



**Minutes of the Meeting of the Performance & Standards Committee, held on Monday 1 March 2021, 4.00pm via Microsoft Teams**

**Present:** Andrew Brown (Chair)  
 Stuart Fraser (Vice-Chair)  
 Sarkis Mazmanian (SM)  
 Doug Trengove (Staff Governor) (DT)  
 Yvonne Kelly (Principal/CEO)

**In attendance:** Joy Kettle (Chief Operating Officer)  
 Victoria Eastwood (Chief Governance Officer)  
 Until Agenda Item 9:  
 Ann McDaniel (Assistant Principal – Health, Science & Adult Skills) (AMcD)  
 Lisa Jarentowski (Head of Quality) (LJ)  
 Michael Smith (Learning Innovation Manager) (MS)  
 Jason Turton (Assistant Principal) (JT)  
 Richard Roberts (Head of Apprenticeships & Traineeships) (RR)  
 Antoinette McLean (Head of English and Maths) (AMcL)  
 David Francis (Foundation Learning & SEND Consultant) (DF)  
 Rob Jones (Interim Head of HE) (RJ)  
 Nabeel Zaidi (Head of HE and Technical Skills) (NZ)

Lisa Dee (Observer) (LD)

<b>1.</b>	<b>Apologies for absence</b> Introductions were made by those present. There were no apologies for absence.
<b>2.</b>	<b>Declarations of Interest</b> Governors were reminded of their responsibility to declare an interest in relation to specific items on the Agenda if appropriate. None were anticipated.
<b>3.</b>	<b>Minutes of the Previous Meeting – Monday 7 December 2020</b> The Minutes of the previous meeting held on Monday 7 December 2020 were agreed as a true and accurate record.  <b>Approved: The Minutes of the previous meeting, held on Monday 7 December 2020, were agreed as a true and accurate record.</b>
<b>4.</b>	<b>Matters arising</b> There were no outstanding actions from the December 2020 Committee meeting and no additional matters arising that were not covered by the agenda.  The Chair stated that strengthening membership of the Committee was important and the Chief Governance Officer (CGO) advised that advertisements to recruit Governors had been placed on the College’s website and also on LinkedIn. It was intended that increasing membership of the Corporation would also benefit the Performance & Standards Committee. In addition, the Committee were advised that Lisa Dee, Governor, was in attendance at the meeting as an observer to be able to consider whether she would like to join the Committee as a Co-opted member going forward.

	<p>It was noted that agenda item 8 – Employer Engagement had been deferred to the March Corporation meeting to be discussed alongside apprenticeships.</p>
<p><b>5.</b></p>	<p><b>Quality Update</b>  The Chief Operating Officer (COO) welcomed Nabil Zaidi to the meeting as the new Head of HE and Technical Skills.</p> <p>The COO presented the current risks and explained the opportunities to mitigate including:</p> <ul style="list-style-type: none"> <li>• Ensuring low engagement/attendance does not impact on student outcomes</li> <li>• Catch up fund to re-engage in vocational areas and English and maths</li> <li>• Focus on wellbeing and confidence to get learners back into learning</li> <li>• Transition back into college – phased plan to return which should help with placements</li> <li>• NTI and repeat areas particularly in construction</li> <li>• Support and challenge for underperforming areas in terms of coaching</li> <li>• Staff upskilling - good partnerships with industry and employers</li> </ul> <p>The Committee were informed that retention stood at 98% which was above target but lockdown had brought challenges with attendance. Attendance for 16-18 had reduced from 78% in December to 68% in February; 14-16 attendance had remained at 57%; attendance for adults had decreased from 83% to 67%; LAC attendance from 76% to 67% - a lot of intervention work was taking place in this area. High needs attendance had decreased from 87% to 82%.</p> <p>AMcD provided an update on the position for 16-18 learners including English and Maths; Adults and Student Support – key issues were highlighted as follows:</p> <p><u>16-18</u></p> <ul style="list-style-type: none"> <li>• Learner voice feedback – learners missing social aspects; safeguarding issues raised</li> <li>• Prioritising learners according to needs to access devices</li> <li>• Connecting activities on google classroom (curriculum teams working closely with Maths and English had improved attendance by 28% and good practice was being shared)</li> </ul> <p><u>Adults</u></p> <ul style="list-style-type: none"> <li>• Learner voice highlighted lack of devices</li> <li>• Slow up take for lower level courses</li> <li>• Individual support for learning in place</li> <li>• New qualifications in adult digital skills</li> <li>• 4<sup>th</sup> cohort of sector work based academies – tracking into progression</li> <li>• Cleaning, logistics and securities were new areas.</li> <li>• Teaching assistant project on cohort 8 encouraging learners to transfer to new courses to upskill.</li> </ul> <p><u>Student Support &amp; Experience</u></p> <ul style="list-style-type: none"> <li>• Guidance/support taking place virtually and working well</li> <li>• Student union interacting with Peers</li> <li>• Learners with high needs and vulnerable learners invite on site</li> </ul> <p>The Vice-Chair stated that some of the courses were more effective as practical based and questioned whether there was a big gap in learning because of the requirement for practical skills. JT responded that for practical sessions small groups of learners had been invited into College. The main areas affected were Trowel Trades and Carpentry but the College was close to launching a remote electrical installation programme that fully prepared learners for the test.</p>

The Vice-Chair stated that the level of catching up would be greater in some courses than others and asked how this was assessed. The COO responded that this would be down to each team - each learner was assessed for every catch up lesson they attended and a lot of work was needed pastorally to address wellbeing.

The Chair questioned how attendance levels compared across the sector. The COO replied that actual figures were not available but it was expected that the College's rates were similar to other colleges and it was known that a lot of the schools were struggling with low attendance. In some instances, learners did not attend the live sessions but would return to the recorded lesson later to catch up which made it difficult to fully capture attendance.

The Chair added that how the College currently measured attendance needed to be considered to ensure the total activity was being captured. Attendance was a best estimate for learning but the learning itself was the major issue. The Chair advised that it would be beneficial to be able to make statements about the quality of learning including attendance.

The Principal/CEO reported that part of the limitation was the google licence. This had been extended and work was taking place to capture learning. The Chair added that online learning platforms were created to prioritise learning but the context of using them brought in the social and pastoral aspects including motivation.

The Chair stated that it was important to build an ongoing relationship with adult learners and then hold them in the system through CPD activities and the trajectory of the relationship with the College. The key was for the Committee to be assured that the College was on top of things and the actions in place were having an impact on the initiatives and learning outcomes.

RR provided the Committee with an update on apprenticeships highlighting:

- Communication with employers has improved – key action in QIP
- Work taken place on smart assessor, building relationships to support apprentices and improved tracking and reporting
- Carry overs – identified by sector – good progress areas and key risks
- Professional sector and construction services anticipating further improvements having been impacted by the pandemic on NHS employees and licences to practice

LK updated Governors on the current NTI areas and provided a RAG rated overview of progress and challenges:

- Sport making good progress – growth of 15% in completion of units through Jan/February 2021
- Young College – improved SOW; learner involvement on feedback of their work; personalised attendance targets; issue access to live data
- Motor Vehicle – impacted by lack of work placements
- P&D – less progress; attendance declining
- Plumbing doing well – use of VR and online learning checks
- Trowel – support in place to improve tracking; attendance requires improvement but strategies in place

The COO presented the headline QIP and identified that most areas were on target with two areas of limited progress (improve attendance and ensure a more consistent approach to work experience).

The Vice-Chair stated that there was inconsistency of employer support around construction and queried whether the College was struggling more to engage with employers and how this was affecting learning. RR responded that within apprenticeships roles such as Apprenticeship Coordinator or Officer had been

furloughed and this had made communication difficult. The vast majority of apprentices were now in work and improvements had been made with communication. The Vice-Chair asked whether there was a trend for the number of apprentices in work to improve now measures were in place to come out of lockdown. RR replied that less and less apprentices were being furloughed and the trend was expected to improve. Additional government schemes to support apprentices that had become redundant were in place and the deadline to find employment had been extended from one month to three months. It was anticipated, however, that there would be some impact from the recession.

The Vice-Chair questioned whether attendance at mock exams was good and if assessments would be affected if learners did not attend the mock exams. AMcL advised that with regard to the functional skills mocks taken before Christmas, learners had been very aware that the mocks were taking place and the importance of attendance. It was hoped that definitive data would be available in the coming weeks. AMcL stated that GCSE mocks were taking place and small assessments in class. There would be some learners who had issues but this had been communicated to learning mentors to contact learners who had disengaged.

The Chair stated that strong relationships with employers was key as placements would be competitive. The College needed to ensure that the good practice in some areas transferred across to the NTI areas and those that were not making such good improvements. The capacity to teach online needed to be a priority.

The Chair advised that virtual placements were worth considering alongside how to target learning support and ensure it went to the place with the greatest effect. The College needed to consider where to build digital skills to have the most impact on attainment and the most effective ways to use online learning alongside face to face learning. Returning to site would not solve all the issues if online learning was not being used effectively.

The Principal/CEO stated that there was a need to be bolder regarding some of the changes made as some of the NTI's were continuously underperforming. There was potential to do things in a different way and managers were presently working through this as the current model was not working. The Chair added that evidence was required that things had moved forward and capabilities in learning and teaching were addressed.

RJ provided an brief overview on HE and the SED and the following was discussed:

- Current HE offer was small in terms of prescribed HE
- Performance (trends)
- RJ Interim position had now been replaced by Nabeel Zaidi
- Prescribed HE delivery down to 30 students – retention on an upward trend – achievement slightly down
- Future offer – validation with University of East Anglia mainly linked to the IoT – 3D Design, Construction and Engineering - validating date by middle of May. Work ongoing around creative arts area
- OfS update was provided
- SED – data analysed and updated – main risks in professional courses such as accountancy and issues in terms of accessing the software as this could only be accessed at the College.

The Vice-Chair referred to the post 18 education reforms and enquired regarding the transition from T-levels into employment and into HE. RJ replied that progression from Level 3 was vital to the College and progression was a key priority but there were difficulties in increasing width and breadth of delivery with a small provision. Work was taking place with partners in terms of progression agreements.

	<p>The Chair acknowledged the positive partnerships in place and the link with the UEA and advised that there were indicators that the quality and breadth of provision could be improved. Data was vital in terms of the OfS and the priority was to ensure that data was correct.</p> <p>The Principal/CEO stated that part of the issue was to break the courses down into 1 year programmes which would have a big impact. Progression from T-levels to HTQs needed to be monitored.</p> <p>The Chair thanked the team for an informative report.</p> <p><b>Agreed: That the current position be noted.</b></p>
<p><b>6.</b></p>	<p><b>Teaching, Learning &amp; Assessment Update</b></p> <p>The Committee were informed of key teaching and learning highlights by MS as follows:</p> <ul style="list-style-type: none"> <li>• 87 further learning walks completed since the previous meeting and these included learner voice feedback as well as quality of teaching</li> <li>• Of the total 170 submitted learning walk reports 45% had been judged above expectations</li> <li>• Emerging trends – strength in the actual teaching practice</li> <li>• Tracking and monitoring key need for improvement</li> <li>• Peer triads – new this academic year as a form of peer observation. 84 members of staff participating and the aim was to share good practice</li> <li>• Coaching and support – number of staff receiving support and 1:1 prescribed support in place</li> <li>• Resequencing of the curriculum</li> </ul> <p>The Chair advised that support for teaching and learning was vitally important. Peer triads were likely to benefit the really good teachers the most and there was a need to ensure that the areas that required the real improvement benefited too – targeting was important. The Chair added that he liked the blended learning framework.</p> <p>The Chair thanked MS for the update.</p> <p><b>Agreed: That the current position be noted.</b></p>
<p><b>7.</b></p>	<p><b>ELIOT Update – Curriculum Development &amp; Role of TSA</b></p> <p>JT provided an update on the ELIOT TSAG and current performance, highlighting key points in the following areas:</p> <ul style="list-style-type: none"> <li>• Vision and objectives</li> <li>• ELIOT’s long term goals – 10 year growth</li> <li>• Role of TSAG and primary focus</li> <li>• Research Themes</li> <li>• ELIOT curriculum 5 year forecast</li> <li>• Balance Scorecard as at end of January 2021</li> <li>• Update on Level 3 LR Voc; Level 3 FCR &amp; WBL progress against targets; Level 4 FCR; Level 5 WBL</li> <li>• Where are we going 2021/22 – marketing to support internal progression from L3 – L4 and secure growth</li> <li>• Transition workshops to help secure T-levels</li> <li>• Curriculum Vendor Integration</li> <li>• TSAG 2021/22 – World Skills Centre of Excellence</li> <li>• Building the brand</li> <li>• Soft launch for film studio</li> <li>• Responding to the challenges of Covid</li> </ul>

	<ul style="list-style-type: none"> <li>• Remote digital learning</li> </ul> <p>The Chair advised that the relationship with employers and moving to a distinctive offer was great. The figures for the apprenticeship routes, however, questioned whether there was a disconnect between the offer and relationship between learners and employment. JT replied that it had been a tough start to launch ELIOT. RR responded that Level 3 numbers were not as high risk as Levels 4 and 5. There was a need to ensure progression into higher level was maintained and pathways supported. In terms of CNET (employer in TSAG) they had approached the College directly for apprenticeships, predicted 120 starts this calendar year and this was anticipated to increase year on year. Further developments were in place to maintain starts in all areas.</p> <p>The Chair stated that it was key to ensure that young people perceived apprenticeships as being a really good route into employment and an alternative to an academic route. Working on this perception for learners would be the real challenge. RR responded that many Level 4 and 5 apprentices came from upskilling.</p> <p>The Vice-Chair advised that he was impressed by the contribution at TSAG and hoped a lot of growth would come from within the College. Employer engagement was key and although there had been a slow start it had also been a good start.</p> <p>The Chair thanked JT for a great insight and noted that there was clearly still a lot of work to be undertaken.</p>
	<p><b>Agreed: That the current position be noted.</b></p>
8.	<p><b>Employer Engagement Plan 20/21</b> This agenda item was deferred to the March Corporation meeting.</p> <p><b>Agreed: That the current position be noted.</b></p>
9.	<p><b>Curriculum Links Update</b> The CGO provided an update on the virtual drop in sessions for Governors advising that there had been a good response from the Corporation and thanked the team for their support in creating this initiative. The Chair added that it was really important to provide governors with this insight which enriched the understanding and allowed the opportunity for critical questions to be asked.</p> <p><b>Agreed: That the current position be noted.</b></p>
10.	<p><b>Committee Risks</b> The CGO advised that as the risks remained unchanged from the previous meeting. The Risk Register would be discussed at the March Audit Committee and again at the March Corporation meeting. Any updates to the Committee risks would be presented at the June Committee.</p> <p><b>Agreed: That the current position be noted.</b></p>
	<p><b>AoB</b></p> <p>The Principal/CEO recorded that there was a lot of collaboration and good work taking place. The Chair added that there was a need to get more governors involved as the real work of the College was what this committee focussed on.</p> <p>The Vice-Chair stated that the College had been on the cusp of resolving a lot of the issues and the pandemic had pushed things back. There was no doubt, however, that concerns were being addressed. The Chair added that there was a need to demonstrate</p>

	that the College was acting appropriately to handle all situations and consider how to make the BDC offer distinctive.  LD reported on developments with Film LBBB and current links with the College. LD advised that she had found the meeting insightful and looked forward to joining as a Co-opted Member.
<b>11.</b>	<b>Date and time of next meeting – Monday 7 June 2021, 4pm.</b>

The Chair thanked all those in attendance for their contributions. The meeting closed at 17.47pm.

Signed..... Date.....7 June 2021.....

Andrew Brown (Chair)

<b>Agenda Item</b>	<b>Action</b>	<b>Responsibility</b>	<b>By (deadline)</b>	<b>Update</b>
	<b>There were no actions to record.</b>			