



**WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE**

Minutes of the Standards Committee meeting held in the Board Room at the Derby Road site on Thursday 15th June 2017 at 5.00 pm

GOVERNORS Prof John Holford, Chair
PRESENT: Mark Williams
 Marc Jones

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
 Amanda Jogela, Director Quality and Performance
 Julian Smith, Director Learning and Innovation
 Paul Rana, Head of Student Support
 Eleanor Taylor, Head of Higher Education and International
 Lucy Howes, Staff observer for the academic year
 Louise Knott, VP Communications Engagement and Student Experience

	ACTION by whom	DATE by when
<p>17.20 <u>DECLARATION OF INTERESTS</u></p> <p>The Chair reminded those present to declare at the start of the meeting any interests in matters to be considered. No interests were declared. Standing interests were noted.</p>		
<p>17.21 <u>WELCOME INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u></p> <p>Apologies for absence were received from Dame Asha Khemka DBE and Jane Hawksford.</p>		
<p>17.22 <u>MINUTES OF THE MEETING HELD ON 23RD FEBRUARY 2017 & ANY MATTERS ARISING</u></p> <p>The minutes were reviewed and it was agreed that they were an accurate record of discussions.</p> <p>AGREED: to approve the minutes of the meeting held on 23rd February 2017.</p> <p>There were no matters arising.</p>		
<p>17.23 <u>ACTION PROGRESS REPORT</u></p> <p>Members reviewed the table presented and were happy that matters were being actioned as intended.</p>		

Signed : _____ Chair

Date:

17.24 QUALITY REPORT

The Director for Quality and Performance introduced a number of items:

1 Retention and withdrawals analysis

Retention for classroom based provision 2016/17:

- The current retention data is above the weighted national average and suggests that the College is on track to retain students above national rates for 16/17.
- The retention for high needs students has reduced by 2.7% against the end point in 15/16, however is 5.2% above the weighted national average. It was explained that these are mainly level 1 students and relates to 6 students (8 enrolments). Assurance was given that the College is very clear in terms of why this statistic is as it is.

Classroom based withdrawals

- There is a significant increase in the overall number of withdrawals (504 at May 2017) compared to the same point in the previous year (272 to May 2016).
- There has been a significant increase in positive movement of students in to employment, 74 May 2016 compared to 123 May 2017. An increase of 49 students with all schools of learning contributing.
- There is a significant increase in the number of students withdrawing who did not like their course from 6 in 15/16 to 28 in 16/17.
- The category 'other' has a significant increase in withdrawals 28 in 15/16 to 81 in 16/17.

In terms of addressing this increased trend for withdrawals, the College is significantly tightening up the processes at week 4 in terms of destinations so that proper and robust IAG can be provided. The College is putting a lot of strategies in place to improve induction for 17/18 with a clear need to help students settle more into College life with it being a different environment from school. It was explained that in 16/17 there was quite a rigid induction process in place and evidence shows that this 'switched the learners off' and took a lot of fun out of the initial weeks. Assurance was given that the induction processes are all being thoroughly reviewed to make sure there is an improved start to the year in September 2017.

In terms of the increased category of 'other' for withdrawals it was explained that the College is thoroughly reviewing the use of 'other' to force staff to better characterise why a learner withdraws.

Signed : _____ Chair

Date:

It was explained that a lot of late applicants want an apprenticeship and simply enrol on a College course until they secure an apprenticeship, and in these circumstances the College is aware quite quickly that they are likely to become a withdrawal at some stage.

It was confirmed that a move into an apprenticeship is classed as a student moving on to employment.

Vision Business achievement and withdrawals:

- The position at period 9 indicates a college 66% overall achievement rate which is 3% below the same point in 15/16 (69%) and 1% below the national average.
- All apprenticeships timely achievement is 56% compared to the national average of 59% (-3%).
- Direct delivery 24+ advanced overall achievement is 51% which is 14% below the national average.
- Partner 24+ advanced overall achievement is 59% which is 6% below the national average.
- The areas within direct delivery having the most impact due to withdrawals are; Health and Social Care at 52% overall achievement and Business at 29% overall achievement.

Q/CH

In general discussion it was confirmed that this is an area of concern and focus for all staff. The Committee questioned and challenged the senior team and indicated whether the position at Vision Business is usually below national averages. It was explained that this data is provided as at period 9 and therefore it could rectify itself for yearend, however this is being closely monitored and timely is a focus.

It was explained that in terms of partner performance monitoring reviews, there is now much more clarity regarding expectations in terms of timely in year responses. This is a real focus and data triangulation is critical. It is believed that with the new systems introduced the College will be able to intervene with partners much more quickly than has been the case in past.

2. Curriculum reviews update

The Committee were advised that:

- Since October 2016 60 classroom based performance management reviews, 20 HE quality reviews and 4 Vision Business industry reviews have taken place with ongoing learner journey reviews being completed by the QTLP team. Assurance was given that staff really now know very well the data that sits underneath the reviews.
- Further reviews are scheduled for June and July 2017. All partners have had an initial review with ongoing impact reviews.

Signed : _____ Chair

Date:

3. External verification/external examiner visits and reports

- There have been 58 external verifier visits during 16/17 with a further 13 planned before the end of the academic year covering a range of curriculum areas.
- There are 41 outstanding actions across 6 curriculum areas, 29 of which have future target dates, 3 are improvement actions with the remainder being addressed by the curriculum areas. It was explained that overall the EV feedback has been very positive with only minor recommendations made.

4. Quality improvement plan 2016/17 update

The Committee were advised that the QIP document was updated in June 2017 and a full annotated copy is available on the governors' portal. Following the Ofsted inspection in February 2017, four new actions have been added to the quality improvement plan. Progress is good against 36% of the plan, 55% still requires improvement and 5% of actions are no longer applicable and 5% of actions will be rolled over to the QIP for 17/18 as the data will not be available until the following year. It was explained that the number of actions being rolled over to next academic year may increase if there are more actions that cannot securely be closed off as completed.

Q

The Committee questioned whether the senior team were happy with the current position in terms of actions required in the QIP. It was confirmed that they are and that the focus for this year has been closing the gap between males and females and also improvements in terms of work placements which have increased and are very positive.

5. Construction crafts (standing item)

The Committee were reminded that the curriculum area of Construction Craft comprises decorative occupations, trowel trades and wood occupations.

Members' attention was drawn to the detail provided and key matters noted were:

- Retention on the vocational qualification is 95% for decorative occupations, 89.9% for trowel occupations and 95.5% for wood occupations.
- Progress on technical certificate courses is higher (-0.18) in comparison to the College average of -0.34
- Progress on technical level courses is higher (0.17) than the College average of -0.18.
- There has been a recent construction crafts external verifier visit. The EV identified concerns centred predominantly around levels 2 and 3 Joinery CITB NVQ, with portfolios having insufficient evidence and not having been assessed/verified correctly. It was confirmed that this has now been clarified and addressed.

Signed : _____ Chair

Date:

Due to staffing absence the level 3 brick work is currently behind with their assessing of level 3 NVQs (CITB). Though the College has not received the EV report, the Head of School has put actions in place to address the issues.

- There are now more robust systems in place to support the Heads of School.
- The Head of School with the support of the Director of Learning and Innovation has started to introduce special measure meetings (12 day reviews). Any course which is deemed to be performing below the required level is subject to 12 day special measure meeting where targets are set and reviewed every 12 days until the level of performance improves.

Q The Committee questioned whether this needs to remain as an area of focus for this Committee. It was confirmed that at this time it does until there is certainty regarding the impact of new processes and initiatives.

Q The Committee questioned whether there were any other areas of College provision which needed the same level of scrutiny. It was explained that at this point in time there are not, but assurance was given that if this does change there will be a report to the Committee.

AGREED: to note the content of the reports provided.

17.25 STUDY PROGRAMMES UPDATE

The Director of Learning and Innovation introduced this report and drew members' attention to the progress table at section 4.1. He indicated that there were dips in performance seen for A Level, applied general and tech level. Key matters noted were:

- Applied general progress is currently 0.17.
- Progress on technical certificate courses is 0.34, however within this there are some real low areas but some strengths. In terms of strength beauty and complimentary therapy is 0.42 and travel 0.92. The low area is foundation studies animal care subjects at -1.98.
- Progress on technical level courses is -0.18.
- Actions for learners performing behind their target grade are identified and put in place, this includes attendance at additional study sessions, one to one tutoring, support coach intervention and disciplinary where required.
- There was a view expressed that particularly in terms of A Level progress staff are being overly cautious in terms of their assessments and predictions.
- The introduction of an internal progress measure tracking system has been effective in monitoring student progress but there is a need to improve the intervention strategies to support the improvement of learner progress/performance.

Signed : _____ Chair

Date:

Progress tutors/tutors have improved the quality of targets being set for learners, though there will be a greater emphasis on improving the skills required to improve grades via the close monitoring of skill based targets and feedback/feed forward techniques. The introduction of the progress review boards and related progress review weeks on a 6 weekly basis will focus on the progress of the learner and more importantly offer intervention and other support strategies to ensure every learner meets their full potential.

- In terms of Maths and English in 16/17 2590 students enrolled to a 16-19 study programme and of these 882 had not attained GCSE A*-C English or Maths on entry. It was explained that this is similar to the national picture.
- In GCSE Maths 45.1% of study programmes learners are on or above target and in GCSE English 49% of study programme learners are on or above target.
- In Functional Skills English for 16-18 study programmes learners 51.2% of learners are on target. Learners are making better progress in Functional Skills English at entry level 2 and entry level 3. At level 2 learners are making significantly better progress than last year (40%) compared to a 28.5% pass rate in 15/16.
- In Functional Skills Maths 61.5% of study programme learners are on target. Learners are making better progress in Functional Skills Maths at entry level 3 and level 2. At level 2 learners are making significantly better progress than last year when compared to 15/16 pass rates (68.8% compared to a pass rate of 16.5% in 15/16).

There have been a number of improvement strategies introduced this year including:

- The English and Maths team use a system of formative assessments. These are common homework test and mock exams which allow students to be routine tested against their target grade.
- This performance is recorded using Pro Monitor and the College tile system will allow for each class and student to be assessed as on track to gain performance or in excess of target.
- A curriculum meeting is held every 2 weeks to review progress of learners. Learners that are behind target are supported by a further intervention and one to one coaching sessions. Strategies are developed by both the progress tutor and the student coach where learner attendance is low.

In terms of staffing, English and Maths progress requires improvement and therefore there will be a greater emphasis on progress tutors and managers tracking the progress of the whole study programme more rigorously.

Signed : _____ Chair

Date:

Accountability for the progress of English and Maths will continue to be firmly placed with the tutors, curriculum managers and the head of school for each area.

In terms of work experience and work placements, as at 19th May 2017 1,650 students have confirmed or completed external work placements this is 75% compared with 65% in the prior academic year. Many areas have increased the number of students with an agreed or completed work placement compared to the prior year. Media and music is up from 56% to 81%, computer science is up from 34% to 79%, plumbing 39% to 89% and public services 56% to 100%.

In reviewing the work experience and work placement data table at paragraph 6.2 members did express some concern regarding areas where the percentage had not improved. It was noted that wood occupations within the construction crafts area is one of these.

In terms of future reporting it was agreed that a footnote would be provided to explain any particular influencing factors on data tables, for example low class sizes etc.

Members discussed the data table at section 5.3 and questioned why so many students (approximately 50%) were behind target. It was explained that this data is very much influenced by the average and also a level of staff nervousness regarding predictions as there are new systems in place.

- Q Considering again the data table at 6.2 the Committee questioned why there are so many reds. It was explained that there are a lot of areas where work placements were not secured in the construction area and this in reality is because the Head of School did not match students to placements quickly enough in the year. The Committee questioned whether it is now too late to make up the difference/gap. The view was expressed that there may be improvements but that they will only be marginal at this point in the year. Again it was commented that there is further poor performance triangulation particularly in relation to wood occupations. It was acknowledged that across the whole construction school there needs to be a much quicker process in place at the beginning of the next academic year.
- Q

The Committee considered the data table provided at 4.4 and were advised that in reality it is believed that the targets set were simply too high and ambitious, it being the case that a prediction for A*'s and distinctions for foundation students was too much of an ask.

AGREED: to note the content of the reports provided.

Signed : _____ Chair

Date:

17.26 SAFEGUARDING UPDATE

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

- Action plan – good progress has been made against the College’s safeguarding development plan throughout this year. 98.4% of staff completed mandatory safeguarding training, a further 71% have attended a face to face safeguarding refresher with 32% and 29% completing mandatory CSE and FGM online training respectively. People were asked to complete CSE and FGM training by the end of this academic year.
- Site security continues to require constant review. The College has had a couple of reports regarding unauthorised individuals accessing the college site. Whilst this has not resulted in any specific incident it could potentially place students at risk.
- The College is still not receiving the level of referrals from partner providers as they might expect. There was one instant in April whereby the College safeguarding officer was informed of an issue and yet this did not appear on the monthly return. This specific issue is being picked up by the team, however it has made staff question whether the monthly returns are as accurate as they might be. There is a session for partners specifically around safeguarding that will be delivered in June. She explained that many partners still return a zero number of incidents and this is a concern and is being picked up with individual partners. More partner training is planned.
- Total number of safeguarding related concerns for the year is 629
- The College is continuing to see a significant rise in safeguarding referrals. At the same point last year the College had received 106 referrals with 49 of them being referred to an external agency. The year to date represents a six fold increase in referrals and a 3 fold increase in referrals onwards to an external agency. This is down to a number of reasons rather than any one specific issue.
- The College has delivered refresher training to a significant proportion of its staff body which will have inevitably raised the profile of safeguarding generally.
- KCSIE guidance (September 2016) introduced the concept of peer on peer abuse as a safeguarding issue
- The College is seeing multiple referrals for the same individuals from a variety of staff
- That being said, the College is seeing a significant continuing increase in the student body presenting with in some cases significant mental health conditions. These range from anxiety and depression to serious issues of self harm and attempted suicide.

Signed : _____ Chair

Date:

- The College is currently experiencing some long waiting times for students to access the external counselling service. The Head of Student Support has met with the provider to look at a resolution to issues with some slight changes to working methods agreed for next year. We are also suggesting that the contract for student related counselling services be only extended for a year so that we can assess how effective this revised way of working is whilst at the same time explore alternatives that may be more appropriate for the College and students. One option may be that we look to specialist staff within the ALS support team, some of whom are professionally trained counsellors, and explore mechanisms to extend their working hours at College to provide counselling triage.
- The College is beginning to explore a range of options with Nottingham Healthcare Trust to see whether they can support students in the positive management of their own mental health. These options include the development of a recovery college which is a concept pioneered by the Trust that engages with a system of peer support training and resilience development for both staff and students and the potential roll out of mental health first aid training for specific members of staff.
- The safeguarding procedure has been revised and was approved by the Corporation Board at their meeting on 18th May 2017.
- The prevent policy have been reviewed and minor changes have been made to reflect changes to job roles and designated safeguarding person within the College. Members' attention was drawn to the document at appendix 4 page 81 and it was presented for approval. In the year to date the College has received 56 prevent referrals with none being referred to an external agency. This compares to 14 referrals last year with 2 being referred to the police prevent team but taken no further. The increase is entirely down to the increase in students attempting to access Britain Firsts' website.
- 99% of staff have completed mandatory prevent training.
- In terms of the Nottinghamshire counter terrorism local profile this has not changed as a result of recent incidents in London and Manchester. Nottinghamshire is considered a relatively low priority, however it needs to be acknowledged that not all College delivery is based in the Nottinghamshire areas.

Q

In terms of staff training regarding safeguarding and counselling the Committee questioned whether this was taking staff away from their primary role and they questioned whether it should be specialist staff who take on these roles. It was explained that the pastoral support team and ALS staff almost inevitably get involved in safeguarding issues and therefore there is a need to train them to allow them to be more effective.

Signed : _____ Chair

Date:

The intention is to offer general awareness training for general teaching staff and tutors so that they also know what to look out for and can refer early before problems escalate.

AGREED:

- a) to note the update provided; and
- b) approve the amended prevent policy as presented.

17.27 EQUALTY AND DIVERSITY DATA REPORT

The Vice Principal for Communication, Engagement and Student Experience introduced this item and key matters were noted in relation to apprenticeship and employee data:

- Gender – there is a mixed picture in terms of gender achievement gaps for apprenticeship provision. At 16-18 females outperform males at both overall and timely achievement, whereas there is an underachievement of females 19-23 and 24+.
- Analysis related to gender has identified that the gaps in terms of achievement are largely related to the concentration of females and males on particular curriculum areas which have tended to do better. At 16-18 larger cohorts on business administration and customer service have contributed to the gap in achievement whereby the majority of learners are female and achievement rates tend to be better than other curriculum areas. At 19-23 there is a significant gap in achievement in warehousing and storage (30% achievement female and 70% male). The vast majority of female learners within this curriculum area sit within Transline where achievement rates have been an issue. At 24+ gaps are across curriculum areas and delivery mode.
- Ethnicity – at 16-18 and 19-23 there are low numbers of BAME students compared to white British students. As such, one student has a significantly bigger impact. Outside of this statistical skewing the College has found no major issues in terms of delivery method or curriculum area. At 24+ where there are significantly more students, the most significant BAME group is white other. The predominance of students who have declared as white other sit within Transline and as reported earlier their achievements across the board are of concern at the present time. It was confirmed that in relation to this specific partner there are no new starts for this year.
- Learning disability/difficulties – at 16-18 and 19-23 students who declare some form of learning difficulty or disability over achieve against those students who do not, however one should exercise a note of caution as a result of relatively low numbers (100 and 107 respectively).

Signed : _____ Chair

Date:

At 24+ there is a 5% and 3% gap for overall and timely achievement respectively, whereby those who have declared some form of learning difficulty or disability underachieve, however there were only 29 apprentices at 24+ who fell in to this category.

- Employee profile – the College’s workforce profile for both age and sex has remained largely unchanged for 3 years and is reflective of the wider sector. In terms of disability and race the College has seen a slight decline in the number of staff from BAME communities and those who declare a disability. The numbers of staff who declare themselves as lesbian, gay or bisexual has again remained fairly static at 1.6% for the last two years, however the number of unknowns has reduced significantly in this category (from 50% in 14/15 to 37% in 15/16).

The Committee’s attention was brought to a number of issues to note:

- The under 34 age group comprises 20% of the College’s community, however constitutes 32% of all leavers in 15/16. An analysis of service has shown that respondents have indicated a lack of training and development coupled with limited opportunities for career progression as a contributing factor in them leaving. These two factors are seen as more important by this age group (often at the start or middle of their career). Work in ongoing with the HR team to look more strategically at talent planning with the development of an emerging talent programme.
- There are disproportionately more leavers from BAME communities than the work force profile. In 15/16 BAME leavers accounted for 12% of all leavers and only 5% of the work force profile.
- 10% of those who handed in their resignations were from BAME communities and again whilst there is nothing of concern in exit surveys this is being closely monitored by the College. It was explained that there were no real trends in terms of the reasons for leaving, however this is being closely monitored.
- The College currently has a gender pay gap of £3,718 in favour of male employees. It was explained that the College tends to have a larger concentration of female staff in lower paid roles (cleaning, catering and nursery) and this will in part explain the pay gap. For next year’s report the College will also analyse the gender pay gap by type of role to provide a much fairer comparison.

AGREED: to note the content of the report provided.

(Louise Knott left the meeting at 6.05 pm)

Signed : _____ Chair

Date:

17.28 HIGHER EDUCATION UPDATE

The Head of Higher Education and International introduced this item and key matters noted were:

1) Validation/approvals

- The FDA criminal justice and BA Hons Criminal Justice top up was successfully revalidated by the University of Derby on 5th May and the FDA Paralegal was successfully approved on the same date. There were 3 commendation:
 - a) The level of support and personalisation provided to each student.
 - b) The clearly differentiated approach to higher education underpinned by resources, teaching and learning and additional opportunities for students such as conference attendance, summer school and the scholarship scheme.
 - c) The strengths of the partnership at all levels and the reciprocal advice and guidance offered as part of the relationship.

There were also 3 conditions and 1 recommendation all of which have now been addressed along with collaborative and technical amends which were submitted to the University on 6th June for final approval.

- The FDSC professional development (health and social care) was approved by the University of Derby to run at the College on 18th May
- The College has taken the opportunity of the revalidation of a sports programme to submit a number of courses to the University of Derby for approval. The panel event to decide on this will take place on 20th June.
- The College submitted approval for the HND computing to Pearson on 15th May and an approval visit is scheduled for June
- The College has submitted the initial proposal for institutional approval with Nottingham Trent University. The institutional approval document will be submitted on 13th June and the institutional approval event will take place on 20th June. The College plans to validate the first courses under this new partnership during the autumn term for delivery from September 2018.

2) External communications

- The College has submitted its application to UCAS and anticipates executive approval by the end of June which will enable College courses to go live early in September 2017 for September 2018 starts. The first meeting has taken place with the regional lead.

Signed : _____ Chair

Date:

- The College's application for an access agreement (OFFA) to enable full time fees of over £6k was submitted and acknowledged and we are currently awaiting feedback.
- The outcomes of the annual provider review have been postponed until June because of the general election. The college did receive an initial outcomes letter dated 28th April 2017 which was positive, however the final and formal letter is now due.
- The College has received an annual OIA report (2016). No complaints were referred from the College. It was agreed that a copy of this report would be placed on the portal for governors and also appended to the minutes of this meeting for future reference.

Eleanor
Taylor /
Clerk

June 2017

3) Student numbers

A full summary of current applications was provided at appendix 1 showing an increase of 5 applications against the same point last year for courses running in September 2017, however a number of courses have been withdrawn for 17/18 due to low numbers of applications, these are:

- HND Music and BA Hons Applied studies music
- HND Performing Arts
- HNC Hair and Beauty Management
- FDA Tourism and Events Management.

As a general observation it was felt that the applications in relation to courses that are still running are positive. In relation to withdrawal of HNC Hair and Beauty this is because there is no professional sector requirement to have this qualification and therefore there is low take up as this is more aspirational rather than an expected qualification.

4) HE and Higher Level skills strategy

It was confirmed that the colleges HE and HLS strategy for 2017 to 2020 is prepared and will be presented to the governors residential in June for discussion.

AGREED: to note the content of the update provided.

17.29 LEARNER VOICE UPDATE

Paul Rana introduced this item and he explained that the national learner survey and work based learner survey results were not available to report at this time. The work based learner survey was still open and the national learner survey college results were not yet available. It was agreed to defer these items to the next meeting.

Paul Rana

Oct 2017

He advised that the total number of complaints logged has fallen from 151 in 15/16 to 83 in 16/17 (to the end of April).

Signed : _____ Chair

Date:

He explained that the large reduction in complaints by 16-18 year olds is largely due to the reintroduction of cash payments at the tills at catering facilities, thereby eliminating the complaints related to the way to pay system.

In terms of further updates it was confirmed that a new Students Union President has been elected for 2017/18 he will join the Board as one of the student governors. The learners also took part in a mock election alongside the Students' Union election, this showed that 65.1% of students voted for labour, 63 students voted in all.

AGREED: to note the content of the update provided.

17.30 QUALITY ASSURANCE AND QUALITY IMPROVEMENT STRATEGY

The Director of Quality and Performance introduced this item and explained that the purpose of this strategy is to identify the key quality processes that contribute to continuous quality assurance and improvement for Schools of Learning, employer engagement and partner providers. All College staff and partner providers are subject to this strategy. Members' attention was specifically drawn to section 2 of the report which details how the strategy will be implemented. It was explained that Maths and English are part of every aspect of the process. The Committee suggested that it would be really beneficial to have a separate summary for HE provision.

Eleanor
Taylor

July 2017

In terms of the Vision Business implementation steps there are additional aspects included, these involve quality reviews, learner journey reviews and industry reviews.

Q The Committee questioned whether the quality assurance processes and strategies pick up any Ofsted recommendations. It was confirmed that it does and these are embedded within the approach to be taken.

Q The Committee questioned whether there should be a College specific focus on Maths and English. It was agreed that this would be beneficial and would be developed. The Committee challenged the senior team and indicated that they wanted to see accountability within each and every School for Maths and English. It was stated that this challenge is because performance in relation to Maths and English does not appear to be improving at the rate required.

CH

AGREED: to note the content of the update provided.

17.31 STUDENT DESTINATIONS – 15/16 ACTUAL

The Director of Quality and Performance introduced this item and key matters brought to members attention were:

Signed : _____ Chair

Date:

- There continues to be low level of progression to higher education within the Schools of Construction and Building Services, Engineering and Transport Skills and Lifestyle Academy.
- There is a significant increase in further education destinations within Engineering and Transport Skills (13.1%) and Lifestyle Academy (11.5%).
- There is a 10% difference in progression to further education between male and female students. Male 61% compared to females 51%.
- Outcomes for high needs learners and learners identified with a learning difficulty or disability shows a variation in those progressing in FE with 66% of those with high needs or LDD progressing positively compared to 56% of those without. It was explained that this is in line with prior year trends.
- Destinations to employment vary significantly with only 5% of those with high needs progressing to employment compared to 13% of those without.
- Only 3% of high needs learners progress to HE .

Members' attention was drawn to section 2 of the report which sets out the methodology for collecting destination data and it was explained that after analysis it has been established that due to a destination data error the data for schools of English, Maths, Academic and Professional Studies has not been captured and therefore the information provided today is incomplete. It was confirmed that an update on this data will be provided at the next meeting.

Dir Q&P

October
2017

It was explained that DFE and Ofsted are now focusing on 'sustained' destinations and this will therefore need to be a focus in terms of data capture moving forward.

AGREED: to note the content of the update provided.

17.32 ENTERPRISE ACTIVITY

Members' attention was drawn to the report prepared by Paul Rana. He confirmed that 160 students this year were involved in sustained enterprise activity over a 6 week period. All Schools of Learning have been targeted and there are students from across all sites involved. It was pleasing to see the number of students who were involved in the £10 challenge (211). Members' attention was drawn to section 2.3 of the report which summarises 'follow on' entrepreneurial activity and section 2.4 of the report which details planned new enterprise activity for 2017/18.

AGREED: to note the content of the report provided.

Signed : _____ Chair

Date:

17.33 COMMITTEE REVIEW

The Committee took the opportunity to review their actions in line with the terms of reference. They felt that they had worked well to discharge the expectations of the Board. They felt that the timing of the meetings, the work plan and terms of reference still remained fit for purpose. In terms of membership this was noted and it was agreed that this would roll forward with the request being made to identify additional Governors.

AGREED:

- a) to note Committee performance for the 2016/17 year;
- b) recommend that the Board approve Committee terms of reference unchanged for 17/18;
- C) recommend to the Board that Committee membership roll forward with additional governors identified where appropriate; and
- d) approve the work plan proposed for 17/18.

17.34 TEACHING LEARNING TRAINING AND ASSESSMENT REPORT

The Director of Quality and Performance introduced this item and advised:

- Observations – as at 2nd May 2017 198 individual learning walks had been conducted with classroom based provision and 6 within Vision Business.
- Significant areas for improvement have been identified which are adversely affecting the students receiving a consistent high quality learning experience. There are further learning walks being taken for 4 out of 198 individual learning walks within classroom based provision. To date no sessions have required a relearning walk within Vision Business.
- There are 620 occurrences of delivery staff accessing bespoke workshops to date. The impact is measured through ongoing learning walks.
- For partner provision 57 partner staff are currently observing and 148 graded observations have been completed to date which broadly is in line with trend data. 78% of sessions were graded good or better compared with 76% at the same point in the prior year.

Key areas for improvement are stretch and challenge and this relates to both on campus delivery and partners. In terms of on campus delivery the stretch is in relation to students working outside the classroom and for partners the stretch is going simply beyond the framework requirements.

It was noted that lesson observations are not as frequent for Vision Business but instead they have the ongoing learner journey reviews.

AGREED: to note the content of the update provided.

Signed : _____ Chair

Date:

17.35 ANY OTHER BUSINESS

As a matter of additional business the Committee took the opportunity to request that formal feedback be provided to Jan Littler in terms of how helpful they find the page numbering at meetings.

17.36 DATE OF NEXT MEETING

It was confirmed that the next scheduled meeting is 5th October 2017.

Meeting closed at 6.30 pm.

Signed : _____ Chair

Date: