



**WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE**

Minutes of the Standards Committee meeting held in Room DR172 on Thursday 11th January 2018 at 5.10 pm

GOVERNORS John Holford, Chair
PRESENT: Dame Asha Khemka DBE DL
 Mark Williams
 Jane Hawksford
 Lewis Maskery

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
 Amanda Jogela, Director: Quality and Performance
 Julian Smith, Director: Learning and Innovation
 Eleanor Taylor, Head of Higher Education and International
 Jackie Pugh, staff observer for the 2017/18 academic year
 Louise Knott, Vice Principal: Communications, Engagement and Student Experience
 Tom Stevens, Deputy Principal: Business Development

	ACTION by whom	DATE by when
<p>18.01 <u>DECLARATIONS OF INTEREST</u></p> <p>The Chair reminded Governors present to declare any interests that they may have on items to be considered. No interests other than standing items were declared.</p>		
<p>18.02 <u>WELCOME INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u></p> <p>There were no apologies for absence with all members of the Committee present.</p>		
<p>18.03 <u>MINUTES OF THE MEETING HELD ON 5TH OCTOBER 2017</u></p> <p>The minutes were reviewed and a number of typographical errors were noted and updated.</p> <ul style="list-style-type: none"> • Page 3 the first sentence Russell Group, ‘Russell’ should have two L’s; • Page 5, fourth bullet point Standards should be a capital S and not a lower case s; • Page 7 the sentence in the penultimate paragraph should read that the Committee discussed membership ‘of’ Stone Wall and not ‘with’. <p>Subject to these minor typographical errors it was agreed that the minutes were an accurate record of discussions.</p>		

Signed : _____ Chair

Date:

AGREED: to approve the minutes of the meeting held on 5th October 2017.

There were no matters arising.

18.04 ACTION PROGRESS REPORT

The Committee were happy to note the update provided.

18.05 VULNERABLE STUDENTS REPORT

The Vice Principal: Communications, Engagement and Student Experience provided a presentation to the Committee. She explained that this report on vulnerable students does not include high needs learners as this is something that it is covered in the equality and diversity report later in the meeting. She explained that the definition of vulnerable students includes a number of areas, including:

- Safeguarded
- Young carer
- Attendance
- Young parent
- Mental health
- Looked after
- Criminal record
- Not in parental accommodation.

She explained that there were a number of ways in which the College identifies students at risk and that these include multiple referral points, for example application, induction etc. There are also some students who are automatically referred, for example late applicants and in the 17/18 year Vision Studio School students who transferred. There is a weekly risk update provided regarding these identified students and there are also regular meetings with curriculum.

There are a number of ways of supporting at risk students and these include

- a) External agencies including;
 - Social care
 - YOT
 - Counselling
 - CAMHS (Child and Adult Mental Health Service).
- b) Central team including;
 - Support coaches
 - Safeguarding team
 - ALS team – ALS support covers a significant number of students, particularly regarding mental health ADHD and autism.

Signed : _____ Chair

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- c) Schools of learning
- Progress tutor
 - Learner development coach.

In terms of the number of students who are supported and deemed as 'vulnerable', the College has seen a significant increase. In the 15/16 year there were 267 and then there was a jump in the 16/17 year to 1110. She explained that there was a significant increase as a result of the type of support offered, in that it became much broader between these two periods. In terms of the type of issues where support is provided the 16/17 and 17/18 year are like for like comparisons. In terms of the data provided:

- 2357 face to face interventions
- includes ongoing safeguarded learners
- early identification improved
- partnerships with external agencies improving
- mental health a significant increase.

She explained that students are RAG rated (red, amber, green, flagged). What the College is seeing is a doubling in percentage terms in each category. The students 'flagged' are those potentially at risk but who have not needed support up to this particular point in time.

The number of safeguarding cases has again seen a significant increase and includes:

- multiple referrals for the same individual
- early identification improved
- focus on training and development = greater awareness
- mental health a significant issue
- two students who are currently going through fitness to study processes.

In terms of outcomes, the Committee were advised that the College is moving towards closing the gap and is moving in the right direction, however there are still some issues to overcome. Retention is in line with the prior year and is in line with the College average which is a really positive sign. In terms of RAG rating of outcomes, she confirmed that the pattern seen is what the College would expect to see.

In year data split by type of vulnerability was discussed. It was explained that some students fall within more than one category of vulnerability. For those with a criminal record attendance is an issue and this is a pattern seen in previous years. The College is seeing the number of students not in parental accommodation increasing (with an increasing trend towards sofa surfing). In terms of those students identified as vulnerable because of their attendance, there are some which are as low as 30 or 40% and it is therefore unlikely that for these individuals they will be able to make up the gap.

Signed : _____ Chair

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In terms of the vulnerability categorisation it was explained that the College relies upon the support coaches and that categorisation is not a science and relies upon an individual point of view.

In terms of planning for the future this includes:

- the role of support coach
- the development of a Mental Health Strategy (which will be presented to this Committee at the next meeting)
- collaboration with schools and the local authority to aid transition.

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2018

In general discussion she explained that the development of a Mental Health Strategy and plan is critical in terms of supporting the growing need. The College is seeing a change in qualifications so that they have more end point assessments which will be harder for some students than others because of anxiety. BTECs are also seeing more exams introduced.

She advised that the teams are also looking at a College-wide Behaviour Strategy, part of which is consideration as to whether staff should have more training in relation to youth work given the issues that are being seen. Staff believe that there is more work to do regarding group dynamics and group engagement.

The Committee were advised that there are quite a number of HE projects regarding mental health and resilience and nationally some significant themes are emerging. What needs to be developed is better resilience across the whole organisation.

AGREED: to note the content of the update and presentation provided.

18.06 SELF ASSESSMENT REPORT 2016/17

The Self-Assessment Report provided on the portal was reviewed in detail. The Chair of the Committee confirmed that he had been involved in the SAR validation panel as well as the other external reviewers. Part of this validation process included the recommendation that the document be condensed and that staff in the College focus more on the Quality Improvement Plan (QIP), it being the view that the QIP is the more critical document required to drive forward improvements.

In terms of grades, the proposal is for all to be grade 2s/good save for 16-19 study programmes which is a 3 (requires improvement). It was confirmed that this 3 may be reviewed after consideration of data that is available in January/February regarding distance travelled from prior year school performance data. It was agreed that this data would be shared with the Committee at the next meeting.

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The Committee were happy that the SAR as presented reflected an accurate position and were happy to recommend it for Board approval.

AGREED: to recommend that the Board approve the Self-Assessment Report and grades proposed as presented for the 2016/17 academic year.

18.07 QUALITY IMPROVEMENT PLAN (QIP) FOR 2017/18

The Director: Quality and Performance introduced this report and key matters noted were:

- progress has been made against each element of the QIP 16/17 with 37% of actions complete and 63% of actions rolled over to the QIP 17/18. It should however be noted that some of the actions rolled over were added as a result of the inspection in February 2017.
- The action to improve overall and timely achievements of 24+ advanced apprenticeships to above the national rates remains an area for improvement and has been the case since 15/16. This will be an area of intense scrutiny for this academic year.

The Committee were given assurance that the team are monitoring partner provision very carefully and that as activity decreases a close eye is being kept on quality.

She explained that the QIP is not yet 'final' as an external review is planned this month. The intention is for the QIP to become more of a 3 year strategy. It was confirmed that all actions identified in the self-assessment report have been picked up in the QIP. It was confirmed that as a quality plan it will continue to change and develop over time and that there will be an ongoing review of this document.

AGREED to note the content of the plan presented and receive further updates at future meetings.

18.08 HE SELF-EVALUATION DOCUMENT 2016/17

The Head of Higher Education and International introduced this item and confirmed that the SED is drawn from across all College departments. It has been through the same scrutiny process as the FE self-assessment report. There has been external validation and any feedback from this has been incorporated.

The HE self-evaluation document confirms that the College considers that its HE provision meets QAA expectations and that this was confirmed through the validation process. In addition, the teaching excellent framework (TEF) metrics suggest a strong initial hypothesis and the College will complete a TEF year 3 submission in January 2018.

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That being said, the risk rating is amber as a number of areas for improvement have been carried forward from 16/17, these focus on employer engagement and employability, staffing and part time student satisfaction where actions taken have not yet had the impact expected. There are still some improvements to make in terms of securing some commendations.

The Committee also considered the HE Quality Improvement Plan for 17/18 and it was explained that the plan relates to a number of key areas

- Risk 5 – quality of teaching and learning
- Risk 6 – student experience
- Risk 8 – College positioning and reputation.

It was explained that the self-evaluation document and the QIP are the culmination of the annual monitoring processes confirmed in the annual provider review.

AGREED:

a) to approve the HE self-evaluation document as presented for 2016/17;

b) note the content of the HE Quality Improvement Plan for 2017/18.

18.09 EQUALITY AND DIVERSITY REPORT

The Vice Principal: Communications, Engagement and Student Experience drew members' attention to her detailed report and explained that colleges are legally obliged to publish student performance data. Key matters noted were:

- Whilst the gap in achievement between male and female students has closed in 16/17 the College is still showing an achievement gap with a 3% gap of male underachievement (prior year position was 5%). The main issues seem to be at Level 2 and within the Engineering and Transport Skills curriculum area which is predominantly male.
- White British students continue to underperform against their BME counterparts, however very low BME student numbers skew the data positively.
- Students who declare a disability or learning difficulty under achieve at both ages, at 16-18 issues are at Level 1 and are related to the achievement of English and Maths. She advised that the College has commenced a review of its support for dyslexia.
- At 19+ high needs underachieve by 13%, however this relates to 5 students out of the 22% who were identified as high needs.
- In relation to apprenticeships there is an 11% gap in achievement for BAME students, this has been highlighted as a particular issue for London Hairdressing Academy and CIDDDI Training. At 16-18 apprentices who declare a learning difficulty or disability underachieve by 6%.

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The College has surmised that this may be as a result of the fact that 16-18 apprentices tend to be new recruits and as such may not feel comfortable disclosing to an employer and employers who are not well versed in supporting needs. Further work will be done with a view to improvement.

- At HE level there remains a gap in achievement between males and females, however this has been identified to areas where more general concerns about quality are also apparent and have been picked up through the QIP and HE quality review processes.
- Staffing profile remains largely unchanged and the College has identified no major issues in relation to staffing data.

In reviewing the data the Committee commented, in terms of gender, girls seem to perform better and women at 19+ perform worse. The Committee acknowledged that this cannot be pinned down to any particular partner and may therefore be a consequence of some change in females' lives between 16-18 and 19+. All agreed that it was likely to be as a result of a combination of factors.

The Committee were advised that as a public sector body the College is required to report on its gender pay gap. In headline terms the College's gender pay gap in 16/17 was £3,718, however this is in the main related to the type of work undertaken by a disproportionate number of female employees which are located at the lower end of the pay bands (catering assistant, nursery assistant, cleaning staff etc.). An analysis will be undertaken in terms of pay by job role so that the College's pay gap report can be on the basis of role rather than headline. It was confirmed that this is a scheduled agenda item for the next meeting of the Finance and Resources Committee.

AGREED: to note the content of the report provided.

18.10 VISION BUSINESS SURVEY OUTCOMES FOR 2016/17

The Deputy Principal: Business Development confirmed that learners and employers are exposed to a range of formal surveys during the year. These include:

- Learner and employer internal surveys conducted via QTLP three times per year and benchmarked against national QDP data.
- ESFA learner and employer satisfaction survey that takes place yearly where results are in the public domain and crucially form part of the Government's apprenticeship portal which is used by employers to make informed decisions when choosing a provider.
- Ofsted learner and employer surveys are open all year and which can be viewed online at any time.

It was confirmed that moving forward, participation and results in the ESFA learner and employer satisfaction survey are crucial.

Director of HR February 2018

Signed : _____ Chair

Date:

In terms of processing surveys it was explained that there are a large number of learners who are with partners and therefore it does make it harder for the College to directly carry out surveys with these individuals. Members' attention was drawn to page 2 of the report which sets out the positive, negatives and the progress seen in terms of percentage points.

In terms of employer surveys it was acknowledged that there is an issue to address in terms of the volume of returns seen as partners tend to do their own surveys and therefore employees get to an overload position. The key for improvements and focus is the external survey undertaken by the ESFA. What this shows is that it is critically important to have the right IAG in place at the start of any course of learning. The Committee questioned what the College does with the results that it receives. It was explained that the ESFA survey is the important one as it is this that employers look at.

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AGREED: to note the content of the report provided.

The Committee were advised that the annual self-assessment for the Vision Business unit is included within the College SAR and QIP.

18.11 ANY OTHER BUSINESS

There were no items of additional business.

18.12 DATE AND TIME OF NEXT MEETING

The Clerk confirmed that the next scheduled meeting was Thursday 1st March 2018 at 5.00 pm.

Meeting closed at 6.30 pm.

Signed : _____ Chair

Date: