

## Minutes of Academic Planning and Quality Committee Meeting

Monday 22 October 2018

Room C6, Richard Huish College, 5.30pm

**Min No** **Members Present:** Mary Tighe (Chair), Barbara Barratt (Vice-chair), Jonathan Langdon and David Tomaney (Parent Governor). Indy Grant, Connor Payne and Cerys Turner (Student Governors)

**Also in attendance:** Colin Barnard (Assistant Principal – Student Support)(part), Xanne Blythe (Clerk), Becky Flower (Assistant Principal, Humanities and Social Science)(part), Martyn Owen (Deputy Principal - Curriculum and Quality) and Ruth Walmsley (HR Director).

**Apologies:** Ann Helsby, Lee Ballard (Staff Governor) and Stephen Haydock.

The Chair gave a warm welcome to Student Governors.

### **APQ 9** **Declarations of Interest (agenda item 2)**

No declarations of interest were received.

### **APQ 10** **Minutes of the Previous Meeting (agenda item 3)**

**RESOLVED:** that the Academic Planning and Quality Committee minutes dated 11 September 2018 be agreed as an accurate record and be duly signed by the Chair.

### **Matters Arising (agenda item 3)**

The revised matters arising schedule was noted.

- The meeting was informed that the funding for the second Student Liaison Officer for 2018-19 had been retracted. The recently recruited SLO, funded by the RHC Foundation, was making excellent progress under the stewardship of the Careers Officer.
- The most recent student enrolment figure for 2018-19 was provided as 1818, the target for 2018-19 was 1821 (actual 1813 for 2017-18).
- DfE information was provided dated 16 October 2018 on provisional A Level and other 16-18 results in England, 2017-18, to be circulated electronically to the Committee by the Clerk. Reference was made to Tech level qualifications (Level 3) Technical certificate qualifications (Level 2). The national results showed that vocational courses for 2018 had dropped by two grades.

XBL

### **APQ 11** **Courses of Concern (agenda item 4)**

A report provided contextual curriculum information to enable Governors to discuss the action planning associated with the courses of concern. Analysis and discussion centred on the reasons for the drop in performance at A Level. With courses all being managed consistently within the College quality systems the meeting focused on the dip in value-added achievement for 13 identified courses. It was noted that the data included the international students' cohort, and the data had not been adversely affected.

A number of courses had achieved results providing outstanding value added for the student cohort. Where appropriate these course leaders were being used within the College performance management process as professional mentors, supporting identified staff and course teams.

Priority concerns per school were listed within the report with Alps scores for both 2016-17, 2017-18 and context.

In response to discussion, challenge and questions from Governors, the following key points were made:

- performance management reports on specific areas were completed and sent to the HR Director on a monthly basis, and the impact on specific courses for concern would be brought to future Committee meetings for monitoring,
- any impact from interventions provided, as identified, would be monitored on a monthly basis by the AP's and HR Director. This would be a standing agenda item at the Assistant Principal's meeting; this meeting was chaired by the Deputy Principal and included the HR Director. Any further training and development needs arising from these meetings would be addressed immediately either internally or externally. Both the Personnel Committee and this Committee would continue to receive progress and monitoring reports,
- as part of the quality cycle during September and October individual course manager meetings were held to analyse course achievements and successes during the previous academic year. The quality meetings concluded with a clear and agreed Action Plan for 2018-19 and raised any issues relating to performance management and resources. During this meeting course targets were also agreed for 2018-19,
- the Course Manager meetings with the identified course of concern had demanded further understanding as to the nuances of the particular examination board, the demands of the questioning in the examination papers and the methods of communication relating to specification changes, advice and guidance,
- there was a greater emphasis on teaching to the syllabus specification and this had been the focus for the course manager discussion group, chaired by a professional mentor, to consider a range of practical ideas and techniques aimed at improving results.

**RESOLVED:** that the courses for concern be noted with an update at the next Committee meeting on 14 January 2019, together with a performance management report on the impact of agreed actions.

EF

## **APQ 12 Teachers' Training Programme – supporting, training and development (agenda item 5)**

A report provided information on the range of training, support and development opportunities that the College provided to teaching staff. An appendix to the report included professional development activity for the period 22 August 2018 to 12 July 2019.

In response to discussion, challenge and questions from Governors, the following key points were made:

- the College's entry requirement, for a teacher appointed to teach on a Level 3 programme or above was the Level 5 Diploma in Education and Training, four members of staff had commenced this qualification in October 2017, in addition each member had been allocated to a professional mentor. Progress with both their studies and work at College was monitored on a monthly basis by their line management and AP,
- 99% of staff had teaching qualifications (Level 5) and the PGCE qualification was linked to a university and used the College training budget,
- a new Teachers' discussion group, led by one of the College's professional mentors, convened fortnightly meetings and 13 members of staff attended. This forum would be used to support the staff in courses identified as underperforming,
- there was a one day training course in place for new course managers. This programme was new to the College and would be led by the HR Director and a professional mentor. There were five staff members that had been identified as being new to the role within the last 18 months,
- at the beginning of the academic year (September 2017) Course Managers were invited to be part of an internal management development programme. The programme would aid succession planning and provide developmental opportunities for staff. Four members of staff had taken part and evaluation of the year's activities had been very positive with

participants keen to continue on the programme,

- research methods would be taught and embedded, and had been highlighted as the main focus for professional development activity for teachers this year. The aim was to develop this further and work with universities to contribute to pedagogical research to benefit education more widely. The Committee Chair asked for an update on the professional development research focus to be brought back to this Committee in June 2018.

**RESOLVED:** that the Teachers' Training Programme report be noted with regular reports to each Committee meeting and an update on the professional development research focus to be reported to the Academic Planning and Quality Committee in June 2018.

RWA

**APQ 13 Target Setting 2018-19 (agenda item 6)**

A report provided contextual curriculum information to enable Governors to discuss the proposed Headline Targets for 2018 – 2019. The following areas were highlighted during discussion:

- the setting of Alps target grade 5 for 2018-19 for History, was based on the value added and students were starting at a higher level,
- teacher training for all staff was seen as vital,
- sixth form colleges were significantly ahead of national benchmarks for English and maths GCSE,
- the attendance target was set at 93% for 2018-19 (93% for 2017-18), the new attendance software had been introduced at the College and automatic emails were produced and sent home when a student was not in attendance, the Head of Schools were looking at the overall data to identify any pattern/trends.

**RESOLVED:** that the following headline targets for 2018-19 be recommended for Corporation approval.

<b>A level Courses</b>	
ALPS	Grade 3 overall
<b>Vocational Courses</b>	
ALPS	Grade 4 overall

GCSE (16-18 resits)	%	Grade	%
English Pass	100	Grade 9-4	64
Maths Pass	100	Grade 9-4	50
Attendance Target			93
Retention	Whole College Level 3 Classroom Based Learning target retention		86

**APQ 14 Curriculum Update 2018-20 (agenda item 7)**

In response to a request from the Committee Chair a report was provided with information on the changes in the College Curriculum Offer 2018-2020. Key changes were discussed including the courses being withdrawn:

- Vocational Level 3 Extended Diploma Public Services offered from September 2018, a very active course in the private sector,
- Vocational Level 3 Extended Diploma Child Care offered from September 2018, currently low in numbers,
- from September 2019, German A Level would be reintroduced.

**RESOLVED:** that the College's curriculum changes for 2018-20 be noted.

**APQ 15 Outcome Data for all Students in College Accommodation (agenda item 8)**

At the request of the Committee Chair and Vice-chair a report was provided with contextual

curriculum information to enable Governors to discuss the achievement of students boarding in College accommodation and an appended case study provided contextual information for one course in 2017-2018.

The Chair showed her concern over the high number of negative value added grades. In response to discussion, challenge and questions from Governors, the following key points were made in relation to the impact on student outcomes, staff morale and financial implications:

- comparisons were made with the last report to this Committee in May 2018 and Governors asked why this level of data hadn't been provided before now, previous reassurances had not covered this important data,
- the Lead Governor had attended 36 meetings in relation to Oak House during 2017-18,
- low achieving international students did not have a good understanding of English, which did not enable them to understand the teaching and they did not have the comprehension skills to decode the exam questions of the subject. The provision of English support for students of a lower ability was discussed; remedial English support was required and would have a financial impact,
- course teams were providing a lot of additional support,
- the amount of free time allocated to international students was raised, wifi curfews had been introduced for students wellbeing, and fuller timetables were in place,
- there appeared to be a change in the type of students enrolling into the international cohort,
- behaviour was discussed and had been challenging, the dynamics in homestay were different to that of the boarding house,
- house parents involved boarding students in positive activities/enrichment to encourage English conversation and social interaction,
- the breadth of course choice for international students of a lower ability was discussed,
- there was concern with the identified student year one outcomes, as the grade profile was a similar picture last year, where students found the step up to year two very challenging and as a result final grades dropped significantly,
- Year Two had an increased level of synthesis, analysis, evaluation and extended essay writing which students with a low level of English comprehension struggled to access,
- the Course Manager would provide further support for the identified students and the English Support Team would be involved in targeted support for comprehension, synthesis, analysis, evaluation and extended essay writing,
- further analysis was required to evidence patterns and trends to implement interventions,
- this report was being discussed at the next SMT meeting and a more focussed update would be submitted to the next Academic Planning and Quality Committee meeting,
- the Deputy Principal gave full credit to the teams achievement in delivering Oak House and paid tribute to the enormous effort,
- the focus for the next Student Accommodation Lead Governor meeting would be the Academic, Enrichment and Pastoral Support for Residential Students, cross referenced with the new NMS.

**RESOLVED:** that the report be noted with a more focussed updated report to be submitted to the next Academic Planning and Quality Committee meeting. **SLT**

#### **APQ HE Update including the Flying Faculty (agenda item 9)**

**16**

A report provided contextual curriculum information to enable Governors to discuss the changes in the Higher Education landscape This had been discussed at Academic Planning and Quality Committee meetings and the Governors' strategy meeting in February 2018. Feedback from the Plymouth Marjon University strategic partnership review on 5 February 2018 had been discussed where the University had undergone significant restructuring in two faculties. A decision had been taken by the University to move away from the Level 6 provision (up to 2018) to be replaced with a 'Flying Faculty' model of delivery for the HE Business area, where numbers permitted. The FdA offers belonged to the College and BA (Level 6) belonged to Plymouth Marjon University.

- FdA Business and FdA Sport not offered from September 2018
- Degree (top up) Business and Degree (top up) Sport not offered from September 2019

Associate Professor and Director of Marjon Business School had visited the College on 17 October 2018 to talk with current FdA Business students, to provide them with information relating to progression routes for the BA Top up. This was important, as some students wanted to continue with their higher level studies and the College was no longer able to offer the Level 6 qualification .

There were plans to deliver the FdA in Teaching and Learning and Early Years at RHC with Marjon Plymouth University. If agreed, this would allow progression from the Teaching and Learning Apprenticeships at Level 3. As part of this planned proposal the BA Level 6 and the Post Graduate Apprenticeship in Teaching could be offered. A plan to provide a clear pathway from Level 2 to 6 in niche growing areas was under further exploration and would be brought back to this Committee.

**BFL**

Discussion ensued on the Associate Professor's visit and the impact on the HE students. The VP-F was asked to write a letter to Marjon to reaffirm that the decision to move away from Level 6 provision at the College had been imposed by Marjon.

**RESOLVED:** that the HE update be noted with a letter to be forwarded to Marjon Plymouth University verifying that the decision to move away from Level 6 provision had been imposed on the College.

**PLO**

#### **APQ 17 Lead Governor Reports (agenda item 10)**

Lead Governors for Safeguarding and Accommodated students had met separately in advance of the Committee meeting and reports were attached for information and Governor assurance.

Under the Safeguarding meeting a focus had been the new KCSIE statutory guidance, training and dissemination to staff including contractors and sessional staff. Safeguarding Governor training, in relation to their responsibilities, had been arranged for December 2018. The revised College Safeguarding Policy, staff Code of Conduct and a Behaviour Policy had been discussed. 'My Concern' software had been introduced with a high number of safeguarding concerns raised from the start of term.

The Student Accommodation meeting had focussed on the national minimum standards (NMS) for the accommodation by further education colleges and 16-19 academies of students aged under 18 - from 1 September 2018. The standards set out the minimum standard for the accommodation and safeguarding provision for students under the age of 18. An action plan arising from a mock Ofsted visit by the College Designated Safeguarding Lead of Oak House on 1 October 2018 had been tabled and discussed, to be circulated to this Committee once SLT had viewed the report. A further more detailed mock Ofsted visit for Oak House had been planned for 14 November 18 with the consultant from the Boarding House Association for a report to this Committee. The focus for the next Student Accommodation Lead Governor meeting would be the Academic, Enrichment and Pastoral Support for Residential Students, cross referenced with the new NMS.

The Chair thanked Lead Governors for their time and reports.

#### **RESOLVED:**

- 1.that an anonymised report be submitted to the Committee by the Designated Safeguarding Lead on the level/nature of concerns raised by students and collated on 'My Concern',
2. that the mock Ofsted report for Oak House and action plan dated 1 October 2018 be circulated to this Committee.

**CBA  
XBL**

#### **APQ 18 2018-19 Policy Review (agenda item 11)**

RHC Safeguarding Policy, Student Behaviour Policy and Student Code of Conduct. Governors noted that the LA template had been used for the Safeguarding Policy and asked for this to be separated into a policy and procedure for consideration. The Rehabilitation of Offenders was a separate procedure, the online policy for College students including the use of smart phone

technology was highlighted in discussion. The meeting asked for the Student Behaviour Policy to be cross referenced with the national minimum standards (NMS) for the accommodation by FE colleges and 16-19 academies of students aged under 18, as a restraint policy/procedure, British values and attendance references needed to be linked.

CBA

**RESOLVED:**

1. that the Student Code of Conduct be noted, and
2. that the Safeguarding Policy and Student Behaviour Policy be recirculated to the Committee following the amendments, prior to final approval by the Corporation.

CBA

**APQ 19 Student Programme Questionnaire Feedback 2017-18 (agenda item 12)**

A report summarised the findings of the Study Programme Questionnaire for 2017-18 and compared them with the results for 2016-17. The improved completion rate of 80% for 2017-18 was noted (73% 2016-17) with the very positive feedback.

**APQ 20 A.o.B**

1. It was agreed to circulate electronically the Committee’s self-assessment for 2017-18 and College Governor experience update for 2017-18 for greater meeting efficiency.
2. The Chair on behalf of the Committee thanked the Deputy Principal for his advice and support and presented him with a gift, as it was his last Committee meeting prior to retirement in December 2018. The DP-Designate was starting on 4 November 2018.
3. An informal visit from Ofsted had been planned for the College on 15 November 2018.
4. The Committee meeting had clashed with a College ‘meet the tutor’ event and a number of APs were unable to attend. This would be avoided for the 2019-20 calendar of meetings.
5. The next Committee meeting date of 14 January 2019 was noted.

With no further business the meeting concluded at 7.25 pm

Chair (Signature)..... Date:.....