

Minutes of Academic Planning and Quality Committee Meeting

Monday 24 June 2019

Room RW110, Richard Huish College, 5.30pm

Min No **Governors Present:** Mary Tighe (Chair), Barbara Barratt (Vice-chair), Indy Grant (Student Governor), Ann Helsby, Jonathan Langdon, Nikki Lewis (Staff Governor) and David Tomaney (Parent Governor).

Also in attendance: 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), Daisy Gould (SLO)(part), Richard Jones (Careers Officer)(part), and Saffron Lee (Assistant Principal, Business and Creative Industries).

Apologies were received from Stephen Haydock and Cerys Turner (Student Governor).

APQ 56 **Declarations of Interest (agenda item 2)**

No declarations of interest were received.

APQ 57 **Minutes of the Previous Meeting (agenda item 3)**

The meeting noted the matters arising schedule.

RESOLVED: that the Academic Planning and Quality Committee minutes dated 30 April 2019 be agreed as an accurate record and be duly signed by the Chair, subject to a minor amendment.

APQ 58 **Student Liaison Officer Report 2018-19 (agenda item 4)**

The Student Liaison Officer provided a detailed overview of work she had been involved in at the College for 2018-19. This included compiling the student destination report, acting as the co-ordinator for the National Collaborative Outreach Programme to help students from areas of low participation in HE to full explore their progression options. In addition, she had facilitated study support sessions, development of students' CVs, employability and interview skills, and convened focus groups for subjects across the College for direct student feedback.

The Chair on behalf of the Committee thanked the SLO for her important work with students for 2018-19.

APQ 59 **Presentation on Careers DfE Guidance, Three Year Careers Strategy and Gatsby Benchmarks (agenda item 5)**

The Careers Officer provided a presentation on the DfE Careers Guidance publication for FE colleges and sixth form colleges dated February 2018, replacing the 2015 version. All further education (FE) colleges and sixth form colleges in England were subject to a requirement to secure access to independent careers guidance. This formed part of FE college and sixth form college ESFA funding agreements. Colleges also had a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities.

Careers guidance was understood in this document to be the full range of activity delivered under the

eight Gatsby Benchmarks. Government's expectation was that colleges should begin to work towards the Benchmarks now and meet them by the end of 2020.

The careers strategy explained that both co-ordinated external support and appropriately skilled and experienced careers leadership in the College were important to meet the Benchmarks. The Careers & Enterprise Company (CEC) would provide external support to colleges. The careers strategy set out that every college, from Sept 2018, needed to publish their careers programme on the college website, and appoint a Careers Leader to deliver the careers programme across all eight Gatsby Benchmarks.

A three-year College careers and employability strategy had been drawn up with the aim 'to produce high quality, impartial information, advice and guidance to all learners enabling them to secure positive individual progression beyond college'. The Deputy Principal, AP-Student Support & Progression Manager & LC Manager would meet bi-annually to review the strategy. A Governor would be invited to these six monthly review meetings and attend the Careers and Employability Day in February 2020. Governors would be provided with an annual update on the strategy progress for monitoring purposes at the end of the academic year. An online self-evaluation tool, Compass, was available for colleges to assess how their careers support compared against the Gatsby Benchmarks and the national average. Areas of strength and for additional development were discussed.

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

- meaningful engagement with employers during a L6 careers day needed further exploration and could be reduced to focus on subject areas,
- the new tutoring system would allow for areas of expertise to be accessed via parents, and for flipped learning ahead of careers guidance events,
- exemplary careers work was already taking place across the College and this was now being recorded centrally for evidence and evaluation.

RESOLVED: (i) that the DfE Careers guidance 2018 be noted, (ii) that a governor be invited to attend the six monthly review meetings of the College's three year Careers strategy, and (iii) that Governors receive an annual review of the College Careers Strategy.

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** Both the Careers Officer and SLO left the meeting**

APQ 60 Course Achievement Against Targets (Yr 1 PP5) and Courses Requiring Improvement 2018-19 (agenda item 6)

A report provided a summary of Progress Point (PP) data for PP5 with an overall ALPS 8 grade. Grades entered at PP5 were taken directly from the Formal Assessments sat by students in exam conditions in the week of 14th May 2019. These grades did not take into account previous achievements or teacher professional judgement on learner progress across the academic year. There was insufficient data on linear courses to make correlations between PP5 and final grades at this stage. Benchmarks for ALPs were currently problematic, with different delivery models between colleges and old modular benchmarks being used for some courses. The meeting noted that the formal assessment exams were based on content taught in the first year, but the students at this stage of the course may not have developed the necessary skills to attain the required grades. Therefore, the ALPS grade for PP5 suggested that the data was not secure enough to draw meaningful conclusions and Governors asked the Senior Management Team how they could obtain a more informed sense of the academic cohort progress.

Discussion centred on the unreliability of ALPS due to the linear reforms across the sector and the inability to draw meaningful conclusions from PP5 data. The meeting noted the introduction of new software from September 2019. This would provide greater consistency for Governors with standardised dashboard reports to record a wider range of metrics against which to judge progress and performance, student retention and attendance. The DP and CIS Team were in the process of making substantial changes to the reporting systems to provide more effective and timely in-year

monitoring, to inform management intervention. A dashboard type format report for Governors would facilitate questioning and discussions around in-year trends and year end data.

The RAG rated summaries and AP intervention processes subsequent to Formal Assessment results provided a more personalised approach. Assistant Principals, during the meeting, shared some course case studies with Governors to exemplify some of the actions and interventions being made by teachers, Course and Senior Managers to move student progress forwards.

The Deputy Principal advised that PP4 (available in September 2019) would provide a more informative set of data for Governors. The amount of PP data collection points had been changed for 2019-20 for greater impact from interventions. The Student Governor advised that the timing for Formal Assessments could be improved to avoid other key assessment deadlines.

(b) Courses Requiring Improvement 2018-19

A report updated Governors on the seven courses previously identified as requiring improvement (Grade 3) for 2018-19 as a result of the College self-assessment process. An end of year individual course update had been provided in the report and the following points were highlighted during discussion:

- significant work had gone in to supporting these teams and progress against the Subject Actions Plans had been regularly reviewed and refined, course managers worked closely with professional mentors,
- the exam board for Sociology was being changed to improve support and resources,
- Psychology revision sessions were well attended, three staff members were examiners, positive student outcomes with improving grades across the year,
- Graphics, further focus groups suggested that there were still issues around feedback, especially written and enabling learners to be able to utilise this in a constructive way. Training and development was planned with the Professional Mentor before the end of the year to develop more effective strategies,
- History, Accounting and French were progressing well, with a small number of interventions in place.

Governors noted the high level of work going in to supporting the courses for improvement but showed some frustration in the slow progress, and were concerned that some areas were not being addressed quickly enough.

RESOLVED: that the course achievement against targets report be noted for PP5 and that the end of year courses requiring improvement report for 2018-19 be noted.

APQ 61 RHC Quality Improvement Plan (QIP) 18-19 (agenda item 7)

The Quality Improvement Plan document for 2018-19 had been circulated in advance of the meeting with an additional column to show the June 2019 review.

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

- a successful Staff Development Day (3 June) had focused on the curriculum review and planning, the new Education Inspection Framework (EIF) update, workshops on innovative delivery strategies and curriculum and assessment planning. The evaluation survey indicated an overwhelmingly positive response from staff on the day. There had been a culture change with more collaborative working,
- action based RAG reports significantly supporting AP/CM meetings. A guidance document for staff and College meeting discussions should support further developments in more timely student interventions and increased outcomes,
- the new data software was being installed to enhance our reporting capacity from September, including the development of dashboards for senior leaders and governors to monitor in-year quality more quickly and effectively,

- a new Quality Cycle had been drafted by the DP and APs to build in more in-year reflection points and impact monitoring for the next academic year,
- during the Staff Development Day a session was delivered on the Vocational Assessment Planning, with a vocational Working Group established for September to further refine approaches to TLA, monitoring, tutoring and wider curriculum experiences.

RESOLVED: that the RHC Quality Improvement Plan (QIP) 2018-19 be noted.

APQ 62 MyConcern Summary Report - Spring Term 2019 / RHC Mental Health Project (agenda item 8)

(a) MyConcern Report – Summer Term 2019

At the request of the Committee, a termly report was provided to illustrate the number and nature of safeguarding and wellbeing concerns raised in the Summer term of 2019. In response to discussion, challenge and questions from Governors, the following key points were made:

- the number of concerns to date, the number and nature of safeguarding and wellbeing concerns raised,
- there was a trend with more female student referrals than male students and this trend was replicated across other colleges, further work was to be done to understand the cause,
- within the triage process there were a variety of options for support including the Counsellor, the Mental Health Coordinator, the mental health education sessions 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 by relevant professionals. All were monitored via 'MyConcern',
- there had not been a spike in anxiety amongst students during the exam period, students were focussed on their work,
- a new piece of research had indicated how to anticipate trends and therefore enable early intervention.

RESOLVED: that the MyConcern Report for Summer 2019 be noted.

APQ 63 Behaviour Procedure (agenda item 9)

The Assistant Principal Student Support presented the College's Behaviour Procedure to the Committee for information only. This document was linked with the previously adopted Behaviour Policy to promote good behaviour amongst all students, a requirement of the National Minimum Standards for the Accommodation by Further Education Colleges and 16-19 Academies of Students aged under 18 (Standard 12 – Promoting positive behaviour and relationships). College Leaders, Managers and Governors were responsible to ensure that the national minimum standards were met. The meeting noted that a Restraint Policy was in place for residential students.

RESOLVED: that the RHC Behaviour Policy be noted.

APQ 64 Lead Governor Reports (agenda item 10)

The College Designated Safeguarding Lead and Safeguarding Governors met on a termly basis and a report was forwarded to the Committee from a meeting dated 4 June 2019. The DSL provided the following update:

- Workshops to Raise Awareness of Prevent (WRAP) was to be updated in November 2019 and the DSL would deliver the most up to date training to staff once available. WRAP training would be delivered in September 2019 using a College version. Parents had received WRAP training for 2018-19,
- the DSL had attended training on the Criminal Exploitation of Children. No direct reported cases of criminal exploitation had been received at the College, the DSL remained vigilant to identify any signs of criminal exploitation in students and was very aware of the high number of children involved in gang activity nationally,
- the DSL and the College SENDCo had completed learning walks on all seven of the College High Needs students and a small number of improvements had been made. Findings had

been recorded and fed back to staff.

- the 'Run Hide Tell' training would be revised to provide for Dynamic Lock Down.

RESOLVED: that the Safeguarding update dated 4 June 2019 be noted.

APQ 65 Huish Strategic Development Plan 2019-20 (agenda item 11)

The Corporation at its meeting on 1 July 2019 would formally adopt the Richard Huish College Drivers, the Richard Huish Trust Drivers were also listed as part of the Huish vision. All Committees had been asked to forward any comments directly to the Clerk and Principal.

RESOLVED: that the Huish Strategic Development Plan 2019-20 be recommended for Corporation approval.

APQ 66 AoC Code of Good Governance for English Colleges (agenda item 12)

The AoC Code of Good Governance for English Colleges (AoC Code) was introduced in March 2015 and was adopted by the Corporation on 6 July 2015. The AoC Code had recently been amended (Jan 2019), to respond to the development of the sector and the wider context in which colleges work.

The Code of Good Governance for English Colleges was intended to help governing boards meet and exceed basic governance requirements. The Clerk had completed a compliance checklist as a systematic approach to good governance.

RESOLVED: that the AoC Code of Good Governance for English Colleges compliance checklist be noted, and it was agreed that this document would be used for the annual governance self-assessment report for 2018-19.

APQ 67 AP&Q Committee Terms of Reference – Annual Review (agenda item 13)

Certain policies and procedures had been delegated to the Committee. A reference was included to monitor progress on the full range of activity delivered under the eight Gatsby Benchmarks, in accordance with the DfE Careers Guidance (2018).

RESOLVED: that the Academic Planning and Quality Committee terms of reference be updated for 2019-20 with minor amendments and recommended for Corporation approval on 1 July 2019.

APQ 68 A.o.B

The meeting noted that the complaint against Marjon had now escalated to the Office of the Independent Adjudicator. The OIA was an independent body set up to review student complaints about higher education providers in England and Wales

The next Committee meeting date of Tuesday 10 September 2019 was noted.

With no further business the meeting concluded at 7.30 pm

Chair (signature)..... Date:.....