



THE CORPORATION OF WALTHAM FOREST COLLEGE

CURRICULUM AND QUALITY COMMITTEE

MINUTES OF THE MEETING HELD ON 22 NOVEMBER 2022

MEMBERSHIP

Governors:

Alison Morris (Chair), Gary Davies, Janet Gardner (Principal), Andrew Hall, Susannah Hume, Antoinette Beekye

Co-opted external Member: Ian Gurman

In Attendance:

Hassan Rizvi - Deputy Principal Curriculum & Quality (DPCQ)

Stella Hawkins -Director of Curriculum (DoC)

Jack McCabe – Director of TLA (DoTLA)

Nadeem Khalifa – Director of Business innovation and Partnerships (DoBIP)

Ashanti France – Student Governor

Angelina Khan – Student Governor

Ian Rimmington – external verifier (for items 36-39 only)

Clerk to the Corporation

Naomi Shoffman - Director of Governance (DoGov)

36. WELCOME AND APOLOGIES FOR ABSENCE

The Chair welcomed everyone to the meeting and in particular the new Members. Introductions were made all round. Ms Beekye gave apologies for lateness and joined the meeting at the item being considered in minute 40.

37. DECLARATION OF INTERESTS

There were no issues included on the agenda for the meeting in which they had a personal interest relative to the College.

38. MINUTES OF THE CURRICULUM & QUALITY COMMITTEE MEETING HELD ON 18 MAY 2022

The minutes of the meeting held on 18 May 2022 were agreed as a correct record. It was confirmed that all follow up Actions were completed.

39. DRAFT COLLEGE SELF-ASSESSMENT REPORT(SAR) 2021/22 AND QUALITY IMPROVEMENT PLAN (QIP)22/23

- The DPCQ introduced the draft SAR The DPCQ then gave an overview of the SAR and the process for both area and whole SARs and validation of the grades. The panel included external validators including Ian Rimmington, an external quality consultant and the Head of Adult Learning from the London Borough of Waltham Forest. All the data in the documents have been collated from each departmental SAR. Both the departmental SARs and the College SAR underwent rigorous challenge. In terms of outcomes the SAR identified strengths and areas requiring improvement some of which have been carried over from the previous year. There is a set format for the SAR which has been sectioned in line with Ofsted educational inspection framework. The DPCQ then highlighted the following:
- The 'Overall Effectiveness' is 'Good'.

- The arrangements for safeguarding are **effective**.
- Waltham Forest College makes a **strong contribution** to meeting the skills needs.
- All Key judgements and judgements of provisions types are 'Good'
- Governors are highly ambitious for the College. They possess extensive experience in specialist skilled areas such as education, policy, governance, finance, audit and risk which enables them to provide appropriate challenge and support to the senior leadership team.
- Progression is high
- All outcomes for Education and Training Provision are above national rates and in line or above provider rates and in line with prediction reports
- Leaders, managers and governors have a strong vision and direction for the College which is understood and supported by staff.
- The curriculum is coherently planned which prepares learners for their next stage of education and/or employment. As a result, 96% of study programme learners had positive destinations on completion of their study programme, overall the positive destinations figure is 92%.
- Leaders adopted, developed, and implemented a curriculum that was ambitious, appropriately relevant to the local, regional and national skills needs and, as a result, had a positive impact on learner outcomes.
- In a small minority of areas some courses achieve below national rates and therefore require improvement.
- Attendance and punctuality to timetabled sessions, including English and maths, is not consistently high across the College.
- The College QIP 2022-23 details areas for improvements and ongoing actions.

Mr Rimmington was then invited to present his assessment. He made the following points:

- The self-assessment process has been thorough and comprehensive. It was based on Ofsted's latest framework and has made good use of data in the evidence base. This has included where possible the latest national achievement rates, but it should be noted that national rates have been significantly disrupted by the pandemic. The process has included external review at each stage and has been informed by the recent pilot Inspection. Governors can be confident both in the process and the outcome
- There is a new additional sub-judgment that Ofsted need to make regarding the contribution the college makes to meeting local, regional and national skills needs. The judgment is either limited, reasonable or strong and is linked to L and M and Quality of Education grades. It is significant that the College has taken this aspect very seriously and is now very well positioned through its use of LMI and its developing curriculum and employer links – which are very strong generally -not just through a very comprehensive work experience scheme but with examples of employers contributing to design through unit choice and also to delivery through joint projects and master classes. The College has made its own judgement that it makes a strong contribution to skills needs which Mr Rimmington supports.
- The College is well placed to meet its strategic ambition to develop skilled individuals that are employment ready and meet employer needs and the economic priorities of London Borough of Waltham Forest, London and beyond
- The College offers relevant study programme pathways up to level 3 with many students continuing beyond level 3 to university. It's also of note that a large proportion of adult provision is at Entry and Level 1 with a focus on English, Maths and ESOL. In this way the college is making not only a strong contribution to employability but also to social mobility and inclusion.
- the Colleges destination data shows that over 90% of student destinations are positive including many that progress to further study or leave to find employment. Managers are aware of their local LMI, aware of how they meet local needs and aware of where their students go.
- Achievement of qualifications remain important - but more now in the context of what students do with them. The College has done well to come through a very bumpy period with achievement rates above the latest published national rates.
- The SAR also reflects the good practice in leadership and management including governance. The SAR refers to the ambition of the College and uses external evidence such as the FE Commissioner's Report and Matrix. As such it is recognized that leaders, managers, and governors

are ambitious for the College and hold a strong commitment to quality improvement. They have developed a strong and relevant curriculum offer, ensured a strong emphasis on safeguarding, CPD and professional updating and have established stronger financial health.

- There are a few areas where the College can do even better, especially as it works towards its aim of being outstanding.
- In Apprenticeships the focus is on timely achievement rates
- In the quality of education there are a couple of areas where the quality of teaching and learning is weaker.
- In English and Maths attendance still lags below the overall College attendance rate and although this is typical across the sector the College still needs to make every effort to close that gap, improve achievement in functional skills and improve high grades in GCSEs. There are some areas where the vocational team works very effectively with the English and Maths teams and these areas can provide an example for all.
- These risks are identified in the SAR and form significant elements of the quality improvement plans both at overall College level and within appropriate curriculum areas.
- Governors can make an important contribution with close monitoring of the achievement of these plans as the year goes by.

Mr Rimmington concluded his report saying that the SAR process has been rigorous and fair and one on which the Committee can rely. The outcomes are based on appropriate evidence, the areas requiring improvement have been identified and the many strengths of the College have been celebrated

The Chair thanked Mr Rimmington for supporting the College through the process and also the senior team's and all the staff's hard work leading to this positive report.

Questions/comments were invited and discussion raised around:

Meeting skills needs

Consistency of TLA

Ongoing challenges

Key metrics

The DPCQ then presented the **Quality Improvement Plan (QIP) 2022-23**, which is a live document that identifies key areas for improvement. As we move through the year any emerging themes will be added. The template being used allows us to identify the impact, but it is too early in the academic year to gauge the impact of actions taken so far. The Committee and Corporation will be kept updated on progress of the actions at each meeting.

The Committee agreed they are happy with the format of the QIP which is clearly presented and works very well.

The Chair noted that the Committee was made aware through the QIP of the Eng. and maths issues.

The Committee:

- **Agreed the key judgements and recommended approval of the SAR to the Corporation, subject to the amendments discussed.**
- **Noted the strengths and areas for improvement.**
- **Noted the SAR grades per area for 2021-22.**
- **Noted the Quality Improvement Plan for 2022- 23**

Mr Rimmington left the meeting

40. CURRICULUM AND QUALITY END OF YEAR UPDATE

The DPCQ introduced the report which provided an update on the changes since the report presented to the October corporation meeting, and highlighted the following:

- 2021-22 has been a very successful year for learners' overall experience and outcomes. In all cases outcomes are in line or above national rates.
- Overall achievement is above Provider Group average and in line with 2020-21 outcomes
- GCSE English and Maths pass rates (9-4) have declined
- Overall High Grades for Level-3 qualifications show a 15% increase over three years, and with increased external exam-based qualifications, in line with high expectations of learners set by the College.
- 100% of study programme learners completed placement hours for work experience.
- Overall Apprenticeships achievement is in line with the DfE in-year apprenticeship outcomes but below 2020-21 outcomes.
- Basic skills 1% above national rate in line with predictions
- The progression to employment is very high.
- Areas for improvement have been noted and incorporated in 2022-23 Quality Improvement Plan.

Questions/ Comments were invited:

A Member said that there is nothing in the QIP about apprenticeships outcomes – The DPCQ explained that this is because this is only one measure used, but in terms of progression and destination the area is strong. The DoTLA explained that we need to work on the processes to ensure timely end point assessments (EPA). The challenge here is around being able to get the assessments done in a timely manner. We are working with and supporting a number of learners who did not achieve the end point assessment (EPA) in year then until they can get through the EPA, so they don't have a negative experience

A discussion ensued around which national rates data is being used. The Committee agreed it would be helpful to see the updated data which the Principal said will probably be released in Feb or March 2023.

A Member commended the continued trend of high grades and asked that as well as the table the report might benefit from using charts to show direction of travel. The DPCQ agreed this could be done.

A Member, noting all the college is doing in the interest of learners, asked what is being done pastorally to support learners through GCSE. The DoTLA expanded on the various arrangements that have been put in place to support learners and make this a positive experience

The Committee:

- **Noted: The positive progress on the key aspects of curriculum and Quality.**
- **Noted: The final outcomes for 2021/22.**

41. CURRICULUM AND QUALITY UPDATE - TERM 1

The DPCQ introduced the report which provides a summary of the start to the year he highlighted progress against key performance indicators including an update to report that went to October Corporation meeting.

- The College has had a positive start for learners for the academic year 2022-23.
- Study programme (16-18) enrolment is above the allocation while 19+ enrolment is up compared to the previous year. Fluid as still enrolling all the way through November and there will also be withdrawals.
- Higher Education Development- validation for HNC and HNDs All documents awaiting final ratification. hopefully will have first cohort in September 2023

- November GCSE Resits and Functional Skills Exams significant number of students attended.
- AEB GLA multiplier programme will report on progress of that

A Member asked to what degree are we exposed to the implication of the Level 2 qualifications review. The DPCQ responded this is always a risk but we will have to change courses and develop staff as well as support students through this culture change. This will be a challenge for all of FE. The Member asked whether the team feels the Corporation is providing enough support to help make this provision. The Principal responded that the Corporation is doing everything they can, but more support is needed from government.

A Member asked whether the recruitment rate to access courses is lower than expected are if we are doing a January start as discussed previously? The DPCQ said that the College is advertising an intensive course so people can complete the qualification in the summer so they may progress in September to HNC and HND courses being offered by the college. The Principal said that the current cost of living crisis is having an impact on people wanting to look at changing careers taking on loans. And that we are looking at other options on national skills funding that can signpost people too courses which won't require a loan.

The Committee noted the progress on the key aspects of curriculum and quality

42. QUALITY

I POLICY

The DoTLA presented the policy which has been updated and refreshed both for external validators and a reminder for staff. and highlighted and expanded the following:

- The scope of the policy and who this policy relates to.
- How the policy aligns with our strategic importance.
- How the policy will be implemented including how the policy relates to:
 - The quality assurance framework
 - The self-assessment process
 - The department review process
 - Internal audits

II. QUALITY ASSURANCE FRAMEWORK

The DoTLA presented the QA framework and highlighted the following:

- How the QAF links to the Quality Policy
- How quality improvement is linked to quality assurance
- How the College quality assures the learner journey
- What happens when a course is deemed to be at-risk
- Specific documentation that curriculum staff are required to have, or use when teaching or wanting to open or close a course
- What happens with learner work, post qualification
- The College's approach to self-evaluation

The Committee discussed the proposed policy and frameworks and agreed that they were both useful and easily digested documents.

The Committee agreed to recommend approval of the Quality Policy and the Quality Assurance Framework to the Corporation

43. TEACHING LEARNING & ASSESSMENT STRATEGY

The DoTLA presented the TLA framework and highlighted the following:

- Common approaches to teaching, learning and assessment as outlined by leading educational practitioners across the globe.
 - The College's approach to teaching, learning and assessment, including what should feature in every lesson:
 1. Retrieval task
 2. Objective sharing
 3. Instruction
 4. Assessment
 5. Plenary
 - A summary from curriculum colleagues about teaching and learning at the College
 - 'Teach Like a Champion' strategies that should be being used across all lessons at the College
- The DoTLA explained that as this is a new framework the college will be supporting teachers to embrace the strategies in a sensitive way

The Chair commended the good document, which is easy to understand, and she liked the ambition.

The Staff Member asked whether the students were involved in formulating this framework. The DoTLA said that our learners were not involved but the framework is based on pedagogical research and science behind that.

A Member agreed this is a well written document which hopefully will encourage teachers to pick it up and run with it and asked how will we get buy in from teachers? The DoTLA responded that this is part of the CPD strategy, with teachers getting the same message from external practitioners so there is a consistent message. We are changing the culture slowly but plan to embed quick wins first. The Principal said that we are continuing to promote and share good practice with other colleges.

The Committee noted the report.

44. COMPLAINTS AND COMPLIMENTS ANNUAL REPORT

The Principal presented the report which gives an overview of formal complaints received during the academic year 2021/22 response times, and actions to improve the process for the academic year 2022-23. She highlighted the following:

- There was a 100% completion rates.
- 'External parties' is a new heading some complaints which previously were allocated to premises /estates are now sitting in that category.
- A lot of complaints were about construction noise impacting on learners sitting GCSE exams. There is now an agreement with Countryside that they will not carry out any noisy work on national exam days.
- It is planned to undertake a greater analysis of the profile of complainants

The Chair said she found the complaints reasonable and this was a good and easy report to read. She said that she would like in future to capture better the compliments and positive things

A Member said the number of complaints given the size of the college and number of staff students is very low. Construction will be an ongoing issue, but the response rate should help mitigate future complaints

A Member related through some studies she has carried out some ways to get positive feedback from learners to their teachers which helped to increase (teachers) motivation. The Principal thanked the Member for these suggestions which her team would take on board

The staff Member asked if there is an anonymous option? The Principal said there is, but most complaints come through a different route rather than the formal card process and, we would not be able to respond to anonymous complaints.

The Committee noted the report.

45. RISK REGISTER REVIEW

The DPCQ presented the Risk Register showing pre and post mitigation scorings and controls in place to mitigate risks identified for curriculum and quality. All key risk areas have been updated with recent controls and management activities. There has been no change to the pre and post mitigation score since the last review.

The Committee confirmed they were satisfied with the scores and the actions being taken to mitigate risk. The Chair thanked the DPCQ for the report.

The Committee received and noted the updated College Risk Register.

46. ITEMS TO BE ADDRESSED AT FUTURE MEETINGS OF THE COMMITTEE

The Committee is asked to note that the agendas for future meetings will include items as per the agreed business cycle for 2022/23.

19.32 finish

These minutes have been approved by the Curriculum and Quality Committee and signed by the Chair as a correct record.

.....A Morris

.....7th February 2023.....

Signed

Date