

**MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON
WEDNESDAY 21 NOVEMBER 2017 AT 1.00 PM
IN THE BOARD ROOM, THE ROUNDHOUSE**

Present: Phil Dover (*Chair*), Jack Atwal, Janet Morgan, Lee Pratt, Mandie Stravino

In attendance: Helen Jefferson, April Hayhurst, Kate Martin, Heather Simcox,
Rose Matthews (Clerk)

		Action	Date
11/17-18	Apologies for absence Apologies for absence were received from Carl Anderson and Graham Schuhmacher.		
12/17-18	Declarations of interest, confirmation of eligibility and quorum All members were eligible and the meeting was quorate. Declarations already made were noted.		
13/17-18	Minutes of the Curriculum and Quality Committee meeting held on 14 June 2017 The minutes of the Curriculum and Quality meeting held on 14 June were approved as a true and accurate record.		
14/17-18	Matters arising 45/17-18 The provider average data was shared in the reports due to be presented.		
15/17-18	Minutes of the 'Strategy' Standards Committee meeting held on 30 October 2017 The minutes of the 'Strategy' Standards Committee meeting held on 30 October 2017 were approved as a true and accurate record.		
16/17-18	Matters arising There were no matters arising.		
17/17-18	Results Analysis Kate Martin shared a performance graph which detailed the College's performance for 16-17 compared with 15-16 and GFE average. This was discussed in more detail as part of the SAR presentation.		

18/17-18 College Self-Assessment Report, including Quality Improvement Plan

April Hayhurst delivered a presentation which summarised the SAR Report and Quality Improvement Plan. (Prior to the meeting Members received copies of the complete documents).

The Committee Chair explained he had attended two days of SAR Validations at which academy SARs were analysed in detail, with team managers questioned on all elements of performance.

Overall Effectiveness

Overall Effectiveness was graded good and April Hayhurst presented clear rationale for this.

Kate Martin identified those areas where improvements were needed, highlighting some actions already undertaken as a result of SAR findings.

Key improvements from the SAR related to GCSE English, Functional Skills in English Level 2 and Functional Skills maths Levels 1 and 2, increasing the proportion of advanced apprentices to complete their programmes on time by improving tracking and monitoring of progress by Managers. Diplomas and A Level high grades required improvement.

Effectiveness of Leadership and Management

Effectiveness of Leadership and Management was graded good.

Kate Martin highlighted areas requiring improvement and links to the Quality Improvement Plan were made.

Quality Teaching Learning and Assessment

Quality Teaching Learning and Assessment was graded good.

Members were reminded of the purpose of the scorecard, and Kate Martin reported work had recently taken place to review weightings. The Chair acknowledged this performance scrutiny.

Personal Development Behaviour and Welfare

Personal Development Behaviour and Welfare was graded good.

Action

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<p>April Hayhurst presented strengths and informed Members of work underway to improve support to apprentices including the monitoring of this.</p> <p><u>Outcomes for Learners</u></p> <p>Outcomes for Learners was graded good.</p> <p>In the national 16-17 performance tables, there was a pattern emerging with Diplomas and high level GCSE English and maths and functional skills.</p> <p>Members noted performance across all measures, compared with the previous year as well as benchmarks.</p> <p>Janet Morgan commented positively on the GCSE maths results and requested detail behind the A Level outcomes, which Kate Martin would present at the next meeting.</p> <p>The Committee Chair commented that target setting had been much stronger this year with aspirational targets. He explained that at his Link Governor meetings with Stacey Adams, Stacey had drilled down to each and every A Level.</p> <p>Further discussion took place on the rationale and improvement plans for:</p> <p>16-19 Study Programmes – Good Adult Learning – Good Apprenticeships – Good Provision for Students with High Needs – Outstanding</p> <p><u>Quality Improvement Plan</u></p> <p>The Quality Improvement Plan provided substantially more information than the presentation. Actions were addressed through the monthly QPR meetings, which also include a rapid improvement plan where relevant.</p> <p>The Committee Chair praised the clear documentation and said it was good to have the closedown of the Improvement Plan. He said a lot of the actions within the presentation were detailed in the plan.</p>	<p>KM</p>	<p>06/03/17</p>
<p>19/17-18 Organisational Quality Performance Review – Academic and Technical, including</p> <ul style="list-style-type: none"> • Student Behaviour Report • Student Satisfaction Report <p>The OQPR had been devised in a different structure to that previously presented to align with the Common Inspection Framework format.</p>		

April explained the Data Dashboard would be the key document that would drive the continuous improvement in performance. Key highlights were as follows:

- The Teaching, Learning and Assessment team had been re-structured under new leadership.
- A review of enrolments was underway to ensure all were accessing the appropriate qualification by level and previous attainment.
- A right course review was being undertaken to ensure students were on the right course or moved to suitable programmes if they were unhappy on their current programme.
- Positive attendance figures at 90% including authorised absence.
- Initial target grades have been set for all Level 1,2 and 3 students.

Student Behaviour Report

Helen Jefferson presented the annual Student Behaviour Report summarising the information broken down by type of sanction, site, gender and ethnicity.

Helen responded to questions and shared the actions being taken in 2017-18 as a result of some of the findings/challenges of 2016-17.

Learner Satisfaction Survey (FE Choices)

In March 2017, 882 students participated in the Learner Satisfaction Survey (FE Choices).

Members noted the results, acknowledging these were based on a particularly low number of students compared to other colleges. Helen confirmed the S.E.T. would be encouraging students to complete the year's survey.

20/17-18 Organisational Quality Performance Review - Apprenticeships

April Hayhurst presented the OQPR for Apprenticeships.

April talked through the report focussing on the improvements on page 11.

The Committee Chair asked how long Onefile had been used for and April explained this had been piloted in some area prior to, but implemented since 1 August. She explained all the staff had been fully trained.

The Chair asked if employers were using Onefile. April said they were as a reference to track their apprentices. Employers

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<p>were sent a letter once their student was in College and those with apprentices aged 16-18 received a weekly call.</p> <p>April Hayhurst explained processes in place for business reviews, progress monitoring and staff training on mandatory aspects, such as Prevent, as well as how this was being presented to employers.</p> <p>The Chair asked if there were any signs of the higher apprenticeships being taken up by employers. April said they were seen as a skills escalator and a progression opportunity by most for existing staff.</p>		
<p>21/17-18 Equality and Diversity Annual Report (draft)</p>		
<p>Kate Martin presented the draft Annual Report which was an externally published document.</p> <p>In summary, the document highlighted the work carried out with students. Groups of students had proactively worked on a set of three DVDs which were used as part of the induction process and a new Moodle page had been created with resources that could be used in the classroom and workplace. There was a new Student Rep EDI on each site.</p> <p>The monitoring and data capture system had changed to use the data to support students within the College.</p> <p>Jack Atwal suggested showing the link from the Behaviour Management Policy when reviewing figures.</p> <p>Kate said there would be specific focus groups that reviewed level of attainment, particularly relating to some cohorts. Discussions were taking place as to how to capture that data, for groups not currently disclosing.</p>		
<p>22/17-18 Equality, Diversity and Inclusion Policy</p>		
<p>Kate Martin presented the Equality, Diversity and Inclusion Policy.</p> <p>The main change around this policy related to adding 'Inclusion' to the title. This had been aligned to the new strategy and the agenda around social mobility. Clearer definitions had been made in relation to whole protected characteristics as opposed to limited ones.</p> <p>A focus group has been developed and incorporated various areas within the College, with representation from the Students Union, MIS, HR etc.</p> <p>When the Policy was originally written the CEO was highlighted as responsible. However, this had been changed to ensure individuals within Derby College, including</p>		

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<p>employees, students, customers and governors were responsible to ensure the suitable observation of the principles of the Equality, Diversity and Inclusion Policy were applied.</p> <p>A section relating to recruitment had been added with more reference also made to work-based students.</p> <p>The Committee recommended the Policy for approval by the Corporation at their meeting on 11 December 2017.</p>	Clerk	11/12/17
<p>23/17-18 HE Self-Evaluation Document (SED)</p> <p>The HE SED had been externally validated by West Notts College through the Peer Evaluation Group.</p> <p>The College wasa happy with the validation and no recommendations had been received.</p> <p>The study skills support was well received by students and showed improvement in the levels of attainment and academic writing. The areas the team were looking to strengthen were public information and the key information sets. This was about getting the right information in a timely fashion.</p> <p>The Committee recommended the HE SED for approval by Corporation at their meeting on 11 December 2017.</p>	Clerk	11/12/17
<p>24/17-18 Nursery Self-Evaluation Form (SEF)</p> <p>The Nursery SEF had been through the validation panel and received an outstanding grade.</p> <p>The team would continue to build on that practice. The local authority had been to assess the Nursery and there were no concerns.</p> <p>Building on the good practice, the nursery had been looking at parental engagement and invited fathers into the Nursery and ensuring parents understood the nursery in terms of stretch and challenge. They have also looked at a coaching and mentoring programme.</p> <p>The Nursery received an outstanding Ofsted inspection earlier this year which provided external validation.</p>		
<p>25/17-18 Residential Self-Evaluation Form (SEF)</p> <p>The Residential SEF had gone through the validation process and received an outstanding grade, in line with the previous inspection.</p> <p>The provision was last inspected a couple of years ago and the team continued to build on the good practice. This had</p>		

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<p>also been assessed against the national minimum care standards.</p>		
<p>A Residential Board had been set up which responded to students' needs. Safeguarding arrangements had been strengthened with the appointment of a Safeguarding and Welfare Manager at Broomfield.</p>		
<p>Landex recently carried a review and took the team through a mock inspection. The final report is still awaited at this stage and verbal feedback was positive.</p>		
<p>26/17-18 Student Voice</p>		
<p>This item was deferred to the next meeting in the absence of the student governor.</p>		
<p>27/17-18 Date of Next Meeting</p>		
<p>The next meeting would be held on 6 March 2018.</p>		

The meeting finished at 3.30 pm.

Signed: _____ Date: _____