

## EALING, HAMMERSMITH AND WEST LONDON COLLEGE CORPORATION

<b>Meeting</b>	<b>CURRICULUM, QUALITY AND PERFORMANCE COMMITTEE</b>		
<b>Date</b>	11 May 2021	<b>Time</b>	18.00
<b>Venue</b>	Meeting held remotely due to Covid-19		
<b>Chair</b>	Jan Edrich		
<p><b>Members:</b> Jan Edrich (Chair); Karen Redhead (CEO); Robin Ghurbhurun; Hilary Macaulay; Matt McMahon; Christopher Saul, Debbie Stephenson</p> <p><b>Ex-officio:</b> Skye Campbell; Mo Moussa</p> <p><b>College officers:</b> James Taylor (Deputy Principal, Curriculum and Quality); Sara Woodward (Assistant Principal, Quality and Student Services); Ra Hamilton-Burns (Interim Governance Advisor).</p>			

ITEM		
1.	<p><b>Apologies for Absence</b> Mo Moussa and Matt McMahon had sent apologies. Skye Campbell did not attend.</p> <p>Jan Edrich thanked Sara, James, David, and Karen for the excellent set of papers that have given the Committee such a rich set of information.</p>	
2.	<p><b>Declarations of interest</b> There were no declarations of interest.</p>	
3.	<p><b>Minutes</b> The Committee agreed that the minutes were a true and accurate record of the meeting.</p> <p><b>AGREED: THE COMMITTEE AGREED THAT THE MINUTES OF THE MEETING HELD ON 9 MARCH 2021 WERE AN ACCURATE RECORD.</b></p>	
4	<b>Matters arising</b>	
	James Taylor and Sara Woodward offered an update on the matters arising:	
	1.	(November 2020) JT to share SAR cycle and how governors are involved in validation
	2.	JE to meet with KR and JT to discuss streamlining agenda topics.
		The SAR cycle is included in the pack
		Progress on the papers has superseded this
		This was approved on 1/4/21.
3.	The Committee agreed to recommend to the Board that its title be changed to Curriculum and Quality committee.	

4.	JT/SW to ensure governors are involved in the validation of the SAR	This is ongoing.
5.	James Taylor will collate and present a report on the Learner Voice cycle throughout the year to include all elements including the dates and where they will appear for governors	This is Item 8.5.ii
6.	David Warnes to attend the Committee to discuss LMI and employer responsiveness in relation to curriculum planning	This is Item 8.2
7.	JT to review the QIP and add termly measurement and impact to the next version of the QIP in November 2021	This is Item 5.
8.	SW to provide a short, summary paper of progress against Gatsby benchmarks to the next meeting.	This is item 7.
9.	JT to provide a report to the May meeting on strategies to improve attendance in English and Maths and other curriculum areas with attendance issues, with explanation of the challenges involved – this should be included in the attendance report 8.3 on May agenda	This is Item 8.3.
10.	KR to invite David Warnes to the May Committee to present applications data	Reported to Board on 1 April so already covered.
11.	JT to provide a table with empirical data by level and programme against target	This will be reported through the SAR
12.	JT to produce a table with numbers by level and programme area against target for the next HE reports	This is included in the HE reports 8.1
13.	JT to produce a high-level report on progress with CPD, observations and the policy to the May 2020 meeting	This needs to be included in the TLA report
14.	The Curriculum and Quality Committee agreed the learner engagement strategy and will recommend it to the board at its meeting on 1 April 2021	This was recommended to the Board on 1 April
15.	RHB and JE will review and present the Committee cycle of business and ToRs to the next meeting to include EDI	This is attached at Item 10

**ACTION: JE encouraged members to participate in the SAR validation in weeks 6 and 11 in the new academic year**

5	<p><b>Quality Improvement Plan progress update</b></p> <p>Sara Woodward noted that at the previous Curriculum and Quality Committee on 9 March 2021, governors pointed out that the timeline for the majority of improvement activities is the duration of the academic year to June. This does not allow for shorter term impact to be measured by governors to ensure that improvement is taking place and moving in the right direction. In this update, she has highlighted completed actions, ongoing actions, and impact as far as possible. Going forward, the new QIP for 2021/22 will be structured so that there are clear, timely milestones broken down against actions to improve the clarity of the plan and governors' ability to review and monitor its effectiveness.</p> <p>She summarised:</p> <p><b>Quality of Education 13 actions – 1.11 – 1.5.2</b></p> <ul style="list-style-type: none"> <li>• An audit of schemes of learning identified that: <ul style="list-style-type: none"> <li>○ 56% of schemes of learning sampled in underperforming areas were less developed than in effective curriculum areas. This ties in with the FEA observation support work.</li> </ul> </li> </ul>
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- Less effective schemes of learning tend to be narrowly based on unit delivery
- Opportunities to practice and reinforce wider knowledge and skills (English, Maths and British Values notably) are not explicit in the planning. Learners are gathering portfolios for the teacher assessed grades. The new Head of English and Maths joined the College today and is very experienced.
- All Heads of Curriculum are given feedback and a short action plan in order that teachers can improve schemes of learning ready for September 2021
- College Learning and Innovation Managers will offer support and exemplars of good practice
- An **external review of teaching and learning and deep dives** took place at the end of April 2021 and the outcomes and actions are awaited.
- A snapshot survey to review learners' experience of online learning received 1803 responses in late March to April.
- High satisfaction (90%) for resources to support online learning via Google classroom, the support from, and communication with, teachers
- 81% said they made progress during online teaching
- 74% judged online teaching and learning as 'good or better'

QIP actions will continue to June when the College self-assessment will take place to inform quality improvement priorities for 2021/22. A new QIP will be in place for the beginning of the academic year.

Jan Edrich commented that the report had been very timely, and the FE Commissioner had asked for information about the reporting of the QIP at their stocktake meeting at the College earlier in the day.

Governors asked if teaching staff retention in English and Maths was problematic and commented that it was good to hear that the new Head of English and Maths had joined the College.. The areas do have some outstanding practitioners who will ensure that this area can improve at pace.

Members asked if the College should review the quality of the CPD for planning schemes of learning which had been delivered in October 2020 bearing in mind the statistic that 56% of those teaching on 'at risk' programmes require improvement. Sara Woodward explained that the planning of CPD was around session planning but did not have enough focus on long term planning to reflect the study programme and sequencing of learning.

There was suggestion that an overall report about the key areas of risk which might be RAG rated, would allow the College and Committee to monitor provision effectively going forward. This will be reviewed. Karen Redhead suggested that this needed careful consideration as it is critical that such a report provides data which is useful to the College. She suggested that another approach might be to support development of core skills in teachers which includes immersive, continuous CPD.

The Committee asked if the funding for Industrial upskilling has to be spent by a specific deadline or can it be taken into next year?

**ACTION: SW to check on the timescales for spending industrial upskilling funding.**

Governors commented that it is key that the teams work together to plan and develop overarching schemes of work.

The Committee thanked the team for the detailed report.

6

### **Safeguarding report**

Sara Woodward thanked Debbie Stephenson, lead governor for safeguarding, for her input and told the Committee that they will be meeting regularly going forward.

### **Safeguarding referrals Sept 2020- April 2021**

- 165 learners have been referred since September 2020
- Majority of these referrals were in the autumn term (83.6%)
- Slight increase on 2019/20 at the same time (158 referrals)
- 33% of referrals were mental health difficulties
- Over half of these were having suicidal thoughts or attempting suicide
- Five learners have either attended A&E or been admitted as in-patients

The College expert in My Concern<sup>1</sup> has left the College but other team members are working hard to understand the system and maximise benefit from its use.

To date there have been **9 Child protection and 18 Child-in-need** cases and the main factors include:

- Potential of serious harm due to mental health concerns
- Gang involvement
- Criminal activity
- Domestic violence
- The LADO for Hammersmith sits on the College's internal safeguarding committee
- Training and capacity to support increasing cases is a key focus

### **Looked after Children**

There are 127 16-18 year old looked after children learning at College from 27 local authorities; 150 learners commenced in September 2020 with 23 withdrawals:

- Transfer to another provider (12)
- Personal reasons (5)
- Non-attendance (4)
- Disciplinary reasons (2)

### **Serious case reviews**

The DSL has been asked for information on three serious case reviews since September 2020. The College has not sat on these reviews, but they give an indication of the context in which the College works. Now that lockdown is easing, the College is looking forward to working with local police for both an educational and prevention approach.

### **Mental health provision**

- 81 referrals from 1-1 support have been made to Mind mental health and wellbeing service between November 2020 and April 2021
- Delivery of this provision was only available in the second half of the autumn term and went remote again in January/February 2021
- A wellbeing and mental health project is underway at Park Royal campus as part of the College Capacity Fund Project

### **LADO referrals**

- There have been three referrals for allegations against staff which did not go as far as investigation. These related to agency staff in the Inclusive Learning Area
- There is a need for more permanent and effective training

Governors commented that the mental health issues reflect the issues seen nationally but that the

<sup>1</sup> <https://www.myconcern.co.uk/>

proportion of attempted suicides appears to be twice the national average at first glance. Debbie Stephenson said that this was a normal incidence rate in London FE Colleges.

**ACTION: SW will include more of a breakdown on the cases to offer context for any reasons that might underpin this high rate of attempted suicide.**

Sara Woodward said that staff support learners with suicidal thoughts or domestic situations and work with other agencies as appropriate. In many cases, the College becomes aware of cases as agencies are informing them about learners with safeguarding issues. Governors asked how the team is supported. The College keeps under continuous review how best to support for the safeguarding team and curriculum staff.

There was a discussion on having safeguarding reporting to the Board. Debbie Stephenson invited comments from fellow governors on the safeguarding reporting lines. There had been an audit of safeguarding processes that had been reported to the Audit Committee and received positive feedback but it was not shared with the Curriculum members or other governors. It was agreed that it would be best practice to share all safeguarding reports with the whole Board. Ra Hamilton-Burns suggested that all safeguarding reports might be attached the governor monthly briefings. Hilary Macaulay strongly supported this proposal. Sara Woodward added that the auditors, RSM, are advising that safeguarding is one of the top ten risks for colleges.

**ACTION: The Director of Governors/SW will add safeguarding reports to the monthly reports when appropriate**

#### **Government coronavirus restrictions and safeguarding provision**

- During January and February 2021, the safeguarding team adapted to remote working practices
- All safeguarding referrals from September were manually set out on a spreadsheet to ensure ease of access and visibility
- Records continued to be logged on My Concern but written records were need for accessibility
- Higher level cases were overseen by the Deputy Designated Safeguarding Lead
- A Level 4 trained DSL supervised other safeguarding officers and members of student services maintaining regular contact with learners
- All staff were reminded to be vigilant and raise concerns or make referrals
- Learners received a range of resources including prevent and online safety in the weekly newsletter and in Google classrooms
- The Learner survey in March 2021 showed the majority had good awareness of staying safe online
- In May 2021 Prevent sessions will take place to address the finding that less than 75% said they had been taught about the dangers of extremism

#### **Summary of staff training**

- Focus on staff compliance with safeguarding and Prevent training in Autumn term
- Confirmed that staff had read Part one of KCSIE<sup>2</sup>
- Work is ongoing to build a culture of vigilance and capacity to deal with complex cases
- May 2021 will see the launch of a staff safeguarding bulletin
- The current vacancy for a progress mentor at Ealing Green campus is to be upgraded to a Safeguarding Officer post.

The Committee thanked Sara Woodward for the comprehensive report.

<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

7	<p><b>Update on College performance against Gatsby benchmarks<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>• The College's student services team was restructured in August 2020</li> <li>• A Careers Leader was appointed and employability and work experience were integrated</li> <li>• Careers' provision has seen positive impact in the autumn and spring terms</li> </ul> <p>College performance against benchmark is:</p> <table border="1" data-bbox="225 510 1437 824"> <thead> <tr> <th colspan="2">Gatsby Benchmark</th> <th>% of assessment areas met</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A stable careers programme</td> <td>94%</td> </tr> <tr> <td>2</td> <td>Learning from career and labour market information</td> <td>100%</td> </tr> <tr> <td>3</td> <td>Addressing the needs of each student</td> <td>75%</td> </tr> <tr> <td>4</td> <td>Linking curriculum learning to careers</td> <td>80%</td> </tr> <tr> <td>5</td> <td>Encounters with employers and employees</td> <td>100%</td> </tr> <tr> <td>6</td> <td>Experiences of workplaces</td> <td>100%</td> </tr> <tr> <td>7</td> <td>Encounters with further and higher education</td> <td>83%</td> </tr> <tr> <td>8</td> <td>Personal guidance</td> <td>100%</td> </tr> </tbody> </table> <p>The College has a rigorous approach to evaluation and has been mindful of adaptations needed as a result of Covid-19. If Sara Woodward had not been as rigorous the College might have achieved only six of the benchmarks. The College has appointed a new Careers lead who works across the college. More work is needed with teachers, but progress is pleasing.</p>	Gatsby Benchmark		% of assessment areas met	1	A stable careers programme	94%	2	Learning from career and labour market information	100%	3	Addressing the needs of each student	75%	4	Linking curriculum learning to careers	80%	5	Encounters with employers and employees	100%	6	Experiences of workplaces	100%	7	Encounters with further and higher education	83%	8	Personal guidance	100%
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8	<p><b>Higher Education</b></p> <p>James Taylor offered a summary update:</p> <ul style="list-style-type: none"> <li>• The quality of provision remains good</li> <li>• Recruitment onto higher-level courses remains lower than expected, particularly on the HND which remains at risk</li> <li>• The College seeks to change provision and introduce new courses</li> <li>• Discussions are ongoing with alternative HE providers</li> <li>• The College is amending its policies to ensure they comply with the statement of expectations (attached to these papers)</li> </ul> <p>The College has four pathways to grow its HE:</p> <ul style="list-style-type: none"> <li>• Further expansion of non-prescribed HE</li> <li>• Development of Higher-Level Degree Apprenticeships</li> <li>• Continued partnership working</li> <li>• Development of OfS prescribed HE allocations</li> </ul> <p>A number of quality assurance visits from Christchurch Canterbury for teacher training have given positive feedback. A further visit for the CIPD and the College has Direct Claim status. For teacher training the College has now confirmed that it will be working with Pearsons<sup>4</sup> for next year and the College will have its OFS prescribed numbers.</p> <p>New provision planned includes a coaching apprenticeship which has begun but will grow further in September 2021. Discussions are ongoing with West London Colleges about an EFS bid for higher level skills.</p>																											

<sup>3</sup> <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<sup>4</sup> <https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational>

Applications are up on previous years but historically conversion has not been good so this is being monitored. It is important to remember, that traditionally, Adult applications tend to come in during the summer.

**OFS statement of expectations –**

James Taylor reminded the Committee that the Governors and College are required to have a published, clear commitment to prevention and response to all forms of harassment and sexual misconduct. The Governing body should ensure that the College’s approach is adequate and effective. He added that it is, of course, good practice to have such a statement for all learners and this will be put online. There was discussion around the appropriate format for this statement.

**ACTION: JT to draft a statement to be reviewed by Debbie Stephenson who will recommend it to the July 2021 Board for approval**

**AGREED: THE CURRICULUM AND QUALITY COMMITTEE DELEGATED RESPONSIBILITY TO DEBBIE STEPHENSON TO REVIEW AND APPROVE THE WEST LONDON COLLEGE’S STATEMENT OF EXPECTATIONS FOR RECOMMEND TO THE JULY 2021 BOARD**

Debbie Stephenson attended the AoC course on addressing sexual harassment in colleges and creating a culture of equality, respect, and consent. The information and course slides were shared in May’s governor briefing

9.1

**Teaching Learning and Assessment Report**

- FEA has just completed an in-depth review of teaching and learning to help validate the observation process and offer accurate feedback to staff
- A team of seven associate Ofsted inspectors were led by a recently retired senior Ofsted Inspector
- All observations were carried out by a College observer paired with an FEA inspector
- 96 Lesson observations into five deep dive areas
- Areas observed were:
  - Construction and motor vehicle
  - Care, sport and protective services
  - English and Maths
  - Inclusive learning
  - Service Industries

Grade profiles were as follows:

**Grade profile of FEA observations**

Curriculum Area	Grade 1		Grade 2		Grade 3		Grade 4		Total
	No.	%	No.	%	No.	%	No.	%	
Business, Professional & Science	1	11.1	5	55.6	2	22.2	1	11.1	9
Construction & Motor Vehicle			8	66.7	3	25.0	1	8.3	12
Care, Sport & Protective Services			6	40.0	2	13.3	7	46.7	15
English & Maths	1	5.9	6	35.3	6	35.3	4	23.5	17
Inclusive Learning	3	37.5	1	12.5	3	37.5	1	12.5	8
IT, Digital & Creative	2	16.7	4	33.3	1	8.3	5	41.7	12
Service Industries	2	18.2			7	63.6	2	18.2	11
Skills Pathway			6	50.0	4	33.3	2	16.7	12
<b>Grand Total</b>	<b>9</b>	<b>9.4</b>	<b>34</b>	<b>37.5</b>	<b>28</b>	<b>29.2</b>	<b>23</b>	<b>24.0</b>	<b>96</b>

The grade profile shows that just over 50% of lessons were graded 3 or 4.

**Continuous Professional Development**

- Continued throughout the Spring term through online lessons
- Practitioner forums every fortnight
- Wakelet<sup>5</sup> – a live session was delivered again at the request of staff
- Nearpod<sup>6</sup> – A live introduction session
- CPD for access to HE
- A rolling programme of seven sessions begins on 3 May to reinforce key building blocks of TLA

Inclusive learning will be observed by a specialist inspector in June 2021.

College observers enjoyed the process, some staff were not happy with the feedback and there is a significant proportion of staff who need to make rapid and significant improvement. There is a follow-up process to put emphasis on staff to demonstrate improvement. There is a plan to observe the remaining staff who have not yet been observed.

Governors asked if the outcomes of the observations were as expected. James Taylor said that FEA had confirmed that the College observers had been making accurate judgements. The Committee asked if the College had selected areas of concern to be inspected and at what level they were. James Taylor said that a combination of specialisms, large areas and poorly performing areas had been selected.

Jo Germani commented that initial feedback from most of the good teaching is in level one or lower but all the feedback is not yet in.

Karen Redhead added that the College is stronger at teaching on lower-level courses. Around 28% of RI or inadequate graded sessions were observed at Hammersmith, which is where there is a high proportion of study programmes. She added that the College is deeply concerned that 23% of lessons were graded as inadequate. There is a correlation between teachers who are adept at managing disruptive or more challenging behaviour achieving highly graded lessons and those who are not able to manage these achieving poorer grades. The feedback indicates that the College is not performing well in higher level (Level 3) courses. Jan Edrich said that the Committee would like to gain assurance that training is adequate to address this and that the Finance department does not make inappropriate cuts. Karen Redhead provided reassurance that there would be no cuts to the staff training and development budget.

Governors commented that it was pleasing that the external inspections confirmed what the Executive Team had forecast. The scale of the challenge is considerable and asked how the outcomes tie into performance management and the strength of curriculum management. James Taylor reminded the Committee that the purpose of this work was developmental and not punitive. The appraisal process is being reviewed to place emphasis on teachers taking a more active role. If staff do not take account of the improvement programmes this will be monitored and acted upon. Some agency staff and one substantive member have moved on. Members reminded the meeting that this needs to be addressed as soon as possible for outcomes for learners. Jan Edrich added that this clarity gives a strong set of actions to ensure improvement and is very positive.

Karen Redhead said that it is her intention to commission FEA on an annual basis to continue this good practice and governors agreed that this is a good decision.

9.2

### Curriculum planning

#### 9.2.i Employer engagement report – LMI –

David Warnes presented the paper and explained that this is a continuous cycle which begins in

<sup>5</sup> <https://learn.wakelet.com/>

<sup>6</sup> <https://nearpod.com/>



December when he meets with the Heads of Curriculum which takes a national, regional and local approach to look at trends and priorities.

There is a monthly insider insights report with a focus on one element of LMI and goes out with Karen's corporate communication to all staff across the College. There are also formal mechanisms listed below.

- The curriculum is planned to ensure a clear line of sight to employment and prepare learners for their next step
- Engagement is thorough and being provided by:
  - Employer advisory boards
  - Feedback from stakeholder and skills groups
  - Labour Market Intelligence (LMI) reports
  - Employers being involved in co-design and development of the curriculum
- All curriculum areas have completed 'Intent' statements informed by LMI and engagement with local stakeholders

This provides rich data on employer needs against which to plan. There have been specific roundtable events for employers in sectors particularly hit by Covid-19 such as Heathrow Airport to discuss how the College can support them in the recovery. There is a new toolkit developed by West London Alliance which maps supply in Colleges against employer demand and it went live in Spring 2021.

Governors commented that this report represents an excellent illustration of employer engagement. They asked if there are examples of action taken as a result of these interactions. As a short-term example – Sector Based Work Academies have been put in place in response to interaction with job centres in year to ensure that the College is providing appropriate and timely response to an identified need. For the longer term, an example is the green skills in construction and working with employers to define the employer needs.

Governors thanked David Warnes for the breadth of the report and asked if there is any impact on decisions to stop offering programmes as a result of engagement and if this will impact courses in the coming academic year. He explained that there will be an impact and, although there is not a specific example for the autumn term, the impact on aviation for example is likely to alter the College's provision. Aviation employers have indicated that they are expecting a 'bounce back' effect with pre-pandemic levels or expansion reached by 2022/23 which would mean that those currently on courses will be well placed for employment when they seek it.

Jan Edrich asked David Warnes to report on the impact on the Skills Bill to the Committee in the future.

**Action DW to report the impact on the College of the Skills for Jobs Bill<sup>7</sup>**

Karen Redhead commented that the FE Commissioner recommended at the stocktake meeting that the College should formulate an Educational Recovery strategy to formalise the actions it is taking. It was agreed that the Committee should review this report.

**Action: The Executive Team to report Educational Recovery strategy to C and Q Committee**

**9.2.ii Curriculum planning position statement**

James Taylor presented this and explained the following process:

<sup>7</sup> <https://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth>

- Annually the College produces a costed curriculum plan
- This allows it to review the viability of the offer and ensure that strategic targets are met
- 4cast<sup>8</sup> software is used to support the planning process
- Covid-19 and lateral flow testing has hampered full exploration and use of the software
- An external consultant has been engaged to support development of a wider contribution model
- The Executive Team will confirm the final costed plan by the end of May 2021
- Efficiencies will be sought throughout the year in:
  - Staff utilisation
  - Current enrolments against target
  - Average class size
  - Planned hours against target

**Action: JT to offer an update to the Committee in the autumn term**

**Action: JT to present a document about the contribution of courses not just in fiscal but strategic terms to a future meeting**

### 9.2.iii Applications report

David Warnes offered an update on 13.04.21 external applications were:

- 3043 all learners
- 1461 (16-18)
- This is 27% higher for all ages than the same point last year
- An Onboard programme focuses on ensuring that applications turn into enrolments
- A new School Liaison plan provides for a tiered approach to communication, promotion, and engagement with schools
- Open events have been virtual in 2020/21 with 613 registrations for these – lower than in-person

He noted that in London learners tend to apply to multiple colleges, so the College team is engaging with applicants to bring them into the College community. This includes familiarisation with the College, their peers and expectations and showcasing the offering that the College makes to them for extra-curricular activities. There are targeted engagement activities for specific courses. The College has limited resource with only one schools' liaison officer, so activity has to be very well planned using the data from the applications report.

Governors asked what the conversion from offer to enrolment is. It varies but it is around 60%. Members asked what the total application target is for the College. There was discussion about the numbers needed to achieve the target enrolments. David Warnes reminded members that the report does not include the significant data on internal progressions and noted that Adult applications data might be misleading as the amount of funding varies greatly.

Karen Redhead said that the College is skewed to the provision at lower levels and therefore a feature to consider is the high level of walk-ins who do not follow the traditional application route. She added that the Director of MIS might be able to use historical data to predict enrolments that occur outside of the application process, although the pandemic has affected these.

The Committee requested that the applications reports can come to the Committee on a regular basis.

**Action: DW will provide updates as a standing item for the Spring and Summer meetings.**

*DW left the meeting at 18.35*

<sup>8</sup> <https://www.drakelane.co.uk/fourcast>

<p><b>9.3</b></p>	<p><b>Student attendance</b></p> <p>JT offered an update on the attendance which is behind the target despite being higher than last year. Monitoring stopped from March onwards in 2019/20 due to the first national lockdown, which makes benchmarking this year problematic.</p> <ul style="list-style-type: none"> <li>• College minimum target is 85% for all learners – 75% for English and Maths</li> <li>• Covid-19 has had an impact on attendance – most notably in the Spring term</li> <li>• Current attendance is at 81.3% with English and Maths attendance being low</li> <li>• This is 0.7% higher than the same time last year</li> <li>• Attendance varies significantly between campuses</li> <li>• Issues on re-engagement is around adult learners</li> </ul> <p>Attendance is particularly low at the Hammersmith campus due to the high proportion of study programmes. There is focus in the areas with poor attendance trying to improve quality of teaching and high expectations and put strategies in place. Karen Redhead suggested that James Taylor showcases Construction which has an impressive improvement in attendance due to a new manager to this area who has put strategies in place which have had a positive impact of a 10 percentage point increase.</p> <p>Jan Edrich thanked James Taylor for the excellent and clear report.</p>
<p><b>9.4</b></p>	<p><b>Student predicted outcomes</b></p> <p>James Taylor reminded the Committee that the College is working with a new in-house software to improve predictions and the first iteration shows:</p> <ul style="list-style-type: none"> <li>• Currently predicted outcomes for 16-18 learners is 8.5% higher than last year</li> <li>• For 19+ learners outcomes are predicted to be 4.7% higher</li> <li>• A further review of predictions will take place at the end of May</li> <li>• Reliability of predictions is expected to improve as staff become confident</li> <li>• Apprenticeships are predicted to have lower achievement than 19/20 due to the impact of Covid-19 preventing completion</li> </ul> <p>The report allows granularity of reporting as necessary to drill down and identify specific issues. Governors asked how staff have reacted to this new process. James Taylor said that the initial reaction had been one of concern as there had been initial issues with the way the system. This is now dealt with and the software is now making the process more straightforward.</p> <p>Governors thanked James Taylor for an excellent report but asked how the College can be assured that there aren't biases along lines of race or gender in the predicted grades system. James Taylor said the College makes many efforts to ensure that the system is fair but that this is a risk which is difficult to mitigate. There is a potential for unconscious bias as the anonymity in the exam system is not possible this year so the College will make every effort to raise awareness.</p>
<p><b>9.5</b></p>	<p><b>Student voice in 'on-programme survey' results</b></p> <ul style="list-style-type: none"> <li>• Learners took the survey prior to Easter break</li> <li>• Responses for over 1800 learners</li> <li>• 20 questions were asked</li> <li>• This was the first time the College has used Survey Monkey</li> <li>• Work needs to be done to link response to learner demographics in a more sophisticated way</li> <li>• The response rate overall was 33%</li> <li>• Learner satisfaction with teaching and learning was 74% - this compares favourably with</li> </ul>

	<ul style="list-style-type: none"> <li>• a Jisc report<sup>9</sup> on digital experience</li> <li>• A more detailed survey will take place in June</li> </ul> <p>Sara Woodward summarised that this was a positive outcome but that work will continue on digital delivery.</p> <p>Governors said that it was hard to reconcile high scores for questions 1-3 with the low response to question 4 around teaching and learning. Sara Woodward agreed that this appeared to be an anomaly and work will take place with course reps and the student union to investigate.</p> <p><b>Learner Voice matrix of activity – to note</b></p> <p>This matrix shows the activities through which the College and Board can gather the learner voice. Jan Edrich said that this provides a useful roadmap which will inform the Committee going forward. Governors asked how the Student Union, course reps and student governors work together. Sara Woodward explained that the SU was relaunched in September and this work will be strengthened going forward.</p>
<p><b>9.6</b></p>	<p><b>Student complaints report</b></p> <ul style="list-style-type: none"> <li>• Update of complaints to date in this academic year</li> <li>• There are three main methods for submitting complaints</li> <li>• 31 complaints were received which were about 24 separate issues</li> <li>• Most common cause for complaint was poor communication</li> <li>• Two complaints related to discrimination</li> <li>• 90% of complaints were acknowledged within five days</li> <li>• 73% of complaints were resolved within 15 days</li> </ul> <p>The Committee noted the report.</p>
<p><b>10.i</b></p>	<p><b>Review of terms of reference</b></p> <p>Ra Hamilton-Burns summarised the changes to the Terms of Reference which were marked in a tracked change version for Committee members. Most changes were technical updates but the Committee were asked to consider the following:</p> <ul style="list-style-type: none"> <li>• Should there be a specific HE Governor as currently indicated or, given the size of the cohort, would it be more appropriate to just stipulate two student governors?</li> <li>• The proposal was to delete the list of Committee activity as this is a repetition of matters covered by the cycle of business in a separate document.</li> <li>• Should there be an additional meeting to discuss outcomes and, if so, when?</li> </ul> <p>The Committee approved the revised terms of reference with the following significant updates:</p> <ul style="list-style-type: none"> <li>• There are to be two student governors</li> <li>• The list of Committee activities should NOT be repeated in the ToRs</li> <li>• The 16-18 outcomes should be circulated to the Committee via email in late Sept/early Oct 2021</li> </ul> <p><b>ACTION: DPCQ/Dir Gov to circulate on 16-18 outcomes in late September/early October in draft.</b></p> <p><b>AGREED: THE CURRICULUM AND QUALITY COMMITTEE AGREED TO RECOMMEND THE TERMS OF REFERENCE TO THE BOARD</b></p>

<sup>9</sup> <https://www.jisc.ac.uk/digital-experience-insights>

10.ii	<p><b>Committee cycle of business</b> The cycle of business had been reviewed and amended by Jan Edrich and was presented to the Committee for approval.</p> <p><b>AGREED: THE CURRICULUM AND QUALITY COMMITTEE AGREED TO RECOMMEND THE CYCLE OF BUSINESS TO THE BOARD.</b></p>
11	<p><b>Student Union Constitution</b> Governors asked if all students of the College are members of the Student Union in the model of the NUS. Sara Woodward responded that all students are part of the Student Union and course representatives are officers.</p> <p><b>ACTION: SW will review the constitution with Student Services and bring a revised version to the Autumn Curriculum and Quality Committee.</b></p>
12	<p><b>Any other business</b> There was none.</p>
13	<p><b>Evaluation</b> Jan Edrich reiterated her earlier comments that the Executive Team had produced an amazing set of clear and informative papers. She thanked them for the enormous amount of hard work that had gone into achieving this. She informed the Committee that, as planned, she will step down from the Committee at the end of the year and will leave the College at the end of the term. She was delighted to see that the Committee had been strengthened and the information being received had such clarity. She wished the Committee and College well with their future.</p> <p>Members thanked Jan Edrich for her expertise and excellent contributions. They thanked her for her support in helping the College to build a solid Curriculum and Quality team and for moving the cycle of business forward.</p>
14	<p><b>Date of next meeting:</b> Tuesday 8 November at 18.00</p> <p><b>The meeting closed at 20.10.</b></p>