

## EALING, HAMMERSMITH, AND WEST LONDON COLLEGE CORPORATION

<b>Meeting</b>	<b>CURRICULUM AND QUALITY COMMITTEE</b>		
<b>Date</b>	17 May 2022	<b>Time</b>	17.30
<b>Venue</b>	Meeting held remotely due to Covid-19		
<b>Chair</b>	Robin Ghurbhurun		

**Members:** Robin Ghurbhurun (Chair), Karen Redhead, Haitham Dakka (staff governor), Tom Johnson, Christopher Saul, Debbie Stephenson, Jessica Da Silva (Student Governor), Peter Whitehead (staff governor).

**College officers:** James Taylor (Deputy Principal, Curriculum and Quality); David Warnes (Deputy Principal, Strategy, Planning and Communications); Chris Nixon (Director of Student Services and Safeguarding); Ra Hamilton-Burns (Interim Governance Advisor).

ITEM		
1.	<p><b>Apologies for Absence</b> No apologies have been received. Tom Johnson and Jess Da Silva did not attend.</p>	
2.	<p><b>Declarations of interest</b> There were no declarations of interest.</p>	
3.	<p><b>Minutes of the prior meeting</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 15 MARCH 2022 WERE AN ACCURATE RECORD.</b></p>	
4	<p><b>Matters arising</b> <b>Updates were offered on the following:</b></p>	
5	<p><b>Update on the Quality Improvement Plan</b></p> <ul style="list-style-type: none"> <li>JT to send a final version of the QIP to the Committee before circulation to the Board.</li> </ul>	Completed
7	<p><b>Curriculum planning</b></p> <ul style="list-style-type: none"> <li>James Taylor agreed to draft a report for the October 2022 meeting on the College's high-level plans for T levels.</li> </ul>	Tracy Round-Turner, Assistant Principal, will produce a report.

8	<p><b>Safeguarding update (including 14-16 arrangements)</b></p> <ul style="list-style-type: none"> <li>Chris Nixon to add arrows to indicate directions of travel to referral tables</li> <li>Chris Nixon to report behaviours detail to the next meeting from existing data</li> </ul>	Completed Completed
9	<p><b>9.2 Student outcomes 2020/21</b></p> <ul style="list-style-type: none"> <li>JT to include predicted outcomes for all provision in future reports</li> </ul> <p><b>9.5 Marketing and Student recruitment</b></p> <ul style="list-style-type: none"> <li>DW to report on the breakdown of applications by component areas to the May meeting <b>Curriculum and Quality risk update</b></li> <li>DW to indicate what percentage of the applications receive offers and what the timeline is to making these offers in future reports.</li> </ul>	Completed  This is included in the May applications report. 95% of applicants receive offers, usually within 7 days
11	<p><b>Curriculum and Quality risk update</b></p> <ul style="list-style-type: none"> <li>DS to review the risk register with RG and then feedback to JT</li> </ul>	DS will complete going forward.
<p><b>Action: DS will review the risk register with RG and feedback to JT.</b></p>		
5	<p><b>Curriculum plan 2022-23</b></p> <p>James Taylor presented an update at the end of April 2022 on the annual costed curriculum plan for 2022/23. The College has used 4CAST<sup>1</sup> software to support the process and used the following principles:</p> <ul style="list-style-type: none"> <li>Growth targets of 10% for adult provision and 5% for 16-19 learners</li> <li>Growth for level 3 provision</li> <li>16-19 growth at the Ealing campus</li> <li>Courses will have progression opportunities</li> <li>T level planning for 2023-24</li> <li>Meeting GLA and sub-regional skills priorities</li> </ul> <p>A series of appendices outlined:</p> <ul style="list-style-type: none"> <li>The curriculum planning process and timeline</li> <li>The LMI data used</li> <li>Planned volumes of provision against targets for all mainstream funding lines</li> <li>The curriculum plan mapped to some College strategic priorities</li> </ul> <p>The College is now refining this, and the staff have requested resources. Contribution is also being reviewed. RG asked if the College is confident that it will have accurate data on courses' contribution. JT said that there is additional information on on-costs not just staffing. The Committee asked if the information, coupled with enrolment, would be sufficient to inform any difficult decisions the senior team may be required to make. Karen Redhead said that the analysis from the two tools is converging and reminded the Committee that curriculum areas always plan to make an acceptable contribution, but shortfalls in planned recruitment can impact on this. Consequently, a focus should be on ensuring that leaders are poised to make any difficult decisions to cancel course quickly. She added that Maxine Deslandes is making a fantastic contribution as Anil Nagpal's deputy and working closely with James Taylor to cost the curriculum plan.</p> <p>Governors said that it is hard to see how the principles marry to the performance of last year without</p>	

<sup>1</sup> <https://www.drakelane.co.uk/fourcast>

the relevant data and questioned how the 10% growth could be evidenced. JT said that it is a 5% growth for 16–18-year-olds. The Committee explained that it is problematic without data how progression can be evidenced or demonstrated. JT said that a greater percentage of learners is progressing.

**ACTION: JT will ensure that future reports offer data of performance against guiding principles.**

Governors asked if there are any challenges around the decant of learners from Park Royal and their relocation to the Southall. JT said that numbers are similar to those of last year rather than including growth. There has been a slight decline year-on-year for this area in recent times.

**6 Safeguarding update (including 14-16 arrangements) to end of the Spring term 2022**

Chris Nixon will provide greater granularity on the breakdowns in the final report of the year.

Governors asked about the unspecific disciplinary events and if further detail is available elsewhere. Chris Nixon said that this is where a member of staff has noted that there has been a disciplinary meeting but there are, as yet no notes on the meeting, actions, or monitoring. Chris Nixon will be meeting with staff to make the need for these actions clear. The Committee asked if some curriculum areas are more likely than others to use disciplinaries. Chris Nixon said that this is not the case as they are roughly in line with the size of the cohort with maybe fewer at Park Royal. The Committee looks at trends and patterns across the piece and is assured that there don't seem to be outliers.

Peter Whitehead commented that staff would welcome this and in Maths which operates across the College. He said that this will be really helpful.

**Page 3 – students that have been withdrawn who are being offered support.** Was there anything untoward that meant they should be here. Chris Nixon explained that the incidents were gang related and they have been moved out of area but the College continued to go to the appropriate meetings.

Governors welcomed the inclusion on disciplinary data and clarified that the data related to 2021/22 and are pleased to have sight lines on behaviour in the College. They also welcomed the introduction of the Smoothwall system which helps safeguard online activities.

The College has continued to run workshops on issues related to safeguarding either at each site or digital equivalents which included:

- Recognising and Preventing Sexual Harassment
- Black Lives Matter
- Drug and Alcohol Awareness
- Metropolitan Police Talk
- Building Self Esteem
- Barrier Breaker (Self-esteem)
- Introduction to Parliament
- SASH Consent Workshop

Actions going forward were outlined:

- Develop the mental health support offer for students at WLC – drop-ins are not currently available at each site each day
- Use of the Smoothwall IT monitoring system to ensure students are safe online each day.
- Complete disciplinary training with all delivery staff during the July CPD week; embed positive use of disciplinary system, and refine recording of outcomes
- Shift to MyConcern referral process over summer, enabling breakdown by ethnicity and other factors for all student referrals in reports for the next academic year

	<b>AGREED: THE CURRICULUM AND QUALITY COMMITTEE AGREED TO RECOMMEND THE SAFEGUARDING UPDATE TO THE BOARD ON 28 JUNE 2022.</b>
7	<p><b>Curriculum and Quality Risk Update</b>  Karen Redhead said that the risk report is timed to go to the Audit Committee so there are no updates. Once complete it will go to the Board meeting.</p>
8	<b>Further Education</b>
8.1	<p><b>Teaching, Learning and assessment</b>  James Taylor gave an update on the TLA report. It outlined the lesson observations carried out, the outcomes and actions arising.</p> <ul style="list-style-type: none"> <li>• To date 180 out of a planned 185 lesson observations have been carried out</li> <li>• Staff sickness combined with lack of required notification are the reasons for the difference</li> <li>• 69% of observations are good or better – 1% lower than the March 2022 report</li> <li>• In May 2022, three new Teaching, Learning Improvement Managers started work</li> </ul> <p>Every curriculum area has some strong practitioners and focus will be given in supporting those who need it and ensuring consistency across the College.</p> <p>Actions outlined going forward are:</p> <ul style="list-style-type: none"> <li>• Observations to continue to be carried out to the schedule with observers sticking to the agreed timeframes</li> <li>• All grades to be reported to quality department within 24 hours of the observation</li> <li>• Rapid support to be put in place for all staff who receive a grade 3 or 4 within a week</li> <li>• Heads of Curriculum supported by learning coaches to support staff improvement within the timeframe</li> <li>• All staff to engage in the process of keeping a reflective journal to evidence progress against identified actions</li> <li>• Re-observations to be risked based upon engagement and progress against action plans</li> <li>• CPD planning to be updated to provide more continuous support for staff</li> </ul> <p>Robin Ghurbhurun said that the Committee recognised the enormous amount of work in this area and welcomed the improvements this has brought. It is noticeable that the reporting to the Committee has also improved significantly. He acknowledged that this had involved a considerable amount of work and said it had been a pleasure to meet a teaching improvement manager on his recent governor learning visit on 5 May 2022.</p> <p>Karen Redhead added that James Taylor has worked closely with the newly enhanced HR team to ensure that performance management is as effective and smooth a process as possible. The HR and Teaching and learning policies are going to be aligned appropriately. The Committee welcomed the rigour in the approach. Governors asked if there was a common profile of the teachers who are not performing strongly. JT said that this is a mix of new or established teachers.</p> <p><b>ACTION: Committee coversheets to have an additional line to indicate the date at which the data of the report is relevant</b></p>
8.2	<p><b>SAR outline and dates</b>  The College has engaged an FEC advisor to work with assistant principals and Sue Martin is working with heads of departments. Additionally, a former senior Ofsted HMI, is also supporting the College to pull together the SAR. James Taylor said that the Governor involvement timings will be at the same time that papers would go to the Committee.</p> <p><b>ACTION: JT to arrange a separate meeting for two hours with Governors to review the SAR</b></p>

	<p><b>potentially on 21.11.22. RHB to confirm to all members via Doodle</b></p> <p>Governors welcomed the bringing forward of the timelines for the SAR and QIP production which will support College colleagues.</p> <p>The Committee asked about the cascade of timings as the deadlines for input from assistant principals and heads appeared to be very challenging. James Taylor explained that this will happen concurrently with some Heads pulling information together from different areas simultaneously. Members also commented that the final version of the QIP is before the SAR is approved.</p>
<p><b>8.3</b></p>	<p><b>Update on Quality Improvement Plan (QIP)</b> James Taylor offered an update on the QIP at the end of April 2022:</p> <ul style="list-style-type: none"> <li>• 60 QIP actions were outlined for academic year 2021/22</li> <li>• 51.4% of actions due to be complete by April are Green or Amber/Green</li> <li>• 48.6% are Amber and work is ongoing to address these</li> </ul> <p>The College has recognised that the length of the QIP and the number of actions has combined to limit effective focus. Plans for 2022/23 are to focus on 3-5 actions which will have a significant impact on the College and its learners. This will be in place for the start of the academic year.</p> <p>Governors commented that attendance data is at 79.2% but varies by area.</p> <p>Governors welcomed the intention for a rationalised QIP and noted that Karen Redhead and James Taylor required the level of detail when they joined the College to inform improvement. Karen Redhead commented that the progress in quality is evident and very pleasing.</p>
<p><b>8.4</b></p>	<p><b>Updated predicted student outcomes 2021/22 for all provision</b> GCSE English and maths exams are taking place this week and the Committee recognised that the vast majority of learners had never sat an exam before due to the pandemic. This is a risk to achievement and the College is texting learners and offering support.</p> <ul style="list-style-type: none"> <li>• Headline predictions are higher than 2020/21 outcomes</li> <li>• GCSE English and maths outcomes may be impacted by learners' failure to attend exams</li> <li>• Apprenticeships are predicted to have improved achievement</li> <li>• Subcontracted and business development predictions are predicted improve achievement</li> <li>• There are currently 646 missing predictions – 300 fewer than the March 2022 report</li> <li>• Staff have been reminded that learners with poor attendance must be monitored as there may be safeguarding risks in addition to the impact on their outcomes</li> <li>• Barriers to attendance can be cost of travel, personal circumstances, or lack of engagement</li> <li>• Some learners have come from institutions where their attendance has historically been far lower than their attendance at WLC</li> </ul> <p>The Committee confirmed if the worst-case scenario takes account of the GCSE issues. Governors were reminded that BTEC and other areas also have exams. Predictions for GCSEs are for a pass. The College is around the national average for high-grades, and this will be detailed in future reports. All grades are expected to drop by 5% this year across the sector with the move from teacher assessed grades and centre assessed grades to sitting exams.</p> <p><b>Advanced level apprenticeships</b> – JT said the split in the data is due to the learners being legacy learners from the old frameworks. The vast majority, 90% of College learners are now on standards.</p> <p><b>ACTION: JT to circulate the updated outcome forecast be circulated to the Curriculum and Quality Committee before the end of June 2022.</b></p>

8.5	<p><b>Student Voice update</b></p> <p>Chris Nixon presented an update to the report which had been presented to the March 2022 C&amp;Q Committee.</p> <ul style="list-style-type: none"> <li>• A detailed 'you said, we did' action report was outlined and had been shared with learners in the student newsletter, via the student portal and via social media</li> <li>• The Students' union has been focussing on a programme of events to raise money for mental health support charities across college sites</li> <li>• Student workshops are held regularly, and feedback offers the College the ability to evaluate specific issues</li> </ul> <p>The College has completed the student mid-year survey with the following notable results:</p> <ul style="list-style-type: none"> <li>• 96% of students understand expectations around punctuality and behaviour</li> <li>• 90% of students understand the requirement for work or industry placements as part of their course. This is a point for action – induction and initial IAG have been redesigned to make placements clearer for students at the start of the academic year</li> <li>• 86% of students say they are satisfied with their course</li> <li>• 85% of students say they learn something every day in their lessons, and that they get the support they need</li> <li>• 95% of students know what sexual harassment and assault are, an important component of the overall student welfare project and college culture</li> <li>• 90% of students feel safe in all areas of the college, a drop of 8% from the Induction Survey.</li> <li>• The safeguarding team will conduct some focus groups to look at what leads to this change in some students' feelings over the course of the year.</li> <li>• 81% know what radicalisation and extremism are – implying 19% do not. For students in Inclusive Learning, only 69% could say they knew what those terms referred to. This is a point for action – the safeguarding team are working with Heads in that area to develop inclusive resources geared toward students with SEND being able to fully engage with the Prevent Duty.</li> </ul> <p>The College has addressed the concern that learners don't feel safe on the top floor of Hammersmith so has put in place security patrols in this area. Chris Nixon said that the College continues to do spot surveys on how safe learners feel. Chris Nixon added that it was pleasing to see that 14 learners declared themselves to be non-binary.</p> <p><b><i>Peter Whitehead left the meeting at 18.15.</i></b></p> <p>Governors asked if the College had drilled down to understand which curriculum areas or ethnic groups had responded and in which way. James Taylor said that this is possible and the exit survey starting next week will import information by learner and the reports will continue to be refined. Governors asked if curriculum areas can utilise the data by area into their SARS – JT confirmed that this is possible despite there being no formal curriculum forums. Chris Nixon said that there are informal ones but going forward from induction onwards there will be minuted meetings for each area to strengthen academic feedback.</p> <p>Governors requested that in future protected characteristics should be recorded to inform reviews and offer reassurance.</p> <p><b>ACTION: Chris Nixon will include protected characteristics in future learner surveys.</b></p> <p>Governors asked if there is any pattern between the quality of TLA and the responses of the learners to surveys which might allow triangulation between the various inputs. The College is</p>

looking to pull this together and surveys in the summer term will offer more granularity and correlation. It was confirmed that David Warnes undertakes a survey for outreach learners.

**ACTION: DW to include the output of his surveys for subcontracting and distance learners into the learner voice reports.**

**Chris Nixon left the meeting at 18.20**

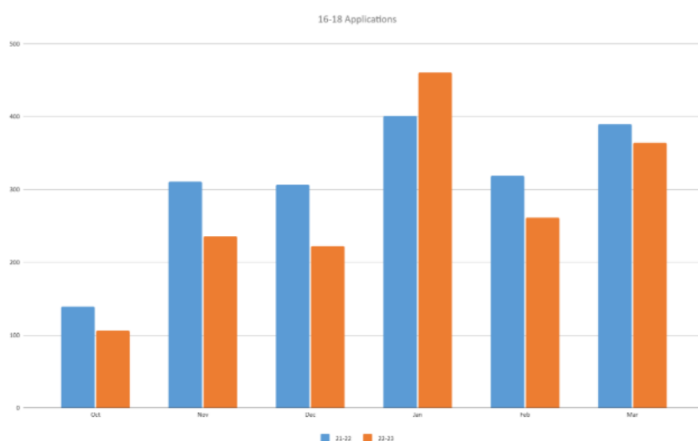
**8.6**

### **Marketing and Student recruitment**

David Warnes offered an update on 16-18 recruitment for 2022/23 at the end of April 2022. The marketing and communications plan has been updated and includes making open events more interactive, a return to in-person schools' liaison activities and an acceleration of the Onboard campaign to support conversion of applications to enrolment. 1007 potential applicants attended open events in Autumn and Spring compared with 861 in 2020/21. There is a new feature of 'starting college' events planned for the summer term to engage with prospective learners and increase enrolment. There is a practical event for each curriculum area to offer applicants and their parents any practical information they need.

Graph 1:

2021 and 2022 Monthly comparison of 16-18 applications (Oct-Mar)



There is a decrease of in applications against the same time last year but an increase in offers made. The College has invested in a pilot new software as a service (SAAS) system, Purlos<sup>2</sup>, at a discounted rate. This will utilise artificial intelligence to respond to queries via Whatsapp, which is favoured by younger students. A review will assess if the system improves applicant conversion rates. Purlos will also be used to support engagement with hard-to-reach students to the end of the 42-day period to reduce dropout and improve retention. A review of the impact of the system will take place in Autumn 2023.

A significant proportion of the variance is due to Sports Academies as the timings of those have changed for this year. The majority of 16-18 students who enrol 'walk in' during September. As recorded the vast majority receive an offer, conditional or otherwise, within seven days of making an application.

Governors asked why particular areas may have dropped in a climate where they may have been expected to grow. David Warnes will ask the curriculum leaders and feedback. Robin Ghurbhurun

<sup>2</sup> [Home - Purlos](#)

	<p>asked that assurance is sought that the College has the necessary resources to deliver training in those areas. The College has identified a need to invest in these and costed requests has been included in the business plan.</p> <p>The Committee asked about the difference between the enrolment figures for WLC against the sector average and asked if the College understands what the drop out points are in the application to enrolment journey. David Warnes explained that the onboard process starts in December of the year prior to enrolment and the College ramps up activity right up until the point of joining. It is acknowledged that learners make several simultaneous applications to different institutions and the College is working hard to ensure that they are the provider which is finally chosen. Purlos will continue to ensure that potential learners feel part of the College community right through the summer and are kept fully informed on areas such as bursary, travel, and equipment information. Karen Redhead added that the algorithms in Purlos identify those applicants who are less committed than others and the College then boosts its engagement with them. The SLT is aware that some learners come to the College having initially enrolled elsewhere in the first instance. It will research why these students did not choose WLC as their first choice.</p> <p><b>ACTION: DW to contact curriculum leaders in sport to ascertain any reasons for the drop off in applications in this area.</b></p>
9	<p><b>Ofsted framework</b></p> <p>Following the governor session provided by David Corke, Director of Education and Skills Policy and the recently circulated Ofsted inspection updates, the Committee sought assurance that the College is continuing to ensure that best practice is embedded.</p> <p>James Taylor summarised:</p> <ul style="list-style-type: none"> <li>• The College has continued to undertake an number of activities for the Ofsted framework</li> <li>• The interim Quality Manager is working closely with the Heads of Curriculum to support them. The focus has been around their curriculum intent and their quality improvement plans. There is additional work on developing their self-assessment report for this year</li> <li>• The College is receiving support from the Further Education Commissioner, having been allocated up to five days of support from an FE Advisor. She will be working closely with the Assistant Principals</li> <li>• The College has also engaged a former Senior HMI, who will be providing external input into the creation of the overall College SAR and QIP</li> <li>• East Kent College has delivered an update to College Managers and Programme Leaders of its recent Ofsted inspection</li> <li>• EKC is also carrying out some deep dives into specific curriculum areas to aid their development</li> <li>• Continuing Professional Development continues to be based around developing teaching and learning</li> <li>• The College is also using recent published Ofsted reports to glean and share useful information</li> </ul>
10	<p><b>Apprenticeship Accountability Framework and presentation</b></p> <p>The ESFA introduced a new accountability framework for apprenticeship provision in summer 2022 to measure provider performance. The latest guidance was launched week beginning 10 May 2022. The ESFA will conduct a desk-based audit at the end of each year based on ILR and generate a RAG rating which will inform interaction or intervention ranging from a management conversation to an improvement plan which would be flagged to Ofsted, an instruction to stop that provision, prevention from that provision or removal from RoTAP<sup>3</sup>.</p>

<sup>3</sup> [Register of apprenticeship training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/register-of-apprenticeship-training-providers)



	<p>The dashboard is a one-page summary. The College has benchmarked itself to pre-empt any areas of concern and put in place mitigations.</p> <ul style="list-style-type: none"> <li>• There is risk around the College's achievement rates 16.45 This has been flagged as red but it is not sure if the scoring will be against national averages.</li> <li>• 36% of learners passed their planned end-date. Much of this is due to EPAs being delayed by Covid as there was need for these to be conducted in-person. The College is setting up its own EPA centre.</li> </ul> <p>Governors asked if withdrawal rate was an impact of the Covid pandemic. DW said this is the timeliness of withdrawing learners within a 30-day window and this evidences the efficacy of the College's efficiency processes.</p> <p><b>David Warnes left the meeting at 18.00</b></p>
<b>11</b>	<b>Higher Education</b>
<b>11.i</b>	<p><b>HE strategy and performance update</b></p> <p>The Government's publication<sup>4</sup> of a limited response to the Augar review<sup>5</sup> was published in March 2022. The response confirmed the intention to reform student finance and to consult further on HE reforms and Lifelong Loan entitlement. This is a concern as the OFS is looking for a minimum entry requirement which may preclude those learners who do not have GCSE maths at a Level 4 or above. The Committee expressed concern about the impact of this agenda on learners nationally and on social mobility.</p> <ul style="list-style-type: none"> <li>• HE provision will continue to be monitored by the College's Executive Team</li> </ul> <p><b>Non-prescribed HE</b></p> <ul style="list-style-type: none"> <li>• The College is reviewing the viability of the CIPD offer as recruitment numbers are low</li> <li>• Association of Accounting Technicians (AAAT) level 4 continues to be offered at full-cost</li> </ul> <p><b>Development of Higher and Degree apprenticeships</b></p> <ul style="list-style-type: none"> <li>• There has been increase in Level 5, Learning and Skills Teaching standards</li> <li>• It is developing a higher apprenticeship for Police and is seeking a suitable teacher</li> </ul> <p><b>Actions outlined are:</b></p> <ul style="list-style-type: none"> <li>• Teaching and learning remain strong with learners on programme enjoying their learning and passing. This continues to be monitored to ensure standards are maintained.</li> <li>• Learner recruitment remains challenging with a competitive market for high education courses and more marketing needs to be put in place to ensure our offer is visible to the market.</li> <li>• Additional higher-level courses are being sought through the curriculum planning process to meet local needs.</li> </ul>
<b>12</b>	<p><b>Any other business</b></p> <p>There was none.</p>
<b>13</b>	<p><b>Committee evaluation</b></p> <p>Ra Hamilton-Burns will circulate an online evaluation.</p> <p>Robin Ghurbhurun thanked the Executive for the quality of the reports and wished the whole College team the best of luck with the end of term exams.</p> <p><b>The meeting closed at 19.25</b></p>
<b>14</b>	<p><b>Date of next meetings:</b></p> <ul style="list-style-type: none"> <li>○ 26 September 2022</li> </ul>

<sup>4</sup> [Government Response to The Augar Review - PLMR](#)

<sup>5</sup> [The Post-18 Education Review \(the Augar Review\) recommendations - House of Commons Library \(parliament.uk\)](#)

Approved by chair