



# MINUTES

## Standards & Performance Committee Meeting

**Date:** Thursday 15 March 2023  
**Time:** 2.00pm  
**Venue:** Boardroom

### Present:

Dr. Sue Lomax (Chair)  
Andrew Fawcett  
Chris Ball  
Dr Bill Webster (Principal)  
Tom Martin  
Gulnaz Brennan  
Fardean Farooq  
Michael Walker

### In Attendance:

Deborah Bradburn (Clerk)  
Mark Burgoyne (Deputy Principal)  
Tracy Clarke (Assistant Principal - Curriculum Development, Information and Technical Services)  
Catherine Langstreth (Assistant Principal - Curriculum, Employer & Student Services)  
Jill Hebden (Minute Taker)

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

### 1.1 Welcome to Members/Officers

Members were welcomed to the meeting, which commenced at 2.04pm.

The Chair welcomed Michael Walker (student governor) to his first Standards and Performance Committee.

### 1.2 Apologies for absence

Apologies for absence had been received from Dr Gill Waugh and Karen Westsmith.

### 1.3 Declarations of Interest

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

A formal declaration was made by the Principal as a director of Alliance Learning and Alliance Learning Training Ltd.

### 1.4 Request for an item to be unstarred

No requests were received.

### 1.5\* Minutes of the previous meeting held on 19 January 2023

The minutes of the meeting held 19 January 2023 had been previously circulated to Members for consideration.

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**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. It was confirmed that all actions from the previous meeting had been completed.

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

### 2.1 Applications, Enrolment & Progress Report

The Assistant Principals presented the Applications, Enrolment and Progress report noting the following key points:

#### **Young People:**

- Current recruitment was at 2303 which remained slightly under target with the allocation for next year confirmed at 2330.
- The tolerance for T Levels was confirmed at 20% resulting in a £145k clawback in year, alongside the increase in support funds the repayment would be £89k.
- There were concerns raised regarding the withdrawal or deferral of T Levels that had been recruited to for the next academic year.

#### **Governor Questions:**

#### **Are there any implications from the withdrawal of T Levels in terms of quality, finance and staffing?**

Yes, T Levels have taken over a year to develop, write, create and resource. There are also concerns as to whether the criteria and objectives will change and therefore the work already completed will need to be reviewed.

#### **What has happened with T Levels?**

The awarding body is not yet satisfied that they are robust enough. The College will operate a two-tier system with the Level 3 qualifications in place until such time that matters are resolved.

#### **The early years applications and enquiries are down for next year. Is this a national issue?**

This appears to be a short-term issue. The College was hit on Level 3 for early years and this is the largest for recruitment nationally. Level 1 is very good for next year.

#### **Adults and Community Learning:**

- Formula funding referred to a programme that was accredited and had a set funding value and non-formula funding referred to a programme that had an agreed number of enrolments with the College able to determine how the funding was spread across the enrolments.
- Non-formula funded provision was currently at 85.6%, slightly ahead of last year.

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- There had been an impact on attendance and retention on ESOL provision due to more learners gaining employment at entry level or being offered additional working hours.

## **Apprenticeships:**

- There were 255 new starters with recruitment continuing. The employer engagement team had undertaken sales training to enhance the workforce development model and continued to work with employers to support vacancy matching and recruitment.
- Attendance was 84.3% that was an increase of 0.9% since the previous report, although still below the 95% expectation.
- Retention was at 76.9% that was a reduction from 78.6% since the previous report. Feedback from the Annual Apprenticeship Conference was that achievement nationally in 2021 was 52% with an expectation that it would be lower in 2022. The 2021/22 national rates would be available in March 2024.
- Of the 47 out of funding learners that were still active, 12 apprentices were at risk and likely to be withdrawn.
- The end point assessment external requirements for roofing had changed with the ability to conduct the assessment at any point throughout the year.
- The College had received approval as the first roofing simulation suite in the North West that would enable the College to host its own end point assessments and ensure timely completion.

## **Governor Questions:**

### **How do we account for apprenticeship attendance?**

We have a day release register.

### **Is the simulation suite a big financial commitment?**

Yes, although it will pay off through the timely completion of end point assessments.

### **Could the College create a simulation suite for other programme areas?**

Consideration is being given to motor vehicle however this would take space away from the study programmes. We are looking at a different setup and are talking with the University regarding locating space.

## **Higher Education:**

- Recruitment for prescribed higher education provision remained unchanged from the previous report at 65% of the recruitment target with 62 learners enrolled.

## **English and Maths:**

- Attendance had increased marginally although attendance for adults posed a risk. The College remained flexible regarding learners that had full or part time jobs.
- Staffing stability had improved with the recruitment of two teachers and a curriculum leader. Agency staff were used to cover classes where posts had not been recruited to.

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## **Governor Questions:**

### **Do we maintain figures for non-completion due to maths and English?**

Yes, we collate information each academic year. We collate the achievement rate and impact each academic year and will bring that data to the next Committee meeting.

### **ACTION:**

Achievement rates and impact data to be provided.

### **RESOLVED:**

The Committee noted the information provided in the Applications, Enrolment and Progress report.

## **2.2 Learner Voice 2022/23 Update**

The Assistant Principal of Curriculum Development, Information and Technical Services presented the Learner Voice update, noting the following key items:

- Learner feedback was gained through class forums, curriculum area forums and cross College forums.
- 5,000 learners were in scope for the start of course survey with almost 4,000 returned that was a 23% increase in response rate.
- Satisfaction had been slightly lower than last year. 93% of students agreed or strongly agreed that they enjoyed being a student and 92% would recommend the College to a friend.
- Enrichment was noted as a strength of the College. 89% of learners had stated that they enjoyed the enrichment activities. A key area of focus for development was work experience expectations.

## **Governor Questions / Comment:**

The student governors confirmed that they felt safe and that support within the College was strong, although the support experience of some learners had been less responsive.

### **Do student governors feel there is a variety of enrichment activities available?**

Enrichment activities were a strength but they could be better publicised or communicated across the College.

### **RESOLVED:**

The Committee noted the Learner Voice Update.

## **2.3 Contribution to Skills Needs**

The Assistant Principal of Curriculum, Stakeholder and Student Services presented the interactive Skills Contribution, noting the following key points:

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- Each curriculum area had fed into the document with key employer / stakeholder engagement.
- The skills position statement had been created as a digital booklet that explained the College in a local context and summarised what the College did to meet the local skills needs.

## **Governor Question:**

### **Do Ofsted ask for a skills needs document?**

This has been created for the College although it will be useful to Ofsted to show the activities and relationships that the College has established with its stakeholders. It is a good resource for all staff in seeing the whole process as a vibrant visual.

### **Will the finished contribution to skills needs document be brought to the Board?**

Yes, updates will be as this document will be continually updated.

### **What is the status of the LSIP and communication with Greater Manchester Chamber of Commerce?**

The first draft LSIP is due at the end of March. The College has assisted the Chamber of Commerce in meeting with employers through employer forums in order to gain their input. Bolton will have an individual LSIP which will feed into the Greater Manchester LSIP.

## **ACTION:**

Contribution to Skills Needs document to be provided to the Board.

## **RESOLVED:**

The Committee noted the Contribution to Skills Needs.

## **2.4 Teaching, Learning & Assessment**

The Assistant Principal of Curriculum, Stakeholder and Student Services presented the report, highlighting the following points:

- 126 members of staff had taken part in the Creative Learning Team Day where initial observations were completed, which equated to 48% of the teaching team.
- 36 staff had undertaken their research lessons, which equated to 14% of the teaching team. The data dashboard would support managers to achieve staff completion before the end of the academic year.
- Feedback from staff involved had been positive with some constructive comments regarding the logistics of planning the Creative Learning Team Day.

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## **Governor Questions:**

### **Have staff embraced the culture change of working in partnership with other staff?**

Yes, there has been a positive response to the individual responsibility of professional improvement. The teacher friendly approach was centred around helping teachers to deliver better with a culture change of how the College treats and assesses staff whilst maintaining quality. This education centred approach was more powerful.

### **Does this replace formal observation?**

Yes, walkthroughs still take place but not the observations. Teachers now have ownership of the process through asking probing questions.

## **ACTION:**

Teaching, Learning and Assessment to become a standing item in future meetings as a verbal update.

## **RESOLVED:**

The Committee noted the contents of the Teaching, Learning and Assessment Report.

## **2.5 Intensive Support Update**

The Deputy Principal presented the report, highlighting the following key points:

- The process of informal performance management and improvement was implemented to support those areas that had self-assessed overall, or partially in their self-assessment panel as a Grade 3.
- Actions plans had been created and were being progressed for those areas identified.

## **Governor Questions:**

### **Can assurance be given that actions are being taken?**

Governors are aware of the constraints and issues facing the health and skills technical areas with action being taken as much as is possible within individual areas.

### **Are there positive improvements in some areas?**

Yes, to different levels in some areas. The issues in health and construction around staffing remain and will do so until new permanent staff are recruited and trained to the required level.

### **May there be a point where a certain curriculum is no longer offered?**

There have been restrictions in some areas to ensure the College recruits with integrity. Construction and health are growth areas.

## **RESOLVED:**

The Committee noted the Intensive Support Update report.

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## 2.6 Sub-Contracting Activity Update

The Deputy Principal provided the update, noting the following key points:

- Shockout Academy completed a self-assessment report to ensure strengths and areas for improvement were captured. The quality improvement plan would be subject to audit to ensure there was evidence of actions achieved to support continuous improvement.
- Key performance indicators were consistent with expectations and the quality of delivery had been good.
- Performance boards were held monthly to support performance monitoring and intervention, where required.

### **Governor Questions:**

#### **Did the College have concerns with Shockout Academy?**

The presentation of the Shockout Academy self-assessment was very good and supported with great systems and processes.

#### **Will the College be supporting the opening of a Shockout Academy in Nottingham?**

No, this would be very much against the wishes of the DfE and the subcontracting rules.

## 2.7 Link Governor Scheme

The Clerk informed the Committee that link areas had been identified in collaboration with the Senior Management Team and would facilitate governor interaction.

There had been an additional area identified of Teaching, Learning and Assessment with Dr Gill Smallwood appointed as the link governor for this area.

The feedback from link meetings that had taken place to date was very positive. The College continued to provide Board Members with both formal and informal opportunities to become more involved at the College, including invitations to the Learner Voice forum that was scheduled on 29 March 2023.

### **RESOLVED:**

The Committee noted the Link Governor Scheme update.

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

None.



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## 4. SECTION D - ANY OTHER BUSINESS

### Strategy Away Day

The Principal noted that senior management team would hold an away day to undertake strategy development that would be brought to the Board Training event on 2 May 2023.

### Rainbow Flag Award Update

The College had achieved the full Rainbow Flag quality mark that would be used on all College marketing. The award confirmed that the College was a fully inclusive organisation for staff and learners for pastoral and curriculum support.

### 4.1 Meeting Evaluation

Members confirmed that the meeting was challenging, informative and supportive.

## 5. SECTION E - FUTURE MEETINGS

Tuesday 20 June 2023 at 2.00pm

There being no further business to discuss, the meeting closed at 4.21pm

**Chair's Signature:**

**Date:** 20 June 2023