

Minutes of the Academic Quality and Standards Committee
held on Monday 2 October 2017

Present: Ms Abigail Appleton (Principal)
Mr John Nicol (Chair)
Mrs Kate Murrie
Mr Tim Newsholme

In attendance: Mr Jim Walmsley (Vice Principal)
Mr Ben Gamble (Head of FE)
Mrs Linda Watkins (Clerk to the Governors)

The meeting was quorate as four Members were present.

1. Apologies for absence

2. Declaration of Interests
None declared.

3. College Self Assessment Report (SAR)

This meeting was dedicated to discussing the SAR. The Head of FE outlined the process used which had included instructing an Ofsted Inspector to undertake an audit of vocational SARs, English and maths.

The draft SAR had been compiled with proposed grades allocated for each area. Areas highlighted would be broken down further to include additional data. The College understands its strengths and areas for improvement which are defined in the SAR.

Questions and summary of discussion: -

- a. Would Ofsted use this year or last year's data? It was anticipated that this year's data would be available.
- b. Challenge why leadership and management graded 1 as other areas were graded 2. The CIF criteria for grade 1 would be used to further test if this was an appropriate level. Leadership and management doing ongoing work on curriculum development.
- c. Governors asked for teaching and learning to be added to the key strengths based on evidence regularly reported to the AQ&S Committee.
- d. Level 2 A&D Diploma. Actions to address were requested. There was a large group last year which had been divided into two groups this year. There was a pilot of delivering PDBW this year.
- e. English and maths Functional Skills have small numbers of students. This would be unpacked to evidence progression even if students did not achieve. There were fewer starters on this course which also impacted on percentages.
- f. Evidence to show the impact of actions would be added where applicable e.g. data and early reporting systems, focus on analysis of data.
- g. More evidence to demonstrate students are making progress.
- h. Teaching and learning grade discussed. The College was not engaged in a coaching programme last year which has just been revitalised. External moderation of teaching and learning would be arranged.
- i. CPD, coaching and moderations would be moved to leadership and

management section.

- j. Discussion on what would make all lessons outstanding. Staff would need to achieve complete student engagement, more dialogue, passion on teaching and learning via coaching programme. Attendance is very good. College has aspirational target of 95%, currently c.92%. 16-18 and 19+ data cuts taken.
- k. Discussion about the grades of lesson observations, 71% good and 26% outstanding to the end of July 2017. Head of FE to amend Teaching and Learning section using data from report to AQ&S Committee in June
- l. Art and Design and move towards digital Art and Design for level 3 is an area for improvement.
- m. Important to prepare data in format Ofsted require, SAR is a College document. Course areas do course-specific reports and Curriculum Leaders prepare combined summaries using 16-18 and 19+ data.
- n. Have vocational tutors and tech dems been trained with reference to English and maths and monitoring requirements; this would be addressed.
- o. Revisit staff expectations regarding marking students' work for spelling, punctuation and grammar. Discussion about methods to make comments in students' sketchbooks which could be on post-it notes or phones as opposed to writing in sketchbooks.
- p. The process to set student targets was questioned. Tutors work with individual students, some courses use Promonitor other systems rely on carbon books. A consistent process is being embedded to ensure there is evidence of robust individual target setting. The Head of FE would sample ILPs and a range of individual students' targets.
- q. 30% of students achieve high grades which is excellent.
- r. HE applicants receive a high number of offers for HE. Students who chose not to progress to HE are given careers interviews and guidance. Destination data would be added to outcomes for learners to evidence progression.
- s. Quotes from Foundation Diploma UAL External Moderator report evidenced this. An additional quote would be added from an External Moderator report.
- t. Outcome for learners showed 6/13 Music Subsidiary Diploma students had only achieved Pass rates. Functional Skills maths pass rates were similar. These areas would also be added to the Quality Improvement Plan (QIP). Governors were assured by the two-entry points to Functional Skills and changes to re-entry time to exams for re-takes and progression steps available. Unpacking English and maths strategy for functional skills. Outcomes for learners to include English and maths grades.
- u. A Level and AS Level are not being offered by the College in addition to main qualification aims in 2017/18; these are provided by HSFC.
- v. In general terminology was agreed as 'student' and not 'learner'.

4. Next steps

The Head of FE would amend the SAR using comments from Governors. The SAR would be brought to the next committee to be recommended to the Board for approval. The amended SAR would be issued to Governors as soon as updated as part of preparation for the anticipated Ofsted