



**HOPWOOD HALL COLLEGE  
MINUTES OF THE STANDARDS COMMITTEE MEETING  
HELD ON 22<sup>ND</sup> SEPTEMBER 2021**

**Meeting Commenced: 4.30pm**

**Meeting Ended: 6.10pm**

**Attendance: 83%**

**Quorum 3**

**Governors Present:**

Jennifer Worsdale (Chair), Julia Heap (Principal & Chief Executive), Rob Jones, Clive Reid, Susan Ayers

**In Attendance:**

Fatema Hussein Clerk to the Corporation

Andrea Murphy Deputy Principal

Greg Scully Assistant Principal

**1. Apologies for Absence**

The Assistant Principal Greg Scully was welcomed and introduced to members.

The new Centre Directors, Lisa Kniveton, Russell Hodgson and Karen Lea were introduced to the Committee via MS Teams.

Apologies were received from Helen Barton, and the Assistant Principal Liz Duncan.

**2. Declarations of Interest**

Members were invited to declare any direct, indirect, personal, pecuniary or prejudicial interest on any item on the agenda.

There were no declarations.

**3. Approval of the Minutes – 16<sup>th</sup> June 2021**

Agreed that the minutes of the meeting held on 16<sup>th</sup> June are approved as a correct record and authorised for publication.

**4. Matters Arising from the Minutes**

There were no matters arising from the Minutes.

**5. Teaching, Learning & Assessment Reports**

## 5.1. Deputy Principal Report

The Deputy Principal presented her report with the following points highlighted to the Committee:

### Overview of current bids

College was involved in the following bids:

- Strategic Development Fund – in conjunction with all the Greater Manchester (GM) Colleges. The bid was for a share of £2m revenue and £4m capital funding. This bid had been unsuccessful.
- Community Renewal Fund (CRF) -the focus of the bid was to look at community digital skills pathways. The bid had progressed past the first round, but information was awaited from the Ministry of Housing, Communities and Local Government (MHCLG) as to the next steps.
- College Collaboration Fund. This bid was led by The Manchester College on behalf of the GM Colleges and had been successful. It would allow Hopwood Hall to fund a Digital Blended Learning Champion (DBLC) for a second year.
- Provider Growth Fund for Higher Technical Qualifications (HTQs) - this was primarily to look at IT and computing qualifications to meet digital skills needs. All GM Colleges had been involved. This bid had been successful, and the College had been awarded £31,000.
- The Further Education Professional Development Grant - the focus of the bid was employer engagement and industry updating. The consortium which College was part of was waiting to hear on the outcome of the bid.
- European Social Fund (ESF) Skills for Growth Bid - College had been approached by the Growth Company who were interested in being a prime provider but had since pulled out and the College did not have the capacity to bid as a prime provider.
- Pupil Premium Post 16 Pilot – this was being led by the Virtual School with the College as a partner and a decision was being awaited about the bid's success.
- ESF Not in Education, Employment or Training (NEET) project - initial discussions with the GM College's Group had taken place with the potential of The Manchester College being the 'prime' on this project

### Governor Questions

- Q.** Was there a deadline for when funding had to be spent by on the successful bids?
- A.** Community Renewal bid monies had to be spent by 15 March 2022 but the spending deadlines for the other bids would be confirmed once College had been notified of the outcome

### Ofsted update

The Committee was provided with an update on the changes that had been made

to the Education Inspection Framework (EIF) as a result of the Covid pandemic. It was noted that there had been changes to the framework in relation to the focus on safeguarding, especially peer on peer sexual abuse. All tutorial groups had received training on safeguarding and this would be followed up after half term by training on peer on peer sexual abuse. There were also plans for whole staff training at the next WCMT meeting dedicated to this issue, along with work being done on the learner voice on this.

### **Governor Questions**

- Q.** Had the original schedule of inspections been extended due to the back log created by the Pandemic?
- A.** It was not clear if the schedule had been amended or whether the priority criteria for inspections had changed due to Covid

The Committee requested that an update was provided to Governors on the changes to the inspection framework including the new approach to Safeguarding.

### **ACTION:**

Deputy Principal

### **Covid testing**

- College had retained a small testing site on both campuses to assist any learners who may require assistance with Covid tests on their return to campus
- There was an expectation that staff and students would continue to test twice weekly at home and upload their test results
- A vaccine bus had been on site recently to offer staff and students the opportunity to get vaccinated
- Covid related learner absences in Weeks 1,2, and 3 of term were 74, 78 and 84 students respectively
- A number of staff who had not been fully vaccinated were also having to self-isolate
- Health and Social Care students on work placements would be required to be fully vaccinated in order to undertake the placement

### **Governor Questions**

- Q.** Could students be exempt from vaccination as they were on a work placement?
- A.** This would depend on the care setting. College was explaining to students that certain settings would not accept them for placement if they were not fully vaccinated. College was working closely with the department to ensure their placements fulfilled their vaccination status requirements. Work was also ongoing around 'myth busting' for learners reluctant to be vaccinated. Information was being provided to students regarding vaccination so that they could make an informed decision

### **Apprenticeships**

- The predicted apprenticeship outturn was originally expected to be 64%, but Covid had a detrimental impact on this
- City and Guilds (CG) had delayed a number of EPAs (end point assessments) due to sickness, volumes of EPA requests, administrative errors and not

- having the facilities when needed
- College had been working closely with CG and been able to resolve some of the issues, but some were still outstanding and led to a fall in the achievement rate percentage
  - If apprentices had been able to complete when EPAs had been requested the outturn would have been 65.4%
  - College was confident that the quality of the provision had improved

### **Governor Questions**

**Q.** Would the delay in end point assessment affect other Colleges as well?

**A.** It was confirmed that it would

## **5.2. Report from the Assistant Principal Quality**

### **T Levels**

- The College would be introducing two new T level routes in 2022-2023
- As with this year's T levels, implementation meetings would commence in October to ensure that the teams were ready for delivery in September 2022
- As College was delivering four T levels routes this year, it would continue to share best practice and lessons learnt from this year's delivery team

### **QIP (Quality Improvement Plan) Update**

An update was provided on the QIP for 2020/21 and it was noted that the development targets for work experience, Maths & English and Attendance had not been met due to Covid related reasons.

### **Governor Questions**

**Q.** Was the One file system working well for Apprenticeships?

**A.** It was working well for Apprentices but further work needed to be done with employers

**Q.** Would a Department which was of concern be reviewed more frequently?

**A.** It would be continuously reviewed instead of on a bi-annual cycle

### **Policy - Quality Assurance Processes for the Improvement of Teaching and Learning**

The Committee reviewed the policy for the quality assurance improvement process, the aim of which was to assess the effectiveness of the teaching and learning that was taking place. The quality assurance of teaching, learning and assessment grades would inform both departmental and the College's self-assessment grades.

It was noted that deep dives were being undertaken as part of the Departmental review process.

### **RESOLVED:**

The Committee approved the above policy

### **CPD update**

- In previous academic years, standardised cross College CPD had been provided
- The focus for this academic year was to offer bespoke training for curriculum areas
- This term, CPD was being carried out in departments and was led by the Programme Manger and coordinated by the Learning and Development Coordinator

### Access/HE Report

#### Enrolment

- There were currently 113 enrolments across all HE and higher-level courses with significant cohorts of Early Years, Sport and Animal management students yet to enroll
- College was on track to increase the HE intake this year for the 3rd year in a row and was on course to recruit 149 students which was up from 120 students in 2020/21 and 91students in 2019/20
- The Access to Nursing and Health Sciences courses were very popular this year with 45 and 27 students respectively
- The newly revamped Social Science course had also been popular with 21 students enrolled to date
- The more recently developed Access courses were still on low numbers in some cases with both Art & Design and Creative Media with only 3 and 4 enrolments respectively
- Courses no longer being offered were Business and Policing

### Governor Questions

**Q.** Did College have good engagement with Greater Manchester police?

**A.** Engagement was good, and College had recruited well for the Level 3 course, but no applications had been received for the Level 4 course. Every student that had applied to join the police had been accepted. The course may not have recruited as there was no requirement to undertake a higher-level qualification to join the police

### NSS results

- The National Student Survey results were back from last year and the responses were on the whole very good
- College had improved in most areas of the survey and 100% of the students surveyed had said they were satisfied with their course
- There had been some areas of development highlighted in relation to access to technology and library resources during the lockdowns
- The induction process had been refined to ensure that students were aware of the resources available to them and how to access them

### Rochdale B Block

Discussions were being held with the DfE to put an additional floor onto the new B Block building project on the Rochdale campus for H.E. and Access courses

### Student Experience Report

- Student induction comprised of a four-week programme

- The College had introduced an induction framework which would help to manage expectations, support transition from school and capture any learners who felt they had made a wrong career choice
- All learners would cover all the key aspects of life at Hopwood Hall College

### 5.3. Report from the Assistant Principal Curriculum

#### Update on Achievement Rates - 16-18, English and Maths, Adults

- College would not have a 'hard' close on achievement rates until the beginning of October 2021
- This was due to the process for claiming achievements and uploading them to the system
- There were currently 535 examination claims being awaited and this was as expected for this week in September
- The vast majority of these were passes
- The best-case scenario for all ages achievement rate outturn as of today was circa 86%, and a drop from 89% last academic year
- This decrease was due to the issues outlined in previous Committee papers concerning qualifications where there had been no adaptations
- Issues around lack of adaptations in Access qualifications had been part of a national campaign from the Association of Colleges
- Despite this, no changes were made by awarding organisations
- As reported previously, further analysis of the English and Maths performance had concluded that the main cause for a decrease in performance was functional skills
- No adaptations had been made for functional skills by the awarding organisations
- When learners had returned to campus last April, they needed a lead time to prepare for examinations
- Due to 4-6 weeks turnaround time of results, most students were only able to attempt one paper
- Pearson, the awarding organisation for Maths was currently showing a 20% national pass rate for level 1, Functional Skills Maths

#### Report on Value added

- There had been a significant increase in the number of learners on the 2016 Btec standards from 16 to 76 learners
- The metrics for 2016 qualifications had all improved
- All 2010 qualification metrics had also improved

#### Governor Questions

**Q.** Some learners may have come in with inflated grades and missed out on learning due to School closures. What was being done to address this?

**A.** College was intending to utilise tuition fund monies to fill gaps in learning due to lost learning

**Q.** What was the normal pass rate for Level 1 Functional Skills Maths?

**A.** The national pass rate for Pearson was normally 50%, but this was currently showing at 20%

## Enrolment

- Current 16-18 enrolments were 3391 against a 43rd day target of 3352
- The current prediction for final 16-18 numbers against target was 3200-3250 and therefore below target.
- College was on target to exceed the ESFA contract for 2021/22 which was 3010 learners
- Departments above target included Business and IT (+35 against target), Electrical and Automotive Services (+19 against target), Science (+10 against target) and Sport and Uniformed Public Services (+9 against target)
- Departments below target included Hair, Beauty and Catering (-48 against target) Health and social care (-26 against target), Arts and performing arts (-21 against target) and early years –14 against target)
- Current adult numbers were 1324 against a target of 1858.
- Adult enrolments for part time course continued throughout the year providing a high degree of confidence that the College would exceed this target

## Governor Questions

**Q.** What were the main reasons for the shortfall?

**A.** A number of learners had secured employment after finishing the Level 2 qualification and not progressed to Level 3. College was currently resourced at 3352 learners and the shortfall may result in some over resourcing. A number of options were being considered on how to manage this

## Internal Progressions and Destinations

- Internal progression had remained strong with progression for 16-18 eligible learners at 81.2% and exceeding the College KPI of 80%
- Analysis of learners that had not progressed internally or had completed their studies and left the College had highlighted that
  - 74.2% of learners had achieved a positive destination
  - 10.1% of learners had not achieved a positive destination
  - 15.7% of destinations were currently unknown
- The most common positive destinations were full time employment (23.7%) and higher education (22.8%)
- The most common outcome for learners not achieving a positive destination was unemployed (looking for work) 9.2%
- Further work to establish and record destinations currently unknown was taking place

## 16 -19 Tuition fund – Support for Lost Learning

The College had not yet received the tuition fund allocation of £521,000. This money would be used to provide additional support and would be run by skills development coaches. The main allocation would be used to support English and Maths improvements, but additional coaches would be allocated to work in specific curriculum areas once Centre Directors and Programme Managers had been able to identify need.

## Update on curriculum structure

It was confirmed that all 4 Centre Director posts had been filled with all commencing work at the start of term.

## **6. KPI (Key Performance Indicators) Update\***

The Key Performance Indicators were reviewed, and it was noted that due to an absence of exams and external assessments, it was not possible to undertake a comparison of performance against external benchmarks

### **Governor Questions**

- Q.** What were the reasons for the increase in the staff turnover rate over the last 2 years?
- A.** This had been higher due to a large number of staff on temporary contracts such as learning support assistants where the posts were dependent on learner support funding. Some managers had also left College to take up promotions over the last 12 months
- Q.** The staff satisfaction rates in the staff survey had dropped and was management concerned about this?
- A.** The results were not as positive as last year but better than the previous year. Management were of the view that the survey had been undertaken at a time when “Covid fatigue” may have set in for many staff
- Q.** Were exit interviews undertaken by College?
- A.** It was confirmed that they were

The Chair requested that the format of the Teaching, Learning & Assessment report was amended for future meetings so that the three sections were submitted as separate reports.

### **ACTION:**

Deputy / Assistant Principals

## **7. Date and Time of Next Meeting**

Wednesday 23<sup>rd</sup> March 2022 at 4.30pm

\* Standing Item