

**Minutes of the Learning and Achievement Committee held on Wednesday 18 March 2009 at 17.15 hrs in the Principal's Room, Science Park Campus, Cambridge**

*The meeting was preceded at 16.30 hrs by a Governor Training Event. Higher Education at CRC was presented by Laurence Wells, Associate Principal Curriculum & Learning Development, and Using ILCT to Support Teaching and Learning was presented by Andrew Nightingale, ILCT Development Manager.*

*At the end of the session, the meeting agreed that HE is to be added to the agenda for the Autumn Term meeting [Clerk to note].*

**MINUTES OF THE MEETING**

**Present** Tony Cooper (Chair), Reza Assadi, Rick Dearing, Anne Kent, Jill Preston, Vicky Parrett.

**In attendance** Chris Sherwin, Andrea Chilton [from 5.30 pm]

**Clerk** Julia Kennedy

*Tony Cooper told the meeting about the death of Aaron Cook, Student Governor, and acknowledged his contribution to the Committee.*

			<b>Action</b>	<b>By</b>
<b>1</b>	Apologies for Absence and Declarations of Interest	Apologies were received from David Adamson. There were no declarations of interest.	Clerk	
<b>2</b>	Minutes of the meeting held on 12 November 2008	The Minutes were agreed to be a true record and signed by the Chair. All items from the Minutes have been actioned.	Chair	
<b>3</b>	<b>L&amp;A/10/08-9 Child Protection Policy: review of implementation</b>	Chris Sherwin presented the report in the absence of Jackie Cannell. Governors noted the importance of cases being handled correctly with proper procedures followed, and noted the key improvements 2008/09 and the areas for development. The role of the Anne Kent, the Governor nominated to deal with escalated child protection issues, was also noted.		

		<p>The Committee <b>received</b> the Annual Review of Implementation of the College's Child and Vulnerable Adult Protection Policy and Procedure. The Committee <b>noted</b> that the College has an appropriate policy and procedure to deal with Child and Vulnerable Adult protection situations, and <b>noted</b> the policy and procedure are being adequately implemented.</p>		
4	<p><b>L&amp;A/11/08-9 College Performance Report</b></p>	<p>A revised version of the College Performance Report was tabled. This paper provided the Spring Term update and asked the Committee to consider whether the College has achieved the 08/09 milestones against the strategic objectives in the 2008/11 strategic plan.</p> <p><u>Success rates</u> Chris Sherwin explained that it is a complex picture. There is slippage on long and short [on a simplistic aggregation] but the three-year trend remains an upward one based on the weighted success rates. Most areas have significantly improved their weighted success rates year on year, with good progress on long qualifications across the curriculum. Curriculum areas with a red flag are generally the result of staff vacancies and absences. These areas are being actively managed and there has been progress.</p> <p>Governors noted—</p> <ul style="list-style-type: none"> <li>• Long Level 3 is now above benchmark for the first time; this was a key area for development at the last inspection.</li> <li>• there has been significant improvement in Key Skills success rates and overall levels of skills for life accreditation, with the number of skills for life qualifications achieved increased from 969 in 05/06 to 3211 in 07/08</li> <li>• the increase in volume on Train to Gain is substantial and whilst success rates have declined they are still above national averages.</li> <li>• further significant improvements in Apprenticeship success rates, both overall and timely.</li> </ul> <p><u>Student Satisfaction</u> The survey was undertaken later than planned to accommodate an [additional] LSC survey. The questionnaire was scaled back to reduce the number of questions and requires triangulation for validation. The feedback from the Academy Board is routinely positive, and Learner Shadowing is very positive. Most comments were not about teaching/learning but focus on the availability of social space.</p>		

		<p><u>Self Assessment</u> The overall picture is positive, although some Academies did not move as expected. Hairdressing had a difficult year that affected the students' experience and it is expected that the performance in both Hairdressing and Beauty Therapy will be improved by relocation to the Science Park Campus. Results for Key Question Five are very good.</p> <p>Governors commented on—</p> <ul style="list-style-type: none"> <li>• WBL and T2G: both are solid grade 2s</li> <li>• Management &amp; Professional Studies, which has increased from 4 to a 2</li> <li>• Poor performance in Business and ICT.</li> </ul> <p><u>Ofsted Annual Assessment</u> Governors noted that this was a Desk Exercise, and the results were all positive.</p> <p>The Committee <b>received</b>, <b>noted</b>, and <b>approved</b> the Spring Term update to the College Performance Report for 2008/09. The Committee <b>recommended</b> that the Corporation note the College has performed well against the 08/09 milestones of the 2007/10 Strategic Plan and <b>noted</b> that the complexity of the picture means that the results do not align completely with the relevant strategic objectives in the plan.</p>	Chair/CS	1 April 2009
5	<p><b>L&amp;A/12/08-9 Annual Report on Destinations and Reasons for Withdrawals for Full Time Learners</b></p>	<p>The report provided the Committee with—</p> <ul style="list-style-type: none"> <li>• Level of withdrawals for full-time courses in 2007/08 and the three-year trend in withdrawals</li> <li>• The destinations of full-time learners in 2007/08 and the three-year trend.</li> </ul> <p>Governors acknowledged the difficulty of monitoring withdrawals. Chris Sherwin considers that the value of the data lies in the trends, and generally there is a correlation with performance and withdrawal. In some cases students leave to take up employment or places in HE that are offered on an unconditional basis. The majority of academies have an improving three-year trend.</p> <p>Analysis of destinations provides a positive picture. The numbers going on to HE are good as is internal progression.</p> <p>The Committee <b>received</b> and <b>noted</b> the Annual Report on Destinations and Reasons for Withdrawal for Full Time Learners.</p>		

6	<b>L&amp;A/13/08-9 Governors' Away Day: Actions from 14-19 Discussions</b>	<p>There were five key points on 14-19 programmes summarised at the end of the Governors' Away Day—</p> <ul style="list-style-type: none"> <li>• Developing further the College's Public Relations approach to promoting our "USPs"</li> <li>• Governors to focus on the few satisfactory/poor/problematic areas of provision to enable a focus on the drive for performance improvement</li> <li>• Facilitate better opportunities for Governors to secure a deeper understanding of areas of the College</li> <li>• Win competitions/ be a lead partner in initiatives</li> <li>• Take a measured position on responsiveness to schools in Diploma and other 14-16 developments.</li> </ul> <p>The paper, prepared by Rick Dearing and Chris Sherwin, identified the actions taken and planned in response.</p> <p>Governors noted the targets that academies have set themselves are good and based on benchmarking against those already rated outstanding. Governors discussed whether the new diplomas offered too wide a range of options, particularly in the context of funding restraints.</p> <p>The Committee discussed the involvement of Governors with the College and noted that a number of Governors normally attend the annual Festival of Achievement. Other opportunities for involvement include the Welcome Events and Academy Evenings, the Student Liaison Committee, and linking with curriculum areas.</p> <p>The Committee <b>received</b> and <b>noted</b> the report on Actions from the 14-19 Discussions at the Away Day. The Committee <b>resolved</b> that Governors on this Committee develop curriculum links: Anne Kent will link to Care, Health &amp; Early Years, Jill Preston to Business and ICT, and Vicky Parrett to Performing Arts.</p>	CS	
7	<b>L&amp;A/14/08-9 Outcomes of IQER Developmental Engagement</b>	<p>This paper provides the Committee with the draft findings from the IQER developmental engagement by the Quality Assurance Agency, the inspecting body for Higher Education. The review has three core themes and examines Academic Standards, the Quality of Learning Opportunities, and Public Information. The College will work through the feedback with the academies, and will undertake a fundamental review of the learner involvement strategy.</p>		

		The Committee <b>received</b> and <b>noted</b> the Outcomes of the Integrated Quality Enhancement and Review (IQER) Developmental Engagement.		
8	<b>L&amp;A/15/08-9 Outcomes of Peer Review Learner Shadowing Exercise</b>	<p>The College currently has a peer review partnership with three other colleges in the region, the Colchester Institute, City College Norwich, and North Herts College. The findings of the peer review learner shadowing exercise will contribute to the formal evaluation of the College's learner involvement strategy at the end of the academic year.</p> <p>The Committee <b>received</b> and <b>noted</b> the Outcomes of the Peer Review Shadowing Exercise.</p>		
9	<b>L&amp;A/16/08-9 Outcomes of the Ofsted Inspection on Teacher Training</b>	<p>This report provided confidential feedback from the University of Cambridge OfSTED Inspection of Initial Teacher Training, which is delivered in conjunction with CRC.</p> <p>The Committee <b>received</b> and <b>noted</b> the very good outcomes of the Ofsted Inspection on Teacher Training.</p>		
10	<b>L&amp;A/17/08-9 Risk Register Review: Key Corporate Risks 1 &amp; 2</b>	<p>This paper provides a progress report on the management and mitigation of risks that are within the Committee's remit. Key Corporate Risks 1 and 2 from the Key Corporate Risk Register were examined by the Committee. The gross risks and the net risks (after controls) were colour coded for severity. Overall both risks were rated amber.</p> <p>The discussion focussed on areas where controls do not appear to have an impact and the risks remain red after the controls have been put in place. Governors considered that the Risk Register works well as a control tool and noted that—</p> <ul style="list-style-type: none"> <li>• a marketing strategy group has been formed to develop a marketing and PR strategy to ensure clarity of purpose in promotional activities</li> <li>• members of SMT are strengthening connections with schools outside the CAP area at a strategic and operational level to promote the opportunities provided by vocational learning</li> <li>• there has been relatively poor progression to jobs as a result of the economic climate</li> <li>• value added and distance travelled are both below benchmark: a planning group has been set up but not yet reported</li> </ul>		

