



**WEST NOTTINGHAMSHIRE COLLEGE  
STANDARDS COMMITTEE**

**Minutes of the Standards Committee meeting held in the Boardroom, Derby Road site on Thursday 23 January 2014 at 5.00 pm**

**GOVERNORS** Cllr Kate Allsop, Chair  
**PRESENT:** Cllr Diana Meale  
 Rob Martlew  
 John Holford  
 Dame Asha Khemka OBE, DBE  
 Marie Oakton  
 Beverley Nita

**ALSO IN ATTENDANCE:** Maxine Bagshaw (from 5.30 pm)  
 Rachel Bates (until 5.30 pm)  
 Patricia Harman, Deputy Principal: Teaching & Learning  
 Elaine Martin, Director: Quality & Performance  
 Brian Malyan, Head of Engineering & Transport Skills  
 Paul Rana, Head of Student Support

		<b>ACTION by whom</b>	<b>DATE by when</b>
<b>14.01</b>	<b><u>WELCOME INTRODUCTIONS &amp; APOLOGIES FOR ABSENCE</u></b>  The Chair welcomed those present to the meeting. On behalf of the Committee, she congratulated Dame Asha Khemka on her well-deserved award in the New Year’s Honours for which the College was very proud. Dame Asha thanked the Chair, she was incredibly humbled by the award which she attributed to the staff, students and community’s support.  No apologies were noted. The Chair confirmed that the Clerk to the Corporation was running late and would be joining the meeting as soon as she was able.		
<b>14.02</b>	<b><u>DECLARATIONS OF INTEREST</u></b>  The Chair reminded those present to declare any interests they may have on any items to be discussed. There were no interests declared.		
<b>14.03</b>	<b><u>MINUTES OF THE MEETING HELD ON 14 NOVEMBER 2013 AND MATTERS ARISING</u></b>  AGREED: to note these as a true and correct record. These were signed by the Chair.  Members were asked to note the progress report at Item 4. It was confirmed that all items are being addressed.	Chair	23 Jan 2014

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

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AGREED: to note the update provided.

#### **14.04 DEPUTY PRINCIPAL'S REPORT**

The Deputy Principal: Teaching and Learning introduced her report to the Committee, highlighting key points for information:

- As members are aware, the College has an observation policy and procedure for delivery staff. Ofsted inspections, however, will now include observations of all learning regardless of who is facilitating that session. A wider learning observation policy and procedure has therefore been developed to cover all relevant areas of the College.
- Following a request by the Committee for further information regarding Ofsted's Learner View, this was provided by the Deputy Principal. The on-line survey is open to anyone as long as they state they are a 'learner' when logging onto the site. The results are only displayed at provider level, therefore it is not possible to draw down detailed information, for example the learner's age group or the provision they are on. As the College has received low response rates, there is insufficient information to provide an analysis by academic year.
- The Ofsted Annual Report was published in December 2013. The Deputy Principal highlighted for members key points from within the report. In particular, members were asked to note that the proportion of outstanding general further education colleges remains the same at 17%. However, those rated good has increased to 53%.

AGREED: to note the content of the report provided.

#### **14.05 SUCCESS RATE REVIEW 2012/13**

The Deputy Principal presented a paper providing an overview of the College's success rate data for 2012/13 in comparison against targets for the same year and for 2013/14. The key points to note when comparing the data to the previous year were:

- Under 16 years old 95%; an increase by 10%
- 16-18 - overall success 85%; an increase of 4%
- 16-18 - increases in success rates for entry level, long level 1, 2 and 3
- 16-18 - decrease in very short (<5 week) qualification success rates
- Adults - overall success 83%; an increase of 2%
- Adults - increases in success for long level 1, 2 and 3 qualifications
- Adults - decrease in long level 4 qualifications with entry level 1 remaining the same
- Adults - increase of short qualification success rates
- Adults - decrease of very short qualification success rates
- HEFCE funded success rates improved by 9% to 80%
- Apprenticeships – overall success rate increased by 5% to 81%; timely success rate has increased by 2% to 60%

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- Advanced Apprenticeships – overall success rate has decreased by 3% to 75%; timely success rate has decreased by 9% to 46%
- Workplace learning – overall success rates increased by 5% to 98%. Timely success rate has decreased by 7% to 77%.

Cllr Meale raised concern regarding the apprenticeship data in table 7.1 in relation to timely success at level 3. The number of planned leavers has significantly risen, however the timely success is 46% and she asked if this had risen due to VWS provision. Prof Holford further queried the number of planned leavers in 2010 of 390 when compared to those in 2012/13 of 1035 and asked whether the College was taking on more than it should. It was confirmed that there had been issues with this provision however a tracking system was in place ensuring that clear end dates were identified allowing this to be more measured.

Members debated at length the detailed tables in particular in relation to work place learning and how success rate targets were set and whether they were achievable. Dame Asha stressed that it was important members received outcomes against the tracking process and that for the next meeting a report be produced against the targets showing a full comparison, taking into account tracking and other factors.

DP:T&L

April 2014

Members specifically questioned how often the College collects data and whether staff are fully informed of the estimated success rate information. It was confirmed that online retention information is available and information will soon be provided of the estimates regarding success outcomes. It was noted that work based learning also has online data available to staff. Members were advised that period 5 data, particularly in relation to direct delivery, will hit success rates and the focus at the minute is on ensuring that Construction hits the timely success rate targets.

In reviewing the detailed statistics at page 25, it was agreed that, at the next meeting, a report will be provided which explains the up to date position and that all staff and governors need to have data and information at their fingertips to be able to respond accordingly. It was agreed that the report needed to be presented in a different way so that comparisons can be given.

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AGREED: to note the update provided.

#### **14.06 QUALITY REPORT**

The Director of Quality & Performance introduced this item and confirmed that her intention is to provide a draft dashboard which is hoped to provide an 'at a glance' view of in-year key performance of classroom based learning, partner provision and Vision Workforce Skills. She confirmed that a similar dashboard was also presented to provide more information in respect of Schools of Learning.

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Members' attention was drawn to the data tables from page 41 onwards and the following was specifically noted/commented on:

- Table 1 – this shows in year performance data based upon retention. A very positive picture in relation to all long, 16-18 long and 19+ long. All agreed that this was pleasing as long courses present a greater risk than short courses. It was noted that national retention rates are for the full year and College data is for in year.
- Table 2 – shows actual percentage attendance as at December 2013 compared to December 2012. The position is virtually identical as at the same point in the prior year. It was noted that Ofsted consider 90% to be Good, therefore, attendance statistics need to be improved.
- Table 3 – Student Surveys – it was noted that there are three surveys during the year. Unfortunately the College is unable to compare with the prior year position as the survey processes have been changed to ensure that they are more robust. It was confirmed that for this year all students are to be surveyed and not simply targeted individuals. In addition to this, surveys have more questions. It was noted that the HE on programme surveys are undertaken at a different time to cross College surveys and, as a consequence, there may be a need to review whether this is or is not included in the reporting because of the time lag. It was agreed that Elaine Martin and Eleanor Taylor would review this outside the meeting.
- Table 4 – provides a summary of quality assurance/EV/EE visits.
- Table 5 - shows teaching, learning and assessment observations as at 8 January 2014. It was noted that 331 developmental observations have been completed. Members were advised that the table would be built upon in year as a result of the graded (not developmental) observations. It was confirmed that developmental observations lead to action plans and recommendations and are, therefore, a very useful exercise, albeit that no grades are given during the process.
- Table 6 – apprenticeship provision, number of planned leavers, withdrawals and retention. Members were asked to note that this table includes roll over learners from previous academic years. Governors all agreed that they would find it useful to have a column, which provides comparison with the prior year percentages. In addition, Governors asked the Director of Quality & Performance to find a way to record and monitor progress towards improvements in timely achievements, this information to be split by level, age and comparison with same periods in prior years.
- Table 7 – provides a summary of apprenticeship provision and number of learners past the 30 and 90-day programme by age.
- Table 8 – shows workplace learning NVQ, planned leavers, withdrawals and retention. It was acknowledged that only a small number of learners fall into this category.
- Table 9 – workplace learning NVQ number of learners past 30 and 90 days programme by age. It was noted that 30 days past end date out of funded learners could still be counted as timely. Members were advised that this table would be built upon as the College moves through the year.

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<ul style="list-style-type: none"> <li>• Table 10 Learner Surveys – It was noted that a new online survey (structure) and process has been piloted from December 2013. Same period comparisons will be reported on year by year as the system develops.</li> </ul>	DQ&P	2014
<ul style="list-style-type: none"> <li>• Table 11 – Vision Workforce Skills apprenticeship provision – number of planned leavers, withdrawals and retention. As in the previous report, members indicated that they would like to see comparisons with the same point in the previous year.</li> </ul>	DQ&P	2014
<ul style="list-style-type: none"> <li>• Table 12 – Vision Workforce Skills, number of learners past 90 days of programme by age. Again it was noted that out of programme learners could be counted as timely.</li> </ul>		
<ul style="list-style-type: none"> <li>• Table 13 – workplace learning NVQs, number of planned leavers, withdrawals and retention for 2013/14. It was noted that these were small numbers at this time.</li> </ul>		
<ul style="list-style-type: none"> <li>• Table 14 – number of learners past 30 and 90 days of programme for workplace learning NVQs is 0 at this time.</li> </ul>		
<ul style="list-style-type: none"> <li>• Table 16 – classroom based learning and equality and diversity retention gaps show a very positive position.</li> </ul>		
<ul style="list-style-type: none"> <li>• Table 17 – 2013/14 all age apprenticeship performance period 4 (up to 6 December 2013) overall success for partner delivery is 86.7%, and College delivery is 72%. Members, again, indicated that they needed to know where the College was at the same point in the prior year and also the expected trajectory for the remainder of the year. Members requested that consistent terminology be utilised throughout reports, rather than have a mix/match of College/School etc.</li> </ul>	DQ&P	2014
<p>Governors indicated that they would wish to see the data dashboards developed further with colour coding, anything amber to flag up high risk items.</p>	DQ&P	April 2014
<p>In discussing the data tables generally, members all agreed that a balance needs to be struck between the focus on key tables and the Committee’s request for additional information. It was agreed that the purpose of the data dashboards was to provide an overview/summary and focus the Committee’s attention on any areas of concern. Governors all agreed that they need to be provided with assurance that key items are not being missed. The Principal indicated that the key issues that challenge the College at the current time are a) literacy and numeracy, b) destinations, c) success rates and d) teaching and learning.</p>		
<p>Governors agreed that there was not a need to report on all key items at each meeting, but that the meeting should be used to focus on critical issues.</p>		
<p>Members reviewed the appendix b) dashboard at page 45, it was explained that this gives more detail regarding College delivery only. Governors all agreed that it was very useful to have this information. For future reports it was agreed to roll all information up to a headline figures unless there is a particular problem within a School of Learning or a course that needs to be brought to members’ attention.</p>		

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

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AGREED: to note the content of the update provided.

**14.07 QUALITY IMPROVEMENT PLAN 2013/14 – A REVIEW OF PROGRESS**

The Director of Quality & Performance introduced this item and confirmed that the information was provided in a different presentation style. Members` attention was drawn to page 51 onwards, in particular it was noted that measurable items are to be reported on and will change at each meeting date. A number of items were particularly noted:

- The College`s focus is clearly on areas of improvement required.
- Retention at this point in the year is looking very good.
- There has been a lot of developmental work and activity in a short period of time.

AGREED: to note the content of the update provided.

**14.08 HIGHER EDUCATION UPDATE**

Eleanor Taylor introduced this item and confirmed that the most recent meeting of the HE Academic Standards Committee had discussed a) update on enrolments, b) planning approvals, c) summary external examining reports, d) summary national student survey, e) self-evaluation document (draft) and f) reviews and audits.

In terms of enrolment numbers she confirmed that these were marginally up on the same point in the prior year. All agreed that this was very positive and demonstrated that market share has held firm, this is a much more positive picture than the national trend.

In terms of a general HE update, members` attention was drawn to page 64, where it was noted that:

- The HE Team aim to review the target market all the time to ensure broad and wide access.
- The College is recruiting non-traditional learners and the age group of students is lowering/reducing.
- The aim to broaden access to HE is in relation to the curriculum offer. Widening is closely related to national criteria and includes more non-traditional learners.
- The average age of the student is reducing, but the spread of age for students remains wide and unchanged.

Governors indicated that for future reports, they would find it useful to split out the full and part time statistics, and also the split between subjects so that they could get a better idea of the provision offered by the College and the student recruitment base.

The Committee questioned whether the College is actually increasing (new) student recruitment, or just shifting participation. Eleanor Taylor

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Taylor

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indicated that anecdotally she believes the former, but that it would be very hard to collate the data to support this view. The Committee indicated that they would also find it useful for the College to monitor which of its students are the first in their family to progress to HE. Members questioned whether there was more assessments that could be done to better understand socio-economic influences on participation, eg, postcodes. It was agreed that Eleanor Taylor would speak to Andrew King to try and progress this sort of statistical analysis.

Eleanor  
Taylor

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AGREED: to note the update provided.

#### **14.09 LEARNER VOICE REPORT**

Paul Rana introduced this item and drew members` attention to a number of matters:

- Support for Learner Voice has been increased by broadening the remit for the Learner Voice Coordinator who now manages the Sports Development Team, Learner Coaches and the Enterprise Intern. In addition to this a new participation officer has also joined the team this year.
- The induction survey this year was conducted electronically. This change has helped enormously with the administration side of the survey.
- All complaints were investigated and resolved satisfactorily.
- In terms of the QDP learner induction survey the weakest result was in relation to the 'induction to my course was useful' question. The overall average positive response was 95%.
- In terms of compliments and complaints, buses are the most regular issue that leads to a complaint. These have reduced as action to address issues has been implemented.
- A total of 41 complaints were received compared with 23 last year.
- The College has now received 13 compliments (compared with 6 in the prior year). The College is seeing some excellent feedback in relation to the Refined dining experience.
- Plastec UK complimented the Engineering Department on their role in the development of a learner who won the Apprentice of the Year Award at the Mansfield CHAD Business Awards.
- 88% of Estates and Facilities complaints were related to buses.

The Committee generally discussed the format of the learner surveys and questioned whether a yes/no choice was the best basis for the questionnaire and asked the Management Team to consider whether a scale of 1-5 would be more appropriate and relevant.

AGREED: to note the update provided.

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#### **14.10**     **SAFEGUARDING**

The Deputy Principal: Teaching & Learning introduced this item and drew a number of matters to members` attention:

- The Safeguarding Steering Group has met twice during the autumn term. No significant issues have been raised.
- Potentially at risk vulnerable students have been identified prior to, at enrolment or during the academic year. Currently 409 have been identified and this should be compared with 330 in the prior year. It was acknowledged that numbers are up as a result of better identification but also more vulnerable individuals.
- Potentially at risk vulnerable students fall into four main categories of a) young carer, b) young parent, c) not in parental accommodation, and d) those with police cautions, warnings, reprimands or cautions.
- Three levels of support are offered to students, this can be amended during the year according to their personal circumstances and needs.
- Safeguarding development plan 2013/14 – progress has been made against all aspects of the plan and there are no issues arising.
- Safeguarding incidents – a very similar pattern/number as the prior year. There are no outstanding issues.

In general discussion it was agreed that the College needs to continue to focus on partner provision and their systems in place, as it was acknowledged that learners in these environments are potentially at a higher risk.

AGREED:           to note the update provided.

#### **14.11**     **AOB**

There were no items of additional business.

#### **14.12**     **DATE OF NEXT MEETING**

The Clerk confirmed that the next meeting was Monday 7 April 2014 at 5.00 pm.

Meeting closed at 6.30 pm.

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

Date: