FAREHAM COLLEGE

# MEETING OF THE

# TEACHING, STUDENTS, CURRICULUM AND QUALITY COMMITTEE

23rd November 2016

# M I N U T E S

Present: Mr K Briscoe

Miss E Champion

Mr N Duncan

 Mr D Hart (Chair)

 Mr A Ramsay

 Mrs P Tilt

In attendance: Mr V Adams (Director TLQ)

 Mrs J Eayrs (Clerk)

 Mr A Kaye (Deputy Principal)

**23/16 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.

**24/16 Apologies for absence**

 Apologies for absence were received and accepted from Mr Kew, Mr Christian, Mr Dingsdale, Ms Palmer and Mrs Sommers.

**25/16 Minutes of the meeting held on the 11th May 2016**

 The minutes of the meeting held on the 11th May 2016 were agreed as a true and accurate record and were signed by the Chair. There were no matters arising from them which were not covered elsewhere on the agenda.

**26/16 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 10th October 2016. Members noted that two curriculum department presentations had been made to the Committee on the performance of the Engineering Department over the last 3 years and the English GCSE results in 2015/2016.

 The Chair outlined the work which had taken place within local schools to promote ‘women in Engineering’ which had been led by a female Engineering student (members noted that 10% of students attending CEMAST were female), the development of the Young Engineers Club for 7 to 11 year olds which had been established on a Saturday morning at CEMAST and a recent visit by grup of French Engineering apprentices.

 In addition, members were advised that Mr Ramsay had attended the meeting to observe with a view to taking on the chairmanship of this Committee when Mr Hart completed his service to the Board in April 2017.

**27/16 Termly Report on Risk Management – November 2016**

*Mr Ramsay arrived during this item.*

 Members of the Committee received a paper which outlined the College Teaching and Learning risks (23 risks) which were the responsibility of the TSC&Q committee to monitor and review. The Principal spoke to the paper and drew the following key points to Governors’ attention:

* **Risk 12: Failure to recruit sufficient apprentices** – The Principal highlighted the fact that a transitional phase as the sector entered the grant and levy lead-in period was being experienced with many employers ‘holding back’ on recruiting apprentices and waiting to access the grant funds;
* **Risk 23**: **International Students** – Members noted that the College was still awaiting Visa and Immigration Services award of Tier 4 status. The Principal confirmed that a response should have been received in the next two weeks;
* **Risk 25**: **High interest in the UTC in Portsmouth affects CEMAST recruitment** – Members noted that the UTC was not now due to open until September 2017. The Principal expressed the view that it was not expected that the UTC would impact significantly on CEMAST;
* **Risk 26**: **An over-reliance on sub-contracting** – Members acknowledged that the impact could be serious if all subcontracting was lost under the new grant and levy regime, in particular, Steve Willis training;
* **Risk 34**: **Insufficient funds to support student general additional learning support** – The Principal drew members’ attention to the fact that initial analysis had identified a minimum shortfall of 125 hours per week. Members discussed the impact on student achievement and the risk to the College’s reputation if it were seen as not able to support its students. There was a general discussion about students being ‘fit to learn’ and how some parents may be using the College as a mechanism to access help and support for their child.

Having reviewed and discussed the risks identified, Governors sought further clarification on:

* **BRAVO and how it related to ROTO (Register of Training Organisations)** - The Principal explained that it was part of the new process/system to secure funding for apprentices from March 2017 and he confirmed that the Deputy Principal was now responsible for monitoring the messaging on BRAVO as well as maintaining ROTO status;
* **The Lockdown Procedure** – There was a brief discussion about the developments in this area and, in particular, the new digital mechanism for communicating which had recently been implemented by the new Head of Technical Services. The Principal confirmed that the communication mechanism had been tested on Armistace Day and it had been effective.

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

**28/16 Draft Self-Assessment Report 2015/2016 (Executive Summary)**

 Members of the Committee received the Draft Self-Assessment Report 2015/2016 – Executive Summary. The Deputy Principal spoke to the draft report and highlighted the following:

* The rigorous and effective process which had been completed and which had included careful scrutiny and validation from a Panel of Senior Management, Governors and External professionals;
* Members reviewed the Grades and noted that all areas had been deemed ‘Good’ with ‘Effectiveness of Leadership and Management’ and ‘Traineeships’ deemed ‘Outstanding’. The Deputy Principal declared the grade profile as a ‘bold statement’ and explained that the judgement had been based on the distance travelled and improvement of the grades and performance management of the teaching staff. It was felt that this demonstrated an ability to take the overall effectiveness to ‘Outstanding’;
* The Deputy Principal referred members to the terminology in the Common Inspection Framework (CIF) which included terms such as:
- Learners excel;
- Governors systematically challenge leaders; and
- Governors do not shy away from challenging leaders;
* The Deputy Principal outlined the process for distributing the Self-Assessment document following formal approval by the Board. He confirmed that it would be provided to all new staff and would be published on the Extranet. In addition, members were advised that colleges were no longer required to publish the report to the OFSTED portal;
* The Self-Assessment Report 2015/2016 provided a good overall picture of the College and where it currently was;
* Governors questioned the ‘confidence factor’ and how realistic it would be to achieve ‘Outstanding’ by 2017 as outlined in the Strategic Plan. The Deputy Principal expressed the view that it was both realistic and achievable to be ‘Outstanding’ by 2017. However, he went on to explain that there would be limited opportunity for the College to be confirmed as ‘Outstanding’ by OFSTED as it would receive a light touch inspection on the next inspection round and there had been no occasions whereby a College had received a light touch inspection and been upgraded from ‘Good’ to ‘Outstanding’ status. He confirmed that the College would have to self-assess itself as ‘Outstanding’.

**Members of the Committee reviewed and noted the draft Self-Assessment Report 2015/2016 Executive Summary. Members noted that the final document would be presented to the full Corporation for consideration and approval at its meeting on the 7th December 2016.**

**29/16 HE Self-Evaluation Document (Executive Summary)**

 Members of the Committee received an Executive Summary of the HE Self-Evaluation Document for consideration and review. The Deputy Principal spoke to the paper and drew the following to members’ attention:

* He reminded members that a full presentation on the revised operating model for quality assessment for higher education had been provided at the special Board meeting in October 2016;
* At that meeting, members had been advised of the new requirement on Governing Bodies to provide confirmation/assurance about the student academic experience on an annual basis and the deadline for submission was 1st December 2016;
* The rigorous self-assessment validation process was outlined by the Deputy Principal and members were advised of the representatives on the Panel. Members noted that Miss Champion, as one of the HE Link Governors, was a member on the HE Board of Studies and had been involved on the Panel. Members sought her views on the self-assessment validation process. She responded by confirming that no significant issues of concern had arisen as part of the process;
* Powers to provide assurance on behalf of the Board had been delegated to the Teaching, Students, Curriculum and Quality Committee. As a result, members were invited to scrutinise and discuss the HE self-assessment report and accompanying action plan which related to the continuous improvement of the student academic experience and student outcomes and which provided the evidence base on which members of the Committee could confidently agree assurance;
* Governors endorsed the importance of capturing the HE student voice and it was noted that only a small number of students had responded to a recent survey. The mechanisms for capturing the student voice were discussed and it was agreed that further development to encourage students to take part in student surveys was required.

**Members of the TSC&Q Committee formally agreed to provide assurance to the full Corporation that the College was effectively managing and delivering on quality assurance and enhancement related to the HE student academic experience and student outcomes.**

**30/16 TSC&Q Autumn Term Report – November 2016**

*Mrs Tilt left the meeting during this item (6.45pm)*

 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:

* English and Mathematics;
* Attendance;
* Apprenticeship provision;
* Subcontractors;
* Traineeships;
* Self-Assessment;
* College SAR Summary;
* Student numbers 2016/2017;
* Work Experience;
* Tutorial programme;
* Applications 2017/2018 and School Liaison;
* Pro-Monitor and the Student Portal;
* Student Destinations;
* Teaching, learning and assessment;
* HE Quality;
* CEMAST;
* Compliments and complaints.

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

(i) **English and Maths**

* The English and Maths management structure had been reviewed. It had agreed that one single management point for both these GCSE subjects would help with the consistency of teaching, learning and assessment;
* English and Maths remained a significant challenge during the 2016/2017 year with increased enrolments. Members noted total English and Maths enrolments at November 2016 of 1548 (15% up on the previous year);
* The Strategic decision to enrol GCSE E grade students on GCSE English and/or Maths had been made to meet the challenges of the new performance measures which would award points for defined levels of progress during the academic year;

(ii) **Attendance** – Members noted the overall College attendance rate of 89.7% compared to a target of 90%. Members noted that most areas had improved their attendance;

(iii) **Apprenticeship Provision:**

* Members noted that, as at the 14th November 2016, the College had 593 live apprentices comprised 399 (16-18 year olds) and 194 aged over 19;
* The target remained 1000 apprentices as additional starts from sub-contractors as well as in-year recruitment was anticipated;

(iv) **Subcontractors**

* At October 2016, 51 new starts had been processed for Steve Willis Training with a final cohort for 2016/2017 expected to reach 110 starts;
* Observations of Teaching, Learning and Assessment had taken place on the 15th November 2016;
* A partnership meeting to discuss plans under the new funding regime from May 2017 had taken place on 15th November 2016;
* The College currently subcontracted 23 EFA full-time study programme learners with Military Mentors in Bridgemary who delivered Public Services provision over levels 1 and 2;
* All live delivery partners had updated their DBS and Prevent training records for 2016/2017;

(v) **Traineeships**

* The first cohort of 2016/2017 recruited 21 individuals;
* Plans were in place for delivery of a bespoke employer led provision at Royal Hospital Winchester which would trial a small NHS cohort designed to aid recruitment of under-represented age groups and support apprenticeship recruitment;

(vi) **Self-Assessment**

* Members had considered and discussed the draft Self-Assessment Report (Executive Summary) earlier in the meeting;

(vii) **Student numbers 2016/2017**

* Members noted that current full-time student numbers were slightly down on the previous year (-45) as there had been a number of withdrawals since the start of term;
* Members discussed the variety of reasons for withdrawal and acknowledged that those which had left for full-time employment and apprenticeships could be seen as a positive outcome;
* More than 50 students had withdrawn due to either suffering from ill health or not being able to fully commit to a full-time course (although not all of those students were 16-18 year olds);

(viii) **Work Experience –** Members noted that, during 2015/2016 70.1% of learners across the College actively engaged in work experience activities. Members were advised that the target for 2016/2017 was that ALL students would attend work experience as part of their study programme;

(ix) **Tutorial Programme –** Members noted that the 2015/2016 Tutorial Programme had been, on the whole, successful although there had been some inconsistencies in the delivery across the College. The Autumn term programme was currently being delivered and early indicators suggested that delivery was now far more consistent. Members reviewed the topics to be covered during the year;

(x) **2017/2018 Applications and Schools Liaison** – A change to the delivery of ‘schools liaison’ had been made at the beginning of the academic year. Members noted that autumn term activities, including Year 11 assemblies and careers fairs were being delivered and run by teaching staff and senior managers, both of whom had extensive curriculum knowledge. The change in delivery had been well received by schools although further work needed to be done to further engage ‘hard to reach’ students. Members reviewed and noted the current application profile for 2017/2018 compared to the same point the previous year (407 in 16/17 and 317 in 17/18);

(xi) **Pro-Monitor and the Student Portal** – Members noted that the introduction of the ProMonitor and the Student Portal had provided all staff with the facility to monitor students’ progress very carefully. Members were advised that the facility allowed for individual learning plans, targets and reviews to be recorded as well as showing indicators for attendance and punctuality. Members noted that the long awaited Parent Portal would be launched in December 2016;

(xii) **Student Destinations** – Members reviewed student destination data outlined on page 9 of the report. In particular, members noted that, of the leavers from the 2014/2015 cohort, 82% had a known destination recorded, of which 89% were positive. In addition, of the leavers from the 2015/2016 cohort recorded at the point of writing, 88.1% of destinations were known and of those 94% were positive;

(xiii) **Teaching, Learning and Assessment (TLA)**:

* Members noted that the quality of TLA had been judged to be ‘good’ at the start of the 2016/2017 year with the vast majority of departments maintaining their grade and Hairdressing and Beauty Therapy validated as ‘Outstanding’. Members were advised that small pockets of ‘requires improvement’ teaching existed but this was being address through performance management, recruitment or continued training (in the case of Mathematics) to improve the position of the College to above the national average;
* Following the resignation of the Teaching, Learning and Development Manager, the decision had been taken to utilise the resource in an alternative way which included the consolidation of the roles of College Mentor and Lead Learning Coach and the hiring of consultants to ensure the standardisation of the College’s quality processes (observation and self-assessment);

(xiv) **CEMAST**

* The new academic year had started strongly with a growth in student numbers across all areas of the curriculum;
* The centre had an estimated 1200 students going through the building each week;
* The second phase of the Young Engineers Club would commence on the 12th November and currently had 12 students enrolled on programme;
* All the vacant posts had now been appointed to and new members of the team had settled in well;
* CEMAST was running the new apprenticeship standard in Rail which was the first new standard to be delivered under the apprenticeship reforms. It was envisaged that over 50% of apprentice programmes would move to a standard in the next academic year;
* The growth in apprenticeship enrolments had necessitated some re-alignment of programme areas.

(xv) **Compliments and Complaints** – members reviewed and noted 3 comparative data for compliments and complaints.

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

**31/16 The Apprenticeship Strategy**

Members of the Committee had received the Apprenticeship Strategy for consideration and review. Members were reminded that, at the special meeting of the Corporation in October 2016, the Chair of the Corporation had requested the development of an Apprenticeship Strategy going forward and a presentation on this would be provided to all Governors at the full Board meeting in December 2016. The Deputy Principal spoke to the paper and advised members that a more defined approach had been adopted and the Strategy would be reviewed on an annual basis. He went on to highlight, for Governors, the objectives of the Apprenticeship Strategy and the impact of the Apprenticeship reforms. In addition, he outlined for Governors the actions in train to respond to these changes.

              **Members of the Committee reviewed the contents of the paper and agreed to recommend the Apprenticeship Strategy for formal approval by the full Corporation at its meeting on the 7th December 2016.**

**32/16 The Careers and Personal Development (CPD) Strategy**

Members of the Committee had received the CPD Strategy for consideration and review. The Deputy Principal spoke to the paper and explained that the CPD course was a personalised programme of study that built on a learners’ earlier career-related learning and was aimed at helping the learner to understand themselves, their strengths, weaknesses and particular interests. The programme was aimed to prepare these learners for progression to a career they would like to follow.

 Governors questioned the success of this programme and the Deputy Principal confirmed that it had been relatively successful. It was noted that a significant challenge regarding English and Maths existed due to the fact the learner was not generally attending for a full year.

 **Members of the Committee reviewed the contents of the paper and agreed to recommend the CPD Strategy for formal approval by the full Corporation at its meeting on the 7th December 2016.**

**33/16 Annual Report on Equality and Diversity 2015/2016**

 Members of the Committee received the Annual Report on Equality and Diversity 2015/2016 and Inclusion Action Plan which provided Governors with an annual overview of the College’s Equality and Diversity practices, procedures and performance in relation to staff and students.

 The Principal spoke to the report and drew the following to members’ attention:

* The College was committed to promoting equal opportunities for all members of its community and its commitment underpinned all the College’s work with students and staff;
* 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 and 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;
* The Wellbeing Committee continues to oversee Equality and Diversity as part of its overall responsibilities and it receives regular reports and recommendations from the Equality and Diversity Working Group;
* Members reviewed and noted the achievements in 2015/2016;
* Members noted that there had been a review of the published ‘Qualifications Success Rates’ for 2015/2016 which had identified some key areas of improvement and some continuing areas of poor performance. Members were advised that the EDIMS would, therefore, be reviewed for the 2016/2017 academic year to ensure that these groups of learners were continually monitored;
* Members questioned the staff BME and this was confirmed as 2%. The Principal confirmed that recruitment was a challenge with some disciplines attracting a more BME profile.

**Members of the Committee reviewed the contents of the Annual Equality and Diversity Report 2015/2016 and agreed to recommend it for formal approval at the full Corporation meeting on the 7th December 2016.**

**34/16 Annual Safeguarding Report 2015/2016**

 Members of the Committee received the Annual Report on Safeguarding 2015/2016 which provided Governors with an annual overview of the College’s Safeguarding Policies and Processes and the support and training that was available for students and staff.

 The Principal spoke to the report and drew the following to members’ attention:

* The Annual Report on Safeguarding had been compiled and was due to be presented to the full Corporation on the 7th December 2016;
* A presentation/briefing on Safeguarding would be provided to Governors at the Board meeting as part of a training and information exercise;
* During the academic year two out of the three staff development days had been used as an opportunity to train all staff on both PREVENT and Better Safeguarding. In addition, members noted that all staff had completed the Education and Training Foundation’s on-line module on PREVENT. Members noted that this comprehensive module was now included in the College’s induction programme for new staff;
* All members of the Safeguarding Team had updated their training and would continue to do so on an annual basis. Members were advised that more specific training would be offered to staff who had prolonged contact with the more ‘vulnerable’ students or students who were deemed at a greater risk;
* The Committee were provided with a brief summary of how the College was raising awareness amongst students and how a range of topics were included in the tutorial programme and associated resources made available via Oracle. Members were advised that Student Focus Groups were currently exploring ‘how safe do our students feel’ and responses received to date had been extremely positive. In addition, the Pricnipal highlighted the success of the ‘Safe Drive Stay Alive’ presentation which had been attended by more than 600 College students and which had been delivered in partnership by Hampshire Police, the local Council and other emergency services;
* Members were advised that monitoring the delivery of the tutorial programme had identified that it was inconsistent in some areas which meant that some students might not have had all the information available to them. As a result the tutorial programme would continue to be developed;
* Health issues had increased and that this was indicative of society in general. Members noted that the College was facing an unprecedented increase in more complex issues that affected the mental well-being of learners;
* Members were advised that, during 2015/2016, the support team had initiated a project to highlight the dangers of ‘sexting’ as this had become a huge concern for all agencies as well as parents and young people affected by it. The project had resulted in some excellent collaboration between local schools and the College which had led to the production of a video ‘Sent:Delivered:Seen’. Members noted that the video had now been adopted by Hampshire Police who had included it on their Safe4U website;
* Members were advised that the SMT had agreed to apply for enhanced DBS checks for all staff either employed by or volunteering for the College. In addition, members were reminded that Mr Derek Hart, Vice-Chair of the Corporation and designated safeguarding Governor continued to play an active role in ensure safe recruitment by undertaking a termly check on the Single Central Register.

**Members of the Committee reviewed the contents of the Annual Safeguarding Report 2015/2016 and agreed to recommend it for formal approval at the full Corporation meeting on the 7th December 2016.**

**35/16 Date of next meeting**

 Members of the Committee noted that, in accordance with the Corporation Calendar approved by the Board in June 2016, the next meeting was scheduled for **8th** **March 2017 at 5.30pm.**