

**MEETING OF THE TEACHING, STUDENTS, CURRICULUM, AND QUALITY COMMITTEE
OF THE CORPORATION OF FAREHAM COLLEGE**

Wednesday 20 May 2020

MINUTES

Present: Mr Kevin Briscoe
Miss Sophie Burgess (student)
Ms Emma Champion
Mr P Marchbank (Chair)
Mrs P Tilt

In attendance: Mrs L Davis (AP Students & Improvement)
Mr Andrew Kaye (Principal & CEO)
Mrs G Flood (Head of Governance)
Mrs L Palmer (AP Curriculum)
Mrs L Roberts (Managing Director Business Plus)

10/20 Item 1 Declaration of Interests

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

11/20 Item 2 Apologies for absence and welcome to new members

Apologies for absence were received from Will Terry and Tanya Richardson. Josh Dukes was not in attendance.

12/20 Item 3 Annual Election of Chair and Vice Chair

The Chair reminded the Committee that it was customary at this meeting to elect a Chair and Vice Chair for the year ahead. **Paul Marchbank was duly nominated, seconded and in accordance with the Standing Orders, will serve as Chair of the TSCQ Committee until the first meeting after the 1st April 2021**

The Chair went on to repeat this process for the Vice Chair. **Emma Champion was duly nominated, seconded and in accordance with the Standing Orders, will serve as Vice Chair of the TSCQ Committee until the first meeting after the 1st April 2021**

13/20 Item 4 Minutes of the meeting held on the 4 March 2020

The minutes of the meeting held on the 4 March 2020 were agreed as a true and accurate record and were signed by the Chair.

13/20 Item 5 Higher Education Quality Improvement Plan Progress Update

The APS&I provided an overview of the HE QIP for the Committee. They were informed that progress was satisfactory noting that staffing issues in engineering were impacting results. APS&I went on to note the introduction of an HE Operational Group which is intended to focus on issues at an operational level and drive improvement. The intention is then that the Operational group will feed into the already established Higher Education Board of Studies (HEBOS). In respect of timescales the Operational Group has met this week and the intention is for HEBOS to meet before the end of term.

The Committee noted the report.

14/20 Item 6 Feedback from the Student Council

SB provided feedback from the Student Council meeting and her personal experience of the College transition during COVID.

The Committee were informed that the student council had spent significant time discussing the mental health of students returning to college post COVID. Students had raised concerns about the fairness of some students being brought back before others and how 'hectic' it might be for groups of students who haven't seen each other for months. APS&I confirmed that the most vulnerable students will be brought back in a phased way first. The Principal continued noting that the College environment will be significantly different in respect of social distancing, no catering and reduced class sizes agreeing that it was important to acknowledge students may find this transition difficult.

SB queried what was in place for new students joining the College in September, especially those who are vulnerable (who would normally have some transition during the summer) APS&I informed the Committee that a 'meet your course leader' phone call system would be in place for all new students. Summer transition work for vulnerable students will be taking place but is likely to be online rather than face to face. Various options being considered including an introduction video and or webinar by the Health and Wellbeing team. Progression students (like SB) will have access to a Teams group which will enable students studying together to have a place to connect before returning to College.

The Committee asked SB personally how she felt about her current teaching and experience during COVID. SB confirmed that generally it was fine, her Media course were using Google classroom and classes were taking place as they would if she were in College. There are some restrictions e.g. being able to go out and film but it's a learning experience for everyone including the teachers. SB noted most students were improvising or managing to find workarounds. Chair asked if SB and her friends were feeling fairly positive – SB confirmed yes most of class seem fine, enjoying the later morning starts (!) but some were missing the social interaction of College.

The Committee discussed access to IT equipment and 'kit' required for courses. SB confirmed everyone had what they needed to work, most apps are free and one paid app that everyone needed was provided to them by College. She went on to note that many students buy their required 'kit' up front to enable them to practice during the duration of the course e.g. sewing machine. APC confirmed that we have loaned laptops and equipment to those students that either don't have access or have to share with family members.

The Committee commended both SB and the curriculum teams for all their hard work in maintaining their delivery and attendance at classes during this situation. Committee members requested invitation to any end of year showcases or events that may be taking place.

The Committee noted the verbal update.

15/20 Item 7 Risk Management – review of top college risks identified by the College Risk Management Group

Members of the Committee were provided with the Risk Register which outlined the top risks which were the responsibility of the TSCQ Committee to monitor and review. The Deputy Principal gave an overview of each risk.

Poor outcomes leading to loss of reputation and reduction in student recruitment (including subcontractors)

Risk has remained static. As a result of robust QA and the fact everything was on track before lockdown, we are not anticipating any significant change to overall results. We are still waiting for Ofqual clarity on how centre assessment will work. In simple terms, it will be the complexity of awarding grades not the outcomes themselves that will prove challenging.

Poor recruitment leads to decline in funding

This risk has reduced slightly. We are performing as well as previous years and generally this looks positive. There are some unexpected potential gains in a post COVID environment e.g. unemployment, staying closer to home rather than going to university as well as re-skilling or upskilling.

Student and staff health and wellbeing.

This risk has reduced. The Committee noted the huge amount of ongoing work to ensure we are supporting our staff and students with positive feedback from both via surveys during the COVID period.

T Level preparation undeveloped

This risk has increased. Whilst we are making good progress generally, we must consider the risk of securing sufficient industry placement hours in a potential recession. This is much more a problem for the Digital T level the Childcare/Healthcare. Much work is being completed by Business Plus to secure potential company links. MDBP confirmed that the general strategy is based around expanding work with existing apprentices and companies, the recruitment of new companies is small and very targeted to those sectors we think will be flourishing in the challenging environment.

The Committee noted the report.**16/20 Item 8 TSCQ Summer Term Report – May 2020**

Members of the Committee received a detailed spring term report which provided an overview of the developments and plans that had taken place or would be taking place in relation to Teaching, Students, Curriculum and Quality in the Summer Term 2020.

Attendance

COVID-19 has changed our teaching, learning and assessment strategy completely in a remarkably short period of time. Our teams need highly commending for the absolutely amazing way they have adapted, in such a short timeframe, to ensure no student is disadvantaged. Attendance and engagement to lessons has been good even where students are working as key workers in the care, engineering or retail industries. Teachers have adapted and integrated many different strategies to engage students bearing in mind they have their own personal responsibilities with childcare/homeschooling etc. Online learning has been challenging for some students where we have been able to loan equipment to students this has had a positive impact. It was noted that large group size lessons have not worked effectively – whilst teachers have adapted numerous strategies to combat this in the short term, this is definitely something we will need to bear in mind moving forward.

Retention and Achievement

Retention remains as it was at the point of lockdown 94.7% and achievement will be based largely on this for the final end of the year outcomes. Confirmation from Ofqual, DfE and Awarding Organisations to determine how we grade individual students will come shortly after 8th May. The English, Maths and Science teams have already stated to grade and rank their GCSE students based on their starting points, in-year mock exams, course work and interim assessments. It was noted that centre assessed grades put undue pressure on teachers, however it was felt the robust QA process that supports student achievement will provide teachers with the confidence and information to grade accurately.

Industry Placement and Work Experience

Whilst lockdown affected our students out on external placement immediately, we had already met our industry placement target for 2019/20. Industry placements for the Digital T Level launching in September 2020 remains a challenge and the WEX/IP team are working hard to secure 16 Digital industry placements prior to the start of the new academic year.

T Levels

T Level planning has continued and preparation for the delivery of Education Childcare and Digital T Levels in September 2020 continues. Interest in T Levels is increasing through our effective social media and marketing plans and we currently have 14 Digital and 19 Education Childcare accepted for September 2020. This meets the targets set for cohorts for these phase one T Levels. Planning for phase two T Levels in 2021/22 has been initiated.

Applications

Applications continue to hold during this period of lockdown. 16-18 applications are slightly above last academic year. We have worked on transition resources and feel confident in these figures.

Applications from Year 11 are roughly at the same point as last year with continued effort to secure recruitment from Portsmouth and Southampton areas. Members were informed whilst numbers appear to be reduced from a number of key feeder schools, on investigation this is mainly because of significantly reduced cohorts for that year group.

Part Time & HE Applications

Sector based work academy for each curriculum area being developed.

The part time offer went live as of the 6th May 2020, so there is little to report at this stage

Higher Education applications are a significant increase on the same point last academic year but some risk for a specific qualification (beauty lasering course) which will need to be delayed from a September start due to COVID restrictions.

Marketing Update

The Committee were informed that the marketing team had been working really hard as the Colleges 'public face' and lots of work is going on behind the scenes. It was noted that the first virtual online open evening on the 6th May 2020. The event was felt to be a success, with prior social media coverage receiving 35,000 reaches and receiving 13,000 worth of views. Members were informed of the summer term campaigns including 'excellence closer than you think' and 'refresh, retrain, refocus'.

Provision and Performance of Vulnerable Students

Current retention of vulnerable students better than its ever been. Vulnerable groups within apprenticeship programmes are similarly being retained at or above the Colleges average. Weekly engagement reports to Local Authority during this period, demonstrates average weekly engagement from the vulnerable cohorts at 90%.

Student Surveys & Voice

A survey of students took place quite soon after we went into lock down, to ascertain their views about remote learning. The survey was undertaken by 476 students. In the main this was positive, daily emails were issued during mental health week, lots of online resources and signposting. Survey results combined with feedback from the Student Council suggested students were coping with the change, although most missed College and wanted to get back as soon as possible.

Student Safety and Well-Being

Additional Learning Support (ALS), Health and Well-being (H&WB) and Student Support (SS) teams are fully operational from home. Those deemed the highest of risk are having weekly check-ups, others will be monitored on a bi-weekly basis, unless circumstances change. Wider partnerships with key stakeholders e.g. safeguarding forums etc. all still in place and operating as usual.

The Committee were reminded that they had previously requested a cost/benefit analysis of bringing the health and well-being support in house and relinquishing the services of the external agency, Y Services.

APS&I gave an overview of the main costs and benefits and noted that overwhelmingly bringing the service in house has provided huge benefits for students. The Principal reminded the Committee that in respect of cost/benefit it was important to note the in-house teams costs significantly more however agreed the benefit has been significant.

Teaching Learning and Assessment

Members were informed that QA of remote learning took place very early on in lockdown and there have been some really impressive classes and teaching examples of remote digital learning. For obvious reasons, practical aspects of courses e.g. hair and beauty or catering have been more of a challenge however these are still taking place (it was noted some local Colleges have already ceased online learning for some practical aspects of courses). The Committee were informed, inevitably some teachers struggled to adapt to the online learning however those that initially 'feared' the digital platform have

since flourished. The Committee were informed that it felt clear that digital learning is the way forward and we need to spend some time looking at what we've learnt and how can hone this type of teaching going forward.

The Committee briefly discussed the likelihood of increased hardship and students experiencing poverty noting the hardship bursary we receive isn't going to increase but the demand will. It was agreed energy needed to be focused on looking for alternative sources of funding e.g. Kellogg free breakfast initiative.

A member queried the readiness of the College to capitalize on the likely increase in unemployment and the possible increase of students looking to either upskill or reskill because of redundancy. The Principal confirmed the sector-based work academies were up and running noting he also felt that the developing the already strong relationship with Job Centre Plus (JCP) would be key. The College will similarly be looking closely at progression with all current students - they are likely to be completing in a much tougher job market, as such continuing at college may well be an option for them.

EPA Readiness & Remote EPA Availability

MDBP noted that generally Business Plus has coped well with the transition. At the start of lockdown, not all companies had a form of remote offer – teams have worked hard to convert and now we only have 8 companies without a remote EPA offer. Where EPA's include a practical assessment, still waiting for information from Ofqual in terms of how this will be assessed. It's likely some courses will need to bring students into CEMAST and or CETC over the summer to complete assessments.

Online Learner Engagement

The Committee were informed - as with the wider curriculum, remote learning feedback from apprenticeships has been positive, and will be ensuring going forward this feature more heavily. It has been more difficult to engage some apprentices as they are used to a schedule that entails a more practical based learning approach but overall, very few student have been lost as a result of COVID.

Sub-contractors ; Steve Willis and Military Mentors are performing well with work continuing as usual. By luck Military mentors had completed all practical work done before shutdown and as such has just knowledge based work which has easily been organized remotely. COVID on the whole for Business Plus has really provided a positive window into how they could operate in a much wider footprint

The Committee noted the termly Teaching, Students, Curriculum and Quality report for the Summer Term.

17/20 Item 09 Annual Review

The Head of Governance gave a short overview of the paper circulated in advance to the Committee which detailed an annual review of the Committee's performance against the Code of Good Governance (COGG), the Committee Terms of Reference and its Annual Cycle of Business.

The Committee were informed that the COGG provided an outline of the key governance responsibilities for Corporations or their Committees. The HoG outlined 2 recommendations;

- All new Govs should receive E&D, Prevent and Safeguarding training on appointment
- All 'current' Governors should regularly receive or attend online training for the above.
- Corporation should receive the student/parent and employer surveys

The Committee agreed and went onto to review its terms of reference and whether it felt this had fairly reflected the work they had completed for 2019-20. The Committee agreed that the ToR were still relevant, and required no changes for the year ahead. The AP S&I noted that the Equality and Diversity and Safeguarding action plans should be added to the annual cycle of business for each meeting.

ACTION: Equality and Diversity and Safeguarding action plans to be added to the TSCQ ACB.

The Committee approved;

- (i) compliance/ against the Code of Good Governance (COGG) and identified actions**
- (ii) its compliance with its Terms of Reference during the 2019/20 academic year**
- (iii) its Terms of Reference and Annual Cycle of Business for 2020-21 with no changes**

18/20 Item 10 Strategies and Policies

Members of the Committee reviewed and approved the following formal polices;

- HE External Examining Policy
- Equality, Diversity and Inclusion policy
- Student Mental Health and Wellbeing policy
- SEND policy
- Independent Study Policy
- Recognition of Prior Learning Policy
- FE Admission & Progression policy
- Peer on Peer abuse
- Student Alcohol & Substance Misuse Policy
- HE Admissions Policy
- Curriculum Strategy 2020-2022

The meeting closed at 19.22.

