



**WEST NOTTINGHAMSHIRE COLLEGE**  
STANDARDS COMMITTEE

**Minutes of the Standards Committee meeting held via Microsoft Teams on Friday 6<sup>th</sup> November 2020 at 3pm**

**GOVERNORS PRESENT:** Mary Mamik, Chair  
Andrew Cropley, Principal/CEO  
Spencer Moore  
Steve Sutton  
Andrew Spencer

**ALSO IN ATTENDANCE:** Maxine Bagshaw, Director of Governance  
Matt Vaughan, Vice Principal: Curriculum & Quality  
Diane Booth, Assistant Principal: Quality and Standards  
Louise Knott, Vice Principal: Communications, Engagement & Student Experience  
Rebecca Joyce, Governor and Observer for this meeting  
Ian Ashman, Observer

	<b>ACTION by whom</b>	<b>DATE by when</b>
<p><b>1      <u>DECLARATIONS OF INTEREST</u></b></p> <p>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.</p>		
<p><b>2      <u>WELCOME, INTRODUCTIONS &amp; APOLOGIES FOR ABSENCE</u></b></p> <p>Apologies for absence were received from John Gray, Melanie Stirland, Andrea Morrissey and Kate Truscott. Andrew Spencer, the new staff governor, was welcomed to his first meeting of this committee.</p>		
<p><b>3      <u>MINUTES OF THE MEETING HELD ON 4<sup>TH</sup> SEPTEMBER 2020</u></b></p> <p>The minutes were reviewed and it was agreed that they were an accurate record of discussions.</p> <p>AGREED: to approve the minutes of the meetings held on 4<sup>th</sup> September 2020.</p> <p>There were no matters arising.</p>		

Signed : \_\_\_\_\_  \_\_\_\_\_ Chair      Date: 07/01/2021

4 **ACTION PROGRESS REPORT**

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


5 **ANNUAL KPIS – 2019/20 OVERALL PERFORMANCE AGAINST TARGET GRADES**

The vice principal: curriculum and quality introduced this item, and a number of matters were discussed in detail:

- Section 2.1 – despite the notable improvement in GCSE English and Maths grades and the proportion of learners who met their target grades, the attendance of study programme learners to their English and maths lessons declined on the previous year and fell short of targets set. It was acknowledged that the college has had some concerns regarding English and maths for a while now and has therefore brought in a range of interventions as detailed in section 2.2 of the report. He described an optimistic position during lockdown and, whilst not where the college wants it to be, it is a better position than some colleges.
- Section 2.3 summarises the significant changes made including investment. Changes include:
  - a) Hourly lessons
  - b) Expert teachers
  - c) Eight bespoke classrooms
  - d) Significant CPD.

He indicated that, because of the changes made, he is optimistic that the college can arrest the decline. In addition, there have been a number of rewards and initiatives used which are showing positive results.


- Section 3 gives a summary on deep dives, and he explained that lockdown really slowed down the number of deep dives that could be undertaken. The first four focused on the weakest areas, i.e. those with concerns and considered to be 'requiring improvement'. Since then, the deep dives have been broadened but are still focused on areas of concern. It is envisaged that there will be a number of 'quick wins' and that, throughout the year, the college will start to see more and more graded as good. He confirmed that, through the SAR process, there is 40% of provision assessed to be good.
- Section 4 provides a summary on apprenticeship provision and, whilst still a long way to go, the college has seen some improvements. The committee were advised that the principal chairs the apprenticeship group and the assistant principal: quality and standards chairs the OneFile group. Whilst there are a range of green shoots seen, the area is still self-assessing as RI. The position is not too far off the national rates overall, but there is still a long way to go in terms of timely. Retention is

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below the 67% national rate but is better than it was.

- Section 4.3 provides a summary of high grade achievement for apprenticeship provision. He explained that, when moving in to the standards rather than frameworks, these statistics are very important and are encouraging. There is a very good picture in terms of end-point assessments and high grades. As an overview, there are some strengths now in apprenticeship provision but there are continuing concerns, i.e. timeliness of reviews and OneFile compliance. The average position of off-the-job training is 19%, with the aim to get to 20%. Whilst not there yet, the college is moving in the right direction. The committee were advised that the decision has been taken to discontinue hospitality apprenticeship provision as the college is simply unable to ensure quality and COVID has also had an impact.
- Section 5 provides an update on students progressing to learning at level 4 plus. The committee were advised that the college did not hit its target and, as the target increases again in 20/21, there really is much more to be done in this area.
- Section 6 provides an update on positive destinations for study programme leavers, and this was described as ‘an absolute litmus test’ as study programme destinations are key. There is a real drive to now identify destinations for the 288 unknowns. It was confirmed that, going forward, there is a real drive to continually reduce the number of unknowns.
- Section 7 gives a summary of English and maths learners’ improvement of grades by one and two. The target for 20/21 is that 85% of learners increase by at least one grade. The college saw an improvement on the prior year, but there is still more to do. The vice principal expressed the view that the investment in English and maths will really help with this target. He confirmed that all staff are committed to hitting the target in this area to avoid maths and English being seen as the college’s ‘Achilles heel’.
- Section 8 gives overall achievement of study programme learners. The college is ensuring is that it provides really meaningful qualifications, and the aspiration is to be better than the national rates.
- Section 9 gives learners’ performance against target grades and he explained that this was at progress check 4. He indicated that there are some caveats to the position, however, in that the college was only able to assess two thirds of learners before lockdown and then had to move to centre-assessed grades. He confirmed that the aspiration is to ensure that all learners are achieving above target grades.

In general discussion, the committee commented on progression and asked whether there were any forming ideas on how to improve. The vice principal drew the committee’s attention to section 6.1 and

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explained that where the college is struggling tends to be in the customer-based professions. In some areas specifically, COVID decimated some industries. He expressed the view that 65% was good in COVID circumstances, but acknowledged that there was still more that can be done. The committee made the observation that the student experience is not just about qualifications and that it is more about a portfolio of activities, including skills, behaviours, etc. A challenge from the committee was to really see how the college can support all of the activities.

The committee discussed OneFile and asked how the college is clear in terms of what the issues are, as it appears to repeatedly arise as an area for improvement. The assistant principal confirmed that there is confidence that the areas of noncompliance are known and, in particular, it is a box that learners themselves have to tick. She confirmed that the OneFile group is now able to pinpoint exactly where the issue is and that there are 238 learners who have simply failed to tick a box. It was agreed that providing complete data was important but it was explained that, if these 238 learners are removed, there is an improvement and the rate of improvement is accelerating. The committee were advised that the college commissioned an external review by the OneFile account manager, and he expressed the view that compliance was improving. A challenge from the committee was to prevent the OneFile system becoming the master of college data.


Committee were pleased to hear the update but indicated that they really needed to start to see improvements in the OneFile metrics. One member of the committee asked whether there was a OneFile action plan in place. The assistant principal confirmed that there was and also explained that the group meetings are minuted. It was agreed that this information would be shared with the committee at the next meeting in January.

AP Q&S

Jan. 2020

In relation to section 7, the committee asked whether the targets were based upon starting points. It was confirmed that they are and are based on GCSEs and centre assessed grades. The vice principal advised that the college had been intending to stream sets in 20/21 but was unable to do this because of the requirements of COVID bubbles. He confirmed that the intention is to stream in 21/22.

In terms of student numbers, there are 1,350 for GCSE English and 1,370 for GCSE Maths. The college reflections are on grade 4 and above plus those who increase by one or more grades. He advised that the cohort who have improved the most were those who came in at grade 2; however, it is likely that this was because of the great teachers that this cohort had. He confirmed that the aspiration is for everyone to make the same level of improvement. The committee were advised that, on entry this year, the college is seeing some significantly inflated grades and work has had to take place to unpick this through assessments.

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AGREED: to note the content of the update provided.

6 **SAR 2019/20**

The vice principal presented the SAR and confirmed that its completion and validation had gone through a really rigorous process. There has been full participation with real staff ownership and understanding of the EIF.

The committee were advised that the overall grade for effectiveness in the 2019/20 SAR is 'requires improvement' and that this is an acknowledgement that there are some issues still to address. The committee considered the document in detail and it was noted that there have been some movements since 18/19: an example given was that apprenticeship provision has moved from a 4 to a 3. The vice principal confirmed that the SAR has been written against the EIF. As an overarching observation, the quality of education is not yet where the college wants it to be, hence the RI judgement.

The committee were given a summary of strengths, which include:


- Decisive leadership
- Good working relationships
- Some good teaching
- Positive position regarding high needs
- Positive position for adult learners
- Progression to positive destinations
- Really strong student support services
- Positive response in lockdown, with 3,500 learners a week engaging in learning.

So why the RI judgement? The vice principal explained that there is currently not enough teaching and learning that allows learners to accelerate and deepen their learning. He provided a summary of the areas requiring improvement; these are:

- Apprenticeship provision
- English and maths
- Some specific subject areas, i.e. health and social care, performing arts, media studies, computer science, and English and maths.

He described a number of areas that have been an issue for a while and therefore could be considered to be the 'Achilles heel'. These are construction, English and maths, and apprenticeship provision.

He confirmed that the judgements will be reassessed in January 2021 and it is believed that, with the evidence generated in the autumn term, the college should be in a position to self-assess as 'good'.

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The committee considered the document as a whole and agreed that it seems broadly reflective and has the right balance in terms of judgements. A challenge from the committee was that they would want to see the additional evidence between now and January to support any shift in the self-assessed grades, it being acknowledged that this is not a great deal of time. The committee felt that the document was self-critical and an honest evaluation but does recognise the hard work being done and progress made.

The vice principal confirmed that it was scrutinised by the FEC team and their feedback was that they were pleased to see the level of honesty and transparency.

It was confirmed that governors were involved in the validation and they felt that it had been a thorough process, particularly in the areas that were judged to be RI. They acknowledged the honest approach and felt that there was a change in culture that was becoming evident. The vice principal confirmed that governor challenge in the process was really helpful.

A challenge from one member of the committee was whether or not the document sufficiently reflects the movements. They asked whether it could highlight the really good areas of practice and they questioned whether the college was celebrating sufficiently. The vice principal expressed the view that, later in the document, it does articulate the change in culture and the green shoots. He felt that the January/February update would include more evidence of green shoots.

A challenge from the committee was that it could give more evidence regarding the direction of travel and acknowledge the journey by way of a short summary. The vice principal confirmed that he would add in a further paragraph before reporting to board, i.e. the context for the year and the intention to build upon what is already in place. Subject to this minor addition, the committee were happy to recommend for board approval.

AGREED: to recommend that the board approve the SAR as presented for 2019/20.

## 7 SED 2019/20

The vice principal: communications, engagement and student experience introduced this document, and it was acknowledged that the SAR and SED (which relates to higher education) are very different in terms of format. This annual review looks back on provision where the vast majority has now been transferred to another provider. The areas which remain at college are:

- HNDs – primarily engineering and construction provision. There is some music provision but 20/21 will be the last year.

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It was confirmed that the college's focus, therefore, is very much engineering and construction. Particular aspects to consider are engagement with employers and students. She confirmed that retention is also a real focus.

One member of the committee asked whether the college has been able to share any lessons learned with NTU. The vice principal confirmed that this has not been done formally as the college was waiting until the SED had been signed off; however, assurance was given that there have been informal discussions. The committee were advised that NTU is changing some of the provision slightly and, therefore, there is likely to be a positive impact.

AGREED: to recommend that the board approve the SED 2019/20, as presented.

## 8 COMPLAINTS – 2019/20 YEAREND REPORT

The vice principal: communications, engagement & student experience introduced this report and a number of aspects were considered:

- The table in section 2.1 shows that, largely, the number of complaints were similar to the prior year.
- Types of complaint have been influenced by COVID: for example, some relate to the centre-assessed grade process rather than exams. The committee were advised that a lot of time was spent in explaining the robustness of the CAG process and that, as a consequence, there were no formal appeals.
- Section 2.4 relates to the bus service and the increase in complaints. She explained that a lot related to the fee, with individuals wanting a refund as a consequence of lockdown. The college has explained that the service is very heavily subsidised and, therefore, has taken a hard line with parents regarding the fees paid.
- It is pleasing to see a reduction in the number of complaints made regarding teaching and learning. Complaints this year are more to do with communication rather than attitude of teachers, which was an issue in 2018/19.

A question from one member of the committee was whether or not there is any evidence to give assurance that students know how to complain. The vice principal indicated that, to date, this is not captured formally; however, through learner voice, the team do tend to identify issues which are, in the main, addressed before they get to a complaint stage. She indicated that she would ask the question during the next learner voice forum.

The committee asked whether complaints feed in to the 'you said we

VP CESE

20/21

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did' process: the vice principal confirmed that they do where there is a specific trend seen.

AGREED: to note the content of the update provided.


## 9 **SAFEGUARDING, PREVENT & EQUALITY AND DIVERSITY**

The vice principal: communications, engagement and student experience introduced this item and confirmed that it is split into two aspects:

- a) 2019/20 annual reports
- b) 2020/21 in-year exception reporting.

In terms of 2019/20, key matters brought to the committee's attention were:

- The number of referrals has reduced significantly as a result of COVID.
- Referrals to MASH have reduced but not at the same level.
- Prevent referrals have significantly reduced. Three were escalated but no intervention was required.
- Prevent is a focus, specifically to make sure that the level of referrals is representative of the reality.
- Throughout the year, 62 students were assigned a social worker; 10 of our young people were on child in need plan; four were on a child protection plan; 46 were looked after or care leavers; and a further two of the adult student population were assigned a social worker. College was engaged with three sexual exploitation panel discussions and four child criminal exploitation panels.
- 104 students across the year had an EHCP plan and college provided high needs support for a total of 145 students throughout the year.
- 30 students were identified as being of significant risk; eight were identified as at significant risk of suicide; and one student was sectioned in Millbrook following several attempts on their life. She was released to supported accommodation towards the end of the year and is doing very well.
- The college considered 12 applications for 20/21 through the exceptional needs panel. Three were declined: one due to previous safeguarding concerns with the individual and a college member of staff; and two because of their readiness to attend a mainstream environment. They were successfully referred to the Inspire and Achieve Foundation and one started on programme with them on 19<sup>th</sup> October. The other moved out of the area.
- Good progress was made last year against the objectives set in the safeguarding development plan. Particular aspects brought to the committee's attention included security, adverse childhood experiences, and WERK, which is a project run by the local authority.

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- Section 2.3. of the report sets out the priorities for 20/21, which include:
  - a) Provision of transition information
  - b) Tutorial framework.

In relation to equality and diversity for 2019/20, the committee were advised that:

- The college received five complaints throughout the year in relation to E&D. Two complaints were in relation to provision of additional learning support related to a disability, and both were resolved. One complaint related to the use of college lifts by students and staff without disabilities – lifts at Derby Road have now been fitted with a card access system – and two complaints related to the use of the disabled carpark by none-blue badge holders.
- The table in section 3 provides outcomes data for learners by equality and diversity indicators.
- Outcomes for students of non-white British backgrounds is good across both age groups and above that of their white British counterparts for both 16-18 and 19+ students.
- Females outperform males across both age groups and, whilst this mirrors a national picture, it should form a focus for attention in 20/21. It was confirmed that the data will be reviewed and the expectation is to have a focus on white working class boys.
- Data for learners with a learning difficulty or disability is included within the achievement data reported earlier on the agenda and, therefore, is not repeated here. Overall achievement for LLDD learners at 87.4% is a 1.1% improvement on the prior year.
- The college made good progress towards embedding equality and diversity; examples were given in section 3.7.
- Areas for improvement include
  - a) The tutorial programme and
  - b) Re-establishment of the equality and diversity steering group.

It was explained that this is to give some impetus to the development of a range of campaigns and resource to support this area. She explained that there is a need to improve the understanding of E&D through tutorials. In terms of the re-establishment of the steering group she asked for governor volunteers. During the meeting, Andrew Spencer volunteered to participate. It was agreed that other governors would be approached outside the meeting.


The committee considered the number and type of matters that the team deals with and asked whether staff are well equipped to pick up new and emerging issues. The vice principal confirmed that the 50/50 timetable is ensuring that the number of referrals is kept to a

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manageable level on a day-to-day basis. She confirmed that the team is picking up an increasing number of stress and anxiety issues and, as a consequence, is putting together a number of sessions on resilience and managing stress, sleep etc. This is all about enabling students to help themselves.

The vice principal then provided an update in relation to 20/21; key points noted were:

- The number of referrals is slightly behind that of the prior year but not significantly so.
- Referrals to statutory bodies are significantly down.
- There are 141 students on EHCP plans.
- 170 students are receiving high needs funding.
- The college has held three welfare meetings to date and has identified 42 students who are of significant concern. Six of those are considered to be at high risk of suicide and, unfortunately, three of those have already made an attempt on their own life. There are currently just over 1,700 students flagged on the college's risk register; 250 of them are flagged as red or amber.
- The college has been engaged with two child sexual exploitation panels already this year: one has been closed to further action and one has remained open to social care. The college has also been engaged in one child criminal exploitation panel for one student.
- Staff have also attended a multiagency mapping meeting for groups of young people from the South Normanton area who are thought to be engaged in county lines activity. Seven of the young people of interest are currently enrolled with the college and one has already been withdrawn. Six are enrolled in the construction curriculum area. Attendance for three out of the six students is of significant concern and the college is working hard with the authorities and parents to reengage. The college has an internal strategy meeting booked for after half term to plan how the college can continue to support.
- The college is currently working with one student and her foster carer around potential fitness to study: the learner has suddenly become very poorly and cannot at this time care for herself. A break in learning is being considered for this learner.
- Members will be aware of the tragic events of 19<sup>th</sup> October when one student died as a result of an accident on the railway tracks near Sutton Parkway and another remains in hospital. This student is now awake and is doing much better than initially feared.
- Governors were reminded of the need to undertake an annual update for safeguarding and prevent and also confirm by way of email response that they have read and understood part 1 of the Keeping Children Safe in Education guidance.

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AGREED: to note the content of the report provided.

**10**      **DATA ON A PAGE**

The assistant principal introduced this item and confirmed that this is the governors' dashboard to give a quick overview of key aspects. The committee were asked to note that:

- Some areas are incomplete as data is still awaited.
- Some data has been impacted by:
  - a) Additional enrolments
  - b) 50/50 timetable
  - c) COVID.
- The dashboard provides a summary of performance by directorates, including attendance to date.
- There are some missing attendance marks because of students and staff self-isolating, which is why the document couldn't be fully completed for this meeting.
- In terms of apprenticeship provision, there are improvements across the board in relation to retention.
- The document includes key national rates for comparison.

A question from one member of the committee was that, as the off-the-job training position for apprentices is under 20% there are some individuals not receiving their entitlement. It was explained that this statistic has been impacted by COVID and that, whilst apprentices are able to complete the knowledge part of off-the-job training, there are those where skills cannot yet be assessed. In addition, there are some apprentices on furlough, which means the college cannot get up to the 20% target.

- Progress scores are incomplete because of the 50/50 model

The committee asked when it will be a completed document and it was confirmed that this would be for the next meeting.

AGREED: to note the content of the update provided.

**11**      **BALANCE SCORECARD KPI REPORTING, INCLUDING:**  
**A) IMPROVEMENTS IN APPRENTICESHIPS**  
**B) PROGRESS WITH TECHNOLOGY-ENHANCED LEARNING**  
**C) UPSKILLING OF TEACHERS**  
**D) PROGRESS WITH CURRICULUM STRATEGY**

The committee considered the report provided and it was acknowledged that there were a number of these areas discussed earlier in the meeting.

Assistant  
Principal

Jan 2021

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The committee asked how staff are finding the balanced scorecard as a tool. The vice principal confirmed that it helps staff to focus on the key straplines and also helps to expedite the quality drive: for example, enhance technology learning. All acknowledged the significant CPD investment being made to upskill teachers.

In relation to the curriculum strategy, the vice principal confirmed that there was more to be done and explained that, as it is a participative review/update process, it does take longer. A challenge from the committee was to ensure that the balanced scorecard is a valuable tool and that, going forward, they would like to see how this dovetails with the quality improvement plan, as there is a wealth of information available in that document.

The vice principal expressed the view that the balanced scorecard helps the college to focus on the developmental and not just the measurable. The committee considered the update and RAG-ratings provided and were happy to agree these, and it was noted that they would now be incorporated within the document to be presented at the December board meeting.

AGREED: to note the content of the update provided.

## 12 **QIP 2020/21 – PROGRESS UPDATE**


The committee considered the comprehensive document and a summary was provided in a number of areas:

- Whilst the QIP includes new aspects, it does focus on six key areas.
- There has been a significant rise in staff engagement with teacher talks and also with students through the 'rate my course' initiatives.
- The right hand column of the QIP shows the trajectory.
- This document was scrutinised by the FEC team and they were supportive of the content and the processes.

A challenge from one member of the committee was to read the progress against success measures and fully articulate where the college is and what still needs to be done. The committee asked that the next review clearly identifies the evidence in place that will take the college to the next level. All agreed that there needed to be more green rather than red and amber, and it was acknowledged that this is influenced by the impact on the learner, which does take longer to evidence.

AGREED: to note the content of the update provided.

## 13 **DEEP DIVES – OUTCOMES AND IMPACT OF THE ASPIRE CURRICULUM**

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The assistant principal introduced this report and reminded the committee that deep dives have replaced the individual observation process, as this gives a much more comprehensive view of provision. She confirmed that rigorous quality action plans are put in place following each deep dive, along with rigorous quality assurance processes.

The committee were advised that CPD is put in place to support all those who participate in deep dives, and she was pleased to report really good buy-in from staff in the process and follow-up. She described this as a real step in the right direction and explained that these generate a real team approach.

Committee asked whether there had been any staff feedback regarding the 'loss' of one-to-one reviews. She indicated that this was not the case and that all staff were generally positive in terms of their responses, with this providing a much greater team approach to teaching and learning.


The committee asked for the position on outcomes to be expanded, and it was explained that this includes clarity regarding areas for improvement and swift action taken by staff to address.

AGREED: to note the content of the update provided.

#### 14 **MATHS AND ENGLISH – KPIS AND WHERE THE COLLEGE CURRENTLY IS**

The assistant principal introduced this item; key information provided was:

- There was a notable improvement in GCSE English and Maths grades (all ages).
- Overall achievement rates for Functional Skills have improved since 18/19, with the exception of 16-18 maths, although there are still too many learners that do not achieve. It should be noted that this is the first year of teaching the reformed Functional Skills qualifications.
- Classroom-based functional skills (all ages) – levels 1 and 2 first-time pass rates for maths and the level 2 first-time pass rates for English are a concern. Actions need to be taken to rectify weaknesses in teaching and assessment; further detail was provided on this in the substantive sections of the report.
- The delivery model has been changed for 16-18 classroom-based learners studying GCSEs, so that learners study these subjects in smaller chunks and more frequently over the course of a week.
- As a result of COVID-19, the plan to stream learners has not been implemented to avoid learners mixing outside of their bubbles. Furthermore, initial and diagnostic assessments did not always run as smoothly as planned due to the timetabling issues. Increased learner volumes and reduced capacity to assess learners in a way that maintains strict social distancing has impacted.

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- Full mock examinations will take place in February 2021 to ensure that learners are fully prepared for their actual exams in the summer term. This will build learners' confidence (many will not have GCSE exams before due to COVID-19) and ensure revision is targeted.
- Apprenticeships (all ages) – level 1 and 2 first-time pass rates for maths are a concern. Action is being taken to rectify weaknesses in teaching and assessment.
- Functional Skills English and Maths delivery models and monitoring mechanisms have significantly improved to provide the best opportunities for those apprentices studying these subjects to make swifter progress across all apprenticeship teams. The delivery models have been tailored more to meet the needs of the different apprenticeship areas.

In general discussion, the committee were advised that the reformed Functional Skills has increased in difficulty and this is the case nationally. The committee were given assurance that significant changes in relation to English and maths have been made and more are planned. The mocks in February will show progress and any gaps. In terms of apprenticeship provision, all now have access to maths and English teachers. Resources on OneFile are provided after every lesson. In addition, lessons are recorded so that learners can see them again (or for the first time, if they missed the live session). It was confirmed that robust progress checks are in place and that this should help to improve the first time pass rates.

Feedback from maths and English staff is that they really like the format of the CPD sessions, which is in triangles. This is a real cultural move forward. A challenge from the committee was to insure that the impact of staff CPD is recorded and evidenced. The committee asked what learner voice feedback is in relation to this area: the assistant principal confirmed that the team was starting to now get some qualitative information, and it was acknowledged that there is more that could be obtained through 'rate your course' processes. She expressed confidence that the college will be able to evidence the distance travelled. There is positive learner feedback regarding the one-hour lessons. It was agreed that staff and learner feedback would be incorporated into the next report.

AP Q&S 20/21

AGREED: to note the content of the update provided.

**15 STUDY PROGRAMME INITIATIVES – IMPACT ANALYSIS**

The vice principal: curriculum & quality introduced this item and confirmed that it links closely with the self-assessment report and processes. He described study programmes as a key area of delivery. The area was self-assessed as still 'requiring improvement' but the hope is to move quickly to 'good'. He acknowledged that some courses do need to improve. Although there have been some real improvements in grades,

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there is still more to do.

The committee were advised that attendance did decline in 2019/20 in a number of areas but that the college expects to now be able to arrest this decline. 1,371 individual study programme learners came back to online learning in July and August, which shows a real commitment. He confirmed that staff worked hard to really support this. The committee made the observation that it is really good to show the strong positives and really pleasing to see the shift in culture.

AGREED: to note the content of the update provided.

## 16 RISK REPORT

The vice principal: curriculum and quality confirmed that this report picks out the three areas from the cross-college register which relate to curriculum and quality matters; these are:

- Failure to embed the aspire curriculum and, specifically, what the college is doing to mitigate the risk
- Grade 3 Ofsted for overall effectiveness
- Grade 4 Ofsted for overall effectiveness.

In terms of how these are being mitigated, the college has introduced the 'seven steps' and undertakes regular reviews on whether provision is fit for purpose. It was confirmed that development of the learning companies is a big part of this and that there are a range of processes being put in place.

Quality improvement and quality assurance are a critical part of self-reflection and include:

- Blended learning
- Online learning
- Valuing staff at every level
- Capacity building
- Deep dives and performance drive


It was confirmed that these cover the key areas and give assurance regarding the self-critical nature of the college.

AGREED: to note the content of the update provided.

## 17 LEARNER VOICE REPORT

The vice principal: communications, engagement and student experience introduced this item, and it was confirmed that learner inductions have been really positive. Teams is a really good forum and gives students confidence to engage more, which leads to richer debate.

The outcomes of the site president elections were shared, with Molly

Signed : \_\_\_\_\_  \_\_\_\_\_ Chair Date: 07/01/2021

Young being appointed as the president at Derby Road; Ben Allen vice president at Derby Road; and Fionn Paliouras appointed as president at Chesterfield Road.

The vice principal confirmed that the learner voice comments were positive and encouraging. Not all students are a fan of the 50/50 timetable but they understand the reasons for this.

In terms of on-site activity, there is more work to do to ensure compliance regarding the wearing of masks. The rate your course initiative is a really strong development and is starting to really take off.

The vice principal confirmed that there would be a number of survey outcomes that were reportable to the next meeting, these include:

- Induction survey
- Employer survey
- 'Rate your course' survey

VP CESE

Jan. 2021

AGREED: to note the content of the update provided.

**18**      **AOB**

There were no items of additional business.

**19**      **DATE AND TIME OF NEXT MEETING**

The director of governance advised that, following a review, meetings will now move to 5pm rather than during the day and it was therefore agreed that the next scheduled meeting would be Thursday 7<sup>th</sup> January 2021 at 5pm.

Meeting closed at 5.10pm.

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

Date: 07/01/2021