



**WEST NOTTINGHAMSHIRE COLLEGE  
STANDARDS COMMITTEE**

***Minutes of the Standards Committee meeting held in the Board Room at the Derby Road site on Thursday 29<sup>th</sup> January 2015 at 5.00pm***

**BOARD MEMBERS** Diana Meale, Chair  
**PRESENT:** Beverley Nita  
John Holford

**ALSO IN ATTENDANCE:** Maxine Bagshaw, Clerk to the Corporation  
Patricia Harman, Deputy Principal Teaching & Learning  
Elaine Martin, Director Quality and Performance  
Paul Rana, Head of Student Support  
Eleanor Taylor, Head of Higher Education & International  
Louise Knott, Director Communications, Marketing & Learner Engagement

|              |   | <b>ACTION<br/>by whom</b> | <b>DATE<br/>by when</b>             |
|--------------|---|---------------------------|-------------------------------------|
| <b>15.01</b> | <b><u>APPOINTMENT OF THE MEETING CHAIR</u></b>  |                           |                                     |
|              | In the absence of Kate Allsop it was agreed that Diana Meale would chair the meeting.   |                           |                                     |
|              | AGREED: to approve Diana Meale as the Committee meeting Chair.  |                           |                                     |
| <b>15.02</b> | <b><u>DECLARATIONS OF INTEREST</u></b>  |                           |                                     |
|              | The Chair reminded those present to declare at the start of the meeting any interests in any items to be discussed. No interests were declared. |                           |                                     |
| <b>15.03</b> | <b><u>WELCOME INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u></b>   |                           |                                     |
|              | Apologies for absence were received from Kate Allsop, Dame Asha Khemka, Rob Martlew, Amanda Jogela and Sacha McCarthy.                          |                           |                                     |
| <b>15.04</b> | <b><u>MINUTES OF THE MEETING HELD ON 11<sup>TH</sup> DECEMBER 2014</u></b>  |                           |                                     |
|              | Members reviewed the minutes and were satisfied that they were a true and accurate reflection of the meeting.                                   |                           |                                     |
|              | AGREED: to approve the contents of the meeting held on 11 <sup>th</sup> December 2014.  | Acting<br>Chair           | 29 <sup>th</sup><br>January<br>2015 |
|              | As a matter arising the Deputy Principal referred members to the action requested at page 5 of the minutes. She confirmed that a meeting        |                           |                                     |

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between herself and Diana Meale had been arranged for 16<sup>th</sup> February 2015.

There were no additional matters arising.

#### **15.05 ACTION PROGRESS REPORT**

Members reviewed the updated table and all were happy that matters were progressing as required.

AGREED: to note the update provided.

#### **15.06 DEPUTY PRINCIPALS REPORT**

The Deputy Principal introduced her comprehensive written report and drew members attention to a number of key items.

- Ofsted Chief Inspectors report. She advised that the annual report had been circulated which showed that of 235 providers 81 inspections had been completed. Of the 81 general further education tertiary Colleges inspected 6% have been graded as outstanding, 56% good, 33% requires improvement and 5% inadequate. It was noted that it was only a very small percentage of Colleges who had been deemed to be outstanding and this is a clear reflection of the fact that the bar in terms of quality and expectations has been raised. She confirmed that a full copy of the report was available on the Governors portal for review. Members attention was drawn to the key points extracted from the executive summary as set out in paragraph 2.4. One particular item noted was that in 2013/14 the proportion of general further education Colleges inspected and judged to be good or outstanding increased, however all 4 previously outstanding Colleges inspected failed to maintain this high standard with 2 judged as good, 1 requiring improvement and 1 inadequate. The Committee reviewed the data provided at paragraph 2.8 which summarised the judgements given in relation to the quality of teaching, learning and assessment during inspections. It was acknowledged by all that only an incredibly small percentage for the periods 11/12, 12/13 and 13/14 were graded as outstanding. The Deputy Principal provided some assurance that the issues picked up during inspection generally within the sector during 13/14 were matters that the College were already dealing with e.g. English and Maths.
- Mock inspections – during 13/14 the College engaged an external company to conduct lesson observations across a range of provision which included on campus provision delivered by schools of learning and some work place learning. For 2014/15 the same company has been engaged to complete a series of mock inspections across the college. Inspections in the areas of

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Care & Education Studies and Employer Engagement (health, leisure, employability and business professional and logistics and IT) have been completed. A report for each mock inspection will be provided and the format will be similar to that of an inspection report. All reports will be shared with all heads of school and the head of employer engagement to ensure that the maximum value in terms of learning is shared across the College. The key strengths and areas for development will also be shared with curriculum managers. She confirmed that staff have behaved very professionally in relation to the processes followed. In terms of outcomes following the mock inspections, she acknowledged that the results were not as expected or hoped for. Members' attention was drawn to paragraph 3.9 which summarises the outcome of the mock inspection for the School of Care and Education Studies. In general terms the position regarding foundation studies is positive with some strengths clearly evident (these are summarised in paragraph 3.11). Early years and health and social care both have some significant issues to address, particularly health and social care. The Committee were advised that the health and social care curriculum manager has now left the College. Members attention was drawn to the areas requiring improvement for both foundation studies and health and social care and early years, it was confirmed that full action plans are now in place to address the issues identified and the improvements required.

Members then discussed the outcomes in relation to the employer engagement mock inspection as detailed in paragraph 3.13. It was noted that the planned mock inspections continue for two elements of employer engagement, health leisure and employability business professional logistics and IT. The mock inspection for the elements of construction and engineering will be rearranged for early 2015. The grade profile regarding the mock inspection was good (grade 2) for all areas.

In terms of the areas identified for development set out in paragraph 3.15, the Committee questioned whether there was an issue in relation to the IT used. The Deputy Principal gave assurance that the issue is not that the IT provided prevents learning but that what was identified was more about the kit that assessors have available. In an ideal world this would be at the level of iPads but there is of course a significant financial consequence related to such investment. In terms of the observation grade profile the percentage good or better was 57%. It was explained that as part of the mock inspection the observers within the curriculum areas were required to complete joint observations with the inspectors in order to validate the internal observation process. In both Care and Education Studies and Employer Engagement the consultants confirmed that the observers were able to identify the key strengths and areas for development and attribute the appropriate grade. However the feedback to staff is an area highlighted for further development in order

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to ensure that the standard of teaching, learning and assessment improves.

The Deputy Principal indicated that what she had found interesting regarding the entire mock inspection process, given that all consultants engaged were practicing Ofsted inspectors, were the very differing views provided. This clearly identifies what happens in practice during a full Ofsted inspection. It is clearly the case that some subjective value judgements are given and this impacts upon the consistency of the process undertaken.

- Student survey responses – members attention was drawn to the comments provided at paragraph 4.3. It was acknowledged that the variation of comments made clearly show how difficult it would be to get 100% positive response and that comments made were very much about perceptions. The Committee agreed that the key issue in relation to student views is to ensure consistency of treatment.

AGREED: to note the update provided.

#### **15.07 QUALITY IMPROVEMENT PLAN UPDATE**

The Director of Quality and Performance introduced this item and drew members' attention to the executive summary. She reminded Governors that the College has a number of areas identified for improvement (items extracted from the College SAR):

- 1) Outcomes for learners
  - Low success rates in a number of areas of provision;
    - a) 16-18 long level 2 courses
    - b) 19+ long level 2
    - c) Timely success rates in apprenticeships particularly 25+ adults
    - d) National average success in relation to 16-18 Maths and English functional skills.
- 2) Quality of Teaching Learning and Assessment
  - Insufficient challenge in some lessons to enable learners to achieve their full potential
  - To continue to develop clear and timely targets to help learners improve the quality of their work
  - In classroom based learning (College delivered) to develop more creative processes of assessment
  - To continue to support learner development of Maths and English within vocational subjects
  - Insufficient pace, challenge in a minority of lessons
- 3) Leadership and management
  - To enhance lesson observation moderation processes and the

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- quality of teachers development plans
- To improve the levels of engagement in work placed learning to collect employer and learner voice
- To deliver robust processes for the collection of actual data

She advised the Committee that the format of the monitoring report had been changed for this year to provide much more space to include comments. These are the sections highlighted as blue within the document. These comments summarise the activities undertaken which will lead to an impact. It was explained that the document in its current format more fully explains the journey and the timelines in place for progress and achievement of actions required.

The Committee all agreed that the format of the report was much easier to follow. In terms of guidance it was agreed that for the next reported update both the January update and the next period update would be retained within the monitoring document so that Governors have a very clear method of tracking progress.

AGREED: to note the update provided.

#### **15.08 2013/14 SUCCESS RATES AND A LEVEL TARGET GRADES**

The Director of Quality and Performance introduced this item and confirmed that what was provided was an update to the 2013/14 position. She explained that the period 15 data comes in too late to be included within the self-assessment report completed in December.

She explained that period 15, being the full year reporting period for apprenticeship and workplace learning, leads to changes in the College's actual data position and also national success rates. She was pleased to report a positive position so far as the College's outturn was concerned. Key items noted:

- Overall apprenticeship success has improved by 3% due to a reduction in the national rate
- Timely apprenticeship success has improved to 7% above the national success rate from period 13 which was 1% below national success
- Overall NVQ success has improved by a further 2% to 12% above the national rate due to a reduction in the national rate
- Timely NVQ success is 4% above the national rate which is an increase of 2-4% above the national rate
- Functional skills 19+ success is improved by 2% to 79% being 9% above the national success rate. The number of net starts of 1,958 remains unchanged
- Higher education is good with a success rate of 83% compared with 80% at the time of reporting in 12/13. External examiner reports received to date continue to be good with no required actions. All reports are formally responded to. Reports confirm

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that academic standards are comparable with those at other institutions. The quality of feedback to students and robust internal verification processes are key strengths.

- A-Level targets – there were 151 A-Level entries during 13/14. The ALPS data shows that;
  - a) 66% of students met or achieved higher than their targets
  - b) 29% achieved higher results than targets
  - c) 33% achieved lower results than targets

Members' attention was drawn to the data tables at section 3 page 36. This shows an improving position against benchmarks. It was confirmed that this improvement was expected and it was pleasing to see that this actually occurred. It was confirmed that the green text data relates to information included within the 13/14 SAR completed in December/January. The Director of Quality and Performance confirmed that the SAR remains a dynamic document and therefore the data update provided at this meeting forms part of the developing picture.

It was commented that timely success for apprenticeships, whilst improved and above national, is still a low percentage figure. This was accepted and it was explained that there is some legacy data that has impacted upon this and assurance was given that this will steadily improve. It was confirmed that the text within the SAR document has been changed to reflect the updated data position.

In relation to functional skills it was confirmed that there were no changes to 16-18 functional skills as all the data was complete at the time of writing the SAR. However in relation to 19+ success two partner provider achievement data was not available. The subsequent receipt of this achievement data has increased 13/14 College and partner functional skills success rate by 2% to 79% being 9% above the national success rate. The number of net starts of 1,598 remains unchanged as these learners were known at the time of the draft SAR.

Members' attention was drawn to paragraph 6.4 which sets out the value added performance for A-Level learners. It was explained that the college use the nationally set systems to set targets (ALPS) and that this allows national comparisons. In reviewing the information tables provided at section 6.7 and 6.8 Governors commented that the College seems to do least well in relation to STEM subjects. It was acknowledged that these are definitely the Colleges weaker subjects and that improvements need to be made. It was explained that, as with other providers, it is very difficult to recruit strong staff in this area and that because there are only a small number of students it is statistically very difficult to gather meaningful data for comparison.

In reviewing the report members all agreed that a comprehensive update had been provided. The Director of Quality and Performance asked Governors to formally approve the SAR amendments to include the data updates provided.

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AGREED: to a) note the content of the update provided, b) approve the changes to the College SAR for 2013/14 to enable updated data to be included.

## **15.09**      **QUALITY REPORT**

The Director Quality and Performance introduced this item and drew members attention to a number of key matters:

- 1) Data dashboard/learner data – members’ attention was drawn to the detail which is provided from page 51 onwards. It was explained that some commentary has now been included to accompany some of the tables to support understanding. Key points brought to members attention were:
  - 12,214 learners are engaged in work place learning
  - 2970 work place learners have started since the beginning of August (97% of these will not contribute to this year’s success).
  - 24% of all volume across all contracts has been generated in year
  - 8742 learners remain in learning
  - 8032 of the 8742 remaining in funding, 710 are out of funding. Governors questioned what out of funding means and it was explained that students have not completed in a timely way and that whilst they are supported to continue to achieve this element of provision will not be funded. It was acknowledged that the number of out of funded learners was high and that this needs to be reduced.
  - Attendance – it was acknowledged that this is very early in the year. Target attendance is 100%. Attendance in relation to 16-18 is at similar levels to the same point last year but with a 3% drop in 19+ learners and an 8% drop in pre 16 learners, but these are very small in number. There is a 7% drop in attendance in HE provision.
  - Classroom based learning student withdrawal data from 14<sup>th</sup> October 2014 to 19<sup>th</sup> December 2014. The early withdrawal pattern is similar to that of 2013/14. Members attention was drawn to the data table included within paragraph 6.2 which gives the reasons for withdrawal in all areas in more detail. There were 92 withdrawals in both 13/14 and 14/15. The highest category for withdrawals was 27 (19 in 2013/14) students who had gone into employment which should be classified as a positive outcome. The school of learning with the highest number of withdrawals is engineering and transport skills with 24 withdrawals. However 7 of these 24 were to go in to employment.

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- Withdrawals work place learning. Table 3 shows the total volume by programme year to date. Key trends are:
  - a) 4% of 16-18 apprenticeships have withdrawn (53 from 1293 leavers)
  - b) 2% of 19+ apprenticeships (110 from 7049 leavers)
  - c) 1% of NVQ in the workplace have withdrawn (12 from 910 leavers)
  - d) 5% of ALR have withdrawn (137 from 2952 leavers)
  - e) 3% of all volume across all contracts have been withdrawn (312 from 12,214 leavers)
- Quality assurance and improvement strategy – members attention was drawn to appendix c. governors were given assurance that this Committee and the Board are receiving all of the reports required at the appropriate times during the year.
- Progress of on campus teaching, learning and assessment observations – 212 developmental observations have been completed up to 19<sup>th</sup> December 2014. Graded observations commenced after all developmental observations were undertaken and as a consequence more graded results will now come through in future reports. Strengths and areas for development were summarised in paragraph 8.11. 51 staff received grade 3 or 4 during 13/14, 46% (23) staff were awarded either a grade 3 or 4 in 13/14 and in the previous year. 24% (12) of the grade 3 or 4 observations during 13/14 were new staff (start date during 13/14). 39% (20) staff graded 3 or 4 in 13/14 are no longer working at the College. Of the 20 staff that left College during 13/14 25% of these were new staff joined in 13/14. This suggests that new staff are not significantly negatively impacting upon the 3 or 4 grade profile. It was confirmed that it is not always the same staff that are getting the grade 3s and 4s in observation. Assurance was given that there is a high degree of support provided for development following observations, this is set out in paragraph 8.13 onwards.
- Themed walk throughs – classroom based learning. Members’ attention was drawn to page 47 of the report. It was explained that themed walk through observations provide an ongoing view of teaching and learning against set themes which is in contrast to the single point in time lessons observation process. Therefore strengthening the Colleges view on teaching and learning and quality improvement and will continue throughout the year.

Members were particularly interested to discuss the quality of teaching, learning and assessment off campus in relation to partners. It was explained that partners are now required to carry out all graded observations. The learning consultants have delivered full training to all observers within partner providers (39 partner staff are observed within partner provision) and to ensure accuracy/support the development of partner observers the learning consultants are jointly observing. A risk based approach to the number of joint observations completed with

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each partner (25%-75% depending on the risk rating) has been applied in 14/15 to ensure accuracy and all re-observations (grade 3 & 4 will be jointly observed). High risk partners - there have been 214 observations. Medium risk partners - there have been 49 observations and low risk partners - there have been 17 observations. Members were given assurance that the process will be closely monitored and if concerns are identified the learning consultants will carry out unannounced joint observations.

Members' attention was drawn to the results in paragraph 8.30 which shows an increase in the percentage of grades at good or better. This has improved by 6% compared to the same period in 13/14 and there has been a 5% decrease in the number of requires improvement or inadequate lessons. It was felt that this shows partners are taking responsibility and are benefiting from the significant support provided by the College. It was confirmed that during the autumn term 125 partner providers staff accessed support for learning, training and assessment in the form of bespoke programmes.

- Curriculum reviews – members were advised that there is a rolling programme (3 meetings per year (5 in 13/14) per curriculum area) with a differentiated agenda at each meeting to reflect the learner journey and to ensure that areas of risk are closely monitored. Action plans support each visit and are reviewed at the follow up visit. 23 curriculum reviews have been carried out between November - December 2014 which have followed a standardised agenda of at risk students, safeguarding, enrolments to Maths and English levels and observations. Action plans have been formulated for areas requiring improvement but also recognition of good practice. Members attention was drawn to the key issues that have emerged at paragraph 9.4, it was confirmed that these items are picked up within the QIP.
- Actual destinations data (all apprenticeships) – information is collected from apprenticeship leavers for both partner providers and College delivered provision. For the period 1<sup>st</sup> August 2014 – 22<sup>nd</sup> December 2014 it showed that there were 1577 leavers, 897 of which were known destinations and 99.1% of these known progressed to a positive destination. 593 (66.1%) learners progressed to full time employment and 293 (32.7%) learners had other positive outcomes. 8 (0.9%) of learners were unemployed. 3 further learners either entered part time employment, became self-employed or entered further education. It was confirmed that the college is continuing to work to collect a higher proportion of leaver destinations and is implementing plans in this regard.

AGREED: to note the content of the update provided.

15.10 HE

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Eleanor Taylor introduced her report and drew members' attention to the full HE self-evaluation document for 2013/14. Members' attention was drawn to page 66 which summarises the judgments made in relation to the key criteria. She confirmed that the self-evaluation document had been aligned with the QAA expectations and the quality code. She explained that the views within the evaluation document were internal judgements at this stage and that it was difficult to benchmark as quite early in the evaluation process. She explained that the team was now working through to robustly test the judgement assumptions.

One area was noted on page 65, the reference in the penultimate paragraph should be PTLTS and not PDLLS, it was confirmed that this change would be made.

The Committee discussed the national student survey which launches on the 12<sup>th</sup> January 2015. It was explained that this survey has some deficiencies in that it only targets completed students and because of the mechanistic approach taken it excludes HND second years and foundation degree second years. It also excludes top up students. The view then is that the results do not give a full picture. It was explained that the College in parallel with NSS is conducting an internal survey which will give more timely data and in the Colleges view give a more accurate picture of any issues to address.

The survey results as detailed at page 71 were discussed. It was noted that there had been a drop in the response rate in 13/14. This was acknowledged and assurance was given that strategies and plans are in place to reverse this trend in 14/15. Eleanor Taylor confirmed that she was really pushing participation needs with staff and students this year. She explains that it is monitored very closely and she is optimistic that the response rate will pick back up and give a more meaningful picture.

As a matter of additional business Eleanor Taylor confirmed that yesterday the College had successfully gone through the validation process with the University of Derby in relation to the BA in Creative Digital and Media. It was confirmed that the College provision had received full commendations which was a very positive position to report.

AGREED: to note the update provided.

#### **15.11 LEARNER VOICE UPDATE**

Paul Rana introduced this item and indicated that, contrary to the agenda description, he was not reporting on the induction survey at this meeting as the results were not available. It was confirmed that the induction survey results would normally be available at this meeting but the response rate deadline had been extended and as a consequence the report will be presented to the next meeting in April.

Paul Rana 20.04.15

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

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The update today is in relation to the national learner survey for 2013/14. It was explained that overall College learner satisfaction was improved to 8.7 from 8.4 in 12/13. This is the highest rating in the last four years. Of 217 Colleges reported on only 10 Colleges have a higher score than 8.7. The overall College teaching/training score has improved to 8.9 from 8.5 in 12/13. This brings it close to the highest score of 9.2 for similar organisations. Last year the College score was 0.7 off the highest score and now is only 0.3 for similar organisations. Scores for support and respect from staff are also now only 0.3 off the highest score for similar organisations. The overall College score for acting on and listening to learners views has been improved by 0.4, now placing them closer to the highest score than the middle.

It was noted that 49 responses have been made to the OFSTED learner view survey for 14/15.

Members reviewed the data provided at page 82 and questioned whether the dates of the last OFSTED for a number of colleges was correct. It was confirmed that these dates are correct and it is therefore correct to note that some Colleges have not been subject to OFSTED inspections for a considerable period.

AGREED: to note the update provided.

#### **15.12 SAFEGUARDING**

The Deputy Principal introduced her written report and drew a number of items specifically to members' attention.

- Retention for the potentially at risk students in 13/14 was 90% which compares favourably with the College retention rate of 91% for EFA funded provision. This indicates that the support is having a positive impact. The retention rate of 90% in 13/14 is an increase of 8% from the previous year for this group of students. A significant 10% improvement in retention from 12/13 to 13/14 was within the group with convictions, cautions, reprimands and warnings again demonstrating the impact of the support in place.
- Potentially at risk vulnerable students – work with this group of students has continued and there are currently 344 identified students on programme within the different groups. 335 are identified as within 1 category and a further 9 are identified within 2 categories.
- Retention rates summarised in paragraph 3.8 were reviewed, it was agreed that all were looking positive. Of the 344 students enrolled 319 are enrolled to full time programmes and 25 are in work based learning. The most significant number of enrolments within these categories is within care and education studies and lifestyle academy; this is a similar pattern to 13/14. The number of identified students may increase during the remainder of the

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academic year as they disclose information.

- Training – 4 members of staff have completed the designated person training. Initial training in relation to child sex exploitation for the leadership team and curriculum managers is planned as part of the curriculum managers' conference on 5<sup>th</sup> February 2015. The PREVENT officer will also provide training at this event relating to radicalisation and extremism. It was acknowledged that these two areas are matters to monitor more closely in the future.
- Safeguarding was subject to an internal audit. The report was very positive with few recommendations. These recommendations were summarised at paragraph 5.2. It was noted that a PREVENT policy document would be prepared following training from the PREVENT officer.

Members spent some considerable time discussing the number of safeguarding incidents reported at page 89. The total for the period 1<sup>st</sup> January 2014 – 31<sup>st</sup> December 2014 was 21 which was an increase on 11 for the corresponding period in the prior year. The Deputy Principal confirmed that whilst this figure had almost doubled it was not an area of concern for her given the increase in student numbers. The Committee felt that the statistics in isolation did cause concern and wished to discuss the matter in more detail.

Governors questioned whether or not the College sees a substantial variation year on year or whether this is a one off substantial increase that needs to be more fully investigated and addressed. The Deputy Principal confirmed that yes there is a substantial variation between years and is significantly influenced by the cohort of students in any given year. She gave assurance that every incident is reported directly to this Committee and the Board. She explained that at the end of 2014 there was a spike in the number of individuals who had threatened suicide. She explained that within this group of students they were not all on the same course, there is a mixture of male and female etc and there were no particular patterns. She explained that this spike will be monitored as the months progress to see if it continues to be an issue. She explained that the College's position mirrors the national trend which unfortunately is showing an increasing number of students requiring safeguarding support and experiencing very challenging circumstances. The Committee felt that it was their role to ensure robust challenge in this area and it was agreed that they would monitor trends and also resource issues during future meetings.

AGREED: to note the update provided.

### **15.13 EQUALITY AND DIVERSITY**

The Director of Communications and Learner engagement provided a presentation in this area and key items brought to members attention were:

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- 1) The College business case
  - Respect is a core value
  - Diversity = creativity = flexibility
  - Students will perform better
  - Students need to live and work in a diverse world
  - Staff that can be themselves are more productive
  
- 2) Duties and responsibilities – these are set out in the Equality Act 2010 and include responsibilities to prohibit protect promote and publish.
  
- 3) 9 protected characteristics are:
  - a) Race
  - b) Gender
  - c) Sexual orientation
  - d) Disability
  - e) Age
  - f) Religion and belief
  - g) Gender reassignment
  - h) Maternity and pregnancy
  - i) Marriage and civil partnerships
  
- 4) How does the College respond:
  - Scheme revised May 2014
  - Action plan which is continually updated and reviewed. It includes four key themes for improvement and minimum standards

Key highlights

- a) Minimum standards
  - Mandatory training – it was noted that this is currently 89% and needs to be improved to 100%
  - Declaration rates
  - Embedding in teaching and learning – consistency is important. It was acknowledged that there are some really good examples within the organisation
  - Reporting
- b) Engagement
  - Reformed equality and diversity group
  - Intern
  - Monthly promotional campaign
  - Regular communication – Friday briefings
  - Links with Colleges in Nottinghamshire
- c) Protected characteristics
  - Staff networks
  - Role models and allies programme
  - Executive level champions
  - Stonewall equality index 2014 – the College has moved up

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the index 148 places to number 143.

- Trans guidance
  - Poster campaign
  - No bystanders campaign
- d) Partners – it was acknowledged that this is the Colleges biggest challenge and that there is a need to ensure consistency. Materials are available on the portal. In addition to this the College offers partner days. There are social media campaigns and sharing best practice.

#### Data

- a) Staff profile
- 64% female
  - 4% with a declared disability
  - 0.9 LGB, 63% is unknown
  - 79% between 21 and 55
  - 5.7% EAME, local population is 5.3%
- b) College student profile
- Learner responsive is 51% female 14.8% BAME and 22% declared LDD
  - Profile for HEFCE is 50% female 4.5% BAME and 10% declared LDD. In relation to the latter it was felt that this should be higher but that there are a number of students who are undeclared. It was confirmed that this is a focus.
  - ER apprenticeships is 56% female 11% BAME and 9% declared LDD
  - Profile ER work based learning is 16% female 15% BAME and 5.4% declared LDD
- c) Partner student profile
- Learner responsive is 30% female 25% BAME and 18% declared LDD
  - Apprenticeship is 43% female 15% BAME and 7% declared LDD
  - Work place learning 15% female 30% BAME and 4% declared LDD

#### Staff data highlights

- Declaration rates
- Inclusion of religion alongside other personal characteristics
- Higher than profile leavers from BAME amenities – no specific areas of concern
- No other specific areas of concern

#### E&D data achievement gaps

- On the whole a positive picture
- Particularly white other learner responsive, learning difficulty or disability (ER), vulnerable groups – those with previous criminal records (College based)

On the Colleges watch list are:

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

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- 16-18 long level qualifications white British (-4%)
- 19+ long level 2 LDD (-7%)
- 16-18 long level 2 no LDD (-4%)
- HE females -16%
- Apprenticeships – females overall success 16-18 is -10%

Plans for the Spring and Summer term include

- LGBT and women's history months
- Partners – particularly students
- Guide
- Launching our staff networks
- July staff development day

In conclusion it was confirmed that the college has signed up to the no bystanders programme. This is encouraging all staff and students to be a little braver in challenging behaviours and also to sign the pledge.

AGREED: to note the update provided.

#### **15.14     AOB**

As matters of additional business John Holford took the opportunity to confirm that he had had an interesting meeting with the Community Learning team earlier in the day. He confirmed that he had been very impressed with the team.

In addition to this the Committee took the opportunity to discuss the mechanism for equality and diversity staff training. It was acknowledged that there is a mixture of both mandatory online training and bespoke training with the former being required to get all staff to a minimum level of understanding.

AGREED: to note the update provided.

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

The Clerk reminded Governors that the next scheduled meeting was Monday 20<sup>th</sup> April 2015 at 5.00pm.

Meeting closed at 7.00pm

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

Date: