

Minutes of the Standards Committee meeting held in the Board Room at Derby Road on Thursday 5th October 2017 at 5.00 pm

GOVERNORS John Holford, Chair
PRESENT: Dame Asha Khemka DBE DL
Jane Hawksford
Lewis Maskery

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
Amanda Jogela, Director Quality and Performance
Julian Smith, Director Learning and Innovation
Eleanor Taylor, Head of Higher Education and International
Jackie Pugh, staff observer for the 2017/18 academic year
Louise Knott, Vice Principal: Communications Engagement and Student Experience

		ACTION by whom	DATE by when
17.37	<u>APPOINTMENT OF THE COMMITTEE CHAIR FOR THE 2017/18 ACADEMIC YEAR</u>		
	John Holford was nominated as the Committee Chair. This nomination was seconded and approved.		
	AGREED: to appoint John Holford as the Standards Committee Chairman for the 2017/18 academic year.		
17.38	<u>DECLARATION OF INTERESTS</u>		
	The Chair reminded Governors present to declare any interests that they may have on items to be considered. No interests other than standing items were declared.		
17.39	<u>WELCOME INTRODUCTIONS AND APOLOGIES FOR ABSENCE</u>		
	Apologies for absence were received from Mark Williams and Lesley Roberts. Lewis Maskery and Jackie Pugh were welcomed to their first meeting.		
17.40	<u>MINUTES OF THE MEETING HELD ON 15TH JUNE 2017</u>		
	The minutes were reviewed and it was agreed that they were an accurate record of discussions. It was noted that by way of follow up (page 8), the Board had at its recent meeting also undertaken in depth discussion regarding safeguarding.		
	AGREED: to approve the minutes of the meeting held on 15 th June 2017.		

Signed : _____ Chair

Date:

17.41 ACTION PROGRESS REPORT

The Committee reviewed the progress table and a number of matters were noted:

- Governor link initiative – the Clerk confirmed that this had been reviewed by the Board in September and their recommendation was to roll forward existing links for the 2017/18 academic year. In addition to this Governors are going to be invited to be involved in the curriculum review process scheduled for December of this year.
- Item 2 – QIP reporting. It was confirmed that a report on the QIP will go to the next meeting as part of the Self-Assessment Report process.
- Item 3 – completed.
- Item 4 – on the agenda.
- Item 5 – this has been reviewed and the view is that because HE and FE are so interrelated and linked it would not be appropriate to separate out within the Quality Improvement Strategy.
- Item 6 – on the agenda.

AGREED: to note the update provided.

17.42 ACADEMIC EXAMINATION RESULTS FOR 2016/17

The Director for Learning and Innovation provided a presentation to the Board and key matters noted were:

1, A Levels

Positive improvements

- 100% pass rates in all Science subjects
- increased pass rate in all Science and Maths subjects at AS
- increased high grades in A2 Biology, Physics and Maths
- increased high grades in AS Biology, Chemistry, Physics and Maths

Positive outcomes

- 14 out of 18 A2 subjects have achieved 100% pass rate
- 13 out of 18 A2 subjects have achieved 100% pass rate for 3 years running
- English language has achieved 100% pass rate for the 10th year running
- The A2 pass rate is maintained at 98.7% and is 0.8% above the national pass rate of 97.9%
- Overall AS pass rates remain stable at 87.1%

University application analysis

- Number of students applied to university in 14/15 was 83, 15/16 77 and in 16/17 90. This is 90 out of potential 125 students
- First choice university 71% in 16/17
- Second choice university 21% in 16/17
- Clearing 8% in 16/17

Signed : _____ Chair

Date:

- Accepted places for Russel Group University - 15 students (16%) in 2016/17.

Grades

- A2 percentage A-C pass has fallen from 71% to 65%
- AS percentage A-C pass has risen slightly from 52% to 53%
- A2 percentage A-B pass has fallen from 40% to 29%
- AS percentage A-B pass has risen from 26% to 29%.

In terms of grades the Committee were reminded that this year there has been a change in the A-Level system which is now linear. This means that students cannot take resits at A2. In terms of A2 this is the first year of the new specification. For AS this is the second year of the specification which could explain the really positive picture.

A2 accountability value added ready reckoner (this is the Colleges own internal assessments)

- 15/16 A2 results for all ages gives a VA score of 0.03 (just above average)
- 16/17 A2 results for all ages gives a VA score of -0.02 (just below average)
- the A2 ALPS score has fallen from 4(good) to 6 (below average)

AS accountability value added ready reckoner

- 15/16 AS results for all ages gives a VA score of 0.55 (above average)
- 16/17 AS results for all ages gives a VA score of 0.91 (well above average)
- the AS ALPS score has risen from 4 (good) to 3 (excellent).

The Committee were asked to note that the AS results are not included in the Government progress score unless the learner does not continue to A2.

Members' attention was drawn to the tables provided regarding A2 value added by subject and AS value added by subject. The Director: Learning and Innovation confirmed that he and the Director: Quality and Performance were working very closely with all subject areas that have a low VA score.

There are a number of actions in place for all subjects that have low KPIs including:

- review of the examiners reports
- recall of papers to identify where students fell short of the grades from awarding bodies
- a course underperformance review meeting in November will review all courses which have a 2/3 year trend of underperformance
- support from QTLP
- 12 day review meetings
- Progress review boards (every 6 weeks) will monitor all learners that are below target.

Signed : _____ Chair

Date:

Intervention and actions will then be monitored by the Heads of school.

2, 2016/17 GCSE Maths and English results

Numbers enrolled

- this year was the first year to include 9-1 grades. The new scale applies to English Literature, English Language and Mathematics with other subjects being reformed over the next 2 years.
- A total of 1904 studied GCSE's at the College this year compared to 898 in 15/16.

Headline data

- Overall pass rate this year has declined from 96.8% in 15/16 to 92.4%
- A*-C (or 9-4) overall this year is 23.4% against 27.3% last year
- English 9-4 grades shows an increase at 27.3% against 22% A*-C last year
- Maths 9-4 grades shows a decline at 17.4% against 37% A*-C last year.

As a general observation it was explained that the Maths GCSE decline in performance is really pulling down the overall percentage figure. It was acknowledged that, because of the introduction of the new specification, it is difficult to really analyse a trend as the sector is not comparing like with like. The Committee were advised that for Maths and English GCSEs there are also a large number of students who did not turn up for exams and that each non-attendance receives a -1 point, this will have also significantly contributed to the decline in statistics seen.

Members considered the value added performance figures and were concerned that these show that students, in terms of Maths and English GCSEs, are making no progress and in fact are going backwards. All agreed that this needs to be addressed. The Committee challenged the senior team and indicated that it is important that students do not go backwards in terms of progress and a critical improvement for this year must be the percentage number of students who actually attend for exams.

Actions identified to improve performance include:

- Ownership of English and Maths performance
- Working in collaboration
- Marginal gains – exams to take place at each site i.e. Station Park and Oddicroft Lane
- Monitoring progress every 6 weeks
- Teaching, learning and assessment – sharing practice with other organisations and within the schools of learning

AGREED: to note the content of the update provided.

Signed : _____ Chair

Date:

17.43 HIGHER EDUCATION UPDATE

The Head of Higher Education and International introduced her written report and key matters noted were:

- The September enrolment period closed on 22nd September with a total of 366 enrolments against a target of 372. The College is therefore 6 short at the current time, however it is believed that a small number of January starts will allow the College to get to target.
- In terms of the breakdown by Schools of Learning there was under enrolment in Care and Education (47 against a target of 84). There is confidence that the College can recover some numbers in this area but not all. In relation to the small numbers in the Lifestyle Academy it was explained that this provision is being phased out. It was explained that in relation to the School of Care and Education the failure to recruit to target was because a major employer has decided not to proceed with a new programme developed with them (this was 20 students). The School has planned January starts for both FDA Children's and Young People Services and a HND in Health and Social Care which will offset some of the shortfall against target
- Arrangements for the Annual Provider Statement for 2016/17 – members attention was drawn to section 3 of the report and in particular the summary of where the College is able to provide full assurances. A full report on this is scheduled for presentation to the December Board meeting.
- HE Academic standards Committee – the Head of HE and International was able to confirm that the NSS overall satisfaction has improved to 77% (+5%) with positive responses overall on the new questions introduced in 2017. Key actions have been identified at College level and school of learning and course level action plans will also be developed as part of the annual monitoring process. She explained that the responses were typically above statistics seen for other FE Colleges but were still below the national average for universities.

Q The Committee questioned how many HE students are mature/adult. It was explained that it is a fairly even split but does depend on the course undertaken. The BX School of Learning is generally 18 year olds, the EC School of Learning tends to be young mature students, GX tends to be 18 year olds, HX is a mixed pattern with 50/50 mature/18 year old and in LX this really does depend on the course.

AGREED: to note the content of the update provided.

Signed : _____ Chair

Date:

17.44 LEARNER VOICE UPDATE

The Vice Principal: Communications, Engagement and Student Experience introduced the written report prepared by Paul Rana. Key matters noted were:

- 1) Campus based learner exit survey for 2016/17
 - The campus based learner exit survey for 2016/17 had a total of 2,049 responses representing a response rate of 78%, this is 2% up on the previous year. All agreed that this was a really healthy position.
 - Of the 44 questions 28 showed an improvement from 15/16, 6 have declined in positive responses and 10 where the results were the same as in 15/16. The top most improved 3 responses included
 - a) College contacting someone when there was a student absence
 - b) Exams and assessments were well organised
 - c) Students told how to use a computer work station safely.The 3 questions where there was the greatest decline in positive responses included:
 - a) My English skills have improved. This was a 3% decline, however GCSE results do actually show improvements.
 - b) Resources/course materials on the VLE/Moodle are useful. This was a 2% decline. It was acknowledged that there were some issues with the blended learning provision and to address this different processes are now in place.
 - c) Training received on issues relating to radicalisation and extremism. This is a 2% decline. It was again explained that this was provided through the blended learning package last year which was not as successful as envisaged. This has been changed for this year and will be included within face to face activities with students.

2) Learner voice strategy

Members' attention was drawn to the learner voice strategy and in particular the objectives set out at section 5.2 (page 31). In relation to objective 3, the first user group is likely to be developed to look at mental health issues. In relation to objective 4, this is a key issue for improvement and the learner voice activities in the work place need to be improved.

CH

In considering the learner voice strategy the Chairman challenged the section 2.1 reference to 'CAPITA producing a white paper'. He expressed the view that CAPITA might not be entirely impartial in terms of these recommendations and asked that the College apply an element of caution. His view is that their 'white paper' should be moderated in terms of its significance. It was acknowledged by all that technology is part and not all of the improvement strategy.

Signed : _____ Chair

Date:

Members' attention was then drawn to the survey results (third survey undertaken in relation to apprenticeship provision) at page 37 of the pack. What stands out very clearly is the incredibly low response rate, only a 3% return. To address the poor response rate and improve information the College is now building in surveys in to the online process, this will mean that students cannot move forward in terms of their learning or progression until short surveys have been completed. One other focus for improvement is the assessment process in relation to English and Maths.

AGREED: to note the content of the update provided.

17.45 EQUALITY AND DIVERSITY 2016/17 ANNUAL REPORT

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

- The College has made good progress towards its objectives within its Equality and Diversity action plan. Members' attention was drawn to appendix 1 which provides a summary of action to date, key highlights include:
 - a) A review of the Colleges response to British values;
 - b) A considerable amount of work with a Nottinghamshire Diversity Champions partnership including a joint conference and production of video;
 - c) The College was ranked 60th in the Stonewall top 100 employers.
- Ofsted visited the College in February 2017 and highlighted the Colleges good practice within this area.
- It is too early to say whether the College has made progress towards closing achievement gaps and members will receive a full data report at their January 2018 meeting
- The College has reviewed its Equality Scheme and has made a slight amendment, in the main to job roles. A copy of the revised Scheme is available for Governors on the portal.

VP: C,E,SE

January
2018

The Committee were advised of the College's decision to take a year out from the being a Stonewall Equality Champion and as a result has not submitted for top 100 employers of the year. It was explained that the cost of being a Stonewall Equality Champion is circa £2.5k per annum. The Committee discussed membership with Stonewall and the Chairman expressed the view that membership should not simply be about what the College gets out of the partnership but should also be about what the College gives back as good citizens. It was explained that through Stonewall activities the College has made some very successful partnerships with Nottinghamshire based organisations where good practice is shared, for example the Police force, NHS etc. However the view is that Stonewall activities are too London centric at the current time and therefore the College does not see the benefits of further membership at this time.

It was confirmed that this feedback has been provided to Stonewall directly so that they fully understand the College's position.

Signed : _____ Chair

Date:

It was confirmed that a key priority for the 2017/18 academic year is mental health and raising staff and student awareness.

AGREED: to note the content of the annual report provided.

17.46 TEACHING, LEARNING, ASSESSMENT AND TRAINING STRATEGY FOR 2017/18

Following up on discussions held at the last meeting it was confirmed that the strategy presented includes both HE and FE. The view of staff is that a combined, rather than separate strategies will be more effective. The Committee were advised that e-learning will be embedded within the learner experience and will be used to support and engage and inspire students to progress and achieve. To support with this a new member of staff has been specifically recruited.

AGREED: to note the content of the update provided and approve the Teaching, Learning and Assessment Strategy for 2017/18.

17.47 STUDENT PROGRESSION DESTINATIONS – 2015/16 ACTUAL

It was confirmed that this is an update on the June report where it was noted that several strands of data were omitted. Key points noted were:

- The College actual destination data identifies overall that 82% of learners recorded a positive destination (74% in 14/15) which is an 8% increase.
- Level 3 overall destination data shows that for full time learners that completed in 15/16 12% progressed to higher education, 51% to further education, 13% in to employment and 3% to apprenticeships. There was an 18% no response and 3% other/unemployed.
- Overall destination data to apprenticeships comparison shows a 1% difference between males and females, males 3% compared to females 2%. Destination to employment shows no difference between male and female (both 11%).
- Outcomes for high needs learners shows an 8% variation. High needs learners progression to further education was 68% compared to those without at 60%. Destination to employment varies significantly, only 5% of those with high needs progressing to employment compared to 11% of those without. Destination to HE - only 3% of high needs learners progressed to HE compared to 6% without. This is therefore an area for improvement in 2017/18.
- Department for Education (DFE) data capture for the year 204/15 identifies that 86% of students had a sustained destination to education, employment or training against a national figure of 88%, a 2% difference. The Committee were advised that the next national data report will be available in January/February 2018. The same data source identified disadvantaged learners (106 learners, 77%) did not progress as well into education, employment or training as non-disadvantaged learners (571 learners 87%).

Signed : _____ Chair

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The Committee took the opportunity to discuss the rise in the number of students who are considered to be 'vulnerable' and/or on the 'at risk register'. As with safeguarding concerns the trend is a dramatic rise. It was agreed that a Vulnerable Students report would be presented to the next meeting which would include details on High Needs, Looked After Learners etc. As an example, the Committee were advised that as of week two of this academic year there were 700+ students on the at risk register. This is out of 2,700 students so roughly 20-25%.

VP CE&SE

Jan 2018

Q CH The Committee acknowledged that this must be a huge drain on resources and questioned and challenged whether the College can evidence that the investment made regarding vulnerable students has had a positive impact. All agreed that regular monitoring needs to take place regarding the impact of these increasing trends.

AGREED: to note the content of the update provided.

17.48 **QUALITY MONITORING PROCESSES AND EV KEY OUTCOMES FOR 2017/18**

The Committee were advised that there are several outstanding actions relating to work related training following two visits between February and August 2017 for City and Guilds Functional Skills. QTLP have supported the wraparound team to develop robust sampling plans for City and Guilds that evidence a range of methods that are implemented and a follow up visit is arranged for 15th November 2017.

There were outstanding actions from the ILM (City and Guilds) for Level 2 Diploma in Team Leading, Level 3 Diploma in Management and Level 3 Certificate in first line management and level 3 award in Coaching with a follow up visit which has taken place today. The Committee were happy to note that following the visit today, whilst there are actions there are no sanctions to be imposed. It was explained that the issues have generally arisen because of staff changes.

AGREED: to note the content of the update provided.

17.49 **STUDENT DISCIPLINE – 2016/17 ANNUAL REPORT**

The Vice Principal: Communication, Engagement and Student Experience introduced the written report and confirmed that it was simply a summary of what has been reported throughout the prior academic year. Key points noted were:

- For the full year (ended July 2017) the College conducted 616 student disciplinaries, 453 were stage 1, 140 were stage 2 and 23 were stage 3.
- Stage 1 is low level classroom disruption. Stage 2 is slightly more serious and stage 3 is a situation where the students could be asked to leave. Overall the largest increase in disciplinaries has been at stage 2 which is the stage that is dealt with within the curriculum areas.

Signed : _____ Chair

Date:

This may lead one to conclude that whilst serious breaches of the code of conduct have not changes considerably lower level disruption and other matters have increased within the year. This is certainly supported by feedback from staff.

The student code of conduct has been updated for 2017/18 and a range of actions put in place to address some of the issues experienced in relation to low level behaviour disruption. Awareness raising sessions were held with Curriculum Managers and Heads of School in July with a view to all staff being fully aware of expectations at the start of the year. A copy of the code of conduct has been circulated to all students. The main changes include:

- Slight changes in behaviour that may lead to stage 3 panel – generally more consistency;
- The code has been written in line with the College’s values;
- Stage 3 panels are now chaired by either the Head of Student Support or the Vice Principal for Communications Engagement and Student Experience with timeslots held on a weekly basis;
- Heads now have the power to suspend;
- Heads check with the Director of Quality and Performance or Learning and Innovation prior to undertaking a stage 3 investigation;
- All staff are able to issue a stage 1 warning.

She explained that support and training for all support staff will be made available regarding the issuing of stage 1 warnings.

In general discussion it was acknowledged that the change in the code and the drive to nip low level poor behaviour ‘in the bud’ could lead to a significant increase in the stage 1 and 2 disciplinaries for 2017/18, however it is not expected that more stage 3 disciplinaries will take place.

In terms of the 2017/18 position so far there are 137 disciplinaries on the system, most of which are at stage 1. This is a key in addressing behaviour before it escalates.

AGREED: to note the content of the update provided.

17.50 ANY OTHER BUSINESS

There were no items of additional business.

17.51 DATE AND TIME OF NEXT MEETING

The Clerk confirmed that the next scheduled meeting was Thursday 11th January 2018 at 5pm.

Meeting closed at 6.50 pm.

Signed : _____ Chair

Date: