

Minutes of Academic Planning and Quality Committee Meeting

Monday 14 January 2019

Room C6, Richard Huish College, 5.30pm

Min No **Governors Present:** Mary Tighe (Chair), Barbara Barratt (Vice-chair), Lee Ballard, Ann Helsby, Jonathan Langdon and David Tomaney (Parent Governor) and Stephen Haydock. Indy Grant, Connor Payne and Cerys Turner (Student Governors).

Also in attendance: John Abbott (Principal), Colin Barnard (Assistant Principal – Student Support), Joe Bennett (Assistant Principal, English, Science and Mathematics), Xanne Blythe (Clerk), Becky Flower (Assistant Principal, Humanities and Social Science), Emma Fielding (Deputy Principal - Curriculum and Quality), Saffron Lee (Assistant Principal, Business and Creative Industries), Richard Jones (Careers Manager) and Ruth Walmsley (HR Director)

APQ **Declarations of Interest (agenda item 2)**
21

No declarations of interest were received.

APQ **Minutes of the Previous Meeting (agenda item 3)**
22

RESOLVED: that the Academic Planning and Quality Committee minutes dated 22 October 2019 be agreed as an accurate record and be duly signed by the Chair, subject to a minor amendment.

APQ **Matters Arising (agenda item 3)**
23

The revised matters arising schedule was noted.

APQ **RHC Progression and Destination Report for 2018 (agenda item 4)**
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The Careers' Officer provided a report to examine the destination data of 2018 leavers. This was the fifth year this report had been produced allowing for greater analysis of year on year trends. Level 2 student destinations had been included.

The meeting noted the increase in the number of students electing to take a gap year, while many students currently on a gap year had already gained a place at university through deferred entry, the majority of students were taking time out of education and would apply to university with grades in hand. As a direct result of the increase in gap years, a sharp decline in the number of students progressing directly onto HE was seen.

The following areas were highlighted during discussion:

- of the 797 leavers for 2018, 44% had progressed onto higher education, 120 students had progressed to Russell Group universities, the drop in the number of students applying to Russell Group universities was attributed to the high number of gap year students,
- for 2017-18, nine students had accepted places at Cambridge or Oxford University. The College was running a comprehensive Oxbridge programme,
- UCAS reported a 5% drop in applications for 2018. Applications made through Huish had fallen by 2.5% between 2017 and 2018. Students were encouraged to access support and guidance from Huish when completing their UCAS application,
- HE destinations by top ten subjects showed that the top seven spaces were occupied by vocational degrees leading to graduate level employment, in business and management, engineering, sport, computer sciences, law, nursing and education,
- the top ten university choices for students were locally based reflecting finance concerns,

- approximately 75 Huish students had received unconditional offers for 2018,
- a breakdown of occupation areas of apprentices remained consistent with previous years with accountancy and administration remaining the most popular,
- a large proportion of Level 2 students were progressing onto Level 3 courses at Huish, while others were gaining places on apprenticeships.

RESOLVED: that the Richard Huish College Progression and Destination Report for 2018 be noted.

APQ 25 Course Achievement Against Targets (PP2/7) + Student Attendance Data (agenda item 5)

A report provided in year monitoring for data for student attendance by programme, course progress data, and updates on Level 2 and GCSE Maths and English.

(a) International Cohort Progress (Nov 2018)

The International English Language Testing System (IELTS) qualification was used to set targets and secure a benchmark for monitoring progress. Making comparisons against UK students and against previous years was a challenge. There was a diagnostic maths test used by the maths department as a benchmark.

In response to discussion, challenge and questions from Governors, the following key points were made:

- 76.5% of Year 1 (all international students) and 64% of Year 2 (all international students) were on target, ALPS Connect showed Chinese students performing at an ALPS 3 (Good) across A Level,
- overall attendance for international students was 95% (95% overall College attendance),
- international students were tutored by a discrete group of tutors working with the cohort, to allow for closer monitoring and consistency. Regular meetings provided a forum to discuss areas for improvement with planned interventions to improve performance,
- the introduction of the Higher Project Qualification, the Level 2 equivalent of the Extended Project would provide international students with the required independent research skills. Student engagement with this IHPQ had been excellent and had helped with transferrable skills.

(b) English and Maths Update

The AP for English, Science and Mathematics provided a report on the profile of English and maths as a key national priority driven by the identified skills deficit in the 2011 Wolf Report. The College was running the government initiative 'Core Maths', a programme to develop a viable qualification to encourage more students to study mathematics beyond GCSE. The profile of English and maths was raised in the College to ensure all students had opportunity to develop the English and maths skills regardless of their study programme.

In response to discussion, challenge and questions from Governors, the following key points were made:

- classes were in place for students to develop their English skills to support Level 2/3 studies, students could also work towards their IELTS qualification for university progression, offered to all students for whom English was second language,
- College provision was outstanding and the GCSE English and Maths success rates were well above the national figures for resits. For each subject Huish was ranked 26th of 257 centres nationally entering students for GCSE resits. Headline figures and value added was very strong,
- issues around student behaviour had been managed by staff training,
- a variety of enrichment and extra-curricular opportunities were available to develop students' English and maths skills, embedding the use of English and maths in the classroom was ongoing to use natural opportunities,
- actions were in place to develop a College level strategy document for English and maths to

- further refine and enhance the development of learners' literacy and numeracy,
- the data was questioned and the next progress point (PP8) would be more indicative of students' results.

(c) APQ Apprenticeships and Adult Skills

A report updated Governors on the Apprenticeships and Adult Skills course teams and following points were highlighted during discussion:

- 142 apprentices had started since August, the biggest recruiters were currently in Leadership and Management, the target for the year was to recruit 253 new apprentices,
- there was positive feedback from both ACCA accreditation and AAT external verification visits,
- all learners were risk assessed to ascertain the likelihood of timely achievement and actions in place for those identified as at risk. The variable start and completion times made reporting data complex, a table presented the progress of learners in each apprenticeship programme,
- a further report would be submitted to the March Committee for Governors to set apprenticeship 2018-19 targets and discuss challenging targets for 2019-20,
- there were 253 new apprenticeships for Health Care, learners were entered for their end point assessment when ready.

(d) Courses Requiring Improvement 2018-19

As a result of the College Self-Assessment process a number of courses had been identified as Grade 3 – 'Requires Improvement' and a report identified the course, key areas for development and progress for Term One.

The meeting noted that the Teaching and Learning Group had recently met on 9 February 2019. The following areas for improvement had been discussed: Accounting, Graphics (Visual Arts), History, Sociology, Psychology, French, Religious Studies and Geography. The meeting had provided Governors with the reassurance that the management team were aware of the issues in subject areas requiring improvement that they had also been graded 'requires improvement' in the most recent Subject Self-Assessment process, and that there was a clear and appropriate plan for the delivery of these improvements. Therefore, detailed discussion would not be repeated in such depth at this Committee meeting.

RESOLVED:

1. that the course achievement against targets report be noted,
2. that the apprenticeship targets for 2018-19 and 2019-20 be submitted to the Committee for consideration, prior to Corporation approval, and
3. that the PP8 results be circulated to the Committee by the Clerk, when available, to evidence the required improvements.

EFI
XBL

APQ 26 Performance Management Review and Support (agenda item 6)

A streamlined action plan template had been developed with a clear focus on impact and identification of in-year milestones-indicators. Touch points were in place throughout the year to assess the impact of interventions, with in year indicators and regular monitoring.

Two senior groups had been established: 'Curriculum & Pastoral' and 'Quality & Development'. The former group would focus on headline data and the new management Advantage data, with the latter group specifically focused on monitoring in year progress on a regular basis.

A successful professional development half day for staff had been held in December where teaching staff shared the findings of the research they had been carrying out. Staff were also introduced to a form of Joint Practice Development originating from Japan known as Lesson Studies and a significant number of staff expressed an interest in potentially voluntarily being involved in a pilot this academic year.

RESOLVED: that the Performance Management Review and Support update be noted.

APQ 27 College Self-Assessment Report (SAR) Grades for 2017-18 (agenda item 7)

The report set out the proposed self-assessment grades for the four headline measures as set out in the current Common Inspection Framework (CIF) for the College SAR for 2017-18.

The area for discussion and decision for this item was around the key judgement grades being proposed for: Leadership & Management, Quality of Teaching & Learning, Personal Development Behaviour & Welfare and Outcomes for Learners. Other details were provided to offer context :

- extract from the draft Executive Summary document giving an example of the format, key strengths and areas for development being proposed,
- an example of the template that would be used for the College level Quality Improvement Plan (QIP), and
- overall Effectiveness Section from the full College SAR.

In depth discussion ensued on the grade to be awarded for Outcomes for Learners and the acknowledgment of areas for improvement reflected in the document and the relativity compared to other institutions.

RESOLVED: that the College SAR for 2017-18 be submitted by the deadline (31 January 2019) without grades, and that the self-assessment grades be deferred for approval at the March Corporation meeting.

APQ 28 HE Complaints' Summary Report for 2018-19 (agenda item 8)

The Committee noted the one HE complaint received for 2018-19 in connection with Plymouth Marjon University's decision to move away from Level 6 provision at the College. Marjon's HE Academic Complaint Policy and Procedure was being used and the AP outlined the stage of the particular complaint.

RESOLVED: that the HE Complaints' summary for 2018-19 with one complaint be noted.

APQ 29 My Concern Anonymised Summary Report for 2018-19 (agenda item 9)

At the request of the Committee, a report was provided to illustrate the number and nature of safeguarding and wellbeing concerns raised in the Autumn term of 2018. In response to discussion, challenge and questions from Governors, the following key points were made:

- 207 cases were active and 34 filed, the majority of cases were mental health and anxiety,
- the number of triaged cases to the College Counsellor in the Autumn Term 2018 was 33, of all students seen, 11 had seen the Counsellor for longer than six sessions due to a continuing need. In total, there were 36 female student referrals and 16 male. There was a three week waiting list for the College Counsellor,
- the number of student referrals triaged by the Mental Health Coordinator (MHC) in the Autumn term of 2018 was 65, 24 of these were continuing to access support with the MHC on a permanent basis. 23 students were being seen by the MHC for a 1:1 mental health self-management. In total, there were 44 female student referrals and 21 male referrals,
- within the triage process there was a variety of further options for support including the mental health education pilot and lower level support by tutors, teachers and support tutors within the Student Services team,
- other students may be directly referred to an outside agency if a higher level of intervention was required, all monitored by 'My Concern' software,
- the Deputy Designated Safeguarding Lead had set up an awareness group and other options were being explored through tutorials,
- as more data became available comparable data would identify any trends such as seasonal variations, enabling the College to be more proactive in planning strategies to combat any peaks,

- a celebrity guest speaker was recommended to speak to students, as a role model on managing mental health.

RESOLVED: that the My Concern report for the Autumn Term 2018 be noted.

APQ 30 Safeguarding Update (agenda item 10)

(a) Lead Governors' Report for Safeguarding

Lead Governors for Safeguarding and Accommodated students had met in advance of the Committee meeting on 17 December 2018 and a report had been circulated for information and Governor assurance.

The following areas were highlighted in the report:

- Single Central Register (SCR), Safeguarding Governors would inspect the SCR at their next meeting and on a termly basis, following the HR Director's SCR training update in Jan 2019,
- areas around safer recruitment were covered, the Safeguarding Lead Governors and the Student Accommodation Lead Governor had attended Safer Recruitment Training with the Somerset Safeguarding Children Board,
- the SCC Safeguarding Audit online submission was discussed (submission deadline 14 January 2019) with a report and action plan submitted to this Committee,
- discussion had focused on the statement of safeguarding practices in relation to contractors on the College site. A monitoring form was in place for external contractors and they were contained in a designated compound. These terms were reflected in the contractor's contract. Safeguarding practices at Oak House had a heightened level of oversight and a member of Oak House staff would accompany the contractor at all times,
- Lead Governors had reviewed the My Concern report in advance of this Committee,
- Next areas of focus for the next Lead Governor meeting was the risk register around safeguarding and the associated mitigating controls, safer recruitment, the Ofsted visit feedback and High Needs students,
- the Safeguarding Lead Governors' role profile had been updated and cross referenced with the most recent KCSIE statutory guidance and the College's updated Safeguarding Policy. The amended Lead Governor role profiles were appended to the report for comment,
- it was considered that the English and Maths Lead Governor appointment could be deferred in light of the excellent Maths and English College data, and a focus could be directed to the appointment of a Lead Governor for Careers, in line with the recent DfE's Careers guidance dated February 2018 and the Gatsby benchmarks.

<https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

(b) Somerset Governors' Safeguarding Annual Audit 2018-19

Following the online submission of the annual audit both the full report with a score of 90% and a summary report was produced identifying the action plan for any further action required:

- whole Staff Workshop to Raise Awareness of Prevent (WRAP) training was planned,
- curriculum opportunities were being reviewed where online safety education could be embedded by Easter 2019,
- the tutorial programme was under review and would include online safety as a key focus by Summer 2019, and
- Chartwells' staff were undergoing safeguarding training.

RESOLVED:

1. that the Safeguarding Lead Governors' report dated 17 Dec 2018 and the Somerset Governors' Safeguarding SCC Section 175 Annual Audit dated January 2019 be noted,
2. that the Lead Governor's role profile for Safeguarding be noted,
3. that a Lead Governor for Careers be instigated at a future meeting, with a clear role profile,
4. that the regular external safeguarding briefing be emailed to all Governors by the Clerk.

XBL

APQ 31 Policy Review/Annual Reports to Review Policy Effectiveness (agenda item 10)

The following policies were presented for renewal and review: HE Complaints Policy, RHC Diversity and Equality Policy (including SEND), RHC Student Behaviour Policy and Student Code of Conduct, approved by the Student Union. A procedure for the Behaviour Policy would be submitted to the March Committee meeting.

The Committee also received the annual monitoring RHC Diversity and Equality Report dated January 2019 with equality objectives for 2018-19 providing a detailed account of the key principles and inclusive processes and practices throughout the College.

Governors reviewed the data (some data sources required updating in March). The Committee noted the monitoring report, which provided evidence of the inclusive approach and underlying practices to promote equality and diversity throughout the College.

RESOLVED:

1. that the RHC HE Complaints Policy, RHC Diversity and Equality Policy (including SEND), RHC Student Behaviour Policy and Student Code of Conduct be recommended for Corporation approval with minor amendments,
2. that the RHC Diversity and Equality Report dated January 2019 with equality objectives for 2018-19 be noted, and
3. that the Behaviour procedure be submitted to the next Committee meeting in March 2019.

APQ A.o.B

32 The next Committee meeting date of 11 March 2019 was noted. Due to time constraints it was decided to defer the tutorial review presentation to another appropriate meeting.

With no further business the meeting concluded at 7.55 pm

Chair (Signature)..... Date:.....