



**MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON 2 JULY 2021 AT 9.00 AM REMOTELY VIA MS TEAMS**

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## MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON 2 JULY 2021 AT 9.00 AM IN REMOTELY VIA MS TEAMS

Present: Alan Brady (Chair), Sue Bradley, Angela Cruz, John Clay, Phil Dover, Graham Schuhmacher, Mandie Stravino

In attendance: Aaron Denton, Melanie Lanser, Kate Martin, Heather Simcox, Matthew Smith, Rose Matthews (Clerk)

Ahead of the meeting the Chair and Chief Executive took the opportunity to thank Graham Schuhmacher for his contribution to the Corporation. This would be Graham's last meeting. Graham had a long association with the College and a presentation covering the highlights of his tenure were shared.

	Action	Date
<b>32/20-21 APOLOGIES FOR ABSENCE</b>		
No apologies for absence were received.		
<b>33/20-21 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM</b>		
All members were eligible and the meeting was quorate. There were no new declarations.		
<b>34/20-21 MINUTES OF THE MEETING HELD ON 19 JANUARY 2021</b>		
<b>RESOLVED:</b> The minutes of the meeting held on 4 March 2021 were formally approved and signed as a true and accurate record.		
<b>35/20-21 MATTERS ARISING</b>		
31/20-21 The VP Academic and Technical explained the results days would be two weeks earlier. Enrolment had been brought forward by two weeks and there was a week available for annual leave at the end of August. The appeals process would have to be managed, but there had been a good response from staff volunteering to come in.		
<b>36/20-21 DESTINATION ANALYSIS</b>		
The Head of Behaviour for Learning shared headline destination analysis.		
In 2019-20 91.1% of students moved to a positive destination or returned to the College.		

A breakdown was shared of the different progression routes in education. There had been a 14% increase in the number of students progressing to HE from 2017-18 (26%). Members noted the College had opened up over the summer to support those students who wanted additional support with their UCAS applications.

There had been a 20% increase for those going into paid employment at 16 hours or above and 3% progressing into self-employment. A focus on entrepreneurial skills, particularly in construction and hair and beauty had led to 3% progressing into self-employment.

Exacerbated by Covid-19, there had been an increase in unemployment, particularly with no job opportunities in hospitality and catering. The College was, however, still supporting those young people through 'Way to Work' and employability skills for NEETs.

Positive and negative destination analysis had taken place, breaking down to academy and level.

Salary banding was based on disclosure and 46% of those contacted said their destination was relevant to their course.

A destination database had been opened up for this year, students were invited to attend employability surgeries and Get Hired events were planned in conjunction with employers, along with a refined Destination Management Policy.

The Chair questioned the next steps and it was explained they were working closely with the Careers Service for those who wanted a job or advice and guidance around opportunities. Those students not yet ready for the world of work were being nurtured and supported with other opportunities.

The Chair went on to question that 46% said their destination was relevant to their course. He asked if that was unusual or expected. It was explained, that it was collated for the first time last year and based on student disclosure. Students were being educated on the classification, for example, they may have taken a marketing course, but work in Tesco and although retail, there may be a marketing aspect.

Graham Schuhmacher asked if ongoing tracking of cohorts took place. He said it may look quite different for apprentices in two- or three-years' time in terms of salary. This wasn't something carried out at present, but the Deputy Chief Executive said that could be looked at through the alumni route.

The Chief Executive reiterated the Group's strategy to move students into a positive destination and changing the mindset from celebrating a piece of paper to proactively achieving their destination.

## **37/20-21 CURRICULUM (TECHNICAL AND ACADEMIC) PERFORMANCE**

The Vice Principal shared the key headlines from the curriculum performance report.

Since preparing the report there had been some movement. The closedown of the Performance Monitoring Reviews (PM&Rs) showed success or compliance in the curriculum areas, bringing together both the support and curriculum areas for a comprehensive picture. The overview for each area will then feed into the Quality Improvement Plans (QIPS) and writing of the Self-Evaluation Report (SAR).

The Teacher Assessed Grades (TAG)s were submitted on time. It was noted many students had no experience of sitting in exam conditions, which had led to some failing. Students were being supported over the summer, and encouraged to come into College to experience exam conditions.

There was still further work to increase attendance which was currently at 89%, but this was an improvement. There had been some great successes in some areas, but Motor Vehicle and Hair and Beauty were the main problem areas.

The Group were involved in lots of projects across the city in relation to transition for NEETs, SEND and nearlies. Schools will identify students who have a place with the College but may need extra help to make it onto site, one way of engaging is through a buddying system.

Reference was also made to a bridging site, where applicants find a course and find work they can access. This includes films to watch, snippets of work they can expect across a whole range of areas. It is making sure students understand the level of expectation and provide confidence.

John Clay questioned the bridging courses and asked how big an issue the centre assessed grades and the loss of learning had been. The VP explained the students had been able to access Levels 2 or 3, but some had struggled to understand feedback any may have missed topics that had not been as in depth as they couldn't have been through independent learning.

## **38/20-21 APPRENTICESHIP PERFORMANCE**

The Vice Principal - Apprenticeships and Employer Relations presented a summary of his report.

Recruitment remains high. Historically vacancies ran at 100 live vacancies, but at present the highest its been with 200.

Overall achievement rates on target to be ahead of the previous year and above national average across all areas.

Income ahead of budget.

Employer demand is higher than realised and the team were working closely with the Study Programme students and the Director of Behaviour for Learning's team to recruit to fill the vacancies.

### **39/20-21 CURRICULUM AND QUALITY RISK REGISTER**

The Curriculum and Quality Risk Register was shared.

There were no further updates until August.

### **40/20-21 CURRICULUM PLAN OVERVIEW**

The key highlights of the Curriculum Plan were presented and discussed, summarising its achievement towards the overarching strategic plan.

The VP Academic and Technical Education shared the key priorities the Plan aimed to address, including areas such as the green agenda; society curriculum – ensuring students and staff are resilient, the cultural capital agenda and the black curriculum; strong outcomes for learners and employers, influence in the sector and delivering financial security to reinvest into the estate and a progressive organisation that shares a culture of innovation and is responsive to the needs to stakeholders.

The Queen's speech in May 2021, outlined a number of opportunities regarding education, which included the Skills and Education Bill, investment in mental health support, high needs and teachers, and a number of bidding opportunities, which were discussed.

One of the key priorities was making sure clear progression routes were available (at all levels) with a focus on aspiration.

A robust business case to justify all areas of provision was key and the removal or adjustment of underperforming provision, ensuring all were fit for purpose.

Plans were shared for reconfiguring areas of the College, to provide a more informal, nurturing environment – with students able to access student support and welfare services easily.

Every element of the Curriculum Plan had been tested against LMI data and based on tangible evidence where there was clear demand. Analysis had taken place in relation to job growth and EMSI data with a view to increasing market share and supporting the region.

In order to achieve, staff will be given support and guidance to achieve the ever-changing sector needs and will respond to new challenges and opportunities. Having a broader awareness of each other's roles and working collaboratively.

A financial breakdown by academy was shared with the average contribution at around 46%. This equated to an EBITDA of 7%. Apprenticeship growth was set at £1.4m year on year with a total income growth of £1.0m.

#### **41/20-21 MONITORING AND EVALUATING TEACHING ONLINE**

The Director of Teaching, Learning and Academic Research joined the meeting to present her overview.

The piece of work was carried out just as we were coming out of the last lockdown to evaluate and monitor online teaching.

The switch to remote education was relatively successful.

Focussing on teaching and teacher development, pastoral support and inclusive practices enabled the Group to make the change more swiftly than many schools or providers.

It was underpinned by governance and executive leadership that reacted promptly to government guidance.

Remote education does provide a different learning environment and some students, such as GCSE Plus have thrived, but not all students want fully online education and learning is also about social interaction. Overall the Group were looking at a blended model.

Remote delivery was not a substitute for classroom delivery with a teacher. The digital skills of the digital generation were over-estimated and whilst many are proficient at using their mobile phone and social media applications, online delivery was a challenge for some students. The teachers however were resilient and adapted rapidly to delivery in teams and digital portfolios.

Guest speakers are easily facilitated through remote means and it is key to remain contact and live learning with all students.

Areas for development recommended by the review were shared and include exploring different pedagogical methods, enhanced parental communication and supporting those teachers who did not develop as effectively or rapidly.

#### **42/20-21 JOSEPH WRIGHT LOCAL BOARD**

The Committee Chair discussed his report from the Joseph Wright Local Board on 14 June 2021.

The Teacher Assessed Grades (TAGS) were a main topic of the business and the Board heard the rigorous way teachers had to submit the evidence to the exam boards. At that point they were waiting to hear whether the exam boards would follow up and visit.

The Assistant Principal for Academic Education shared the progress towards the A Level Improvement Plan.

Debbie Painter provided a summary of the GCSE Plus programme and the Board met some students who talked about their experiences.

#### **43/20-21 STUDENT VOICE**

Two students K and J joined the meeting to discuss their education journey.

J was undertaking a Level 3 course in Advanced Manufacturing which was going well. He joined the College as a pre-16 student – commencing 1-day-a-week as a Motor Vehicle student, then went onto Level 2 full-time. He did not adjust well to online learning and with support from the College was able to attend College during the pandemic to catch up. J's next steps were to take a HNC.

K was studying Health and Social Care at the Roundhouse and hoped to become a paramedic. She still attended College during the pandemic. She shared her route as a looked-after child and aspirations to go to university.

The Chair asked about the support the College had offered. K confirmed she had moved into her own accommodation and the bursary helped her tremendously in order to pay for the bus to get the college and for food.

The Chair asked if they had received help along the way and found support from the teaching staff, they both confirmed they had. K said there was support with day to day living advice if it was needed.

*The meeting finished at 11.00 am*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_