



MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON 4 MARCH 2021 AT 2.00 PM REMOTELY VIA MS TEAMS

APOLOGIES FOR ABSENCE.....	2
DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM.....	2
MINUTES OF THE MEETING HELD ON 19 JANUARY 2021	2
MATTERS ARISING	2
CURRICULUM (TECHNICAL AND ACADEMIC) PERFORMANCE	2
APPRENTICESHIP PERFORMANCE	3
CURRICULUM AND QUALITY RISK REGISTER.....	4
REPORT ON REMOTE EDUCATION AND CPD	4
BUSINESS PLANNING TIMELINE	5
JOSEPH WRIGHT LOCAL BOARD	6
DERBY COLLEGE STUDENTS' UNION ACTIVITY REPORT	7
STUDENT VOICE.....	7
EXAMS AND SUMMER ASSESSMENT	7



MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON 4 MARCH 2021 AT 2.00 PM IN REMOTELY VIA MS TEAMS

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

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

	Action	Date
19/20-21 APOLOGIES FOR ABSENCE		
No apologies for absence were received, although it was noted John Clay would be arriving late to the meeting.		
20/20-21 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM		
All members were eligible and the meeting was quorate. There were no new declarations.		
21/20-21 MINUTES OF THE MEETING HELD ON 19 JANUARY 2021		
RESOLVED: The minutes of the meeting held on 19 January 2021 were formally approved and signed as a true and accurate record.		
22/20-21 MATTERS ARISING		
There were no matters arising.		
23/20-21 CURRICULUM (TECHNICAL AND ACADEMIC) PERFORMANCE		
The Vice Principal shared the key headlines from the curriculum performance report.		
Attendance was discussed, and Members noted prior to Christmas attendance had been high, but had dropped to below 90%. The areas with attendance below 90% and those on target at 93% were detailed in the report, along with actions to reengage those below target. Hair and Beauty, Motor Vehicle and STEPs provision would be returning on site full time, which would hopefully improve attendance in those areas. A blended model was being operated in other areas, but after Easter students would be encouraged to return to site.		

The Committee Chair asked if there had been any resistance from parents to students returning on site.

The Deputy Chief Executive explained the College were following Government guidelines and any resistance would be referred to that.

Three voluntary lateral flow testing sessions were being held on 5,8 and 11 March for those students returning to site.

The Chair questioned what the expected take-up was for the testing. From consent agreements, around 40-50% were expected.

The Vice Principal explained the College were also planning for those students who did not want to return to site.

Sue Bradley questioned if absence due to covid-19 was included and the Vice Principal explained the register marks had been revised to include a positive covid test result. Sue noted it would be interesting to look at the areas of deprivation and analyse. The Deputy Chief Executive explained the College had to report to the DFE on attendance and the categories had been expanded to meet their requirements.

Graham Schuhmacher asked how much e-learning and self-directed learning the College would continue to offer and how would that fit in with delivery. It was noted there was an aspiration to include as part of the Level 3 courses. The Vice Principal also pointed out there had been huge benefits for transient students with the GCSE resits, students accessing through distance learning and then picking up again when back in Derby.

Those courses with autistic students thrived with good engagement. It was nuanced but enabled a drive to big groups of students with specialist teaching. Teaching technologies had been forced and had been embraced.

There remained a continuing drive on attendance for absent students with a short window to achieve the qualification by June. Close working was taking place with borderline and at-risk students.

The Catchup Fund had enabled additional support – aimed at grade 4 maths or below and targeted the at-risk students.

Preparation was taking place for curriculum business planning, looking at the curriculum intent and planning assumptions for next year. Types of teaching and types of provision, along with class sizes and budget control would all be reviewed, alongside responding to the community and LEP priorities.

24/20-21 APPRENTICESHIP PERFORMANCE

The Chair welcomed the Director of Apprenticeships and Employer Relations to the meeting, who presented the report.

There were 1,757 apprentices on programme with a further 350 going through the enrolment process.

Overall achievements looked positive and were on target to be ahead of last year's outturn.

Adjustments had been made to delivery models to minimise disruption to apprentices and employers, with the vast majority of apprentices still in learning. The team were still visiting learners on employer sites, where they were able to.

Recruitment was on track to exceed budgeted start number and income.

Attendance was just below target at 91%.

In terms of income, they were on track to achieve the budgeted income target, plus the additional 350 apprentices referred to.

Teaching and learning assessments reviews continued with focus maintained on performance management.

Remote observations had taken place of staff, which was challenging and often easier with one employer than another.

The Committee Chair asked how assurance was sought in the placements. It was acknowledged that some employers were more receptive than others and allow assessments to take place on site with some allowing remote observations. The team had tried to tailor interventions around individual employers' needs.

The Committee Chair also questioned working through the funding interventions from the government, such as traineeships and the kickstart scheme. The Director acknowledged they were trying to be as responsive as they could to the changes.

25/20-21 CURRICULUM AND QUALITY RISK REGISTER

The updated Curriculum and Quality Risk Register was shared.

The main changes related to updates by the Director of Teaching, Learning and Academic Research.

The key focus was around recruitment and business planning taking place.

The Vice Principal said she didn't think the risks were harsh as the risk were high.

26/20-21 REPORT ON REMOTE EDUCATION AND CPD

A presentation of Remote Education and CPD by the Director of Teaching, Learning and Academic Research was presented and discussed, highlighting the culture of change during the past year.

A review of remote education provided an opportunity to disseminate the strengths in the roll-out of remote education and changes made by teaching professionals to develop and continuously improve professional practice over the last year.

The review had also enabled an action plan to further enhance remote education and ensure that blended learning continued to be improved and future benefits were maximised to contribute to continued improvement.

CPD had been targeted to drive the key improvements. This included the remote INSET day in January which engaged 489 teaching professionals and involved sharing student videos of what their experience of remote learning was and a range of workshops based around four key themes.

Self and peer observation had been rolled out to promote critical reflection and provided an opportunity to learn about a range of different approaches to learning and teaching.

Wednesday afternoons had been dedicated to CPD time and cycles on the curriculum enabled a reflective approach to teaching solutions – driven by the curriculum.

Members were interested to hear that students' digital skills were not as expected. Many worked well on their phones, but were unable to log onto a computer. An online digital skills programme was being developed, one for existing students and one for new applicants.

The Committee Chair commended the Director and her team for the change in culture in less than a year.

The Chair of Corporation asked how to tell learning was happening when students were remote.

The Director advised you cannot ever know learning is happening as it is invisible. Every teacher had to work twice as hard for every lesson, they had to include more task-based exercises, manage the chat and be more innovative to provide engaging lessons.

The Vice Principal said one thing that had come out of the experience was that it had turned the teachers into a learning community. Everyone had to learn and everyone had a base line to reflect on their own practice.

27/20-21 BUSINESS PLANNING TIMELINE

The Vice Principal shared the Business Planning timeline, covering the different events that happened throughout the business planning process.

This year would feature a top down approach, driven by financial targets (bigger group sizes and remission), LEP priorities and employer needs.

The direction of travel would be over a much longer term. The white paper would not come into effect until 2023-25 and the long-term planning needed to be built in and addressed.

Online enrolment was a great success this academic year and would be further refined for next year. Linking back to the business planning process, enrolment pulled from the curriculum areas providing the intent and the marketing activities that drive the enrolment process.

Graham Schuhmacher noted the GCSEs would be teacher driven this year and asked what the view was on the number of resits. Would it increase or decrease.

The Vice Principal explained there was a slight decline this year in the number of resits, they did see some inflation and had an increase in the number of Level 3 entries because of the results from last year. The prediction was that would continue.

She went on to explain where there are resits, some of the skills are quite poor and in particular mentioned some Level 3 students with poor literacy skills.

As part of the Opportunity Area there had been a focus on maths and English, gathering employers set projects as a resource bank for schools and colleges.

Graham noted the Director of Apprenticeships and Employer Relations had shown him to software at their last meeting about hard to fill vacancies, which he had been very impressed with. The Vice Principal explained that at the Curriculum Business Planning Day Rachel Quinn from the LEP had attended and went through the hard to fill vacancies and there had been lots of analysis about the skills, embedding in the business plans.

One point the Vice Principal pointed out was that skills and qualification did not always marry, which was why T Levels had been developed. The College had to be responsive to communities and getting students into jobs, for which high level skills were paramount.

28/20-21 JOSEPH WRIGHT LOCAL BOARD

The Committee Chair discussed his report from the Joseph Wright Local Board on 10 February 2021.

The minutes attached to the report outlined the discussions around the A Level Improvement Plan, focussing on lesson and teacher quality, attendance and pastoral support.

An inciteful session had taken place with twelve students from a range of levels and courses. The students provided an overview of how they were finding learning remotely and what support they were receiving.

Finally, Sally Archer the Curriculum Manager for English, Arts and Languages discussed the Raising Aspirations Project.

29/20-21 DERBY COLLEGE STUDENTS' UNION ACTIVITY REPORT

The Development Manager of the Students' Union had been invited to the meeting to present the activity of the Students' Union and enrichment work they had undertaken since moving to remote learning.

'Your Union', which developed the clubs and societies pages of the College, but also featured an update from the DCSU President, Student Council site and pulled wider information from the College, including marketing and recruitment.

The site now had around ten clubs and societies which continued to actively engaging students. The LGBT group had over 100 members, the JWC news around 40, the Debate Club around 50 right down to the Cheese Appreciation Society that had around 5 members. The Mental Health Society has also been very prominent in supporting students, going into classes etc.

The Student Council page united the students to discuss student life, provide an opportunity to update the student population on wider College activity including student surveys etc.

Six months ago DCSU were approach by the AoC to join other colleges in discussing how enrichment and engagement was happening remotely. DCSU shared best practice and was asked by the AoC to produce a case study, which culminated in the Development Manager attending the Annual AoC National Conference to share best practice, which has received very positive feedback from a number of sources.

Members praised the DCSU on leading the way on the engagement activity and remaining positive in such challenging circumstances.

30/20-21 STUDENT VOICE

The Student Governor, Angela Cruz, acknowledged the work of the Students' Union and said the main focus of the Student Council was the work around mental health and ensuring students were supported.

The Student Governor explained the Student Council were very active at the Roundhouse, JWC and Broomfield and were very independent in driving forward their range of initiatives which the Development Manager had covered in the previous agenda item.

31/20-21 EXAMS AND SUMMER ASSESSMENT

A verbal update on the exams and summer assessment was provided by the Vice Principal.

All exams and assessments had to be completed and submitted by the 18 June with A Level results due on 10 August and GCSE results on 12 August.

Further information was awaited on vocational BTECs, short qualifications, ESOL and functional skills.

There had been discussions around the use of example exam questions, but the College had decided to carry out two mocks.

There would be more resource requirements with homework and catch-up classes with the deadline for exams being the 11 June, which creates a lot of challenges for the team.

The College strategy would be to wait until the results were published in August and students will not be provided with predictions. Access to Markbook would be stopped, but students would continue to receive feedback on how to improve.

The Committee Chair asked if there would be pressure from students, parents and carers before the submission and announcement. The Vice Principal said they had some experience last time and could prepare for the lines of enquiry that some of the appeals were likely to take.

The Committee Chair asked if the mocks criteria would be marked against and it was confirmed it would be standardised.

The Committee Chair asked John Clay, the Staff Governor, what his view was. John agreed with the Vice Principal and said colleagues endorsed the College approach.

It was acknowledged the College were still paying awarding body fees. It was noted that awarding bodies would carry out spot checks of institutions if results were higher or lower than in previous years.

Previous data and a ready reckoner is used at the mini exam boards to standardise and ensure the College's own quality processes.

Questions were also asked by Members about staff contracts due to the results being brought forward and would the staff receive a proper break.

The Vice Principal explained the College had not yet fully decided and discussed the options with the Committee.

Finally, the Committee Chair asked about longer term and the discussions around the future of GCSEs. It was agreed this would be discussed at a future meeting.

KM 10/06

The meeting finished at 4.00 pm

Signed: _____ Date: _____