**Minutes of the PCET Strategic Leadership Committee meeting held on Wednesday 1st February 2017 at 10am, Attwood building Room 106a.**

Chair Damian Brant

Clerk Craig Davis

Present:

Damian Brant Joseph Chamberlain College

Karen McGrath PGCE PCET Programme Leader, BCU

Stuart Mitchell PGCE PCET Tutor, BCU

Sandra Parsons PGCE PCET Tutor, BCU

Jean Dyson PGCE PCET Tutor, BCU

Richard Bourne PCET Mentor, Joseph Chamberlain College

Chris House Birmingham Metropolitan College

1. **Welcome and to receive apologies for absence**

Sian Davies, Sarah Westwood, Kevin Mattinson, Sally Whitehead, Marianne Fogarty, Sandra Parsons, Simon Spencer, Angela Hughes, Jane McCard, Craig Tucker, Juliette Harrison, Anna Lines, Nicky Wojciekowski, Andrew Commander, Martin Sutton, Kelly Rogers.

Damian Brant suggested that the timing of the SLC may cause difficulties for members to attend.

**Action**: CD to ask question to SLC – would there be a better time?

1. **To consider the minutes and matters arising from the meeting held on 12th October 2016**

The minutes were accepted as an accurate record.

1. **To consider the action from the matters arising**

Jean Dyson explained that there had been some difficulty in organising the subject workshops described at the last SLC (Agenda Item 7 – 12/10/16).

This year’s PCET and Secondary cohorts contain a large number of students living further afield. This has a direct impact on students’ ability and willingness to travel into BCU for additional sessions.

Damian Brant raised the possibility of staff at JCC providing opportunities for peer-tutoring.

1. **To consider updates from partner colleges on placement activity.**

Birmingham Metropolitan College

A pack will be given to students before placement begins to allow for a smoother transition into the placement.

Karen McGrath has a meeting set up in May to discuss placement requirements for 2017/18.

Sandra Parsons has been resolving issues with trainees on placement.

Jean Dyson spoke about the recent NQT conference held in Curzon building. The event was a success – a range of NQTs and current trainees attended from the PCET and Secondary cohorts.

There were talks from Harriet Hobs and Chris Bolton (discussing the Masters in Teaching & Learning) among others.

Damian Brant explained that Ofsted require providers to maintain contact with students into their NQT year and beyond. Events like the NQT conference help the University to meet this requirement.

Joseph Chamberlain College

Richard Bourne explained that there have been a range of issues this year, mainly regarding the expectations of students whilst on placement.

Karen McGrath explained that this has been an issue across the board and wonders if it may be connected to a lack of prior experience before the course begins. The PCET course only requires half a day of College experience before starting the course. It could be that applicants need longer than this. Some strong trainees have left the course this year as a result of the demands of placement.

Discussion of related issues

Steps have been taken this year to prepare trainees for the pressures of the course. These include:

- A pre-induction day held in August 2016

- All trainees completed a resilience questionnaire

- All trainees have signed a student learning agreement

More people have dropped out of the course than ever before.

Damian Brant pointed out that it would be difficult to have students spending 2 weeks in college without a DBS check being completed as they would have to be escorted everywhere. This isn’t such a problem if students only come in for a day.

Karen McGrath said that more attention would be paid to the issue of retention next year.

The committee discussed the impact of the interview process on student retention and whether the interview process for PGCE Secondary is any different to PGCE PCET. Jean Dyson explained that there is not much difference in the interview processes and that Secondary students are still shocked at the workload when they begin the course.

Karen McGrath emphasized that the PCET course has similar demands to the Primary and Secondary course.

Damian Brant suggested that some students might find it difficult to jump directly from undergraduate study into a professional course.

Karen McGrath pointed out that there is a large cohort at BCU, another local provider only has 30 students on their PCET programme. Recruitment is a sector-wide problem and these issues may be a side-effect of it. The number of problems which have arisen in previous weeks has taken up a lot of Karen’s time.

Damian Brant pointed out that professionalism is included in the standards for QTLS and QTS.

Jean Dyson suggested a stronger link between overall professionalism and ‘part two’ of the teachers’ standards. An early session on the importance of this part of the standards may help reduce problems later in the course.

* 1. **Teacher Recruitment Event**

The Teacher Recruitment evening was held at Joseph Chamberlain College on 25th January 2017. It consisted of Q&A sessions and presentations by the Principal and other senior staff. Feedback was very positive and another event will be planned for later in the year.

* 1. **Learning Fair: 17th February**

A whole day of events ‘delivered by teachers and for teachers’. Specific focus will be on low-level disruption and behaviour management. Feedback for these vents has been very strong in the past.

JCC are looking for speakers for the ‘Connecting Teachers’ Conference scheduled for 6-7/7/17

**Action**: DB/CC to share flyer electronically.

1. **To consider the PCET improvement plan, TAD data and PCET priorities**

TAD (Trainee Assessment Data)

Karen McGrath showed the TAD to the SLC.

The placement side of the TAD contains three key data points: January, March and May.

Trainees are graded at interview. The score they are given is based on a presentation they deliver, engagement in the day, knowledge of the sector and a brief test of written English.

Cause-for-Concern notices are also highlighted in the TAD.

Damian Brant thanked Karen for the explanation and asked if the data could be shared with mentors. Karen said that PDTs should share the information on their visits.

PCET Priorities

Karen explained the PCET priorities. These have been reviewed at team

* To develop trainees’ English and maths skills so they, in turn, can develop their learners’ skills
* To develop trainee's understanding of Personal Development, Behaviour and Welfare so they, in turn, can develop their learners’ skills
* To develop trainees’ skills in delivering Personal, Social and Employability activities to their learners
* To develop trainees’ skills in teaching, learning and assessment via technology (ICT) and Digital Literacies
* To promote British Values and the Prevent agenda, so trainees can then apply these principles to their practice
* To develop trainees’ understanding of the 16 to 19 Study Programmes
* To develop trainees’ understanding of the importance of learner progress, value added and monitoring this progress so they, in turn, can stretch and challenge every individual learner

Ofsted are also looking for trainees to be preparing to give career advice to their learners.

Damian Brant praised the attention paid to the PCET priorities over the last two years. The priorities are directly related to the targets given by Ofsted at their last visit to BCU.

1. **To consider an update on Mentor training, documentation, Mentor Newsletter**

Stuart Mitchell explained that the majority of the untrained mentors have now received a visit either from himself or another PDT.

The Mentor Newsletter will be sent out next week.

There will be a focus in the newsletter on trainees’ teaching of individuals.

There will also be a focus on the new module being delivered to trainees.

Richard Bourne said that the mentor training session held at JCC was a success. More sessions at JCC or other providers will be planned for 2017-18.

1. **Feedback from the Academies’ Show**

Further Education providers are going to be pushed towards academisation. JCC can remain as it is because of its financial security.

Damian Brant discussed the White Paper authored by Lord Nash.

The aim for the end of the current parliament is that all schools will become academies.

Following the ‘Carter Review’, Colleges are going to have greater involvement with schools academies. These changes provide basis of preparing trainees for the FE sector. When applying for jobs, trainees should perhaps be aware of the local press and the potential impact of these changes on their job security.

Since 2010, the number of academies has increased from 200 to 6100.

There is potential for QTS not to be granted on completion of ITT courses, but to be gained over time. This will mean that ITT providers will have to play a greater role in students’ career-planning.

1. **SEND: The Schools and Colleges Experience**

Damian Brant shared the Document titled (above) published by NASEN (National Association of Special Educational Needs). The following points were discussed:

* Inspection teams may include a separate inspector to focus on SEND
* The report’s conclusion suggests that trainees need to be better prepared for SEND students.
* These expectations will apply to all trainees and teachers.
* This will have an impact on inspections, particularly in the ‘Teaching, Learning and Assessment’ and ‘Personal Development, Behaviour and Welfare’ sections of the report.

Amy Claydon delivered a session on SEND to this year’s PCET cohort at BCU.

1. **To consider the Mentor Conference**

The conference is scheduled to take place on Friday 2nd June 2017.

Bob Harrison is the keynote speaker.

Matt O’Leary has also been approached.

The Conference will be a positive experience amid a difficult time for the sector.

Karen McGrath invited the SLC to save-the-date.

1. **To consider recruitment and course developments**

BCU

20 people have accepted a place on the course for September 2017.

There are 87 students enrolled this year, but based on the timing of applications and interviews last year, Karen McGrath is not concerned about these numbers. This may be aided by Edge Hill University’s course being cut to 30 places. Lots of trainees are getting jobs in schools and there are students being hosted at Queen Mary’s Grammar School in Walsall.

Damian Brant described the data shown by a government report into the number of trainees and vacancies in the sector.

The report shows where likely vacancies are going to show up. Vacancies for English jobs in schools has declined, but here has been a greater push on English in Colleges. This will result in more vacancies.

Conversely, there are more trainees in PE and Sports than there are vacancies.

Gloucester

No applicants yet.

Lots of applications come from staff already employed by the College.

The College have organised a course-development day.

Bournville

It was hoped that there would be a January intake but this hasn’t gone ahead.

There are 25 students on the DET (Diploma in Education & Teaching) route.

Ofsted favour partnerships between colleges and University providers.

1. **To consider any other business; agenda items from Partner Colleges**

Karen McGrath shared a PDP example with the SLC.

An e-portfolio will be trialled for next year. This will likely use Mahara.

Karen McGrath explained that the descriptors in the PDP are developed from the Teacher Standards.

Jean Dyson finds the descriptors very useful when observing and when training mentors.

Karen McGrath also pointed out how useful it is for trainees when receiving feedback.

The committee agreed that the descriptors aid mentors’ confidence in grading observed lessons.

Richard Bourne added that mentors want clarification on the role they are expected to play in the students PDP files.

It was confirmed that trainees shouldn’t ask mentors for help with University work.

Stuart Mitchell has produced a video for mentors which is in the process of being approved by the University website team.

Karen McGrath explained that PDTs will be able to see when documents are uploaded. This will allow them to see when intervention is required.

Damian Brant said it would be useful to have video(s) of exemplar lessons delivered by trainees to allow standardisation.

Stuart Mitchell pointed out that there may be Data protection issues arising from this sort of video but it can be considered.

Stuart Mitchell explained the new process for students carrying out research at their placements. This research wouldn’t include learners at settings but would need to be approved by somebody.

Stuart is unsure whether there is a common designated staff member for this sort of responsibility but assumes it will be a member of the senior management team.

Information on this module is to be included in the next mentor newsletter.

Damian Brant added that most FE institutions who provide HE as well will have their own ethics committee.

1. **To receive the dates of future meetings of the PCET Strategic Leadership Committee.**

The next meeting will take place on Wednesday 31st may 2017 at 10am (unless a new time is agreed).