

## EALING, HAMMERSMITH AND WEST LONDON COLLEGE FE CORPORATION

<b>Meeting</b>	<b>CURRICULUM, QUALITY AND PERFORMANCE COMMITTEE</b>		
<b>Date</b>	06 February 2019	<b>Time</b>	6.00pm
<b>Venue</b>	Hammersmith and Fulham College, Room E351, Gliddon Road, London W14 9BL		
<b>Chair</b>	Cllr Yvonne Johnson (Chair)		

**Present:** Cllr Yvonne Johnson (Chair); Karen Redhead (CEO); Adrian Asuquo; Denise Waldron; Roslyn O'Garro; Uhuru Amani Lambert

**In attendance:** David Round (Clerk to the Corporation – Designate); Andrew Baird (Interim Chair of the Corporation); Paul James - Deputy Principal, Curriculum and Quality (DPC&Q); Ijeoma Akigwe - Director of Marketing & Student Engagement (DM&SE)

*Attendance at meeting = 80%*

	<b>ITEM</b>	<b>ACTION</b>
1.	<b>Apologies for Absence</b> Received from Cllr Binda Rai.	
2.	<b>Declarations of interest</b> Cllr Yvonne Johnson is a Councillor for the Borough of Ealing.	
3.	<b>Minutes</b> The minutes of the meeting held on 22 November 2018 were approved as a correct record.	
4.	<b>Matters Arising</b> The matters arising report from the previous minutes and other items carried forward was received and noted. Matters of report were: - <ul style="list-style-type: none"> <li>It was noted that the Committee had requested that HE be a standing item at meetings of the Committee. It was confirmed that a report would be brought to the next meeting of the Committee (<b>ACTION: DPC&amp;Q</b>).</li> <li>The Clerk reported that he would ensure that details are made available of all mandatory training programmes for governors, including safeguarding.</li> <li>The Clerk reported that a full review of those policies that require approval by the Corporation would be undertaken.</li> <li>The Clerk to liaise with the SLT to review arrangements to link governors with curriculum areas. A report would be taken to the Search and Development Committee.</li> </ul>	<b>DPC&amp;Q</b>  <b>Clerk</b>  <b>Clerk</b>  <b>Clerk</b>

<p>5.</p>	<p><b>Student Applications Report</b>  The Committee received a report on student applications and schools liaison. It was noted that:</p> <ul style="list-style-type: none"> <li>• Student applications from 16-18s showed an increase of 24% compared to the same time last year; however, the number of offers made to applicants had fallen. It was believed this was because the College was now operating different arrangements and revised timetable for student interviews.</li> <li>• It was also noted that the normal pattern was that for younger students to delay their application to the College until later in the academic year or until they knew their GCSE results.</li> <li>• Many students make applications to multiple colleges as well as their originating school.</li> <li>• The College had made a number of changes to the admissions process including improved communications with applicants, piloting student interview events and using school holidays for student interviews.</li> <li>• Following restructuring, a new schools liaison strategy had been implemented targeting key feeder schools. The impact of the strategy appeared positive at this point in the application cycle.</li> </ul> <p><b>RESOLVED:</b> that the student applications report be noted.</p>	
<p>6.</p>	<p><b>Work Experience and Employability Report</b>  The Committee received a report on student work experience and provision to promote the employability of College students. The College had ceased working with REED NCFE to provide work experience opportunities for students; work experience was now under the director control of the Director of Marketing and Customer Experience. The College had achieved savings by taking the service in-house.</p> <p>In 2017/18 97% of study programme students (1507) completed their work experience programmes. In the current year 26% of students had completed work experience to date. The College had received additional funding as part of the work experience capacity building programme supporting preparation for T levels. It was noted that 62 out of 90 students had started their industry placement.</p> <p><b>RESOLVED:</b> that the work experience and employability report be noted.</p>	
<p>7.</p>	<p><b>Learner Voice Report</b>  The annual learner voice report for 2017/18 was received noting</p> <ul style="list-style-type: none"> <li>• The increase in learner voice participation through the recruitment of course reps and the Students' Union</li> <li>• The monitoring of the progress in developing and using learner voice as a KPI in 2018/19</li> <li>• The college performance in published FE Choices learner voice responses</li> <li>• The action plan to ensure learner voice continues to be fully effective</li> </ul> <p>A total of 330 students had been elected by their peers as course representatives with feedback direct to the Deputy Principal (Curriculum and Quality) in meetings. Student surveys assessed the extent to which students</p>	

	<ul style="list-style-type: none"> <li>• Feel safe at college</li> <li>• Believe that the quality of teaching and learning is good</li> <li>• Know where to get help for bullying/extremism:</li> <li>• Agree that they are developing English and maths skills:</li> <li>• Agree that written feedback helps them improve</li> </ul> <p>Data presented to the Committee highlighted that the overwhelming majority of students (94%) felt safe at the College, believed that the quality of teaching and learning was good (91%) and were developing their English skills (91% - up 11% compared to last year). The number of students stating that they knew where to get help for bullying and extremism was slightly up, but had fallen compared to the benchmark for other colleges.</p> <p>Governors noted that, in a collaborative exercise with the Police, a 'Knife Arch' had been deployed for one morning earlier in the term and that students were positive about its use and felt reassured. The Police did not regard the College as a priority risk area in terms of knife crime. It was also noted that the Police attended the Safeguarding panel and are inputting into preventative tutorial work.</p> <p><b>RESOLVED:</b> that the annual learner voice report for 2017/18 be noted.</p>	
8.	<p><b>Key Performance Indicators &amp; Targets</b></p> <p>The new cycle of business for the Committee requires that KPIs for the Corporation and committees are routinely made available in order that governors can readily track progress against key metrics. The College recognised that more work was required to refine the KPIs and ensure they covered all essential areas. Nonetheless, a set of draft indicators for curriculum and quality were presented to the Committee for discussion.</p> <p>The Deputy Principal and members commented that additional indicators should be developed i.e.</p> <ul style="list-style-type: none"> <li>• Appropriate higher education metrics</li> <li>• Added value indicators to capture the distance travelled by students</li> <li>• GCSE English and maths</li> <li>• 'Deep dive' reports would also be produced on areas of particular focus such as attendance, retention, progression etc.</li> <li>• Student progression and destinations</li> </ul> <p><b>RESOLVED:</b> that the draft proposed Curriculum KPIs and targets report be noted.</p>	
9.	<p><b>Quality Improvement Plan (QIP) Progress report</b></p> <p>A progress update on the QIP was presented. A summary actions tracking document was presented; the detailed plan and update was tabled. The Deputy Principal commented that the QIP should be a live document; all staff should be aware of it and their contribution to its delivery. It was also noted that some actions which are measured qualification outcomes can only be definitely assessed at the end of the</p>	

academic year; however, there was scope for the in-year reporting of predicted outcomes and 'at risk' indicators.

The Committee noted the following progress updates: -

- There was emerging evidence of good practice of the effective use of stretch and challenge in teaching, learning and assessments.
- New online maths resources being used in maths teaching were having an impact on the personalisation of learning.
- An updated English and maths strategy was required to support progress in delivery and outcomes.
- 7.5% of students are not meeting the conditions of study in relation to English and maths which was above the tolerance threshold. There were a range of reasons for this which were being addressed.
- Work was needed to ensure that positive judgements would be evidenced in relation to Personal Development, Behaviour and Welfare (PDBW).
- KPIs for retention, achievement and pass for 16-18s were good; the predicted outcomes for apprenticeships at 61.2% were below target and required improvement.
- The front loading of functional skills teaching and assessment on apprenticeships was having a positive impact at 85.2%.
- The use of the apprentice progress tracking system (One File) needed to be made more consistent across the College.
- A bid was being developed to partner with the CEO's former College to the Strategic Quality Improvement Fund to support quality improvements in apprenticeship delivery.

**RESOLVED:** that the QIP progress report be noted.

**10. Teaching, Learning and Assessment Quality Report**

The Deputy Principal presented the teaching, learning and assessment quality report. It was noted there had been a change to the observation of teaching and learning (OTL) policy and practice for 2018/19. Following a pilot within the ESOL team of non-graded formal observations in 2017/18 there had been a shift to include two formal ungraded observations for all established staff. As a new incumbent, the Deputy Principal commented that he wanted to test the robustness of the lesson observation and reporting system. There were differing views about whether lessons should be formally graded. Staff who are formally graded may produce 'safe' lessons and it was noted that the current OTL policy sought to encourage staff to innovate and take risks in the classroom, which could lead to lower grades.

The key changes for 2018/19 were as follows -

- formal observations in year that do not have numeric grading but evaluations are in line with College Teaching and Learning Strategy and Ofsted CIF for all established staff
- Teaching staff have ability to negotiate a theme from chosen college teaching and learning themes

	<ul style="list-style-type: none"> <li>• Observers are direct line managers or “specialists” to support moves to excellent</li> <li>• Observers will include Directors and Quality Team alongside Excellence Innovators for probationary staff</li> <li>• Excellence Innovators act as coaches to support probationary staff</li> <li>• Internal CPD will be driven by locally managed Action Learning Sets</li> <li>• An indicative numeric grading of written reports for college quality purposes will be provided via formal review of written reports</li> <li>• Balanced Score Card using bronze, silver and gold rating to support holistic improvements in overall wider aspects of TLA includes data driven elements to support “fair” ratings</li> <li>• Underperformance can be triggered by a formal “cause for concern” (indicative grade 4) on a formal OTL report.</li> </ul> <p>It was commented that the current data indicated that since April 2018 one member of probationary staff had left the College following unsuccessful observations; this was thought to be lower than expected based in experience in other colleges. 75% of observations for agency staff indicated 86% of lessons were assessed as good or better - a higher profile than might ordinarily be expected. The current profile of graded lessons indicated a lower number of lessons assessed as good or better compared to 2017/18 but there were a significant number of lessons where the reporting process had yet to be completed. There had been no change in the number of lessons giving cause for concern (1%).</p> <p>The CEO commented that the current system seemed burdensome in terms of process and paperwork; she wished to see a system that focused on improvement. Successful teachers were those who loved working at the College and this should ultimately be the objective. It was noted that Ofsted doesn’t actually require colleges to undertake lesson observations. The College wanted to reach a position whereby all teachers felt comfortable with colleagues visiting classes whether that took the form of learning walks, formal observations or peer observation etc.</p> <p>The CPD programme for 2018/19 was noted.</p> <p><b>RESOLVED:</b> that the teaching, learning and assessment quality report be noted.</p>	
11.	<p><b>Minimum Levels of Performance</b></p> <p>The Committee noted that the ESFA publishes minimum standard of performance for qualification types. It was reported that 3% of WLC students were studying on provision which was below minimum levels of performance. This was considered to be a very good result although there was a hotspot in some apprenticeship delivery.</p> <p><b>RESOLVED:</b> the Committee noted the report on minimum standards of performance and the actions being taken by the College to address issues of underperformance.</p>	
12.	<p><b>Committee Terms of Reference</b></p> <p>The Committee’s revised terms of reference were approved and commended to the Board for adoption.</p>	

13.	<b>Any other Business</b> There was no further business and the meeting ended at 19.50.	
14.	<b>Date of Next meeting</b> The next meeting would take place on 08 May 2019 at 6.00pm.	

Chair's signature:

*G. Johnson*  
08/05/19.

Date:

Author	DTR
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