

Minutes of Academic Planning and Quality Committee Meeting

Tuesday 12 November 2019

Conference Room, Richard Huish College, 5.30pm

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

Also in attendance: John Abbott (Principal)(part), Colin Barnard (Assistant Principal – Student Support), Roz Abbott (Data Analyst)(part), 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), Sarah Hughes (Head of College Information Systems (CIS) & Exams)(part), Saffron Lee (Assistant Principal, Business and Creative Industries) and Liz Williams (Director of Marketing, Admissions and International).

Apologies were received from Stephen Haydock.

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

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No declarations of interest were received.

APQ **Minutes of the Previous Meeting and Matters Arising (agenda item 3 and 4)**

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The meeting noted the matters arising schedule. The Principal had asked for a full centre remark for Sociology, remarks had been returned unchanged. A detailed action plan with interventions had been prepared for the Quality Improvement Plan 2019-20.

RESOLVED: that the Academic Planning and Quality Committee minutes dated 10 September 2019 be agreed as an accurate record and be duly signed by the Chair.

At the request of the Chair, it was agreed to bring forward agenda item 6.1 'In Year Data Monitoring', to enable the Head of College Information Systems & Exams and RHC Data Analyst to introduce Governors to the new data systems. New apprenticeship monitoring systems would improve reporting, provide an understanding on apprenticeship tracking, and provide headline data for SLT and Governors to interrogate further into areas of concern.

APQ **In Year Data Monitoring (agenda item 6.1)**

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(a) Apprenticeship- Work Based and Adult Learning Monitoring

The Principal provided some context on the growth of apprenticeships over the last few years, the additional income to the College and how the new data system would provide Governors with the required assurance on both quality and compliance standards for apprenticeships. The new Apprenticeship Director, due to start later in November, was already working with SLT to address performance and quality concerns.

A presentation 'Apprenticeship Monitoring' covered the following areas:

- frameworks were primarily qualification-focused, apprentices were assessed throughout their apprenticeship, these were being phased out by 30 July 2020,
- standards were occupation-focused; they were not qualification-led, the apprentice was assessed at the end, the *End Point Assessment*,
- apprenticeships were measured by achievement rates, an achievement was the successful

- completion of the framework or standard, with only a pass or fail,
- the College was externally monitored on its provision by our achievement rates. These were published in a document produced by the ESFA called QAR (Qualification Achievement Rates),
- the QAR overall achievement rate used the hybrid end year,
- overall and timely (to be phased out with new standards) apprenticeship headline figures for 16-17, 17-18 and 18-19. The meeting discussed the three year trend which had been identified during a recent ESFA Funding Audit:
 - insufficient IAG and skills scan completion affecting 'right learner, right course'
 - lack of consistency in tracking, reporting and monitoring across the provision.
 - apprentices on Frameworks leaving after gaining qualifications without completing the Framework
 - timing of Functional Skills delivery and completion
 - too many breaks in learning and slow follow up with individuals who have interrupted their studies
 - late reporting of withdrawing learners, impacting on the next year's data.

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

- the new data systems would provide Governors with benchmark data,
- further breakdown by programme level would allow for retention and achievement to be broken down for each employer,
- the timing of function skills with targets in place going forward, the high number of breaks in learning,
- apprentices were not completing the framework once they had the qualification, the introduction of standards would overcome this situation as it provided an end assessment,
- College AAT teacher was working with employers to ensure a clear understanding of apprenticeships and workforce development,
- Apprenticeship funding was paid monthly and there was a financial loss to the College if the apprentice left before the end of the month,
- the leavers' data would be used by Ofsted and link to the QAR data,
- reporting by Subject Sector Areas (in line with QAR and Ofsted), provided a focus for SLT and Governors for further investigation,
- the meeting discussed the Apprenticeship Tracker data with Best Case and Proportional Best Case Framework Achievement rates. Governors would receive a monitoring report going forward on achievement rates, the break in learning monitor, hybrid end year retention rates and QAR headline statistics. The report was able to adapt and evolve, as guided by Governors, to produce a standardised monitoring report going forward to highlight areas of concern and inform on quality and apprenticeship numbers. SLT monitoring meetings were held every two weeks to interrogate the apprenticeship data,
- discussion focused on setting apprenticeship targets and monitoring progress against these targets,
- apprenticeship actions following the ESFA Funding Audit/Inspection were detailed with the key Quality Improvement Plan priorities and the introduction of external consultants with a consultant carrying out an Apprenticeship deep dive in February/March 2020.

The meeting noted that following the recent ESFA Apprenticeship Audit, the Audit Committee had requested that the final report (once produced) with a remedial action plan be submitted to an Audit Committee meeting. In the meantime, a focused apprenticeship framework report was being presented to the Audit Committee meeting on 18 November 2019, the Corporation Chair, Vice-chairs and Committee Chairs had been invited.

The Chair thanked staff members for their informative presentation and noted that the Committee was due to propose apprenticeship targets at its next meeting in January 2020. The revised apprenticeship monitoring tracker report was a starting point with a baseline and would enable Governors to have an informed discussion and interrogate any drops in performance.

** At this point the Chair thanked the Head of College Information Systems (CIS) & Exams and Data Analyst and they left the meeting**

(b) Attendance & Retention Data to date, Exit Leaver Analysis for Autumn 2019

A dashboard was discussed showing a monthly attendance summary, retention for all learners by provision type, Student Leavers for 2019-20, destination and reason for leaving. The drive on College attendance had enabled SLT to react quickly to any drop in attendance levels.

(c) Deep Dive – Maths Course Quality Review Report

A paper was presented by using the three Is (intent, implementation and impact) and provided an in depth overview of the subject. Following on from very strong student outcomes in Summer 2019, student feedback suggested that they felt very well prepared and managed the challenges of the new specification and exam well. Comments from the Student Focus Group had identified a common strength across the department in developing confidence to problem solve and think synoptically. Strength areas for development contained within the report had been fed into the College QIP. The two year Quality Review pilot would be implemented with all courses in a Review Week over the next two academic years. This would provide an opportunity to showcase and share good practice, support staff confidence with the new Ofsted framework and allow time to reflect and adapt in year. A Governor asked if a standard question could be included in all Student Focus Group questionnaires for reflection on how courses were working.

(d) Year 2 Vocational Summary by Unit

A report was tabled at the meeting detailing live data on Year 2 Public Services, Childcare, Music, Sport, Media, Health and Social Care, IT and Business, all exams were now using RQF qualifications. In response to a Governor's query the meeting was informed that the data tracker actually calculated what the student required and parents were also able to see individual student's live data.

RESOLVED: that the In Year Data Monitoring reports be noted.

APQ 12 Student Enrolment Numbers (Post Census Date 15.10.19) and Provision Overview & Curriculum Development Summary for 2019-20 (agenda item 5)

(a) Student Enrolment Numbers

Governors were provided with a presentation on the 16-19 UK applicants compared to the same time in the previous five years. Online applications had increased the total number of applications, however the market share was lost in some areas.

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

- applications and enrolments from partner schools were discussed,
- the necessity to review dedicated transport in key areas to alleviate the longer journey for students,
- online applications had encouraged more students to apply as it was not controlled by their school,
- conversion rates of students, the data report would be revised to show Governors how many students were successfully retained,
- there had been an increase in interest in boarding for UK students,
- responsive curriculum changes in Early Modern History/German/Drama/Applied Science were discussed,
- actual Year 11 student numbers in schools were used for more reliable data,
- at the recent census date our 16-18 student number was 1815, 15 students less than at the same point last year, a higher student number had been included in the College budget. The overall impact on the 16-18 funding for the 2020-21 College financial year, taking into account the £188 uplift in the funding tariff, would be a circa £10K shortfall, as discussed in detail at

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- the Finance & General Purposes Committee (11 Nov 2019),
- headline trips could be seen as an attractive draw for students.

(b) Provision Overview & Curriculum Development Summary for 2019-20

A report gave an overview the formal curriculum / qualifications across the College as of September 2019. It detailed this by provision type and level, as well as identifying: provision in its last year of delivery, new courses and planned curriculum changes for 2020.

Further discussion centred on new curriculum changes for 2020, with more funding for sciences. A Governor recommended that the likely impact on student numbers be considered further prior to making a decision to withdraw a course.

RESOLVED: that the student enrolment data report be revised to show how many students were successfully retained.

APQ Target Setting for 2019-20 (agenda item 7) 13

An updated report circulated at the meeting proposed targets for the coming academic year in relation to our 16-19 provision for discussion and approval by Governors at the Corporation meeting on 2 Dec 2019. The paper proposed that we look to broaden these out, in comparison to previous years, to include a wider range of metrics and that we do this largely by provision type, rather than at a very general headline or too specific a course level. Given the significant changes to various qualifications types nationally in recent years and continuing fluidity around benchmarks and comparison data, it was hoped that this approach would allow us to set appropriate targets that took account of national context and provided informed challenge in improving outcomes for learners.

RESOLVED: that the following targets for 2019-20 be recommended for Corporation approval on 2 Dec 2019.

- Attendance 93%
- A Level pass rate 98%, achievement 80% and High Grades 55%
- Value added A Level Provider Score 3
- Level 3 Extended Diploma Pass 98%, Retention 80%, Achievement 78%
- Level 3 Other Pass 98%, Retention 87%, Achievement 85%
- Level 2 Vocational Pass 94%, Retention 90%, Achievement 84%
- English and Maths GCSE Pass 99%, Retention 96%, Achievement 95%
- English and Maths GCSE Grade 9-4 Maths 50% and English Language 72%

APQ College Self-Assessment Report (SAR) & Quality Improvement Plan (QIP) (agenda item 8) 14

The Deputy Principal presented the whole College SAR for 2018-19 and the College Quality Improvement for 2019-20 with the following key College priorities:

- To improve student retention across all areas of 6th Form provision
- To further develop the quality and effectiveness of feedback to students
- To enhance the quantity and quality of academic and pastoral support provided for 6th Form students
- To improve Adult and Apprenticeship outcomes
- To enhance College Quality Assurance processes, enabling us to develop a self-improving system.

The whole College SAR required minor adjustments and it was AGREED to circulate the document electronically for comment to the Academic Planning and Quality Committee. Committee Governors would be provided with the opportunity to convene an additional Committee meeting prior to the Corporation meeting on 2 Dec 2019 from 3.15pm, if required. The Corporation would ratify the whole College SAR document, prior to its formal submission on 31 January 2020.

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APQ 15 FE & Sixth Form Governance Guide (agenda item 9)

Governors NOTED the FE and Sixth Form Governance Guide published in June 2018 and the Clerk's associated compliance checklist. This guide replaced the College Governance: a guide, published by the Department of Business, Innovation & Skills (BIS) in 2014.

APQ 16 A.o.B

The next Committee meeting date of Monday 20 January 2020 was noted.

With no further business the meeting concluded at 7.55pm

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