



**WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE**

Minutes of the Standards Committee meeting held via Microsoft Teams on Thursday 18th June 2020 at 5pm

GOVERNORS PRESENT: Mary Mamik, Chair
Andrew Cropley, Principal/CEO
Kate Truscott
Jen Hope (from 5.15pm)
Spencer Moore
Steve Sutton
John Gray
Melanie Stirland

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
Matt Vaughan, Vice Principal: Curriculum & Quality
Diane Booth, Assistant Principal: Quality and Standards
Louise Knott, Vice Principal: Communications, Engagement & Student Experience
Nicky Slack, Assistant Principal: Health, Education and Service Industries
Jane Fishwick, Assistant Principal: HE, Academic, Digital, Creative and Professional Studies
Rebecca Joyce, Governor and Observer for this meeting

		ACTION by whom	DATE by when
1	<u>DECLARATIONS OF INTEREST</u>		
	The Chair reminded everyone present to declare any interests that they may have on matters to be discussed. No specific declarations were made and standing declarations were noted.		
2	<u>WELCOME, INTRODUCTIONS & APOLOGIES FOR ABSENCE</u>		
	Apologies were received from Andrea Morrissey and Jane Hawksford.		
3	<u>MINUTES OF THE MEETING HELD ON 23RD APRIL 2020</u>		
	The minutes were reviewed and it was agreed that they were an accurate record of discussions.		
	AGREED: to approve the minutes of the meetings held on 23 rd April 2020.		

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There were no matters arising.

4 ACTION PROGRESS REPORT

The Committee were happy to note the content of the update provided.

5 GOVERNORS' DATA DASHBOARD 2019/20

The dashboard was considered and covers up to period 11. Key matters noted were:

- The attendance statistics do not include the level of online engagement.
- Observation data has not changed since the last meeting. Observations were finalised in February and then the college moved to its deep dive strategy.
- Focus now is on retention – this has declined but relates to learners who were waiting to be removed from the system and are not COVID-19 withdrawals.
- High needs position remains the same.
- Position in relation to disadvantaged is also a system removals issue.

In considering the information, a question from the Committee was specifically in relation to the off the job element of apprenticeships – the aim is 20% and, at 17%, this has stayed the same since the last report. All agreed that this was something to better understand, with any lessons learned to be taken forward to future years.

The Committee were advised that the RAG-rating relates to the position when compared to the previous report and not against full year targets. The Committee didn't necessarily feel that this was the most helpful way of RAG-rating and asked that those items which are a concern are RAG-rated as red; this would then provide an easier system to give governors focus.

AGREED: to note the content of the update provided.

6 QIAP UPDATE

The Vice Principal: Curriculum and Quality introduced this item and specifically asked the Committee to note:

- The six weaknesses identified within the QIAP are the key weaknesses affecting the progress and outcomes for learners. The updated QIAP details the most recent actions to rectify the key weaknesses. Appropriate focus is included on the response to the COVID-19 pandemic within the weaknesses. He provided assurance that the QIAP is regularly reviewed with updates

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provided regarding all key weaknesses.

- Specific actions continue to take place to rectify identified weaknesses in teaching, learning and assessment and, in particular, in apprenticeships and English and maths provision. He confirmed that two weaknesses identified relate to English and maths and provided assurance that work continues in this area; however, the college is not yet where it wants to be.
- A recent deep dive of motor vehicle online teaching and learning found a series of weaknesses that are being rectified to timescales by accountable leads.
- Emphasis is placed on the calculation of estimated grades and ranking across multiple types of qualifications and meeting the different requirements of the 26 awarding organisations that the college works with. He described this as a huge exercise to complete and that the work involved should not be underestimated.

The Committee were advised that the QIAP presented is correct as at 9th June 2020 and that this is subject to a formal review every month. So far there are limited green areas because it is all about the impact on learners. In many areas the actions are moving towards a green, but the college is taking a cautious approach.

The Committee's attention was specifically drawn to page 2 of the report and the deep dive undertaken in relation to motor vehicle: this clearly sets out the strengths and also aspects requiring development. He confirmed that robust action plans and processes for improvement are introduced following deep dives and that this is at a granular level.

The Committee's attention was drawn to page 3 and it was noted that there have been a range of training opportunities and coaching taking place during lockdown. Staff engagement in relation to this has been really positive. This will continue in June and July with a range of high profile external trainers planned to support further improvements.

The Committee's attention was drawn to page 4 and it was explained that, of the six areas of weakness, apprenticeship provision is where the college is making least progress. The Committee considered line 3 and challenged in terms of the fact that there were a lot of actions due to be completed in June 2020. They questioned whether there was a need to review dates to focus on when the college will see an impact rather than when the actions will be completed: an example given was in relation to CPD. A challenge from the Committee was that they need to better see the outcomes of actions taken, e.g. to better understand the impact of CPD/training, and then how this will be evidenced by the impact on learners.

The Vice Principal confirmed that the team is developing position

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statements for every area and acknowledged that there was more that could be done to articulate the benefits of the actions and the impacts on learners. He described it as a herculean effort to have got all of the training completed during COVID, and that this was a testament to staff engagement. The assessment process was also a significant challenge; however, it was a hugely beneficial exercise.

AGREED: to note the content of the update provided.

7 **DIRECT DELIVERY REPORT**

The Vice Principal: Curriculum and Quality introduced this item and confirmed that the focus was on learner engagement during lockdown. Key matters noted were:

- Study programmes – learners’ engagement continues to be high on level 3 courses and some level 2 courses, but is too low at level 1 and entry level. Between 11th and 15th May, there were 1,573 active Teams lessons; 3,552 active users of the Teams sites set up by the teachers; a total of 80,989 chat messages sent within the Teams sites; and 2,058 video/calls made through Teams sites. In addition, further contact and interaction with some students has taken place through Pro Monitor and Google Classroom. He explained that the college has sought to continually improve teaching and learning as online delivery has developed.
- All teachers continue to teach online. The very few teachers who have not engaged sufficiently have been successfully challenged and supported to improve their performance. There was a CPD training session in June for online teaching styles, where resources to use were shared and it was made clear that delivery should not just be about presenting and Q&As.
- Engagement in relation to English and maths is still a concern. At the date of the report, a third of students were engaging and this is now down to a quarter. He confirmed that the college was not happy with this position and was trying to improve, and that more deep dives are planned.
- In relation to apprentices, 28% have not had contact recorded on OneFile; again, this needs to be a focus.
- As at 26th June, for the vast majority of learners, online learning will cease. However, this is not the case for all: e.g., in A-Levels, online teaching will continue to either bridge gaps or get ahead. This will be replicated for some level 3 vocational learners.

The Committee asked whether there had been any improvements in the engagement levels seen for brickwork, plastering, painting, etc. The Committee were advised that there have been no improvements, particularly at level 1 and 2, and there has in fact been a decline. Level 3 engagement is still good. The Vice Principal expressed the view that the

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sooner these students can return the better, as they have really missed the site experience.

The Vice Principal provided assurance that staff absolutely know what the statistics show and are saying and that, whilst it will not be possible to make seismic changes, the college does know which areas require focus. A challenge from the Committee was that learners need to be reengaged before the summer or there is the risk that they may not come back at all in September.

The Vice Principal confirmed that the college is looking at a number of outreach strategies, particularly for the vulnerable, and that this may involve further work in partnership with the Inspire and Achieve Foundation. A challenge from the Committee was that the college needs to make sure that no one is left behind or 'falls through a crack'. The Committee all agreed that this was a risk that needed to be continually monitored.

In terms of the engagement levels, the Committee asked whether the executive know if this is a sector issue or WNC-specific. The Vice Principal confirmed that there were some really good levels of engagement seen; however, this has not been the focus in the report as staff are very much tuned in to the negatives. The belief is that WNC is ahead of many other colleges in terms of the online delivery offer and levels of engagement.

The Committee indicated that, if such become available, they would very much like to see any AoC or other surveys provided in relation to the national position on online learning. The Committee all agreed that it would be very helpful to compare WNC with others in the sector, if that is possible.

VP:C&Q

July 2020

The Committee then went on to discuss the quality of TLA with subcontractors, and expressed some concern that WNC may be tolerating less than good TLA. The Vice Principal confirmed that there were three subcontractors where the college is now confident regarding quality. Staff have met with all subcontractors to better understand and see for themselves what they are delivering online and, through this process, can better understand the challenges. Some learners were referred through DWP and have social challenges in terms of access to IT, and this has impacted upon levels of engagement.

AGREED: to note the content of the update provided.

8 APPRENTICESHIP PERFORMANCE

The Assistant Principal: Quality and Standards introduced her detailed report. Key matters noted were:

- Retention has declined since the last report and she explained that this sometimes relates to how the college is required to

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report the data: for example, 23 learners have completed their learning but cannot yet undertake the end point assessment; however, they are shown as 'withdrawn' as there is no more learning required. Some end point assessments cannot yet take place, for example hair and beauty, retail, business, etc.

- Use of OneFile and recording of 20% off the job training remains a focus. She advised that:
 - In many areas, the data reflects the fact that there are functionality issues within the system.
 - There are some inconsistencies in terms of reporting,
 - More chasing is needed to ensure data is entered into the system on a timely basis.

She provided the Committee with assurance that the team has done a really in-depth analysis and know what needs to be done to resolve the issues identified, and she confirmed that work was still ongoing in relation to OneFile. A challenge from the Committee was in terms of the arrangements to be put in place to bring about improvements at pace. The Committee were assured that good progress has been made since the establishment of the OneFile task group in October 2019. She indicated that it is a constant exercise to remind staff and students what is needed on the system.

The Committee asked whether there have been any improvements in relation to the number of reviews being completed. It was confirmed that there have and it was explained that some learners simply haven't ticked the appropriate box required to 'sign' to confirm. She indicated that furlough will also have caused some lag in terms of reviews being completed.

She provided assurance to the Committee that she has provided training on what constitutes 'off the job' and that managers know which staff need additional support to ensure a consistent and timely approach. It was agreed that an update regarding the number of reviews that have and haven't been completed would be provided at the next meeting, with clarity to be provided in relation to what is on target and what is behind.

AP Q&S

Sept. 2020

AGREED: to note the content of the update provided.

9 **TLTA REPORT 2019/20 (INCLUDING OUTCOMES OF DEEP DIVES)**

The Assistant Principal: Quality and Standards introduced this report and reminded that observations ceased in February 2020. The college was intending to undertake reobservations of those members of staff who had not met expectations, however, the COVID-19 pandemic impacted upon this. After February 2020, the college moved to implement its deep dive strategy.

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The Committee's attention was drawn to the deep dive summary outcomes, and the Assistant Principal described the deep dive in relation to level 1 as a very interesting exercise. She confirmed that some common themes were evident but also some specific issues identified. She expressed the view that deep dives give a much more balanced approach when compared to observations, and that the process is a lot more incisive as it covers a much broader range of indicators. She expressed the view that deep dives have really driven collective ownership by the teams.

In terms of the deep dive outcomes, the Committee were reminded that the perceived weakest areas were targeted first to drive forward improvements, and it was confirmed that the deep dives are not intended or considered to be a punitive approach.

The Committee asked whether there were timelines in place for completing the action plans. It was confirmed that there are and that they are picked up within the departmental QIPs and PMRs. The Committee acknowledged that what was in place was a robust approach; however, they acknowledged that it was currently developmental.

A challenge from the Committee was to undertake a short, simple survey with staff to ascertain how they have felt during the deep dives and to ask whether these had led to changes/improvements. They acknowledged how far the college has come and felt that it would be useful to have an opportunity to triangulate impact.

AP Q&S

Sept. 2020

AGREED: to note the content of the update provided.

10 SUBCONTRACTORS

The Assistant Principal: Quality and Standards introduced this item and confirmed that:

- The carryover is now 22 and these apprentices are just awaiting EPAs, certification etc. The expectation is that all will achieve.
- This academic year, all AEB subcontractors are based within or very close to D2N2. AEB retention remains positive.
- Inspire and Achieve is affecting the retention pass and achievement data as its retention rate is currently at 92.6% and its pass and achievement rates are very low at 60.8% and 53.6%. The Committee were reminded that the Inspire and Achieve Foundation works with really hard to reach learners and that this does influence their data.
- In relation to Linden Management, two online observations were undertaken with some really good practice evident.
- The college meets with each subcontractor on a regular basis.
- There are two subcontractors that have delivered online learning, whilst the others have focused on keep-warm activities

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until they can resume face-to-face activity.

- The college has completed its own reviews of the subcontractor risk assessments completed regarding extending contact with learners as the COVID-19 lockdown eases.

AGREED: to note the content of the update provided.

11 START OF THE YEAR ARRANGEMENTS 20/21

The Vice Principal introduced this item and it was acknowledged that governors are very familiar with the curriculum changes made. All agreed that these were intended to really motivate and challenge both learners and staff. The curriculum changes are working alongside the business improvement projects, with the first 42 days being a focus.

The Committee were reminded that social distancing expectations have been a real priority and it was confirmed that staff have worked hard to ensure that all aspects have been considered. The Committee's attention was drawn to paragraph 2.5, which details the steps planned to reduce the dropout rate, and it was explained that, because of Government guidance regarding COVID-19, plan B timetables are being put in place. This will involve students having one week on and one week off site. Key aspects will include:

- Whilst students are off-site, they will be set work to do.
- The college will maximise what they do whilst on site.
- Teachers will be teaching the same content for two weeks.
- The college is looking at IT that may be able to support students accessing lessons from on site on a 50/50 basis.
- The college's plans will significantly change again if social distancing comes down to one metre.
- Providing a rich and varied series of interactive edutainment events in each curriculum area and across the college is really critical.
- The idea of staggered starts has now been abandoned.
- Additional temporary CIAG and 'swap don't drop' staffing agreed to help ensure all learners are enrolled and stay in learning on the appropriate courses. These are considered to be critical.
- Current consideration is being given to some existing groups of learners commencing the academic year in August; for example, current level 3 year 1 students who are progressing to year 2 and will benefit from teaching and learning enabling them to catch up and make good early progress in year 2. He explained that current thinking is that it will apply to all level 3 groups and will, in part, include some edutainment-style activities.

He described the college as needing to be really fluid and responsive; therefore, it is likely that there will be more changes as the college needs to constantly change in response to variables.

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The Committee asked whether there are any key risks or concerns. The Vice Principal indicated that those groups with low level engagement are a priority and are a concern. In addition, the two-week timetable may mean that some students don't progress as well as they would if they were on site 100%. The college may not be able to push acceleration; however, this is likely to be a national issue.

21/22 year will also be a challenge as the current year 11s in year 20/21 are not likely to be on site at schools for 100%. One Committee member made the observation that, in the schools sector, they are looking at undertaking mental health and wellness assessments before they even start academic assessments. A challenge from the Committee was that the college needs to be aware of similar challenges in relation to its own students.

In general discussion it was acknowledged that a significant concern is the learners who were not already on the college's radar before lockdown. It was confirmed that the college is strengthening the welfare team and that this includes a welfare coordinator. The college is also starting to make good links with the community mental health services. The plan is to scale up support, even if it is only on a temporary basis until December, as the college will have a better idea of the challenges facing students at this point. It was confirmed that those students who were on the radar prior to lockdown have been fully supported; therefore, there are some lessons that can be learned in relation to this.

A question and challenge from the Committee was whether or not the current circumstances provide an opportunity to provide training in relation to resilience for everyone. It was confirmed that this will be part of the broader work undertaken by the mental health coordinator, and also that resilience, coping strategies, etc. will be built in to the tutorial system.

A challenge from the Committee was for the college to consider staff mental health as well as students. It was confirmed that the college is also looking to appoint a mental health first aid facilitator: this is someone who will 'train the trainer' and the expectation is to build in a programme of development for staff.

AGREED: to note the content of the update provided.

12 **CEIAG**

The Vice Principal: Communications, Engagement and Student Experience introduced this item; key matters noted were:

- In relation to the Gatsby benchmarks, the expectation is that the college will have hit all of the benchmarks by September 2020.

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- The college continues to complete the compass self-assessment and the last review was completed in May 2020.
- One aspect that does need further development is the systematic approach needed in relation to parental feedback.
- There is also more to do in terms of challenging sector stereotypes.
- The college has a Matrix visit each year and an area identified for improvement is to link the central careers service better with staff in the curriculum. That said, there have been some successes this year, including:
 - DANCOP – the college is looking to extend if possible
 - Erasmus – this has been hugely beneficial
 - Employability framework – the target set was 90% and the college currently sits at 85%. This has largely been impacted by attendance and punctuality. The plan is to have attendance coaches in college next year and 90% will be the trigger for intervention.

Key areas of focus in 20/21 include:

- A lot to do in terms of systems and processes,
- The aim is to really ‘sweat’ the possibilities of the learning companies.

The Committee asked whether learner voice feedback is obtained in relation to CEIAG. It was confirmed that feedback is obtained from every learner who receives advice and guidance; however, it is felt that more can be done to capture the impact.

One member of the Committee indicated that a career coach tool is available via EMSI and that this link with skills data could inform the careers strategy for the future. The Committee were advised that the college website is being reviewed and the plan is to ensure that students are able to access the career coaching tool before they actually come to site. This will also allow the college and students to hone in on the skills required for each sector.

AGREED: to note the content of the update provided.

13 HE UPDATE

The Vice Principal provided a brief update and confirmed:

- Zero submissions to the Office of the Independent Adjudicator.
- Publication of the national student survey results has been delayed; therefore, this will be presented to the Committee at its September meeting.
- Transfer of students to NTU has now taken place.
- HND and HNC qualifications – it is the intention of the college to continue to directly deliver HND and HNC qualifications,

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primarily in engineering and construction and for a handful of students studying music. Initially we had envisaged these qualifications being full-cost without the need for students to access student loans, and this would then mean that the college would relinquish its OfS registration moving forward; however, it has become apparent that, as a result of an economic downturn following lockdown, many more students than anticipated would need to access loans and therefore the college is seeking OfS guidance regarding continuing registration.

AGREED: to note the content of the update provided.

14 **ASSESSMENT OF LEARNER GRADES AND RANKINGS**

The Vice Principal: Curriculum & Quality introduced this detailed report and explained that this had been a huge piece of work to complete. Timetables for the awarding organisations were all different, with late changes made and differing guidance. The Committee were advised that the Principal personally sat in on all of the reviews, which involved 26 different awarding organisations.

He confirmed that all staff have been diligent, thorough, and very professional. There have been a lot of lessons learned through the process, which will now be taken forward.

The Committee acknowledged that there had been a really impressive response and, given the information provided and documentation seen, they had absolute assurance regarding the processes and asked that their thanks and appreciation be passed on to staff.

AGREED: to note the content of the update provided.

15 **SAFEGUARDING AND PREVENT – EXCEPTIONS REPORT**

The content of the written report was considered and key aspects highlighted were:

- The college has slightly updated the Prevent risk assessment in response to the increase in the amount of time that students are spending online.
- Referral rates regarding Prevent in FE are lower than in schools and the belief is that it is more likely that students are recruited in school, then the issues in FE become more to do with criminal concerns.
- Work is currently underway in relation to the safeguarding development plan and the subcommittee is working to split out aspects that need to be a focus compared with those matters which are more to do with day to day. It was agreed that a final version, when complete, would be circulated to the Committee.

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Key focus areas include:

- Safe learning
- Agency training
- Continually drip-feeding information to staff
- Implementing changes to the welfare team
- Mental health strategies
- Partnerships
- Working with employers

It was confirmed that an internal audit on safeguarding will take place next year. A challenge from the Committee was for the college to go through the new KCSI document which was issued yesterday. It was confirmed that this is likely to necessitate changes to policies and procedures over the summer. It was agreed that updates would be shared with the Committee and approved via email in advance of them needing to go on to the college website on 1st September.

VP CE&SE

Aug. 2020

16 **COMMITTEE REVIEW**

The Clerk introduced this item and invited the Committee to consider whether any changes were required to the terms of reference and/or membership. She described this as an opportunity to look back on the year and consider whether any changes and/or additions were required. A challenge from the Committee was that their focus needs to be on the curriculum going forward, especially the impact.

AGREED:

- a) To recommend to the Board that the Terms of Reference and Committee membership roll forward into 20/21 unchanged.
- b) Subject to a greater focus on the impact of the curriculum, approve the work plan proposed for 20/21.

17 **AOB**

The Principal took the opportunity to update the Committee on two aspects:

- 1) College Collaboration Fund is now up and running and the intention is for the college to submit a bid. It was agreed that information on this would be shared with the board and it was confirmed that the planned activity aligns with the QIAP.
- 2) The college's LEP bid has been approved at the first stage in relation to plans regarding automation and robotics.

Principal

July 2020

Signed : _____  _____ Chair

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18 **DATE AND TIME OF NEXT MEETING**

The Clerk confirmed that the next scheduled meeting was 4th September 2020.

Meeting closed at 7.10pm.

Signed : _____  _____ Chair

Date: 04/09/2020