



HOPWOOD HALL COLLEGE

MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON THURSDAY 22ND JUNE 2023

Meeting Commenced: 4.30pm

Meeting Ended: 6.00pm

Attendance: 80%

Quorum 3

Governors Present:

Jenny Worsdale (Chair and External Member), Clive Reid (External Member), Julia Heap (Principal & Chief Executive), Susan Ayers (External Member), Gill Banks (External Member), Matthew Burdaky (Staff Governor), Leon Al Asade (Student Governor), Jason Lancaster (Co-opted Member)

In Attendance:

Andrea Murphy Deputy Principal

Liz Duncan Assistant Principal (Quality)

Greg Scully Assistant Principal (Curriculum)

Joanne Taylor Executive Director Business Development, Apprenticeships & Future Skills)

Fatema Hussein Clerk to the Corporation

1. Apologies for Absence

Apologies were received from Helen Barton and Ricardo Pedrosa Taylor.

The new Staff Governor Matthew Burdaky was welcomed and introduced to the meeting.

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 – 15th March 2023

Agreed that: the minutes of the meeting held on 15th March 2023 are approved as a correct record and authorised for publication

4. Matters Arising from the Minutes

The Action Progress log was reviewed and it was noted that all actions had been completed.

5. Student Governor Feedback

The Student Governor reported that:

- Photographs of the Learner Reps were now displayed along the Henry West building corridor and students knew who to approach
- No concerns or issues had been raised by students and feedback on the learning experience had been positive

6. Teaching, Learning & Assessment Reports

6.1. Deputy Principal Report

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

Ofsted Report

The Ofsted report had now been published and College had begun to address the priorities and incorporate them within the QIP (Quality Improvement Plan)

LSIP (Local Skills Improvement Plan) and LSIF (Local Skills Improvement Fund)

- LSIPs had been introduced as part of the Skills White Paper and would provide an agreed set of actionable priorities that employers, providers and stakeholders in a local area could support to drive change
- The aims of the LSIPs was to facilitate direct and dynamic working arrangements between employers and providers
- The LSIP for Greater Manchester was still in its draft format but the key sector areas identified are as follows:

Sector Area	Priority Level
Health and Social Care	Urgent – nurses and social care workers
Manufacturing and Engineering	Urgent – green skills, lean manufacturing and sustainability
Logistics and Warehousing	Urgent – skills around operation of automated lines/drones
Education	High – for teachers of STEM and digital
Construction	Urgent - retrofitting
Digital and Technology	High – cloud computing, AI and data analytics
Financial and Professional Services	High – sales skills
Retail and Hospitality	Medium – customer facing skills

- The College was well placed to deliver a curriculum on all the above skills, with the exception of warehousing and logistics, which was covered by other training providers in the area
- All LSIP's would need to be ratified by the end of July
- The LSIF (Local Skills Improvement Fund) fund was aimed at helping providers with the revenue and capital in order to drive the skills priority areas identified
- Greater Manchester has been allocated £8,500,637 from a £80m national pot that would run over two years
- The Greater Manchester Colleges were in the process of formulating their bids which would have to be submitted by 20th June 2023 for a small pot of mobilisation

funding and by 25th September '23 for details of the projects

- 5 projects had been put forward by the GM Colleges group
- The College was still working through its preferred options and would present details at the next Quality and Standards Committee

Advanced Machinery Productivity Institute (AMPI)

- The College continued to be involved in the work of the Advanced Machinery Productivity Institute
- One of the main activities was the development of online Continuous Professional Development (CPD) which was being led by the National Physical Laboratory (NPL)
- Specific courses were now being offered in advanced manufacturing, robotics, automation etc.
- These were all courses that would usually attract a fee but were being delivered free of charge
- One of the main challenges had been getting people to participate and there was a need to extend the offer to more companies
- The College and Rochdale Training Authority had agreed to share contact details with already established engineering firms to capitalise on the work done by NPL
- Another aspect of the group was to look at an upskilling package for careers staff in schools around the sector areas of engineering and advanced manufacturing
- Rochdale Metropolitan Borough Council were looking to provide this over the summer and the College would be helping with materials

Innovate UK

- The College was working with Innovate UK, Gatsby Foundation and the Association of Colleges to look at how Further Education Colleges (FECs) could be encouraged to work with local businesses to promote the adoption and diffusion of innovative practices
- Monies to facilitate this were available via the Knowledge Transfer Partnership (KTP) system which had been running successfully for many years
- However, Colleges rarely bid into this process and were potentially missing out on funding as a result

Work with Sunbelt Rentals

- The College continued to develop its relationships with Sunbelt Rentals, a national FTSE 100 company that had offices locally
- Sunbelt were going to provide work experience for 6 learners in the summer, and masterclasses in surveying for staff
- College was being targeted as a strategic partner and there would be work experience for up to 30 learners

A Governor suggested that College made use of the Knowledge Transfer Partnership to further develop connections with employers.

Governor Questions

Q. Was College planning to issue a press release about the Ofsted report?

A. The outcome of the Ofsted inspection would be incorporated into press releases that were already planned to be issued from the College. The inspection outcome would be celebrated in a conscientious way and in line with College values. The report had already been sent to key stakeholders

Q. Could the T Level application be linked to the LSIF bid?

A. This would not be possible as it would be perceived as a duplicate bid

Q. Would the inclusion of private providers in the LSIF be an issue for Colleges?

A. It could be but it was not clear yet how problematic this may be

6.2 Apprenticeship Report

The following update was provided by the Executive Director Business Development, Apprenticeships & Future Skills:

- This years' target has not been achieved, but the funding target of £2.1m would be met
- This was due to higher value apprenticeships, starting earlier in the year than planned
- The process for setting targets had been reviewed and improved for 2023/24
- An increase of between 1.9% - 4.5% was being predicted on last year's outturn, giving an achievement rate of 55.4% – 58%
- There were still too many apprentices withdrawing from their programs, and this was particularly prevalent within Construction
- The IAG process had been tightened up to mitigate against this, and job scans introduced job scans to ensure the apprentice and apprenticeship standard were appropriate
- The controls and compliance review which had commenced in January was now complete and a series of short, medium and long terms goal had been agreed
- The College's bid for Wave 4 of GMCAs Bootcamps had been successful
- This was a joint bid with the Rochdale Primary Care Academy designed to address skills shortages in primary care occupations
- College was undertaking some targeted marketing to achieve the starts target for next year and was aware that some local Colleges were no longer offering some Apprenticeships
- It was working with new employers and levy payers in order to meet this target

Governor Questions

Q. Was there sufficient staffing resource in place to cope with the increased number of starts that had been projected?

A. This had been considered as part of the curriculum planning process and some new appointments had been made to support this

Q. Which particular Standards the withdrawals been in?

A. This was in Joinery and Construction

Q. How many out of funded learners were there currently?

A. There were about 30 learners of which a very small number were greater than 12 months

Q. Where were the learners undertaking the boot camps coming from?

A. There had been a lot of interest from GP surgeries and there had been a good response from people accessing the College website

6.3. Report from the Assistant Principal Quality

The following update was provided by the Assistant Principal:

6.3.1 Quality Assurance & Improvement

Aim for Above Programme

- The purpose of the programme was to inspire and motivate staff to strive to become outstanding practitioners
- 14 staff had taken part in the project across 14 departments
- Staff had completed peer-to-peer observations and tried out new teaching strategies
- Feedback from participants had been positive

Mentoring @Hopwood Programme

- Following participation in the ETF funded Advanced Mentoring Programme in 2021-22, Mentoring@Hopwood had been established
- This project aimed to improve the experience and retention of 'new to Hopwood' teaching staff in their first year through the introduction of trained departmental mentors
- In 2022/ 23, fifty-two 'new to Hopwood' teaching staff had been supported in this way

HOW2

- College was in the third year of subscribing to the HOW2 platform
- The Advanced Practitioners used the platform as a coaching tool for teachers and Progress Tutors.
- It was also used as the basis of all coaching and support offered to staff

Governor Questions

Q. Had there been any improvements from a student perspective as a result of the above initiatives?

Governors suggested that it would be useful to see the impact of the programmes from a student perspective

6.3.2 Internal Progressions

The Stepping Up Programme had commenced in May, with a KPI of 80% internal progression. This was currently at 66% for 16 –18 (as at 12/06/23).

6.3.3 H.E Update

- The College was one of 16 colleges that had been successful in their application with the Open University to develop new Level 4 / 5 HE courses
- The Quality team was now putting together a number of policies and procedures that the Open university would check and feedback on to ensure College was compliant with all their regulations
- The University of Bolton currently had a moratorium on new programs or expansions to existing programs with its partners
- The Annual Review of Programs (ARPO) with the University of Bolton was scheduled to take place in June and plans for the future would be discussed at this meeting

Retention / Achievement

- Current retention for HE courses was 94.9%
- Programme Managers had identified 5 additional students at risk of not completing their year so far
- Full achievement rates would not be available until after semester 3 re-sits and exam boards

HE Meeting Structure and Policy Changes

- As a result of the work, already completed with the Open University the College needs to adapt some of its policies and meeting structure to be compliant with the latest regulations.
- To ensure that academic interests are separated from strategic decision making, the College's current HE Committee will become the new Academic Board and include a wider cross-section of academic staff, stakeholders, employers and students
- The academic board will be chaired by the Director of Higher Education
- The HE Strategy group would remain and be chaired by the Assistant Principal for Quality

Governor Questions

Q. Was the skills injection fund being accessed for the development of Higher Technical Qualifications (HTQ's)?

A. This was to be investigated

6.3.4 Careers Update*

The number of work placements had increased in comparison to previous years
College had been successfully re-accredited for the Matrix accreditation

UCAS

There had been an increase in the number of UCAS applications and 408 applications submitted. 329 learners had already accepted an offer from 1 of their HE choices

Governor Questions

Q. Was home working impacting on the number of work placements being offered?

A. It was a challenge for placements in digital and media related work, and employers were providing project led learning experience in these areas

ACTION:

Assistant Principal Quality to provide destinations data for first T Level cohort at the next meeting

6.4. Report from the Assistant Principal Curriculum

The following report was provided by the Assistant Principal:

6.4.1 GCSE English & Maths & Functional Skills Exams Update

- Functional Skills data in the report was as of 19th of May, and the achievement data shown was not the final position.
- There were several pending results and adult learners who had yet to complete the first sitting of some exams.
- The English Functional Skills achievement rate had dropped in comparison to last year, and the Centre Director was investigating this
- Functional skills Maths would see an improvement
- The attendance rate for GCSE paper 1 Maths was 92% and paper 1 English was 93%
- Attendance rates for both the first papers had improved when compared with June 2022.
- The number of learners taking the exam was a challenge in regard to costs and logistics

Governor Questions

Q. Had College considered offering GCSE Maths instead of L2 Functional Skills?

A. English Level 2 Functional Skills was being reviewed and all 16-18-year old now did GCSE Maths and English

Q. Had College started to plan for next year's GCSE's as there may be a further increase in learner volumes?

A. Capacity had been increased and the strategy for November re-sits had been amended. College was also reviewing the attendance strategies for Maths and English

6.4.2 Vocational Courses Exams and Assessment Update

- Pass rates had improved in 3 out of 5 courses and one course had remained the same
- The only department to have declined was level 3 Business
- The exam strategy had shown an improvement in high grades achievement but pass rates remained too low
- The number of unclassified grades had reduced across those courses taking the January exam series for the second time but too many learners were gaining a near pass grade
- College was seeking to support staff to become examiners as the experience gained would benefit learners

Governor Questions

Q. Has any targeted intervention been undertaken in areas where the pass rate was low?

A. Targeted support was in place for lecturers

Q. Had the quality of revision and note taking been considered?

A. It was confirmed that this had been looked at in addition to the timing of formative assessments

6.4.3 Best case/worse case achievement rate predictions by curriculum area

It was anticipated that there would be an improvement in achievement rates compared to last year including on Level 3 programmes.

6.4.4 T Level Delivery Update

- There had been no changes in the T level enrolment numbers since the March report
- The total number of T-level students remained at 111
- Retention continued to remain high on first year programmes at 95%
- The Digital Support and Health T Level had not run due to insufficient numbers
- The first set of T Level results would be published in August
- College continued to work towards the roll out of further T-level qualifications, and a large number of applications had been received for the Accounting T Level
- Applications for the Science and Maintenance & Installation (Engineering) T Level were low

Governor Questions

Q. Did work placements for the Accounting T Level need to be with an Accounting firm?

A. They did not need to be and could be within the Finance Department of a large company

Q. When were learners informed if the T Level would not be going ahead?

A. They were made aware no later than 2 weeks before the course was due to commence and an alternative pathway was always offered

Q. Were learners made aware at the application stage that the course was not guaranteed to run?

A. They were not made aware at the application stage but alternatives courses were always available if the course could not be run

A Governor suggested that it would be useful to include some text in the course literature to state that it was “subject to sufficient numbers”

ACTION:

Assistant Principal Curriculum

6.4.5 Attendance & Retention Update

- College attendance was currently 86% for all courses and all ages (as of 12.06.23).
- 16-18 full time attendance was 86% (final position 20/21 86%)
- 19+ full time attendance was 89% (final position 20/21 87%)
- 19+ part time attendance was 88% (final position 20/21 85%)
- Since the March report part time adult attendance had increased by 1% and 16-18 attendance has increased by 1%
- The interventions detailed in the March report had continued to have a positive effect on attendance
- The introduction of RIOs (Retention and Improvement Officers) to support adult learners has had a measurable impact
- Full time 19+ attendance had improved by 2% on last year and part time 19+ by 3%
- Overall, College retention was 92.8%

- The final position would be below the college KPI (Key Performance Indicator) which was 94%

6.4.6 TEC Centre Build Update

The TEC Centre building work was nearing completion with the main works due for completion by the 19th of June. However, further work would continue on the gas assessment Centre and be completed by August 2023.

6.4.7 Use of Artificial Intelligence within the Curriculum

- The College was reviewing its various policies to reflect the emergence of AI (artificial intelligence) supported “chat-bots.”
- These platforms could produce reports, presentations, essays etc., requiring only a simple question
- Artificial Intelligence (AI) had made significant strides in various fields, including education
- Its potential in assisting lecturers in preparing teaching sessions at UK Colleges brought both advantages and disadvantages
- A working group had been formed to look at how plagiarism was addressed

7. KPI (Key Performance Indicators) Update*

An update had been included within the Deputy and Assistant Principals’ reports.


8. Date and Time of Next Meeting

It was noted that this was the Deputy Principal’s Andrea Murphy’s last Committee meeting as she would be leaving the College in July.

The Committee led by the Chair thanked Andrea for her contribution and wished her well for the future.

Wednesday 20th September 2023 at 4.30pm

* Standing Item

<p>Chair’s Signature:</p>  <p>Date: 20.9.23</p>
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