



MINUTES
of the meeting of the Quality and Standards Committee
held on Wednesday 27 November 2019

Present: - Mrs Laura Johnston (Chair)
Mr Igor Andronov
Ms Sally Cassels
Mrs Debbie Lambert
Mr Ian Peake (Principal)

In attendance: - Mrs Debra Baldwin (Director of Personnel)
Mrs Jo Ricketts (Deputy Principal)
Mrs Linda Watkins (Clerk to the Corporation)

The meeting was quorate as five Members were present.

	Action
1. Apologies for Absence Mr Jeremy Nicholls.	
2. Declaration of Interests None declared.	
3. I. Approval of the Minutes of the last Meeting The Chair signed the minutes of the meeting held on 24 June 2019 as a true record.	
II. Matters arising from the Minutes	
A. The Deputy Principal would prepare high level progress reports by faculties for future meetings.	J Ricketts
B. The Director of Personnel will group similar categories together to report using MyConcern in future.	D Baldwin
C. Governors will be invited to learning walks in January. The Chair would arrange to visit separately as she will be away during the week commencing 13 January 2019.	L Watkins L Johnston
<u>The Committee agreed:</u> -	
• To approve the minutes	
4. Student Outcomes and Student Experience	
I. Qualification achievement rates 2018/19 showed 83.2% overall achievement and 90% retention which were marginally below the national GFE comparator. Retention by faculty for 16-18 and 19+ are positive. English and maths GCSE and Functional Skills results had impacted on overall achievement rates. ESOL students taking Functional Skills had previously been required to achieve three parts of Functional Skills during one academic year. This year reformed Functional Skills have been introduced which are more difficult to	

achieve. The College has changed the ESOL curriculum to the Skills for Life qualifications. Overall GCSE results and a breakdown by campuses showed progress scores have improved; this will be verified by DfE data in March 2020 and reported to the Committee. A further detailed analysis of achievement by protected groups and differences is being undertaken.

J Ricketts

Value-added scores have decreased marginally for A Levels and BTECS but remained higher for AS Levels. There was discussion about reasons the College continues to offer AS Levels as some sixth forms only offer a linear A Level curriculum. AS Levels provide students with a qualification after the first year of study which also maintains high retention. The College's AS Level results and value-added score are very good.

Student satisfaction and the apprentice voice survey results are very positive. Nationally the learner survey positions the College in seventh position out of 195 GFE colleges. Governors agreed that this is an excellent result.

Draft destination data was provided which would be finalised for the Board meeting in the self assessment report.

J Ricketts

- II. The Principal and Deputy Principal are discussing courses to be identified in serious concern following completion of quality summits. Progress on courses will be closely monitored throughout the year.
- III. The NSS survey showed overall satisfaction was 88.89% exceeding the national average of 83.49%. A Governor asked if students are given any guidance to complete the survey; this is provided by tutors. There was specific discussion about learning resources as scores had decreased for IT and course specific resources. The changes introduced to increase the LRC opening times were positive and reflected in the improved score. The EBS MIS system will introduce some further improvements. The Deputy Principal explained that comments are drawn out with student focus groups to identify any specific concerns. Curriculum team leaders would be requested to provide some feedback on discussion about learning resources following student focus groups.

J Ricketts

The Committee agreed: -

- To note the comprehensive reports

5. Teaching, Learning and Assessment

- I. A summary of observation of teaching and learning completed this term and feedback from learning walks was presented which had focused on planning, assessment and progress, delivery, the learning environment and personal development. This provided a realistic assessment of teaching with only a few staff requiring support.
- II. Policies were presented for approval or recommendation to the Board for approval:
 - a. Learning, Teaching and Assessment Strategy
 - b. HE Strategy
 - c. Internal Quality Assurance and Appeals Policy
 - d. Assessment Policy
 - e. English and Maths Policy

- f. Academic Misconduct Policy
- g. Quality Policy and Procedure
- h. Published Information Policy

Minor amendments were proposed to some policies which were accepted. There was a question how the policies will be embedded with an explanation that staff are consulted on all draft policies with comments taken into consideration before approved policies are emailed to staff and made accessible on Moodle. Assistant Principals disseminate policies to their teams.

There was a further question about the English and Maths Policy asking if the allocation of teaching time is consistent; there is a minimum level of teaching for each subject. Consistency of practice for learning walks across all campuses was raised noting that there are termly meetings to discuss. Postcards have been introduced which should assist to ensure consistency of feedback.

The Committee agreed: -

- To note the report and adopt the policies
- To recommend the Board approve the following policies
 - Learning, Teaching and Assessment Strategy
 - HE Strategy
 - Quality Policy and Procedure

6. Leadership and Management

I. Safeguarding, Equality and Diversity

A. Equality and Diversity Annual Report included data for protected groups. There was a bigger difference in performance of vulnerable students had a 16% difference. There was discussion about the group which are identified by the College; these students at risk who are flagged on the safeguarding log or MyConcern. The difference could also be impacted by the introduction of MyConcern which had improved reporting. The College has more students with serious issues who are not always supported by external agencies. Disabled students had performed less well last year. Teaching assistance is provided for students who declare their disabilities.

B. The Single Equality Scheme (SES) had been amalgamated across the whole College with equality objectives revised. The SES will be published once approved by the Board. Activities to embed equality and diversity were outlined noting that the action plan linked to the equality objectives.

C. Minutes of the Safeguarding Equality and Diversity Committee were noted.

II. Safeguarding and Child Protection

A. The Child Protection and Safeguarding Annual Report was presented. Procedures are being amalgamated across the whole College. An example was the lockdown procedure. Keeping Children Safe in Education (KCSIE) would be issued to Governors.

B. The Safeguarding Annual Plan 2019/20 was noted.

C. The Safeguarding and Child Protection Policy had been amalgamated for the whole College which included requirements

L Watkins

from KCSIE, particularly peer on peer abuse, missing from education and up skirting. There is regular staff development on safeguarding. Channel Panel provide summary data of referrals which are reported to the Safeguarding Committee. A Governor suggested considering sharing the summary with staff.

- D. The Prevent Strategy had been amalgamated for the whole College. Next year the safeguarding and Prevent strategies would also be merged.
- E. The Prevent Risk Assessment evidenced completion of the majority of the actions.
- F. The Peer on Peer Policy had been drafted with staff consultation. Students are being briefed about peer on peer abuse and possible offenses within this.
- G. Minutes of the DDSL meeting were noted.

III. Student Discipline and Complaints

- A. The Student Discipline Annual Report 2018/19 showed there were very few exclusions compared to the size of the student body. Incidents take significant time for managers to investigate.
- B. The Student Complaints Annual Report 2018/19 was presented for HLC. NSC had different reporting systems last year meaning only HLC data could be reported. Governors acknowledged the extremely low level of complaints.

IV. Quality

- A. The Self Assessment Report (SAR) was presented in a revised format focusing on headline performance, Ofsted areas and faculty performance. Each curriculum area has developed its own SAR which was scrutinised by Governors and Assistant Principals with appreciation recorded to Governors who had participated. A summary of grades by curriculum areas will be provided for the Board. Governors agreed that this was an excellent document and participation in SAR scrutiny had been extremely useful.

J Ricketts

The Committee agreed: -

- To note the reports and annual reports
- To recommend the Board approve the Single Equality Scheme
- To recommend the Board approve the Safeguarding and Child Protection Policy and Peer on Peer Policy
- To recommend the Board approve the Self Assessment Report

8. Any other business and comments

Appreciation was recorded to the Deputy Principal and Director of Personnel for preparing clear reports for the meeting.

9. Date and time of next meeting

The next meeting was arranged for Wednesday 1 April 2020 commencing at 3.15 pm.

Signed as a true record of proceedings

Chair: **Date:**