huish | RICHARD HUISH COLLEGE

Minutes of Academic Planning and Quality Committee Meeting

Monday 20 January 2020
Conference Room, Richard Huish College, 5.30pm

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

Observer: Matt Morgan (Staff 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), Richard Jones (Progression & LC Manager)(part), (Saffron Lee (Assistant Principal, Business and Creative Industries), David Watson (Director of Apprenticeships) and Liz Williams (Director of Marketing, Admissions and International).

Apologies were received from Caitlyn Shortland (Student Governor).

The Chair welcomed new attendees to the meeting.

APQ 17 — **Declarations of Interest (agenda item 2)**

No declarations of interest were received.

APQ 18 — **Minutes of the Previous Meeting and Matters Arising (agenda item 3 and 4)**

The meeting noted the matters arising schedule, the Clerk would circulate the final College SAR to all Governors electronically. **XBL**

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.

APQ 19 — **RHC Progression & Destination Report for 2019 and Disadvantaged Student Strategies (agenda item 5a and 5b)**

(a) RHC Progression & Destination Report for 2019

The Progression and LC Manager provided a report to examine the destination data of 2019 leavers. This was the sixth year this report had been produced allowing for greater analysis of year on year trends. Destination data was broken down by programme of study for greater analysis. Level 2 student destinations had been included.

The following areas were highlighted during discussion:

- the decrease in the number of students electing to take a gap year, and the numerically similar increase in the number of students progressing directly onto higher education,
- the destinations of 2019 disadvantaged learners showed little to no significant discrepancy in comparison to the 2019 cohort,
- the number of students opting for further study in law had increased notably, the top ten HE subjects were a combination of vocational and academic degree subjects,
- approximately 85 Huish students had received unconditional offers, in April 2019 the Education Secretary had written to 23 different universities requesting that they cut-back on the practice of offering 'conditional unconditionals', it was hoped that this figure would reduce

in future application cycles. The Chair asked whether the dropout rate data of students accepting conditional offers would discourage the practice,

- accepted offers from Russell Group universities had risen, students were accepting places at high ranking non-Russell Group universities,
- Huish alumni degree classification results evidenced that students performed very favourably compared to the national sixth form and state sector, with a higher proportion of students achieving first class and upper second-class honours. Illustrative of how well the College prepared its students for the increase in academic independence when embarking upon HE. This impressive data had been used in College marketing material, published on the College website and shared with partner schools,
- a large proportion of students leaving College early moved to apprenticeships,
- a large proportion of Level 2 students were progressing onto Level 3 courses at Huish, while others were gaining places on apprenticeships, evidencing social mobility,
- Oxbridge acceptances for 2019 were down, but more students had places to study medicine,
- students were opting for more vocational focused degrees over other academic degrees.

Thanks were extended to the Student Liaison Officer for sourcing and compiling the report data.

(b) **Disadvantaged Student Strategies**

The report detailed the intent, implementation and impact of the College's approach to supporting disadvantaged students. 2019-20 in-year monitoring data was tabled at the meeting for Governors to supplement the report. Whilst numbers remained a relatively small proportion of the student body, the amount of learners identified as disadvantaged had increased across all programmes, by 40% at Level 3 and more than doubled at Level 2.

In response to discussion, challenge and questions from Governors, the following key points were made:
- the DfE measure of disadvantaged learners, additional monitoring with meaningful targets and targeted support,
- the analysis of destination data to remove potential restrictions in accessing career routes,
- narrowing the gap between disadvantaged students and their peers at A level had been a key focus in the College Quality Improvement Plan for 2018-19, the national average achievement measure in the report would be verified,
- financial support, access to transport bursaries, bursaries to assist purchasing food and course materials,
- the College ALPS data suggested that strong progress was made closing the gap between disadvantaged learners and their peers,
- student achievement was celebrated, however further work was needed around advice and guidance for disadvantaged students, and access to enrichment activities.

The Richard Huish College 2019 Progression and Destination report and Disadvantaged Student Strategies report were NOTED.

APQ 20   **Student Satisfaction (Study Programme Questionnaire) Survey 2018-19 and Student Voice Review (agenda item 6)**

A report summarised the findings of the Study Programme Questionnaire for 2018-19 and contrasted them with the results for 2017-18. The meeting noted a drop in the completion rate compared to the previous year. Students had also completed the Ofsted Satisfaction Survey and this data had not been made available to the College. The whole College 2018-19 subject and pastoral score averages were all in the outstanding bracket. Governors noted the area with the largest drop the 'Development and Welfare' section. Having introduced the new tutorial system for Year 1 students in September 2019, it was hoped that an improvement would be seen in next year's report, as development and welfare was the key focus of the new tutorial initiative.

This was a positive report and students were satisfied with questions asked of them. Having used the survey for a number of years the AP:SS advised that it was difficult to access the data and make meaningful interventions. A Student Voice review in the Spring would inform a new process with restructured questions to move away from the SPQ survey, for a more effective and efficient method in gaining information. Student forums and the student union could be better utilised facilitated by the Student Liaison Officer. Students would be invited to Committee meetings to feedback on findings to strengthen the student voice and accelerate interventions.

AP: SS

Governors NOTED the reports and were in agreement with the proposed improvements but asked for benchmarking to be made available for the revised student survey, where possible with other colleges, where there would be a commonality among questions.

APQ 21 **In Year Data Monitoring (agenda item 7)**

(a) Attendance and Retention Dashboard
The report provided headline College attendance and retention data from January 2020 and further detail of attendance by programme type. A report was also provided detailing retention for funded learners on A Levels and Extended Diploma programmes for both Year 1 (19-20) and Year 2 (18-19) cohorts.

In response to discussion, challenge and questions from Governors, the following key points were made:
- headline attendance had been consistently around 2% below last year's data. This was being monitored weekly by the Senior Curriculum Group and targeted interventions were being made accordingly,
- the comparisons with last year were not like with like as tutorial attendance was now contributing to headline figures. Tutorial attendance was contextualised but was not where it should be,
- the Senior Tutor and Progress Tutors were working hard on monitoring and chasing up attendance for Direct Study sessions (tutorial). Timetabling of tutorial sessions were being looked into. Further work was required on attendance, Level 2 and GCSE in particular,
- additional software was being explored for enhanced monitoring.

(b) Overall Leaver in Year Data
At the request of the Committee Chair and Vice-chair an additional report had been provided with a headline summary of the number of College leavers by month. It also provided further detail on the reasons why students had left to date with a comparison to the same point in the previous academic year.

The following areas were highlighted during discussion:
- despite a focus on retention and efforts to support students to settle quickly and positively into the College, a slightly greater number of students had left Huish between September and November. Some of these leavers were progressing on to positive activities,
- more students had been retained in December than previously and the January Blue Busting campaign had been launched across the College,
- improved data analysis provided the reasons for College leavers for both 18-19 and 19-20,
- the recently revised 'Fitness to Study' procedure was very individual, targets were set to enable students to demonstrate they were fit to study following an interruption. Mental health remained an issue, careful monitoring enabled swift identification and intervention, benchmarking would be done with other Colleges.

(c) GCSE November Resit Outcomes, published 16 January 2020
Progress in English and maths was noted as exceeding the national average, with the number of students passing increasing in both subjects. Classes were smaller and more focused.

(d) **Y2 A Level Formal Assessment Data (December 2019)**

The DP explained that formal assessments at this point in the academic year took place in classrooms, rather than a traditional exam setting, and represented only one of four components that made up the overall A Level grade. Results were expected and being reviewed as part of the mid-year reviews, to identify any additional support. Second Year A Level students would have a week of Formal Assessments in exam-like conditions in the week after the February half-term for progress comparisons.

Governors raised how accuracy was attained for students' projections and the background, context and criteria provided to staff in making predictions. Formal exam condition assessments were planned in February 2020 to provide a more accurate set of data for the next Governors' Committee meeting in March. Progress Points were used to provide timely interventions and further work was required on timing Progress Points throughout the year going forward.

(e) Apprenticeship Tracker Data/Apprenticeship Review and Planning Presentation

The Director of Apprenticeships gave a presentation on 'Apprenticeship Position Statement and Achievement Rates for 2018-19 and 2019-20'. Findings from the external consultant and Director of Apprenticeships were covered in detail with the Committee. As a response to the external review and initial findings by the Director of Apprenticeships, areas for improvement had been identified and were the basis for the Apprenticeship Improvement Plan for 2020.

The Committee discussed the Improvement and Action Plan for 2020 with actions being taken to address the issues raised, and covered the following areas:
- all areas of the apprenticeship learner journey would be reviewed,
- greater data analysis with a mechanistic monitoring process, had been introduced immediately,
- further work would continue on the Quality Improvement Cycle to ensure quality and experience for learners,
- the balancing of quality versus financial decision making,
- improved relationships, communication and engagement with all employers,
- a new IAG process would be introduced from 1 Feb 2020,
- there was an opportunity to raise the achievement rate going forward for Functional Skills, benchmarking would be introduced,
- a quality cycle was tabled for development from 1 Feb 2020, a series of quality measures would be introduced to monitor all aspects of the learner journey,
- immediate actions for January /February 2020 were discussed, a further report would be provided to the next Committee meeting in March 2020.

In response to discussion, challenge and questions from Governors, the following key points were made:
- Governors asked for greater detail on current resources of the apprenticeship team to be provided at the next Teaching and Learning Group meeting on 10 February 2020,
- an additional quality role was discussed to assist the Director of Apprenticeships, and was seen as critical to ensure that the improvement plan was implemented,
- the associated updates to the College risk register, and the potential impact of the findings during an Ofsted visit,
- the grade for apprenticeships in the College SAR reflected the improvements required,
- the 2019-20 apprenticeship target of 64% was in direct recognition of the current situation with a rationale for a longer term approach. Longer-term targets demonstrated the expectation of a positive change in headline measures to enable Governors to scrutinise progress effectively.

(f) Historic AEB Data

The Committee received a report with data from the Qualification Achievement Rates (QAR) 17-18, provisional QAR 18-19 and in year data 19-20. Learner numbers were small for 2018-19, 2.5% of the student body, and therefore exempt from Minimum Standards. The DP explained the review of the AEB offer, and the March Committee would receive an update and action plan, position paper with proposed AEB targets.

RESOLVED: that the In Year data monitoring reports be noted and that the apprenticeship target of 64% for 2019-20 be recommended for Corporation approval.

APQ 22	**Deep Dive – Quality Review Reports for Graphics and Geology (agenda item 7.2)**

A report summarised the Course Review Weeks (CRW) that had taken place so far and included a schedule for the remainder of the year to enable Governors to identify reports for future meetings.

The Committee agreed that the Quality Review Reports for Geology and Graphics where helpful to give Governors an example of the outcomes of CRWs in two different areas, the former, with the first year of linear results saw a dip in outcomes, and the latter, a course identified as 'Requires Improvement' in the previous academic year (2018-19). Governors asked for the Quality Review Reports to be made available to Governors via a central portal.

RESOLVED: that all Quality Review Reports be made available to Governors via a central portal.   **XBL**

APQ 23	**Quality Improvement Plan (QIP) Term 1 2019-20 Update Progress and Impact and Peer Review Visit 25-26 Nov 2019 (agenda item 8)**

The report provided Governors with an update on progress against the agreed Quality Improvement Plan for this academic year at the end of the first term.

The Peer Review paper summarised the headline feedback provided from a Peer Review which was carried out by external visitors in late November 2019. It offered a detailed overview of the new tutoring system and broad areas of feedback on feedback, independent learning and quality assurance processes. Feedback on the Apprenticeship Model had been provided earlier (item 7).

Governors commented on the high number of initiatives in progress and asked how staff were coping with their workload. The Management Team explained that they wanted to initiate other projects but were concentrating on the essential areas initially. The Staff Governor had been appointed to a new College Staff Wellbeing role and was part of the Staff Voice Group, which would provide another feedback mechanism.

Governors NOTED the QIP 2019-20 and Peer Review Visit Report Nov 2019.

APQ 24	**Safeguarding Governors' Report and My Concern Report 19-20 (agenda item 9)**

(a) Safeguarding Report – 10 Dec 2019

Safeguarding Governors had met with the College DSL on 10 Dec 2019 and a written report was provided for Committee Governors. The LA Safeguarding Audit would be completed at the next Safeguarding Governors' meeting with the College DSL for submission to the March APQ meeting.

(b) MyConcern Report 19-20

At the request of the Committee, a termly report was provided to illustrate the number and nature of safeguarding and wellbeing concerns raised to date. In response to discussion, challenge and questions from Governors, the following key points were made:
- the high number of concerns to date, the number and nature of concerns raised with mental health and anxiety,

- high risk individual cases were most concerning and were being carefully monitored, external agencies were involved, to ensure that these students had the correct support within and outside College, with careful home liaison,
- the number of student referrals were triaged by the Mental Health Co-ordinator, she was also seeing students for 1:1 appointments. The College Counsellor was seeing 34 students for 6 sessions,
- anxiety continued to be the largest numeral issue in terms of student concern. The Moodle Health and Wellbeing platform (including apps) was being used as well as the Wellbeing Officers to help. A programme of sessions had been developed to support those identified as potentially benefitting from positively tackling their anxiety, understanding it and being able to better manage their individual symptoms,
- the concerns raised were heavily dominated by females, a College-wide questionnaire was being developed to find out why male students may not be accessing particular services in the same way as their female counterparts,
- Michael Masie was being used to support those who were struggling with anxiety and self-confidence to help them, particularly successful in working with male students. This was currently starting with L2 students, the College was looking to develop this further.

In response to a query from Governors on out of hours support for students, the AP:SS was available by mobile until 7pm, a recorded message was provided with other areas of support.

The Safeguarding and My Concern reports were NOTED.

APQ 25 **RHC Behaviour and Attendance Policy and Procedure 2019 (agenda item 10)**

RESOLVED: that the 2019 RHC Behaviour and Attendance Policy be recommended to the Corporation for approval, and the corresponding procedure be noted.

APQ 26 **RHC APQ Committee Strategic Risk Register Assurance Report 2019-20 (agenda item 11)**

Strategic Risks had been delegated to each relevant RHC Committee. APQ has four Strategic Risks The Gross Risk, was before any mitigating interventions were in place, the Net Risk was after the controls were in place to manage the risk, the Residual Risk was after any planned actions within the next 12 months were in place. Governors were able to see when any Resourcing Requirements were planned to reduce the risk even further and make comment.

The Audit Committee would oversee all Committee Risk Register Assurance reports and any direction of travel would be tracked. The meeting NOTED the 19-20 risk register assurance report.

APQ 27 **Draft 2019-20 RHC Corporation and Committee Annual Meeting Schedule and Business Planner (agenda item 12)**

The meeting NOTED the report setting out a framework of reports for each Corporation and Committee meeting for 2019-20. The Corporation would approve a version in July 2020 for the following academic year.

APQ 28 **A.o.B**

The next Committee meeting date of Monday 23 March 2020 was noted.

With no further business the meeting concluded at 7.55pm

Chair (signature)……………………………………… Date:………………………