



## CALLYWITH COLLEGE TRUST

### Minutes of a meeting of the Teaching, Learning and Student Experience Committee held on 24 January 2022 via Teams

**Trustees Present:** Mr J Burnett, Mr M Davis, Dr J Grey (Principal), Prof A Phippen, Mrs J Proctor, Mr C Twigg, Mr D Walrond (Chair) and Mrs S Wright

**In Attendance:** Mr A Jeffries (Assistant Principal), Ms J Temple (Assistant Principal) and Mrs A Winter (Clerk to the Trustees)

**Apologies:** Mrs D Tarrant

Item	Discussion/Decision	Action
22/01	<p><b>Minutes</b></p> <p>The Minutes of the meeting held on 11 October 2021 were <b>APPROVED</b> and signed as a correct record.</p>	
22/02	<p><b>Matters Arising</b></p> <p><b>02.01 Covid Update (Minute 21/25)</b></p> <p>The Committee noted that the College was continuing to adhere to DfE guidance and that the levels of illness and self-isolation were beginning to reduce this term. Managing staff absences had become less difficult although the January exam series had created additional workload.</p> <p><b>02.02 Student Enrolments (Minute 21/27)</b></p> <p>The Principal confirmed the ESFA data return recorded 1187 enrolments on the 42 day census date for 2021/22.</p> <p><b>02.03 Admissions Policy and Capacity (Minute 21/28)</b></p> <p>The Committee noted that the Board would consider future capacity challenges and admissions at the Strategy Day on 1 February 2022.</p>	
22/03	<p><b>Safeguarding Update</b></p> <p>The Designated Safeguarding Lead (Assistant Principal) provided an update on the huge challenges and ongoing work to maintain the quality of support and respond to student demand. The numbers needing help were continuing to rise and more than 200 student safeguarding files had been transferred from schools for new starters (with some schools yet to pass on information).</p> <p>During discussion, Trustees noted:</p> <ul style="list-style-type: none"> <li>• Student Services were responding to significant numbers of students with complex needs, including risk of homelessness, abuse at home and suicide attempts and the numbers presenting with eating disorders seemed to be on the rise</li> </ul>	

	<ul style="list-style-type: none"> <li>• over 400 separate reports/incidents had had been logged by staff on the central CPOMS tracking database since September 2021</li> <li>• the College had made 6 formal referrals to the Cornwall Multi Agency Referral Unit (MARU) so far this year</li> <li>• individual risk assessments and safety plans were completed where appropriate to assess individual fitness to return to the College environment</li> <li>• the safeguarding team was continuing to work closely with specialist services and draw on the expertise of external agencies</li> <li>• to maximise provision and support for lower level issues, various workshop sessions and an expanding range of peer support groups were being offered</li> <li>• the pastoral support provided through the tutorial system was being reviewed and improvements identified to ensure the quality and consistency of delivery</li> <li>• a College-wide campaign was underway to recruit student ambassadors to promote wellbeing and self-help – the key focus this term was to address sleep and exam stress.</li> </ul> <p>Trustees asked whether more could be done on preventative work with feeder schools at an earlier stage and noted that the College was involved in a new multi-agency 'Team Around the School' initiative which was helpful. The College was working with schools to improve the timely sharing of information.</p> <p>In response to questions about the different cohorts accessing support and an analysis of trends, Trustees noted no obvious patterns had emerged although a detailed analysis had not been completed due to the operational workload.</p> <p>Trustees recognised the excellent work and supportive culture that had been engendered within the College and welcomed the ongoing developments and new initiatives.</p>	
<b>22/04</b>	<p><b>Learner Voice – Autumn Survey 2021</b></p> <p>The Committee considered a comprehensive analysis of the Autumn Survey responses. The online survey had been completed by students during October 2021 with an 90% completion rate.</p> <p>Trustees were pleased to note that feedback from learners across all areas of the student experience remained very positive this year and 98% of respondents indicated they would recommend Callywith College to a friend.</p> <p>Based on the responses, a range of actions had been identified to inform recruitment material, website content and shape tutorial provision.</p> <p>The Committee welcomed the positive feedback, discussed the proposed actions and <b>SUPPORTED</b> the various developments initiated.</p>	
<b>22/05</b>	<p><b>DfE Schools and Colleges Post-16 Performance Tables</b></p> <p>Trustees noted that performance data for 2019/20 and 2020/21 had not been published by the DfE due to temporary assessment processes during the pandemic based on centre/teacher assessed grades (CAGs/TAGs).</p>	

	<p>The usual national benchmarking data was not therefore available and the DfE website was continuing to present headline data from 2018/19 with new the addition of destination data for College leavers in 2019.</p> <p>The Committee <b>NOTED</b> the data indicated a very positive position.</p>	
<b>22/06</b>	<p><b>Student Destinations 2020/21</b></p> <p>The Committee reviewed the destinations of the 580 students who had completed their final year in summer 2021. Trustees noted that 65% progressed to higher education (some deferring entry to 2022), 18% gained employment/apprenticeship, 9% remained in further education and 7% were seeking employment. A more detailed breakdown by College qualification compared to 2019/20 was provided and reviewed.</p> <p>Trustees were very pleased to see excellent internal progression from Level 2 to Level 3 courses and positive destinations following Extended Diplomas and A Levels. A slight decline in the numbers of A Level students progressing to University was possibly due to uncertainty caused by the pandemic.</p> <p>The Committee <b>NOTED</b> the information which demonstrated good progression. The Committee would continue to monitor destinations and trends as tracking data was built up year on year.</p>	
<b>22/07</b>	<p><b>Equality and Diversity monitoring Report 2020/21</b></p> <p>The Committee considered the Equality and Diversity Report summarising the policies and actions to promote equality and diversity, assessing the effectiveness of developments and identifying areas for further work. Trustees noted that format of the annual report was under review.</p> <p>Trustees discussed the report and asked about the help provided to prepare students to go out into the world and to experience other cultures, which was especially important due to limited diversity in Cornwall. The Committee discussed potential links with a College in a different part of the country to improve understanding of other cultures and faiths. Activities to promote the value of linguistic diversity and richness of other languages were also suggested.</p> <p>The Committee noted the work of the EDI Committee, student initiatives, the Culture Café and EDI related enrichment activities such as drama and art which helped to raise awareness and understanding. Changes to the delivery of the tutorial programme were being considered to improve the effectiveness and consistency of EDI content.</p> <p>Trustees agreed that the report demonstrated an inclusive, proactive approach and the proposed actions were <b>ENDORSED</b> by the Committee.</p>	
<b>22/08</b>	<p><b>Early Leavers Monitoring Data 2021/22</b></p> <p>The Assistant Principal explained the processes for monitoring and supporting students who left their course early which included individual follow up by tutors, student services and by the senior management team to try to resolve any issues and explore options. The College received no funding for students leaving within 42 days.</p>	

	<p>This year 48 students had left within 42 days which was very similar to last year (50 in 2020/21) and the reasons for leaving varied according to individual circumstances with no obvious trends. A further 12 students had left since the 42 day census due to a range of individual reasons.</p> <p>The inconvenience of travel was sometimes cited as a reason for leaving to go to a more local provider. Another issue for some new students was the challenge finding new friends at College. A Friendship Group had been set up offering recreational and fun activities to help new students to socialise and establish friendships.</p> <p>The Committee <b>NOTED</b> that retention rates remained high with no underlying concerns. Withdrawals would continue to be closely tracked in order to hone induction processes and target support.</p>	
<b>22/09</b>	<p><b>Update on 2022 Recruitment</b></p> <p>The Principal explained that it was still early in the admissions cycle to provide accurate projections but current applications were much higher than the same date in previous years, suggesting significant growth in 2022/23, particularly in A Levels.</p> <p>Applicants were being interviewed and more than 300 candidates had already been made course offers.</p> <p>A more detailed assessment of recruitment projections and ways to increase capacity would take place at the Board Strategy Day.</p>	
<b>22/10</b>	<p><b>Update on 2022 Exams and Assessments</b></p> <p>The Principal outlined the modifications announced to mitigate the disruption due to Covid and explained that further detail was due to be released on 7 February 2022. At this stage there were two potential approaches depending on whether in person exams would be held in the summer as expected. Modifications included more generous grade boundaries, prior notice of exam topics and greater flexibility about some elements of course/field work.</p> <p>In the eventuality that summer exams needed to be cancelled, a revised TAG process would be implemented based on three mock exams held in January, March and April 2022. This presented significant logistical challenges and pressures for students and staff.</p> <p>The publication of detailed guidance was awaited.</p>	
<b>22/11</b>	<p><b>Staff Development Update</b></p> <p>The Committee noted the new roles of Teacher Learning Champion and Staff Development Coordinator to provide greater focus on the development of teaching skills and expertise. Priorities and plans had been developed with a range of training events and activities scheduled for the dedicated staff development days.</p> <p>Trustees noted the range of activities being led by the Teacher Learning Champion and Staff Development Coordinator, some of which included collaboration with Truro and Penwith College.</p>	

<b>22/12</b>	<p><b>New Course Developments for 2022/2023</b></p> <p>The Committee noted the nine new courses planned for 2022/23 and the level of interest which would determine course viability. The new proposals included BTEC Certificates (equivalent to one A Level) in Fire &amp; Rescue Services, Health &amp; Social Care, IT and Criminology as well as five T Level pathways.</p> <p>At this stage the interest in T Levels remained low with potential applicants having reservations about the acceptability of the new qualifications for progression.</p> <p>Applications and interest in new courses would continue to be closely monitored.</p>	
<b>22/13</b>	<p><b>Review of Policies and Procedures</b></p> <p>The Committee reviewed and <b>APPROVED</b> the following policies:</p> <ul style="list-style-type: none"> <li>• Careers Education, Information, Advice and Guidance</li> <li>• Provider Access Policy</li> </ul>	
<b>22/14</b>	<p><b>Any Other Business</b></p> <p><b>14.01 English and Maths GCSE Autumn Resists</b></p> <p>Trustees were pleased to note recent success in early resists with a 21.2% pass rate for Maths and 35.1% for English.</p> <p><b>14.02 Board Strategy Day</b></p> <p>Provisional arrangements for the Strategy Day on 1 February 2022 were discussed and would include informal learner voice and staff voice discussions. Further details to be circulated.</p>	
<b>22/15</b>	<p><b>Date of Next Meeting</b></p> <p>The Committee would next meet on Monday 9 May 2022.</p>	