

North Warwickshire and South Leicestershire College

MINUTES OF A MEETING OF THE STUDENTS, LEARNING AND QUALITY COMMITTEE

Thursday 11th October 2018 at 6pm in Seminar Room at the Nuneaton Campus

Present: Dr Paul Cashian (Chair), Mrs Karen Chouhan, Prof Ray Linforth and Mrs Marion Plant.

In attendance: Mr Ben Crook (Vice Principal Quality), Mr Paul Fletton (Deputy Principal), Mrs Tracey Forman (previous Group Director Student Experience), Mr Alex Lindsay (Director Maths & English), Mrs Rachel Marshall (Clerk), Mr Chris Nixon (Group Director Student Experience), Mrs Lynsey Smith (Director 16-18 Study Programmes) and Mr Chris Tullin (Director Student Employability).

Paul Cashian welcomed Members and staff to the first meeting of the Students, Learning & Quality Committee in the new academic year.

1. Routine and Standing Items

1.1 Apologies for Absence

No apologies for absence were received.

1.2 Declarations of Interest

No declarations of interest were made.

1.3 Minutes of the Last Meeting

The minutes of the meeting held on Monday 18th June 2018 were agreed to be a correct record. (Proposer: Karen Chouhan; seconder: Paul Cashian).

1.3.1 Schedule of Actions

See attached schedule:

- i. Action 18 - Ben Crook explained that the matrix of key teaching strengths and weaknesses had been revised over the summer in line with Ofsted research and now recorded the observed impact of teaching on students. The matrix had been presented to Ofsted inspectors during the monitoring visit and they had acknowledged the increased focus on student progress.

1.3.2 Matters Arising

It was noted that Committee members had unanimously agreed to recommend the draft Safeguarding and Protecting Children and Vulnerable Adults Policy to the Corporation at its meeting on 4th October 2018, via an electronic resolution sent to them on 25th September 2018.

(Ray Linforth joined the meeting at 6.12pm)

1.4 Appointment of Chair and Deputy Chair

Paul Cashian reminded Members that it had been agreed that committees would appoint their own chairs. Consequently, Karen Chouhan proposed Paul Cashian as Chair and Marion Plant proposed Karen Chouhan as Deputy Chair.

Paul Cashian then suggested that agenda items 2.4, 2.5 and 4.1 should follow agenda item 2.1. Members agreed the proposal.

2. Learning, Teaching and Assessment

2.1 Cohort Update & Student Briefing: Study Programmes including English and Maths

Agenda item 1.3

Paul Cashian welcomed Lynsey Smith and Alex Lindsay to the meeting and highlighted that the Committee was very keen to understand how English and maths teaching was integrated into the directorships.

Paul Cashian then welcomed two students, Chloe Lloyd-Hughes (level 3 professional cookery) and Akmal Khalifa (level 2 barbering) who had joined the meeting to speak about their experiences at the College.

Lynsey Smith introduced the paper, which was based on the 16-18 study programme position statement and focused on current year enrolments, attendance, achievement and destination, and provided the following summary:

- i. Going forward the strategy was to re-engage with apprenticeships and traineeships.
- ii. The number of enrolments had exceeded the numbers for the previous year with large increases being seen, particularly in health and social care, construction and business. As a consequence the timetable was being re-drafted.
- iii. The majority of achievements had been 'pulled through' although a number were still outstanding. This would be a focus for staff over the next week.
- iv. Whilst the paper indicated that positive destinations were recorded for 93% of 2017/18 leavers, it was anticipated that this figure would actually reach 100%.

Members then asked students to talk about their experiences in College.

Akmal Khalifa highlighted the following matters:

- i. He had just started at College, having previously attended King Edward VIth Six Form College in Nuneaton.
- ii. In his first week he felt well looked after and everything was ready for him. He was in a class of 10 students.
- iii. In response to questions from Members, he indicated that he had received on-line information from the College when he was looking at where to study after King Edward VIth Six Form College. It would have been helpful if the College made more information available on social media.
- iv. In response to a question from Members, he explained that if he had a problem he would speak to his tutor or progress coach.
- v. He was enjoying his barbering course and that the best part of the course was the practical lessons.
- vi. In response to a question from Members, he indicated that he would like to progress in barbering, taking a level 3 qualification and then either get a barbering job or start his own business.
- vii. In response to a question from Members, he explained that he had passed his English and maths GCSE qualifications at school although he had taken English and maths tests on the Box.

Chloe Lloyd-Hughes spoke about the following matters:

- i. In response to a question from Members about the College's use of social media, she explained that the College, and particularly the catering department, did use social media to highlight student achievements.
- ii. If she had a problem she would speak to her progress coach or a wellbeing officer.
- iii. She had been involved in a number of competitions including WorldSkills and had been very successful. She had undertaken work experience at the Sheraton Grand London Park Lane Hotel as a result of a competition win. The College was also arranging work experience for her later on in the year which would be very useful. The best part of the course was meeting people.

- iv. In response to a question from Members she stated that she was looking at whether or not to take a degree. In the long term would like to go to work in a hotel or restaurant or start her own business.
- v. She had passed her English GCSE in 2017/18 and was re-taking her maths GCSE this year. She was determined to pass as she used Maths in catering.

Paul Cashian thanked Akmal and Chloe for joining the meeting and speaking to Members.

(Akmal Khalifa and Chloe Lloyd-Hughes left the meeting at 6.25pm)

Marion Plant highlighted a previous decline in some catering achievement rates; however these rates had now increased and the improvements were significantly attributable to competition work.

Lynsey Smith highlighted that in the previous 2 academic years the Director of English and Maths had applied to the College innovation fund to support English and maths delivery. This year (2018/19) the funding had been included in the general budget.

Members then provided the following challenges to the paper:

- i. It would be helpful to see the breakdown of enrolments on a campus as well as a cohort basis. **ACTION 19 VPQ**
- ii. When would the Committee be able to see that 100% of 2017/18 leavers had positive destinations recorded?

Lynsey Smith confirmed that staff were actively working on this area and that she was hoping to finalise the numbers in the next few days.

Ben Crook confirmed that the final positive destination figure would be included within the whole College Self-Assessment Report presented to Members in December 2018.

- iii. Would Members be able to see what the destinations actually were; for example the actual categories of employment so Members could obtain a feel for the types of jobs students were moving into?

Ben Crook confirmed that this type of analysis was currently being looked at with a view to reporting more information in 2018/19, as the categories that the College was required to report on were very wide and non-specific. Some information could be reported once destination outcomes for 2017/18 were finalised.

In response to a question from Members, Alex Lindsay gave his thoughts on the current maths and English position:

- i. GCSE maths results were disappointing although progress had been made in English.
- ii. Functional skills performance was excellent, both for the 16-18 and adult cohorts.
- iii. It was essential to ensure that students attended because if they did, they would make progress.
- iv. It was important to note that in 2017/18 there were more students coming to College with a GCSE grade 3 or less, than in the previous year.
- v. GCSE outcomes for 2017/18 had been broken down by campus which indicated that higher performing students were based at the Hinckley and South Wigston campuses.

Marion Plant highlighted that students had a lower starting point at the Nuneaton Campus.

Alex Lindsay confirmed that this was the case; however three catchment areas in South Wigston had the same deprivation levels as Nuneaton.

Members asked what progress was being made with diagnostic testing in this academic year.

Alex Lindsay indicated that for the 16-18 cohort, 98% of diagnostic tests had been completed. A number of students had had to take a paper based test and therefore were not included within

the KPI figure; however the number would be added manually. The final figure would be available at the end of the '42 day' period. It was good to see the high number of enrolments.

Members raised the following queries:

- i. Did the College have sufficient resource, particularly staff, to manage the increase in student enrolments?

Alex Lindsay confirmed that staffing levels were adequate; the College was currently working to recruit two additional maths tutors and staff were heavily utilised. It was essential that some capacity was released so that extra support services could be run in the English and Maths Hub. As the increase in enrolments had been anticipated, significant preparatory timetabling work had been undertaken to manage the situation. The 'setting' of students was also being considered to enable smaller groups to be established to provide additional support for those students who needed it.

- ii. Recruiting maths tutors was challenging; how was recruitment activity being managed?

Alex Lindsay explained that job advertisements had been placed highlighting a 'competitive salary' instead of a specific salary grade. Ideally, he would like to see school teachers applying, as a culture change was required and staff had to be involved in making this shift. Significant movements had taken place at the Nuneaton Campus but more energy and drive was required from staff.

Marion Plant indicated that work on a pay and rewards strategy for hard to recruit positions was taking place.

- iii. Why was the College late in undertaking this recruitment activity?

Paul Fletton explained that the College had been waiting for pilot funding before it went out to advert; the funding had come through later than anticipated.

- iv. The activity that was taking place had to be reinforced by vocational tutors.

Alex Lindsay confirmed that significant work had been undertaken in this area. Staff observing vocational tutors had been trained to look for opportunities when English and math could be delivered alongside the core subject. They would then deliver this learning to teaching staff. This included using the results of the diagnostic testing to enable differentiation in lessons and to facilitate stretch and challenge. The impact of this work was already visible in classrooms.

Following discussion, Members received the paper.

(Lynsey Smith and Alex Lindsay left the meeting at 6.46pm)

2.4 Student Engagement & Involvement Overview

Ben Crook introduced Chris Nixon who had been appointed as Director Student Experience and the College's designated safeguarding lead on 1st October 2018. Members congratulated Chris Nixon on his appointment.

Chris Nixon introduced the paper and drew Members' attention to the following issues:

- i. Student engagement now sat in the Director for Student Employability's area.
- ii. The process to elect course reps was in train and the first Student Parliament would take place on 13th December 2018.
- iii. The paper presented an overview of the Student Voice and enrichment activities planned to take place during the year.

Members raised the following matters:

- i. Had the course rep training taken place?

Chris Nixon confirmed that it was currently taking place and explained the role of course reps. Callum Marvin, the Student Liaison & Enrichment Lead, was responsible for undertaking the training.

- ii. How would Members receive updates on this area going forward?

Paul Fletton explained that the paper which had been presented gave an overview of the student engagement process, including scheduled student surveys and student voice mechanisms. Committee updates were then scheduled at intervals during the year. These would give detail on significant and key issues including Student Parliaments, together with follow-ups on progress and activities.

The Clerk updated Members on the work currently taking place to appoint a Student Member. She suggested that it might be helpful to recruit a number of additional students, (either those who had expressed an interest in becoming a Student Member but who hadn't been successful or from the course rep population) to be co-opted to the Students, Learning & Quality Committee. Those students could then act as a substitute for the Student Member if that person was unable to attend a Corporation meeting.

Members felt this was helpful and proposed that co-opted student members could include a HE student and a level 3 apprentice course rep.

Following discussion, Members received the paper.

2.5 Careers Advice and Guidance Update

Paul Fletton introduced Chris Tullin who had been appointed as the Director for Student Employability. Members congratulated Chris Tullin on his appointment.

Chris Tullin introduced the paper and provided a brief summary, highlighting the following matters:

- i. The Committee, at its final meeting in June 2018, received a paper which outlined the College's progress as it worked to achieve the Gatsby Benchmarks for Careers Advice and Guidance, by 2020.
- ii. An action plan had been developed and was being implemented. Key actions undertaken since the last meeting included his appointment and oversight of the careers programme.
- iii. A restructure of the management team incorporating a Careers Team Leader had been approved by the Executive Team.
- iv. Consideration of aligning the Information, Advice and Guidance (IAG) Team to different sector areas, was a new initiative arising from the Ofsted monitoring visit.

Members interrogated the paper:

- i. Would the proposal to expand the use of English and Maths Hub to incorporate Employability and include all job and apprenticeship vacancies, dilute the impact of the Hub?

Chris Tullin explained that this was still a proposal. Initial thinking had been to include the activity in the English and Maths Hub as it was so important. There were however other areas in which it could be incorporated and further consideration of the proposal was required.

- ii. Ofsted Inspectors had asked Members how the College raised student aspiration. What IAG activities would help raise student aspiration?

Chris Tullin indicated that the ethos of IAG was to raise aspiration. Progress coaches were an essential part of this work, as was the tutorial programme. Data was available to show the impact of progress coaches in raising aspiration.

Chris Nixon also highlighted changes to the approach being taken to employer encounters with students. A 'festival' model was now being used instead of the 'direct contact' approach previously used.

- iii. Were College alumni used to raise aspiration?

Chris Nixon confirmed that this area was being looked at.

Chris Tullin stated that student aspiration was being raised by qualification level. Approaches were being implemented and monitored to show impact and benefit.

- iv. How was the Team looking to integrate IAG, progress coaches and employability?

Chris Tullin explained his vision for his new role would include progress coaches undertaking a qualification in IAG and employability skills. The different teams were working much more closely together and were involved in the progression programme.

- v. How popular was the use of progress coaches in the FE sector?

Ben Crook explained that use of progress coaches had been used throughout the College and a significant number of other colleges had also adopted their use. The actual title 'Progress Coach' did not however properly describe the actual role which was much more pastorally orientated rather than academically orientated. Other staff were employed by the College to specifically support academic progress. Progress coaches would however drive employability targets.

Following discussion, Members received the paper.

(Chris Tullin left the meeting at 7.04pm)

4. Safeguarding and Prevent, Equality And Diversity

4.1 Safeguarding Annual Report (including summer term) 2017/18

Paul Cashian welcomed Tracey Forman to the meeting and thanked her for attending to deliver her final report, following her appointment as Principal at Homefield College. Members congratulated her on her new appointment.

Tracey Forman introduced the paper and summarised the following points:

- i. External referrals had increased by 22% on the previous year. The driver for this increase in referrals, which related to incidents of sexual abuse and harassment, appeared to originate from the #MeToo campaign. Many of the incidents were historical with an increase in referrals from the 19+ student cohort.
- ii. Members had previously expressed concern about the timeliness in delivering staff update briefings. As a consequence, the decision had been taken to deliver the annual briefing at the start of the Staff Conference.

Chris Nixon explained that the briefing had also been video-taped and made available to staff who were unable to attend the Staff Conference. It was possible to see which members of staff had attended the Conference and who viewed the video. Consequently, it was easier to catch up with staff who hadn't received the briefing, at a much earlier stage than was previously possible.

- iii. A new approach to student induction had been trialled in 2017/18 and had been further refined in 2018/19, with a number of larger events being held. These larger induction events had generated greater attendance with 3013 students attending which was substantially more students than in previous years.
- iv. Safeguarding tutorials were held in week 4 of the term, incorporated the 'Keeping Children Safe in Education' guidance and were quite hard hitting. A number of students had come to staff, upset, after each of the tutorials and some had made disclosures. A student survey, undertaken after the tutorials, had indicated that 88% of students felt safe at College, a decline on the same time last year. The Team thought this outcome was as a result of the tutorial being so hard hitting as the percentage was usually much higher.
- v. Additional security had been put into place at all campuses and students were more readily wearing their lanyards. Chris Nixon would shortly be organising a number of focus groups on the subject of College security.

Chris Nixon indicated that the Team was aiming to keep the percentage of students who felt safe at College at a high level, as historically there was a declining trend during the year.

- vi. Care leavers had been a big focus for the Team in 2017/18. Following some significant and focused work the achievement rate for care-leavers, had increased by 20%, with four students progressing onto University.
- vii. 2017/18 was the first year of the College's mental health strategy and the paper set out a number of high points during its deployment. In light of experience, a number of changes had been made for 2018/19.

Members expressed their pleasure at seeing the mental health strategy in place.

Members explored the following issues:

- i. 6% of black, Asian and minority ethnic (BAME) students had made referrals for sexual and physical abuse. It was encouraging to see the breakdown of the data in this way and that two BAME members of staff had been specifically recruited to support BAME students. How did this figure relate to the College profile for referrals?

Tracey Forman indicated that referral rates was just under the College population profile and reflected the local community. The overall College BME population was higher than each of its campuses.

- ii. The report highlighted that whilst 274 staff had attended the WRAP (Workshop to Raise Awareness of Prevent) training it has been difficult to deliver the training to all relevant staff. Had remaining staff now received the training?

Tracey Forman explained that because the training was delivered on a rolling programme basis it had been difficult to catch all staff. Consequently, the decision had been taken to deliver the training to all new frontline staff during their induction period. As the programme was a rolling programme it was not possible to give the percentage of staff trained at a point in time, it was only possible to give the total over the year.

Chris Nixon confirmed that the WRAP training session would be delivered at every staff development day throughout the year.

- iii. How were staff who hadn't completed the training identified?

Tracey Forman stated that staff who had undertaken the training were logged by the HR Team so it was possible to identify those staff who hadn't completed the training.

- iv. The Report indicated that 48 out of 54 managers had completed their Safer Recruitment Training. What was happening with the staff who hadn't attended the training?

Ben Crook highlighted that the number of managers who had undertaken the training had increased and there only needed to be one panel member who had undertaken the training on any recruitment panel. The College ensured that each recruitment panel included an appropriately trained member.

Following discussion, Members received the paper and thanked Tracey Forman for her excellent work for the College.

(Tracey Forman and Chris Nixon left the meeting at 7.21pm)

2. Learning, Teaching and Assessment contd.

2.2 TLA Dashboard 2017/18 Closing Position and TLA Dashboard 2018/19 Opening Position

Paul Fletton introduced the paper, highlighting key points which were interrogated by Members:

- i. The 2017/18 dashboard, had been updated in most cases with the final position for the year, with the exception of confirmation of the final achievement data. This was

expected to come in as forecast and reported to the Corporation at its meeting on 4th October 2018.

- ii. Retention figures had been updated over the last week and whilst there were rated as 'red' (as they did not achieve the College target set), they were above national benchmark.
- iii. For 2018/19, a significant number of KPIs were rated Blue as it was too early to report on them.
- iv. Attendance was currently rated as Amber. This was attributable to the streaming work that was currently taking place and the fact some of the registers had taken time to settle. The anticipated percentage for attendance was in the mid 90's and the current percentage would increase accordingly.

Following discussion, Members received the paper.

2.3 **Student Progress Update**

Ben Crook introduced the paper and provided the following summary:

- i. The paper would be updated in January and March 2019 when the final progress scores were published.
- ii. The only progress data which had to be reported was for students who were over 17 years old.
- iii. College progress scores were getting closer to national benchmarks, with the largest cohorts of English and maths and level 2 vocational and technical qualifications demonstrating an improvement.
- iv. Further improvement in 2018/19 level 3 applied general scores was required, as it was likely that the College would be seen to perform badly in this category. This smaller cohort (183) was mainly represented by qualifications in health studies and sport curriculum areas.
- v. When looking across the piece there was clear evidence of better performance than in previous years.
- vi. Work on this area was still being undertaken and Members would obtain a clearer picture when the SAR was presented.

Members raised the following challenges:

- i. Did the Ofsted Inspection Data Summary Report (IDSR) only focus on a subset of College provision?

Paul Fletton confirmed that this was correct and that the Executive had not reported on progress scores to Members using that document as it had been trying to achieve a consistent method of reporting.

Marion Plant emphasised that Ofsted Inspectors had indicated that reporting to Members had been sufficient and appropriate.

Ben Crook stated that the College scrutinised the progress of all learners and not just the small cohort of level 3 learners. When the IDSR was re-run in January 2019, it would be provided to Members. **ACTION 20 VPQ**

- ii. It would be helpful if Members could receive a presentation on progress scores at a future Committee meeting. **ACTION 21 VPQ**
- iii. Ofsted had asked if Members saw national and general further education college (GFE) BME data.

Ben Crook indicated that GFEs sometimes had national averages for BME which were higher than other groups.

Paul Fletton highlighted that the College was required to overtly show any profile 'inconsistencies' in data.

Following discussion, Members received the paper.

3. Stakeholder Feedback

3.1 Annual Complaints Analysis

Ben Crook introduced the paper and focused on the following points:

- i. The overall ratio of formal complaints per month has reduced significantly from over 6.16 per month in 2016/17 (a total of 74 complaints), to 3.33 per month in 2017/18 (a total of 40 complaints).
- ii. To count as a complaint, an issue had to be raised in a letter or email.
- iii. Analysis of the complaints showed the most common theme being about specialist teaching staff.

Marion Plant indicated that it would be helpful to know the size of the cohorts from which complaints originated.

Following discussion, Members received the paper.

3.2 NSS and Internal HE Survey - Outcomes and Actions

Members indicated that the NSS survey outcomes were disappointing once again.

Paul Fletton introduced the paper and focused on the following points:

- i. The key issue was that the survey was very susceptible to non-responses and a small group of disgruntled students.
- ii. The survey cohort was small due to the way the College currently set up its HE courses. All students undertook a year's HNC course and then topped up with a year's HND course. To qualify to undertake the NSS, students had to take a full two year HND course. The decision had therefore been taken to move to two year HND courses and broaden the sample base. This action would not however make an impact until 2019/20.
- iii. As a consequence, the College had conducted an internal survey based on the NSS model for all its HE students. This more representative survey showed improved satisfaction rates across all areas when compared to the 2018 NSS results and a significant reduction in the difference to provider benchmark data. A key area which the Executive was very proud of, was the positive outcomes associated with the question on assessment and feedback.
- iv. There was however more to do on a range of other factors and following a detailed analysis of the NSS 2018 outcomes, an action plan was being developed and implemented with the purpose of improving satisfaction rates in the survey.
- v. A big focus on HE was being taken at the Hinckley Campus, which provided students with more space and was more aspirational in appearance. Steps had been taken to provide a better separation between FE and HE students.

Members asked whether there was an opportunity to provide exclusive HE space at the Nuneaton Campus when it was re-developed and thereby encourage more students to attend.

Paul Fletton confirmed there was certainly scope for this work which would also raise aspiration in the College's largest campus.

Following discussion, Members received the paper.

5. Other Matters

5.1 Release of Papers

Members agreed the release of all papers with the exception of the case studies in agenda item 4.1 Safeguarding Annual Report (including summer term) 2017/18.

5.2 Date of the Next Meeting

Members' agreed the date of the next meeting as Thursday 22nd November 2018 at the Nuneaton Campus.

Members highlighted that a brief presentation to the Corporation on the outcomes from the Ofsted monitoring visits should be delivered at the next Corporation meeting.

The meeting finished at 7.45pm

Signed: (Chair) Date:

DRAFT