



# MINUTES

## Standards & Performance Committee Meeting

**Date:** Tuesday 16<sup>th</sup> March 2021  
**Time:** 2.00pm  
**Venue:** Video Conference

**Present:**

Sue Lomax (Chair)  
Andrew Fawcett  
Chris Ball  
Bill Webster (Principal)  
Gill Waugh  
Dave Haslam  
Rebecca Davison  
Josue Losasa

**In Attendance:**

Deborah Bradburn (Clerk to the Board)  
Mark Burgoyne (Deputy Principal)  
Sharon Marriott (Director of Curriculum 14-19)  
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## 2. SECTION B - COLLEGE MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE

### 2.1 Progress Reports



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## (i) Adults & HE

The following update was provided by the Director of Adults & H.E:

- There had been a 1% increase in the achievement rate with a further 1% improvement required to achieve the target for 2020/21.
- There had been an impact on adult enrolment due to COVID-19. The College awaited GMCA approval to obtain contract flexibility and facilitate support to adults on a 1:1 basis.
- Approval was provided for more individuals to be trained on the Information, Advice and Guidance (IAG) qualification.
- Learner retention had reduced but was still high. Lockdown may have masked retention as it was difficult to assess if learners were fully engaged. The return to campus was an opportunity to review the position further.

## Governor Questions

- What did the College want to achieve in terms of contract flexibility?  
The College was looking to provide 2-3 hours of individual support to help learners with digital skills related to the online enrolment process.

## **RESOLVED:**

The Committee noted the report and that learner retention remained important.

## (ii) Community Learning

The following update was provided by the Director



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It was noted that course take up was very low in Brightmet. The College was currently in discussions with partners in Brightmet to find suitable premises in which to offer learning opportunities.

## **RESOLVED:**

The Committee noted the report and recommended an appendix to the SAR that summarised the volume of learners and grades achieved in each area/ward.

## **ACTION:**

Director of Adults and HE to include a learner achievement appendix to the SAR for 2020/21.

### **(iii) Apprenticeships**

The Deputy Principal presented the report with the following points highlighted:

- The apprenticeship achievement target for 2020/21 was 70%.
- There had been 87 withdrawals in the 2020/21 data, an increase of 2 since previously reported. There had been withdrawals across all academic years since the pandemic due to work commitments, redundancy and lack of engagement. This had been mitigated with support through performance boards and withdrawal surgeries.
- Following the introduction of EPA's and standards, timely achievement rates would be discontinued.

### **Governor Questions**

- Had the recent release of more funding for employers generated interest?  
The incentive scheme would make a difference with employers starting to review their staffing options.
- Were there alternative opportunities for those apprentices that had been made redundant?  
The apprenticeship team did as much as they could to place apprentices that had been made redundant with another organisation.

## **RESOLVED:**

The Committee noted the information provided in the Apprenticeship Update report.

**(Gill Waugh left the meeting at 2.45pm)**

### **(iv) English and Maths**

The Director of Curriculum (14-19) presented the report with the following points highlighted:

- Attendance monitoring and supportive interventions had been effective in improving attendance rates with an overall increase in positive attendance by 21% in English and 16% in maths.
- Online teaching of English and maths had reduced learner engagement as a consequence of lockdown and the lack of face to face learning for those learners with prior low attainment.

**(Josue Losasa joined the meeting at 2.52pm)**

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## Governor Questions

- Had the College seen a difference in student engagement between first year and second year learners, as a result of second year learners having received prior structured learning?  
The College had not explored this. Having English and maths entirely online had been challenging with those persistently problematic curriculum areas being further developed with catch-up tuition funding.
- Was the College able to draw on sufficient staff resource and/or additional funding?  
The English and maths team had absorbed any additional work. The team would follow up enquiries with the University to explore the provision of trainee teachers that would also benefit the University by providing teacher placement opportunities.

## **RESOLVED:**

The Committee noted the information provided in the Maths and English Update report.

## **ACTION:**

Director of Curriculum (14-19) to liaise with Gill Waugh to explore trainee teacher placement opportunities.

## **(v) 16 – 19 Study Programmes**

The Director of Curriculum (14-19) presented the report with the following points highlighted:

- The enrolment target for 2020-21 was 2243 before an in year increase to 2271. Recruitment was currently at 2340 which was 103% of the revised in year allocation.
- There had been a reduction in full-time funding bands that had remained within tolerance levels.
- A Wave 3 capital bid had been submitted to cover the refurbishment and equipment needs for the 2022 T Levels. The submission had been made based on 100% funding with 25% funding to be provided by the College.
- The College had applied to become a Partner Centre for Professional and Technical Excellence for the Health T Level as it was aligned to the University Platinum offer for Health.

## **RESOLVED:**

The Committee noted the information provided in the 16 – 19 Study Programmes Update report.

## **2.2 HE Self Evaluation Document**

The following update was provided by the Director of Adults & H.E:

- The self-evaluation documents for this year and onwards have been completed by the University. The College had produced a programme plan for each course that was submitted to the University and used to inform the University Subject Quality Enhancement Plans (SQEPs). The quality of the student learning experience was assessed as high quality by external examiners.
- The College was hopeful to see an improvement in the continuation rates with ongoing actions to support retention, with increased pastoral support and reporting that was monitored locally.

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- The College would provide an equivalent self-evaluation process for its non-prescribed HE provision for 2020/21.

## **RESOLVED:**

The Committee noted the HE Self Evaluation report.

**(Change in the Order of the Agenda)**

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## Governor Questions

- Did the pandemic have an impact on Alliance Learning recruitment?  
Alliance Learning had not sub-contracted before with learners going to them for apprenticeships.  
This was a different provision which could have accounted for the low recruitment

