



# TRURO AND PENWITH COLLEGE CORPORATION



## Teaching, Learning and Assessment Committee

**Minutes** of the Teaching, Learning and Assessment Committee held on Wednesday 9 March 2022 via Teams.

Members: Mrs L Batchelor, Mr J Burnett, Sir Robert Owen, Mrs S Sanderson, Ms F Sargent, Dr E Sheridan (Chair), Mr M Tucker (Principal) and Prof F Wall

Also Present: Mrs L Bradley (Director of Quality), Ms L Briscoe (Director of Student Experience), Mr S Cryer (Director of Finance), Ms H McKinstry (Director of Apprenticeships and Partnerships), Ms L Maggs (Director of Operations, Penwith College), Ms V Pearson (Director of Teaching and Learning), Mr M Rabey (Richard Lander School) and Mrs A Winter (Clerk to the Corporation)

Apologies: Mr R Bray, Mrs L Gooding and Ms K Skipper  
School representatives: Ms L Chanter (The Roseland Academy), Mr L Hall (Mounts Bay) and Mr W Marshall (Humphry Davy)

Item	Discussion/Decision	Action
22/01	<p><b>Minutes</b></p> <p>The minutes of the meeting held on 6 October 2021 were <b>APPROVED</b> as a correct record.</p>	
22/02	<p><b>Matters Arising</b></p> <p><b>02.01 Lesson Observations (Minute 21/32.2)</b></p> <p>The Committee noted that the autumn visit by two former HMIs to support the self-assessment processes had included lesson observations and 'deep dives', as reported to the SAR Working Party.</p> <p><b>02.02 Student Achievements (Minute 21/33)</b></p> <p>Governors noted that although it was unlikely public exams would be cancelled in summer 2022, students had completed two formal assessments under exam conditions and evidence was being collated in line with DfE contingency arrangements for GCSEs and A Levels. January vocational exams had gone smoothly, were well attended and results were expected shortly. The key focus was now on supporting students with exam preparation, revision and alleviating anxiety.</p> <p><b>02.03 Curriculum Development Plan 2021-24 (Minute 21/36)</b></p> <p>The Principal reported that DfE funding for Applied General Qualifications/BTECs was likely to be withdrawn in 2024 for subjects which overlapped with T Levels. This was very concerning for colleges and would significantly impact on options for many learners. The Association of Colleges (AoC) was continuing to lobby government to re-think the defunding of these popular and worthwhile qualifications.</p>	

22/03	<p><b>Schools Updates</b></p> <p>The school representative reported that most activities were getting back to normal now that Covid restrictions had been lifted. Staff and student absences due to self-isolation and Covid were reducing but ensuring teaching cover and addressing missed education were ongoing challenges. Unlike the national picture, the school was not experiencing high levels of persistent absences. Overall, the student body was positive and working well.</p>	
22/04	<p><b>Review of Self-Assessment Report (SAR) Action Plans 2020/21</b></p> <p>The Committee considered the review of the 2020/21 SAR Action Plans summarising the progress made with College-wide issues as well as programme area actions. All actions had been addressed or were in the process of being implemented and good progress was being made.</p> <p>Governors asked about developments within each programme area and checked progress with actions discussed at the December SAR Working Party meeting, in particular:</p> <ul style="list-style-type: none"> <li>• Tutorial Provision - a review had led to the development of new resources to ensure greater consistency and coverage of the tutorial programme content. A tutorial lead had been nominated within each curriculum area to provide more support for staff and additional training was being provided. Student feedback would be sought once the changes were fully implemented.</li> <li>• Apprenticeships - achievement rates, retention and attendance had been significantly impacted by the pandemic and more systematic progress tracking, attendance monitoring and support had been put in place. Further developments would provide a greater focus on preparation and successful achievement of End Point Assessments.</li> <li>• Foundation Maths and English - targeted actions to improve achievement in Maths and English were being implemented but this remained a challenging area of provision. The integration of Maths and English progress into main programme areas would help engender greater ownership of student progress. Dedicated Attendance Officers were in place to quickly follow up absences and a new Attendance Improvement Policy clearly set out expectations and implications of non-attendance.</li> <li>• Attendance Rates - Covid-related absences by students and staff were continuing and isolated cases of very poor attendance were being addressed on an individual basis. Attendance targets were unlikely to be met due to the ongoing impact of the pandemic.</li> </ul> <p>Clarification was requested about T Levels and the Committee noted that the requirement to achieve Maths/English (at grade 4) in order to complete the T Level qualification had been dropped. However, students still needed to continue Maths/English and timetabling these subjects alongside a T Level programme was extremely challenging.</p> <p>Following a wide ranging discussion of the changes and developments, the Committee was satisfied that good progress was being made with the SAR Action Plans.</p>	

<p><b>22/05</b></p>	<p><b>Early Leavers Data 2021/22</b></p> <p>The Committee considered the data for February 2022 and processes to support early leavers.</p> <p>Governors noted that 226 students, 4.6%, had left early (after 6 weeks) compared to 1.9% in 2020/21 and 3.3% in 2019/20 and the possible reasons for the increase were discussed. More early leavers had moved into employment or an apprenticeship with another provider and a significant proportion of cases were due to health difficulties or multiple personal issues. During the pandemic there had been more limited information, advice and guidance available to prospective students and periods of missed education could have made the transition to College more difficult. Levels of anxiety and mental health issues had also increased and the availability of well paid work in some sectors had also influenced decisions to leave early.</p> <p>The various processes to support and intervene were explained and discussed. All early leavers were contacted and alternative options such as the possibility of re-commencing a qualification were explored. 168 students had participated in the Personal Professional Development (PPD) course, a short course to develop employment skills and gain work experience.</p> <p>Governors noted the support provided and was assured that early leaver retention was being proactively addressed.</p>	
<p><b>22/06</b></p>	<p><b>Student Progression and Destinations 2021</b></p> <p>The Committee considered a report on the 2690 FE leavers and was pleased to note positive outcomes for very large numbers of learners.</p> <p>A detailed breakdown of destinations was reviewed and included 1215 progressing into higher education at a wide range of institutions. Around a third accepted places at Russell Group universities, including 20 at Oxford or Cambridge. As previously, a large proportion of students had chosen institutions within the South West and 57 students entered HE courses at the College (a decline from previous years). The number of FE leavers entering full time employment or an apprenticeship had risen sharply from 256 (216 last year) and 155 (84 last year).</p> <p>A further 221 students had successfully completed an apprenticeship programme and 65% remained in full time employment with 23% progressing into a Higher Level Apprenticeship or into HE.</p> <p>540 FE leavers were seeking work, employed part time (less than 16 hours/week) or had an unknown destination.</p> <p>The meeting discussed support for the majority of leavers who were not progressing to university and noted that additional support was being put in place. Improved tracking and earlier advice and guidance was being developed for those seeking an apprenticeship or employment as well as a comprehensive employability programme to enhance the Careers and Job Shop offer. The</p>	

	<p>weaknesses in the current follow up processes and destination recording were also being addressed.</p> <p>Ways to widen aspirations and ambitions were also discussed such as promoting overseas university options and degree apprenticeships.</p>	
<b>22/07</b>	<p><b>Equality and Diversity Monitoring Report 2021</b></p> <p>The Committee reviewed the annual monitoring report which provided a comprehensive overview of the equality, diversity and inclusion (EDI) principles and practices throughout the College, with supporting data and planned actions to improve. The Committee was reminded 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. Ongoing work to further embed FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement) across all areas of activity and within the curriculum had taken place this year. The College's EDI Group was continuing to monitor data trends, develop strategies, disseminate guidance and look for any further actions to improve.</p> <p>The Committee noted that the range of services for adult and part time students was being extended to provide a consistent level of support to all learners.</p> <p>The comprehensive actions and additional developments to address EDI were welcomed and supported by the Committee.</p>	
<b>22/08</b>	<p><b>Higher Education Update</b></p> <p>The Committee received the minutes of the recent College Board of Studies for Higher Education (CBSHE) meeting and noted the various matters addressed.</p> <p>Key HE developments were discussed by the Committee including:</p> <ul style="list-style-type: none"> <li>• the appointment of new Careers &amp; Employability Advisers and additional online resources to support progression/employment</li> <li>• review of course outcomes and modification to courses</li> <li>• refreshed marketing plan to promote recruitment</li> <li>• additional support and CPD for HE lectures (who deliver both FE and HE programmes)</li> <li>• recruitment forecasts which were expected to remain flat in 2022/23 and rise in 2023/24.</li> </ul>	
<b>22/09</b>	<p><b>Safeguarding Update</b></p> <p>The Director of Student Experience (Designated Safeguarding Lead) reported that:</p> <ul style="list-style-type: none"> <li>• the Safeguarding team and Student Services were continuing to be very busy with significant demands for services</li> </ul>	

	<ul style="list-style-type: none"> <li>• referrals to external agencies were continuing where appropriate and additional support was being offered on site from a range of external sources</li> <li>• regular teams meeting were taking place and there was good communication with the Multi Agency Referral Unit (MARU) and Early Help Hub</li> <li>• consultation was underway on the statutory guidance 'Keeping Children Safe in Education' (KCSIE) which was due for publication in September 2022</li> <li>• Cornwall Council had established a new role to support school and college DSLs which was useful and helped support links with schools</li> <li>• the audit requirements were changing to a bi-annual cycle - a Section 175/157 Return was no longer due in 2022</li> <li>• the NSPCC benchmarking tool had recently been used to self-assess the College's provision with only one action arising from the review – additional governor training (which was already being actioned)</li> <li>• Safer Schools were being commissioned to provide safeguarding training for College staff</li> <li>• First Light had delivered training for staff following the outcome of the rapid review of sexual abuse in schools/colleges by Ofsted</li> <li>• as part of the 'Let's Talk' campaign a range of posters had been produced to raise awareness and change behaviour</li> <li>• similar work to raise awareness and address racial discrimination would be a focus in the autumn.</li> </ul>	
22/10	<p><b>Peer on Peer Abuse Policy and Procedure</b></p> <p>The Committee considered the proposed Peer on Peer Policy and Procedure which had been drafted in response to Ofsted's review of sexual abuse in schools and colleges. Governors were aware of the importance of a supportive approach, making it easier for young people to talk about issues and raise their concerns.</p>	
22/11	<p><b>Student Association Constitution</b></p> <p>Governors noted the Education Act 1994 (Part II) requirement to review the Constitution at intervals of not more than five years and noted a review was due. The Student Association was proposing an amendment to increase the membership of the Student Association Committee.</p> <p>The Committee <b>RECOMMENDED</b> approval of the revised constitution by the Corporation (attached as Appendix A).</p>	<p>Recommendation for Corporation</p>
22/12	<p><b>Governor Learning Walks 2021/22</b></p> <p>The Chair gave feedback on her recent visit to Foundation Studies at Penwith which had been a very positive experience. The sessions observed were structured and focused on education and progression, not only care. The learning walk highlighted the passion and commitment of the staff team as well as their close relationships with students and families.</p>	

