



**MINUTES OF THE HE ACADEMIC BOARD MEETING HELD ON 1 JULY 2021 AT
8.30 AM HELD REMOTELY VIA MS TEAMS**

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MINUTES OF THE HE ACADEMIC BOARD MEETING HELD ON 1 JULY 2021 AT 8.30 AM HELD REMOTELY VIA MS TEAMS

Present: Phil Dover (Chair), Jane McNeil, Gabriel Van Ingen

In attendance: Jenny Brandham, Kate Martin, Heather Simcox, Matt Smith
Rose Matthews (Clerk)

	Action	Date
<p>27/20-21 APOLOGIES FOR ABSENCE</p> <p>Apologies for absence were received from Amy Alexander and Mandie Stravino.</p>		
<p>28/19-20 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM</p> <p>All members were eligible and the meeting was confirmed to be quorate. There were no declarations.</p>		
<p>29/20-21 MINUTES OF THE MEETING HELD ON 4 MARCH 2021</p> <p>The minutes of the meeting held on 4 March 2021 were approved as a true and accurate record.</p>		
<p>30/20-21 MATTERS ARISING</p> <p>13/20-21 The Director of HE confirmed the KPIs had been reviewed.</p>		
<p>31/20-21 ACADEMIC PERFORMANCE REPORT</p> <p>The Vice Principal Academic and Technical Education shared the key headlines from the Academic Performance Report.</p> <p>Attendance was at 94%, students had liked the tutorial aspects of support and the tutorial has been embedded in that.</p> <p><u>Observation of HE Teachers</u></p> <p>A total of 34 observations of HE teachers had taken place, with the strengths and areas for improvement shared. Two areas of concern were identified with action planning taken place to address.</p> <p><u>Internal Quality Survey</u></p> <p>An overview of the internal quality survey was presented. The survey mirrored the NSS one but was open to all students and had</p>		

	Action	Date
<p>a 95.3% satisfaction rate. Positive responses were received in relation to most questions.</p> <p>One area identified which was lower related to students' motivation for remote learning. Members noted that lots of effort had been put into trying to distribute IT and there had been an additional 80 software licences for devices.</p> <p>The Board heard that the Director of HE would be moving on, which provided an opportunity to re-structure the management of HE – with the introduction of a Compliance Officer role. The new structure would be presented to the next meeting.</p> <p><u>Digital HE – Next Steps</u></p> <p>The Digital Teaching and Learning Review is a responds to the Letter to Key Quality Contacts regarding Gravity Assist from Sir Michael Barber.</p> <p>A draft response was shared which identified a number of actions, the Group's response and a number of actions to take forward for the forthcoming academic year.</p> <p>Jane McNeil noted when engaging with the early design of the curriculum and that tutorials had worked well. She noted in her institution students want what they had in the classroom, but also what they had online. She asked how that worked for the College? The Director of HE advised students want to be onsite.</p> <p>Gabriel Van Ingen said students did want more and were desperate to get back on site for the practical sessions. He said the lack of access had impacted on what they wanted to do. But then there is also some flexibility online with tutorials.</p> <p>The CFO suggested there might be more on demand delivery with peoples' busy lifestyles. Developments with the White Paper and the Institute of Technology might be where the Group could specialise.</p> <p>The Director of HE mentioned the Group's relationship with the OU and insight into their delivery models, but noted Group's USP is that students want to come to a/the College.</p>	KM	17/11
<p>32/20-21 LETTER FROM OFS REGARDING ACCESS AND PARTICIPATION PLAN APPROVAL</p> <p>The OFS had written to the Group to confirm the 2021-22 Access and Participation Plan had been approved.</p> <p>The Board accepted the OFS's provision decision and would be recommending this to the Corporation at its meeting on 5 July 2021.</p> <p>Jane McNeil asked if the Group were working on the GOS data. The Director of HE confirmed progression data was gathered</p>	Chair	05/07

Action	Date

before the student left, but that intervention strategies and further work on careers advice were being designed.

33/20-21 KEY PERFORMANCE INDICATORS

The KPIs were presented and discussed by the Board.

Key points raised related to the improving applications from POLAR 4 students. It was noted it could be linked to the pandemic but there has been strong recruitment in engineering.

The VP for Academic and Technical Assurance pointed out a high number of HE students are employed and are often at the hands of the companies they work for.

In 2021-22% 26% of applicants were from a diverse cohort. Focus related to widening participation.

Retention was strong, sitting at around 94%.

For 2020-21 8.73% of students had a disability, with continuation for disabled students at 88% for full time and 78% part-time.

The satisfaction rates from the quality survey were broken down and discussed.

Jane McNeil said the staff were to be commended on achieving the positive survey results.

Jane noted there was a lot of activity in the APP and asked if where currently showing red, if management were expecting this to improve or if there was more that should be being done.

The Director of HE said there was a lagged effect, caused by capturing mid-way through the cycle. The Widening Participation Committee had made significant progress and were working closely with the curriculum teams. This remains a focus and the team will continue to reflect and challenge moving forward.

The VP Academic and Technical explained the 14-16 Manager was a member of the Widening Participation Group and had been working hard on pre-Year 9 activities. Derby experienced long-term deprivation and there are specific targets in place to engage these students. Equine were doing a lot of work with the city to break down the barriers to those qualifications.

The Chair asked if the IQS data fit in with the work staff had done in terms of feedback and identified in the student survey.

It was explained one of the positive side effects of the pandemic was strong communication with students.

34/20-21 ACADEMIC RISK REGISTER

