

Minutes of the Standards Committee meeting held on Monday 25th November 2019 at 5.30pm

GOVERNORS PRESENT: Andrew Cropley, Principal/CEO
Sean Lyons
Melanie Stirland
Jen Hope, Co-optee
Andrea Morrissey, 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
Louise Knott, Vice Principal: Communications, Engagement and Student Experience

ACTION by whom	DATE by when

1 DECLARATIONS OF INTEREST

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

2 APOLOGIES FOR ABSENCE

Apologies were received from Steve Sutton, Jane Hawksford, Mark Williams, Mary Mamik, Clive Pitt and Spencer Moore.

3 MINUTES OF THE MEETINGS HELD ON 15TH JULY & 24TH SEPTEMBER 2019

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

There were no matters arising.

4 ACTION PROGRESS REPORT

The Committee were happy to note the content of the update provided.

5 SELF-ASSESSMENT REPORT 2018/19

The interim Vice Principal introduced this item and key matters noted were:

Signed :  Chair

Date:

- The turbulence of three restructures experienced by the college in a 12-month period resulted in a minimal reduction of overall achievements for classroom-based provision (88.1% compared to 90% in 17/18). Retention and attendance remained high throughout the year for classroom based learners, however, there are several areas that have not performed well and are below the national averages for the sector and provider type. The overall areas requiring further support and improvement are captured in the cross-college Quality Improvement Plan (QIP). These identify themes that can be seen in more than one department or curriculum team. Individual QIPs are in place in each area, which identify improvements at specific course and programme levels with clear actions to show how these will be achieved.
- There are a number of areas that have been judged as 'requiring improvement' – effectiveness of leadership and management; the quality of teaching, learning and assessment; outcomes for learners; and 16-19 study programmes.
- There are a number of areas judged as 'good' – adult learning programmes; personal behaviour, development and welfare; and provision for learners with high needs.
- The judgement for apprenticeships is 'inadequate', which reflects the significant decline in overall achievement as a result of the data cleansing activity required to address the previous ineffective delivery model. Apprenticeship achievement has reduced significantly from the outturn in 17/18: 65.8% to 48.2%.
- Governance and safeguarding have been judged as effective.
- The balance and mix of provision has changed and is now more reflective of the offer to support the local communities and meet the college's strategic priorities. For example, the proportion of classroom-based provision has increased significantly and now accounts for 66% of the college offer, compared to 56% in 17/18.
- The proportion of apprenticeship provision at the college is now 30.8% of college provision compared to 40% in the previous year. The offer has been redefined to meet the priorities of local employment needs and the strategic priorities of the D2N2 LEP.

In terms of the SAR process, she confirmed that:

- An external Ofsted inspector took senior staff and governors through SAR training in September;
- All feedback provided by governors has been incorporated;
- The SAR covers the 18/19 academic year and has been written against the CIF not EIF;
- It is an honest and reflective account of the year;
- It highlights the resilience of the staff team;
- It acknowledges the turbulence in the year and, despite this, the overall classroom achievement rate only declined slightly. This should be compared with 17/18, which was considered to be an exceptional year in any event.
- When the data is drilled down, there is clearly work to do in

Signed : _____ Chair

Date:

relation to:

- a) Study programmes, and
 - b) Apprenticeship provision.
- Because of the work done, the college offer has been stripped back to serve the local area;
 - The QIP has now been mapped against the EIF.

Key matters picked out from the full document included:

- The large proportion of college provision (44%) achieves well and makes good progress. The diverse range of provision available supports learners to develop and gain skills that lead to progression and employment opportunities.
- Processes to accurately access individual plans for high needs learners are robust. Excellent communication between partner schools and other agencies leads to highly effective transition arrangements, which ensures student quickly adapt to their learning environment.
- Pass rates for 16-19 study programme learners have declined at entry level, level 1 and level 2. At level 3 there has been a slight increase (0.7) in the pass rate.
- Pass and achievement rates for disadvantaged learners dipped significantly from the previous year and progress for those studying applied general, technical certificates and uncategorised qualifications also declined. The achievement rate for 16-18 learners is 2% below the most recent weighted national rate.
- The achievement of English and mathematics subjects has declined compared to 17/18 (English achievement was 81% compared to 87.2% in 17/18 and maths achievement was 83% compared to 85.4% in 17/18).
- Functional Skills achievement rates declined significantly in English and mathematics and are below the most recent weighted national rate for 16-18, for entry level and level 1 subjects.
- Functional Skills Maths Entry Level 2 improved by 7.6% and is 7.5% above the most recent weighted national rate.
- Functional Skills Maths and English achievement rates declined at all levels, 19+ learners and 'all' are below the most recent weighted national rate.

The interim Vice Principal confirmed that some good progress was made against the actions identified as areas for improvement in the 18/19 QIP. There are, however, a number of areas requiring further development throughout 2019, and these include:

- Continue to improve the quality of teaching, learning and assessment in classroom-based provision to ensure all learners meet their aspirational targets,
- Continue to improve the quality of teaching, learning and assessment within apprenticeship provision.

Signed : _____ Chair

Date:

It was confirmed that these two actions have been rolled forward in to the 19/20 QIP.

The Committee were asked to consider the evaluation judgements on page one of the SAR and invited to confirm that these are grades that they felt able to recommend to the Board for approval.

In considering the document as a whole, a question raised by one Governor was in relation to the reference to the 'recovery college' on page 8: they asked for further detail on this. The Vice Principal confirmed that in 18/19 the college did some work with Nottinghamshire Healthcare Trust and established a unit within the college that delivers a number of courses to address mental health. This unit is the 'wellbeing centre' which is situated on floor 2 at Derby Road. These are co-created courses and look to tackle issues such as suicide, self-harm etc.

In considering the SAR, all acknowledged that it was very reflective of the journey and governors felt that it was an important opportunity to say thank you to staff who have maintained their focus in what was a very challenging year. In relation to the comment on page 11 where it is stated that 'students didn't achieve', the committee asked whether the college was doing itself an injustice in relation to this. The interim Vice Principal expressed the view that this was a fair and accurate statement and should be retained.

In considering the information provided, a challenge from the Committee was that there seems to be a lot to do in terms of improving the observation processes. This was acknowledged as correct and it was explained that observations have not been undertaken for two years and therefore senior staff have not been able to fully engage to support. No support has been available on an individualised basis, which is often an outcome from an observation, and staff have also not been able to share good/best practice. It was explained that the withdrawal of observations was at the request of the unions to reduce staff stress during the restructures. In real terms, the college has not had enough sight of what is happening in the classrooms.

In terms of the observation process for 19/20, the quality team have tried to schedule them on a risk-based approach.

The committee asked whether standardised documentation is used for observations. It was confirmed that it is and that it is intended to pick up both strengths and areas for improvement. It was acknowledged that, through observations, the college is able to identify some key trends.

The Committee, in reviewing the document as a whole, felt that it presented an accurate picture and they were happy to recommend that the Board accept the grades and content. A final request was made to check for grammar and spellings within the reports.

Signed : _____ Chair

Date:

AGREED: to

- a) Recommend that the Board approve the SAR for 2018/19, and
- b) Recommend that the Board approve the evaluation judgements for the areas identified.

6 **QIP 2019/20**

The interim Vice Principal introduced this item and confirmed that, this document picks out the key themes and ties in to the data and individual comments made in the SARs. It was confirmed that there is lots of detail within each of the departments that sits underneath this and that this is monitored by staff.

Key areas for improvement are:

- Increase the percentage of internal progression to the next level of learning to support learners to achieve their intended ambitions.
- Improve overall progress to ensure all learners develop their skills to achieve aspirational target grades.
- Improve the quality monitoring of apprenticeships to drive achievement (through the use of OneFile).
- Continue to improve apprenticeship planning to ensure the learner programme meets the diverse needs of employers and apprentices to address the gaps in the employment market.
- Improve the achievement in English and mathematics sessions to enable learners to further develop their skills and progress to next levels of learning.
- Increase the overall achievement of technical/applied general qualifications. Increase pass rates and achievement rates.
- Improve pass rates and overall achievement for disadvantaged learners – it was explained that departmental SARs showed that disadvantaged learners did not do as well as they could have. This is a key focus in the new EIF.
- Ensure the revised tutorial and target setting process is applied consistently to support learners to achieve their goals and make progress.
- To ensure that apprentices apply their understanding of the Prevent duty to their job role and everyday life experiences.
- Ensure that the revised college structure delivers the colleges strategic aims.
- Implement a coaching model to ensure all teachers further develop their skills to improve overall pass and achievement rates.

In terms of next steps she confirmed that the QIP will be RAG rated and gave assurance that any emerging issues would be added as they are identified during the year.

In considering the document a question from the Committee was whether or not the 'who' and 'when' columns relate to the action or the

Signed : _____ Chair

Date:

impact. A challenge made was to ensure, in the formatting, that every action has a person and a date against it so that these can be effectively tracked.

Interim VP

Dec. 2019

A question and challenge from the Committee was how staff wellbeing/capacity is considered. It was explained that this is not within the QIP as this purely relates to teaching, learning and quality. The People Strategy action plan deals with wellbeing and capacity, however, there is no link to the QIP. It was confirmed that the People Strategy is derived from the strategic aims.

A challenge from the Committee was that there appears to be real variability between the departments and there is lots of scope for improvement. The view expressed was that there are some really basic improvements that can be made, so some quick wins. A challenge from the Committee was that the college needs to be explicit and very clear in terms of the expectations for both students and staff.

Subject to the minor amendments requested regarding formatting the Committee were happy to approve and note the content of the QIP for 2019/20.

AGREED to approve the 2019/20 QIP as presented.

7

DATA SUMMARY TABLE

The interim Vice Principal drew Governors' attention to the table and confirmed that it shows the current position. It was noted that a number of the red RAG-rated items relate to 'staffing issues at the start of the year' and a challenge from the Committee was whether or not these have now been addressed. It was confirmed that they have with additional staffing put in place, particularly for maths and English. The Committee were assured that there are now enough staff and that the larger groups have been split. As an observation it was confirmed that, the college can improve its start of the year arrangements and it was acknowledged that this will have negatively impacted upon attendance and retention.

A challenge from the Committee was that some of the lines appear to be red simply because of missing data and they did not feel that this was representative. They challenged in terms of the accuracy of the data and expressed the view that this was critically important.

A question and challenge from the Committee was in terms of how the college ensures that appropriate staffing is in place for September 2020. The Principal confirmed that he was looking to be more creative re: the timetable so that the college can be more responsive and flexible, particularly in relation to English and maths. He confirmed that staff would be having frank conversations with students about English and maths delivery and how to improve and timetable this.

Signed : _____ Chair

Date:

AGREED: to note the content of the update provided.

8

DIRECT DELIVERY REPORT

The interim Vice Principal introduced this item and confirmed that it is a picture of where the college currently is. Key matters noted were:

- Recruitment has remained strong despite the turbulence experienced in the previous academic year and achieved the funding target.
- Retention is currently 98.5% overall but is being further analysed as attendance is a concern in some areas. The college is not expecting the retention figure to remain this strong throughout the year.
- Attendance at level 1 is lower than the college target. The most adverse area is construction.
- English and maths GCSE and Functional Skills attendance is lower than the college target and the vocational programmes. This is not unusual but it is lower than the college would like to see.
- Both 16-18 and 19+ attendance is lower than the college target and close to the final outturn in 18/19.
- Self-assessment validations have concluded for all curriculum developments. These were attended by college Governors and the Principal.
- The first performance monitoring review meetings took place in October with heads of department, apprenticeship managers and assistant principals. The meetings identified performance actions against KPIs which are added to the departments QIPs. The QIPs are used as live working documents to ensure in year actions are captured and addressed swiftly.
- The key theme arising from the PMRs was progress of learners against their starting points, as some of the data had not been captured. This has now been addressed and will be scrutinised further at the December PMRs.
- The strategic college improvement fund (SCIF) continues to be used to underpin support, particularly for teaching, learning and assessment in English and maths subjects. A series of lesson observations are scheduled to take place by key people from Leicester College, with the key intention of analysing progress of improvement and providing a critical friend view of further developments. Whilst the project itself concludes in November 2019, Leicester College have confirmed that they will continue to support.
- Curriculum planning for 20/21 has begun. Preparatory research is taking place which includes analysis of current provision.
- Preparation for an Ofsted visit continues with a focus. Actions arising from the deep dive activities and observations of teaching and learning are being addressed through intervention work. A part time teaching and learning coach is currently employed to support improvements and the recruitment process has begun

Signed : _____ Chair

Date:

for a permanent and full time post.

The Committee considered the self-assessment validation grades and the comparisons with the prior year, and all acknowledged that there were more lower grades than they would wish to see.

The Committee discussed curriculum planning and questioned how the LMI has changed between 18/19 and 19/20. The interim Vice Principal indicated that, historically, the college has not used LMI to help shape the curriculum. A challenge from the Committee was to access skills shortage data and Andrea Morrissey agreed to provide some recent slides she had seen in relation to this. It was acknowledged that EMSI data is available, however, this comes at a cost. The Committee made the suggestion to use it and take the current curriculum plan and map it against local need.

AGREED: to note the content of the update provided.

(Sue Martin left the meeting at 6.35pm)

9

SED 2018/19

The Vice Principal presented the HE SED and explained that it is based upon the 12 quality code statements. Unlike the SAR, areas are not graded.

A number of key matters were brought to the Committee's attention:

- All Governor feedback received has been incorporated in to the final document presented for approval.
- The SED format is in line with the revised Quality Code for Higher Education and is drafted in such a way to satisfy the requirements of any QAA review. Under each section, areas of strength, areas for improvement and areas for enhancement are identified.
- The SED incorporates external examiner feedback for HE programmes, which in all cases confirms that delivery meets national qualification frameworks.
- High grades have declined slightly (-1%) for full-time programmes, with part-time programmes showing a much more varied picture with some big increases in high grades and similarly some significant declines. Issues seem to lie with two-year part-time programmes, which have seen a 13% decline in high grades.
- A key strength of the college's provision is its role in widening access to higher education. The college recruits significantly more of its students from the most disadvantaged areas than the national average. The college can clearly demonstrate that it is widening participation.
- As reported to the Committee previously, national student survey results did show a decline against the previous year,

Signed : _____ Chair

Date:

however, 17/18 was considered to be an exceptional year. One member of the Committee noted that NSS questions changed between 17/18 and 18/19 and, as a consequence, a lot of FE colleges saw a decline. Response rates were also less than the prior year. It was confirmed that the college is part of a pilot in 19/20, therefore, more learners will be surveyed as part of this.

- Overall achievement remains strong on most programmes. Continuation (retention) shows a more mixed picture and will be a focus within the QIP.

The Committee considered the QIP and indicated that they would wish to see teaching and learning specifically referred to as an area for improvement.

Vice
Principal

Dec. 2019

The Vice Principal confirmed that, whilst the Access and Participation Plan was not yet approved by OfS, it does lead to and influence the SED and the QIP. It was explained that the college has a lot of part-time HE learners who are also in full-time employment; it appears to be that retention in to year 2 is a challenge, and it may be that, for some, they have underestimated the commitment required.

The committee asked whether the college will share the SED and QIP with NTU and OfS. In relation to the OfS, it was confirmed that it will be shared if the college is notified of an intended QAA review. The Vice Principal confirmed that completion of the SED helps to give Board assurance regarding signing of the annual assurance statement.

One member of the Committee made the request to approach NTU so that the college can see the content of their SED.

AGREED:

- a) To note the content of the update provided
- b) Recommend that the Board approve the HE SED for 2018/19
- c) Note the content of the HE QIP for 19/20.

10

HE UPDATE

The Vice Principal presented her detailed report and key matters noted were:

- 1) HE Partnerships
 - Discussions are ongoing with regard to the partnership with NTU. Letters to current students went out on Friday (except for HN students, as the college was awaiting a confirmed position from EdExcel – this has now been received regarding the NTU transfer and therefore the final letters can be sent out). This triggers a requirement to submit a notice of change to the OfS.
- 2) Annual assurance statement
 - Under OfS regulations, governors need to satisfy themselves that

Signed : _____ Chair

Date:

the college has robust mechanisms in place to ensure a continually improving student experience and that qualifications meet UK standards. In 18/19, Governors had to submit an assurance statement through the OfS portal. Guidance on annual assurance statements for 19/20 has been delayed as a result of purdah, but the usual deadline date is 3rd December.

- Committee members were asked to delegate authority to the Principal on their behalf to sign such a statement should it be needed. Members can rely on evidence within the SED, along with ongoing reports to this Committee, to draw their assurance.

The Committee considered the proposal and were happy to recommend Board approval (if required) and in any event delegate authority to the Principal to submit as soon as a deadline date is known. The Committee debated whether the assurance statement should be filed on or before 3rd December in any event and the Vice Principal explained that there was nowhere within the OfS portal which currently provided for it to be submitted/uploaded.

3) HE Numbers

The Vice Principal confirmed that HE numbers are not as expected but explained that this does not impact upon budget as a very prudent view had been taken. Key matters noted were:

- The college will experience a downturn in student numbers in 19/20 at circa 332 against a plan of 389 (-57).
- In terms of the budget, the college had planned a HE fee income budget lower than plan and as such, at this moment in time, the fee income is ahead of budget.
- Small group sizes have been managed by the merging of various pathways to protect the students' experience.
- Two programmes did not run as a result of low numbers; these were HNC Computing and HND and FdA in Criminal Justice. It was confirmed that NTU will be offering both of these in 20/21.

The Committee asked whether the college knows why student numbers are down. The Vice Principal indicated that, in some part, it is because of unconditional offers nationally. These are a disincentive for some students and they stop pushing/trying; also the course choice can be based on conditional offers and can lead to negative retention.

A challenge from the Committee was that they would wish to see a curriculum/progress road map, something visual to help them better understand the curriculum offer and options/opportunities for students.

Executive

Jan. 2021

AGREED:

- a) to note the content of the update provided
- b) to recommend that the Board approve the Assurance Statement required by OfS
- c) to recommend that the Board approve the provision of

Signed : _____ Chair

Date:

delegated authority to the Principal to sign and submit on their behalf.

11 **APPRENTICESHIP REPORT**

The Director of Quality introduced this item and key matters noted were:

- The overall retention rate at period 3 is 77.2% (college and subcontractor provision), with direct delivery overall retention at 77.1% and subcontractor provision at 78.4%. The Committee all agreed that this was a concern.
- Within subcontractor delivery apprenticeships, 17 apprentices were rolled in to 19/20 because they were continuing in learners or awaiting EPA.
- Within direct delivery apprenticeships, there are 896 apprentices with an expected end date in 19/20. Of these 114 have been rolled in to 19/20 because they are continuing learning or awaiting EPA.
- Retention is a concern in a number of areas including hospitality 50%, construction 71.3%, retail 74.4%, business and management 76.4% and HE/teacher training where 4 out of the 5 starts have been withdrawn.
- All specialists completed a skills matrix in July 2019, these have been collated and disseminated to apprenticeship managers to use as a basis for sharing good practice.
- The One File task group has been re-established since October 2019 and this has been used as a mechanism to drive consistency in the use of One File, standardised practice and monitoring improvements.

The Committee were reminded of the recent presentation to Board which explained the actions being taken.

It was confirmed that achievement at EPA rather than 'timely' will be the focus going forward.

AGREED: to note the content of the update provided.

12 **TLTA REPORT**

The Director of Quality introduced her written report and key matters noted were:

- Centralised records show that induction learning walks were conducted in two of the three directorates,
- The outcomes of learning walks during deep dive activity clearly identified that teaching, learning and assessment requires improvement in the vast majority of departments.
- The outcomes of work scrutiny during deep dive activity identified that the quality of feedback and feedforward varies in relation to the colleges expectations within department and requires improvement.

Signed : _____ Chair

Date:

- 191 staff require an individual observation, which excludes community learning and subcontracted provider staff. To date 22 (11.5%) of staff have been observed and 11 (50%) required a re-observation.
- No individual observations have been conducted in community education
- 2 graded observations have been conducted in subcontracted provision: 1 was graded inadequate and the other was graded requires improvement.

In terms of the individual observations it was explained that the perceived high risk observations were done first and therefore it is not unusual to see areas requiring improvement. She confirmed that, as at today's date, 45 observations have now taken place and 8 community observations. A question and challenge from the Committee was whether 50% of observations requiring a re-observation is a normal rate. It was explained that this is higher than expected. In relation to the deep dive learning walks it was confirmed that their focus has been on induction activity.

In relation to subcontracted observations, the Committee asked for clarification on what steps the college takes if it not happy with the quality of teaching and learning. It was confirmed that the college has the ability to stop delivery if there are any grade 4s. If there are grade 3s, there is the ability to stop teaching until the individual has received coaching and improved following a further observation. It was confirmed that re-observations all take place within three weeks and staff capacity to deal with this was acknowledged as an issue. A challenge from the Committee was that the timeline for observations and re-observations is a challenge. It was confirmed that additional capacity has been purchased and therefore it is believed that the timeline can be achieved. In relation to subcontractors it was explained that the college does a mixture of announced and unannounced observations and site visits. There are 30 subcontractor staff delivering throughout the year, but not all at the same time as there could be short courses.

AGREED: to note the content of the update provided.

13 SUBCONTRACTOR REPORT

The Head of Quality presented her detailed written report and a number of matters were noted:

- this academic year all AEB subcontractors are based within or very close to D2N2.
- the college stopped working with two subcontract providers at the end of 18/19 because of concerns.
- because of the apprenticeship reforms and changes to subcontracting funding rules, the college will no longer be working with subcontractor providers for apprenticeships once the 35 continuing apprentices have completed.

Signed : _____ Chair

Date:

- As at period 3 the pass and achievement rates within AEB subcontractor provided provision are strong.
- There are numerous mechanisms in place to monitor quality.

In general discussion, it was acknowledged that the decision to stop working with subcontractors last year was the right one and that arrangements will also be stopped this year if staff are not confident regarding quality. As previously indicated, staff undertake site visits as well as observations. Most subcontracted activity is short or very short courses. The Committee all acknowledged the amount of hard work taken to clear the historic apprenticeship data. They asked that staff involved in this be commended and thanked from the Board.

AGREED: to note the content of the update provided.

14

LEARNER VOICE

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

- An updated learner voice framework has been established.
- Deadline for the responses to the induction survey has been extended to maximise response rates. It was confirmed that this will be presented to the next meeting.
- The college students have elected three SU presidents in line with the revised constitution.
- All three are working well and did a great job in terms of organising students for Children in Need activities.
- Learner reps training and learner rep meetings were held in late September and October.
- In October, learners were asked to provide feedback against certain aspects of the SAR. They raised a number of issues as part of the meeting and two working groups – one for buses and one for mental health have been established. The busyness of the diners was noted as a concern at the beginning of the year; this was a timetabling issue that has now been addressed.
- Students were asked to feed back on their induction processes and some very interesting and informative feedback will help to shape induction for 20/21.
- Students were also asked to describe the college in 3 words. Words used were; stressful, supportive, informative, professional, hectic, inclusive, enormous, sociable, expressive, diverse, welcoming, practical, respectful, understanding and loud.

The Vice Principal personally thanked Jen Hope for her help in developing the framework for learner voice. She also acknowledged that Richard Skelhorn has done a great job in helping to pull together all of the student activities. She confirmed that work can now extend and that the next step is to look at students contributing to changing behaviours. It was noted that the college has 120 learner reps in place, which is really positive.

Vice
Principal

26.02.20

Signed : _____ Chair

Date:

The committee felt that there was some really useful information to be provided within this report and they asked that it be shared with the whole Board at the next meeting on 12th December 2019.

Committee
Chair

12.12.19

AGREED to note the content of the update provided.

15

SAFEGUARDING AND PREVENT

The Vice Principal introduced her comprehensive written report, and particular matters that she wished to bring to the Committee's attention included:

- The number of safeguarding referrals has gone down by circa 200 since the year previous. This is as a result of attendance referrals, which overly inflated the number of referrals at the start of last year. However, referrals to MASH have slightly increased in the first 2 months of the year and the complexity of cases is increasing. She advised that senior staff have picked up some attendance issues which should have been reported, particularly regarding LAC learners, and that this is being addressed.
- The college has been involved with 1 county lines multi strategy meeting concerning 1 student. The risk for the student was considered too great for them to remain in college and they are now in receipt of one to one mentoring from the Inspire and Achieve Foundation with a view to transitioning back in to college once the risk has diminished. Sports clubs, particularly affiliations to football clubs, seem to be a factor linked to county lines. This will be highlighted to tutors and staff as a potential risk to some of the most vulnerable students. She described this as very much a live issue for the college.
- The college has conducted an exceptional needs panel for 1 of the current adult and community learners following disclosure of offences. The assessment is that the risk is too great for the individual to remain within college and therefore we are moving to exclude.
- We are currently reviewing 3 students through our fitness to study procedures for reasons of their mental health.
- The college undertook a drugs dog training exercise and believes that this in itself will have served as a warning to a number of students.
- The college has been dealing with 1 Prevent referral so far this year and this was escalated to the police Prevent team following the non-return of a student from Afghanistan after half term. It was explained that this student is now back in the country.

AGREED: to note the content of the update provided.

16

COMPLAINTS 2018/19

Signed : _____ Chair

Date:

The Vice Principal introduced her report and particular matters brought to the Committee's attention were:

- The college has seen a similar pattern to that in previous years.
- Very few of the complaints around teaching and learning were in fact about the quality of teaching in the classroom. 7 out of a total of 52 complaints related to the standard of teaching and learning with 3 of those relating to CMI qualifications delivered. Perhaps concerning is that, out of 52 complaints, 24 related to the attitude of staff towards students; again there are no standouts in terms of curriculum areas and in some cases complaints have arisen when staff have not been quite as effective as they might have been in addressing behaviour or seeking to understand some of the issues that the students may be facing.
- The next biggest category of complaints relates to the college bus service: issues are picked up as and when they arise with the bus company and on the whole are rectified.
- The behaviour of some students generates a significant number of complaints; in the main these tend to come from members of the public around a range of issues including parking, littering and rudeness.

In discussion, the Committee questioned whether students know how to make a complaint. Assurance was given that they do, but it was explained that, in the main, staff try to resolve a situation before it gets to a formal complaint. One member of the Committee questioned whether the college records 'grumbles'. The Committee were advised that these are not recorded. A challenge from the Committee was in terms of whether or not they should be so as to identify trends and patterns etc. It was explained that grumbles are picked up in a number of areas including learner voice meetings. The Committee felt that in the 19/20 SARs it would be useful to know how grumbles were addressed.

AGREED: to note the content of the update provided.

17 **AOB**

There were no items of additional business.

18 **DATE AND TIME OF NEXT MEETING**

The Clerk confirmed that the next scheduled meeting was Wednesday 26th February 2020.

Meeting closed at 7.40pm.

Signed : _____ Chair

Date:

