



**WEST NOTTINGHAMSHIRE COLLEGE  
STANDARDS COMMITTEE**

**Minutes of the Standards Committee meeting held in the Board Room at the Derby Road site on Thursday 6<sup>th</sup> October 2016 at 5.00pm.**

**BOARD MEMBERS** John Holford (Chair)  
**PRESENT:** Dame Asha Khemka DBE (joining by conference call)  
 Chris Hatherall  
 Mark Williams  
 Jean Marriot

**ALSO IN ATTENDANCE:** Maxine Bagshaw, Clerk to the Corporation  
 Chris Thomas, Deputy Principal Teaching & Learning  
 Jane Clarke, Interim Director Quality & Performance  
 Amanda Jogela, Director Quality & Performance  
 Eleanor Taylor, Head of Higher Education & International  
 Lucy Howes, Staff observer the academic year  
 Steve Cressey Head of Partnerships and Projects  
 Louise Knott, Director for Communications, Marketing & Learner Engagement

**16.30 APPOINTMENT OF THE COMMITTEE CHAIR FOR 2016/17**

John Holford was nominated to continue as the Committee Chair. This nomination was seconded and approved.

AGREED: to appoint John Holford as the Standards Committee Chair for the 2016/17 academic year.

**16.31 DECLARATION OF INTERESTS**

The Chair reminded those present to declare at the start of the meeting any interests in matters to be discussed. No interests were declared. Standing interests were noted.

**16.32 WELCOME INTRODUCTIONS AND APOLOGIES FOR ABSENCE**

Apologies were received from Councillor Diana Meale and Paul Rana. It was noted that Steve Cressey, the Head of Partnerships and Projects, was attending on behalf of Lesley Roberts this evening. New members of the Committee were welcomed and round table introductions were made.

ACTION by whom	DATE by when

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

Date:

### 16.33 MINUTES OF THE MEETING HELD ON 9<sup>TH</sup> JUNE 2016

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

AGREED: to approve the content of the minutes of the meeting held on 9<sup>th</sup> June 2016.

In the absence of progress comments included in the action progress table at page 15, it was agreed to review actions requested on a page by page basis in the minutes. The following update was provided:

- Page 2, item 1 – completed.
- Page 2, item 2 – this is included within the safeguarding report in the pack.
- Page 2, item 3 – this is included within the Deputy Principal's report included within the pack.
- Page 3, item 1 – the Deputy Principal confirmed that he has had a meeting regarding the issue identified, however behaviour on the busses in particular, seems to be a remaining issue, this now relates to smoking. There seems to be ongoing low level various issues to address and this is likely to remain the case with the focus shifting as required.
- Page 4, action 1 – this is on the agenda and included within papers.
- Page 4, action 2 – the Deputy Principal provided assurance that all Schools are aware of this issue particularly regarding level 3 courses, and have looked to support where appropriate.
- Page 5, action 1 – this information is included within the report on the agenda.
- Page 5, action 2 – the Deputy Principal confirmed that data collection will be in line with government expectations and government methodology. This is collected by the MIS team.
- Page 6, action 1 – in terms of apprenticeship destination figures, the College is at 2% and the national position is 5%, therefore the College is slightly behind in terms of progression. It was clarified that this relates to progression from Key Stage 5.

Q

In general discussion, the Committee questioned what the College is intending to do about this and what can be done. The Deputy Principal expressed the view that the College could use the 'job ready' structure more effectively. The Committee was reminded that Key Stage 5 are students who are leaving after one or two years and is after post 16 study.

- Page 7, action 1 – the Deputy Principal confirmed that this information was provided in papers, he explained that the QIP had only recently been updated.
- Page 9, action 1 – the Deputy Principal confirmed that the requested clarification was still outstanding in relation to Functional Skills Maths. He confirmed that he would email out

Deputy  
Principal

Oct 2016

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the requested clarification as a matter of urgency.

- Page 9, action 2 – this is included within the Higher Education update provided at agenda item 9. As a matter of accuracy it was noted that the action was for the Head of HE and not the Director of HE to complete.
- Page 10 – the Committee was advised that unfortunately Paul Rana, the Head of Student Services is currently out of College on sick leave. A report has been included within the papers but he is not able to attend the meeting today and present. The Committee agreed to discuss the approach taken to the report and the requested information during discussions at agenda item 12 later in the meeting.

AGREED: to note the update provided.

#### **16.34 ACTION PROGRESS TABLE**

The summary of actions required was noted.

#### **16.35 EQUALITY AND DIVERSITY SCHEME 2016/17 & ANNUAL REPORT FOR 2015/16**

The Director for Communications, Marketing and Learner Engagement introduced this item and drew members' attention to page 151 which includes the annual E&D report for 2015/16 and the action plan devised for 2016/17. Members' attention was drawn to section 2.3 where the key highlights for the year were noted:

- The College has continued to promote fundamental British Values well across the College and within the partner provider network there are some exceptional examples of good practice in this regard. She confirmed that some students had created games to promote British Values which were really effective.
- The College has continued to provide resources and best practice guides for staff (a copy of the staff guide was circulated) and to the partner provider network in relation to E&D, this has included the distribution of a guide to E&D for both staff and students.
- Throughout the year the College has promoted the Stonewall 'no bystanders' pledge, this encourages individuals to challenge derogatory and discriminatory language every time it is heard. A large number of both staff and students signed the pledge throughout 2015/16 and this will continue in to 2016/17.
- The College has continued as a Stonewall Equality Champion and in January 2016 was named a Stonewall top 100 employer in recognition of the work it does to promote LGBT equality. It is the only FE College currently in the top 100 listing. Within the region there are six organisations from within the public sector who now work together and this is providing a very useful forum for discussion and collaboration. The first piece of work completed together was a LGBT role model booklet. The group

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is working to combine resources, for example shared training.

- The College has in some cases, closed achievement gaps that were identified as a result of the analysis of 2014/15 data.

In terms of a high level analysis of student success data key matters noted were:

- Students in receipt of free school meals significantly outperform non free school meal students at levels 1 and 3, however significantly underperform at level 2. A task and finish group has been established to look at provision for free school meal students particularly at level 2 and actions arising from this group will be added to the Equality and Diversity action plan for 2016/17. It was explained that retention rates have had an impact and improving these are a key priority for 2016/17.
- Other groups of particularly vulnerable students (looked after, criminal record and carers) underperform against non-vulnerable students – a restructuring of the team who support such students should enable the College to target support more effectively.
- Success rates for 16-18 male students is below that of female students, in part this is as a result of poorer success rates in construction and engineering where there is a predominance of male students, however further data analysis will need to be undertaken to analyse why this gap has presented itself this year and identify any subsequent actions.
- There are no discernible differences in achievement between different BAME groups, however there is a trend that underrepresented groups at the College tend to do better. There are some notable exceptions and these are being further investigated. It was explained that in 14/15 there was a gap between 'White British' and 'Other' ethnicity students which has now been closed.
- In terms of SEND students there are no significant gaps in achievement. It was confirmed that high need students are performing well, these are students who are in receipt of additional learning support.

In terms of mandatory training, the Board were advised that as at 31<sup>st</sup> July, this was completed by 99.9% of staff, with 15 members of staff outstanding.

In relation to Equality and Diversity incidents, the Board were advised that in 2015/16 there were nine reported incidents for the College and zero within the partner network. This is an increase for the College on the previous year when there were four reported incidents. In part this increase can be attributed to several complaints related to the misuse of the disabled parking bays at Derby Road (five in total), whereby they are used as a pick up and drop off point. As a result, the College has created designated pick up and drop off points and is closely monitoring the situation in this year. It was explained that on occasions this does

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mean staff knocking on car windows and policing the use of the disabled bays.

In terms of the success rate gap between male and female 16-18 students, it was explained that one part of the construction provision has really underperformed. This includes 150 students who are predominantly male. If this cohort is disaggregated from the statistics then this gives a better picture of the general position.

Dir CM&LE

Feb 2017

It was confirmed that a report including detailed achievement gaps would be provided at the first meeting in the next calendar year.

Q

In terms of the reported incidents detailed at section 5.1, the Committee questioned whether the four incidents reported in 2014/15 were similar or different to complaints made in 2015/16. It was explained that in that year two, staff grievances were lodged which were different to issues raised in 2015/16. There were two student complaints regarding homophobic comments and these were issues also complained of in 2015/16 albeit with different students.

AGREED:

- a) to note the content of the 2015/16 annual report,
- b) approve the revised action plan for 2016/17 for publication on the Colleges website, and
- c) approve the College's Equality Scheme which remains unchanged from 2015.

(Louise Knott left the meeting at 5.15pm)

#### 16.36 DEPUTY PRINCIPAL'S REPORT

The Deputy Principal introduced his written report and confirmed that the update includes a number of specific items.

##### 1) 2014/15 QAR Success Rates for Apprenticeships

He reminded the Committee that he had been unable to report on the QAR rates at the previous meeting because they had been delayed nationally as a result of calculation method changes. The position now is that the overall College achievement rate for apprentices was 77% in 2014/15, this compares with a national rate of 72%. The timely achievement rate for College was 67% against a national rate of 59%.

For 2015/16 the apprentice performance position for period 13 was reviewed. It was explained that if the achievement rate remains at 62% (worst case scenario), then this will still be ahead of the published national average for 2014/15 and would represent a consolidation of ongoing strong performance.

In relation to Work Based Learning performance, the position is

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consistently high. This currently stands at 98% which is significantly above last year's figure of 91% and significantly above the national average of 86%.

2) College Retention and Attendance

(the Committee were reminded that this is just College data)

The College achievement rate for classroom based learning (16-19 only) was 76% in 2014/15 (this includes Maths and English); this compares with a national rate of 78%. The College achievement rate for classroom based (19+) was 91%; this compares with a national rate of 86%.

In relation to College retention, members' attention was drawn to section 2.3. It was explained that there have been relatively few changes save for HE, where there has been a retention rate drop of 4%.

Attendance – Members' attention was drawn to section 2.6 and the summary provided. It was confirmed that these statistics will exclude any authorised absences. There have been marginal improvements in College attendance but all areas have failed to meet the target. The Committee was asked to consider whether or not a 100% target was realistic. It was confirmed that Schools track student attendance on a daily basis and there is a good follow up of student absence including outreach visits completed by support coaches, in the case of students with prolonged absence.

Members debated whether 100% attendance was an appropriate target to set. The Committee was reminded that there are over 3000 students and therefore 100% attendance for this large a group is always likely to be aspirational. The Committee questioned how many students have actually achieved 100% attendance. The Deputy Principal advised that he did not have that statistic to hand today but would provide at the next meeting. He was able to confirm that no School of Learning has achieved 100% with the highest figure being 91%. The Committee discussed the difference between authorised and non-authorised absence. Legitimate authorised absence relates to a few niche areas including illness, job interview, bereavement and university visits. All agreed that 100% as a target was aspirational but did query whether it was realistic. They questioned and discussed where the risk lies in terms of targets being set too high or the College perceived to not be setting high enough expectations.

The Deputy Principal expressed his view that 5% was a reasonable variation and therefore a 95% target would be representative of the highest performing Schools of Learning. His advice to the Committee and the College was to set attendance target figures at 95% rather than 100%.

The Committee was advised that statistics show that Maths and English is poorly attended when compared to the overall position. The

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Q

Deputy  
Principal

Dec 2016

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CH	Committee challenged the senior team and indicated that they wanted to see an examination of why this was the case, for example is it relating to poor teaching and learning, inappropriate timetabling etc. The Committee expressed the view that there is a need to consider any correlation between attendance and achievement rates for Maths and English.	Deputy Principal	Dec 2016
CH	They challenged the senior team and requested a review and a report focusing on poor attendance areas, particularly Maths and English. They would like a better understanding and explanation as to why some Schools perform better than others and also are there lessons learned. The Committee questioned whether there was a specific Maths and English strategy in place. It was explained that there has been a lot of work done in Maths and English to improve attendance. Staff now have the systems in place to spot very early on risk indicators for students and then put interventions in place. It was confirmed that there is a Maths and English charter and student declaration in place, it was confirmed that copies of these would be circulated to Governors.		Lucy Howes/ Clerk
Q	In terms of Maths and English, it was acknowledged that there is an ongoing issue of convincing students of the need to prioritise their attendance for these subject areas despite them having enrolled at College to study their main vocational area. Attendance is particularly low in a number of curriculum areas including construction crafts, visual arts and design, hospitality and travel studies and work based engineering provision. All of these areas have been identified by their Schools as needing ongoing support in the coming academic year to improve their position. It was confirmed that there is not an exact match/correlation between attendance, retention and achievement but that there are some trends to analyse and monitor.		
	3) <u>Quality Improvement Plan 2015/16 Progress Update</u>		
Q	Members' attention was drawn to section 3 of the report. In terms of the table provided, the Committee questioned why some actions have not been achieved and whether this was an expected position or a drift away from plan. Sample lines were considered and in relation to line 1, it was explained that the College has made progress but is not at a point where it can say that it has achieved fully the target, and improvement is still a work in progress. In relation to line 2, the College has been able to increase the number of work placement opportunities available to students but is not at 100% which is why it is marked as not yet achieved. The Committee felt that perhaps there was a need to be clearer in terms of achievement timescales. They challenged the Deputy Principal and indicated that from a tracking point of view there needs to be more narrative. It was acknowledged that this was included within the QIP which explains the direction of travel.		
CH	AGREED: to note the content of the Deputy Principal's report provided.		

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

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**16.37**      **GOOD NEWS MESSAGES FOR OFSTED**

The Deputy Principal introduced his written report which all agreed was self-explanatory. He confirmed that this summary has been pulled together following work undertaken in relation to completion of the College SAR for 2015/16.

AGREED: to note the content of the report provided.

**16.38**      **STUDY PROGRAMME UPDATE**

The Deputy Principal introduced this item and confirmed that the messages included within the written report are very similar to the previously communicated position. Key matters noted were:

- A-level pass rates have improved to 99% and over 40% of students gain high grades (A\*-B)
- AS student success rates have increased by 7.5 percentage points.
- There has been a general improvement in outcomes in science subjects.
- Further progress is needed in A-Level mathematics, history and art and design.
- There have been increases in achievement rates in study programmes at entry level, level 2 and particularly level 3. The improvement of performance at level 3 includes a notable improvement in high grade outcomes (DMM or above) in many areas.
- Achievements at level 1 have fallen by six percentage points. This is mainly due to a significant decrease in achievement rates among construction craft areas.
- Students with learning difficulties achieve at rates above those of their peers.
- GCSE maths and English results have improved marginally against a declining national profile but still require improvement. Functional Skills results have fallen due to changes in the specification and changes in the academic ability of the cohort taking the qualifications.
- Plans are in place for much closer scrutiny of in year progress of students on maths and English programmes.
- Work experience placements have increased by nearly 30 percent points this year to 74% of study programme learners. This requires further improvement to 100% in the coming academic year.

In terms of the content of the report, members' attention was drawn to section 3.2.3. It was confirmed that it should read that success rates in this area have 'fallen' by 6%. It was explained that all of the drop can be explained by the decline in performance for construction craft students.

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

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**Q** The Committee questioned whether or not the College knows why this has happened. The Deputy Principal confirmed that reasons are known, particularly there have been retention issues. He confirmed that the College has made some staff changes and the Committee were reminded that this particular cohort have also impacted upon the E&D achievement figures reported earlier in the meeting. In terms of going forward, it was agreed that the Committee would more closely monitor the position (in year and yearend) regarding construction crafts and therefore a specific update would be given at each meeting as part of the Deputy Principal's report.

Deputy Principal

Standing item

**CH/Q** Members reviewed the schedule of work placements completed for the 2014/15 year in section 5.2. Of concern was noted the fact that on computer science there were only three work placements out of 184 students. They challenged the team and questioned whether this has been addressed. The Deputy Principal confirmed that there have been some improvements, but there was still work to do and that the College has to do more to support the obtaining placement processes. It was confirmed that in some areas, some students do live briefs rather than placements.

**Q** As a general observation, the Committee questioned whether the academic year dates in this section of the report were correct. In terms of the table in section 5.2 it was confirmed that the data provided did relate to 2014/15, but the Committee questioned why 2015/16 data was not provided as this must be known as it is now yearend. The Deputy Principal confirmed an updated table would be circulated by email showing the 2015/16 position and that this would be circulated as a matter of urgency. Similarly in relation to paragraph 5.7, the Committee questioned whether the date should be 2015/16 or 2016/17. It was agreed that the Deputy Principal would review and ensure that in future reports, correct academic years were referred to and that the most up to date data is provided.

Deputy Principal

October 2016

AGREED: to note the update provided.

**16.39 HIGHER EDUCATION UPDATE**

The Head of HE and International introduced this item and specifically advised the Committee that the new quality enhancement arrangements need formal approval by the Board. She provided a presentation which covered a number of key matters:

- 1) The revised operating model for Quality Assurance
  - a) Annual provider review plus five yearly HEFCE assurance review, intended to be;
    - Proportionate and risk based
    - Reduction in cost and burden on providers

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- Informed by the mission and context of the provider
  - Greater governor involvement
  - Focus on student interests (CF Office for students)
- b) 2016/17 annual provider review, College provides;
- Governing body assurances (these are new assurances)
  - Quality assessment return  
Externally sourced;
  - Analysis of data and other intelligence  
Annual provider review includes;
  - Quality letter to provider
  - Outcomes published on register of HE providers
- c) Governing body role
- Responsible for determining approach and evidence required
  - Annual assurances about
    - 1) Continuous improvement of student academic experience
    - 2) Student outcomes
  - Aligns with existing assurances (e.g. SFA)
  - Submission for 2015/16 date is 1<sup>st</sup> December 2016 and has to be signed by the accounting officer on behalf of all the Governors.
- d) Outcomes and follow up
- Quality letter to Principal and Chair of Governing body – late Spring 2017
  - Outcomes;
    - a) Meets requirements
    - b) Meets requirements with conditions
    - c) Pending (referred for further investigations/intervention)

Anticipated HEFCE assurance review is 2019/20 (this is an indicative schedule).

Clerk 22.11.16

In real terms then there will be an annual light touch review followed by a full five yearly assurance review. It was agreed that the assurance statement that needs to be approved by the Board needs to be scheduled for the 22 November meeting.

It was confirmed that the SED aligns with new expectations.

Clerk Nov 2017

In terms of process, the Committee questioned whether for the 2017/18 academic year, the first meeting of the Standards Committee should take place in November not October 2017, so that it is in a position to review the draft assurance statement before advising the Board at its meeting. It was felt that this was an appropriate action to take and it was acknowledged that unfortunately because of timing it

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

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was not possible to do this this year.

AGREED:

- a) to note the changes introduced to the quality assurance enhancement arrangements,
- b) approve the HE quality calendar for 2016/17 set out at page 57 of the report.

#### **16.40 TEACHING, LEARNING, TRAINING AND ASSESSMENT**

Jane Clarke, the Interim Director Quality & Performance, introduced this report and confirmed that the position was fairly similar to the 2014/15 position. Key matters brought to members' attention were:

- Observation is a key tool for identifying good teaching, learning, training and assessment practice and monitoring that all teaching, training, learning and assessment is delivered to a high professional standard. Observations and support are designed to assist staff to review, update and develop their professional effectiveness for the benefit of students. She confirmed that this relates to both College and partner staff.
- On campus teaching, learning and assessment observations – 287 graded observations and 57 developmental observations were completed in 2015/16. It is a requirement for all new delivery staff to have a developmental observation and existing staff have the option to request a developmental observation.
- Graded observations show;  
Grade 1 – 13.9%  
Grade 2 – 68.6%  
Grade 3 – 12.5%  
Grade 4 – 4.9%  
This means that 82.6% of sessions were graded good or better at first observation, this is similar to the profile in 2014/15.
- The highest performing areas are employer engagement with 89.8% good or better and 49 observations, and creative industries and digital technologies with 88.6% good or better with 44 observations.
- 50 observations received a grade 3 or grade 4. All grade 3 and 4 observations are subject to a re-observation. 43 received a re-observation during 2015/16. The outcomes of the graded re-observations are included within the table at section 3.4.
- In terms of key strengths, it was noted that questioning is both an area of strength and an area of improvement. This shows that there are some inconsistencies and further training and development is needed specifically in relation to this. The Interim Director provided assurance that a considerable amount of training is in place and that very good progress is evidenced regarding the improvement of grades 3 and 4, with 80% of staff moving up at least a grade. Key focus for the 2016/17 academic year is increasing the level of grade 1 teaching.

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

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Members' attention was drawn to page 70 which details the off campus delivery, this shows that of the 76.5% of observations evidenced, teaching learning and assessment is good or better.

**Q** As a general comment, the Committee noted that the data at paragraph 3.2 shows quite a stable overall position when comparing 2014/15 and 2015/16. The Committee questioned whether this means that what the College has been doing to try and bring about improvements, has not had an impact. The Deputy Principal expressed the view that what the College has achieved is to ensure consistency, however it has not been able to move the grade 2's to 1's as much as it would like. In terms of statistics, one in eight staff are observed as outstanding with two-thirds good or outstanding. The Committee challenged the senior team and indicated that a key for them is to work out how to improve the grade 2's to grade 1's.

**CH**

From the data provided, the Committee felt that it was clear that the College works well to support those members of staff who obtain a grade 3 or 4 to improve. They would like to see a focus for 2016/17 being a spotlight (in a supportive way) on grade 2 teachers. It was noted that current grade 1 teachers will be asked to share good practice and also participate in peer observations. It was acknowledged that observations are only a snapshot and that there are other ways of holistically looking at performance.

**CH**

The Committee observed that there appears to have been a lot of effort channelled into improvements, but that they have only been achieved at the lower end of the scale rather than at the top. The Committee was provided with assurance that grade 1's and 2's would be a focus for the 2016/17 academic year.

**Q**

The Committee questioned whether there are any external factors that influence the data. It was explained that there are, for example staff turnover and the level of new staff joining the College from industry rather than from the FE sector etc.

AGREED: to note the content of the report provided.

#### **16.41 QUALITY ASSURANCE AND IMPROVEMENT STRATEGY FOR 2016/17**

Jane Clarke, Interim Director Quality & Performance, introduced this item and confirmed that her paper identifies key elements of the College's Quality Assurance and Improvement framework which include;

- Lesson observation procedure and support for College based staff and partners to improve the quality of teaching, learning and assessment
- Quality reviews and audits of all aspects of College and partner provided provision to ensure compliance with the Colleges'

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quality calendar

- Target setting and reviews of student progress to support students to achieve and exceed their minimum target grades on study programmes.
- Measuring satisfaction through employer and learner voice activities
- The annual self-assessment process to enable the review and evaluation of all aspects of curriculum provision and drive improvement actions.

**Q** As a general overview she indicated that it was key to set appropriate targets for students and review progress. The Committee questioned how the strands of the strategy tie back to attendance. They asked if tutors had responsibility for attendance, it was confirmed that they do and these are clearly set out expectations. It was confirmed that student attendance, targets, progress etc. can all be checked through the use of pro monitor and the progress of targets clearly set in ILPs.

It was confirmed that there has been detailed analysis regarding student withdrawals. This has shown that for many/most, the escalation process was not followed. There were clear indicators of risk and if the processes had been followed, it may have been the case that the student did not withdraw. The Committee all agreed that it was critical that staff follow proper processes and do what is required in response to identified triggers.

AGREED:

- a) to note the update provided, and
- b) approve the Quality Assurance and Improvement Strategy for 2016/17.

**16.42**     **LEARNER VOICE**

In the absence of Paul Rana, the Head of Student Services, it was agreed to defer discussions regarding this report and the proposed learner voice strategy for 2016-2019. The Committee were strongly of the view that it was inappropriate to consider papers in the absence of the report writer, particularly as there were concerns expressed regarding the data presented at the June meeting.

In terms of the summary report provided at page 81, the Committee expressed some concerns regarding the response rate for the work based learner survey (17%); they all agreed that this was a cause for concern. In discussion it was acknowledged that the Head of Student Services may not be the most appropriate person to report upon work based learning activity and surveys therefore it was agreed that Steve Cressey and Di Booth would be asked to attend the December meeting to respond to any questions or concerns that the Committee may have regarding the student survey processes for work based learners and actions in place for 16/17.

Head of SS/  
SC

Dec 2016

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In terms of the Learner Voice strategy for 2016-2019, it was agreed that the risks were minimal in terms of approving it in December rather than in October.

AGREED: to defer the discussion of the learner voice report to the December meeting.

#### **16.43 STUDENT DESTINATIONS**

Jane Clarke, Interim Director Quality & Performance, introduced this report which provides an update on the 2014/15 actual position and 2015/16 intended.

Key matters brought to members' attention were:

- The College surveys intended destinations of fulltime classroom based learners at the end of their programmes of study, during the period between June and September of each academic year, in this case 2015/16. 3191 students were surveyed.
- Information on actual destinations for fulltime classroom based learners is collected between October and January following the completion of their studies (June of that year). The report provided in relation to this cohort is the academic year 2014/15.
- 2014/15 actual destinations – supporting learners in their progression to positive outcomes is something the College does very well and is a key strength. Actual positive progression/destination data for learners in 2014/15 was 96%. 80% of 2823 actual learner destinations for this cohort are known.
- 2015/16 fulltime learner intended destinations (College delivered) – overall 86.3% of learners where destinations from 2015/16 were known, intended to progress to a positive outcome in 2016/17. The highest proportion of learners (39.8%) intended to progress on to another course at the College. There has been a 14% increase in the number of learners intending to progress to higher education when compared to 2014/15. Intended progression to higher education study at the College has increased by 13% (14 learners) from 2014/15. There has been a decrease in the number of learners intending to go in to fulltime employment, 621 compared to the 2014/15 figure of 878.
- Withdrawals in 2015/16 (in year) – of the 270 learners that withdrew, 70 (26%) progressed in to employment.
- BDU headline destinations 2015/16 work based learning (information collected subsequent to the course) overall destinations 98% of apprenticeships, 100% of work placed learners leaving and 84.5% of classroom based learners achieved a positive destination.

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- A2 progression 2015/16 – 77 learners progressed to university (64%), 26 progressed to full time employment (46%)
- Higher education actual destinations for 2014/15 (collected via a survey) of the 246 graduating HE learners 91 (51%) were in employment and 18 (10%) were combining work and further study. 54 (30%) were continuing in continuing education.

CH/Q

Members' attention was drawn to page 100 and the actual position. It was confirmed that this is very good in terms of positive destinations with the majority continuing in to FE. Members' attention was drawn to the pie charts at section 3.1 which summarises actual destinations for full time completers in 2014/15.

In reviewing the information, particularly provided at page 100, the Committee challenged the senior team and questioned why there was a huge increase in the level of 'unknown' destinations. They asked for further clarity regarding the position and wanted to know whether it was a process issue, poor questions asked, lack of resources, capacity etc.

In terms of intended destinations for 2015/16, the figure is that 86.3% of fulltime classroom based learners at West Nottinghamshire College had an overall positive outcome (where known). It was acknowledged that this has reduced from 2014/15 and therefore will be followed up when the actual position is known.

AGREED: to note the content of the report provided.

Amanda Jogela:  
Director  
Quality &  
Performance

Dec 2016

**16.44 STUDENT DISCIPLINE – 2015/16 SUMMARY**

It was noted that the proposal had been to table the paper by the Head of Student Services. The Clerk confirmed that no report had been provided to her and in his absence no clarification could be obtained. It was agreed to defer consideration of this item to the December meeting.

Head of SS

Dec 2016

**16.45 SAFEGUARDING UPDATE (INCLUDING PREVENT)**

The Deputy Principal introduced this item and members' attention was drawn to page 109 where it was explained that a particular focus for the College is potentially at risk and vulnerable students. The success rates have increased for this cohort, however there is still a gap that needs to be addressed.

In reviewing the information provided, it was confirmed that there had been a typographical error on page 110, the safeguarding development plan presented is for 2016/17 and not 2014/15.

Q

In terms of the data tables provided at section 7.2, the Committee questioned what the asterisks mean. The Deputy Principal was unable

Deputy

Dec 2016

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to clarify and indicated that he would provide an update at the next meeting and would include a key for further reports.

Principal

AGREED: to note the update provided.

**16.46 PARTNER PROVISION QUALITY ASSURANCE UPDATE**

Steve Cressey (on behalf of Lesley Roberts), introduced this item. He confirmed that success rate data at this time of the year changes constantly as outcomes are updated. In terms of partnership achievement rates, they are now at 76% overall and 64.2% timely. He explained that there is a strong focus to ensure that partners are tracking and supporting students to achieve positive destinations. It was explained that the College has significant volumes of learners with partners and therefore being ahead of the national rates is a really positive position. He confirmed that the team and the College have worked hard with partners in terms of interventions, particularly regarding the mechanics of provision, all of which can be seen to have had a positive impact. The focus for 2016/17 is now to be the learner journey and the learner experience.

The Committee were advised that in the prior year the College worked with 58 partners and now there are 52, of which only 24 have new start allocations. The intention is to manage partners even more closely and only work with the very high performing partners.

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Members considered the statistics provided and particularly focused on the data table at paragraph 2.2. In most areas there has been an improvement, however the advanced and 24+ advanced position shows a decline. The Committee questioned whether it is the '24+' or the 'advanced' element of provision in this area which is the challenge. It was explained that 24+ tends to be the apprentices who are in work and who have been identified as requiring training. The key to success is making sure that the right learner is enrolled at the right time and for the right reason. It was felt that there may be information advice and guidance improvements required and that this is a focus for 2016/17. IAG at 16-18 is very well developed however this is not necessarily the case at 24+.

It was also explained that the duration of the apprenticeship programme is also a factor and it is important that the College and partners set these at the right length. In terms of volumes, it was explained that circa 1200 students are 24+.

AGREED: to note the update provided.

**16.47 AOB**

There were no items of additional business.

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

Date:



**16.48**      **DATE OF NEXT MEETING**

The Clerk confirmed that the next scheduled meeting was 8<sup>th</sup> December 2016 at 5pm.

Meeting closed at 7.05pm.

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

Date: