

**MINUTES OF THE HE ACADEMIC BOARD MEETING HELD ON 24 NOVEMBER
2022 AT 2.00 PM HELD REMOTELY VIA MS TEAMS**

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MINUTES OF THE HE ACADEMIC BOARD MEETING HELD ON 24 NOVEMBER 2022 AT 2.00 PM HELD REMOTELY VIA MS TEAMS

Present: Phil Dover (Chair), Chrissy Draper, Jane McNeil, Mandie Stravino, James Tinson

In attendance: Roberta Hall, Melanie Lanser, Kate Martin, Heather Simcox,
Rose Matthews (Clerk)

		Action	Date
01/22-23	WELCOME AND INTRODUCTIONS		
	The Chair welcomed Chrissy Draper, the HE staff local governor and James Tinson the student governor to the meeting		
02/22-23	APOLOGIES FOR ABSENCE		
	There were no apologies for absence.		
03/22-23	DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM		
	All members were eligible and the meeting was confirmed to be quorate. There were no new declarations.		
04/22-23	MINUTES OF THE MEETING HELD ON 14 JUNE 2022		
	The minutes of the meeting held on 14 June 2022 were approved as a true and accurate record.		
05/22-23	MATTERS ARISING		
26/21-22	The HE Dashboards were under development. It was noted performance information was included in the guiding principles and would support with the writing of the TEF.		
06/22-23	ANNUAL REVIEW OF TERMS OF REFERENCE		
	Committee members discussed the OFS conditions of registration. JM said she would like to see compliance against these presented at this meeting. There was a Conditions of Registration Monitoring spreadsheet and it was agreed this would be presented at this meeting in the future.		
	JM also questioned who the regulators were for other Level 4 provision. It was advised this was Ofsted for standalone Level 4.		
	The reference to the annual SED was removed and replaced with the Guiding Principles.		
	It was also agreed to remove finance, this was an academic committee and finance elements would be picked up by FRC.		

		Action	Date
	<p>RECOMMEND: The Terms of Reference for the Higher Education Academic Board were approved subject to an addition to include “Managing the Conditions of OFS Registration.</p>	Chair	12/12
07/22-23	<p>SELF-ASSESSMENT AGAINST THE GUIDING PRINCIPLES AND QUALITY IMPROVEMENT PLAN</p> <p>The Vice Principal – Quality of Education shared a presentation on Higher Education Self-Assessment and the Improvement Plan for 2022-23. This was a joint piece of work with the Head of HE.</p> <p>The Self-Assessment had been carried out against the Guiding Principles to provide assurance of compliance with regulatory bodies and analysis of the quality of DCG’s HE provision and was based on HE metrics as required by the QAA.</p> <p>The structure of the team had not changed since the previous year. In terms of the provision, the range of HEIs and awarding organisations does add an additional burden in ensuring policies, processes and regulations meet different AO and HEI expectations. It was noted the College had good feedback and relationships with partner organisations. The offer had been rationalised to focus on the landbased, criminal justice and technology areas.</p> <p>Key performance data was covered and governors were pleased to note good attendance (92%) was maintained in 2021-22. This had decreased from 2020-21, but was mainly due to a return to on site delivery.</p> <p>Continuation rates had increased by 7 percentage points from 2020-21 to 2021-2022 and those areas with lower continuation rates were shared and discussed. Members were informed that changes had been made to the curriculum offer in these areas and where quality improvement priorities had been identified.</p> <p>Concern there had been significant grade inflation during covid-19 was discussed, which accounted for expected deflation in some degree outcomes. Although 2nd class and upper and lower had seen an increase and students do well overall on the course.</p> <p>The Foundation Degree made up 80% of Level 5 provision, with the majority of students achieving a merit.</p> <p>All programme outcomes were significantly above the OFS numerical thresholds.</p> <p>Student complaints were shared and members noted all complaints had been resolved.</p> <p>A summary of the Access and Participation Plan was presented. Progress in 2021-22 against the overall aims was discussed. Although it was noted the OFS dashboard had not yet been published.</p>		

		Action	Date
<p>The College encouraged students from under-represented groups and POLAR 4 quintiles. It was important they did well and related to good teaching and learning. The APP was monitored regularly and evidences the output of good activity taking place.</p> <p>The more students enrolling from POLAR 4 quintiles 1 and 2 the more support is required. One of the College's key strengths was the two HE Study Coaches in place. Student voice has been very positive on quality of academic support.</p> <p>Student voice as a whole sector had declined. All measures were above the sector average with the exception of learning resources. Action was being take in the areas where students had voiced they were not happy.</p> <p>Every HE teacher had been observed, positive themes and areas for development were shared. This was underpinned by the CPD programme which had been co-constructed with teachers in light of the emerging themes from the SAR and the QIP.</p> <p>The key highlights were good rates of attendance so that completion, continuation and degree outcomes remained good.</p> <p>Continuation rates had improved, the vast majority of students who commenced their final year completed. The quality of teaching was good – evidenced by dedicated HE observations. High quality CPD and academic student support was good.</p> <p>The Vice Principal – Quality of Education went onto present the Improvement Plan for 2022-23 and the core objectives.</p> <p>The key themes of which related to enhancement of the HE Teaching and Learning Strategy to provide a clear framework, process and expectations of the methodologies for continuous improvement of HE teaching, along with enhancing the quality of HE teaching.</p> <p>Enhancing and improving collection and impact of student and employer voice activity to ensure employer co-design and co-delivery is at the heart of the improvement plan.</p> <p>Finally, a more robust quality assurance process. Using in-year data more robustly and checking how well areas are performing against the local improvement plans and facilitate support and challenge.</p> <p>JM said it was a great presentation and answered a number of questions she had when reading the self-assessment. She acknowledged the reference points for mapping, evidencing of KPIs, teaching observations and assurance with partner institutions.</p> <p>She questioned B3 baselines – against the threshold. B3 for the degree outcome gap was under 30% and asked if the College were OK on that.</p>			

	Action	Date
<p>The VP Quality of Education explained for Undergraduates, 50% must be in SOC 1,2, 3. A more robust collection process needed to take place through the alumni. Destination collection was something that needed to be strengthened. HESA carried out the survey and the College provided their alumni to them.</p> <p>JM went on to ask if there was a plan in place to strengthen that. The Head of HE explained progression data was collected on leaving the programme and a data base was produced to record this. It was challenging 15 months later to collate and each student would need to be contacted to determine where they have gone.</p> <p>The Deputy Principal explained the College supplied their HESA returns and contact details and were amber in the SOC professional outcomes for the part-time provision, which was big enough to hit the TEF measure. The College took part in the SOC and knew where the ambers were. JM said she would have expected some commentary in the self-assessment to cover that. The Deputy Principal said that would be include in the TEF submission. JM said it should be part of the annual monitoring process. It was agreed an action would be added to the QIP.</p>	ML	15/03
<p>JM said another minor point was on the APP. The attainment data for outcomes gaps was not available. She asked when that would be received and what the management teams senses said in terms of what was trending. The VP Quality of Education said she could find this in the local data, but was unable to answer right now. JM said this was something she would expect to see in the annual inspection and monitoring.</p>	ML	15/03
<p>JM how the College had reached the conclusion to look into the ethnically diverse and asked what methodology was used. The Head of HE said the data tables were in the professional review. She explained the College had targets, but these led to a quite spikey profile. JM said some of that was more for a periodic review and if it was changing year on year outcomes.</p>		
<p>The Chair said completion and continuation rates were healthy compared to the sector averages and asked if the College were clear why students did not continue or complete.</p>		
<p>They came out in the course review monitoring process. For example, with professional construction, continuation was low due to distance learning students and that had an impact on the completion rate at the end of year.</p>		
<p>The Chair asked how would this be improved. This was through intervention and putting a support mechanism in place.</p>		
<p>The HE staff local governor explained there were a couple of students that struggled and some interventions were put in place, but there were some issues outside of the College's control.</p>		
<p>RECOMMEND: The HE Academic Board recommended the HE Self-Assessment and the Quality Improvement Plan to the Corporation for approval.</p>	Chair	12/12

		Action	Date
08/22-23	STRATEGIC DIRECTION/ENACTMENT UPDATE (INCLUDING PROGRESS TOWARDS KPIS) <p>The Head of HE provided an overview of the HE strategic plan and KPIs, which included an overview of HE performance in terms of attendance, continuation and completion.</p> <p>The core objective was to increase diversity and achieve the APP targets. They were learning more about the students' drivers and behaviours than ever before and understood the need to change and adapt to new pressures. The provision had retained the academic quality in order to safeguard the quality of student outcomes. The curriculum and delivery had evolved to meet student and OFS expectations.</p>		
09/22-23	HE RISK REGISTER <p>The Head of HE shared the risk register which had been regularly reviewed and covered off the high-level risk and changes in government legislation.</p>		
10/22-23	POLICY REVIEW <p>The HE Tuition Fees, which had been reviewed remotely by the Corporation and was ratified. This formed an appendix to the Tuition Fees Policy.</p> <p>APPROVED: Ratification of the remote approval of the HE Tuition Fees Policy.</p>		

The meeting finished at 3.18 pm