![South Bank Engineering UTC logo]

South Bank Engineering UTC Learning & Teaching Committee Meeting

3.30 - 5.00 pm on Wednesday, 3 May 2017
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

No.	Time	Item	Pages	Presenter
1.		Welcome and apologies		IB
2.		Declarations of interest		IB
3.		Minutes of previous meeting	3 - 6	IB
4.		Matters arising	7 - 8	IB

Items to discuss

No.	Time	Item	Pages	Presenter
5.	3:40 - 4.30	Principal's Learning and Teaching report	9 - 18	DC

- Progression issues and actions
- Performance of students
- Staff performance
- Consistency of learning and teaching
- Inputs from employer partners
- Behaviour for learning
- Languages

Including 20 minutes discussion

Items to note

No.	Time	Item	Pages	Presenter
6.	4:30 - 4.50	Heart Beat standards	19 - 22	DC

Including 10 minutes discussion

No.	Time	Item	Pages	Presenter
7.	4:50 - 5:00	Any other business		IB

**Date of next meeting
3.30 pm on Wednesday, 22 November 2017**

Committee Members:	Ian Brixey (Chair), Dan Cundy, Richard Parrish, Tony Roberts and Joanne Young
In attendance	Pervena Singh (Clerk)

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**Minutes of the meeting of the South Bank Engineering UTC Learning &
Teaching Committee
held at 3.30 pm on Wednesday, 1 March 2017
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present

Ian Brixey   (Chair)
Dan Cundy
Richard Parrish
Tony Roberts
Joanne Young
Rao Bhamidimarri

In attendance

Pervena Singh   (Clerk)

1.   **Welcome and apologies**

      The Chair welcomed governors to the meeting.

2.   **Declarations of interest**

      No governors declared an interest in any item on the agenda.

3.   **Minutes of previous meeting**

      The committee approved the minutes of the meeting of 16 November 2016.

4.   **Matters arising**

      All matters arising were addressed on the agenda.

5.   **Principal's Learning & Teaching report**

      The committee discussed the Principal's learning and teaching report, which
      included students' progression, consistency of learning and teaching, inputs
      from employer partners, student culture awareness and behaviour for
      learning.

      The committee discussed Year 10 student performance data, it was noted
      that Maths reflected a mixed ability and Science is performing below target,
      but an overall strong performance was reported in the year group.

      Rao Bhamidimarri joined the meeting

      The committee discussed Year 12 student performance data which had been
      generated using ALPS (a student focused system designed to support
      schools in ensuring students make the best possible progress). The
      committee were informed that Physics is performing below target, with all

students expected to pass at a grade E. Non-specialists teaching for the autumn term have caused a lag in performance. Spring data should show an increase in quality as a reflection of the change of teaching by the Maths team. The Principal confirmed recruitment of a Physics lecturer is underway.

The committee were informed that expert witness sessions had been arranged for specialist areas, to monitor large groups of 18/20 students, as they are not receiving individual attention.

The committee discussed student performance in computing, and it was reported that additional A Level classes had been arranged each week to target the bottom third of the class.

The committee were made aware of the recent transfer to the old BTEC framework, as the new BTEC framework had a high emphasis on one examination, which if failed would mean students would have to resit the whole qualification again.

The committee were assured that the UCAS marks will remain the same despite switching between the two frameworks, and all work completed will count towards the old framework.

The committee discussed performance intervention of students and noted that all subject teachers receive target intervention action plans and cycles for targets to be implemented. The Principal confirmed that data of intervention, action taken and evidence are adequately recorded.

Tony Roberts joined the meeting

The committee were informed of the school's quality of teaching and learning. Evidence lessons were sourced from observations via informal learning walks, unannounced snapshots, and arranged developmental observations.

The committee discussed the overall standard of teaching and suggested staff grades indicate what subject they specialise in, and in which classes they were observed in. Individual teacher names could be removed.

The Principal explained the cross curricular theme in literacy, numeracy and spiritual, moral, social and cultural (SMSC), for students to gain key skills across all subjects. It was noted that staff have been finding it slightly difficult to incorporate the concept into their classes. Additional CPD on literacy has been provided to develop staffs skillset and confidence.

The committee were informed of a framework called the 'HEART BEAT', used to measure students' behaviour against professional leadership standards, and requested the framework including individual standards be circulated to governors. The committee proposed the potential for students to asses themselves against the standards, leading to them setting their own individual students objectives.

The committee discussed the employer partners' engagement projects and noted that the timetable for 2017 has lots of fun and exciting projects for students.

The committee discussed students' cultural awareness and were told of the benefits of the UTCs pastoral care programme which centrally plan and deliver advice relating to sexual orientation, racism and exam stress.

The Principal reported on the behaviour for learning, and the differences between Years 10 and 12. It was reported that there have been very few exclusions since the last meeting. The Principal emphasised to the committee that the terms of exclusion and policy will be maintained by him, with support from the CEO. Should exclusions require an appeal, governs would be invited to sit on the panel.

The committee requested languages as an agenda item for the next meeting in May 2017.

6.   **Development grants**

The committee was provided with a verbal update on development grants. The grants allow teachers and non-teaching staff the opportunity to develop a proposal or initiative to enhance learning at the school. Development grants have been rolled out at both the UTC and UAE.

Due to a low uptake the committee agreed for the grants to be introduced again in September 2017.

7.   **Any other business**

The committee was pleased to hear that the school had been nominated for two awards, the Chief Scientific Officer's: Innovation in Engineering and Science and the Royal Academy of Engineering: Widening Participation.

King's College NHS and UTC had successfully been shortlisted for the Innovation in Engineering and Science award and will be attending the awards ceremony and will update the local governors at the next LGB meeting.

Date of next meeting
3.30 pm, on Wednesday, 3 May 2017

Confirmed as a true record

.... (Chair)

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SOUTH BANK ENGINEERING UTC LEARNING & TEACHING COMMITTEE
WEDNESDAY, 1 MARCH 2017
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
3.	Principal report	The committee suggested staff grades indicate what subject they specialise in, and in which classes they were observed in. Individual teacher names could be removed. HEART BEAT standards to be circulated to committee. Languages to be an agenda item for the next Learning and Teaching committee meeting.	Dan Cundy	Completed

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	CONFIDENTIAL
Paper title:	Principal's learning and teaching report
Board/Committee:	UTC Learning and Teaching Committee
Date of meeting:	3 May 2017
Author:	Dan Cundy
Purpose:	Discussion
Recommendation:	The committee is requested to note the information below.

Executive Summary

The progress being made by students has been driven by good teaching; an appropriate curriculum; resourcing as good as it can be within the constraints of temporary accommodation; strong systems of support and pastoral care and a very clear, strong and positive vision and ethos well-understood by the UTC community.

This report will contain the following sections as outlined on the agenda:

- Performance of students / Progression issues and actions
- Staff performance / Consistency of learning and teaching
- Inputs from employer partners
- Behaviour for learning
- Languages

Performance of students / Progression issues and actions

Performance data is collected for all students in all subjects half-termly with the most recent data input from the final week before the Easter break. Along with effort grades, current performance and professional prediction grades are collected. Current performance grades are based on most recent assessment performance. Intervention is put in place where students have not met their termly targets in individual topic assessments. Professional prediction data is based on a basket of data including all assessments, coursework and classwork, set against end of course targets. Professional prediction data is used to analyse overall performance as it offers a smoother profile, less distorted by variable performance in topic assessments.

Targets are set for Key Stage 4 using a methodology which expects strong progress from the end of Key Stage 2. These targets are mapped back to the end of each term and infer a current level at the start of Year 10 on entry to the UTC. As discussed in previous reports, the UTC is at risk from being held to account for Progress 8 of students, many of whom will have underperformed in Key Stage 3.

Indeed in relation to our baseline testing for Year 10 entrants, it is clear that many of our intake did underperform in their predecessor schools, giving the UTC an added challenge in meeting expected progress targets.

For Key Stage 5, a conventional methodology is used to set targets, with GCSE results fed into ALPS, giving a set of targets for each subject. ALPS is then used again at the end of the course to give the UTC information on the value-add offered through each subject based on the prior attainment of students. As with Key Stage 4, each half term, current performance and professional prediction data is submitted and analysed.
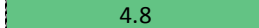
Year 10
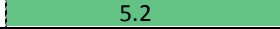
Spring 1 data collected in mid-February 2017 highlighted strong performance in all subjects in terms of average grades against targets based on professional predictions data. It should be noted that since the last data entry point, two new Year 10s have joined the cohort, one with middle prior attainment and one with very low prior attainment. This has altered the cohort's global targets.

Spring 2 professional prediction data is as follows:

| Year 10 - 2018	Min target	Spring 2 2017 professional prediction	Difference to target
Attainment 8 overall average	52.64	53.97	1.33
Progress 8 overall average	0.1		
English average grade	5.33	5.22	-0.11
Maths average grade	5.25	5.42	0.14
Science average grade	5.25	5.3	0.2
Computing ave grade	5.31	5.14	-0.16
Engineering ave grade	5.25	5.94	0.69

Attainment 8 is positive based on professional prediction data, and indicates 1.3 grades above average across all ten buckets of the Attainment 8 score. Maths, science and especially engineering are exceeding their targets based on current data, while computer science and English are narrowly below. In both subjects comparatively weak performance from a small number of students places a major skew on overall averages. These skews are to be addressed as with previous data through highly targeted intervention.

Analysis of performance by group across all subjects is presented below looking at Attainment 8 scores through Spring 2 professional predictions:

By group Spring 2 PP	Attainment 8 min expected	Attainment 8 Spring 2 PP	Difference to min exp	
All pupils	52.6	53.97		1.37
High prior attainers	64.9	63.9		-1
Middle prior attainer	52.2	53.5		1.3
Low prior attainers	37.6	42.4		4.8
Boys	53.5	54		0.5
Girls	47.6	53.7		6.1
Black Caribbean	52	51.7		-0.3
Black African	51.2	56.4		5.2
White British	52	51		-1
Disadvantaged	52.7	51.4		-1.3
Non-disadvantaged	52.6	55.8		3.2
More able disadvant	64.7	67		2.3
SEND	50.3	49.4		-0.9

High performing groups are led by girls, which is pleasing given their minority status and the experience of many girls that engineering can at times not be a 'female-friendly' sector in which to work. Other groups performing strongly are Black African students, low prior attainers (based on Key Stage 2 data), non-disadvantaged and middle prior attainers.

A key sub-group within any school is the more able disadvantaged: this group is a key focus nationally and is thus explored by Ofsted. The UTC's score for this group is currently positive.

Relative underperformance is found amongst disadvantaged students, high prior attainers, White British, SEND and marginally from Black Caribbean students. It is very important to note that with the small cohort size of Year 10, each student is responsible for over 3% on the UTC's figures overall. When analysing the performance of groups, cohort size is even smaller, so one individual performing poorly can significantly skew the data. It is also important to consider that one underperforming student can therefore have a major impact on more than one group. For example AE, with an Attainment 8 score 22 points below target, impacts boys, Black Caribbean, SEND and disadvantaged group scores. Removing this one student from the measures for each group results in group scores as follows: Boys from +0.5 to +1.33; Black Caribbean from -0.3 to +1.73; Disadvantaged from -1.27 to +0.21 and SEND from -0.9 to +2.0. Thus when targeting intervention, it is most impactful to work with individual students in subject areas, then trace the impact through to group performance data.

Although not a key accountability measure, the UTC has set targets for the proportion of students achieving at least grade 5, a 'strong pass' in DfE terms. Grade 5s are important regardless of progress as entry to level 3 courses in Year 12 are contingent on students meeting entry criteria which will mostly be grades 5 or 6 depending on the course.

	Min target	Spring 2 2017 professional prediction	Difference to target
English 5+ %	89%	75%	-14%
Maths 5+ %	86%	67%	-19%
Science 5+ %	86%	58%	-28%
Computing 5+ %	89%	80%	-9%
Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Engineering Merit+ % (Grades 5-6)	86%	44%	-42%
Engineering Distinction+ % (Grades 7-9)	11%	12%	1%

Attainment data in all subjects other than Engineering is below target based on current professional prediction data. It is to be noted that the UTC's target-setting methodology is ambitious and above national levels. For example students with a level 4b at Key Stage 2 would have been expected to achieve a C in the previous grading framework if they made good progress. Under the UTC's target-setting model they would be expected to achieve a grade 5, which correlates to between the top 1/3 of a C grade and the bottom 2/3 of a B grade. It is also worth noting that the new GCSE 9-1 specifications, with no coursework element, no modular exams and no early entry, along with expanded content, are more challenging than the previous A*-G specifications. Nonetheless, any performance below target will be closely scrutinised and intervention put in place to improve outcomes.

The proportion of students currently predicted to meet the basics indicator (grade 5+ in both English and maths) is 58% for a Strong Pass, or 89% for a Standard Pass (at grade 4 or above in both subjects).

Year 12

Spring 1 data highlighted strong performance in a variety of subjects, especially at A*-C grade in A level. Concerns were expressed at physics current performance data as well as the academic BTEC level 3 group performance. These issues have been addressed. Spring 2 data is as follows:

Year 12 - 2018	Min exp target	Spring 2 prof pred	Spring 2 2017 diff to target
Maths A A*-E %	100%	100%	0
Maths A A*-C	61	58	3
Maths A A*-A	4	4	0
Chemistry A A*-E	100	100	0
Chemistry A A*-C	67	83	16
Chemistry A A*-A	0	0	0
Biology A A*-E	100	100	0
Biology A A*-C	67	100	33
Biology A A*-A	0	33	33
Physics A A*-E	100	100	0
Physics A A*-C	57	29	-28
Physics A A*-A	0	0	0
Computing A A*-E	100	100	0
Computing A A*-C	50	69	19
Computing A A*-A	0	0	0
Engineering Ext Dip PPP+	100	100	0
Engineering Ext Dip MMM	25	38	13
Engineering Ext Dip DDD+	0	18	18
Engineering Sub Dip P+	100	100	0
Engineering Sub Dip M+	100	100	0
Engineering Sub Dip D+	78	63	-15

Based on Spring 2 professionally predicted data, no student is on track to fail any course. Strong performance across measures is seen in maths, chemistry, biology and computer science. In physics, the picture is very different from the previous dataset, with all students now predicted to achieve at least a pass at Grade E and with 29% on track to achieve a C grade or above, although this is still below target and will warrant further work. Engineering is a more mixed picture with good performance evident in the extended diploma (triple award) course. The academic (single award) course has improved markedly since the decision was taken to switch to the previous model BTEC which has a smaller examined component.

Intervention

In line with UTC systems, following every data entry, each student who is below target is expected to be given additional support and intervention. This intervention is tracked centrally for impact.

Staff performance / Quality of teaching and learning

Since the last report was published, one further scrutiny of the quality of teaching and learning has been held in the form of a Snapshot observation. Snapshots, as opposed to pre-agreed Developmental observations, are close to the Ofsted model with short notice. Snapshots are expected to reveal the quality of teaching as it is on a typical day, whereas Developmental observations are likely to reveal best practice. The grades were as follows:

Outstanding (grade 1) = 3 members of staff
Good + = 1
Good (grade 2) = 3
Requires improvement + = 2
Requires improvement (grade 3) = 1
Inadequate (grade 4) = 0

The average grade for this snapshot cycle was 1.85, slightly higher than the 1.9 of the previous Developmental observations. Of the staff less than Good overall based on their most recent observations all are being supported, managed and re-observed. Our one member of staff judged as Requires Improvement has begun a fixed period intervention and support plan with targets agreed and support in place to assist his development.

Summer term 1 will comprise a further Developmental observation for all teaching staff; in Summer 2 there will be a final Snapshot observation. Additionally a series of Risk lessons are scheduled to be planned and observed. These are designed to empower all staff to innovate their practice in a non-threatening, low-risk environment with peer and leadership support. The outcomes of Risk lessons will be shared amongst all staff to capture best (and worst) practice.

Formal observations are supplemented by regular learning walks: conducted by the leadership team, a very close scrutiny is placed on teaching and learning through short, informal observations. Where issues are identified, these are dealt with individually. A particular focus area is the quality of lesson starts: is any learning time lost due to slow or passive activity in the first five minutes of learning?

Strongest staff are being deployed to raise the standard of teaching for all staff. KBA is drafting mechanisms for best practice to be disseminated to include a best practice library, shared planning, 'learning trios' and peer observation programmes. RVA is being deployed into a strategic T&L role including an MA course. A weekly second briefing for all staff, focusing solely on teaching and learning is to be introduced in Summer 1.

Regular CPD is planned in accordance with observed data: common areas for development are identified and form part of the CPD programme delivered to all teaching staff on Monday afternoons. For example recent CPD sessions have included differentiation and special educational needs.

Beginner teachers on a programme to qualification (three of our current staff) have weekly meetings with DCU. These weekly meetings are designed to give coaching and support as well as to conduct targeted work on a half-termly focus area. In Summer 1 for example the group are exploring how to improve the delivery of literacy across the curriculum: they are tackling this both through individual planning and delivery; peer-to-peer support; research and school visits. The culmination will be a CPD session led to all staff in order to share good practice more widely.

Links between the UTC and other institutions are growing in order to benefit the quality of teaching and learning as well as to develop the capacity of staff more widely. City Heights and the UTC have been working to cross-moderate English assessments to good effect, with the UTC confident that English grades are accurate and robust at GCSE. Links with Dunraven are developing with maths departmental links being forged in order to conduct further standardisation and moderation.

Inputs from employer partners

Since the previous report, a great deal of employer engagement has taken place, with more scheduled for the remainder of the Summer term and into the next academic year.

LSBU

- Facilitated the UTC's Girls4STEM event in March, led by Dr Safia Barikzai, which was highly successful
- Meeting held with Sarah Gordon to agree LSBU commitment ongoing
- Meeting scheduled with Seth Stromboli to agree LSBU commitment ongoing
- Trust purchase of Pepper the Robot
- Discussions with Rao re support for postage of marketing mailshots

King's College NHS Trust

- New project with Year 12.
- Visit and talk given at the UTC on roles in Kings (by Jo Young).
- Paul Dryer gave a talk on the wheelchair project.
- Students visited on 20th April for a tour and talk on Medical engineering.

GSTT

- Final presentations from Year 12 took place on 20th Feb.
- Students needed more time to complete this project on designing a plant room. Quite challenging. Project to be reviewed for next cycle.
- KBA has been in discussions to set up the Year 10 project on energy which will run in June.

Skanska

- Wimbledon visit occurred on 20th April for winning team. Very successful!
- Year 10 are undertaking unabridged version of the 'ward of the future' project.
- Colin Griffiths is arranging for presentations.
- Medina Jordan visited to give a talk to girls on engineering careers in early March.
- Sessions at the end of Feb and start of March given to all year 12 students:
  - A Skanska project overview – Crossrail
  - Apprenticeships or University?
  - An introduction to BIMSession 3 – Mark & Jevon
  - A Skanska project overview – Waterloo Wessex Capacity
  - Social, economic and environmental impacts of engineering
  - Introduction to Geotechnical engineering

Thames Water

  - Year 10 visit to Hogsmill Water Treatment Works on 8th and 9th March to explore renewable power generation

Behaviour for learning

A key focus area for the UTC is the development of students' employability skills. Central to this is the ability to self-manage. As a consequence the UTC operates differently from conventional schools. Rather than a set of 'school rules' the UTC has a set of professional expectations, expressed positively and communicated coherently and consistently. A simple four-step system is used both to praise and reward and to sanction students. This is fed through into positive and negative events recorded on Schoolbase, the UTC's management information system (MIS). Positives and negatives are used as trigger points for actions: fifteen positives in a term for example generates a phone call home to parents from the Principal, whereas fifteen negatives will generate a day's internal suspension and a meeting with parents organised by pastoral managers.

Conduct, both positive and negative, is recorded and analysed centrally, with a weekly Virtual Assembly delivered by all coaches. Individuals, coaching groups and companies are ranked, with prizes and rewards to top performers. Each week the Student of the Week is presented with a certificate and 3D printed trophy by gaining the most positives. At the end of each term a rewards assembly is held for both year groups, with prizes issued for 100% attenders and those with the most positives. The best performing coaching groups and company are also rewarded at the end of term, engendering a sense of healthy competition. This system is well-received by students, who value the adult expectations, positive relationships, 'tough love' approach to pastoral care and sense of positivity.

To date there have been 3201 positives recorded on the MIS and 882 negatives, a positive: negative ratio of 3.6:1, above the UTC objective of 3:1.

Detentions are set by teaching staff, with a long Friday detention set and administered by the pastoral team. The vast majority of detentions are set for lateness, which is sanctioned robustly at the UTC. Other detentions are set for students who display low-level poor conduct including off-task talking. Disruption in Year 12 is rare; where it occurs in Year 10 it is managed successfully.

Incidents of serious poor behaviour are rare but do occur as in any inner-London school. To date this academic year the UTC has issued a number of fixed-term exclusions as follows – these are referred to as 'suspension' at the UTC in line with the language of employers. No student has been permanently excluded, although two Year 10 students have moved on voluntarily following dialogue with families.

Total number of exclusions: 12
Number of days in total: 18
Average length of exclusion: 1.5 days
Number of students excluded: 7

With the small cohort size of the UTC and of those excluded, it is not statistically valid to conduct analysis by group at this point, although this analysis will be conducted as the UTC grows. There appears to be no group disproportionately reflected in exclusion figures at this point other than girls, but this reflects the effect of a female student who has now left the UTC.

A tier of sanction below fixed-term exclusion is Internal Suspension. These are booked in advance for a day or more in recognition of poor conduct or repeated low-level disruption. Internal suspension data is below:

Total number of internal suspensions: 23
Number of days in total: 28.5
Average length of internal suspension: 1.2 days
Number of students in internal suspension: 18 (of whom seven were for one incident of rough play)

Languages

The enrichment programme at the UTC now includes the offer of two languages taught by staff members: Italian and Mandarin. The first cohort of learners gave excellent feedback on their language courses, with the second cohort in Summer 1. One student is studying Italian A level as a private candidate: the UTC is supporting examination fees and the family are covering the cost of tuition. We will continue to offer community languages support for GCSE students in the new academic year, along with offering online courses in languages for those who wish to supplement their studies.

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	CONFIDENTIAL
Paper title:	Heart Beat Standards
Board/Committee:	UTC Learning and Teaching Committee
Date of meeting:	3 May 2017
Author:	Dan Cundy
Purpose:	To note
Recommendation:	The committee is requested to note the information below.

Executive Summary

At the last learning and teaching committee meeting, the committee discussed the Heart Beat framework used to measure students' behaviour. The Heart Beat is a set of professional leadership standards.

Each standard is outlined below;

- High Expectations
- Effort
- Ambition
- Respect
- Tolerance
- Being Professional
- Engagement
- Attitude
- Tenacity

A Heart Beat employability report is broken down into performance grades, against which students self-assess each term. An example of the report is attached.

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Employability report

South Bank Engineering UTC

Student name:

Self-assessment. Highlight your current level (circle or tick) honestly and based on a best-fit across all areas of the UTC.

Coaching group:

		Unsatisfactory	Requires improvement	Minimum Expected	Excellent	Outstanding	
		1	2	3	4	5	My score
•	**H**igh expectations	I can show very little or no evidence of high expectations of my own performance	I have high expectations of my own performance at times	I generally show high expectations of my own performance	I maintain high expectations of my own performance at all times	I set exceptionally high expectations of my own performance with real impact on outcomes	
•	**E**ffort	I can show very little or no evidence of hard work	I can work hard, but on occasion fail to put in maximum effort	I work hard the vast majority of the time	I always work hard both in lessons and personal study	I actively seek opportunities to go above and beyond most students, for example by seeking out additional study	
•	**A**mbition	There is little or no evidence of me seeking to make the best of my ability	There is some evidence of my ambition, but I have an inconsistent approach	I show high levels of ambition most of the time	I show consistently high levels of ambition	I am very ambitious, aiming to secure outstanding outcomes	
•	**R**espect	There are numerous instances of my lacking in respect for others and for policies or systems	I am generally respectful but occasional have lapses into conduct which undermines UTC policies or systems	I am respectful of others and of policies and systems	I positively role-model respect for others, policies and systems	I show active leadership in promoting respect for others, policies and systems with considerable impact	
•	**T**olerance	I show little tolerance of difference	I am generally tolerant of others despite some lapses	I am tolerant of others	I demonstrate excellent conduct in demonstrating tolerance of difference	I actively lead the promotion and development of tolerance in others	
•	**B**eing professional	Rarely displays conduct in line with professional expectations	Can demonstrate professional conduct but at times fails to meet expectations	Professional conduct the vast majority of the time	Highly professional; self-managing, adult conduct	Exemplary levels of professionalism; develops the professionalism of others	
•	**E**ngagement	I am hloften disengaged from learning and other UTC activities	Shows disengagement at times in some learning and activities	Engaged with learning and UTC activities	Fully engaged with learning and UTC activities	Exemplary levels of engagement above and beyond core UTC activities	
•	**A**ttitude	Generally negative attitude	Positive attitude at times	Positive attitude	Excellent attitude: a role model for others	Exemplary attitude: relentless positivity	
•	**T**enacity	Gives up frequently and quickly	Demonstrates tenacity at times but inconsistently, with tendency to give up at times too easily	Shows good levels of tenacity through challenging activities	Highly tenacious, maintaining tenacity even in the most challenging activities	Relentless tenacity and refusal to give up; actively seeks opportunities for challenge	
Total score (add all the scores together). Min expected = 27 points (9x3). Excellent = 36 points (9x4). Outstanding = 45 points (9x5).							Total
Commentary: What are your areas of strength? Where do you need to improve? How are you going to make these improvements?							

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