidance has been provided to teams, individuals and managers across the partner providers to ensure that the framework is embedded and used to support the partner provider's capacity to improve.
- The framework has been embedded across all partner providers to varying degrees. Established partner providers have fully embedded the framework and understand the importance of the framework as reflected in the partner provider risk matrix. The implementation of the framework is in the early stages for new partner providers. Due to the continuous introduction of new partners, this continues to be a reoccurring situation. However, all new partner providers are monitored closely by the Quality, Teaching & Learning Team.
- The outcomes are clearly communicated and shared with the Business Development Unit and the appropriate partner. The outcomes of the framework are used to develop the framework and action required for each partner and to inform key business decisions, including the contract value of the partner and any additions to size of the contract, or if the partner allocation should be capped or removed.

Signed : \_\_\_\_\_Chair

Date:

As a result of the framework, 23 partner providers are currently receiving priority intensive support from the Quality, Teaching, Learning & Performance Team. This support is focussed on protecting success rates and supporting learners to achieve by 31 July 2013. Non-achievement would have a substantial impact on the overall success rates. Partner providers have embraced this priority intensive support. Furthermore, this approach has already impacted heavily on student achievement.

It was noted that in the new academic year, the College will cease to work with 45 of its current partners and this is on the basis of quality concerns. Members` attention was drawn to page 90, where it was noted that the significant number of red flagged partners is as a result of the fact that these were inherited as new partners as part and parcel of VWS. As the partners are not known to the College at this stage, the decision was made to flag them as red. This is a cautious approach and should be significantly improved in the next academic year.

Members noted the list of partners receiving priority intensive support as detailed on page 91. It was acknowledged that these groups are a priority as they have a high proportion of learners.

AGREED: To note the update provided.

**13.76** **GOVERNANCE ITEMS**

1) Self-Assessment 2012/13

The Committee took the opportunity to review its performance for the year and all felt that they had achieved the objectives set. One issue raised was the late start of meetings following over-run of Board meetings. The Clerk to the Corporation was requested to look at dates proposed in the 2013/14 academic year and separate them out so that they do not run behind Board meetings.

Clerk

Sept 2013

2) Committee Terms of Reference 2013/14

Members reviewed the Terms of Reference in detail and discussed paragraph 4.4 in some detail. It was felt that this Committee should have a say in learner recruitment, more on a qualitative rather than a financial numbers basis. It was felt that a better phrase was for the Committee to have an oversight role in relation to learner recruitment, rather than to make recommendations to the Corporation on targets. This would be a less involved role and would look at a different aspect of learner recruitment.

It was agreed that the Clerk to the Corporation would incorporate the changes recommended and propose to the Board for its approval at its September Board meeting.

Clerk

Sept 2013

Signed : \_\_\_\_\_Chair

Date:

3) Committee Membership for 2013/14

All agreed to continue with Committee membership unchanged for the new academic year, Members are Asha Khemka, Diana Meale, Adrian Harpham, Marie Oakton, Kate Allsop, John Holford and Rob Martlew.

AGREED: To recommend that the Board approve Committee Membership for 2013/14 unchanged.

4) Work Plan 2013/14

Members reviewed the work plan presented and were happy that it establishes a framework with agenda items to be added throughout the year.

**13.77** **AOB**

There were no items of additional business.

**13.78** **DATE OF NEXT MEETING**

The Clerk to the Corporation reminded Governors that the next scheduled meeting was Thursday 3 October 2013 with a start time of 5.00 pm and not 6.30 pm as provisionally scheduled.

Meeting closed at 7.45 pm.

Signed : \_\_\_\_\_Chair

Date: