

MINUTES



STANDARDS & PERFORMANCE COMMITTEE MEETING

Date: 12th June 2019
Time: 5.00pm
Venue: Boardroom

Present:

Sue Lomax (Chair)
Kate Flood
Bill Webster (Principal)
Dave Haslam

In Attendance:

Fatema Hussein (Clerk to the Board)
Mark Burgoyne (Deputy Principal)
Joanne Green (Director of Quality)
Karen Westsmith (Director of Adults & H.E.)
Tracy Clarke (Director of MIS)
Kate Wallace (Director of Apprenticeships)

1. SECTION A - BUSINESS MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE

1.1 Welcome to Members/Officers

Members were welcomed to the meeting.

1.2 Apologies for absence

Apologies had been received from Andrew Fawcett and Sharon Marriot.

1.3 Declarations of Interest

Members were invited to declare any interests in relation to any item on the agenda.

No interests were declared.

1.4 Request for an item to be unstarred

No requests were received.

1.5* Minutes of the previous meeting held on 19th March 2019

Agreed: that the minutes are approved as a correct record and authorised for publication.

1.6 Matters arising from the previous Minutes

There were no matters arising from the minutes.

2. SECTION B - COLLEGE MATTERS FOR CONSIDERATION UNLESS INDICATED OTHERWISE

2.1 Progress Reports (including key concerns and predictions)

(i) 16-19 Study Programmes

The Deputy Principal suggested that an update on this was deferred to the next meeting.

ACTION:

Clerk / Autumn Agenda

(ii) H.E. & Adult

The Committee reviewed the report and the following points were highlighted:

- Retention was currently 91.6% and this was above last year, but 0.1% below the national average
- It was anticipated that achievement would be in line with the national average
- Scrutiny meetings were ongoing with all Heads of Area and Curriculum leaders

Governor Questions

- Had the issues in Motor Vehicle and Engineering been resolved?

There had been some issues last year, but improvements were predicted for this year.

There number of adults on the Motor Vehicle course was low and a few leavers had a big impact on the retention data

- Did College need to take a more strategic long-term view as this would always be an issue?

The curriculum offer was designed to meet the needs of both the local and Greater Manchester area

- How did the data compare to other Greater Manchester Colleges?

College was slightly behind in Construction and Motor Vehicle. Some learners left to take up employment and this affected the retention figures. Learner joined the College with lower starting outcomes than in other Greater Manchester areas. The number of people in Bolton with no qualifications had also increased

- Could any joint initiatives be undertaken with the University?

The majority of the courses were Level 1 and it was therefore not possible to undertake anything with the University

- Was there any funding that College could bid for from the Greater Manchester Authority?

Some additional funding had been applied for and received last year. Over 75% of adult learners did not have to pay for their courses and there was therefore no incentive to complete for some learners. The majority of adult learners were in the 19-23 age range

- Did College have accurate data on the destinations of the learners that did not complete the course?

More information was required at course level

- Had discussions with the University on the H.E. provision been resolved?
There had been some collaboration to manage the application process but it had been agreed that this should continue to be managed by the College

Governors stated that the decline in achievement rates was concerning for the future. The Director of Adults advised that this was being addressed at both a strategic and operational level. The main issue was retention as achievement for those that stayed was good.

The Committee requested that an update on the reasons for withdrawals was provided for courses at risk.

ACTION:

- Director of Adults / MIS
- Clerk / Committee agenda

(iii) Maths & English

The Deputy Principal presented the report and explained that:

- 1391 learners had taken the GCSE Maths exams compared to 550 last year
- Attendance had been 96.62% compared to 96.91% last year
- Over 400 learners had required additional access arrangements
- 2018-19 predicted achievement rates for adults were expected to be below the national average
- A number of development projects had been undertaken to improve English and Maths achievement in 2018-19 and these were detailed in the report

Governor Questions

- Was data available to show the starting point of learners?
This would be presented at the next meeting of the Committee

ACTION:

Clerk / Committee Agenda

- Had other Greater Manchester Colleges seen an increase in the number of resits for English and Maths?

All Colleges had experienced an increase. Bolton had the lowest achievement rate, but it also had a lot of learners with English as a second language

(iv) Apprenticeships

The Director of Apprenticeships presented the report and the following points were noted:

- 16-18 achievement was 4% higher than adult apprentices
- 2.4% more adults were achieving timely compared to 16-18-year olds
- The figure for overall best case achievement was 64.2%
- L3 AAT had seen a significant improvement in achievement compared to the previous year with in- year achievement at 81.3%

- 2019-20 in year- data for Hairdressing was showing a decline on the Apprenticeship standard with best case at 50% achievement; it would not be possible to improve on this
- This was due to the Standard being significantly different to the Framework and a decline was expected nationally
- College was awaiting a decision from the ESFA regarding its application for the Register of Approved Training Providers

Governor Questions

- Were achievement rates anticipated to increase by moving to Standards?
All Frameworks were to be switched off by 2020 and College would have no choice but to use the Standard

- Did College need to be preparing for a drop in achievement rates due to the move to Standards?

Achievement rates in Hairdressing had dropped as a result of the move to Standards and measures in place to address this. The main issue was that College did not undertake the end point assessment. College would also need to engage with employers differently due to the move. Some Apprentices had withdrawn from hairdressing as a result of having to undertake an end point assessment

- What impact would the move to Standards have on Construction?
It was anticipated that there would be an increase in revenue as the fee income was higher than on the Framework

The Committee stated that College needed to ensure it was fully prepared for the move to Standards and needed to demonstrate how this would benefit learners

(v) Community Learning

The Director of Adults & H.E presented the report and explained that:

- Comparison figures for the previous year had now been included in the report
- Retention had fallen by 2% since the last report but was 3% higher than last year
- A more detailed breakdown of in-year progress had been provided and outcomes where known had also been included
- In-year achievement was 82.3%

Governor Questions

- Was the Community learning provision accredited?

The majority of it was but not all

- As one of the strategic priorities was to improve digital literacy, how was this being marketed?

A variety of methods were being used

The Committee suggested that it was important to ensure that there was a clear match in terms of the needs of the community and the provision that was on offer. Enrolments from residents of the most deprived areas of the borough such as Brightmet and Tonge needed to be increased. .

The Principal reported he was part of the Bolton 2030 skills and aspirations group and Brightmet had been identified as an area of need. Discussions were ongoing with the Council on how this could be addressed.

Employability Outcomes

It was noted that:

- College was continuing to engage with employers, job centre plus and other partners to meet the key priority of preparing people for training and employment
- Five sector-based Academies had been run to date with a number of successful job outcomes
- The Community learning curriculum was being reviewed to ensure that it fully met the needs of employers
- A new introductory course in health and social care was being offered to address the skills shortage in care homes
- Discussions had also taken place on how community learning could be incorporated into the Bolton College of Medical Sciences project
- The Community job coach was undertaking a range of face to face work to support learners
- Community learning had been self-assessed as Good, and the priority was to maintain this grade

(vi) Early Years (Ofsted Report)

Governors were referred to the report and the Director of Quality reported that:

- The Early Years setting had been re-inspected 44 weeks after the previous inspection and had been graded as Good
- One of the key contributors to the positive outcome was the deployment of an Early Years Practitioner from the College into the setting
- The Early Years inspection framework was also changing from September 2019 and the focus would be to ensure that the setting aligned with this
- A report on this would be presented at the next Committee meeting

Governor Questions

- Was there a plan in place to address any outstanding issues?

A plan was in place and would be shared with the Committee at the next meeting

Governors congratulated all staff who had contributed to this positive outcome for the setting

ACTION:

- Director of Quality
- Clerk / Committee agenda

2.2 Applications & Enrolments for 2019-20 / Update

The Director of MIS presented the report and the following points were noted:

- Applications were currently 5% lower than the previous year
- Areas with the highest drop in volume were hairdressing and barbering, motor vehicle, visual and performing arts, early years and engineering

- Marketing were working with these areas to address the shortfalls
- 600 learners had been re-enrolled to date and this was higher than at the same point last year
- Applications for AEB / Advanced learner loans were down but interviews and offers were slightly up
- Another event to promote adult courses was planned for June
- College could not start adult enrolments next week as ordinarily planned as the revised funding rules had not yet been received from GMCA
- All H.E provision was to go through the University of Bolton and count towards their provision
- The application process was being managed by the University and only 18 had been received so far compared to 80 at the same time last year
- Discussions were ongoing with the University to resolve this issue
- The Access to H.E. provision could be at risk as a result of a change that the University were considering for the next academic year and discussions on this were also ongoing
- The University was proposing to run a free 24-week course access course but had agreed that it would not commence until January to avoid any competition with the College

Governor Questions

- How did the free course being proposed by the University differ to that of the College? The course being offered by the College was a formal qualification that was nationally accredited and recognised by all Universities. The University of Bolton course was specific to their provision only

2.3 Careers Strategy Update

The Director of Quality presented the report and the following points were noted:

- College was on a journey towards the achievement of the Gatsby benchmarks
- The Compass self-assessment tool was being utilised to track progress towards the benchmarks
- Good progress was being made and this had been confirmed by GMCA Enterprise Co-ordinator
- College was in scope for a short inspection on careers education and was confident that the benchmarks would be met
- College had undergone a Matrix re-accreditation in March 2019 and the outcome was very successful and a very positive report had been issued

Governor Questions

- Had College been involved with the Investors in People accreditation? It had not done so previously but was considering it

Governors requested that their congratulations were passed to all staff involved with the accreditation

2.4 College Mental Health and Well-being Strategy Update

The Director of Quality provided an update on the development of the strategy and the following points were noted:

- Well-being was to be a key part of induction week for new students
- Students would be requested to reflect on their well-being and be guided and recommended to undertake well-being activities that would support them
- A mapping exercise of all activities that supported well-being in College was currently being undertaken
- Professor Morris had been appointed as the well-being champion on behalf of Governors and had attended the most recent meeting of the steering group
- Further information would be provided to the Committee on the adverse childhood experiences project that College was also involved with

Governor Questions

- Did College have the resources in place to support the demand from Learners that may be generated from the increased focus?

College was training a large number of staff in the Learner support team to meet the demand. Some learners may have to be referred to other agencies if the support could not be provided internally

- Had any focus groups been undertaken to identify any potential problems or issues that may arise?

College had received funding to support the implementation of the strategy. It was felt that this was the right thing to do as this was a key concern in Colleges nationally

3. SECTION C - UNIVERSITY GROUP MATTERS

No matters had been identified for discussion.

4. SECTION D - ANY OTHER BUSINESS

None.

5. SECTION E - FUTURE MEETINGS

Tuesday 29th October 2019 at 5.00pm

There being no further business to discuss, the meeting closed at 7pm.

Chair's Signature:	
Date:	

