



# TRURO AND PENWITH COLLEGE CORPORATION



## Teaching, Learning and Assessment Committee

**Minutes** of the Teaching, Learning and Assessment Committee held on Wednesday 10 March 2021 via Teams.

**Members:** Mrs L Batchelor, Mr R Bray, Mr B Crossland, Sir Robert Owen, Ms K Skipper, Ms B Tubb, Mrs S Sanderson, Dr E Sheridan (Chair) and Mr M Tucker (Principal)

**Also Present:** Mrs L Bradley (Director of Quality), Ms J Cashmore (Director of Operations), Ms S Crawley (Cape Cornwall School), Ms L Chanter (The Roseland Academy), Mrs C Newton (Director of Studies), Mr A Stittle (Director of Partnerships), Ms L Maggs (Director of Operations, Penwith College), Ms V Pearson (Director of Teaching and Learning) and Mrs A Winter (Clerk to the Corporation)

**Apologies:** Mr S Cryer (Director of Finance)  
School representatives: Mr J Butterworth (St Ives), Ms M Eastburn-Cutts (Penair), Mr L Hall (Mounts Bay), Mr M Rabey (Richard Lander) and Mr W Marshall (Humphry Davy)

Item	Discussion/Decision	Action
21/01	<p><b>Minutes</b></p> <p>The minutes of the meeting held on 7 October 2020 were <b>APPROVED</b> as a correct record.</p>	
21/02	<p><b>Matters Arising</b></p> <p><b>02.01 Curriculum Development Plan 2019-22 (Minute 20/18.01)</b></p> <p>The Committee was pleased to note that further Nursing Apprenticeship cohorts had started and there were currently around eighty trainees.</p> <p><b>02.02 SW Institute of Technology (Minute 20/18.02)</b></p> <p>Governors noted that completion of Valency was imminent. The new facilities would be equipped and be ready for use after Easter.</p> <p><b>02.03 Student Achievements – Summer 2020 (Minute 20/19)</b></p> <p>In response to questions about resits, the Director of Quality confirmed there had been 30 A Level entries, 218 GCSE Maths and 136 GCSE English. The large number of GCSE resits included candidates who received Centre Assessed Grades (CAGs) from their school.</p> <p><b>02.04 Any Other Business – Music Tuition (Minute 20/31)</b></p> <p>A framework for the provision of music tuition had been established and Governors had been fully briefed on the annual curriculum costing process. The outcome of the annual review would in future be reported to the Teaching, Learning &amp; Assessment and Finance &amp; General Purposes Committees.</p>	

<b>21/03</b>	<p><b>Process for Awarding Teacher Assessed Grades (TAGs)</b></p> <p>The Director of Quality explained the very different approach to A Level and GCSE assessments in summer 2021 which would be based on building a portfolio of evidence. An exception to this was Functional Skills for which exams would have to be completed in the usual way.</p> <p>Publication of details of TAG arrangements and quality assurance processes was due by the end of March 2021. In the meantime, the College was continuing to complete rigorous, internally moderated tests, to record assessments and begin to gather evidence of performance.</p> <p>Vocational and occupational qualifications would also be primarily based on TAGs although practical assessments to demonstrate skills competency (eg. hairdressing) would be completed on site.</p> <p>The Committee discussed the challenges and practical issues such as storage of assessed work and the logistics of completing skills assessments on site. Governors also asked about allowances for extenuating circumstances and appeals processes and noted that clarification was awaited.</p> <p>Governors were pleased to note that high levels of student engagement were being maintained.</p>	
<b>21/04</b>	<p><b>Schools Updates</b></p> <p>School representatives provided feedback on the full re-opening of schools which had been welcomed by students and staff. The necessary lateral flow testing had been implemented, schools were re-adjusting to onsite delivery and preparing for TAG processes.</p> <p>Governors noted that The Roseland Academy had been selected to lead a new Teaching School Hub from September 2021 to provide training and development for teaching staff, including a 2year programme for Early Career Teachers. The College was collaborating with The Roseland Academy on the design of training and CPD.</p>	
<b>21/05</b>	<p><b>Review of Self-Assessment Report (SAR) Action Plans 2019/20</b></p> <p>The Committee considered the review of the 2019/20 SAR Action Plans, summarising the progress made. The 38 College-wide actions had been implemented or were in the process of being implemented and almost all programme area actions had been completed. Some of the developments had already been effective although the full impact would not be clear until the end of the year. The processes for monitoring the courses under notice to improve were also discussed and the ongoing actions and developments were reviewed.</p> <p>In response to questions about work placements during the pandemic, Governors noted a wide range of remote employment-related activities had been provided but sufficient employment experience remained a challenge, particularly for qualifications where significant work experience was necessary to demonstrate fitness to practice (eg. childcare). As lockdown restrictions were beginning to ease and with regular lateral flow testing for students, employers were gaining confidence and starting to allow trainees into the workplace.</p>	

	<p>Governors also asked about student engagement for Level 2 Maths and English where motivation was generally lower and noted that levels of engagement were variable. One-to-one support from Learning Services tutors was being increased and attendance officers were following up where appropriate. For some students, remote delivery had been beneficial but others found it more difficult to maintain motivation. Staff were working extremely hard to encourage and support learners.</p> <p>The Committee was satisfied that a comprehensive range of actions and developments were continuing to drive improvements.</p>	
<b>21/06</b>	<p><b>Early Leavers Data 2020/21</b></p> <p>The Director of Teaching and Learning reported on the early leavers data monitoring and follow up processes which included regular reporting of retention, close tracking and exit interviews.</p> <p>Governors noted that the numbers leaving early (after 6 weeks) were significantly lower than last year, 1.9% compared to 3.3% in 2019/20 and the possible reasons for the decline were discussed. An analysis of the data revealed a large proportion of cases were due to health or medical difficulties and there were often multiple, complex personal issues.</p> <p>The role of the attendance officers as well as other intervention and support provided to learners at risk of leaving early was explained. Additional training in mental health first aid as well as the establishment of twenty-six mental health champions had helped to raise awareness and enable more staff to provide an effective response. The creation of the digital campus providing resources to support transition from school to College was also thought to be helpful to new students.</p> <p>Governors were satisfied that leavers were appropriately supported and that retention was being proactively addressed.</p>	
<b>21/07</b>	<p><b>Student Progression/Destinations 2020</b></p> <p>The Committee considered a report on the 2277 leavers in 2020 and was pleased to note that 81% had achieved the DfE measure of a 'sustained' destination in education, employment or further training, against a national average of 76%. Around half of leavers had progressed into higher education at a wide range of HE institutions with 14 accepting places at Oxford/Cambridge. As previously, a large proportion of students had chosen institutions within the South West and 66 students entered HE courses at the College.</p> <p>A further 349 students had successfully completed an apprenticeship programme and 180 progressed into paid employment. Overall, the 'sustained' destination rate for all apprentices leaving in 2020 was 83%, slightly below the pre-pandemic national rate of 89%.</p> <p>Other leavers had gone on to paid employment, self-employment, voluntary work, a gap year, further or higher education.</p> <p>Governors noted that the College was currently delivering ESF funded projects, including ten projects working with around 2000 individuals to support adults into employment.</p>	

	<p>The Committee was pleased to learn the College had fully met the Gatsby benchmarks and had recently been re-awarded the Investor in Careers standard recognising the quality of the careers information, education and guidance provided.</p> <p>Governors asked about study abroad and noted that small numbers were supported with applications for overseas institutions each year.</p> <p>The Committee concluded that the data demonstrated excellent outcomes and successful progression by a large number of learners.</p>	
<b>21/08</b>	<p><b>Equality and Diversity Monitoring Report 2020</b></p> <p>The Committee received the annual monitoring report which provided a comprehensive account of the key principles and inclusive practices throughout the College, with supporting data and planned actions to improve. The Committee noted that the College's Access and Participation Plan set out the measures to promote equality of opportunity in HE.</p> <p>The College had maintained Investors in Diversity accreditation following a positive re-accreditation review in February 2021. The review had focused on the College's response to the pandemic and the embedding of FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement) throughout the College. The Committee discussed the recommendations arising from the review and how these were being taken forward, including the adoption of the Mindful Employer charter and establishing a Lead Governor for EDI.</p> <p>Governors asked about the monitoring of achievement gaps and noted that potential factors leading to gender differences (with males outperforming females this year) were being explored. The College EDI Group was continuing to monitor data trends, develop strategies, disseminate guidance and look for any further actions to improve.</p> <p>The Committee welcomed the monitoring report and the clear actions being implemented to improve EDI.</p>	
<b>21/09</b>	<p><b>Higher Education</b></p> <p><b>09.01 College Board of Studies for HE</b></p> <p>The Committee reviewed the minutes of the CBSHE meeting on 9 February 2021 and noted the various issues addressed.</p> <p>In response to questions about recruitment for 2021 entry the Committee noted that applications and acceptances had increased significantly compared to last year.</p> <p><b>09.02 Update on Office for Students B3 Conditions</b></p> <p>The Director of Partnerships provided an update on the three areas of concern identified by the OfS on the basis of 2020 data: retention of level 4 students (below target); degree outcomes - percentage of firsts and 2:1s (above benchmark); progression into 'highly skilled' employment (below target).</p> <p>The variety of factors impacting on the data, the issues and actions were explained and discussed. The HE team was working hard to make improvements in line with the OfS metrics.</p>	

	<p><b>09.03 FE White Paper &amp; Reform of Higher Technical Qualifications</b></p> <p>The Committee considered a paper summarising the key aims of the FE White Paper which would build on the College's existing links with employers, the Chamber of Commerce and LEP. A number of new projects to support the pandemic recovery had been launched and the range of higher technical qualifications was being expanded, particularly in Nursing and Health Care. Other major developments included the phased rollout of T Levels over the coming years.</p> <p>Governors considered the reforms and concluded that the College was well placed to take forward the priorities in the White Paper, particularly with the development of the STEM and Health Skills Centre at Bodmin (Ottery) and the SW Institute of Technology at Truro (Valency).</p> <p><b>09.04 OfS Review of Compliance with Consumer Law</b></p> <p>The Committee noted recent guidance to HE providers about the OfS approach to regulation during the pandemic, expectations regarding communication with students and asking providers to undertake a review of their compliance with consumer protection law.</p> <p>The Committee considered a detailed summary of the adjustments and measures implemented by the College to maintain quality and standards during the pandemic.</p> <p>The Committee was assured that appropriate steps were being taken to uphold quality and standards and comply with consumer protection law.</p>	
21/10	<p><b>Safeguarding Update</b></p> <p>The Director of Studies reported that:</p> <ul style="list-style-type: none"> <li>the safeguarding team continued to be very busy - safeguarding staff were currently supporting 60 students at Truro and 18 at Penwith with active safe plans and risk assessments in place</li> <li>the safeguarding team had recently been expanded with the addition of two new members of staff</li> <li>the team was continuing to work closely with 20+ external agencies</li> <li>the Counselling Service was continuing to support students and staff</li> <li>a new bereavement support group had been established</li> <li>although the College had made fewer child protection referrals to external agencies during the lockdown, the cases that had been referred were more serious</li> <li>Police VIST reports of assaults had declined this year, although reports of incidents in the home had increased</li> <li>the volume of students presenting to Student Services with low level issues had increased during the pandemic - many of these related to anxiety, low mood, a change in circumstances as well as requests for financial support and equipment loans</li> <li>the Health, Wellbeing &amp; Sport (HWS) programme was being delivered online with more than 5,000 YouTube views of exercise sessions and more than 70 students receiving one-to-one support.</li> </ul> <p>In response to questions, the Director indicated available support to aid the return to full onsite delivery as well as the preparation for the new cohort in September 2021 who were likely to have experienced significant disruption due to the pandemic.</p>	

<b>21/11</b>	<b>Governor Learning Walks – Autumn/Winter 2020/21</b> <p>The Chair provided feedback from virtual learning walks completed by governors in recent months which had provided a useful insight into the challenges of online teaching and learning. The feedback from observations were positive and governors commented on the creativity of lecturers to maintain student engagement.</p> <p>Governors were encouraged to take part in learning walks during the Spring and Summer terms.</p>	ALL to note
<b>21/12</b>	<b>Dates of Meetings in 2021/22</b> <p>The dates for meetings in 2021/22 were confirmed as 6 October 2021, 9 March 2022 and 25 May 2022</p>	ALL to note
<b>21/13</b>	<b>Any Other Business</b> <ul style="list-style-type: none"> <li>• thanks were recorded to Andy Stittle (Director of Partnerships), Helen Argall (Cornwall Teaching School Lead) and colleagues for their collaboration work with The Roseland Academy on the new Teaching School Hub</li> <li>• training restaurants - Spires (Truro) and Senara (Penwith) were re-commencing their Friday take-away menus</li> <li>• remote delivery - the management team and staff were commended for the effectiveness of remote delivery and clarity of the information provided – student feedback about online teaching and learning was very positive.</li> </ul>	
<b>21/14</b>	<b>Date of Next Meeting</b> <p>The Committee would next meet at 5.00 pm on Weds 9 June 2021.</p>	ALL to note
<b>21/15</b>	<b>Higher Education Quality Assurance Group</b> <p>The Committee received and <b>APPROVED</b> the confidential minutes of the HE QA Working Party meeting on 13 November 2020.</p>	
<b>21/16</b>	<b>Self-Assessment Report Working Party</b> <p>The Committee received and <b>APPROVED</b> the confidential minutes of the SAR Working Party meeting on 25 November 2020.</p>	
<b>21/17</b>	<b>Report of College Complaints and Compliments 2019/20</b> <p>The Committee reviewed the confidential report and discussed a number of individual complaints in further detail.</p> <p>Governors acknowledged that each issue was often unique and fluctuations in the range of issues raised could be largely attributed to the impact of the pandemic this year (eg. CAG related issues).</p> <p>The compliments were gratifying and it was noted that many related to the quality of support provided to students across the College.</p> <p>The Committee <b>NOTED</b> the range of issues raised and processes to address concerns and was pleased that overall the number of complaints remained low in relation to the numbers of students, staff, clients and customers interacting with the College.</p>	