

CORPORATION BOARD of RICHMOND UPON THAMES COLLEGE
Minutes of Curriculum Standards and Quality Committee Meeting
11 May 2016 at 5.30pm

Members Present: Barbara Gilgallon (Chair), Sally Newton, Rob Pope, Cathy Bird, Robin Ghurbhurun, Ezra Smith, Shannon White Reeves

In attendance: Clare Thornes, John O’Shea, Theresa Bray

Apologies: Jeff Lindsay

A	Procedural
1	Welcome and Apologies for Absence
2	Declarations of Interest in Agenda Items None.
3	<p>i. Minutes of the CQS Committee Meeting held on 14 March 2016 Subject to correction of a typo, the Minutes were agreed to be an accurate record of the meeting.</p> <p>ii. Matters arising <i>(Report on College Withdrawals was circulated in advance)</i> JOS noted that although the total number of withdrawals is large – at 440 students – the proportion that were withdrawn before the Census is significantly greater than in the previous year (2015/16: 219 pre-Census, whereas in 2015/16, the ratio was 100 pre-Census and 300+ post-Census). <i>Q: How many of the withdrawn students have mental or other health issues?</i> Not a significant number – college will try and support such students. The category ‘Poor Health’ covers both mental and physical health problems.</p> <p>iii. Requests for Discussion of Grey Box Items – C2 E-learning survey.</p>

B	STRATEGIC/RISK ISSUES
1	<p>College Risk Register <i>(An extract of the College Risk Register was circulated in advance)</i></p> <p>There was a discussion of Risk 2 ‘Declining Success Rates’. It was noted that the Gross Risk is High, whereas the Residual Risk is Medium.</p> <p>Governors queried whether this is correct, cross-referencing Rows E and F of the KPIs. The forecast SR for A Level and AS Levels are 90% and 75% respectively. The A level figures is lower than last year’s actual results (91.3%). How can the risk have reduced if the forecasted result is</p>

	<p>in fact lower?</p> <p>JOS responded that the size of the cohorts varies greatly: AS - 1700 entries – 75% forecast SR Diploma - 1400 entries – 85% forecast SR</p> <p>The forecasts are based on ‘worst case scenario’. For example, borderline cases are assumed to be a Fail. The national average for A level is 94.8%, whereas our forecast is 90%. He believes we should be able to achieve the national average, but maybe by next year. Another year is needed to refine the predictions.</p>
2	<p>College KPIs <i>(The College KPIs were circulated in advance, and the Overall College Attendance Report and Withdrawals Report were tabled)</i> See above.</p>

C	TEACHING AND LEARNING
1	<p><i>CONFIDENTIAL ITEM – Managing Change</i> The report was received for information.</p>
2	<p>E Learning Survey <i>(A summary of the results of the E-Learning Survey was circulated in advance)</i></p> <p>Governors had some questions:</p> <p><i>Q: Where there is positive feedback, is this being shared with underperforming areas?</i> Not yet. There is variance in the amount that E-learning is being used; for example, the Sport Department are using it a lot, whereas Health and Social Care have only just started.</p> <p><i>Q: To what degree is E-learning used as a tool for extension learning?</i> Screen Casting or ‘FlipLearning’ is on the increase, but use is insufficient so far. In general, vocational students are making more use of E-learning than A Level students.</p> <p><i>Q: How many teachers are using teaching blogs?</i> Very few. English and Humanities used blogs for peer observation and sharing of good practice. More confidence needs to be built amongst staff.</p> <p>RG stated that targets will be added to both individual staff and course objectives next year, in terms of E-learning, i.e. a set % of the course should be delivered by E-learning.</p> <p>The student governors noted that Moodle is quite widely used, but is inflexible. It will be shortly be changed to OVERT (a redesign of Moodle). RuTC is part of a Consortium with the Heart of Worcestershire College. A team of colleges are procuring 6-8 packages specifically for FE. College is also trialling two other providers.</p> <p>The student governors said that they like E-learning, but sometimes it is easier to locate things via Google than on Moodle. Also, teachers are inconsistent in posting course materials (there</p>

	will also be targets set for this next year).
3	<p>Quality Improvement Plan <i>(The 'College QIP 2015-16 Progress Report'- April 16 Update, was circulated in advance)</i></p> <p>TB noted that not all actions will be completed this academic year; some will be rolled over to 2016/17. She reported that City and Guilds and Pearson (Edexcel) have completed their cross-college quality review visits, with no sanctions.</p> <p>The QIP is an active document – it is constantly referred to in CLT and C&Q meetings.</p>
4	<p>College Learner Outcomes <i>('Update on College Learner Outcomes 2014/15' was circulated in advance)</i></p> <p>Achievement rates for 2014/15 for 16-18 and 19+ are up respectively by +2.5% and +3% respectively. This is against a decrease of those figures within the provider group.</p> <p>But the absolute achievement rates by qualification were generally lower than the provider group, and lower than the national average (see page 36 of the meeting papers). On the other hand the College's A*-C in Maths and English are both above the national average, and the prediction is that the results will improve again this year.</p>
5	<p>Linear A Level Qualifications <i>(The 'Report on the move to linear A Level qualification and how the college is adapting to the separate AS qualification' was circulated in advance)</i></p> <p>By 2017, AS and A Levels in all subjects will have decoupled. The student's grade will be entirely determined by the final exam. The content is broadly the same for AS and A.</p> <p>For A Level students, taking an AS Level is low risk. However, the disadvantages are (i) the cost, and (ii) the time taken out of the A Level programme; 3-4 weeks are needed to prepare for the AS exam. Some students will still be permitted to do 4 A Levels, but they would need to achieve 4 x A Grade at AS. At RuTC, it will be mandatory for students to take the AS. Students should be motivated because the AS Grades show on their university application forms.</p> <p>The change should have a positive effect on success rates, because there will be none of the existing 'drop-out' of students who perform badly at AS.</p> <p><i>Q: Will all subjects receive an additional 4.5 hours teaching per week?</i> Yes; none will get more than that, but e-learning may be added on top in some subjects. Teachers have attended both internal and external training run by the exam boards.</p> <p><i>Q: How has the change been communicated?</i> All prospective students have been informed of the move from 4 to 3 A Levels. It is quite confusing because the change is being introduced in stages. A simple document will be</p>

	<p>prepared to hand out at enrolment.</p> <p>Action: Add a simple explanatory document to the 'Parents' and 'Employers' tabs on the College website (JOS)</p>
6	<p>In-year Value Added Report</p> <p>No report is available. There is work to be done to get the student information into ALPs, and furthermore, running an ALPs report costs £600. The process will become much easier in August when the 'Pro-Suite' system is implemented. This links together Lesson Observations, Learning Objectives, Targets, ILPs and Markbook. Student GCSE scores will be embedded into ALPs, and value added scores will be run on this year's results. Staff training will be required.</p> <p>'Skills Builder' (which looks at English, maths and ICT) is also compatible with ALPs.</p>
7	<p>Ofsted Support and Challenge Programme CONFIDENTIAL ITEM <i>(The Ofsted S&C Letter dated 21 April 2016, and the 'Action Plan: Support and Challenge Visit April 2016' were circulated in advance)</i></p> <p>TB ran through the Action Plan.</p> <p>1a Lesson observations will continue to be ungraded. An observation team of ten individuals (including TB, JL, Claire Dignum) has been created, and they will accompany curriculum managers doing observations. This is largely to improve the quality of lesson observation reports.</p> <p>1b The performance appraisal format is being updated and will be different for teaching and support staff. Teachers will be appraised on student outcomes, student experience and personal development.</p> <p>3d Monitoring of student progress: three Student Progress Boards will be held next year. Student achievement, attitude, ambition, attendance and behaviour will be RAG rated. The use of ProMonitor will be extended beyond attendance, and in particular individual targets will be set in the ILP section. This will enable staff to look at the progress of both individuals and groups of students.</p> <p><i>Q: How many times a year are targets set?</i> Targets will be reviewed and reset at least four times per year, by teachers, at the four Assessment Points. Further reviews may be carried out by tutors.</p>
8	<p>Teaching and Learning Reports <i>(Two reports: 'T&L Report: lesson Observation Mid-Year 2015-16' and 'T&L Report: Tutorial Observation' were circulated in advance)</i></p>

	<p>159 formal observations have been completed. There are still too many teachers who are 'Require Improvement', and the number of 'Outstanding' teachers was disappointing. Governors suggested it would be useful to see the number of 'Good' teachers.</p> <p>In Apprenticeships, the assessors are all outstanding.</p> <p>The Chair thanked the T&L team for the report.</p>
6	<p>Learning Walks <i>('A quick guide to Learning Walks' and 'Notes on a Learning walk' (x8) were circulated in advance)</i></p> <p>RG thanked governors for the time they have devoted to joining learning walks; the learning walks are valuable, staff are keen to host governors, and students are communicative.</p> <p>TB reported that for staff conducting learning walks, there is a need to differentiate between a learning walk and a 'drop in'. The learning walk should encompass at least 15 minutes of teaching time, and will be used to follow up on lesson observations. Feedback will be to team meetings and not to individual teachers. Any actions should flow into a departmental QIP.</p> <p>Action: TB to provide dates of autumn term learning walks which governors could join.</p>

D	Other
1	<p>Any other business</p> <p>(i) Committee Membership The Chair would like a staff governor to join CQS, for example Danny Volovsek. However, Danny already sits on the F&R Committee.</p> <p>(ii) Change of Date There was a request to put back the meeting in May 2017 to June. This would enable more fruitful discussion. <i>Post Meeting Note: meeting could be moved to 7th June. However, this means two consecutive governor meetings; Students at 4.15pm, then CQS at 5.30pm.</i></p>
2	<p>Future CQS Committee Meetings:</p> <p>Wednesday 9th November 2016 Wednesday 8th February 2016 Wednesday 15th March 2017 Wednesday 7th June 2017</p>

	The meeting closed at 7.10 pm.
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SIGNED: **Date:**

Barbara Gilgallon, Chair of Curriculum Quality and Standards Committee

Actions

Ref	Agenda Item	Task	Responsible
A	C5	Change to linear A Levels – add a simple explanatory document to the Parents and Employers tabs on the College website	JOS
B	C6	TB to provide dates of autumn term learning walks which governors could join.	TB