

MEETING OF THE TEACHING AND LEARNING COMMITTEE (PREVIOUSLY CURRICULUM AND PERFORMANCE REVIEW COMMITTEE)

MINUTES

Date	Wednesday 6 March 2024
Time	16.00 to 18.00
Location	Conference Room, Locke-King
Present (Governors):	Acting Chair: Louise Salmon Daniela Clarkson (Student Governor) Mary Hughes Judy Peck (Staff Governor) Christine Ricketts (Principal and Chief Executive)
Officers and advisers in attendance	Lorne Richardson – Executive Director Curriculum (EDC) Sarah Clancey – Executive Director of Education (EDE) Melissa Drayson - Director of Governance (DG)
Apologies for absence	Jackie Pearson
Quorum (3)	The meeting was quorate throughout

Item	Action lead
<p>Pre-meeting briefing: T Levels <i>Presentation by Judy Peck, Head of Learning. The slides were distributed after the meeting</i></p>	

Headlines and key discussion points included:

- T Levels are a good qualification but are onerous for both students and staff.
- Qualification reform could be disadvantaging students who have additional learning support needs, SEND or EHCPs. T Levels are exam-based and many students in these categories do better at assignment-based assessment.
- How can students, especially those in the 'middle' be catered for and encouraged to consider T Levels? What other opportunities are there to develop qualifications that cater for their needs, for example, a BTEC with an academic bolt-on?
- University is not the only progression route from Level 3. There is also employment or Higher Apprenticeships. We need to prepare students for a range of options. Progress maps are already in place for all quals.
- Do we need to target traditional A level students to consider T Levels as an alternative?
- Students cannot pass their T Level without the requisite number of work-experience hours. Students need to be well prepared

for work experience so that they approach it with the right attitude. T Level Digital students went through a rigorous interview process for work experience with Cisco.

- The college must continue to nurture our business relationships. Our students are our ambassadors.

1. Preliminary items

The Committee consented to the meeting being recorded to share with the external governance reviewer who was not able to attend in person.

1.1 Welcome and Apologies for Absence

The acting Chair opened the meeting. Apologies were as listed above.

1.2 Declarations of interest

There were no new declarations of interest relating to matters on the agenda. Previously declared interests were carried forward.

1.3 Urgent other business notified in advance

No urgent matters of other business had been notified in advance.

2. Minutes

2.1 Minutes of the previous meeting

RESOLVED: The minutes of the meeting of the Curriculum and Performance Review Committee on 11th October 2024 were APPROVED as a correct record.

The notes of the informal meeting on 22nd November 2024, to review quality KPIs, were received.

2.2 Matters Arising

Supporting paper by the Director of Governance

Governors noted that all actions were complete, or were covered on the agenda.

3. Performance update

Position against Quality KPIs and updated College Improvement Plan

Supporting paper by the Executive Director of Education

Quality KPIs

Key headlines were:

- Retention rates were currently high at 96% compared to 94% at the end of 2022-23.
- Forecast achievement currently stood at 80.7% against a target of 84%. This had, however, been impacted by changes in the process for forecasting achievement, whereby 'amber' gradings had been removed. This resulted in teachers giving more 'red' ratings. The accuracy of forecasting would be refined over

forthcoming months, once March BTEC results and mock GCSE results were known.

- There were significant improvements (+19.2%) in forecast timely achievement for Apprenticeships. Overall achievement rates were forecast to increase to 66.0%, reflecting a continued trend in improving outcomes on apprenticeship programmes as a result of a sustained focus on tracking and monitoring the progress of apprentices.

In response to governors' questions, it was confirmed that predicted overall outcomes were in line with those of the previous year.

There was a discussion about high-grade English and Maths results. Current forecasts were based on November results. Work was underway with GCSE teams to ensure that resources and delivery methods were in place to maximise achievement.

It was noted that staff utilisation currently appeared below target, but that the figures did not include staff cover for other lessons.

The College Improvement Plan

The CIP was arranged to reflect the key themes of the Strategic Project. Recommendations from the December Ofsted visit and November FEC Stocktake visit had been added and it had become a large and unwieldy document to maintain.

Theme 1: 'Accurate Data' key headlines:

- The MIS team had developed a new data dashboard which gave an 'at a glance' overview of key metrics, and the ability to drill down to gain more detail. The Corporation would receive a presentation at its March meeting.
- The transition by staff to using Markbook had been positive.
- Pro-Monitor was also being utilised more consistently. The completion of SMART targets and the number of students who had received progress reviews had increased.

Theme 2: "Quality of teaching and learning" headlines:

- The roll-out of the Teacher Toolkit continued, backed up by tailored and themed CPD for curriculum areas. These included a focus on questioning, reflecting the Ofsted recommendation.
- The College was working with Get Further, a specialist company supporting online Maths and English learning.
- The College was participating in a joint Surrey and Hampshire Colleges Teaching and Learning community conference on 2nd July. Governors were invited to attend this with managers.
- Five curriculum areas were in intervention and were generally showing positive progress. There were still, however, challenges in attendance and the quality of teaching in Business.

Governors commented that it was positive that only one member of staff was on a formal capability support plan, but noted that some agency staff were not performing at the expected standard.

Governors who participated in learning walks as part of the Teaching and Learning Day earlier reflected on the positive practice that they had seen. Governors had also identified some areas for improvement in the use of PPE in some curriculum areas.

4. Embedding a Culture of High Expectations 2023-24
Supporting paper by the Executive Director of Education

Attendance

A significant amount of work had been undertaken to improve attendance, and this had been recognised by Ofsted. This had, however, yet to have a significant impact, especially in English and Maths. Focus groups were being held with learners to identify barriers to attendance. In response to governors' questions, managers confirmed that there was a link between poor attendance and poor teaching in some areas.

Governors reflected on conversations with students held during the earlier learning walk. In some areas, students were proud of their high attendance but recognised that English and Maths was a problem. Students recognised that, if high expectations weren't upheld, a culture of non-attendance could rapidly set in.

There was a discussion about rewarding and incentivising high attendance. The current offer of free breakfasts had been popular and other incentives were being considered from September. It was agreed that more could be done to celebrate areas of high attendance.

Behaviour and attitudes

Governors remarked upon the improvements in student behaviour, resulting from a range of measures including the implementation of the enhanced student code of conduct. The college environment was considered to be calmer and lanyard-wearing had improved significantly.

Personal development, careers and progression

A strong focus on careers and personal development had been supported by the new Progress Coaches, further strengthening of meaningful employer encounters and development of the personal development and tutorial programme.

The Safeguarding Governor reiterated the need to ensure that datasets included students receiving safeguarding support as part of any analysis of learner progress.

There was a discussion of the use of apps to track destinations and progression easily. Some colleges used Whatsapp successfully for this purpose

Complaints

Governors noted an increase in complaints to date compared to the previous year. This was attributed, in part, to more robust systems. Many were from parents and related to initial timetabling issues and other processes. Sixteen complaints related to the quality of education, eleven of which were in Engineering and related to the same issue.

Most complaints did not signify major concerns, and this highlighted the need to differentiate between minor and major issues in terms of procedures and reporting.

AGREED: That the Complaints Policy and Procedures would be revised to ensure that major and minor complaints were dealt with proportionally, and would be brought back to the Committee.

5. Higher Education update

Supporting paper presented by the Executive Director Curriculum

A draft HE Strategy was presented for discussion. Once finalised, this would provide the guiding principles of the College's approach to HE. The strategy would include pathways into HE from the Level 4 curriculum, either from College provision or in collaboration with university partners.

It was noted that the partnership with Oxford Brookes for Motorsport Engineering was coming to an end this year. A new partnership with London South Bank University (LSBU) was being developed for September. Final approval was expected in early June. Governors sought assurance that current students who had to retake their first year would be properly supported.

The scope for the new partnership to provide progression opportunities for students on other pathways was discussed. There was strong cultural alignment and very good transport links to both Weybridge and Ashford. An example was a possible progression route from Health T Level onto a nursing degree.

The Committee voiced its support for the plans, seeing these as a good opportunity for positive marketing and a means to attract a wider cohort of learners.

6. Equality, Diversity and Inclusion developments

Supporting paper presented by the Principal and Chief Executive and Director of Governance

The Committee gave its support to the plans to develop the College's approach to EDI beyond compliance. The first meeting of the new EDI Committee would be taking place the following week. An annual report for 2022-23 would be brought to the March Corporation meeting with a set of draft objectives that would guide the Committee's work.

Governors were invited to express an interest in the role of EDI Champion.

7. Marketing and student recruitment

Supporting paper presented by the Principal and CEO

Headlines from the report included:

- A strategic marketing consultant was currently working with the College. The role description for the Head of Admissions and Communications was being reviewed. A piece of work was also being undertaken to review the effectiveness of marketing in the learner journey;
- A marketing plan and budget were set out, reflecting feedback from the Consultant that more investment was needed.
- Applications received so far were slightly lower than the same point the previous year, particularly in Engineering, Hair and Beauty and Health and Social Care. A range of strategies were in place to boost applications, including 'on the spot' unconditional offers for Level 1 courses, and early Summer offers to progressing students.
- The College was working with the Consultant on a marketing campaign linked to the new estate development. Agencies had been contacted to support with updating the brand. Governors agreed that a message of 'regeneration' and 'refreshing', along with an aesthetic revamp should help to boost interest.

There was discussion of how current students might help to promote the college through online networks, including LinkedIn. The student governor offered to provide support with lunchtime LinkedIn sessions for students.

An analysis of the demographic data provided suggested that a targeted approach to attracting students from Woking schools might be fruitful, especially given the easy transport links. The student governor offered to use her connections with Woking schools to facilitate discussions to promote the college to their pupils.

7. Committee risk assurance

Supporting paper by the Director of Governance

The Committee noted the updated risk register, and the increased emphasis on Quality of Teaching and Learning risks. The Committee confirmed that it had a thorough discussion of the key risks falling within its remit, and was aware of steps being taken to reduce risks. The risk score attached to cyber security was discussed. Although this was well mitigated, there was concern that this was reliant on one member of staff.

9. Governor engagement reports: Link Governor visits and performance sub-groups

All governors who had attended the earlier Teaching and Learning Day would be invited to share their feedback in writing to inform the report of the day.

10. Date of Next Meeting

Wednesday 19th June 2024

Approved by the Teaching and Learning Committee on 19th June 2024