



**WEST NOTTINGHAMSHIRE COLLEGE
STANDARDS COMMITTEE**

Minutes of the Standards Committee Meeting held in the Board Room at the Derby Road site on Thursday 1st October 2015

BOARD MEMBERS PRESENT: Cllr Diana Meale,
Prof John Holford (Chair)
Dame Asha Khemka DBE
Nick Golubs

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
Patricia Harman, Deputy Principal: Teaching and Learning
Elaine Martin, Director: Quality & Performance
Paul Rana, Head of Student Support
Eleanor Taylor, Head of Higher Education and International
Sacha McCarthy, Director Employer Engagement
Julian Walden, Head of School Construction and Building Services

ACTION by whom	DATE by when

15.42 APPOINTMENT OF THE COMMITTEE CHAIR FOR 2015/16

John Holford was appointed as the Committee Chair and Diana Meale as the Vice Chair.

AGREED: to appoint John Holford as the Standards Committee Chair for 2015/16.

The Clerk indicated that John Holford was running slightly late and it was therefore agreed that Diana Meale would commence the meeting as the Acting Chair.

15.43 DECLARATION OF INTEREST

The Acting Chair reminded those present to declare at the start of the meeting any interests in any matters to be discussed. No interests were declared.

15.44 WELCOME INTRODUCTION AND APOLOGIES FOR ABSENCE

There were no apologies for absence. Nick Golub was welcomed to his first meeting as a Standards Committee member. Round table introductions were made.

Signed : _____ Chair

Date:

15.45 **MINUTES OF THE MEETING HELD ON 16TH SEPTEMBER 2015**

Members reviewed the minutes and were satisfied that they were a true and accurate reflection of the meeting.

AGREED: to approve the content of the minutes of the meeting held on 16th September 2015.

A number of matters arising were noted:

- Page 2 – the Deputy Principal confirmed that an Ofsted update was provided as part of her later report in the meeting.
- Page 3 –Cancelled partner provider observations/visits. An updating report was provided in relation to partner cancellations. The Director of Quality and Performance summarised in section 2.4 all of the reasons for cancellation. She provided assurance that they were all normal operating activities and therefore were not of significant concern to her. What now needs to be reviewed is the timing of re-observations to ensure that they are completed on a timely basis. She expressed the opinion that there were no attempts to avoid observations by partners.
- Page 6 – student transition and targeted support. An updated report was circulated which summarises the type of issues that the team support students with and the work undertaken. All agreed that this would need to be a very versatile team. It was confirmed that they have a very strong links with external agencies to ensure that all students have the right level of support required.
- Page 6 – in relation to the clarification requested by Paul Rana, he explained that it is not always learners who make complaints. For example, if a mother makes a complaint on behalf of their child as a student then the complaint would be logged as female. It tends to be the case that mothers rather than fathers complain on behalf of students and therefore this will have had an impact on the gender balance regarding complaints.

AGREED: to note the update provided.

(John Holford joined the meeting at 5.10 pm)

15.46 **ACTION PROGRESS TABLE**

Members reviewed the table and were satisfied that matters were progressing as required.

AGREED: to note the update provided.

Signed : _____ Chair

Date:

15.47 DEPUTY PRINCIPALS REPORT

The Deputy Principal introduced her comprehensive written report and a number of key matters were brought to members attention:

- 1) Common Inspection Framework – she provided an update to the presentation given to Governors at the June residential. She explained that one of the key changes is the introduction of shorter inspection for colleges judged as ‘good’ at their most recent inspection. Providers awarded a grade of ‘good’ for overall effectiveness at their previous inspection will usually be inspected within 3 years from September 2015. This will usually be a short inspection, but may be a full inspection where information suggests that this is the most appropriate course of action, for example if the provider’s performance has declined. The inspectors will start the short inspection from the assumption that the provider remains ‘good’. This will be tested during the inspection through debate and discussions with leaders, managers and Governors. Governors will need to be very well informed and be able to explain how the College is sustaining and continuing to improve the good quality provision for learners. It also provides the opportunity to demonstrate capacity for driving further improvements. Inspectors will test whether Leaders, Managers and Governors have identified weaknesses or areas in need of development.

The main purpose of the short inspections is to evaluate:

- a) Whether the provider remains good;
- b) Whether safeguarding is effective or not;
- c) The capacity of all Leaders, Managers and Governors to drive continued improvement; and
- d) How well the provider has dealt with any areas identified at the previous full inspection. It was noted that Diana Meale is the link Governor for safeguarding and that she has regular briefing meetings regarding Safeguarding and Prevent with the Deputy Principal and the Director for Communications, Marketing and Learner engagement.

It was confirmed that briefings in relation to the new framework were provided for all curriculum teams during the July staff development week.

- 2) Ofsted College inspection outcomes – in 2013/14 68% of Colleges were judged to be good or outstanding, this reduced to 41% in 14/15.

Signed : _____ Chair

Date:

- 3) World Skills UK Skills Competition – following their success in the regional heats of the UK skills competition two students from computer science and two from construction have been selected to take part in the UK skills finals to be held at the NEC in Birmingham in November 2015. All agreed that this was an exceptional result.

AGREED: to note the update provided.

15.48 A LEVEL AND GCSE EXAMINATION RESULTS

The Director of Quality and Performance introduced this item and indicated that there were quite a number of re-marks, predominantly relating to AS results, and that as a consequence the position in relation to AS may change from that reported.

Members reviewed the comprehensive report and key points noted were:

- 141 learners took 1 or more A/A2 qualifications resulting in 353 entries, this is a similar level to 2013/14. 253 learners took 1 or more AS qualifications resulting in 668 entries, being a slight increase of 55 entries from 2014. It was explained that increases are predominantly as a result of the Government agenda through study programmes to ensure students continue to seek to gain a grade C in GCSE Maths and English. The expectation is that numbers will continue to grow year on year.
- 75 AS scripts will be re-marked and it is hoped that this will lead to an improvement.
- The A2 pass rate shows a marginal (0.3%) decline to 98.9% but is 0.8% above the national pass rate of 98.1% and remains consistently high. There were 100% passes in 14 out of 18 subjects. The percentage of passes at higher grades (A*-B) increased by 11% to 42% from 2013/14. The proportion of A*-C grade passes at 77% represented an increase of 9% from 2013/14.
- Table 2 in section 3.13 shows the highest performing A2 subjects.
- Subjects that have improved this year in relation to high grade performance A*-B are set out within paragraph 3.5. Reasons for improvements in high grades are due to an increased focus on poor teaching and outcomes, a greater focus on assessment practice specific to the subjects, improved initial assessment of learners to ensure learners are on the correct programme of study and improved monitoring of individual learner progress. Poor performing subjects are monitored closely in year.
- Gender, ethnicity and disability analysis (GED) – 95% of learners studying A/AS levels are aged 16-18, this is relevant contextualisation to the GED gap analysis.

Signed : _____ Chair

Date:

In relation to age there are no achievement gaps for overall pass rates at AS or A2. Gender, the greatest proportion of learners studying A levels are female, at AS 63% and at A2 72%. The achievement gap has increased further for female learners from 8% in 13/14 to 15% in 14/15. Ethnicity, the majority of learners studying A levels are white British. At AS ethnic minorities contribute to 7% of the cohort and at A2 3%.

GCSE results summary

- Following re-marks the English position is: 4 improved scores and one element went up a grade but overall grades seem to stay the same. In relation to maths, 11 had no changes and 3 have gone from a grade D to a C.
- The GCSE results for 2015 show that 26.7% of entries were awarded A*-C grade compared to 52.5% in 2013/14 and A*-B 7.4% compared to 14.2% in 2013/14. This decline is a consequence of a significant increase in numbers of GCSE entries. Further clarification was provided in relation to this and it was explained to the Committee that if students join the College with GCSE Maths and English at grade D then they are required to re-sit the GCSE. If the grade is below D then they have to undertake functional skills. Both of these requirements remain until they reach 19 years of age. The government agenda is that all students will eventually be working towards a grade C in GCSE Maths and English. This is likely to be a national trend for all FE Colleges and is likely to be a continuing position given the expected increase in numbers in this cohort.

The Principal did indicate that within the education sector there are GCSE reviews ongoing. There is a constant review of what qualifications are most appropriate for the working environment and it is not always believed that GCSEs fit the bill.

In terms of high grades there have been some significant improvements in certain subjects, for example English Literature. The Committee asked that a note of appreciation to the teams showing improvements should be arranged from both the Principal and the Board.

GED data in relation to GCSEs

- Age – in GCSE English and Maths success for 16-18 learners is the same rate as adult learners. Retention rates are higher for 16-18 learners (91%) compared to adults (87.5%). Achievement rates are 90.7% and 94.5% respectively. However achievement rates for 16-18 are below the national rate of 95.1%.
- GCSE English, adult learner success is at a higher rate than 16-18 (87.4% and 83.2% respectively).
- GCSE Maths, 16-18 year old success is at a slightly higher rate than adult learners.

Principal

Oct 2015

Signed : _____ Chair

Date:

Both are in line with national rates and this is due to higher rates of retention for 16-18 learners at 94% compared to 88.4% for adults. However, achievement by adults is higher at 92.1% compared to 87.3%.

- Ethnicity – a small volume of learners are from ethnic minority heritage backgrounds compared to white British
- Gender – success rates for male and female learners are in line with each other at 83.3% and 82.5% respectively. There are no significant variances for other subjects.

42 learners who came with a grade D at GCSE (Maths or English) increased their grade. 167 remained at a D grade and 109 dropped at least one grade. The Committee all acknowledged that this showed the scale of the challenge to be faced by the College and the FE sector generally.

A2 progression – ten students progressed to Russell group universities. 83 students progressed to universities which is 62%. In 2013/14 this was 62 students and represented 47%.

Actions for improvement have been agreed. The new Head of School for English, Maths, Academic and Professional Studies is responsible for A Level and AS provision. The delivery of Maths and English is a centralised function falling within the remit of this Head of School who will work with other Heads of School to ensure delivery on action plans to address key improvements detailed in the report.

AGREED: to note the content of the report provided.

15.49 HE UPDATE

The Head of HE and International introduced this item and drew members attention to her report:

- The report includes the outcomes of the QAA HE review with 3 areas of good practice, 4 recommendations and an affirmation. She confirmed that action planning is in place with the key action identified so far as being to improve employer involvement.
- The draft HE and HLS Strategy 2015-18 takes a broader approach to high level provision reflecting the plans for the new University Centre. This will be considered by the College Executive team in September and presented to the Board for approval in November.
- The report highlights the new data net reporting of HE data, finalised data for 14/15 will be available following the last assessment Board.
- The report summarises quality assurance and enhancement arrangements for 2015/16.

Director of Strategy Nov 2015

Signed : _____ Chair

Date:

- It was noted that the self-assessment report (FE) and the self-evaluation document (HE) will be presented to the December Committee meeting for review.
- The Committee were advised that the results from the national student survey (NSS) 2015 were discussed in detail at the most recent HE academic standards Committee.

Deputy
Principal
and Head
HE

December
2015

The College overall satisfaction has increased to 86% from 81% and is now above the average for FE Colleges which is 81%. Responses show that action taken to improve perception of course organisation has been effective, responses on the student union remain below average hence the proposal of a HE Guild. Key actions for 15/16 will be on personal development and on perceptions of the LRC and access to specialist resources. The Committee questioned what the average is across the whole of the HE sector. It was confirmed that the position is 86%, so the College is exactly where it needs to be to compare itself with all HE providers.

In terms of student recruitment the College is currently 10 students above target.

One final point brought to members' attention is the prestigious launch of the NEMCOM network project which will take place at the College on 6th October 2015.

AGREED: to note the content of the update provided.

15.50 TEACHING AND LEARNING OBSERVATION END OF YEAR REPORT

The Director of Quality and Performance introduced this item and reminded the Committee that observations are only one indicator of the quality of learning and teaching. Other mechanisms are used for triangulation including learning walks etc.

Key matters brought to members attention:

- Summary of on campus TLA observations – 253 developmental observations were completed during 14/15. 280 graded observations (excluding re-observations) were completed in 14/15. The grade profile is 86.1% good or better, 11.17% requires improvement and 2.3% is inadequate.
- The table on page 40 illustrates graded observations conducted by the Colleges observation team. This grade profile excludes any members of staff that left in year and their associated grade.
- The highest performing areas are employer engagement with 94% good or better and 50 observations, and engineering and transport skills with 100% good or better with 23 observations.

Signed : _____ Chair

Date:

- 39 observations received a grade 3 or 4. All grade 3 and 4 observations are subject to re-observation. 33 received a re-observation during 14/15. The re-observation grade profile shows 81.7% of these sessions were graded good or better.
- Pages 41-43 explain in detail improvement activities. Assurance was given that the College invests very heavily in CPD.
- Teaching and learning induction – all new delivery staff are required to complete the mandatory teaching and learning induction programme.
63 new delivery staff have completed the programme in 14/15. 45 staff opted to access 'moving on coaching' following the completion of the 1 day induction.

A summary of off campus teaching learning and assessment observations 1st September 2014 through to 31st August 2015:

- A new process has been introduced this academic year to ensure partners take responsibility for the quality of teaching, learning, training and assessment in an effort to improve the quality of delivery but supported through the learning consultant roles. The College is seeing much greater 'buy in' to the process. The College is putting much more resource in to the partner portal and is assured through IT tracking that they are using and accessing the portal more frequently.
- Partners are now required to carry out all graded observations. The learning consultants have delivered full training to all observers within partner providers (48 partner staff are observing within partner provision) and to ensure accuracy/support the development of partner observers the learning consultants are jointly observing with partners.
- A risk based approach to the number of joint observations completed with each partners (25%-75% depending on the risk rating) has been applied in 14/15 to ensure accuracy and all re-observations (grade 3 and 4) are jointly observed. This process is closely monitored and if concerns are identified the learning consultants carry out unannounced joint observations. 100% of observation reports are moderated by the learning consultants.
- 231 subcontractor partner provider staff are currently delivering learning to College students. This is continuously reviewed throughout the year to ensure observations are completed where required. It was explained that there is turnover in relation to partners and partner staff and therefore a month by month rolling programme is in place which is regularly reviewed.
- The grade profile for partners is 66.3% good or better teaching (excluding re-observations) this is a 10.5% increase in good or better teaching compared to the same point in the prior year.
- 100% of observations reported are moderated within the QTLP. This process has been positively received by partner providers and is supporting the improvement of teaching and learning.

Signed : _____ Chair

Date:

- Questioning is both the top strength and area for development, therefore indicating that it is inconsistent and will continue to be a key focus during 2015/16.
- During the 14/15 academic year 267 partner provider staff accessed support for learning, training and assessment in the form of bespoke programmes.

In summarising the position it was acknowledged that onsite College observations are better than partners and therefore the College has got to continue to work to improve partner results.

The Committee felt that it was important, given this pattern, to be cautious regarding the percentage split between on and off campus delivery. The Deputy Principal indicated that it is important to take partners 'in the round' and look at the full context as there are other measures, for example student outcomes. It was agreed that there is a need to look at each partner provider as a whole. It was confirmed that there are partners who are currently on an exit strategy and that some of these are because the teaching and learning is simply not at the level the College requires.

AGREED: to note the content of the update provided.

15.51 LEARNER VOICE

The Head of Student Services introduced his report and confirmed that its purpose was to update members on the QDP exit survey and also bring to the Committee the Learner Voice Strategy for 2015-18 for approval.

In relation to the exit learner survey the Committee were reminded that the survey consists of 40 questions covering all aspects of the College experience for students, from teaching and learning to support and facilities. 30 of the questions were the same as the prior year and therefore allow for direct comparison. The exit survey was completed by 2077 students compared with 2598 students in 2014 and 2352 in 2013. The participation rate has decreased. Assurance was given that the survey is operated online and is made available before students leave but clearly there is more work to be done in relation to improving participation. It was confirmed that the HE completion rate for the exit survey was also lower this year.

In terms of the questions, the red RAG rated items show a decline and green are improvements. It was noted that the most significant areas of decline relate to the diner and transport. Assurance was given regarding the internal processes in place to deal with and address any issues raised. The Committee agreed that it was pleasing to note that there were no significant movements in relation to the teaching and learning elements of the questionnaire.

Signed : _____ Chair

Date:

Within the process it was confirmed that students are able to leave more detailed comments and in reality these are more useful than simply agreeing or disagreeing to the questions posed.

AGREED: to note the content of the QDP exit learner survey completed in July 2015.

In relation to the Learner Voice Strategy it was confirmed that this has been updated for 2015-2018. It incorporates the Prevent agenda, with the introduction of a prevent user group to allow for student input in to the College prevent strategy.

The strategy also now includes the new College LGBT student group and links its work in to the College Equality and Diversity Steering Group. Finally, the strategy mentions the establishment of the student council composed of a lead representative from each school of learning and representative from HE.

AGREED: to approve the Learner Voice Strategy for 2015-2018.

15.52 STUDENT DESTINATIONS

The Director of Quality and Performance introduced her detailed report and a number of key items were noted.

- 1) Analysis of intended destinations 2014/15 of fulltime learners – classroom based.
 - Learner progression at West Nottinghamshire College is excellent with an overall positive outcome (where known) for learners within scope of the survey at 97.4% (being a 1% increase on 13/14).
 - The highest proportion of learners (1542) 44.4% intended to progress on to other courses at West Nottinghamshire College for 13/14. This is a reduction from 52.7% on 12/13 even though learner numbers have increased in this category. The reason for this may be that more learners are obtaining full time employment.
 - In 14/15 there was an increase in the number of learners intending to go in to full time employment compared to the previous year. This may be as a result of an upturn in the economy. However, it was noted that actual destinations reported later in the year will be more important.

- 2) Analysis of actual destinations for 13/14 full time completers – classroom based learners only.
 - 2815 full time learners completed their studies at the end of 13/14 of these 1336 (47%) were female and 1479 (53%) were male.

Signed : _____ Chair

Date:

91% of the 2815 learner destinations were known which showed an excellent response rate for the data gathering methodology employed. Actual positive progression/destination data for learners in 13/14 was excellent at 89%. 1682 (65%) learners remained in further education.

- Of the 2575 fulltime learners who completed their studies and who were contacted 2061 continued in education/training (80%) thus only 514 (20%) of learners were eligible to progress in to employment and of those 457 89% actually gained employment, 351 (66%) gained fulltime employment whilst 106 (20%) gained part time employment. Apprenticeships accounted for 76 learners (14% of destinations).

Of the fulltime learners whose destination location was known 67% stayed within the Mansfield area, 15% gained employment within the East Midland regions and 5% moved nationally. 30% gained employment in the same sector they studied in although this data may be unreliable due to learners lack of understanding of sector subjects. Therefore actual destinations in 14/15 will collect actual job titles to better determine the validity of sector employment.

3) Fulltime learner (in year withdrawals for 13/14 & 14/15)

- In 13/14 29% of the 350 withdrawals went in to employment. 'Other' and 'personal reason' categories accounted for 37% of withdrawals.
- Of the 367 learners that withdrew up to 31st July 2014/15, 94 (26%) moved in to employment.
- Overall destinations for the business development unit is: 98% apprenticeships, 100% of workplace learning leavers and 96% of ALR leavers achieved a positive destination in 14/15.
- ALR – there have been 4135 ALR leavers where a destination outcome is known for this contract year and of these 96% progressed in to a positive destination.

4) Higher education actual destinations for 2013/14.

- HE actual destination information is captured both prior to learner graduation in November each year and at the actual graduation event if not captured prior. From the responses 98 (71%) were in employment and 30 (24%) of those have secured a new job since graduating. 12 (10%) had secured a promotion or a salary increase identifying improved career prospects. 54 (43%) were continuing in continuing education.

Signed : _____ Chair

Date:

In general discussion all Committee members acknowledged the importance of destinations data. It was felt that the College has taken quite a holistic approach to obtaining an accurate picture both in terms of intended and actual.

The Committee felt that the College had a very positive story to tell in terms of its destinations at all levels including HE, FE and employer engagement. It was confirmed that this information would be replicated within the SAR.

In terms of the data provided it was confirmed that page 72 covers both progression and destinations. As a matter of process the Committee questioned how the College collects the data provided. It was confirmed that this is done by email, text message and call centre. The College starts with electronic contact for those learners who they know are not returning to College. If they fail to respond by email or text then they will follow up with a telephone call. If this is not successful then they will also speak to tutors who often have knowledge regarding actual destinations.

The Committee all agreed that it was very pleasing to see a high proportion of known and positive destinations.

AGREED: to note the update provided.

15.53 STUDY PROGRAMMES 2015/16

The Deputy Principal introduced this item and drew members' attention to section 2 of her report which sets out the study programme principles and the component parts. Key matters summarised within the report were:

- Funding and delivery hours – funding is now allocated on a per student not a per qualification basis. Funding for a fulltime student equates to 540 guided learning hours. The value of which is circa £4,500.
- Qualifications – students are required to undertake a substantial qualification which may be A levels or a vocational qualification. This will form the largest element of their programme.
- Maths and English – in 2014/15 3002 students enrolled to a 16-19 study programme and of these 311 had not attained GCSE A*-C on entry (but did have Maths) 258 had not attained GCSE A*-C Maths on entry (but did have English) 916 had not attained GCSE A*-C Maths or English on entry. This equates to 40.9% of entrants not having attained GCSE A*-C English and 31.9% not having attained GCSE A*-C GCSE Maths.

Signed : _____ Chair

Date:

The Committee acknowledged the scale of the challenge and the sheer volume/numbers of students that would have to be supported and accommodated in relation to GCSE Maths and English.

- Table at the bottom of page 84 provides the grade profile for GCSE Maths and English.
- In June 2014 the Maths and English staff were brought together in to a central team to deliver GCSEs and Functional Skills across the College based provision. At the start of the 14/15 academic year the College experienced a range of issues with staffing, particularly the inability to recruit sufficient and appropriately qualified and experienced staff to deliver these subjects. Due to the increase in requirement for all students to continue to study Maths and English if they had not attained a grade A*-C GCSE this led to a national recruitment challenge. A curriculum manager for English and Maths was appointed in October 2014 to strengthen the management of this area, however due to staff shortages and 3 long term absences much of his time was taken with teaching during that year.
- In terms of the statistics presented at 7.4 it was agreed that Maths was a concern.

Work experience/work placements:

- Within the College the terms work experience and work placement are differentiated to ensure that all elements of work related learning are captured. Work placement is a term used for an external work placement whereas work experience is a term used to capture all other elements including guest speakers, visits to industry, the use of live project briefs which are set by industry and have realistic industry timescales and a range of other related activity. Many students undertake realistic work experience within the College facilities including the restaurant and hair and beauty salons. Unfortunately Ofsted are unwilling to classify this type of experience as work experience as it is not external to the College and is seen as being too supported.
- A number of programmes include mandatory work placements e.g. child care, health and social care, early years, this will explain why there is a much higher participation rate in certain programmes.
- In some curriculum areas it is very difficult to source work placements and this is a national issue.
- To improve the position for 15/16 the central work placement team has been increased from 1.5 to 3 FTE to support the sourcing of placements.

Signed : _____ Chair

Date:

- Wider learning (non-qualification activity) – wider learning is any activity which is not the main qualification nor Maths and English. It can include a number of things including work placements, work experience, volunteering, citizenship, UCAS application, enterprise and a range of other activities.

In general discussion the Committee questioned whether the College was able to measure value added. It was explained that this would be very hard to do as the College does not receive any information in relation to how far students missed the grade boundary by at school. It was explained that Ofsted do not base their results on value added in any event and that student outcomes are what is important in terms of sector comparisons.

It was confirmed that the 2014/15 in year progress in relation to study programmes would be reported in February and May/June of this year.

AGREED: to note the update provided.

Deputy
Principal

Feb and
May/June
2016

15.54 SAFEGUARDING UPDATE

The Deputy Principal introduced this item and key matters noted were:

- The Safeguarding Group will meet termly during 15/16.
- Councillor Diana Meale is the Link Governor for Safeguarding and is a member of the steering Committee
- ‘Keeping Children Safe in Education’ the statutory guidance for schools and Colleges July 2015 replaces the previous versions and has been circulated to all staff and Governors.
- In June 2015 Ofsted published ‘Inspecting Safeguarding Early Years Education and Skills Settings’. This sets out the key points the inspectors will consider when inspecting safeguarding.
- College policy and procedure – the revised safeguarding policy statement was approved by the Board at its meeting on 17th September 2015. Members’ attention was drawn to appendix B which sets out the procedure, this provides the Committee with assurance regarding the processes in place.
- Prevent training continues for staff and is also available to Governors. ETF have now published their long awaited online training packages and these are available to Governors who haven’t been able to attend the face to face training. Student tutorials and increased awareness continues to be a focus for the College
- Safeguarding Development Plan for 2015/16 has been drafted and takes in to account all updated sector guidance.
- Safeguarding incidents – whilst there is an increase in terms of number they are not a cause for concern.

AGREED: to note the update provided.

Signed : _____ Chair

Date:

15.55 PARTNER PROVISION QUALITY ASSURANCE UPDATE

The Director for Employer Engagement introduced her report and drew a number of matters to members' attention. Success rates up to period 13 are: apprentices overall 78% and timely at 65%. NVQ in the work place: overall 97% and timely 86%.

ALR overall is 94%, traineeships 84% overall and ESF 83%. The expectation is that the yearend success rates will be better than the prior year and will be well above nationals.

Partnership risks framework for 2015/16 – the partnership risk framework has been completed and shared with all appropriate teams. There are a total of 50 partners on the subcontractors declaration list of which 33 had been issued a new starts contract for 15/16 and 17 partners have a carryover contract only. Once continuing learners have completed, their contracts will cease. Partners continue to contribute significantly against the contracts within the organisation on a national scale and in specialist sector areas across the contracts of apprenticeships (84% partner delivered) NVQ in the work place (54% partner delivered) and ALR (83% partner delivered). Financially partners have been allocated approximately £20 million in 14/15 and therefore performance remains a key priority.

All partnership provision is subject to stringent due diligence, ongoing performance management and quality review. The outcomes of which are used effectively to make decisions about the partner cohort in relation to maintaining, growing or ceasing relationships. During 14/15 13 partners were approved as new partners and 35 partners were rejected.

During 14/15 the College asked notified by the SFA to conduct two separate irregularity investigations on current partners. At the time of this meeting one investigation has concluded with no further action being taken and the other is to be completed shortly.

The Director for Employer Engagement indicated that the partner SAR validation had occurred today and that she was incredibly pleased to see the distance that partners have travelled and it was a really positive outcome.

AGREED: to note the content of the update provided.

15.56 ANY OTHER BUSINESS

As a matter of additional business the Clerk took the opportunity to circulate an updated Committee Work Plan following the decision to reduce the number of meetings in the year from 5 to 4.

Signed : _____ Chair

Date:

In terms of future meeting dates it was agreed that the December date would remain as is with alternative dates proposed in February and May. The February date was agreed, however further consideration needs to be given to the May date as it clashes with another commitment. The Clerk confirmed that she would liaise with Committee members to find the most appropriate date in late May/early June.

15.57 DATE OF NEXT MEETING

The Clerk confirmed that the next scheduled meeting was Thursday 10th December 2015 at 5.00pm.

Meeting closed at 6.50pm.

Signed : _____ Chair

Date: