

Minutes of the Standards Committee meeting held on 13th June 2019 at 5pm

GOVERNORS PRESENT: Mary Mamik, Chair
Mark Williams
Andrew Cropley, Principal and CEO
Jen Hope, Committee co-optee

ALSO IN ATTENDANCE: Maxine Bagshaw, Clerk to the Corporation
Sue Martin, Interim Vice Principal C&Q
Diane Booth, Head of Quality and Performance
Nikki Slack, Staff observer

ACTION by whom	DATE by when

19.36 DECLARATIONS OF INTEREST

The Chair reminded Governors/co-optees present to declare any interests that they may have on matters to be discussed. Standing declarations were noted.

19.37 WELCOME, INTRODUCTION AND APOLOGIES FOR ABSENCE

Apologies were received from Steve Sutton, Jane Hawksford, Andrea Morrissey and Louise Knott.

19.38 MINUTES OF THE MEETING HELD ON 7TH MAY 2019

The minutes were reviewed and it was agreed that they were an accurate record of discussions.

AGREED: to approve the minutes of the meeting held on 7th May 2019.

There were no matters arising.

19.39 ACTION PROGRESS REPORT

The Committee was happy to note the update provided.

19.40 DATA TREND QUALITY REPORT – ONE PAGE SUMMARY

The interim Vice Principal presented this item and confirmed that the table provided gives information on the key data areas to be monitored. This is at a headline level and then is broken down by age and level. She

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explained that this is the college version of what a data dashboard might look like and it was acknowledged that work continues to develop data dashboard reporting to Board. She confirmed that the data summary:

- Includes the 17/18 outturn and national averages so that benchmarking can be undertaken and trends monitored;
- The headcount is actual 'bodies' rather than enrolments;
- The executive summary picks out a number of areas that staff would wish to bring to Governors' attention;
- The term 1, 2 and 3 data reflects the KPIs which go through to Board.

Key matters brought out in the executive summary included:

- Overall retention has declined from term 2 and is now 92.7%, this represents the national average for GFE providers but is below the college target of 95%. She described retention overall as still a good picture.
- Overall progress has improved slightly to -0.59 versus a -0.45 target. She explained that this is quite usual at this point in time.
- Overall attendance has dipped slightly and is currently at 89.9%, which is below the college target of 90%.

In relation to attendance, the Committee questioned whether there remain any issues regarding register completion as previously discussed. They questioned whether the attendance data is accurate and robust. The interim Vice Principal confirmed that the college is confident in terms of the accuracy of attendance information, although there is still work to do in terms of one or two areas, for example when students are off site, delays in certain environments for example kitchens. She indicated that in most areas it is a timing issue and logistics which prevent the registers from being completed immediately. As an overview she confirmed that register completion is much improved and the Board can be assured that the data provided is credible.

The Committee asked for further detail in terms of how progress is measured. Governors were reminded that there are 5 progress measure points in the year; these are fixed in the calendar. At these points in time there are different types of assessments undertaken. The interim Vice Principal confirmed that staff are currently reviewing the method of assessment to ensure that they are appropriate and consistent across the organisation. There is still more work to do but this is also the case in most colleges.

- Retention of entry level and level 1 provision has declined and is below the outturn of 2017/18 and college target. There have been a number of behavioural issues resulting in learners being asked to leave the college. She described this as some challenging behaviours.
- Retention on level 2 provision has declined slightly and is below target.
- Level 3 retention remains strong.

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- Attendance on GCSE English and mathematics is 82.9% and 82.8% respectively and continues to be below the overall attendance figure for study programme learners (CGSE exams for college learners are completed on 11th June). She explained that this was not dissimilar to the rest of the sector.
- Attendance on Functional Skills remains significantly below target; some of this is accounted for within the issues related to apprenticeship provision. The importance of attendance and completion of Functional Skills has been communicated to employers and apprentices and now forms part of the performance review meetings.
- At risk meetings take place weekly within curriculum areas to identify learners who are requiring support and intervention to enable them to achieve their programme. Governors were given assurance that staff are working hard to ensure that students get the best results that they can.
- Retention across HE provision remains high and continues to be monitored through the HE internal review meetings.
- Achievement against qualification type is included in the college data summary for information to demonstrate performance against national averages for provider types and identify suggested targets to be considered in 19/20. She indicated that the senior team are expecting a small dip in overall achievement in 18/19 as this is common in colleges that are going through restructure.

AGREED: to note the content of the update provided.

19.41 QIP 2018/19 – UPDATE

The interim Vice Principal presented the update and confirmed that there were now more amber progress updates rather than red and that, where some are red, the college is simply awaiting the evidence of impact. A challenge issued from the Committee was in terms of the pace of activity and improvements required. They particularly commented upon the delays seen and reported for progress reviews and asked how they as a Committee can be assured that the position is improving. The Committee agreed that, at their November 2019 meeting, they would wish to closely focus the QIP update on the matters currently RAG-rated as red, so that they can clearly see what has been achieved and what remains an issue moving forward.

In terms of the progress reviews it was explained that the area with the greatest number of delays is in Business and Management. This has been negatively impacted by historic data and the cleansing exercise. A question and challenge from the Committee was whether this was a data issue or whether it is influenced by the fact that the college does not have sufficient assessors available to go out and undertake the reviews. It was explained that it is a combination of these factors. Assurance was given that this is a focus for staff. A challenge from the Committee was

Interim VP Nov 2019

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that they wish to revisit the position regarding 'data cleansing' at the November 2019 meeting and their clear expectation communicated is that this will be resolved before the end of this academic year, given that the exercise has now been ongoing for a while. The Committee indicated that, whilst they understand the challenges, they are concerned regarding the length of time taken to finally resolve.

Interim VP

Nov 2019

In considering the QIP it was explained that a lot of the RAG-ratings are dependent upon data which is not yet due; this is reflected in the 'deadline' column. A challenge from the Committee is that they would wish to see the impact of improved aspirations, particularly in relation to the learner voice work undertaken.

AGREED: to note the content of the update provided.

19.42

QUALITY ASSURANCE AND IMPROVEMENT STRATEGY – IMPACT REVIEW

The interim Vice Principal explained that the quality assurance and improvement strategy provides an overview of the activities that take place to monitor quality and facilitate improvement. Quality and operational challenges and the teaching, learning, training and assessment strategy underpin this and are widely communicated and published to enable all staff teams to understand the role they play in quality assurance and improvement.

In preparation for the Ofsted revised inspection education framework, many of the activities will remain the same but the content and approach will change to reflect the changes to the framework. One example of this is that the observation of teaching and learning will increase its focus on looking at learners work. There is also a need to make sure that staff use the right terminology. There will be an increased focus on sequencing (implementation) and how this impacts on learner progression. This will be supported by audit and testing.

The Committee was advised that the quality cycle mirrors the learner journey. A challenge from the Committee was how can the Board be assured regarding effectiveness, if the college is intending to use the same processes, given that this strategy has not been wholly effective in the past? They questioned whether there were any particular areas which need a fundamental change. The interim Vice Principal expressed the view that it was not the processes that need to change and that what the college has in place is the same as commonly used in the sector. With a new team structure there is a strong belief that the right people are now in place to address issues and monitor quality. A key change has been to ensure that the right people are in place to drive forward quality and improvements. In relation to this, team development is a focus and the intention is to give staff more autonomy but that sitting alongside this there will be greater accountability for student performance and improvements.

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A challenge from the Committee was that there needs to be confidence regarding consistency of approach whilst also giving staff freedom and flexibility to be innovative, but within this there has to be some core principles that every member of staff is expected to abide by.

AGREED: to note the content of the update provided.

19.43 LEARNER PROGRESS REPORT

The learner progress report was broken down in to a number of areas

1) Adult Education Budget

Key matters brought to the Committees attention were;

- There are 14 subcontractors and 5 schools of learning that are contributing to the data for 18/19. Retention (97.4%) is currently showing a 3 year improvement trend (all levels with the exception of entry level) and at this point retention is better in subcontractor provision (98.6%) than in direct delivery (90.4%). Predicted achievement for direct delivery classroom based long courses is 88% (1.1% below national rate). This prediction is based upon staff using the risk indicators within Pro Monitor. It should be noted therefore that this is solely reliant on all staff using the indicators and their judgements being accurate (where risk indicators are not applied the default position is no risk and will pass).
- Entry level retention has declined by 1.3% although learner numbers are lower. Direct delivery is the contributor to this (Diploma in skills for work in catering and hospitality industries – 33.3% retention but with only 3 net starts). The Committee were informed that where there are low student numbers then the students infill in to 16-18 year old classes and are not provided on a standalone basis.
- There are currently 14 subcontractors delivering 19+ classroom based provision. For some there are low learner volumes. The subcontract providers with the largest volume of continuing learners are Lyndon Management 1053, Qualitrain Limited 107 and Back to Work 104.
- Within direct delivery provision retention is a concern on 10 courses where there are significant learner numbers and various mechanisms are used to closely monitor this. In addition to these courses there are a further 21 courses where retention is low but where all have a very low number of starts.

As an overall observation the Committee felt that the figures provided were looking positive.

2) 16-19 Study Programmes

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Key matters noted were:

- Decline in retention and attendance for the age group.
- Progress towards achieving high grades lower than target.
- Excellent retention and predicted achievement for high needs learners.
- Revised approach to performance review meetings to provide robust monitoring and intervention for underperforming courses.
- Recognition of possible impact of phase 2 on the achievement of learners.
- Acknowledgement of the work by teams to mitigate against poor achievement.
- Retention has remained consistent and is 93.1% year to date against a target of 95% on 16-19 study programme provision.
- Overall attendance for the age group is slightly below the college target at 88.9% versus 90%.
- Attendance in English and mathematics has been lower than vocational provision throughout the academic year but improved in term 2 followed by another decline in term 3. The college is above the national figure but below its own target.
- 16-18 study programmes learners progress score is -0.2 below the target of -0.70.
- 81% of learners have a positive work placement outcome. It was explained that some placements are still to be undertaken and that the scheduling of work placements is being reviewed for next year. The Committee were reminded that there are financial implications as well as achievement implications for those students who do not undertake work placements.
- Development for staff teams is in place to ensure the reformed functional skills qualifications are delivered successfully from September 2019.
- Sharing good practice visits have commenced with Leicester College supported by the SCIF project, providing additional income to support external networking to improve the delivery and approach to English and mathematics.
- The curriculum plan for the college has been validated by the appointment of external consultants.

Further detail was provided on the English and mathematics strategic college improvement project, and key matters noted were:

- The project identified 5 different work streams which include establishing an English and maths task group, curriculum planning, staff development, performance management systems and progress and impact assessment.
- The aim of the project is to work with another provider who has developed good practice and progress with the particular theme which is then shared. The identified partner is Leicester College.
- The focus of support is to improve individualised teaching, learning and assessment and further develop the embedding of

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English and maths in the vocational curriculum, improve monitoring of student progress and maximising prior attainment, development of progress measures and reports that monitor student engagement with learning, evaluation of the impact of staff training.

- The project began in March and is due to conclude in July, however in light of the phase 2 restructuring a request has been made to extend the project until November 2019. This will enable practitioners to review different approaches to pedagogy at Leicester College.
- A full review of the impact of the project will be undertaken in August when the GCSE results are received in the College.

3) Apprenticeships (at period 9)

Key matters brought to the Committee's attention were:

- As at period 9, if all remaining continuing apprentices (1000) achieve the best possible, overall achievement rate will be 64.8% which is 3.9% below the national rate of 68.7%.
- To date 870 apprentices have been withdrawn, 576 (66.2%) from subcontracted provision and 294 from direct delivery (33.8%).
- At the point of preparing the report, subcontracted apprenticeships equate to 56% of the college's apprenticeship provision. Subcontractor provision is negatively affecting the college data and will continue to do so as the best case overall achievement will be 8% (59.4%) below the national rate (all ages).
- The best case overall achievement for direct provision is currently 2.9% above the national rate if all continuing apprentices achieve.
- Subcontracted provision – 261 apprentices with an expected end date in 18/19 are continuing past their expected end date. She provided assurance that staff are working very hard to close these down as soon as possible.
- Direct provision – 559 apprentices are past their end date. Of these 394 apprentices are at least 90 days beyond their expected end date (as at 20th May 2019).
- OneFile shows that 48% of continuing apprentices have not had a review recorded in OneFile during the previous 3 months (this is discounting apprentices that have started within the last 6 weeks). The areas with the highest volume of apprentices that have not had a review recorded in one file are Business and Management, Health and Wellbeing, Engineering and Retail.
- A full-time performance coach has been retained until July 2019 to expedite the outcomes of issues relating to large volumes of historical apprentices in Business and Management (London based provision) and Retail. This is proving to be beneficial in resolving unknown outcomes.

In general discussion it was explained that a lot of the historical issues

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previously reported are influencing the data. Assurance was given that staff are working very hard to get everything closed down this year so that 19/20 is a fresh start with clean data. A challenge from the Committee, as previously indicated, was in terms of the pace of change needed. The Committee were pleased to see a reported best and worst case but reiterated that they felt that it would be useful for the college to apply a 10% tolerance to predictions.

AGREED: to note the content of the update provided.

19.44 CURRICULUM STRATEGY 2020/21 – INTENT AND IMPACT

Key matters brought to the Committee's attention were:

- The curriculum offer for 20/21 will be based on the Foundations for Recovery document which refocuses the intent of the college to provide a local offer to meet the skills gaps and economy requirements of the Mansfield and Ashfield areas.
- Following the Governor Strategy review day in June, the key priority areas for development for the college can be confirmed enabling teams to plan the curriculum and meet awarding body requirements. The views of Governors will be translated in to an operational document.
- This will be coupled with the drive to meet the key priorities of the LEPs and recognition of the future economic developments within the locality.
- There are a number of key external policy changes that will also need to be considered to ensure the college develops learners with the skills for the future, these are referenced within the paper to highlight the range of external influence which impacts on the range of curriculum and planning. Some key areas include:
 - a) The college will seek to expand partnerships with HE institutions to ensure financial viability in addition to providing progression opportunities for local people.
 - b) The recently published post-18 review of education and funding made over 54 recommendations with 9 main proposals.
 - c) The post 16 review of qualifications at level 3 and below.
 - d) The introduction of T-Level qualifications.
 - e) The withdrawal of funding for apprenticeship frameworks.
 - f) The revised Ofsted inspection framework (EIF).
 - g) Realising the potential of technology in education – a strategy for education providers and the technology industry.

The Committee questioned whether the College has sufficient LMI data to inform decisions made. The interim Vice Principal expressed the view that it does but that more is always welcome. The intention is to develop curriculum/employer forums within each curriculum area to better inform curriculum developments. The Principal indicated that the college

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currently does not pay for LMI and it is understood that the LEP is about to commission a piece of work with LMI as a focus, the college will contribute to this. He expressed the view that the LEP is very aware of the needs of the area.

AGREED: to note the content of the update provided.

19.45 POLICIES AND PROCEDURES

The interim Vice Principal provided a verbal update and confirmed that all quality policies and procedures were reviewed last year and have a 3 year lifecycle and are therefore not due for review again. That said, she advised that all will be considered again in the autumn term to check that they fully align with the EIF and operational changes made internally.

AGREED: to note the content of the update provided.

19.46 TLTA REPORT

Key matters noted from the report were;

- 60.1% of individual learning walks have been completed against a target of 100% (between September 2018 and the end of January 2019) within the schools of learning.
- Areas for improvement have been identified which are adversely affecting the students receiving a consistently high quality learning experience in 26 sessions this academic year (HE 3, FE 22 and apprenticeships 1) and 1 rollover re-learning walk from the previous academic year. 16 of the 26 re-learning walks have taken place so far this academic year and as a result 4 required further learning walks, 2 of these secondary learning walks have been conducted and 1 of those requires a third relearning walk. Currently there are 10 first re-learning walks outstanding, 2 second re-learning walks outstanding and 1 third re-learning walk outstanding.
- The quality team have continued to carry out all graded observations within subcontracted provision this academic year. The reason for this is that all subcontract providers are considered to be high risk due to the change in the landscape of apprenticeship provision. To date 83.3% of sessions have been graded good or better in subcontracted provision.

In general discussion it was confirmed that one to one action plans are developed where there are issues or concerns. Learner voice feedback is due next week which will help to triangulate the position. In terms of the information provided a challenge from the Committee was that they would expect to see a clear grade profile for direct delivery and they would also want to see comparator data.

The Committee were then given an update in relation to an investigation

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carried out at the request of City & Guilds in 2017/18. The investigation relates to rail qualifications delivered within Vision Business and a lack of records on assessment and IQA activities for certified learners. To date City & Guilds have carried out EQA at 2 employers' premises where learners are still employed to verify competence. A third employer visit has also taken place which involves visits to a number of different locations. She was able to advise that there is just one learner whose certificate will be invalidated and explained that staff have worked really hard and persevered to support learners on this.

The Committee's attention was drawn to the summary of strengths and areas for development summarised in section 2 of the report. They were particularly asked to note the level of staff development taking place which includes workshops, monthly learning sets, cross-college staff development days and City & Guilds training.

AGREED: to note the content of the update provided.

19.47 ACCESS AND PARTICIPATION PLAN

The report prepared by the Vice Principal was reviewed and it was noted that

- As part of the colleges continuing OFS registration all HE providers across England have to provide a revised Access and Participation Plan for 20/20. Once approved by the OFS this will need to be published on the colleges website and will be subject to monitoring in terms of progress by the OFS.
- The OFS have significantly altered their expectations in relation to how APP's are constructed. They have offered several development seminars over the last few months and have produced regulatory guidance which has been uploaded to the portal. In addition they have provided a specific template as a guide.
- An APP should outline, based on data analysis, the providers current position in relation to access, success and progression for a number of disadvantaged groups. Data analysis should then lead to a set of priorities for action which should enable a provider to close the gap in key areas. OFS expects APPs to be ambitious with stretching targets.

Key factors that the Committee were asked to consider included;

- Our data has been drawn from both the OFS portal and internal data sources. One of the priorities for action in the plan is an improvement to the depth of the internal data available as the granularity of data analysis expected has been challenging based on the colleges current data sets. It was acknowledged that there were lessons to be learned which will be implemented for September 2019.
- The college is significantly above sector norms for its enrolments of students from the most disadvantaged areas compared to

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sector norms

- The colleges HE cohort is above sector norms in relation to the numbers of mature students that access provision
- Success and progression indicators for mature students are on or better than sector norms
- Non-continuation (retention) rates for younger students is an area where the college is below sector norms and as such is one of the areas identified within the sector plan.
- The other area of concentration in the plan rests with non-continuation of students with a declared disability and access, success and progression of black and minority ethnic (BAME) students.

In general discussion the Committee felt that the plan presented was clear. They asked whether there was scope to include more information regarding learner voice. It was explained that this was not possible as the format of the plan is quite prescriptive with a pre-set process and questions. In terms of aspirations and inclusion the Committee all agreed that this needs to closely link to engagement activities. In considering the information provided the Committee all felt that there were some clear strengths which can be built upon. A challenge from the committee was that the college should review other APP plans prepared and made available by other colleges and universities to see what further can be learned. A further challenge from the Committee was to ensure that the college has high quality degree apprenticeships, given the external scrutiny in relation to this and the challenges that the college has had generally in relation to apprenticeship provision.

The Clerk reminded that the Board have provided this Committee with delegated authority to approve the Access and Participation Plan on their behalf.

AGREED:

- a) To note the content of the update provided
- b) Approve the Access and Participation Plan as presented.

19.48 **AOB**

There were no matters of additional business although the Committee did comment upon the recent media interest in HE numbers. It was confirmed that the college has not seen any negative impact as a consequence of this.

19.49 **DATE AND TIME OF NEXT MEETING**

The Clerk confirmed that the next scheduled meeting is 15th July 2019 at 5pm.

Meeting closed at 6.15pm.

Signed : _____ Chair

Date:

