

FAREHAM COLLEGE

**MEETING OF THE
TEACHING, STUDENTS, CURRICULUM AND QUALITY COMMITTEE**

13th November 2015

MINUTES

Present: Mr K Briscoe
Miss E Champion
Mr S Christian
Mr D Hart (Chair)
Mr A Ramsay

In attendance: Mr V Adams (Director TLQ)
Mrs J Eayrs (Clerk)
Mr A Kaye (Deputy Principal)
Ms L Palmer (Director of Curriculum)
Mrs G Sommers (Director of Students & Recruitment)

27/15 Election of Vice-Chair

Members elected Mr Alastair Ramsay as Vice-Chair to the Committee to serve until the first meeting after the 1st April 2016 in accordance with the Standing Orders of the Corporation.

28/15 Curriculum Area Presentation

Members of the Committee received a presentation on English and Maths from Leah Palmer, Director of Curriculum. The slides used during the presentation are an **Appendix** to these minutes.

29/15 Exploring the role of Governors in Teaching and Learning

Miss Champion provided members with a verbal report on a Governor development session which she and Mrs Tilt had attended on the 8th October 2015. The combined notes of Miss Champion and Mrs Tilt are outlined below:

- The main purpose of the presentation provided was to demonstrate that the role of Governors was developing;
- As Governors had to intake a large amount of information, the idea of developing an online Dashboard which would contain all the essential information needed for a Governor; which could include papers for up-coming meetings.
 - It was also suggested this could be a good resource when OFSTED visited and for Governors to quickly brush up on their knowledge of the College KPIs;
 - Additionally, it would be a useful resource for Governors to monitor on a monthly basis on the performance of the College.
- A key word that came from the presentation was 'IMPACT'. It was proposed that Governors in every meeting should determine the impact of the items on the agenda. At the beginning of the meetings the Governors should go over the mission of the College and then at the end and members should consider whether the meeting would have a positive impact on the mission. Governors should ask themselves, "Is what the College and Board are doing having an impact on Teaching and Learning"?
- During meetings Governors should always question further the statistics provided by the SMT. Governors should be encouraged to question when subject areas were not doing well and, if

required, should call in the Head of Department to a Governors meetings about the failing area and what was being done to improve it;

- Due to the time limits many Governors faced when attending meetings, it was suggested that, when Governors received the papers in advance of the meeting, they should submit two questions to the Clerk to the Corporation who would then forward them to the appropriate SMT/HOD. As a result, all meeting questions would be answered before hand saving time (some Governors confirmed that they did this and that it worked well for an efficient meeting).
- The need for more Student engagement, some Governors suggested that Governors should become more involved by doing 'Learning walks'. This would involve going into lessons and talking to students and teachers and asking them about any issues they were having. Each Governor would be given an "department" to look over, (however I believe this would be more time consuming and intrusive to the Head of Department)
- Governors should ask "Is the curriculum financially viable"? The Finance Committee should contain aspects of Teaching and Learning on its agenda to ensure that the College was developing a workforce that met the needs of the local community. If this failed the College should reassess the courses being offered.
- Due to the Government agenda on knowing the progression and destination information of students. Governors should begin to ask and question this data within their meetings.

Members of the Committee reviewed and noted the issues which had arisen at the Governor Development session attended by Miss Champion and Mrs Tilt and acknowledged that many of the items listed above had arisen as part of the Governance Self-Assessment process and actions were already in train to develop or implement them.

30/15 Declaration of Interests

Members of the Committee were reminded of the need to declare any personal or financial interest in any items of business to be considered during the meeting. No interests were declared.

31/15 Apologies for absence

Apologies for absence were received and accepted from Mr Kew, Mr Duncan, Mr Magee and Mrs Tilt.

32/15 Minutes of the meeting held on the 13th May 2015

The minutes of the meeting held on the 13th May 2015 were agreed as a true and accurate record and were signed by the Chair.

33/15 Matters arising from the minutes of the meeting held on the 13th May 2015

- (i) Minute 19/15: Matters Arising from the minutes of the 4th March 2015 meeting –** Members recalled that, at the last meeting, the Principal had confirmed that the College had met the target for student participation on the OFSTED survey and the Employer Survey which had closed on the 7th May 2015. It had been agreed that the results of both of those surveys would be circulated to the Committee.
- (ii) Minute 21/15: Termly Report on Risk (Poor achievement in English and Maths) –** Ms Palmer confirmed that an English and Maths Working Group had been established and had already met twice this academic year with another meeting scheduled to take place in December 2015.

34/15 Termly Report of the Academic Standards Committee

Members of the Committee received and noted the draft minutes of the Academic Standards Committee meeting which had taken place on the 21st October 2015.

35/15 Termly Report on Risk Management – November 2015

Members of the Committee received and noted a paper which outlined the College Teaching and Learning risks which were the responsibility of the TSC&Q committee to monitor and review.

The Deputy Principal spoke to the paper and referred members to the following:

- **Risk 10: Cuts in Funding leading to financial pressure** – Governors acknowledged that the College had aligned itself well strategically with the significant development of Apprenticeships and the fact it continued to explore and grow other funding streams;
- **Risk 22: Failure to Recruit International Students** – Members noted that the College was currently awaiting Visa and Immigration Services award of the Tier 4 status. Governors questioned the likelihood of the Tier 4 licence being awarded. The Deputy Principal advised members that the Chinese Principals were due to visit the College the following week. He outlined further obstacles which had been identified, including the fact that students were not permitted to stay in the UK for longer than 2 years;
- **Risk 28: Area Based Review** – Members were advised that the ABR had recently been added to the Risk Register. The Deputy Principal advised members that the National Steering Group Representatives, Phil Frier and David Williams, were due to visit the College the following week (Wednesday 20th and Thursday 21st November). He went on to say that feedback received about the process had confirmed it as supportive and, as a result, he did not anticipate any problems.

Members of the Committee reviewed and noted the contents of the paper and the mitigation in place to reduce the risks identified.

36/15 Draft Self-Assessment Report 2014/2015 (Executive Summary)

Members of the Committee received the Draft Self-Assessment Report 2014/2015 – Executive Summary. The Deputy Principal spoke to the draft report and highlighted the following:

- Provided clarification of the finalisation/approval route and circulation of the document;
- The document had been prepared in line with the new Common Inspection Framework and included the new aspects i.e. Personal Development, Behaviour and Welfare;
- Members noted the grade profile on page 1 of the document and noted that the only area deemed as 'requiring improvement' was Adult Learning Programmes (specifically Adult Hairdressing). The Deputy Principal confirmed that the success rates in this area had declined over the last 3 years;
- Governors questioned whether the College was on track to achieve 'outstanding' by 2017. The Deputy Principal confirmed that the position reported provided a good 'footing' to achieve outstanding in 3 years time. He went on to say that all curriculum areas had improved their success rates and all had been deemed 'good'. In addition, English results had improved and, although Maths was a particular weakness, actions were in train to address this. He felt confident the College was heading in the right direction;
- Members reviewed and noted the Summary of Key Strengths and Key Areas for Improvement;
- The Chair requested that the photos on the front of the document have a more teaching and learning focus rather than estates/resources.

Members of the Committee reviewed and noted the draft Self-Assessment Report 2014/2015 Executive Summary. Members noted that the final document would be presented to the full Corporation for consideration and approval at its meeting scheduled for the 9th December 2015.

37/15 TSC&Q Autumn Term Report – November 2015

Members of the Committee received a detailed autumn term report which provided an overview of the developments and plans in train in relation to Teaching, Students, Curriculum and Quality. The report outlined the work and performance of the following key areas to date and provided the Committee with an overview of the most significant developments and challenges:

- Curriculum and Quality;
- English and Mathematics;
- Apprenticeships;
- Traineeships;
- Employability, Enterprise and Commercial Activity;
- Self-Assessment;
- Students and Recruitment;
- HE Quality;
- Teaching, Learning and Assessment;
- CEMAST.

The Deputy Principal spoke to the paper and drew the following key issues to Governors' attention:

(i) Curriculum and Quality

- The outcomes for learners on classroom based qualifications and apprenticeships in the academic year 2014/2015 had been finalised in October 2015 and had been reported in detail to the Academic Standards Committee on the 21st October 2015;
- In terms of quality the College was in a 'sound position'. The Deputy Principal reported that the overall success rate performance of the College during 2014/2015 had improved by 1.7% to 83% compared to 81.3% in 2013/2014;
- There had been challenges ensuring work experience had been taken up by all departments in the College in a consistent and impactful way. Members noted that some areas found it easier than others to place students with employers for full placement periods. The Deputy Principal confirmed that, where it was not possible for students to go on placement, other employability activities, simulated work experience or live projects had been used effectively;
- Apprenticeship provision at the College had grown significantly and employer engagement across the College was very good. Members were reminded that there were currently 781 apprentices with an end of year target of 1000;
- The College continued to aim to recruit more Higher Education students in specific subject areas. The overall HNC/HND numbers had increased to 120;
- Success rates for adult learners had declined over the last three years and were currently at 87%. Members noted that, despite this decline, they still remained above national averages;
- Least well performing curriculum areas for adult learners were:
 - Enterprise and Digital industries (which delivered Accounting and Business to adults);
 - Hair and Beauty Therapy;
 - Health and Social Care.
- Members reviewed and noted the key headline data for 2014/2015.

(ii) **English and Maths**

- English and Maths had become a much more significant priority for the College making up one third of all College enrolments;
- Members noted that, during 2014/2015, there had been a number of cross-college issues experienced with English and Mathematics and that these issues had had a particularly profound effect on Mathematics outcomes. Members reviewed the issues experienced and the data tables on page 4 of the report for English and Maths success compared to national averages;
- The effect of lower success rates in English and Maths was a 6% reduction in the overall success rate for the College. The College success rate reported without English and Maths re-sits was 89.8%;

(iii) **Apprenticeships**

- The continued growth of apprenticeships remained a key strategic priority for the College and supported the Government agenda for £3million apprenticeships by the year 2020;
- Timely achievement had improved over a three year trend and was now good;
- Timely success for apprenticeship frameworks had increased by 11.1% from 61.4% in 2014/2015 to 72.5% in 2015/2016. National average timely success was noted as 61% which put the College apprenticeship provision in a good position.

(iv) **Traineeships**

- The delivery of traineeships increased significantly in 2014/2015 and the outcomes were very successful with 74.4% of the trainees progressing into employment, full-time programmes or apprenticeships;
- To date in 2015/2016 there were 19 trainees enrolled which made up the first of 5 planned cohorts with start dates staggered through the year to allow for maximum flexibility;
- The total traineeship target for 2015/2016 was 100 trainees.

(v) **Employability, Enterprise and Commercial Activity**

- The Employment Hub had been through further staffing changes in 2014/2015 with more of a focus on schools liaison and work placements for all suitable level 2 and level 3 students as well as finding students part-time jobs and increasing their employability through job applications, CV writing, interviews and job searching.

(vi) **Self-Assessment**

- Members had considered and discussed the draft Self-Assessment Report earlier in the meeting.

(vii) **Students and Recruitment**

- Mrs Sommers drew to members' attention the highlights, successes and good news stories of College students;
- Attendance and punctuality continued to be a key challenge with overall attendance for the year at 86% (4% below target);
- Attendance at English and Maths had had a huge impact on the overall attendance rate and needed to be addressed;

- A staff survey had highlighted that in some classes, behaviour was unacceptable and was indeed worsening;
- The introduction of various initiatives e.g. late slips, ID lanyards and codes of conduct, teachers were now reporting that things were improving;
- The standard of student ambassadors this year had been outstanding and all had been appointed for every curriculum area. Miss Champion expressed an interest in attending a future Student Board meeting;
- The tutorial programme required more planning in order for it to be effective and a more consistent and positive experience for students. In September 2015 an enhanced programme had been launched, including a packed schedule of lessons, seminars and associated resources;
- Recruitment for next year had begun well with over 300 applications already received. The target number of applications (gross) for 2016/2017 was 1650;
- Members reviewed and noted the destination data on page 10 of the report. Governors agreed that the data provided was excellent.

- (viii) **HE Quality** – Mr Adams, Director of Teaching, Learning and Assessment, advised the Committee that he and the Lead Manager Higher Education (LMHE) had met with Gemma Long, the Review Manager from QAA, on the 20th October 2015. He went on to say that this was the first follow-up meeting to oversee the completion of the action plan which had resulted from the February 2015 Higher Education Review in which three of the four areas had been judged to be requiring improvement. He advised the Committee that the next two meetings would be via conference call, but it was likely that the fourth meeting would probably involve a return visit by some of the original review panel in April 2016. Following this a report would be prepared which would eventually be considered by the QAA Board in July 2016 who would either agree to revise or maintain the judgements. Mr Adams advised members that, during the meeting, the action plan had been considered, the majority of which had to be completed by September, and progress so far had been discussed. He invited the Committee to review key documents:
- the Higher Education Assessment Regulations;
 - new templates for Annual Monitoring Reviews (AMRs) incorporating External Examiner actions;
 - Minutes from an AMR Standardisation meeting incorporating External Examiner reports.

In addition, Gemma Long had met Harry Haggard, the new Lead Student Representative, who had spoken very confidently and positively about his experience so far at the College. Mr Adams was pleased to report that, in a subsequent email, Ms Long had expressed the view that the College was moving in the right direction to reverse the judgements and she offered to provide feedback on some of the new documentation. However, Mr Adams confirmed that there was still much work to do to make sure that all teams operating at this level were compliant and that documents and minutes from key meetings should contain the necessary details to meet expectations. Governors were advised that the Director (TLQ) and the LMHE were meeting weekly to monitor progress against the action plan and the agenda for the first Higher Education Board of Studies for this academic year (scheduled for December) would need careful consideration to ensure that all key elements were included.

(ix) **Teaching, Learning and Assessment**

- The TLQ team was complete again, for the first time since December 2014, now that the new Learning Technology Manager and Learning Technology Assistant (apprentice) had taken up post;
- The observation window had begun and the LTM and the Deputy Principal had joined the existing team;

- Observation standardisation with Richard Moore (Ex-OfSTED HMI) had taken place with each observer. In addition, he had reviewed a range of feedback reports and had confirmed that they were evaluative and had contained useful and pertinent comments;
- The new LTM was moving forward with plans to further embed and ensure competence in the use of Oracle, audit learning technology across the curriculum, encourage bids for resources, research and recommend a package for tracking student progress and target setting as well as maintain a database of all training;
- Several learning champions had either left the College or had decided to step down this year. As a result, the decision had been taken to retain a smaller group but redistribute the abatement between them so they each had more time (3 hours per week) to devote to their colleagues;
- The continued to work with Richard Moore on 'inspection readiness' in a comprehensive autumn term training programme.

(x) **CEMAST**

- All vacant posts had now been filled and new members of the team had settled in well. Recruiting to Engineering posts remained very difficult;
- The growth in apprenticeships and work based delivery would necessitate a further peripatetic assessor to be recruited before the New Year
- Retention was particularly pleasing in 2014/2015 with an overall performance of 91.4%;
- The Primary Learning Goals in Manufacturing, Marine and Technical Engineering had outstanding retention of 94.5% although further work was required in automotive at levels 2 and 3 where there had been a decline year on year;
- The Young Engineers Saturday club had commenced on the 7th November and currently had 12 students enrolled;
- The percentage of high grades on level 3 courses was good and had remained static year on year with a profile of 54% which was 26% above the national average which provided a very good indication of a positive value added profile;
- Attendance was outstanding at 92%;
- Manufacturing and Marine success rates were outstanding at 96%.

Members of the Committee reviewed and noted the contents of the termly Report.

38/15 The Application of the Enhancement Expectation

Members of the Committee received a paper on The Application of the Enhancement Expectation which was guidance intended to clarify what providers of higher education should comment on in their self-evaluation document. Mr Adams spoke to the paper and drew to members' attention the extract included in the expectation in Annex 2 of the Higher Education Review Handbook which defined enhancement as "Deliberate steps are being taken at provider level to improve the quality of students' learning opportunities". Members reviewed the diagram on page 2 of the paper which outlined a model of effective enhancement and its impact on other expectations. Mr Adams explained how he had tracked College procedures against the QAA cycle to demonstrate how we would meet the expectation in 2015/2016.

Mr Adams concluded by saying that the LMHE would be establishing focus groups with HE learners and some enhancement projects would be commissioned by the Higher Education Board of Studies and duly presented/reported to the TSC&Q Committee for their comment and oversight.

Members of the Committee reviewed and noted the contents of the paper.

39/15 Equality and Diversity Annual Report 2014/2015

Members of the Committee received the Annual Report on Equality and Diversity 2014/2015 which provided Governors with an annual overview of the College's Equality and Diversity practices, procedures and performance in relation to staff and students. In addition, the following data appendices were provided:

- Appendix 1 – Achievement by Ethnicity;
- Appendix 2 – Achievement by Gender;
- Appendix 3 – Achievement by Age;
- Appendix 4 – Achievement by Disability;
- Appendix 5 – EDIMs (Equality & Diversity Impact Measures)

Mrs Sommers, Director Students and Recruitment spoke to the report and drew the following to members' attention:

- A key feature of the College's Strategic Plan was its commitment to the development of a genuine equal opportunities ethos for all members of the College community;
- Equality and Diversity must be seen to embrace a very wide range of key issues in the sector, such as inclusive learning and widening and increasing participation as well as ensuring that the College complied fully with all legislation;
- The key issue for Governors was in the reporting on Equality and Diversity. Mrs Sommers highlighted the fact that whilst this affected all aspects of College life and would, therefore, be reflected in the work of the Corporation Committees, the full Board would want to be assured of the progress being made and that the College was complying with legislation;
- Mrs Sommers reminded members that the Wellbeing Committee was responsible for overseeing Equality and Diversity as part of its overall remit and it received regular reports and recommendations from the Equality and Diversity Group;
- Members reviewed and noted the developments in 2014/2015;
- Members reviewed the published 'Qualifications Success Rates' for 2014/2015. Mrs Sommers confirmed that the data had raised some specific groups of learners who would need to be monitored carefully in 2015/2016:
 - the attainment gap between 16-18 year old males and females had closed. Members were advised that this was likely to be due to the improved success rates for Health, Care and Early Years which were predominately female learners;
 - BME learners represented 4% of the College community which was representative of the area;
 - The attainment of African, Bangladeshi, Gypsy, Irish and White and Black African was significantly lower than White British and other ethnic groups and significantly lower than national benchmarks. Mrs Sommers highlighted the fact that, whilst this only represented 32 students, the attainment of these groups would need to be monitored closely during the 2015/2016 year;
- Members noted that Equality and Diversity Impact Measures (EDIMs) had now been agreed and were provided at Appendix 5 to the paper. Mrs Sommers explained that these impact measures would provide a benchmark for the E&D Working Group to monitor throughout the year. She concluded by saying that the key focus would be to further reduce the attainment gap between male and female learners, specifically in English and Maths and to increase the attainment level of vulnerable groups such as looked after learners and learners registered for free meals;
- Mrs Sommers confirmed that significant progress had been made in embedding Equality and Diversity into the College culture. She reported that staff no longer worried about 'ticking the

E&D box' and were now far more confident about naturally weaving E&D into the curriculum and in everyday College life;

- Governors sought clarification on how learners were being prepared for life in a more diverse world and Mrs Sommers responded by saying that part of the development plan was to take students out of their 'comfort zone' to other more diverse colleges i.e. Lambeth in London, to prepare students for the rich diversity they would experience in their future careers.

Members of the Committee reviewed the contents of the Annual Equality and Diversity Report 2014/2015 and agreed to recommend it for formal approval at the full Corporation meeting on the 9th December 2015.

40/15 Safeguarding Annual Report 2014/2015

Members of the Committee received the Annual Report on Safeguarding 2014/2015 which provided Governors with an annual overview of the College's Safeguarding Policies and Processes and the support and training that is available for students and staff.

Mrs Sommers, Director Students and Recruitment spoke to the report and drew the following to members' attention:

- In July 2015, the DfE had published a revised version of the 'Keeping Children Safe in Education' guidance which had originally been published in April 2014. She went on to say that the revised document built on the information and statutory duties placed on schools and colleges and set out the legal duties with which they must comply. Mrs Sommers advised members that the changes had specifically focussed on:
 - Extremism and the new legal duty;
 - Child Sexual Exploitation;
 - Staff Behaviour;
 - Information Sharing Guidance;
- As a result of the revised guidance and the increased focus from OfSTED on safeguarding in skills settings, various changes and additions were required to policies to ensure that the College were not only compliant but were seen to be actively promoting and engaging in safeguarding for all its learners;
- In September 2014 a new and enhanced process had been developed to manage emotional support to ensure that the 'case load' was spread across several trained staff and monitored by the safeguarding team;
- A team of 10 Study Facilitators, supervised by the Learning Support Manager were available at BRC and CEMAST to meet with students who, for a variety of reasons, were struggling to engage with their studies;
- Members noted that referrals to other Agencies had increased from 11% in 2013/2014 to 49% in 2014/2015;
- Mrs Sommers highlighted the fact that, although the figures indicated that there had been a reduction in students being referred for emotional support, this was not the case. She went on to explain that previously held data suggested that some students were being referred for disciplinary matters which were now being dealt with by the curriculum teams;
- Members noted that, during 2014/2015, the Safeguarding Team had made 12 direct referrals to Children's Services and the Police for what had been considered serious safeguarding matters;
- The launch of Fareham's Early Help Hub (EHH) in November had ensured that a student or family who may be in urgent need of support would never have to wait for more than six days to have their case reviewed. Mrs Sommers reported that the Hub had proved very successful

in other regions in the County with high success rates and a more collaborative approach to support. Members noted that the College had already made two referrals to the EHH.

Mrs Sommers concluded by saying that the key to the effectiveness of any college's safeguarding arrangements was in staff and students' response to 'How safe do you feel'? It was the College's responsibility to ensure that all measures put in place were effective and that the impact could be measured. To that end, it was planned to use the Student Ambassadors to capture and explore the views of the College learners and to 'test' the knowledge of the staff. It was agreed that this would be by way of 'face to face' surveys and interviews with students and staff. Members noted that the results would be reported to the Wellbeing Committee and would inform any further action required.

Members of the Committee reviewed the contents of the Annual Safeguarding Report 2014/2015 and agreed to recommend it for formal approval at the full Corporation meeting on the 9th December 2015.

41/15 Date of next meeting

Members of the Committee noted that, in accordance with the Corporation Calendar approved by the Board in June 2015, the next meeting was scheduled for **2nd March 2016 at 5.30pm.**