



# TRURO AND PENWITH COLLEGE CORPORATION



## Teaching, Learning and Assessment Committee

**Minutes** of the Teaching, Learning and Assessment Committee held on Wednesday 7 March 2018 at Truro College.

Members: Mrs L Batchelor, Mr B Crossland, Mr J Green, Mr S Jose, Mr T Moser, Mrs S Sanderson, Dr E Sheridan (Chair), Mr J Trenchard, Mr D Walrond, Mrs J Woodhouse and Mrs E Winser

Also Present: Mr M Arnold (Director of Quality), Ms J Cashmore (Director of Operations), Mr R Clarke (Deputy Headteacher, The Roseland Academy), Mrs S Dickinson (Director of Finance), Mrs C Mewton (Director of Studies), Mr A Stittle (Director of Teaching and Learning), Mr M Tucker (Director of Penwith College), Mr M Wardle (Director of Curriculum) and Mrs A Winter (Clerk to the Corporation)

Apologies: School representatives: Mr W Marshall, Humphry Davy and Mr M Rabey, Richard Lander School

Item	Decision	Action
18/01	<p><b>Minutes</b></p> <p>The minutes of the meeting held on 11 October 2017 were <b>APPROVED</b> and signed as a correct record.</p>	
18/02	<p><b>Matters Arising</b></p> <p><b>02.01 DfE Post-16 Performance Tables (Minute 17/29.01)</b></p> <p>Further to discussion at the previous meeting, Governors noted that most other colleges had also opted to remain with the Qualifications and Credit Framework (QCF) this year, rather than transfer to the new National Qualifications Framework (NQF). It was still unclear how much longer it would be possible to remain with the QCF.</p> <p><b>02.02 3 Year Curriculum Development Plan 2017-2020</b></p> <p>The College's policy of delivering (unfunded) stand-alone AS levels alongside linear A Levels was under review. This approach was atypical in the sector and financial constraints meant this was not sustainable. Another consideration was that Universities were no longer taking account of AS grades when considering applications. The full implications were being assessed and Governors would be updated on any changes.</p> <p>In response to questions the Principal confirmed that a four A Level route would continue to be offered where appropriate.</p>	

	<p><b>02.03 Technical Qualifications (Minute 17/34)</b></p> <p>Concerns about the major reform of technical education and introduction of new T-Levels in 2020 continued, particularly due to the lack of detail about the new qualifications and significant work placement requirements. Uncertainty about the future of Applied General qualifications also remained. In the meantime, the College had registered as a centre to deliver the new qualifications and was actively engaged in developments.</p>	
18/03	<p><b>DfE Schools and Colleges Post-16 Performance Tables for 2016/17</b></p> <p>The Committee considered the DfE post-16 performance tables together with a detailed commentary explaining the measures.</p> <p>The Director of Quality highlighted key achievements:</p> <ul style="list-style-type: none"> <li>• the College was one of the biggest Level 3 providers in the country with 11<sup>th</sup> largest A Level cohort and 4<sup>th</sup> largest Applied General cohort</li> <li>• for overall performance, the College remained in the top 10% of College providers in the country and was the best performing in Cornwall</li> <li>• performance for A Level and Academic qualifications remained very strong, above national and local averages on almost every measure</li> <li>• value added scores on academic programmes remained high, demonstrating that learners made very positive progress at the College</li> <li>• the proportion of A level students achieving grades AAB within the narrow group of 'facilitating subjects' remained strong (despite a wide curriculum offer in comparison to sixth forms and many other providers)</li> <li>• the 'Applied General' category included a wide mix of level 3 qualifications delivered in terms of size and comparisons across schools and colleges were therefore problematic, however, results placed the College as in top 10% of all General FE or Tertiary colleges nationally</li> <li>• performance in 'Technical' courses (eg. Hair &amp; Beauty, Professional Cookery, Construction etc) also remained above national averages</li> <li>• progress towards GCSE grade C in English and mathematics had both improved since last year and in each subject results were 6<sup>th</sup> highest for General FE or Tertiary colleges – the large numbers of students re-sitting one or both exams and complexity of issues, including new specifications, remained very challenging</li> <li>• Learners on Level 2 vocational 'Progression 2' qualifications and Level 2 Technical Certificates had achieved above national averages.</li> </ul> <p>Governors discussed the performance tables as well as the local and national comparisons and asked about the implications of the revised GCSEs and numerical grading system.</p> <p>The Committee considered the analysis with interest and was pleased to note the excellent performance in 2016/17.</p>	

<p><b>18/04</b></p>	<p><b>Schools Updates</b></p> <p>Representatives from partner schools reported on key developments, including:</p> <ul style="list-style-type: none"> <li>• the production of EBacc shadow data (before full publication next year) - the percentage of pupils achieving the EBacc and average points scores could potentially become more important in school performance tables</li> <li>• the narrowing of the curriculum associated with the introduction of the Progress 8 measure – many schools were reducing curriculum breadth (eg. performing arts)</li> <li>• the importance of GCSE grades for long term progression – in the absence of AS qualifications, employers and universities were likely to place a greater emphasis on GCSE achievement</li> <li>• the difficulties advising Year 9 pupils on KS4 options due to ongoing uncertainty about the future and accreditation of BTEC qualifications</li> <li>• the new requirements concerning careers advice and guidance (with no additional funding) which would be challenging</li> <li>• concerns about the growing number of home-educated children in Cornwall – the number had risen sharply to over 1,000 in the last 3 years with very limited capacity for the local authority to properly monitor progress and well-being.</li> </ul> <p>The Committee discussed the various challenges and implications.</p> <p>It was suggested that concerns about the increasing numbers of home-educated children, some of whom would later wish to progress to the College, be raised with the local authority’s Service Director for Education and Early Years.</p>	<p>CM to consider raising with Jane Black</p>
<p><b>18/05</b></p>	<p><b>Self-Assessment Report (SAR) – Action Plans 2016/17</b></p> <p>The Director of Quality presented the Spring review of the 2016/17 SAR Action Plans and summary of the progress that had been made. In almost all cases the cross-college and programme area actions had been implemented and the report demonstrated the ongoing progress. Some actions had already been effective although the full impact would not be clear until the end of the year.</p> <p>The Committee reviewed actions relating to a number of specific areas in greater detail including Economics, Community Studies, and Penwith Mathematics. In response to questions the Director of Quality explained the range of support and monitoring taking place, mentioned areas where staffing continuity remained an issue and outlined ongoing challenges. The outcome of the first Sports Science NQF Diploma results were awaited with interest.</p> <p>Overall the Committee was satisfied that appropriate actions had been implemented and that good progress was being made.</p>	

<p><b>18/06</b></p>	<p><b>Update on FE Choices</b></p> <p>Members noted that although the FE Choices website had closed two years ago, data for 2016/17 was available on the gov.uk website and two headline measures relating to learner and employer satisfaction were published on the National Careers Service and Apprenticeship Service websites. The data was collected by the DfE via an online survey based on responses from around 1,150 students and 80 employers.</p> <p>The Committee noted that overall learner satisfaction rates were up slightly on 2015/16 and the numbers who would recommend the College were high, at 90%, well above the national average. Employer satisfaction rates had also improved but were below the national average. Improvements to processes and communication with employers had been implemented since the time of the data collection and this remained an ongoing priority.</p>	
<p><b>18/07</b></p>	<p><b>Early Leavers Data</b></p> <p>The Committee considered the report on the early leavers in 2017/18 summarising the weekly monitoring by the Senior Management Team, close tracking and exit interviews. Although a number of leavers had successfully transferred to an apprenticeship or other pathway at the College, this counted as 'no success' in the DfE data as they had failed to complete their original programme.</p> <p>It was noted that the numbers leaving early remained low and had reduced to 2.3% of all students (compared to 2.9% in 2016/17) by January, though updated data indicates the gap has subsequently closed. Analysis of the data revealed no underlying concerns.</p> <p>In response to questions, staff explained the exit interview process which enabled students to reflect on their plans and to open up about their experience at College. Additional support or alternative options were offered to maintain the student's participation and enable them to progress. Reasons for leaving usually related to multiple and complex personal issues.</p> <p>Governors were content that each case was followed up promptly and rigorously and that any feedback about the quality of the experience at the College was addressed appropriately.</p>	
<p><b>18/08</b></p>	<p><b>Student Progression and Employment Destinations</b></p> <p>A report on the destinations of students who finished courses in 2017 was provided. Members noted that:</p> <ul style="list-style-type: none"> <li>• of the 2,711 leavers, 1207 progressed into higher education</li> <li>• 282 students progressed to Russell Group universities</li> <li>• 12 had accepted places at Oxford or Cambridge</li> <li>• a significant proportion had remained within the South West</li> <li>• the employment and earnings data reflected the national picture of high employment rates but low earnings</li> <li>• key employment sectors for students were hospitality/catering, retail, construction/engineering</li> </ul>	

	<ul style="list-style-type: none"> <li>outcomes for apprentices were very good with over 80% progressing into employment</li> </ul>	
	<p>Governors noted that the numbers continuing on to HE courses at the College had declined (92 in 2017 compared to 137 in 2016), and the reasons for this were explored.</p> <p>Overall, governors were pleased to note very positive outcomes for large numbers of learners.</p>	
<b>18/09</b>	<p><b>Equality and Diversity Monitoring Report 2017</b></p> <p>The Committee received the annual monitoring report providing a detailed account of the key principles and inclusive processes and practices throughout the College.</p> <p>Members noted that provision had been subject to external scrutiny with good equality and diversity practice recognised by a range of organisations including Ofsted, the local authority (Special Educational Needs and Disabilities provision), Matrix accreditation (advice and support services), AoC (Beacon Award for Mental Health and Well Being). The College had also retained Investors in Diversity accreditation by the National Centre for Diversity in 2017 and was placed 19<sup>th</sup> nationally of the 600 organisations assessed.</p> <p>Governors reviewed the data, considered outcomes for learners and the ways in which achievement gaps were identified and addressed. The Committee asked about the strategies to address socio-economic disadvantage and noted Maths Hub initiatives and other projects that had helped to narrow the gender gap. In relation to refugees, the College was running English and mathematics courses in conjunction with Cornwall Council at Haven House. Current priorities included a specific focus on supporting and improving the achievement of Children in Care, Care leavers and students with English as a second language.</p> <p>The Committee welcomed the monitoring report which provided compelling evidence of the inclusive approach and underlying practices to promote equality and diversity throughout the College.</p>	
<b>18/10</b>	<p><b>Safeguarding Update</b></p> <p>The Director of Studies and Safeguarding Lead Governor provided an update in which they mentioned:</p> <ul style="list-style-type: none"> <li>changes to the Section 157 Annual Safeguarding Audit for 2018</li> <li>this term's safeguarding team training on CLEAR (children linked to and experiencing abusive relationships)</li> <li>the recent meeting of the South West HE/FE Prevent Group which had been very helpful</li> <li>the College was now set up to receive notifications from the police as part of Operation Encompass when a young person had been exposed to a domestic abuse incident</li> <li>since September 2017 the College had been supporting fifteen young carers, sixty students with safety plans due to mental health issues and had made seven referrals to the Multi Agency Referral Unit (MARU).</li> </ul>	

	Governors recognised that this continued to be a busy area of activity and noted the ongoing provision and latest developments.	
<b>18/11</b>	<p><b>Governor Learning Walk Feedback</b></p> <p>The Chair provided feedback from the governor learning walks that had taken place during the autumn to a range of programme areas.</p> <p>The Committee was pleased to note that governors' observations were positive, were consistent with other sources of feedback and raised no concerns.</p>	
<b>18/12</b>	<p><b>Dates of Meetings in 2017/18</b></p> <p>The dates for meetings in 2017/18 were confirmed as 10 October 2018 (Truro), 13 March 2019 (Penwith) and 5 June 2019 (Truro).</p>	ALL to note
<b>18/13</b>	<p><b>Any Other Business</b></p> <p><b>13.01 TES College of the Year</b></p> <p>Members noted that the College had been shortlisted and was runner up in the Times Educational Supplement College of the Year award. Staff were congratulated on this recognition.</p> <p><b>13.02 Higher Education - Annual Provider Review (APR)</b></p> <p>The Committee noted that due to the shift in responsibility from the Higher Education Funding Council for England (HEFCE) to the new Office for Students (OfS), there would be no formal APR process in 2018 and judgements from last year would remain in place.</p>	
<b>18/14</b>	<p><b>Date of Next Meeting</b></p> <p>The Committee would next meet at 5.00pm on Wednesday 6 June 2018 at Penwith College.</p>	ALL to note
<b>18/15</b>	<p><b>Higher Education Quality Assurance Working Group</b></p> <p>The Committee received and noted the confidential minutes of the HE QA Working Party meeting on 10 November 2017.</p>	
<b>18/16</b>	<p><b>Self-Assessment Report Working Party</b></p> <p>The Committee received and noted the confidential minutes of the SAR Working Party meeting on 29 November 2017.</p>	
<b>18/17</b>	<p><b>Report on Higher Education Academic Appeals 2016/17</b></p> <p>The Committee received and noted a confidential report summarising the HE academic appeals which had arisen last year.</p>	