

**Minutes of the Standards Committee meeting held in the Board Room, Derby Road site on Thursday 25 April 2013 at 6.40 pm**

**GOVERNORS** Asha Khemka  
**PRESENT:** Diana Gilhespy  
Adrian Harpham  
Marie Oakton

**ALSO IN ATTENDANCE:** Maxine Bagshaw, Clerk to the Corporation  
Patricia Harman, Deputy Principal: Teaching & Learning  
Nikki Witham, Head of Quality & Performance  
Martin Mainey, Interim Director Standards & Student Support  
Eleanor Taylor, Head of HE & International  
Dawn Stuart, Head of School: Business, Professional & Cont. Education

		<b>ACTION by whom</b>	<b>DATE by when</b>
<b>13.44</b>	<b><u>APPOINTMENT OF THE COMMITTEE CHAIR</u></b>  In the absence of Kate Allsop it was agreed that Diana Gilhespy would Chair the meeting.  AGREED: to appoint Diana Gilhespy as the Chair for this meeting.		
<b>13.45</b>	<b><u>DECLARATION OF INTEREST</u></b>  The Acting Chair reminded those present to declare any interests that they may have on any agenda items to be discussed. No interests were declared.		
<b>13.46</b>	<b><u>WELCOME, INTRODUCTION AND APOLOGIES FOR ABSENCE</u></b>  Apologies were received from Kate Allsop, John Holford and Linda Gratton.  The Clerk to the Corporation confirmed that the meeting was quorate with four Committee Members present.		
<b>13.47</b>	<b><u>MINUTES OF THE MEETING HELD ON 17 JANUARY 2013 &amp; ANY MATTERS ARISING</u></b>  AGREED: to approve the minutes as a true and correct record, these were signed by the Acting Chair.  There were no matters arising.	Acting Chair	25 April 2013

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

Date:

### **13.48 COMMITTEE ACTION PROGRESS REPORT**

Members reviewed the action progress table and noted that all matters were on the agenda. It was noted that item 3 was contained within the Deputy Principal's report.

AGREED: to note the update provided.

### **13.49 RETENTION – IN YEAR REVIEW AND WITHDRAWALS ANALYSIS**

The Interim Director Standards & Student Support introduced this item and drew the following to members' attention:

- For the purpose of comparison, the College can identify how the current retention supports the College's ability to hit the success targets, assuming that all students retained achieve their qualifications.
- Whole College retention (excluding functional skills) is at 93%, which indicates that there is potential to achieve an overall success rate of 93% if all remaining students complete their qualifications and achieve. If the College achieves at the same rate as last year (93%) and retains the students it currently has, the success rate would be 86.5%, a 5% improvement on 2011/12.
- Long qualifications are the significant qualifications in terms of making judgements regarding outcomes for learners. At the time of preparing his report, whole College long retention was 92% it is now 91.36%, this compares with 85% at the same point in the prior year, so the expectation is to see improved success rates.
- A number of schools of learning have retention rates at a point where the success rate target will not be met (red) or is within 2% of the success rate (amber). These are a) Academic, Public Services and Sports Studies, b) Business, Professional & Continuing Education, c) Construction & Building Services, d) Care & Education Studies, and e) Creative Industries and Digital Technologies.
- In relation to Creative Industries and Digital Technologies, the 16-18 long level 1 retention is 79%, which is 15% below the success rate target of 94%. These students are on the BTEC Art & Design and also the personal development award where retention is low. Adult long level 2 retention is at 75%, this is 14% below the success rate target of 89%. This is mainly due to withdrawals on level 2 BTEC diplomas. Adult short retention is at 83%, this is 12% below the success rate target of 95%. One learner has withdrawn from the BTEC certificate in work skills. Members were advised that this particular school of learning has reported some very very difficult students, with significant clashes of personality. The poor retention rate and difficulties seen are thought to be a 'blip' rather than an ongoing problem to address.
- The position for Hair & Beauty, which will be re-inspected shortly, is that retention is at 91%. Long provision is as predicted with success

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

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rates expected at 87%, which would be a 40% improvement. Short and very short courses have retention at 98.5%, which is a significant improvement.

- Learner withdrawal – Members` attention was drawn to appendix (b), which identifies why students have withdrawn by school of learning. The information was collected via phone calls using a pre-selected set of questions. Of the 537 withdrawn qualifications, the College was able to get responses from 264 learners regarding their reasons for withdrawing. Each learner is likely to have withdrawn from more than one qualification. Learners that the College were unable to contact, were called three times with voice mail messages left.
- The key finding was that of the students the College was able to contact a) 25% entered employment, b) 14% did not enjoy the course, c) 11% went to other colleges, d) 31% for personal reasons, e) 5% returned to sixth form, f) 5% started apprenticeships, g) 6% for financial reasons, and h) 3% relocated. It was noted that the highest percentage relates to personal reasons, it was acknowledged that this is real mixed set of reasons and not always something that the College can influence.

AGREED: to note the content of the report.

### **13.50 DESTINATIONS**

The Interim Director: Standards & Student Support introduced this item and drew members` attention to the following:

- The College surveys actual destinations of full time classroom based students during the period of September and January each academic year, ie, in this case 2011/12.
- Information relating to students` intended destinations was collected upon completion of their course in 2011/12.
- Supporting students in their progression to positive outcomes is something the College does very well and is a key strength in enhancing outcomes for students. Overall 95% of students progressed to a positive outcome in 2011/12.
- The highest proportion of students, 51.2%, progressed onto another course at WNC, an increase of 369 students compared with the previous year.
- The number of students progressing to Higher Education courses within WNC has dropped significantly from 93 to 36.
- The number of students progressing to full time employment has halved from previous years, from 440 to 222.
- In both age categories (16-18 and 19+), the highest percentage of students progressed to another FE course at WNC.
- The data shows very similar comparisons between male and female destinations.
- The data shows very similar comparisons in white British and other ethnicity destinations.

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- The vast majority of students have achieved their intended destination with less than 2% variation between intended and actual destinations.

Members all acknowledged that a significant amount of work had been done to ensure accurate collection of destination data. The Interim Director: Standards & Student Support indicated that he had done a lot of work with schools to ensure they capture accurate information and move away from an 'unknown' descriptor.

AGREED: to note the content of the report provided.

### **13.51 DEPUTY PRINCIPAL'S REPORT**

The Deputy Principal introduced her report, and the following was specifically brought to members' attention:

#### a) A Level Module Results

- The A level module results for the January 2013 series examinations indicate an increase in performance compared to the previous year.
- There were 568 AS level entries compared with 478 in 2011/12. The overall pass rate in 2012/2013 was 80% compared with 71% in the previous year. High grades (A\*-B) increased from 18% to 36% in 2012/13. The A\*-C grades also increased from 37% to 54%.
- Of the AS subjects with a significant number of entries, Biology was the only subject with a pass rate below 70%, with a pass rate of 59% (71 entries).
- AS subjects with A\*-C grades below 50% were Biology 39% (71 entries), Chemistry 42% (45 entries), English Literature 36% (11 entries), Geography 47% (17 entries), ICT 17% (23%) and Law 44% (41 entries).

#### b) Ofsted Learner View

A direct link to the website has recently been made available to students via the front page of Learner Net. This ensures that it is accessible to all students both at College and remotely. As at 18 March 2013, there were 8 responses to the survey, this is an insufficient response rate for results to be displayed. A sample of other colleges showed that only one has response rates sufficient to be able to provide results.

It was felt that the lack of responses to the survey may be a positive reflection of the College's own learner voice processes, and may also be a consequence of 'survey overload'. The Student Governor present confirmed that the Students' Union would generally promote learner surveys by Facebook. The Deputy Principal indicated that it would be difficult to give students direct feedback on issues raised on the Ofsted portal, but comments could very much be taken in a College wide

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context. It was noted that this is different to the College's own questionnaire, which can be broken down very specifically. Governors indicated that in future reports they would like to see both positive and negative feedback from the Student Council meetings.

Deputy  
Principal

Ongoing

#### c) Minimum Standards

The Department for Education has outlined a new set of minimum standards that apply to the 2011/12 academic year. For the first time they cover all schools and colleges for 16-18 year olds. School and colleges performance in A levels and vocational qualifications taken at level 3 will be used to identify poor performance.

A school and sixth form college will be seen as under performing if its performance table results show:

- Fewer than 40% of Students achieve the number of points per entry in vocational qualifications set equal to the fifth percentile of students nationally. In 2010/11 the fifth percentile was 197 points per entry, but the standard which will apply in 2011/12 will be calculated from the final data for that year, or
- Fewer than 40% of students achieve the number of points per entry in A levels and other academic qualifications set equal to the fifth percentile of students nationally. In 2010/11 the fifth percentile was 174 points per entry but the standard that will apply in 2010/11 will be calculated from that year.

Using the measures detailed, the College's 2011/12 results, 58% (232 of 399) vocational students achieved a point score of 197 or more. For the A Level students using the College's 2011/12 results, 68% (63 of 92) students achieved a point score of 174 or more. This would indicate that the College was significantly above the 40% threshold for both A level and vocational students. When the fifth percentile point is published for 2011/12 for vocational qualifications this is likely to fall, as there have been changes to the points awarded to these qualifications.

#### d) Post Inspection Improvement Plan

Members' attention was drawn to appendix C, where it was noted that quite a lot of the actions are still at amber, this is because the Executive Team cannot categorically say that consistent compliance is happening. However, it is unlikely that there will be ever be categoric assurance. There are two areas where sufficient progress has not been made, and these are:

- Percentage of registers marked in class. The target was 75% and in March 2013, the actual figure was 33.8%. The Head of Service Data Management is continuing to investigate the reasons for the shortfall. In some instances, it is not feasible to mark the register electronically within the session due to no computer

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access, or where multiple groups use a workshop and where this would disrupt the learning, eg, lecturettes at Station Park.

- Percentage of work based learners accessing additional curriculum

Members reviewed the table on page 21 and raised concern that there were so many areas of red in relation to teaching and learning. It was explained that the colour coding is unfortunately, a little confusing and that some consistency is seen:

- a) Improved consistency of observed and graded teaching and learning to at least good – 73% as at 22 March 2013, 76% following re-observation as at 22 March 2013,
- b) Deliver consistency of observation outcome between internal and external observation service – joint observations with externals, January/February 2013 showed 91.4% consistency.

All agreed that this was a good position to be in.

AGREED: to note the content of the report provided.

### **13.52 CURRICULUM REVIEW PROCESS – MID YEAR UPDATE**

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

- Members of the Executive Team have conducted a one day review of each of the schools of learning following pre agreed lines of enquiry that linked to the overall evaluation schedule within the common inspection framework.
- All schools of learning were reviewed by March 2013.
- An analysis of the outcomes of the curriculum reviews indicates that each school of learning has different strengths and a different range of issues to address. Where reoccurring themes were identified, the management teams were advised where they could potentially work jointly to make improvements.
- The review process has provided the management teams with an objective set of findings, which they will be able to use as a basis for improving all aspects of provision.

Amendments and recommendations:

- a) Each line of enquiry is followed by two members of the review team, each being led by experienced curriculum reviewers offering support to those members who do not have a background in curriculum.
- b) The same lines of enquiry have been identified within each school of learning to allow comparisons to be made.
- c) The review process would benefit by including lesson observations and this may be a consideration for moving the process forward next year.

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- d) The commitments of the wider members of the executive team have had an impact on their availability for the pre-meetings and attendance on the reviews themselves. A review of the team membership would be beneficial for next year.

Evaluation of the curriculum review process also included the following recommendations:

- a) The Head of School is a member of the review team.  
b) Reducing the amount of evidence required of the school of learning prior to the review.

The Head of Quality & Performance confirmed that the Executive Team had been involved in the school review this year and had found it really useful. This has given them a wider understanding and also allowed cross fertilisation at Heads of School level.

Inspection and the School review showed clear themes emerging. These are particularly in relation to numeracy, literacy, marking of work, type of work produced by students, also trends in relation to treatment and gradings of observations. It was confirmed that the Heads of School do review the themes regularly to ensure improvements are made, in addition, these common themes are incorporated into the improvement plans and the cross college strategies.

Members discussed the Hair & Beauty provision in more detail and were assured that improvements had been made, in particular:

- In year retention has improved.
- Teams taking the position seriously.
- Radically changed the basic skills learning, both at teaching and student level. The Department has taken on models of flexible learning which has led to a positive change.
- Positive changes in the quality processes.
- Ability to do lesson observations has been really useful.
- Both team an individual targets set.
- More sharing of good practice seen.

In the next academic year it was confirmed that the College will repeat the process but will refine it and would develop it to include HE. It is also the College's intention to carry out a similar review with partner provision.

AGREED: \_\_\_\_\_ to note the content of the report.

### **13.53 TEACHING AND LEARNING REPORT – MID YEAR REVIEW**

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

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a) Summary of On Campus Teaching, Learning & Assessment Observations to 22 March 2013:

- All delivery Staff will receive two teaching, learning and assessment observations as identified in the teaching, learning and assessment observation policy and procedure for 2012/13.
- 377 (82%) ungraded observations have been completed to date, this is very much seen as a developmental process.
- 190 (41%) graded observations have been completed to date. Grade profile is 73% good or better, 9% requires improvement and 8% is inadequate.
- 51 Staff have received a grade 3 or 4 to date, these staff will be subject to re-observation. To date, 10 staff have received a re-observation, 8 (80%) staff have improved their grade profile, while the grade profile remains the same for 2 (20% of staff).
- Grade profile following re-observation is 76% good or better, 17% requires improvement and 7% is inadequate.

b) Summary of Off Campus Teaching, Learning & Assessment Observations to 22 March 2013:

- 154 partner provider staff are currently delivering learning to Vision West Notts College students. This will be continuously reviewed throughout the year to ensure that observations are completed where required.
- Of the 86 (56%) observations completed to date, the grade profile is 62% good or better, 35% requires improvement and 3% is inadequate.
- The percentage of observations graded good or better has improved since last year.
- 33 staff have received a grade 3 or grade 4 to date. These staff will receive a re-observation. To date 4 staff have received a re-observation, and 4 (100%) have improved their grade profile.

It was acknowledged that off campus delivery is roughly in line with on line campus, but it has to be taken in the context of a moving environment and the introduction of Vision Workforce Skills will have an impact upon the profile.

In terms of the observation process, the following was noted:

- School management teams will plan a range of observations to reflect the range of provision within the area. This is to be broadly 70% classroom/practical sessions and 30% group/individual tutorials. The notice period has been reduced from a 2 week notification to a 2 day window to no notice observations. Staff will be notified by 1.00 pm on a Thursday of a graded observation the following week.
- External moderation of the teaching, learning and observation process – the College commissioned five practicing Ofsted Inspectors to complete a moderation of the graded teaching and learning

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observation process in January/February 2013. This work was commissioned through Click College Management Services. Each Inspector conducted a 30 minute shared observation with the observer, a 15 minute professional feedback discussion and a 15 minute observed feedback (observer to observee) where appropriate. In total 34 moderated observations were completed, 4 moderated observations have been rescheduled due to staff absence and timetable, these observations are scheduled to take place in April 2013.

- Key findings – moderators agreed with 94% of the gradings awarded by the College observers, a majority of observers provided accurate grading and accurate verbal feedback.

Members were advised that in general terms the profile has moved on since the written report following observations and the College is seeing a positive picture moving forward, however, the caveat is that not all observations have been completed yet. It was noted that the full report will be presented to the 2 July meeting.

It was noted that the report does not yet fully integrate Vision Workforce Skills. Currently Vision Workforce Skills have 23 partner providers, but the intention in 2013/14 is that this will reduce to 10.

AGREED: to note the content of the mid year review provided.

Head of  
Q&P

2 July  
2013

#### **13.54 HE ACADEMIC STANDARDS COMMITTEE**

The Director for HE introduced her report and confirmed that the HE Academic Standards Committee met on 22 March 2013. She confirmed that the main agenda item was the format of the College's HE annual monitoring process for 2012/13 which will align to the new format for FE and Work Based Learning provision, whilst still capturing the specificity of HE in line with the new QAA quality code. It was explained that the new QAA quality code looks very different to the Common Inspection Framework but has similar principles underneath.

Key discussion points at the meeting were:

- All HE courses were completing with programme reviews and the group agreed that this was a useful process.
- Specificity of HE will be through module and course reports, where applicable, using University templates and considered at course committees.
- HE school summaries will also be produced.
- Action plans will highlight both triggers and enhancement.
- HE reviews to focus on and monitor impact of in year actions on key performance indicators will take place in April/May 2013.

Members were advised that the NSS response rate stands at 90.5%. Tutors have worked hard to achieve this increase from 80% last year. The

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Head of HE and International also updated the meeting on international student voice processes. The second QDP survey is now with teams following feedback and planned actions to be captured in course reports. It was confirmed that the NSS survey has been a real focus for tutors, and the response rate itself is an indicator of quality.

BA Hons Criminal Justice top up was successfully validated for a September 2014 start and approval events are scheduled for top ups in Educational Studies (18 April) and Applied Studies, all are through the University of Derby. Other future developments are at initial discussion stage. All acknowledged that being able to offer a third year as a top up on the criminal justice provision was a real step forward and allows the College to now offer 2+1 year courses. It was noted that currently 30% of HE applications are for top up courses and this equates to 80 people.

AGREED: to note the content of the report provided.

### **13.55 LEARNER VOICE STRATEGY**

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

- National learner survey 2011/12 – participation in this survey was down 23% when compared with last years rate. The College maintains its overall score of 8.6 from a possible score of 10 for the second year in a row.
- 869 learners completed the survey in 2011/12, in 2012/13 the figures currently stand at 1300, so the College has been able to reverse the participation trend.
- Adults recorded higher satisfaction rates than 16-18 year olds in all areas covered. Their main area of concern was in advice and guidance, with lowest scores for prior information and advice on what to do next, respectively. The highest satisfaction rates were ranging from respect from Staff, teaching, training and support. All schools were in the middle range when compared with other FE colleges.

In terms of a response to the survey, the Deputy Principal confirmed that the College has a 'You Said We Did' campaign which is shared electronically and provides students with assurances that any issues raised are being taken seriously and addressed.

- Learner Voice Strategy – individual schools have developed a number of different ways of communicating with students, examples of good practice include Creative Industries and Digital Technologies, where the Head of School visits every tutorial group, holds a meet the Head of School lunch and is piloting 'Super Reps' to form a working group to feedback on teaching and learning and issues affecting performance and achievement. In Care and Education, some programmes have their own Facebook to support communication,

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and in Construction & Building Services, Textwall software is available for learners to communicate with staff. The student support service has used the concept of user groups this academic year to monitor and improve the experience of specific under-represented groups. The groups represented are looked after young people, learners with learning difficulties/disabilities, young parents, and learners studying at Ashfield and young offenders.

Members` attention was drawn to appendix 1, which is the learner voice strategy for 2012/15, it was noted that this was provided for information only as this stage and will be reviewed in September.

Linda  
Gration

Sept 2013

The Deputy Principal took the opportunity to formally thank the Students` Union for all of their support in publicising and completing the national survey.

AGREED: to note the update provided.

### **13.56 SAFEGUARDING UPDATE**

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

- The Student Induction survey was completed in November 2012. 3448 students responded to the statement 'I feel safe in College'. 98% of respondents agreed that they felt safe, this compares to ratings of 98% in 2011/12 and 87% in 2010/11.
- The rating of 98% measured against the national ratings for 96 providers with 282,135 responses, put the College in the top quartile for this question.
- The lowest rating for this question in the survey was with the School of Engineering & Transport at 94%. All other schools of learning had a response rate of 98% or 99% agreement with the statements. Work is being carried out within the Engineering and Transport Skills department to ascertain why students provided a lower positive response rate and to implement appropriate actions. The Deputy Principal was able to confirm that the Head of School has visited every single group and does not feel that there is an issue to address and more a lack of understanding regarding the question posed.
- As part of the survey, students were able to include comments relating to individual questions. All comments relating to safeguarding and feeling safe were collated and analysed. Of the 3448 responses, there were 6 negative comments, these related to a) the wearing of lanyards – and the control over who is able to access the building, b) an incident of feeling bullied – which has been addressed and the student now feels safe, c) lighting in the car park. There were also three positive comments stating that students felt safe.
- Safeguarding within partner provision – the processes for recording, reporting and monitoring safeguarding incidents within partner

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provision are now embedded and working well. As new partners are engaged, all aspects of safeguarding are identified as part of the process, including the recording of CRB checks, safeguarding training and the requirement for designated person training. It was confirmed that Vision Workforce Skills will also fall within partner provision.

- Potentially at risk vulnerable students – to date in the academic year 306 potentially vulnerable students have been identified and fall within the following categories, a) looked after children (not in parental accommodation) 125, b) young carers and young parents 53, c) those with police cautions, reprimands, warnings or convictions 128.
- The group of 53 students who have convictions, cautions, reprimands or warnings and receive intensive support has a retention rate of 87%. The group of 75 who do not access the same level of support has a 60% retention rate. All acknowledged that this shows the impact of intensive support provided, and the challenge for next year will be to persuade all at risk/vulnerable students to take up the offer of support.
- The progress to date against the development plan was noted in appendix a. All noted good progress with the expectation of completion by the end of the academic year.

AGREED: to note the update provided.

### **13.57 QUALITY IMPROVEMENT PLAN**

The Head of Quality & Performance introduced this item and confirmed that her update covers key cross college areas for development identified as:

- Improve retention against all levels and ages.
- Improve achievement rates and high grade performance in the A level provision.
- Improve apprenticeships and advance apprenticeship overall success rates and timely success rates.
- Improve the promotion of healthy lifestyles for workplace students.
- Improve the quality of teaching, learning and assessment.
- Improve the language, literacy and numeracy skills of students.
- Embed equality and diversity into work based learning partner provider provision.
- Improve the rigour of the self assessment process.
- Improve the quality of College based Hairdressing provision.

Members reviewed the summary table at page 101 and all agreed that positive progress could be seen and the College appeared to be on target. It was agreed that a further report would be provided in July.

Members were asked to note that the quality improvement plan is distinct and does not relate to the post inspection plan.

Head of  
Q&P

11 July  
2013

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

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AGREED: to note the update provided.

**13.58 PARTNER PROVISION – QUALITY ASSURANCE UPDATE**

The Head of Quality & Performance introduced this item and drew members` attention to the detail of her written report, she confirmed that the summary particularly looks at in year partner position. She asked members to note that it is a very fluid position given the ebb and flow of contracted partners. She confirmed that support and guidance has been provided to individuals, teams and managers across the partner providers to ensure that the framework is embedded and used to support the partner provider`s capacity to improve.

Members reviewed the progress table on page 106. Members questioned why so many partners had remained the same rather than improvements seen. It was explained that the `equals` sign may reflect a change in provision and that the fact that partners are offering different frameworks. She indicated that it was a positive position that the partner had been able to stay the same, even though offering a different framework.

Members reviewed the risk matrix on page 108 and noted that new partners are always initially identified as red. It was confirmed that this information is and will continue to be used to allocate future contracts.

It was noted that at this stage the table does include some Vision Workforce Skills partners but not all. The College currently has 108 partners and this needs to reduce going forward. Members asked that in the next report the Vision Workforce Skills partners and provision be separated out and differentiated so that the committee could clearly keep an eye on developments in this area and core college provision separately.

AGREED: to note the content of the report provided.

**13.59 EQUALITY & DIVERSITY DATA MONITORING REPORT**

The Director of Communications & Marketing introduced this item and drew the following to members` attention:

Employee Data

- A detailed report relating to the College employer data was provided at appendix 1. Members were asked to note the following, a) the College has identified no significant issues in relation to its employee data, b) positive trends in terms of BME staff have continued, whilst the College still falls short of the student population and therefore the target, significant work is being done to ensure the diversity of staff populations. Members were advised that stretching targets have been set, but the College still has a way to go.

Head of  
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- It was noted that the College is required to publish its employee and student data.

#### Student Data

Members' attention was drawn to the detail at appendix 2, the following was specifically noted:

- The College's profile, in terms of ethnicity, disability and age has remained fairly consistent for the previous three years. The College's gender profile has normalised back to 50/50 split in terms of male/female students.
- At cross college level there are no significant achievement gaps for any funding stream or equality or diversity area. However, further drill down of the data reveals:
  - a) 19+ long qualifications have a significant achievement gap relating to ethnicity – 78% success for white British students compared with 69% for other ethnicity students. Further analysis reveals that this is at levels 1-3 and predominantly for students who have declared themselves as 'other white'. The Committee was asked to recall that a similar achievement gap was recorded and identified last year for 16-18 year old students and interventions and strategies were put in place to provide additional support. This has resulted in this gap being completely reversed with this group of students at 16-18 now achieving 2% better success rates than their white British counterparts. The College intends to learn from the success of these interventions and offer similar support for 19+ students. It was confirmed that this group are predominantly individuals who do not have English as their first language and who are studying a range of provision.
  - b) In terms of gender, 16-18 males at level 3 (long qualifications) under perform their female counterparts by 6%. Females under perform male counterparts at long level 2 by 3%.
  - c) Students with a declared disability continue to out perform those who do not have a declared disability with the difference most marked at 16-18 (+5%), the achievement gap at level 3 for those students with a declared disability identified last year has again been completely reversed, with those students now out performing students who have not declared by some 9%.

Members' attention was drawn to paragraph 4 of the report, which summarises the Equality and Diversity Action Plan 2013/14. This will take the College to the end of the next academic year. Members noted the key priorities and agreed that excellent progress had been made in tackling inequalities.

AGREED:           to note the content of the Equality & Diversity  
Monitoring Report.

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

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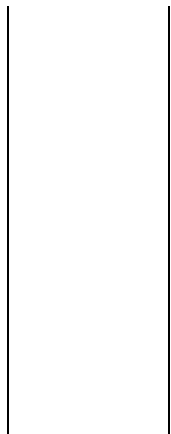
**13.60**     **AOB**

There were no items of AOB.

**13.61**     **DATE OF NEXT MEETING**

The Clerk to the Corporation confirmed that the next meeting was scheduled for 11 July 2013.

Meeting closed at 7.40 pm.



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

Date: