Minutes of the Corporation Development Event and meeting held on Friday 7th May 2021

Members Present:	Ian Austin
	Liam Butler
	Katharine Clough *(virtual – item 2 onwards)*
	Wendy Davies
	Charlie Harvey *(virtual – item 2 onwards)*
	Alison Hodge *(virtual – item 2 onwards)*
	Helen Lawley
	Valerie Little
	Jason Parker
	Suhail Rana
	Liz Sithole *(virtual – item 2 onwards)*
	Neil Thomas (Chief Executive & Principal)
	Tom Westley
	David Whatton (Chair) *(present for item 1 only)*
	Andrew Woodford
In Attendance:	Andy Comyn (Chief Operating Officer)
	Gill Darwood (Senior Officer Corporation Governance) (SOCG)
	Louise Jones (Observer)
	Diana Martin (Vice Principal)
	In attendance for site visit only:
	Georgina Barnard (Managing Director of IoT)
	Steve Johnson (Executive Director Estates & Capital Projects)

Part 1 minutes – not confidential unless otherwise stated.

1   Site visit to University Park, Castle Hill
1.1   Members were invited to take part in a site tour of University Park, Castle Hill and an internal tour of the Black Country and Marches Institute of Technology currently under construction.

2   Chair's welcome
2.1   Apologies received from David Whatton for this part of the meeting.

2.2   The Vice Chair expressed thanks to staff for arranging the site visit to University Park which had been very uplifting.

2.3   Members welcomed Louise Jones as an observer, who would be joining the College in August 2021 as Chief Finance Officer.

3   Strategic Matters
3.1   PowerBI development and impact of grading for 2020-21 (to include approval of Teacher Assessed Grade Policy)
3.1.1   D Martin provided members with an update on development of PowerBI. She started with an overview of the new functionality developed to support the 'Teacher

Assessed Grades' process this year. Roughly a third of the College's 13,000 qualifications being awarded this year would be subject to TAG process. From the live data, it was possible to tell at a glance how many of the 4,680 grades requiring assessment had so far been entered. It was possible to drill down to subject and individual learner level to check on the status of assessments.

3.1.2 All managers would have access to this tool so that they could monitor the live position for their curriculum area and thus ensure that every learner's grades were awarded in a timely manner.

3.1.3 The grade information would automatically feed into the College's achievement rate data.

3.1.4 Additional features of Power BI were also demonstrated which included:
- Tool for curriculum planning showing costs, contribution, class size and staffing FTEs, which would enable members to see contribution and class size benchmarks.
- Apprenticeships information, including tracking of income, which would highlight in red and green those areas that were under- or over-performing.
- Tracking of AEB funding for WMCA reporting purposes and enabled reporting of progress against targets for different areas of activity.
- Data on student attendance and learners at risk.

3.1.5 It was noted that the development of the system by an in-house team of developers had been considerable in a very short space of time and had provided a vast range of management information which represented live data. The use of the system had so far been extended to curriculum management team level.

3.1.6 *Teacher Assessed Grade Policy*
D Martin advised that the Teacher Assessed Grade Policy had been drafted in line with guidance received from JCQ and was based on a model template which had been provided to schools and colleges. The approved policy was required to be submitted to JCQ.

3.1.7 **It was resolved**
- To note the update on Power BI including the process for tracking of centre assessed grades in summer 2021.
- To approve the Teacher Assessed Grades Policy for summer 2021.

3.2 Strategic discussion on future implications of the regeneration of Dudley Borough

3.2.1 The CE&P gave a presentation on local and regional developments which included:
- University Park Dudley, incorporating the Black Country & Marches Institute of Technology, Very Light Rail (VLR) Innovation Centre and Autonomous Vehicle initiative.
- The next phase of the park's development was planned to include the development of the Health and Life Science Centre.

3.2.2 Members noted a number of opportunities for the college in these projects:

- Already clearly aligned with the College strategy as lead on a number of the developments.
- Memorandum of Understanding being developed for delivery of apprenticeship programmes linked to VLR Centre.
- Supporting partner in autonomous vehicle proposal.
- Development of centre for innovation and SME support through collaboration.
- Potential expansion of remit for TTPL Ltd.

3.2.3   The related transport and infrastructure projects for the region were noted as:
- Wednesbury to Brierley Hill metro extension
- Dudley transport interchange
- Portersfield mixed use development.

3.2.4   The benefits of these developments for the College were noted as:
- Strong transport infrastructure of benefit to the college and IoT.
- Student accommodation opportunity.
- College to lead on range of new programmes to support employment linked to these developments.
- Significant work placement opportunities.

3.2.5   In addition, there were a number of projects linked to the tourism and leisure economy including:
- Black Country Living Museum 'Forging Ahead' development
- Castle Hill vision phase two
- Duncan Edwards Leisure Centre

3.2.6   These projects also gave rise to opportunities for collaboration with employers on promotion of careers, development of new programmes linked to these industries, significant work placement opportunities and a growing night time economy and attractions for higher education students.

3.2.7   In addition the CE&P outlined a number of more short term national strategies which included:

3.2.8   *Part 1 Trailblazers for Local Skills Improvement Plans*
- Bringing employers, colleges, other providers and local stakeholders together.
- Set out the key changes needed to make technical skills training more responsive to employers' skills needs.
- Tailoring provision to the challenges and opportunities most relevant to the local area.
- Expressions of Interest to be submitted by 25th May.
- A collaborative approach across the West Midlands led by the Black Country Chamber of Commerce.

3.2.9   *Part 2 Strategic Development Fund pilots (SDF)*
- Supporting the development of a high-value curriculum offer in support of longer-term skills priorities.
- Enabling better and more efficient use of the existing facilities and investment in further education.
- Strengthen the relationship with employers.

- Understand how development funding can help prioritise change in local planning.
- Applications to be submitted by 25th May with completion of projects by March 2022.

3.2.10   It was noted that SDF presented opportunities for:
- Institute of Technology - potential bid to address shortfall in funding and reinstate the full curriculum offer, in partnership with all IoT providers.
- Colleges West Midlands - looking to create 3 bids, one for each Chamber area.
- Black Country - bid proposal to look at digital upskilling for employers, manufacturing and green technologies upskilling.

3.2.11   *UK Community Renewal Fund*
- Introduced by the Government for 2021/22 and led by WMCA.
- Investment in skills, local business, communities and place.
- Supporting people into employment.
- Deadline for applications was 12th May with notification of outcomes in August.
- Projects must be completed by March 2022.
- Bids must be collaborative, of a minimum £500k up to £3m.

3.2.12   It was noted that the CRF funding presented opportunities for:
- Institute of Technology – a collaborative bid would be led by Black Country Innovative Manufacturing Organisation (VLR), involving IoT and University of Wolverhampton aimed at embedding innovation and entrepreneurship into existing programmes as well as stand-alone products.
- Colleges West Midlands – a collaborative bid led by South & City College to continue with NEET and Pre-NEET intervention activity bespoke to each locality.

3.2.13   *College Collaboration Fund (CCF)*
- This would be a repeat of the previous programme aimed at sharing best practice in collaboration between colleges.
- Bids of a value up to £500k.
- Black Country to focus on digital upskilling.

3.2.14   It was noted that the CCF presented opportunities for:
- Colleges West Midlands to focus on previous two bids. However individual institutions could put forward projects they would like collaborative support with.
- The College was currently exploring a possible project in collaboration with Kidderminster College around construction training.
- Two further projects were also being considered around digital upskilling.

3.2.15   In response to a question from A Hodge about the level of community engagement and awareness raising of these projects, the CE&P explained that the local authority had led on community engagement on most of the regeneration projects including the Towns Fund. Community workshops had taken place, however it was appreciated

that there was potential to do more to raise the profile of these projects and the exciting future they represented for the town and borough.

3.2.16 In response to a question from Lord Austin in relation to digital coding training, D Martin explained that the intention was to offer entry level digital skills training with progression opportunities into further pathways leading to employment and higher level training. Alongside this, the WMCA was also looking at 'coding boot camps' for those looking to train at a higher level. The College's digital provision would be delivered at the Inspire campus in Brierley Hill.

3.2.17 T Westley noted the competitive advantage in relation to the College's sponsorship of schools within Dudley Academies Trust, meaning that they could begin to build digital competence at a younger age as well as encourage aspiration so that young people were appropriately skilled as the economy and demand in these industries grew. D Martin noted the College's Inspire development had brought together creative industries with digital specialisms.

3.2.18 Lord Austin highlighted the work of the LearnPlay Foundation, a creative digital media organisation in Wolverhampton who offered a wide range of apprenticeships in this field.

3.2.19 **It was resolved** To note the update on local, regional and national developments.

4   Corporation Business
4.1   Gender Pay Gap report
4.1.1 The COO presented the gender pay gap report. He explained that employers with 250 or more employees were required to publish data to demonstrate how large the pay gap was between their male and female employees on an annual basis. He explained that Dudley College of Technology was committed to the promotion of equality of opportunity for all its employees and to offering working hours and practices that were flexible, and enabled people to balance work and life in a sustainable way.

4.1.2 The COO presented a brief presentation highlighting the details of the gender pay gap report for 2020, which noted that:
- The college's mean gender pay gap was 16%, which was unchanged from 2019 and was 0.5% higher than the national average.
- The college's median gender pay gap was 22%, which was unchanged from 2019.
- The college's gender pay gap was influenced by one main factor which was the percentage of women employed in the lower two pay quartiles, with 70% of staff paid in the lower pay quartile and 59% of staff paid in the lower middle pay quartile being female.
- The majority of these staff were part time and term time only business support roles in catering, administration or educational support. As a family friendly employer, the College attracted more female applicants to these roles.
- The college had continued with its commitment to try to attract more males into these roles and had reduced the percentage of females paid in the lower middle pay quartile by 4%.
- The percentage of females paid in the upper pay quartile had increased by 5%.

- The college was committed to setting its lowest pay band in line with the real living wage. The lowest pay band was £8.95 - £9.98 per hour, compared to the national minimum wage of £8.91 per hour.
- Equal pay related to men and women receiving equal pay for equal work. The college's overall proportional equal pay gap was 0%, which showed that across all pay grades, there were no equal pay concerns.

4.1.3   K Clough noted that it would be helpful to explore further any hidden gaps within other protected characteristics groups and to look at intersectional data in this regard. The CE&P noted that the gender pay gap report was a statutory requirement but that the Equality Working Group had looked at the analysis in relation to other protected characteristics. It was agreed that this further analysis would be brought back to the Corporation for further consideration.

4.1.4   It was noted that the benchmark figures quoted in the report related to national data for all organisations, and the COO agreed to check if comparable data was available specifically relating to Colleges.

4.1.5   **It was resolved** To approve the gender pay gap report for 2020.

5   Chair's summary and closing remarks
5.1   The Vice Chair summarised that the tour of the IoT facilities and further understanding of its context had been very informative, and it had been helpful to understand the funding opportunities, all of which the College was poised to take advantage of. It had also been pleasing to see evidence of the development of internal capabilities through the introduction of Power BI.

5.2   T Westley noted the potential for wider partnership working in respect of Health & Life Sciences with HE providers and developments in the Birmingham area.

The part 1 meeting closed at 14.45.

H Lawley, S Rana, A Woodford, D Martin, A Comyn and L Jones then left the meeting.

The part 2 meeting is the subject of a separate confidential minute.

David Whatton, Chair   **22nd June 2021**