

MINUTES

Standards & Performance Committee Meeting

Date: Tuesday 29th October 2019
Time: 5.00pm
Venue: Board Room

Present:

Sue Lomax (Chair)
Andrew Fawcett
Bill Webster (Principal)
Dave Haslam

In Attendance:

Fatema Hussein (Clerk to the Board)
Mark Burgoyne (Deputy Principal)
Joanne Green (Director of Quality)
Sharon Marriot (Director of Curriculum)
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 were received and accepted from Gill Waugh and Chris Ball.

1.3 Declarations of Interest

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

No interests were declared.

1.3 Request for an item to be unstarred

No requests were received.

1.5* Minutes of the previous meeting held on 12th June 2019

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

1.6 Matters arising from the previous minutes

The action progress log was presented and it was noted that all outstanding actions from the previous meeting had been included on the agenda for discussion.

MINUTES

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

(Change in order of agenda)

2.6 F.E. Choices Learner Survey Results

The Director of Quality presented the report with the following points highlighted:

- The overall satisfaction score in 2018/19 was the highest since FE Choices started in 2013/14 and was on the back of a three year improving trend
- Bolton had been ranked third for learner satisfaction within the Greater Manchester region
- The response rate to the survey was 38% and higher than the two Greater Manchester Colleges ranked above Bolton College
- The results put the College in the top quartile nationally with a ranking of 41 out of 167 GFE Colleges nationally

Governor Questions

- Hopwood Hall had achieved a response rate of 58% which was very positive. What factors had contributed to this?

ACTION:

Director of Quality to try and ascertain

2.8 Early Years Post Ofsted Action Plan

The post Ofsted action plan was reviewed and it was noted that good progress was being made against the improvement areas identified by Ofsted. The services of the curriculum expert who had been providing additional support to the Nursery had been retained as the arrangement was working well.

The Principal made the Committee aware that:

- The Nursery had been required to register a designated person (who was a Director) when the College had merged and changed legal status
- Repeated attempts had been made over the last 12 months to get a designated person registered with the Ofsted Early Years team
- This was proving to be very challenging and letters had been received from Ofsted which implied that the Nursery could be closed if the registration did not take place
- He wanted to make Governors aware that College had tried to do everything possible to get the matter resolved

2.9 SAR Validation Panels

It was noted that Governors had been in attendance at all of the SAR panels. This included the Chair, Vice-Chair and Chair of the Standards & Performance Committee.

Committee members commented that the panels had been very productive, and the commitment and enthusiasm of staff was clearly evident.

MINUTES

Governors thanked the Director of Quality for organising and streamlining the SAR validation process.

2.1 Enrolments for 2019-20 / Update

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

- College currently had more learners than at the same time last year but had not yet achieved the target allocation of 2192
- This target was significantly above the 2018-19 allocation of 2095
- College was still recruiting in some vocational areas for young people
- This would continue for both ESOL and Foundation Studies throughout the academic year
- The target for FE loans in 2019-20 was less than the previous year as there was no University provision and Counselling has been moved to full cost provision
- 99% of AEB (Adult Education Budget) funding was now received from GMCA and there was no guarantee of funding for over-delivery for 2019-20
- All HE learners were now included in the University's OfS numbers, and the target was significantly lower than the previous year due to lower returning numbers
- There needed to be a clearer demarcation between the College and the University for H.E.
- Opportunities may also be available to develop and deliver H.E. courses that were accredited by the University

Governor Questions

- Would the target of 2192 be met?
It was possible that this could be met by the end of the year

A Governor suggested that the removal of restrictions on sub-contracting loan activity may create some further opportunities, which College may want to investigate further

2.2 2018/19 College Results Reports

(i) 16-19 Study Programmes

The Director of Curriculum presented the data and the report on the performance of the study programmes. The following points were noted:

- Study Programme achievement was above the national rate and had increased by 2.62% against 2017/18
- The weakest enrolment performances by area were in Construction (10% lower than last year) and Public Services (14% lower)
- The best performance was in Engineering with 19% improvement against the previous year
- The positive attendance target for 2018/19 had been 85% and attendance had fallen by 1.7% below target with only six curriculum teams meeting target
- In 2018/19, 1626 (80%) of the learners in scope had completed some form of work experience and provided evidence out of a total scope of 2042
- 222 learners had completed an industry placement in 2018/19 which had increased from 108 in 2017/18
- In readiness for the implementation of T levels, College was required to deliver Industry Placements to a minimum of 10% of the scoped 740 learners

MINUTES

- The College achieved 227 targets, well in excess of the minimum required, and positioned the College well in terms of capacity building for T levels
- English and Maths performance continued to present a significant risk which, whilst showing a gradual trend of improvement continued to show variable performance
- Data for 2018/19 indicated that the lower attaining stream curriculum design required review
- The most recent analysis demonstrated that the limited teaching hours and to some degree the quality of teaching and learning were key factors affecting performance

Governor Questions

- What were the reasons for the high failure rate on some student placements?
College was building up its experience in this area and continuously aiming to improve practice. It was a challenge to engage with the right type of employer

Governors agreed that industry securing the right quality placements was a challenge, but stressed that there was a need to ensure that learners were well prepared for the placement in order to reduce the chances of failure.

(ii) H.E. & Adult

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

- There had been a significant improvement in adult achievement rates, with overall rates improving from 81.7% to 87% and now in line with national rate at 87.1%
- English and Maths enrolments contributed to a large volume of adult provision (just over 30%) and would remain a focus for 2019/20
- Significant improvements had been made in supporting students to achieve, particularly in the delivery of Access to Nursing, which was now 4.4% above national rate, L2 Certificate in Health and Social Care which was 14.9% above national rate and had 100% achievement
- Business and Hospitality achievement rates have made rapid improvement from 87.5% in 2017/18 to 92.6% in 2018/9 and were now well above the national rate
- Level 2 achievement had improved from 92.1% to 100% (10.5% above national rate and at L3 achievement improved from 77.4% to 84%
- The large majority of adult provision was at or above national rate with the exception of Access to Business Management and L3 BTEC Subsidiary Diploma in Business
- The focus on supporting adults and challenging indicators with individuals such as poor attendance and missed deadlines had helped to improve outcomes for adult learners

Governors Questions

- Was management satisfied with the progress that had been made so far?
Good progress had been made with achievement at or above national rate. One of the key issues had been the monitoring of progress and the introduction of Pro-Monitor would help to track progress more closely and have a positive impact

- Was there a possibility that additional funding may be available to increase the support provided to adult learners?

College made every effort to provide the same level of support to adults as it did with 16-18 learners, and this would also be expected by Ofsted.

MINUTES



The Committee acknowledged that funding was an issue and the Principal stated that there had been a concerted effort in the last academic year to improve the adult achievement rate.

Governors congratulated the Director of Adults and H.E. on the positive results.

(iii) English & Maths Update

The Director of Curriculum provided an update on the GCSE Maths and English results and the following information was highlighted:

- The learner profile in terms of prior attainment for English and Maths continued to be one of the lowest in the further education sector
- Only 24% of learners enrolled with grade 4+ attainment, in contrast to an average 44% in GFE as a whole
- College ranked 232 out of 243 providers for level of attainment in English and 230 out of 243 for Maths
- The move of all 16-18 learners onto GCSE programmes had led to an exponential growth of enrolments
- The move had also significantly impacted on achievements in 2018/19
- The expectation that this would be the case was reported to Governors previously
- All ages achievements at 9-4 had decreased in line with expectations by 12% in English and 10% in Maths
- For ages 16-18, English achievement had declined by 12.78% and for Adults by 23.9%
- For ages 16-18 Maths, achievement was sustained and this was very positive
- 9-1 achievement for all ages also declined both against last year and against national achievement
- There had been a large decline in entries for Functional Skills compared to previous years resulting from the move to GCSE of all but the lowest attaining learners and apprentices
- Achievements for learners aged 16-18 in English showed consistent improvement for learners at Entry Level, but poor for the 12 learners at Level 1
- Achievements for learners aged 16-18 in Maths showed consistent improvement for learners at Entry Level but poor for the 19 learners at Level 1
- College did not make the expected improvements in progress data for English and Maths
- English progress declined by 0.08% and Maths by 0.06% (national rates would available in January 2020)
- This was disappointing because it had been anticipated that the change to a full GCSE offer would improve progress data
- The picture for lower grade attainment, particularly in Maths had led to a concern that the reduced teaching hours for learners at level 1 and 2 were insufficient to support progress
- The analysis of progress by tutor also revealed a picture of underachievement by a significant number of tutors, and this was also impacted by the reduced hours delivery

Governor Questions

- Did College have the full complement of staff in the Maths and English Department?
College was not attracting enough high quality tutors and the tutor performance data had highlighted that there were issues with the teaching and learning. The lower teaching hours that had been allocated to some tutors had also had an impact

MINUTES



- How did the learner intake compare with other Greater Manchester Colleges?

Learners who had better attainment rates tended to go to sixth forms and other colleges
The College was trying to change its reputation and attract more higher achieving learners, and the introduction of T Levels may balance out the learner profile

- Was the number of ESOL learners a factor and had this made an impact?
ESOL learners would have taken functional skills rather than the GCSE

(iv) Apprenticeships

The Director of Apprenticeships presented the report and the following points highlighted to the Committee:

- Overall achievement for 2018/19 was 68.16% and 61.5% for timely achievement
- This was an increase of 4% on achievement and an increase of 2.5% on timely compared to 2017/18
- A robust action plan was in place to continue improvements and close the gap in timely achievement
- 16-18 achievement had improved to 70.2%, an increase of 7% from 2017/18
- Adult achievement was lower at 65.9%, but a 1.7% increase from 2017/18
- Actions were in place to continue to close this gap
- Business had seen an increase of 4.6% in achievement overall with significant improvement for AAT
- Only seven learners had been carried forward to the 2019/20 year and this was extremely positive
- The percentage of provision below minimum standards had significantly decreased from 35% in 2017/18 to 22% in 2018/19, with 63 less leavers last year
- Maths and English achievement had significantly improved and was being front loaded
- Construction were switching many of their Frameworks to Standards in 2019/20, and this had required significant development to ensure the team were fully on board with the new expectations
- Performance boards continued to take place once a month
- Smart Assessor was embedded within each curriculum team to support the monitoring and tracking of apprentice's progress
- Online sign up was now fully embedded into the College systems to make this process quicker and more robust
- The Quality coordinator continued to work closely with the Work based tutors to develop Smart Assessor to be a platform for a rich source of evidence for all apprentices
- The College had been successful in the ROATP (Register of Approved Training Provider) application

2.3 Student Retention Report 2018/19 / H.E. & Adult

The Director of Adults and H.E. presented the report and the following points were noted:

- Retention had remained static and shown only a slight improvement since 2017/18
- It was at 90% and behind the 91.6% national rate
- The largest cohort size of adult provision was GCSE Maths and English and retention rates were closer to national rate although still 2.1% lower

MINUTES



- Diploma qualifications required further improvement in retention as they were 3% below national rate
- Further improvements were required to increase retention rates for adult learners
- Key priorities for 2019/20 were to provide standardised pastoral provision for tutorials and to further develop and support staff with tracking and monitoring adult part-time attendance and progression on course via ProMonitor

The Committee agreed that retention continued to be closely monitored due to its impact on achievement rates.

2.4 Student Destinations Report

The Director of MIS presented the report with the following information highlighted:

- The College rate of 78% sustained destinations was one of the lowest in the Greater Manchester FE Colleges, despite a 4% increase from the 2015-16 leaver cohort
- 2016-17 leaver data showed a reduction in sustained education but increases in both sustained apprenticeships and sustained employment
- Bolton College was 2% above national rate for adult skills; apprenticeships and traineeships
- with 77% sustained positive destination
- College continued to collect and track destination information, and had tried several options for gathering this information including on-line surveys, texting and telephone calls by central admin staff
- The importance of identifying progression routes and destinations of learners was acknowledged
- An administrative post had been created, the main focus of which was contacting former students to track their destinations.
- This would help to contact learners outside the normal working day

Governors suggested that:

- Learners be incentivised to respond to requests re destinations data
- Consideration was given to further developing the Alumni programme

2.5 Sub-Contracting Activity Update

The Deputy Principal reported that:

- Following approval at the July Board meeting, an on-site inspection of Shockout Arts together with a quality and a compliance audit had been undertaken
- A formal contract had been created and signed by Shockout Arts and the College to deliver 16-18 study programmes within Greater Manchester
- The contract was very tight and had been significantly bolstered to apply much of the regulation changes and directives from the ESFA
- Numerous visits by College staff had taken place in the last month to Manchester where the courses were delivered
- This had mainly been to establish the provision and enrol learners, but had also included a quality review
- The next activity was to formalise management review meetings

Governor Questions

MINUTES



- Who was managing the contract with Shockout Arts?
It was being managed by the Apprenticeship Co-ordinator

- Were regular monitoring meetings taking place?
It was confirmed that they were

RESOLVED:

It was agreed that the contract arrangements were discussed further with the Chair of Standards & Performance

ACTION:

Deputy Principal /Chair of Standards

(i) ESFA Letter / Information re Sub-Contracting

Governors were requested by the Clerk to note the contents of the letter received from the ESFA Chief Executive and the deadline of 1 November for confirmation to the ESFA that subcontracting arrangements were in line with requirements.

2.7 Community Learning Quarterly Report

The Director of Adults & H.E presented the report and it was noted that:

- Achievement on Community Learning was 4% above the previous year which had been as a result of increased retention rates
- Adult Skills (AEB) had also seen an increase of over 3% for achievement which was a mix of increased retention and pass rates
- In relation to the curriculum, the College was making good progress in addressing local priorities and meeting the needs of the community
- A Community Learning Liaison Co-ordinator had also been appointed

Governor Questions

- Were there any areas of concern?

Implementing Pro-Monitor was a key priority as this would enable staff to track learner progress more closely

3. SECTION C - UNIVERSITY GROUP MATTERS - FOR CONSIDERATION UNLESS INDICATED OTHERWISE

None.

4. SECTION D - ANY OTHER BUSINESS

None.

5. SECTION E - FUTURE MEETINGS

MINUTES



Wednesday 22nd January 2020 at 5.00pm

There being no further business to discuss, the meeting closed at 7.20pm

<p>Chair's Signature:</p> <p>Date: <i>S/N Komax</i></p>
