Curriculum, Quality and Standards Committee
Tuesday 9 March 2021 18:00-20:00, Teams

Minutes

Committee	Mike Sutcliffe (Chair); Sue Kingman (VC, Board); Ian Valvona; Vincent Neate; Cait Orton; Elaine McMahon (Interim CEO & Principal); Japneet Kaur; Hamish Murray; Will Whitmore
In Attendance	Jason Jones (Deputy CEO & DP Curriculum and Quality); Sheila Fraser-Whyte (Executive Director Business Development & Innovation); Lance Finn (Head of Quality Assurance and Improvement); Rachel Scarborough (Head of Student Experience); Marc Dodi (Head of School-Creative Industries and Chair of the Equality and Diversity Committee) for item 10 to be taken at the start of the meeting; Sarah Connerty (interim governance advisor)
Apologies	

Agenda item	Item Description	Action
1	**Welcome and apologies** Chair to welcomed colleagues and thanked staff for all their work on the papers during this busy period at the College. The Chair welcomed Marc Dodi who will be giving an update on the Equality Action plan at the start of the meeting. Japneet Kaur did not attend the meeting.	
2	**Declarations of interest** There were no declarations received.	
3	**The minutes from the meeting held on the 1 December 2020 were agreed as a true and accurate record.**	
4	**Actions and matters arising** The Chair noted that all actions have been completed which is a tribute to College colleagues and the clerk. VN reported that on item 4 around the mental health and wellbeing governor role there have been time constraints. A catch up will take place after the Easter holidays with RS, CO and VN and will be reported back. Training courses are causing some difficulties due to the daytime schedules. The Chair thanked VN for taking on the role.	VN/RS /CO
10	**Update on Equality Action Plan** MD reported that quite a lot has happened around student engagement with equality and diversity. The College has been celebrating LQBTQ Black History month with uploads and a toolkit. There is a vision to produce a variety of toolkits for staff and students. There will be active folders available on Moodle and the staff and student intranet. There will be two more on anti-racism and disabilities which are in the pipeline. The Equality and Diversity Committee has met twice. It has been splintered off into subgroups, there are five main objectives and workstreams to work on the actions within the action plan, which are addressed by each of the groups.	

	Level 2 media students created a campaign for EDI. Some candidates have been shortlisted with the panel meeting tomorrow to pick the winning posters and concepts which will be rolled out across the College. Great work has been produced. Meetings have been arranged with various stakeholders to capture data. One of the issues in the annual report was the mis alignment of staff and student data. Employment and enrolment forms are being looked and as well as the census data from across the borough to address this and will be reflected in data collection going forward. The Chair noted that a lot of work has been done and the creation of a community must be helpful under Covid. MD noted that Teams has been a great tool for bringing staff and students together. MD noted that positive feedback had been received from the Cross-College Forum who found the toolkit really useful. IV felt that this area has moved on really well since last year. The Level 2 media campaign is really positive and a great idea and will drive viewers towards the EDI statement and report and action plan. He asked about progress on connecting up with HCUC and getting them involved with this work. MD noted that he met with two representatives from HCUC who run the EDI area. The College's quality process aligns and there is going to be some good synergy and quick fixes. EM congratulated MD and the team on their work and asked if there are any variations in take up of EDI work. She noted that a real framework and opportunity has been produced but what areas have not yet reached out to it? MD noted that student voice is really key in moving the EDI agenda forward and creating more platforms in schools to encourage students to use their voice more is important. A number of strategies to increase student voice across the College are being rolled out and when students feel more confident to speak out this will inform areas for further work. There is some work to do on the Black Lives Matter and work on anti-racism and how diversity is promoted in the College and that is coming out in the next few weeks and will be a main agenda. Race and ethnicity, sexual orientation and gender and learning disabilities and difficulties are all areas of focus. VN echoed the appreciation for the work carried out. He asked about allies and people without protected characteristics speaking out and recognising the need to change behaviours. MD noted it comes with confidence. Within the committee there was a lot of discussion around language and normalising the discussions around protected characteristics. It is about increasing confidence to raise and discuss topics more frequently and with greater confidence. Having the toolkits and getting a framework for terminology will give staff and students confidence to speak regardless of their make up. (MD departs 18:20)	2
5	**Quality Improvement Plan (QIP) for 2020-21 and deep dive on attendance** JJ reported as follows: The QIP update is included as an appendix to the main paper. There have been some actions met. There is a pleasing amount of green in the QIP, some amber areas and one red area which is attendance. At the January meeting the Board asked for the risk on attendance to be escalated to red and the Chair requested that CQS meet for a deeper dive into the area of attendance. JJ asked if governors have any questions on the QIP. The Chair noted that it was very reassuring to see the direction of travel and he congratulated JJ and the team. SK asked if the College has been able to learn anything from HCUC on attendance. JJ explained that curriculum, quality and student experience has been looked at in the round. Attendance hasn't featured to date but attendance monitoring is part of the workstream further down the line. RuTCs attendance is currently higher with HCUC in the mid to high 70s and they are experiencing the same challenges. The Chair noted that the GOAL walks in the QIP is red and JJ explained that this is because it was linked to attendance. The Chair reminded colleagues that the new learning enquiry	

walks have been sent out to governors to participate in. IV asked about uptake and JJ noted that he hadn't received any take up to date. IV asked SC to send out a reminder to governors as the Board had pushed hard for this, and to underscore the importance of it. JJ noted that the timetable had been pushed back a week to allow time for students' testing and settling back into College. There are a variety of opportunities that include remote and well as attending College.

JJ reported on attendance as follows:
It is still tracking below the KPI target, which is a low target. There has been a plateau at 80.6% for the entirety of this term. There is an upward trajectory of 5.5% above this time last year.   There is the caveat of comparing with the Covid context. The College is mindful of engagement, with students coming into full site delivery, diagnostic tests will be put in to look at skills gaps and plugging in support for that. It is a mixed picture and the College is not where it wants to be yet.

The report provides some examples of the types of interventions and expectations of Heads of Schools and how performance is monitored. There are some areas of positive impact with strong and improving attendance. The main problem areas are Business and Engineering. E&M fluctuates and is not too bad when compared with the sector. There is the point about Covid which is important to include but it is also not to use it as an excuse for attendance issues as it has been an ongoing issue. It is important to flag up that attendance next week will take a dip, mainly because parents are phoning and emailing in with concerns about students being on site. This will be monitored on a day to day basis. Today attendance was 50% and yesterday it was 64% and it is hoped that this is not an indication level for next week and instead is because students were reluctant to come in just for testing. VN asked if students were being offered lessons alongside their Covid test this week. JJ explained that all students are invited in, there are no onsite lessons this week, but there is provision for facilities and remote learning.   Next week live onsite delivery will resume and there will be a schedule for the second and third tests within the College day.

JJ explained that there is a good strong set of interventions in place. There is a lot of CLT focus on the data. IV asked if the data is available to all HoS so it is comparatively understood. JJ noted that the HOS can access the data live and also receive it every Monday morning, they have individual scrutiny and joint meetings. There is support and competitiveness so there is the best of everything.
The Chair reported that it is really moving up and he thanked JJ. JJ noted that he has a good team.

| 6 | **Performance against CQS KPIs**
JJ explained that the second half of the paper pulls out areas for discussion. Areas discussed included:
Achievement rates and VA – it is too early to talk yet about end of year and there is a caveat about this year's achievement rates which is looking at an unconventional set of data. There won't be any Quality Achievement Rates (QAR) this year or next but there is some solid GCSE English and Maths data which comes from November for early re sit candidates. There are some really good pass rates for E&M and far more entries that have been seen before. The College allowed anyone who wanted to enter to take the re sit. They are really pleasing results in terms of sector benchmarking for retake candidates in an FE context which are usually in the mid to high 30s.
The Chair noted the student number increases with significant upscaling and asked if this is related to Covid. JJ confirmed that it was and that there were a lot of students who felt they had missed out and weren't happy with their centre assessed grades. The retake cohort were a mix of RuTC and school students. | |

SC (margin note)

	Work experience – this is much more difficult to quantify under Covid, but the College has a lot of good solid work experience opportunities in place. Percentage take up will come to the next meeting.	JJ
	Student satisfaction – this will be covered later on in the agenda. The marker *Would you recommend the college to a friend* is used as a proxy for student satisfaction. This year it is much higher than previous years. It has dropped 6% points from the induction survey. JJ noted that ideally the percentage should go up but historically they it does go down and this is an area to work on. Comparatively with last year the College is in a better position.	
7	**Quality of Learning, Assessment and Teaching report**	
	Covid 19 impact of teaching, learning and assessment - LF reported that Covid is a context which is important to consider when viewing data points and data collected. Focus groups with staff and students have taken place and picked up some of the challenges. The biggest barriers were access to technology, limits to teaching and learning on Teams and applications when students are using their phones. The IT team have been doing a lot of work to get tech to students including those on adult courses.	
	Covid has proved challenging for planning. There are two phases - a blended learning model which was incredibly difficult for students with a split attention effect which slowed down lessons. There was relief in full lockdown when teachers could concentrate on one mode. There was a working group to provide staff support on blended learning.	
	It was more challenging to assess students' progress online. There was a paper on the College approach to remote learning to support teachers and Heads of School have been working with James McRae, the Head of Learning Technology to run workshops to support staff and advocates have been working to support on online delivery.	
	Online retention - attendance and on programme survey results show teaching and learning by school highlighting areas doing well and areas for further work. This will be interrogated with CPR2s, sitting down with each school and looking at a number of indicators and interventions for programmes.	
	Further work is needed on the interrogation of data around whether issues are to do with Covid or more fundamental issues with courses. Heads of School are looking at their curriculum plans and looking at historical issues.	
	An attendance officer is now in post at the College.	
	Enquiry walks – HoS are reviewing different data and some of the data from the pre half term pilot is included in the paper. There are encouraging signs that there is a solid platform for reflective practice with staff working with a peer and Head of School. Staff are working at different paces, but first signs are good and LF noted how pleased he is with how it is going.	
	IV noted that he had struggled to see what the paper is trying to say. He could see that it is about the quality of teaching, learning and assessment and the impact of Covid on one calendar year but asked what else it is trying to tell us above what is included in the QIP. LF noted that he had provided Covid context looking at student satisfaction levels but to date we don't know how Covid is reflecting on that and it is not a normal representation. i.e. for students on practical courses many may not have sat a practical assessment yet which might be influencing their satisfaction.	
	The summary of actions is about what has been done to try and mitigate the impact of Covid and shows areas to drive improvement. The CPR2s will be looking at this data and trying to examine whether issues are Covid affected or whether there are some broader teaching and learning contexts.	
	JJ added that a lot of what is driving the learning walks are Covid contexts so it is important to see both teaching and learning and Covid context together. IV noted that he understood that	

actions have been taken to mitigate the impact of Covid, but that there is no new information on quality that isn't captured in JJ report on quality. JJ explained that there are synergies from the two reports because they come from the same place, one is a focus on the school enquiry walks and the other is the work on quality improvement and quality assurance. The Chair noted that this is work in progress and data should be taken from the QIP. JJ agreed and noted that it is a deep dive into one part of the data from the QIP and the enquiry walks are very much in train.

LF confirmed that the pilots were completed pre half term to test the model and get some feedback and it has been scaled up across all the schools. The plan phase looking at a theme and working with peers has been done. The advocates have been putting workshops in place to take away and apply in the classroom. Some areas have shared their applications with peers. The College is now at the review stage to plough into the sustained phase.

EM explained that one of the things that LF has been engaged in is looking at the new Education Inspection Framework (EIF) and the work on the school enquiry approach and noted that it would be useful for LF to explain how it fits together. LF reported that the new EIF is the first evidence informed framework with the shift from quality assurance to quality improvement and the report talks about the driving impact and a marginal gains approach to teaching and learning.

The Chair asked if the College has been doing this work to align with the EIF. EM explained that it was realised that the Colleges approach dovetailed with Ofsted and has aligned. The Chair noted that this has put the College in a good place.

VN asked how the learning walks approach and assessment of students has had to change with remote learning. LF noted that it is all about achieving the outcome. The best way is by looking at a really granular approach to teaching and learning. Context is king and it is important to understand the changing context for teachers.

The Chair noted that it is about the quality of teaching and the Ofsted framework that it fits within. The work that LF is doing is going in the right direction to improve quality and he asked if it is flexible and will adapt to different situations. LF confirmed that he hoped it would.

8	**Curriculum and Quality and Student Experience merger workstreams**	
	JJ reported that the report is the same as the one presented to the governor workshop last night on the progress of the workstream.	
	Six key milestones have been agreed as followed:	
	Mapped quality calendar – the colleges are not expecting to get everything harmonised by the end of July	
	Understanding the culture of the local curriculum offer – a big meeting with the Principals and Deputy Principals took place with 45 curriculum managers looking at synergies and differences. It was a really productive meeting. It looked at delivery models and where they were not aligned looking at why and started to look at planning processes to align as much as possible.	
	Lesson observations – the colleges have similar philosophies with an emphasis on developmental approaches. HCUC have a different older school style of Ofsted graded approaches which RuTC had moved away from a number of years ago. Teams are working to put a three-track framework in place that brings together the best of both running in parallel. In terms of synergies and differences between the colleges the strategy is very similar. There are some key differences on projects and partnerships. Work experience and apprenticeship approaches are similar.	

Student tracking and target setting – the view is to agree the headline reports. HCUC use a good tracking tool that pulls together all reports with a one stop shop dashboard which will be adopted by RuTC.

Learner Voice - Next week extraordinary Student Forums are starting which will launch the merger to students and get a sense of their priorities and what they would gain.

JJ noted that he is spending around 50% of the week on merger, and it is moving ahead at a pace which is pleasing.

CPD alignment - Statutory policies including safeguarding and prevent, equality, diversity and inclusion, health and safety and learner involvement will be aligned, and counterparts have been meeting to move this forward.

SK noted that everything sounds hugely positive and asked if there are any areas of differences or priorities, to give more attention to. JJ noted that there are some differences. Around lesson observations there have been some interesting professional dialogues, HCUC's approach is referred to as developmental but it is a very different perspective from RuTCs and that was more difficult with the most challenge so far.

VN suggested that RuTC feel there is a very modern and highly effective strategy to support curriculum and our teachers and have discovered that the way HCUC do it is backwards and old fashioned and is not as effective an approach? JJ responded that RuTC recognise there is a more traditional approach but has been clear about the red lines and elements to retain which is why there is triple track approach. There is some compromise on a graded lesson approach, without moving away from an approach to develop the staff and student experience. It is hoped that in time it will move forward and have greater impact.

The Chair noted that HCUC's approaches must be effective because they are the best in London. JJ noted that the approach does not necessarily give the outcomes and there are other factors. The Chair asked if the marrying of the two approaches would be effective. JJ noted that in terms of the student tracking process what HCUC has in place is far superior and a much more user-friendly live tracking system and will add value. It is all about whether something will add value.

SK questioned whether the colleges could operate with two systems. JJ noted that the colleges will operate with the two systems and there is a red line from HCUC for a graded lesson observation approach. The Chair asked if this is a risk across the group? JJ didn't feel it is a risk to the management of quality and it comes down to which measures you place the most value in. VN reported that he was very sceptical on two sets of measures and it sounds like a fundamental disagreement. The approach should fit with Ofsted and he had concerns if it did not. JJ explained that he had those concerns as well which is why a maintain and retain approach had been taken and conversations are around all adopting the same approaches. SK noted that RuTC has had to be very self-critical and self-reflective because of where it has come from and is very aware of best practices and noted that HCUC haven't had to be. JJ noted that this is a fair analysis.

IV reported that he was surprised that two approaches would be tolerated post-merger. He questioned what moves these competing ideas on around the reality of merger and the competing approaches to quality. The approach is about operational effectiveness and the reality is that two organisations are merging, and the culture needs to come together. JJ noted that one of the things to emphasise is that where we land is not set in stone, there will be something to bring the best of both together as relationships move forward and processes

adapt further. RuTC has been clear from the start that there are red lines on something as fundamental as this.

The Chair noted that he was picking up concern from the Committee about this and JJ explained that this echoes his and LF's concerns. The Chair explained that governors concerns are that they are making the best move to the merged college in the best interests of RuTC staff and students. JJ reiterated that it would continue to be reviewed and adapted. The Chair noted that it will be important to keep a close eye on it and there is a Board meeting in two weeks' time and a governor workshop on the 26 March where it can be monitored. He extended support to JJ during this time and noted that he would catch up with IV outside the meeting to discuss further the concerns voiced by the Committee.

EM explained that it is still at the very early stages of learning to collaborate and she is keeping open minded. Colleagues can learn and come to a common ground with an opportunity for a fresh look at quality. It appears to be a disagreement and far from aligned but in reality it is being driven by people who really care about learners and staff and want to make it work. She noted that there hasn't been enough time yet to look at each other's cultures.

IV noted that he is not sure it is helpful in this space to talk about red lines because it is about an evolution and everyone wants the approach that is in the best interests of their learners. JJ took the point that it is the wrong expression to use. He explained that there are some elements that the College feel very wedded to which need to inform any compromised position and some elements that the College doesn't want to lose.
The Chair noted his comfort around EM's comments.

MS

| 9 | **Safeguarding update** |
| | CO reported that is the second termly safeguarding report of the year. At the November meeting the Committee had received a year on year comparison.   Key points to raise for this meeting are: |

- 277 students are currently known to safeguarding (including withdrawals), representing 12% of the total college population (2225). This is an increase of 60 since the November report. At the same point in 19/20 19% of the total college population were known to safeguarding, but only 104 of these cases were active (5.6% of the total college population), compared to 151 active cases (6.7% of the TCP) in February 2021. This suggests that while we received more referrals last academic year, these were for issues that had been resolved by the mid-year point allowing their cases to be closed to the safeguarding team, whereas this year we have more complex/ ongoing cases that require longer term support. This reflects the 'spike' in most vulnerable student numbers as described in the November report
- There are now 41 care-experienced students enrolled at the college, as an additional Care Leaver has been identified in-year. This is a total increase of 28% from 19/20. Retention for this cohort is looking really good
- There has been a significant increase of students on Child Protection or Child in Need plans (150% and 53% respectively). It is thought this spike represents the increase in local authority safeguarding referrals predicted nationally following the first Covid19 lockdown.
- There are currently 3 students on active Child Protection plans, and 14 on active Child in Need plans
- There have been 79 referrals for mental health as their primary concern so far this academic year. It is worth noting that some students who are known to the team for other reasons, such as Looked After young people or Young Carers, may also have secondary mental health issues but this is not reflected in this total

	- One serious incident was reported since the last meeting - Lesson bombing is a sector wide phenomenon and the last term there were a number of instances of it. This is being managed by refreshing staffing knowledge of meeting etiquette, student safety and reminding students of disciplinary procedures - There have no new Prevent cases and no safeguarding allegations against staff - There have been 21 referrals made to external agencies this year - Partnership work - where possible the Designated Safeguarding Leads will attend any external agency meetings taking place for students. If the DSLs are unable to attend a report will be sent in lieu of attendance - The DSLs also respond to requests for information as part of initial assessments by children's services - The Covid addendum to the Child and Vulnerable Adult Protection Policy was updated and approved at board in January to reflect government guidance in the January lockdown - Safeguarding audit - The College submits a safeguarding self-assessment known as a 'section 11' audit annually to the Kingston and Richmond Safeguarding Children Partnership. The next audit will be submitted to the KRSCP in April 2021. There are no outstanding actions from the previous audit - There are currently 469 students in receipt of financial bursary - Legislation and Guidance - The government are currently consulting on proposed changes to Keeping Children Safe in Education for September 2021. The suggested changes would have an impact on the role of the DSL - A potential issues is the change for all schools and colleges have appointed a senior mental health lead (one of the government's aims by 2025 under the *Transforming children and young people's mental health provision* green paper) which, although desirable, is a work in progress. The consultation deadline is March 4th 2021. - Emerging trends and threats - Recent news coverage of online child sexual abuse highlights the concerns from both the police and the children's workforce that the pandemic is causing an increase in childhood sexual abuse (CSA) taking place online. The true impact of the pandemic on CSA figures is not yet known, but early indicators suggest that there has been a sharp rise in child abuse images, grooming and extortion taking place online. RuTC is mindful of the need to educate students, parents and staff on this emerging risk, and to give young people the tools to help themselves stay safe. Targeted information has been shared with students, parents and staff, including how to spot online risks and what to do if they are concerned about something that happens in the digital space. The safeguarding team are also working closely with the IT team to strengthen filtering and monitoring activities on college systems - The KRSCP recently launched an updated version of their online safety strategy and guidance - It is proposed that RuTC will carry out an e-safety audit later in the term concurrent with the Section 11 Audit - The report highlighted training courses undertaken by the team since the last meeting The Chair thanked CO for a really impressive report and for the amount of work that is going on. IV queried the number of meetings DSLs are attending and whether this was due to a sudden spike. CO confirmed that it didn't and was related to a number of initial meetings and that the data is more of an indication of new cases coming in and that students on existing plans and core groups tend to have more frequent meetings.		
11	**Student experience**		

	RS reported that she had been talking to counterparts nationally about the student experience and poor engagement from students was reported at all colleges. Learner voice discussions have taken place with Kingston who had similar engagement issues with their Student Union and have now adopted a Student Council which is more streamlined. RuTC are looking into this as an option. Cross college forum, meetings have taken place focused on tutorials and lesson plans and there is a pick and mix for the next forum. There are a lot of activities out for students, initial enthusiasm has been good but there is low update. The College has recently launched a book club. Slow progress is being made and the College recognises there is a way to go for this. The Chair noted that the work with Kingston must be helpful and RS agreed it is a really useful link.	9	
	HM lost internet connection so was unable to report and will bring a report to the next meeting. After note to the meeting: HM reported that most students are wanting to get back to College and ready to put home learning/online learning behind them and there isn't much to report to the Student union about their College experience because they feel they have not really had one. HM is looking forward to reporting on the student experience in the College and the SU when students are back in College. JJ noted to HM that he shared the concerns about the impact of COVID-19 on the student experience over the last year and understood the point about students not being in a position to talk to the SU about their College experience because it has been very different from what they would have expected, given the pandemic. The College remain absolutely committed to engaging with students and supporting them all to have an enriched experience during their time at RuTC. He welcomed dialogue about ways to continue to improve that. JJ asked HM and SU exec colleagues to liaise with Beth Patterson and himself with suggestions for ways in which the College can further improve student engagement and support our learning community to get back to a rich, full face-to-face experience.		HM/JK
12	**Partnerships and engagement:** JJ reported as follows: **Richmond upon Thames School** – this partnership is ongoing. A positive meeting took place this week with the Principal, Head of School and chairs to explore collaborative working for the benefit of students. EM updated that the College has decided in the main that the following work will start - to enable mentoring by students to pupils, work on curriculum development including CPD for staff, clearer pathways which explore more fully the move into further education and work to enable students to embrace the College sooner, ensuring qualifications are not duplicated at Level 3, stretch and challenge and an ambition to making sure the curriculum is right for individuals, opening up College facilities, looking at new and different provision at Level 3 for vocational and academic and starting to work more collaboratively. IV reported that the collaboration will be visible at governor level, an MOU will be put in place and the partnership will be considered as part of the context of merger demonstrating that the College wants to support on a mutually beneficial level at governor and staff level. The Chair asked about moving into the green agenda with STEM and the investment with HCUC. EM noted that it is purely at the starting point, it would be a benefit to the College and young people and STEM is at the heart of that and the STEM centre is one area to start in a small way. **Twickenham School** – the College is reaching out to some of the local schools to build relationships. It is the early stages of the relationship with the school and a meeting took place in February with year 10 assemblies and presentation evenings being organised as well as building a mentoring team. JJ reported that the school are really excited about the opportunity which is a real positive.		

	Roehampton University – the MoU is now signed, and a range of activities and possible areas of focus are underway. These include an HNC/HND Performing Arts with final level of degree at Roehampton, University taster sessions, mentoring, student placements, joint CPD opportunities and, when more developed, HNC/HND computing provision. **St Marys** – an MoU is ready but not yet signed. This a similar agreement to Roehampton with different areas of provision such as social sciences, law, criminology, allied health and applied sciences. It will also be supporting greater progression in HE for BAME students and working on widening participation.	
13	**HE strategy and opportunities update** JJ reported that HE at the College is an area of development limited to 30 students. It is being crystallised in the curriculum planning process and is part of merger discussions. HCUC have a well-developed provision in place. The current strategy is to stretch provision at Level 2 and Levels 4 and 5 with top ups at partner HEIs. The College is looking at specific provision to start with, with the aim to deliver over the breadth of the College in the coming years.	
14	**Apprenticeships** SFW reported that there are 118 apprentices on programme, 13 have already completed and achieved. There was a good meeting with the ESFA last week and the College will look to model 19-20 results to see if it can step away from intervention. Once the Adult audit is out of the way the College is looking at modelling against minimum standards and will bring a paper to the June meeting. SFW explained that all Colleges are in the same position and need the starts to come in and the economy to get better. SFW reported that the College is developing a community sports programme with Harlequins with 12 new students and talks are also underway with engineering companies.	SFW
15	**Adult Education Budget (AEB) profile** SFW reported on the RO6 analysis which shows that there was a significant risk of the College not meeting its GLA contract value for 2020/21. The current lockdown restrictions have resulted in the College not meeting its planned delivery numbers. The College is working with two main subcontractors. One is experiencing difficulty due to the move to online learning in its ESOL provision, but it does look like they will be able to meet the contract value. The other partner is currently projected to over deliver on their contract value and discussions are underway around increasing their contract value. Quality and delivery are good and feedback from learners for this provider has been positive on the move to online learning. The Sector Based Work Academy Programme (SWAP) referrals has decreased against the planned numbers with many of the clients preferring to have face to face delivery than online. Delivery will start in person on 22 March and 135 learners will have been through the programme by the end of the academic year. The introduction and roll out of the Equal platform to adult learners is being implemented. The conservative plan is to deliver an English, Maths or IT qualification to 100 learners from March to end of July. A RAPRA course supporting Construction workers on wellbeing is planned to be delivered on a number of sites around London. This programme will generate circa £20K and is to support Covid relief. There is an opportunity for increasing this to meet the GLA allocation. A five day Kickstart programme to prepare 19-24 year olds for work experience has been discussed with DWP this week and the first course is planned to start on the 22 March. Learner support and Bursary funding has been projected at £23,508 based on 19/20 figures, further information and analysis is required.	

	The Committee noted that there has been a big sea change with £0.5m reduction. SFW noted that the College did get an additional £1.1m allocation and subcontracting decreased which went well but the College didn't get the numbers in on time.	
16	**Complaints update** SFW noted that two complaints have been received since the last meeting, one related to exclusion and the other to predicted grades. Both have been resolved.	
17	**Applications and enrolment** SFW reported that over 300 applications have been received, the main area of increase is A Levels. The last virtual event had over 500 registrations and 300 attendees. The next step to organise is the enrolment process which will commence a week earlier around the 9 August. The Chair noted that this looks really promising. SFW reported that the College is looking to process all progressing students in June so the numbers will be in ahead of time. Term time will always start in September so with the earlier starts it gives a longer enrolment period.	
18	**Ofsted preparation and update** JJ reported that all inspection activity has been paused this week to allow staff time to test and welcome students back into College. Ofsted announced this morning that full and short FE inspections will remain suspended until 15 March to focus on new provider group visits due to ESFA concerns. Emergency onsite monitoring visits for safeguarding and leadership concerns will continue, and progress monitoring visits may take place in extraordinary circumstances remotely from the 15 March onwards. Ofsted reserves its right to carry out progress monitoring visit at other providers, but these are currently ungraded. They will continue to review their position and the College will continue to be alert and prepared for an Ofsted inspection. The Chair asked if there is any sense of whether Ofsted would be more likely to visit before the merger. EM noted that the team have prepared the College as best they can in the context of Covid and will be as ready as it does seem likely there would be an inspection prior to merger.	
19	**Any other business** There were no items raised.	
20	**Meeting dates for 2020-21:** 29 June 2021 18.00 start	
21	**Performance around attendance** [confidential item]	

Meeting closed: 20:20