



**Minutes of the Curriculum and Quality Committee meeting  
held on Wednesday 7 February 2024 at 10am at the St Austell campus and on Teams**

<b>Present</b>	Wilf Hudson	WH	Chair
	Toby Duffield	TD	Student Governor from item 4.2
	Michael Hambly	MH	Governor
	Kathryn James	KJ	Governor
	Penny Mathers	PM	Governor from item 3
	Pat Wilde	PW	Governor
	Ellen Winser	EW	Governor
<b>In Attendance</b>	Paul Ramshaw	PR	Vice Principal Data, Funding and Compliance
	Mark Wardle	MW	Group Deputy Principal, Curriculum and Quality
	Rory Mason	RM	Vice Principal, Quality of Education
	Tian Bersey	TB	Clerk to Governors
	Shirley Collier	SC	External Board Reviewer
Various staff members joined for different agenda items as detailed in the minutes.			
<b>Apologies</b>	John Evans		

		Action
<b>1.</b>	<p><b>WELCOME, APOLOGIES AND DECLARATION OF INTERESTS</b></p> <p>Apologies were received and accepted from John Evans. The meeting was quorate. There were no further interests to declare.</p> <p>The Chair welcomed Shirley Collier who is conducting the External Board Review to the meeting as an observer.</p>	
<b>2</b>	<p><b>MINUTES AND MATTERS ARISING</b></p> <p><b>2.1 Minutes</b></p> <p>The minutes from the meeting held on 22 November 2023 were agreed to be true and accurate record of the meeting and were approved by the Committee.</p> <p><b>2.2 Matters Arising</b></p> <p>In reviewing the matters arising the Committee noted:</p> <ul style="list-style-type: none"> <li>▪ The Terms of Reference will be reviewed alongside those of the HE Committee and with information offered by the Group Deputy Principal.</li> <li>▪ The efforts made to secure safeguarding files and issues with the nature of some reports.</li> <li>▪ And welcomed the new ELT lead for Equity.</li> </ul>	
<b>3</b>	<p><b>OPERATING STATEMENT</b></p> <p>The Committee noted the Operating Statement and discussed:</p> <ul style="list-style-type: none"> <li>▪ Attendance concerns</li> </ul>	

	<p>A national problem post pandemic, attendance has dropped to levels not previously seen. Learners arrive with bad behaviour. Follow up by contacting parents which has some traction and trying new methods such as the media team working with employers to talk about the importance of attendance at work. The need to set clear expectation of 100% attendance, instil habits and that should not be diluted by a KPI of 90%.</p> <ul style="list-style-type: none"> <li>▪ Land based activities</li> </ul> <p>Impressed by the presentations at the Board Strategy Day. Agreed with the need to focus on HE courses.</p> <ul style="list-style-type: none"> <li>▪ 1.2.1 Innovative Use of the TLA Team and 1.2.4 Effective use of Learning Technology are both red. An update was on the agenda regarding the innovative use of AI.</li> <li>▪ Silver TEF</li> </ul> <p>The Committee welcomed the Silver award, acknowledged the hard work to date and encouraged the team to build on this going forward.</p> <ul style="list-style-type: none"> <li>▪ 10 year Curriculum Strategy</li> </ul> <p>The Committee welcomed the discussions on the strategy at the Board Strategy Day. The underlying detailed work now needs to be done. The Adult Education piece will rely on decisions by the Council and needs to improve.</p> <p>A governor expressed concern that the operating statement document did not sometimes tie up with discussions. The Group Deputy Principal explained that each section is completed by the relevant lead/a different person and there may some inconsistencies in amber and green ratings.</p>	
<p><b>4</b> 4.1</p>	<p><b>QUALITY OF EDUCATION</b> <b>Performance &amp; current position</b></p> <p>The Committee reviewed the report from the Group Deputy Principal Curriculum and Quality.</p> <p>Power Bi can now differentiate between residential and non residential students. Residential students perform better in some categories and therefore the team is exploring what makes the difference in order to support non residential students. Free breakfast could be explored for all students for example. A governor asked if students have been asked for their feedback, the student experience teams have done some research.</p> <p>Retention remains strong and has not yet been impacted by attendance, focus is now on achievement. The Committee noted poor attendance for the Maths mock exams and discussed the data for Maths and English.</p> <p>The Committee received a demonstration of Teachermatic, an AI assistant programme, that has been purchased for the College. The Committee discussed opportunities and threats, how it could support a reduction in workloads but what it produced needed checking. A governor asked how we can stay aware of other providers and how do we safeguard against everyone working to the same level, a potentially lower level, and less engagement from staff. The Group Deputy Principal explained that quality and student feedback will continue to be monitored and the Teachermatic system would be monitored and benchmarked by the sector. The Vice Principal Quality of Education explained that this was a one year purchase and that guest speakers and conference attendance had and would provide valuable information and feedback on the use of AI. The Group Deputy Principal also highlighted the value of saved time being spent on innovation, which was needed to become an outstanding college. It was agreed that a demonstration of Teachermatic should be shared with the Board.</p> <p>The Committee noted the destination data and the new focus on careers including progression to HE.</p>	<p>MW</p>

<p>4.2</p>	<p>The Committee noted the application data and that current applications were strong for 16-18 year olds and down for HE. Application data will continue to be monitored.</p> <p>The Committee welcomed the feedback from the second wave of Employer and Stakeholder Advisory Boards.</p> <p><b>Land based update</b></p> <p>The Committee welcomed Venetia Summers, Head of Duchy College and Darren Evans, Head of Campus at Bicton to the meeting to report on actions taken to improve performance following a grade 3 rating in the Self Assessment Review.</p> <p>Actions at Stoke included:</p> <ul style="list-style-type: none"><li>▪ Using different recruitment methods including researching and approaching prospective candidates, specialist agencies and market premiums to overcome recruitment challenges;</li><li>▪ Appointing a new Farm Manager and Deputy;</li><li>▪ Improving performance management and upskilling/training for staff;</li><li>▪ Challenging negative learner behaviours that had developed during staff absence;</li><li>▪ Creating additional SEND support and reorganising English and Maths.</li></ul> <p>Actions at Bicton included:</p> <ul style="list-style-type: none"><li>▪ Recruitment as above. New staff have brought both FE College and industry experience.</li><li>▪ Setting up duties for learners and increasing practical activities;</li><li>▪ Engaging employers - employer visits to the College and learner visits outside the College;</li><li>▪ Improving discipline;</li><li>▪ Working with other Landex Colleges to share good practice;</li></ul>	
<p>4.3</p>	<p>The Committee thanked VS and DE for their report, acknowledged the recruitment challenges and welcomed the actions taken to date and the trajectory towards achieving a higher rating.</p> <p><b>Elective Home Educated Students (EHE)</b></p> <p>The Committee noted the report from the Vice Principal Quality of Education who highlighted the following:</p> <ul style="list-style-type: none"><li>▪ Plans to promote and widen the offer particularly in Devon;</li><li>▪ Liaison with parents and creation of a parent forum;</li><li>▪ Safeguarding procedures and management of risk as learners are pre 16;</li><li>▪ Potential progression to 16-18 and apprenticeship provision.</li></ul> <p>A governor asked how other institutions support EHE students and the Committee discussed a full study model offered at South Devon College and the English and Maths provision in the evenings at Truro and Penwith College.</p> <p>A governor asked about management of risk as the students are pre 16. The processes in place include interviews, risk assessment, signing a contract with parents and a code of conduct, welfare checks by Student Experience Managers and additional funds for pastoral support. An EHE filter has been added to Power Bi so that learners can be tracked.</p> <p>A governor asked if there was a national network for EHE and suggested that this could support further learning and development of the programme.</p>	
<p>4.4</p>	<p>The Committee thanked the Vice Principal Quality of Education for his report.</p> <p><b>Landex Peer Review Report</b></p>	

	<p>The Committee welcomed the Landex Peer Review Report and noted the recommended actions on driving learning forward; clarifying messages about attendance and continuing the strong health and safety vision beyond the curriculum. The Committee supported the College playing a leading role in Landex going forward.</p>	
<p><b>5</b> <b>5.1</b></p>	<p><b>CURRICULUM</b> <b>10 year Curriculum Strategy update</b> The Committee agreed to recommend the 10 year Curriculum Strategy to the Board for approval.</p>	
<p><b>6</b></p>	<p><b>SAFEGUARDING AND PREVENT TERMLY UPDATE</b> The Committee welcomed Rebecca Barrington, Designated Safeguarding Lead (DSL) to the meeting and thanked her for a very clear report.</p> <p>The DSL highlighted the following aspects from her report:</p> <ul style="list-style-type: none"> <li>▪ Data perspective is not hugely different from previous years, this is always a tough term;</li> <li>▪ Mental Capacity Act and participation in train the trainer training by 2 staff members in order to train all appropriate staff;</li> <li>▪ New Working Together to Keep Children Safe updates including a greater emphasis on communicating with families and engaging with the young people involved in any process.</li> <li>▪ Potential conflict in meeting the requirements of both the Mental Capacity Act which starts at 16 and Keeping Children Safe in Education guidance which ends at 18.</li> </ul> <p>The DSL presented an anonymised case study to illustrate the challenge of working with young adults and within the legal and statutory requirements. <b>The Chair reminded all members of the Committee of the need for confidentiality.</b></p> <p>The Lead Governor for Safeguarding thanked the DSL for the case study which also allowed governors to understand the complexity of some safeguarding issues and the time needed to support them. The Lead Governor also reported that she had completed a number of visits and meetings in relation to safeguarding and was impressed with the team who are doing excellent work; the reorganisation and recruitment of a new Deputy Designated Safeguarding Lead has been managed well. She highlighted within the complex context of a lack of social equity, the cost of living crisis, the fall out from the pandemic, continued impact of social media and sexual violence; that the better we do the more reporting we will receive. She advocated for becoming a trauma informed college. She challenged curriculum areas to fully engage.</p> <p>A governor asked if safeguarding could be further highlighted in tutorials. The DSL confirmed that the tutorial provides the educational element, personal development and enrichment. External agencies are sometimes brought in. Power Bi will give trends by campus that can be picked up as appropriate in the tutorial programme.</p> <p>A governor commended the DSL on work to date and asked about targets and improvements; the breakdown of SEND students in the group and learner views and putting learners at the centre. The DSL demonstrated the data dashboard available for safeguarding in PowerBi which informs on trends and can be filtered. There is a difference between wellbeing and safeguarding and the College needs the right support in right places. All safeguarding is learner focused but would like learners to better understand why the College does what it does in safeguarding. SEND student data can be filtered. The DSL wants SEND students to gain a sense of confidence and all SEND learning coaches have received level 3 safeguarding training.</p>	

	<p>A governor suggested funding might be available for further training for all College staff and apprenticeship providers. Another governor asked if there was enough diversity in the safeguarding team. The Committee recognised that all the safeguarding leads were female but that there was greater diversity in the other staff involved. Safeguarding includes some heavily gendered issues and in some other colleges male allyship has been developed to support preventative work.</p> <p>Following a question from a Governor, the Committee discussed addressing behaviour issues when necessary but focusing on protection from harm.</p> <p>In reviewing the data from Power Bi the Committee noted that 14% of learners have a safeguarding intervention and 4% at level 3 or 4. Level 1 and 2 is pastoral support. The data will be available for all governors on Power Bi and only highlights will be presented in future reports. More categories will be created to allow further scrutiny of the data.</p>	
<p><b>7</b></p>	<p><b>HIGH NEEDS UPDATE</b></p> <p>The Committee welcomed David Price, Head of Foundation Learning and High Needs to the meeting to update them on the high needs provision.</p> <ul style="list-style-type: none"> <li>▪ A detailed operation plan and more robust structure is in place;</li> <li>▪ Currently supporting 100 more high needs learners than last year;</li> <li>▪ A more sound budget is in place;</li> <li>▪ Working to improve consistency across campuses;</li> <li>▪ Supporting staff training and want to build different specialisms among key staff;</li> <li>▪ Use of assisted technology and aligning skills to the work place;</li> <li>▪ Raising aspiration is important and with Turing Scheme funding students travelled to Seville on work placements which impacted learners and staff. Would like more staff to experience this potential.</li> <li>▪ Working with English and Maths leads.</li> </ul> <p>A governor noted that the Government was putting money into supported internships and asked if the College was ready to grow. Opportunities to grow include a pilot programme working with the Local Authority; the diversity to thrive project, Cornwall opportunities website, more placements on College campuses.</p> <p>The Committee noted that the Director of Student Experience will drive work experience and lead the work experience team going forward.</p> <p>The Group Deputy Principal Curriculum and Quality highlighted, that given the improvement required in foundation learning and high needs at some campuses and the associated inspection risk, a specialist consultant has been engaged to support the Head of Foundation Learning and High Needs to probe and test consistency across campuses.</p> <p>The Committee thanked the Head of Foundation Learning and High Needs for his update and work.</p>	
<p><b>8</b></p>	<p><b>RISK REGISTER REVIEW</b></p> <p>The Committee noted the risk register.</p>	

	<p>The Group Deputy Principal Curriculum and Quality highlighted the risk relating to the significant changes in curriculum and courses that will impact the College and the need to navigate this ongoing issue carefully.</p>	
<p><b>9</b></p>	<p><b>ITEMS TO SHARE WITH BOARD/ COMMITTEES</b>          10 year curriculum strategy for approval          Demonstration of Teachermatic          Landex Review Report          Risks relating to High Needs and English and Maths still there</p>	
<p><b>10</b></p>	<p><b>ANY OTHER BUSINESS</b>          The Landbased Strategy Group will meet for the first time on March 4 2024. This is the formal vehicle to feed into the Board.</p> <p>A governor requested that the June meeting include agenda items on what is going well and highlighted the importance of celebrating success.</p> <p>A governor had met the Falmouth CEO at an event and he is keen to do more with Falmouth Marine School. The Head of Campus is due to return to work which will support this.</p> <p><b>DATES OF NEXT MEETINGS</b>          12/06/2024, 10am</p>	