



**WEST NOTTINGHAMSHIRE COLLEGE  
STANDARDS COMMITTEE**

***Minutes of the Standards Committee meeting held in Room 058, Derby Road site on Thursday 17 January 2013 at 5.20 pm***

**GOVERNORS** Kate Allsop  
**PRESENT:** Diana Gilhespy  
John Holford

**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  
Martin Mainey, (Interim Director Standards & Student Support)

		<b>ACTION by whom</b>	<b>DATE by when</b>
<b>13.28</b>	<b><u>DECLARATIONS OF INTEREST</u></b>		
	The Chair reminded those present to declare at the start of the meeting any interests in matters to be considered. No interests were declared.		
<b>13.29</b>	<b><u>WELCOME, INTRODUCTION AND APOLOGIES FOR ABSENCE</u></b>		
	Apologies for absence were received from Asha Khemka, Adrian Harpham and Marie Oakton. Martin Mainey was welcomed to his first meeting of the Standards Committee.		
	The Clerk to the Corporation confirmed that the meeting was quorate with three Committee members present.		
<b>13.30</b>	<b><u>MINUTES OF THE MEETING HELD ON 15 NOVEMBER 2012 AND ANY MATTERS ARISING</u></b>		
	AGREED: to approve the minutes of the meeting as a true and correct record, they were signed by the Chair.	Chair	17 Jan 13
	There were no matters arising.		
<b>13.31</b>	<b><u>COMMITTEE ACTION PROGRESS REPORT</u></b>		
	Members reviewed the updated schedule of actions required and agreed that matters were progressing appropriately.		
	AGREED: to note the update provided.		

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

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### **13.32 DEPUTY PRINCIPAL'S REPORT**

The Deputy Principal introduced her report and drew the following to members' attention:

#### 1) Ofsted Learner View

As at 21 December 2012 there are no results available as sufficient responses have not been received. A sample of ten other large colleges indicates that only one of these has results available. She confirmed that the situation would be monitored in order to review the results of any feedback related to the College.

#### 2) Ofqual Changes to A Levels

Details on the Ofqual response to their consultation on A Levels was summarised. It was noted that further review continues and there are potentially significant changes to the delivery and assessment of A Levels in the future

#### 3) Observations of Teaching & Learning

The Deputy Principal confirmed that this is as reported to the Board directly at its meeting on 16 January 2013. Members agreed that the summary was self-explanatory and that full discussions had taken place at the Board meeting on the previous day.

#### 4) Post Inspection Improvement Plan

The Deputy Principal confirmed that this is a key item for the Committee to monitor. Members' attention was drawn to the RAG rating, it was acknowledged that quite a cautious approach has been taken in relation to the RAG rating and items have not been re-classified to green unless there is absolute certainty that they have been completed. Members reviewed the data tables and commented upon the following:

- Page 13 Tracking & Monitoring of Student progress – whilst progress has been made, it is not completely concluded at this time.
- Page 14 – consistency of Teaching & Learning – 49% of staff have had ungraded observations completed and graded observations have commenced.

AGREED: \_\_\_\_\_ to note the update provided.

### **13.33 QUALITY IMPROVEMENT PLAN – PROGRESS REPORT**

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

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- The College Quality Improvement Plan reflects the Common Inspection Framework 2012.
- The College Quality Improvement Plan has been formulated following validation of the self-assessment report. This contains the key cross College areas for development:
  - a) Improve retention across all levels and ages
  - b) Improve A\*-C grades at all levels, specifically in English, Mathematics and Psychology
  - c) Improve achievement rates and high grade performance in the A'Level provision
  - d) Improve Apprenticeships and Advanced Apprenticeships in overall success rates and timely success rates
  - e) Improve the promotion of healthy lifestyles for workplace students
  - f) Improve the quality and consistency of teaching, learning and assessment
  - g) Improve the language, literacy and numeracy skills of students
  - h) Embed Equality & Diversity into work based learning partner led provision
  - j) Improve the rigour of the self-assessment process
  - k) Improve the quality of College based Hairdressing provision.
- The College Quality Improvement Plan is supported by the College Post Inspection Improvement Plan which has a specific focus on outcomes from the Ofsted inspection May 2012.
- A range of activities, strategies and resources are being used to support the areas for development.
- Good progress has been made in the majority of objectives. All actions for improvement are on schedule for completion. She indicated that it was too early to measure outcomes at this time, but that a full outcomes report would be provided to the next meeting in April 2013.

Head of  
Quality &  
Performance

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AGREED: to note the update provided.

**13.34 RETENTION – a) IN YEAR AGAINST TARGETS AND b) REASONS FOR WITHDRAWALS**

The Interim Director: Standards & Student Support introduced this item and indicated that the in year global retention rate at College level is 96%. If the College retains all of its current students and they achieve, then the College is likely to have a success rate of 96%. He confirmed that, if achieved, this would satisfy an inspection grading of 'outstanding'.

Members reviewed the learner withdrawal data and noted that 18% of students have indicated that they have gone to another College. Governors questioned if the 'why' and the 'where' data was available. The Interim Director: Standards & Student Support confirmed that this information is available and the detail provided to each School of

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

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Learning. He confirmed that any specific patterns are addressed. It was explained that the call centre, rather than teaching staff collate the 'reasons' given by students who withdraw, and that this gives a very objective view as to the validity of the information. It was noted that 22% of withdrawals were because of students entering employment, all agreed that this was a very positive picture.

AGREED: to note the update provided.

### **13.35 QUALITY ASSURANCE & IMPROVEMENT FRAMEWORKS AND IMPACT REVIEWS**

The Head of Quality & Performance introduced this item and drew members' attention to her summary report. The following was specifically noted:

- The Quality Assurance and Quality Improvement Frameworks have been developed to support a) Schools of Learning, and b) Partner Provider Employer Responsive. In terms of development of the frameworks, it was acknowledged that they are in the early stages of implementation but have, to date, had a positive effect.
- All Schools of Learning staff are entitled to these procedures, whatever the context of the service they provide.
- All partner providers are entitled to these procedures whatever the context of the service they provide.
- The frameworks have been embedded across the Schools of Learning, partner providers and business support.
- The College partners have seen some good examples of sharing good practice.
- In relation to partner providers, the frameworks will always be at the stage of early implementation because partners change and the College manages a constant flow of new partners.

Members discussed the data in detail and the following was raised as concerns:

- Page 59 shows some partner provision at grade 4, which is a significant concern to this Committee and the College. The Head of Quality & Performance confirmed that there was a clear commitment to helping these partners improve. She explained that some infrastructure and associated changes to the frameworks from Train to Gain to apprentices has led to some issues, all of which she felt could be addressed with support. It was noted that this data table relates to provision in October and she confirmed that since that time some considerable improvement has been seen.
- Page 60 – the observation process is very rigorous and improved upon the previous academic year. The College has put a tremendous amount of support in place in relation to performance conferences, which have been well received.

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

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Governors indicated that because of the concerns highlighted in relation to Partner Providers at page 59, at the next meeting they would wish to see a report which compares the current position, the improvements and gives a detailed explanation regarding the movements seen.

Head of  
Quality &  
Performance

April 13

AGREED: to note the update provided.

**13.36 TEACHING AND LEARNING REPORT – LESSON OBSERVATIONS AND ASSOCIATED REMEDIAL ACTIONS**

The Interim Director: Standards & Student Support introduced this item and drew members` attention to the information provided at page 62 of his report.

Members` attention was drawn to the summary of `on campus` teaching and learning observations to September 2012 and the following was noted:

- All delivery staff will receive two teaching, learning and assessment observations as identified in the Teaching, Learning & Assessment Observation Policy & Procedure 2012/13.
- 195 ungraded observations have been completed by 4 December 2012, this is 49% of staff.
- On completion of an ungraded observation a developmental action plan is completed by the observer and observee. The developmental action plan is supported by the curriculum area and/or QTLP Department.
- 65 Staff are accessing individual coaching by the Learning Consultants. 31 Staff are accessing improvement support from within the School of Learning, including shared practice, peer observations and team planning and development. The remaining staff attended Teaching, Learning & Assessment Workshops, Teaching & Learning Surgeries and access Teachers` Toolkit resources.
- On campus observations are unannounced and give a real clear view of the day to day teaching and learning delivered.

Members` attention was drawn to the summary of `off campus` teaching and learning observations to December 2012 and the following was noted:

- 166 partner provider staff are currently delivering learning to Vision West Nottinghamshire College students. This will be continuously reviewed throughout the year to ensure that observations are completed where required.
- Of the 43 (out of 66) observations completed to date, the grade profile is 58% good or better, 37% requires improvement and 7% is inadequate.
- The percentage of observations graded good or better has improved compared with last year.

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

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- With partners it is more difficult to do no notice observations because they are not on-site. The College does undertake short notice inspections which include observations.

Members were advised that it is likely that this year's grade profile will come down and that this is something likely to be seen across the sector with a re-benchmarking exercise. He confirmed that lesson observations will feed into appraisal discussions. It is not envisaged that lesson observations will have a negative impact upon appraisals unless grade 4s are seen and that any grade 4 will have a different capability process and procedure to be applied.

Members questioned what the impact upon the change in lesson observation framework will have on morale. It was acknowledged that there will be a negative impact if the College does not offer support, but the intention of observations is to offer support where needed. Whilst this was accepted, Governors felt that there was a need to be aware of potential perceptions, and that the grades awarded were not seen as just a label.

AGREED: to note the update provided.

### **13.37 CURRICULUM REVIEWS**

The Interim Director: Standards & Student Support introduced this report and confirmed that the curriculum reviews were a new process to the College. He explained that the idea behind the reviews is to get the full Executive Team behind the process and allow the Senior Team to obtain more thorough knowledge and understanding.

He confirmed that the reviews are not an inspection but will offer views on strengths and weaknesses. He explained that at the start of the process the College will be focussing on the higher risk areas and then working downward to the areas that are perceived to be performing well. He confirmed that there was no formal assessment of teaching and learning, but that there are drop in sessions to look at particular themes, eg, attendance, stretch and challenge, etc. He confirmed that verbal feedback is given on the review day. He indicated that members of the Executive Team conduct a one day review of each of the Schools of Learning following pre-agreed lines of enquiry that link to the evaluation schedule within the common inspection framework. It is his expectation that all Schools of Learning will have been reviewed by March 2013. The reviewers have made a pledge to give a written report within five days.

He explained that the School of Learning Quality Improvement Plans are already in place linked to the Self-Assessment Report. The findings of the curriculum reviews support and inform additions to the existing QIPs.

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

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He explained that, as a follow up exercise, four weeks later there will be a re-review of the curriculum areas with further sampling and checks to ensure that actions have been implemented and impacts are evident.

Members' attention was specifically drawn to page 71, which details the outcomes of the Lifestyle Academy review, it was noted that this includes Hair & Beauty which was given a grade 4 at Ofsted. Members noted the detail of the review process and both strengths and areas requiring improvement.

AGREED: to note the update provided.

### **13.38 REPORT FROM THE HE ACADEMIC STANDARDS COMMITTEE**

The Deputy Principal introduced this item and drew members' attention to the content of the written report. It was noted that the main agenda item was the College's self-evaluation document. This document is the culmination of the HE monitoring process. It was explained that this is the HE equivalent of the SAR.

Members noted the key discussion points detailed in paragraph 2.1.1. Key actions were identified at paragraph 2.1.2. Members noted the push to increase HE provision, particularly in relation to planning approvals for top ups in Criminal Justice, Education Studies and Creative Industries. It was confirmed that this is in line with the HE Strategy. In addition, preliminary discussions have taken place around a two plus one model for Applied Social Science.

Members' attention was drawn to page 85. It was confirmed that all actions identified in the 2011/12 academic year action plan had been completed. Members reviewed page 88 which gives the 2012/13 action plan.

AGREED: to note the update provided.

### **13.39 LEARNER VOICE**

Linda Gratton introduced this report and drew the following to members' attention:

- When compared with national ratings, QDP survey results show all 8 areas surveyed in the upper quartile.
- Three Schools of Learning have a significant number of scores below the College average rating.
- Learner Voice continues to be effective and engaging with learners and has a focus on working with specific user groups this academic year, this is through specifically targeted areas and topics.
- Future surveys will be electronic to encourage wider participation.
- All complaints were investigated and resolved.
- Heads of School use the survey results to inform their Quality Improvement Plans.

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

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AGREED: to note the update provided.

#### **13.40 SAFEGUARDING REPORT**

The Deputy Principal introduced this item and drew members` attention to the summary provided, the following was specifically noted:

- There are currently 296 potentially vulnerable students in the College. It was acknowledged that some students can fall in to more than one category. It was explained that the College tries to identify potential issues at enrolment and is then able to support and counsel individuals on to the right course.
- Statistics show that retention is very good in relation to this group. The largest cohort are individuals who have criminal records, reprimands or warnings.
- Section 3 provides important development work.
- Page 112 shows annotated progress. As can be seen there is some good and outstanding progress and this is something the College takes very seriously.
- ST & TS Team does an incredible job supporting the most vulnerable cohorts in College.

AGREED: to note the update provided.

#### **13.41 HAIR AND BEAUTY OFSTED REINSPECTION**

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

- Leadership and Management were graded as inadequate during the inspection. The Head of School at the time of inspection left the College prior to the start of the academic year 2012/13. An Interim Head of School was in post from July – November 2012. During this period the post-inspection improvement plan was developed and a range of changes made including an improved induction programme for students, new systems for recording and tracking progress and revised standards in relation to salon professional standards were agreed and implemented.
- The Curriculum Manager for Hairdressing is currently subject to performance management via the College`s capability procedures, but there is confidence that this performance can be turned around.
- Retention as at 7 January 2013 for Hair & Beauty provision is 97% for Beauty Therapy (end of year 2011/12 was 91%) retention in Hairdressing is 96% (end of year 2011/12 was 87%).
- Following observations action plans for improvement have been developed.
- A detailed post inspection improvement plan was developed for Hair & Beauty following the inspection. This has being shared with the course teams and progress is monitored on a regular basis.

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- The Head of School and Curriculum Managers are planning the move to the new Hair, Beauty and Spa facilities at Derby Road. Students will use the new facilities from the first week following the February 2013 half term break.
- A plan to prepare for re-inspection has been devised. This includes the collection and presentation of data sets, review of the self-assessment reports and quality improvement plans. Further reviews and progress within curriculum teams, review of evidence and briefings from staff and students.
- The period of notice for the re-inspection will be two days. The College will be informed on a Thursday morning for inspection the following week.

In general discussion it was felt that staff were now more settled which gives greater confidence. It was felt that the move to the new facilities could be more challenging than originally anticipated, as the cohort was moving from a very small environment to a much bigger site. It was confirmed that induction visits have been arranged to support both staff and students.

AGREED: to note the update provided.

**13.42** **AOB**

There were no items of additional business.

**13.43** **DATE OF NEXT MEETING**

The Clerk to the Corporation confirmed that the next meeting was scheduled for 25 April 2013.

Meeting closed at 6.20 pm.

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

Date: