

**STANDARDS AND EXCELLENCE COMMITTEE**

**Minutes of the meeting held at 5.00pm on 1 February 2018**

<b>Present:</b>	S Daley (Chair) J Gazzard	A Maltpress (Vice Chair) R Berongoy	K Points N Savvas, Principal
<b>In Attendance:</b>	R Kirk, AP HE C Harvey, ED R Sadler, HR Director	C Shaw, VP S&LS A Adamson, ED J Bridges (Clerk)	G Jefferson, ED P Fawcus, ED

Members confirmed that they had no conflicts of interest to declare in relation to the items of this agenda.

**1 Apologies for absence**

Apologies for absence were received from J Mann. L Moody, Vice Principal Employer Engagement and D Coomes, Executive Director also passed on their apologies for the meeting.

**2 Minutes of the meetings held on 30 November 2017**

The minutes of the meeting were agreed as a correct record subject to removing the duplicated words 'this year' from the penultimate sentence in the second paragraph on page 2.

**3 Matters Arising**

The matters arising from the meeting were summarised in the report and all actions reported had either been resolved or, where appropriate an update had been provided on progress elsewhere on the agenda.

Further to the departure of L Johnson, Vice Principal Curriculum and Quality in December 2017, Quality Assurance, MIS and the Student Experience all now sits with C Shaw, Vice Principal Quality and the Student Experience. P Fawcus, Executive Director for Art, Conservatoire East and Quality Improvement takes responsibility and ownership of the Quality Improvement Plan and other quality processes in her designated curriculum areas. Likewise all other Executive Directors have quality responsibility for their curriculum areas; A Adamson, Maths and English, G Jefferson, Engineering and C Harvey, the Milburn Campus for example. The Director of Quality, K Heathcote is line managed by C Shaw.

Agenda item 11 preceded items 4 through to 10

***Overall Effectiveness***

**4 Engineering IQR and Learning Walk Report**

The IQR monitoring of all Engineering provision has been planned to include three phases of review; the first of these has now taken place, with the second one underway. External learning walks of the L4 and L5 Aeronautical provision also took place in December 2017, the outcome of which was very positive. However, the learning walks identified that some staff were not present during timetabled periods and subsequently, a full analysis/triangulation of registers, timetables and utilisation has been undertaken. Current staff utilisation is reported at 76.11%. This issue has been ameliorated by the departure of a fulltime member of the team, who did not successfully complete the probationary period. Any shortfalls are being addressed accordingly.

Changes in MarkBook to track and monitor assessments have been corrected by including milestones in MarkBook that are measurable.

**Action**

JBridges

Engineering Diploma Level 2 for example shows 0% recorded assessment but key measureable milestones have now been added to MarkBook so that student progress can be measured and tracked. It was noted that in other reports members will notice the letters 'SF' against some measures, which is used to indicate that Student Feedback has also been considered in the measurement/output of data.

Where observations of teaching and learning has not been satisfactory, it was noted that re-observations are programmed to take place in phase 3 of the reviews. Phase 3 is planned to take place over the last few weeks in February 2018.

### ***Outcomes for Learners***

#### **5 Update on Maths and English**

The management structure of Maths and English has changed since the last meeting of the Committee. L Johnson, Vice Principal Curriculum and Quality and T Hewlett, Director of Maths and English have both left the College to take up posts elsewhere. A Adamson, Executive Director Maths, English, Business and Science has taken ownership of Maths and English and this area has been further divided in order that management and oversight can be achieved with efficacy. D Barton, as Head of Maths and English for Adult Learners now reports to L Moody, Vice Principal Employer Engagement, and her focus is to ensure that the AEB budget is fully utilised. Her remit also includes delivery of Functional Skills in ICT and delivery of English and Maths into bespoke or home-schooled provision. R Gent, former Head of Maths at CRC is to replace T Hewlett as Head of Maths and English for 16-19 study programmes. She has taken up the post today with a proven track record of excellent Maths GCSE results (the second highest performing in the country).

The Committee asked how much the vocational staff are helping with attendance in Maths and English. The Executive Director confirmed that the data has been challenged with the team to get to the nub of the issues and action plans put in place to redress the issues at student level. The accuracy of reporting has been improved and this is evident from the report received by the Committee where there are obvious achievement differences between students on vocational and academic areas.

Priorities for the Maths and English team continue to be improving student attendance. Granular tracking and monitoring has been implemented with notable improvement in attendance rates from 73% in November 2017 to 80% in January 2018 for Maths and 70% in November 2017 to 81% in January 2018 for English.

Students have now sat Milestone Assessment Two. Tutors have now marked these papers and set students specific targets during the first few weeks of January 2018 to ensure a focus on topics to improve exam success.

The Maths and English 'at risk' report identifies that currently 18% of GCSE Maths and 12% of GCSE English students are at risk of non-achievement. This compares to 6% and 4% respectively at the same point last year. Students are being referred via MEERS, the Maths English Exemption Referral Service, to ensure that specifically identified students receive bespoke small class/1-2-1 support that may also result in them being made exempt from Condition of Funding. Additional teaching/support staff are

being recruited to ensure students who require additional support can be accommodated.

Lots of initiatives have been put in place to encourage attendance and achievement in Maths and English. Additional revision sessions, formative assessments, breakfast groups, manageable milestone assessments and a marketing campaign outlining the positive benefits of good Maths and English skills to students on posters, flyers and through social media.

For the next meeting to be held on 1 March 2018 the Committee asked to receive an update on retention, predicted grades and milestone assessment outcomes.

AAdamson

The Executive Director explained the purpose of the NEACO project; which looks to attract and support students from lower socio-economic areas in the region and postcodes of students who are statistically less likely to go to university. The College has secured funding to run the project and the Committee asked to receive an update report on the progress and student outcomes.

RKirk

## 6 **HE Attrition Rate Update**

The withdrawal report for January this year shows that we have 15 withdrawals across all HE courses which equates to 2.3% of FTEs (15FTEs = circa 20 students). This is 0.9% up (5FTEs = circa 7 students) on the same point last year.

Non-attendance has been chased a month earlier than last year and it is believed this is the reason why the withdrawal rate is currently slightly higher than the previous year.

A support programme, based on the programme used for FE, has been introduced with the HE courses and all course teams and the PST now using ProMonitor. A Learning Support Mentor for HE has also been recruited. They will be working with students on academic progress plus we have introduced PAR weeks in order that scaffolded support can be established quickly during the year for individuals demonstrating the need for this level of support.

With these mechanisms and systems in place it is anticipated that the withdrawal rate will stabilise over the rest of the year leaving a final withdrawal rate not dissimilar to last years.

Based on this data, retention is currently at a rate of 97.7% against a target rate for the year of 96%.

The Committee asked to receive the report to include Access to HE retention data.

RKirk

## 7 **NSS/ISS Actions**

The outcome of the NSS Report has provided the College with some action points, some of these are for the whole HE provision and other for individual course areas where the student satisfaction levels were particularly poor. These were HN and FdSc Mechanical Engineering, FdSc Construction Management and FdA Hospitality and Event Management.

Since the action plans were drawn up there is confidence that positive outcomes will be achieved. Meetings are held regularly between the course teams and the Head of HE and/or the Assistant Principal for HE and further activity to address the HE action plan as a whole are in place, including meetings with students, learning walks and changes to the approach to monitoring the quality of the provision.

The actions that were relevant to the whole of the provision revolved around understanding the students' interpretation of the NSS and ISS, keeping an awareness continuously throughout the year to monitor their levels of satisfaction and to be able to address issues before they developed, and ensuring staff were fully aware of their responsibilities in managing the students satisfaction and expectations.

Course specific action plans were drawn up with the HN and FdSc Mechanical Engineering, FdSc Construction Management and FdA Hospitality and Event Management.

In the case of Construction and Engineering courses the key areas of action were around staffing and timetabling. These have been responded to with a programme of training, including ESOL and teacher training as well as mentoring for inexperienced or new staff. For one new member of staff they have received help from the Director of Performing Arts, G Willis, to work on voice projection techniques which already is having a positive impact on the student experience.

For Hospitality and Event Management a key area of concern was the lack of teaching on a number of modules. This has been investigated further and timetabling and changes are to be discussed with the students well in advance to avoid any concerns or misconceptions.

It was noted that the grades of the surveys range from 1 to 5. Anything other than a 1 results in an unsatisfactory grade so this has been made clear to staff so that students when completing the surveys are made aware of the impact that their score may have or how it will be perceived and published.

The Assistant Principal for HE mentioned a number of validations that have been undertaken recently with a further 5 to take place over the coming months. All have been positively completed and received.

## **8 Early Leavers Report**

The reduction in the number of withdrawals continues to improve compared with last year for both 16-18 and 19+. To date there have been a total of 55 (16-18) students and 14 (19+) students withdraw from the College compared with 70 (16-18) and 17 (19+) for the same period last year.

The main reasons for withdrawal in the 16-18 age range have been due to gaining employment (29%), gaining an apprenticeship (20%), transferring to a different learning aim but are still within College (14%), or they have moved from the area and/or illness (9% each).

For 19+ students common withdrawal reasons are illness (21%), altered family commitments (14%), employment (14%), or for personal reasons (14%).

The areas that have lost the largest number of 16-18 students are Art and Design (13), Healthcare and Early Years (11) and Automotive (7).

The areas that have lost the largest number of 19+ students are Access to HE (8), with 2 from Art, 2 from Make Up and Media Level 2, 1 from Professional Cookery and 1 from Electrical Level 3.

Since the time of writing the report there has been a number of further withdrawals and these have in the main been from Access to HE courses. The actual number will pull through in the next report to the Committee and analysis of withdrawal reasons investigated to understand whether there are any emerging issues with the delivery of the course and/or emerging trends with withdrawal reason.

## 9 **Courses At Risk**

There are currently 31/138 courses Red RAG rated across eighteen departments. Many of the courses identified as being 'at risk' have poor attendance and poor progress, however current attendance is now being looked at rather than overall attendance in anticipation that problems can be identified sooner and actioned. There are often correlations between attendance and those students identified 'at risk' of not achieving. Each of these students will be supported by their PST and have a detailed action plan in place.

Since the time of writing the report there are some improvements in the number of courses at risk and this will pull through in the next report to the Committee.

It was noted that assessment in Conservatoire East is at 0%. The Vice Principal Quality and the Student Experience confirmed that assessment is taking place and students are progressing. The updates have not been entered into MarkBook. Structural anomalies in MarkBook for these courses are to be corrected before a clear picture of actual progress will pull through. Science progress was noted to be a higher risk where students are currently taking resits and a thorough review of issues has informed the development of a quality improvement plan for this area. A change in qualification framework partway in the year has also negatively impacted student progress as students get to grips with new/different curriculum modules from the modules initially determined in September 2017.

## ***Teaching Learning and Assessment***

### 10 **Lesson Observations**

An Internal Quality Review (IQR) took place across the Milburn Campus last September. This exercise was informed by an external consultant, who successfully calibrated the Classroom Based Learning (CBL) team during the learning walk elements of the process. This person challenged the executive, subject leaders and staff and coached them to adapt their style and identify the improvements for change.

In order to evolve the Observation of Teaching Learning and Assessment (OTLA) processes in the future and increase the focus on student learning experiences it is proposed that (with due care paid to the individual sensitivities of specific student cohorts) the College OTLA policy is to be amended; 1) to introduce undocumented 'no notice' walkthroughs; 2) external visitors to the College, who express interest in seeing classroom-based practice, may be invited to undertake walk-throughs accompanied by

their host/relevant manager; 3) to introduce 'no-notice' learning walks; and 4) full, formal lesson observations to be restricted to those requesting a 'graded' observation.

The Executive Director for the Milburn Campus, C Harvey reported that while the external validation of the observations at the Centre was at a busy time of the year (early September) and staff felt anxious about an external review of classes where they had only perhaps seen students twice in the term it was received positively as staff felt the process was supportive and extremely beneficial.

The Committee was supportive of the proposal to move toward 'no notice', non-graded learning walks. This is about being able to accurately evaluate the quality of teaching and learning without giving teaching staff notice that their class/area is to be 'observed' or 'walked'. This proposal will need the support and agreement of the recognised union UCU and this is on the agenda to discuss with them over the coming weeks.

The Vice Principal Quality and the Student Experience is to share the dates of the coming Learning Walks with the Clerk so that Governors can be invited to 'shadow' and participate in a learning walk experience.

CShaw

Agenda items 4 through to 10 were taken after agenda item 11.

### ***Leadership and Management***

#### **11 Workforce Update**

*Confidential item under paragraph 18(2) of the Instrument and Articles of Government*

J Gazzard joined the meeting at 5.25pm

R Sadler left the meeting at 5.25pm

#### **12 Committee Meeting Times**

The Clerk will look to convene meetings of the Committee in the 2018/19 academic year on a Thursday at 5.00pm.

JBridges

#### **13 Any other business**

It was noted that the Committee did not receive the usual Curriculum and Quality KPI Report for this meeting. This has been an appended report taken under matters arising and shared with the Committee for information and comment. It was agreed that the Chair of the Committee will review the purpose of the KPI report with the Vice Principal Quality and the Student Experience to decide if this is a regular report expected of the Committee.

SDaley  
CShaw

The Committee is to receive and approve the Quality Improvement Plan for 2017/18 at the meeting to be held on 1 March 2018.

PFawcus

#### **Date of next meeting**

Thursday 1 March 2018 at 4.30pm. Room TG1.16

The meeting closed at 7.00pm