MEETING OF THE TEACHING, STUDENTS, CURRICULUM, AND QUALITY COMMITTEE
OF THE CORPORATION OF FAREHAM COLLEGE
Thursday 18 November 2021, Large Conference Room, Bishopsfield Road

M I N U T E S

Present: Emma Champion
                     Paul Marchbank (Chair)
                     Tanya Richardson
                     Tommy Rowe (student)
                     Chris Thomson (student)
                     Pauline Tilt

In attendance: Victoria Adams (Director of Student Experience)
                     Christian Allen-Kotze (DP Curriculum, Quality & Innovation)
                     Georgina Flood (Head of Governance)
                     Andrew Kaye (Principal & CEO)
                     Rosie Sharp (Faculty and Quality Director)
                     Anoushka Ottley (Managing Director, Business Plus)

23/21   Item 1 Deep Dive - Missed Learning

The Committee received a 'deep dive' session on missed learning from the Faculty and Quality Director Rosie Sharp. This presentation will be made available to members via the Governor's portal.

Q. Members discussed what processes are in place for anxious students and queried what invigilators do we use e.g. internal/external and do we have specific training in helping anxious students?
A. FQD confirmed that we have a mixture of internal and external invigilators all of whom receive comprehensive training, we have developed a separate check in area for anxious students where we have additional staff available and therapy dog Bella.

Q. The Committee endorsed the results of the student survey noting that the results should be applauded.
A. FQD agreed that the results were positive and reflected lots of hard work within the department. 'you said, we did' has been a positive method of developing the student voice, small changes e.g. early access to classrooms for anxious students how don't like waiting in corridors has had a notable impact for students minimal staff involvement.

Q. The Chair went on to query, what does success look like in respect of missed learning/student voice and how do we gauge it?
A. FQD suggested it was related to progress, incremental that can be noticed or 'felt' by both the student and the teachers. Progress should be demonstrated more widely than just academic success to include confidence and resilience training and the development of soft skills. Ultimately, it's about developing the needs of the individual, trying to match the variety of initiatives we have in place at College to fit in the individual student. Gauging success comes from student surveys, progression, attendance and attainment.

Student members were asked directly if they felt safe/able to raise issues with their tutors/lecturers as required? Both agreed they felt that their tutors were approachable and aware of their personal circumstances sufficiently to be able to approach them if they needed to.

24/21 Item 2 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.

25/21   Item 3 Apologies for absence and Introduction of Student Governors

Apologies for absence were received from Kevin Briscoe and BRC Student President Erin Meakins. Student members Chris Thompson and Tommy Rowe both provided a short introduction to themselves as new student governors. Members of the Committee introduced themselves.

26/21   Item 4 Minutes of the meeting held on the 26 May 2021

The minutes of the meeting held on the 26 May 2021 were agreed as a true and accurate record.

27/21   Item 5 Items of Focus

The Chair informed members that he had met with DPCQI in advance of the meeting and agreed that the following items should be of particular focus for Governors in this meeting;
- Item 8 College Self-Assessment Review (SAR)
- Item 7 Autumn Term report (especially the student survey results)
- Item 10 Safeguarding Annual Plan.

28/21   Item 6 Strategic Priorities & Quality Improvement Plan (SP & QIP)

The Principal provided an overview of the SQIP (Strategic and Quality Improvement Plan) for the Committee noting the following issues that were items of focus.

- Employer engagement needs to improve, updated CRM info should improve response rates
- Growth in HE
- Improvements in target setting and timely reviews for L1 and L2 programmes
- Functional Skills delivery requires some improvements – we are looking at flexible delivery models and coaching sessions aim to improve retention and achievement, particularly on adult programmes.
- Timely rates for apprentices need improvement - progress of each apprentice is checked monthly, ensuring that interventions are monitored for impact and adjusted accordingly.

The Committee noted the report.

29/21   Item 7 Curriculum, Quality, and Innovation Summer Term report

Members of the Committee were provided with a termly report of Curriculum, Quality and Innovation matters for the Autumn term which had been circulated in advance.

Enrolment
Full-time – **1615** slightly lower than the target of 1650. This is mainly due to Centre Assessed Grades (CAG), with learners opting for A-Level routes. Areas such as Construction, Electrical Installation, Health and Social Care and Digital are recruiting well.   Part-Time - **352** part time enrolments have increased with areas such as Advanced Beauty Therapy and Nail Technology. There is focus on in-year recruitment and intention to ensure opportunities are maximised.

Attendance/Retention
Overall Attendance is good, however an increase in sickness and isolation has impacted attendance slightly over the past few weeks. Really good progress overall with notably improved attendance in specific areas e.g. CEMAST increased attendance to 90%.

The Chair requested that where there is a 'red' or underperforming faculty in either attendance or retention, a short explanation e.g. 2 or 3 lines is added to the report.

ACTION: Where there is 'red' in RAG rated faculty attendance/retention figures, a short explanation (2 or 3 lines) will be provided.

English and Maths
Large cohort of 855 enrolments with almost all students accessing 3x 1 hour and 15 min sessions across a week. Several incentives e.g. 'ketch-up club' for students that have missed lessons due to self-isolation, a higher class to support those wishing to achieve grades 7 and new addition to the team Bella the therapy dog.

T-Levels
A very successful first year of T-Level delivery with 100% of learners progressing onto the second year of their programme. Positive enrolment numbers on Digital Production, Education and Childcare. Design, Surveying & Planning) and Digital Support Services have recruited lower than expected. A focused marketing campaign and school liaison events will continue to raise the awareness and benefits of our T-Level programmes as a credible alternative to A-Levels.

Student Voice – Induction Survey
A total of 850 learners completed the induction survey. The results clearly indicate that most of our learners have had a positive start to the academic year and feel safe on campus. The 'net promoter' score i.e. the numbers of students that would recommend the College to a friend has increased by 9% to 93%. Those few comments that were negative have been followed up individually to ensure we are not missing any issues/ additional aspects.

Areas that will need some focus on this term include target setting and timely feedback to learners to ensure positive progress is made. Student Members were asked directly about their personal experience of target setting. Both confirmed that their respective Tutors had been actively involved in helping them set SMART targets and that they felt comfortable in how they are set and monitored on an ongoing basis.

The Chair requested that both numbers and % of response would provide a more indicative rate of feedback E.g. how many students does 93% represent?
ACTION: DPCQI to include numbers and % of feedback scores in reporting going forwards.

Apprenticeships
MDBP informed that Committee that a new sign up process has been developed and is in place for all apprentices for 2021-22. Lengthy process but there is increased confidence – the ESFA noted (as part of the assurance review) that sign-ups for 2021-22 show a marked improvement than previously. The Committee were informed the critical post of Compliance and EPA manager will be in post shortly. On a long-term basis, the team are looking at Internal Audit and quality assurance systems and process to maintain the momentum and standards around sign ups and wider documentation.

Apprenticeship Delivery
New programmes under development include the Engineering Surveyor Apprenticeship Standard in partnership with Allianz and Zurich commencing in January 2022. There is also development of a Marine Engineering Standard in partnership with Volvo.

WEX
Still some ongoing difficulties post-Covid, we continue to work hard to develop hybrid models with online elements, e.g. digital, however in some sectors e.g. healthcare there are some real obstacles with the requirement for participants to be 'double jabbed'. Of note is increased reluctance from some students

related to anxiety and lack of confidence. That said, the Committee were informed overall the team is positive that we will meet all WEX targets.

Destination Data – 91%
Currently we destination data for 91% (625) students. Breakdown of main data includes 230 in FT paid employment, 103 to HE (Higher Education), 90 to apprenticeships, 60 to other FE (Further Education).

Members discussed if destination data for paid employment provides additional detail into what type of employment this is, and whether it maps back to the course that they completed. i.e. curriculum intent, do our students end up in jobs that reflect their studies. DPCQI confirmed that the data didn't distinguish the type of employment in relation to their course but agreed this would be useful information.
ACTION: Future Destination data to include detail of 'paid employment' and its relationship to course/study programme.

The Committee discussed at length the support offered to students on exit, and how we can develop an ongoing relationship that enables an individual to return to College at any stage of life for access to courses and relevant qualifications.
DSE confirmed the careers centre works closely with leavers and follow up calls (in place to capture actual destination) offer additional opportunities to discuss wider options including returning to College, looking at an apprenticeship route etc.

The Principal noted it was important we focus on collating similar destination data for apprenticeships and adult learners. MDBP confirmed that there is an exit process for apprentices where some of this information is captured but agreed this would be improved. All agreed the intention to ensure that any student leaving feels able to return at any point to pick up a new course/progression course.

Applications for 2022-23
Construction, Aeronautical Engineering, Hair & Beauty, Media & Performing Arts and Health Care departments seeing positive applications to date. Full-Time applications are slightly lower than 19/20 but above 20/21.

Innovation
A brief overview of a number of interesting and dynamic projects including
- Immersive tech including 360 camera - trialling this as a tool to aid theory learning, distance learning and other benefits.
- Hybrid & Electric Vehicles - exploring a new level 2 introduction and basic theory behind hybrid and electric vehicles with a bias to motorsport
- New analogue and digital sub system training circuits development and design

The Committee noted the Curriculum Quality and Innovation report for the Autumn Term.

30/21   Item 8 Draft SAR (Self-Assessment Report)) 2020-21

The DPCQI introduced the SAR report for 2020-21. Members were informed that this was overwhelmingly positive, as expected there is a nod to COVID, but generally the College is in a very good place.
Of note, 2 areas have improved from good to outstanding – quality of education and personal development. Main areas to improve remain Apprenticeships and L1 and L2.

The Chair asked members of the Committee if they felt that sufficient improvements had been made within Business plus – we have heard of a number of strong and robust procedures in place. Do fellow Governors feel reassured?
MDBP informed members that of note has been long standing recruitment issues and required culture change – by Xmas the team should be fully staffed and there has been a significant (although harder to evidence) cultural shift within the department. There will be a focus on adequate training and development

to ensure these new posts succeed. MIS processes have been improved notably and there is a healthy 'sense check' around data and submission which is welcomed. MDBP offered to provide any additional reporting/deep dive session should the Committee require.

The Committee all agreed they felt the department was in a significantly better position than previously. The particular focus on 'quality' was welcomed and endorsed.

Members were reminded of the role of the TSCQ Committee to note the overall score of 'good' and provide their comments/questions on the report before recommending its approval by the Corporation.

Of note, the Chair asked members if they felt suitably confident that the move from good to outstanding in the two identified areas of 'quality of education' and 'personal development' were justified and sufficiently evidence bases? All members agreed they felt that the changes of improvement were based on robust evidence and as such were happy to endorse them.

The Committee reviewed the SAR for 2020-21 and recommended its approval to the Corporation.

31/21   Item 9 Annual report on Equality & Diversity (E&D)

DSE introduced this item noting that this report provides an annual review for 2020-21 of the progress made toward towards the achievement of the College's overall 4-year E&D targets as required by the Equality Act 2010.

Members were reminded of the action plan around raising awareness of inclusivity amongst students, this has mainly been conducted via the tutorial programme and has included topics including mental health, hidden disabilities and LGBTQ+. The recent student survey suggested that 98% felt the College was fully inclusive.

In respect of staff, recruitment figures haven't really moved at all since last year. We continue to ensure that our recruitment marketing is sufficiently inclusive. The E&D Governor noted that an earlier meeting with the DP&C had reassured them that we are working hard to increase the E&D data held for staff.

Student members were asked directly for their feedback on their experience of inclusive student involvement. Both members present were based at CEMAST/CETC campus and felt that their subjects remained gender under-representative. The Committee had a long discussion on the engagement of girls in STEM subjects and methods/techniques to engage and market STEM/Engineering courses specifically to girls. Members discussed the important links with secondary schools and how opportunities to experience first hand a range of STEM options was vital.

The Committee noted the report.

32/21   Item 10 Annual report on Safeguarding

The DSE introduced this item, informing members that this report provides an annual review of Safeguarding related activities during 2020-21.   Increasing student casework numbers were discussed, whilst it was agreed some of this can be attributed to the pandemic, the DSE suggested it is likely the impact of this (and a wider mental health crisis) will continue to be seen for at least the next 2-4 years.

Committee members were asked to note the ongoing tutorial programme, enhanced transition process for 2021-22, and development of the success coach role. These combined with the embedded 'triage' system enables to the team to be more in control and pro-active in their approach.

The Safeguarding Governor offered their commendation of the systems in place and the work the team has done around being pro-active rather than re-active, noting they felt that the outcomes have been fantastic.

The DSE agreed that working in an increasingly pro-active manner has improved outcomes noting it is however an ongoing and 'moving' target. The incoming Safeguarding Governor echoed the comments from the Safeguarding Governor noting that she feels very reassured of the quantity and variety of processes in place.

The Committee noted the report.

33/21   Item 11 Risk Management: Committee review of the TSCQ aspects of the Strategic Risk register for 2020-21

The Principal provided an overview of this report, informing members that members of the risk group met to set the 2021-22 risk register by reviewing the 2020-21 risk register and making relevant adjustments.

In simple terms, most risks have been amalgamated and reduce to a much 'higher level' set of 11 risks. The Committee was asked for its feedback in relation to the suggested strategic risks linked to the TSCQ Committee at **Appendix B.**

The Committee noted the report and agreed to recommend those identified TSCQ strategic risks to the Audit Committee for approval.

34/21   Item 12 Information Pack: this pack contains information only items or simple approval of polices. Reports unless requested in advance will be considered for questions only.

DPCQI provided a short overview of the Strategic Framework for CEMAST, and CETC (Civil Engineering Training Centre). Members endorsed a specific framework for these additional campuses.

No questions were raised in response to the Information Pack.

The Committee noted the following items:
Strategic Framework for CEMAST, and CETC (Civil Engineering Training Centre)

35/21   Any other business

It was noted the next meeting of the TSCQ Committee was scheduled for Wednesday 9 March 2022.
There were no items of further business and the meeting closed at 20.05.