

## Minutes Quality, Learning and Standards Committee

(All resolutions passed were the unanimous decision of the Quality, Learning and Standards Committee members present unless otherwise stated)

<b>Meeting Title</b>	Quality. Learning and Standards Committee	
<b>Date</b>	13 March 2018	
<b>Members</b>	Mr G. Willett	Chair
	Mr J. Azah	
	Mr D. Anderson	
	Mr M. Bristow	
	Mr. D. Cheema	
	Cllr B. Fraser	
	Mr. P. Mayhew-Smith	Group Principal / CEO
	Dr C.Wilks	
<b>In Attendance</b>	Mr S Hedhli	Interim Principal South Thames College
	Ms S. Horrell	Vice-Principal, Business and Student Services
	Ms J.Morrison	Director of Quality and Learning Services
	Mr J. Pemberton-Billing	Principal Carshalton College and Merton College
	Mr M. Tweedale	Principal Kingston College
	Mr C. Wright	Deputy CEO
	Ms H. Meredith	Head of Governance
<b>Key Meeting Outcomes</b>		
<b>1</b>	<b>WELCOME, APOLOGIES</b>	
<b>1.1</b>	Apologies were received from Ms Stanley. Dr Wilks sent apologies in anticipation of arriving late and Cllr Fraser in anticipation of having to leave the meeting early. Apologies were also received from Mr Hillier, Assistant Principal HE and Apprenticeships.	
<b>1.2</b>	<b>DECLARATION OF INTEREST</b> Members confirmed that they did not have any pecuniary or other interest in any agenda item.	
<b>2</b>	<b>MINUTES OF MEETING OF 28 NOVEMBER 2017 AND MATTERS ARISING</b>	
<b>2.1</b>	<u>Accuracy.</u> The minutes were accepted as an accurate record and were signed by the Chair.  <u>Matters arising</u> <u>Item 4.2.3</u> In response to a question about the Ofsted inspection regime for merged college groups the Group Principal/ COE reported that the College ILR is being allowed to include a campus identifier but currently the position remained as stated at the previous meeting, which for Ofsted inspection purposes the merged institution will be treated as one College.  <u>Item 6.4</u> The Chair had asked for the achievement data to be rag rated against national benchmarks and for paper to be re-issued. The Deputy CEO will do so following this meeting.  <u>Item 9.9</u> Governors asked for an update on the bid for the pilot round of the Strategic College Improvement Fund. The Group Principal / CEO reported that the bid was unsuccessful as the College is classified as a Grade 2 College	
<b>3.</b>	<b>ELECTION OF VICE-CHAIR</b>	
<b>3.1</b>	Mr Anderson was proposed as vice-chair, there being no other nomination, Mr Anderson was elected to serve as Vice-Chair for the year.	

4.	<b>INTERNAL QUALITY ASSURANCE REVIEWS (IQARS)</b>	<i>Appdx B 1-4</i>
4.1.	<p>The Deputy CEO reported on the IQAR process which had recently taken place across the colleges to test the grades in the SAR. IQAR is an evidence-based process replicating the techniques deployed by an Ofsted inspection team over typically a four-day period but compressed into three intense days of scrutiny. The essential outcome is leadership professional development focussed on testing self-assessment, action planning and impact through and direct observation. The difference to an inspection is in the use of colleagues to carry out the process and the output from them in terms of the sustainable development of collegiate behaviours and culture. Steve Bennett was also employed as a consultant to run the IQARs at MC, STC and KC.</p>	
4.2	<p>For each college the committee received and reviewed a pre inspection analysis and mock inspection outcomes. A Key Summary sheet covering all the campuses was tabled at the meeting (together with the STC IQAR outcomes).</p>	
4.3	<p>The Director of Quality presented the overall summary reporting that colleagues embraced the process fully and found this to be really useful CPD, except at Carshalton College which failed to engage in the process. For each college the key summary is recorded below along with comments which each College Principal was invited to make on the IQAR outcomes.</p>	
4.4	<p><b>IQAR at Kingston College</b>  Self assessment was accurate at GOOD. The College Principal, and College Leaders continue to secure and sustain improvements in teaching, learning and assessment and the College is on target to meet its forecast outcomes. The College has a firm focus on developing its value added forecasting tool to ensure accurate in-year progress monitoring can take place. The recommendation is that the STCG move to APLS in-year forecasting 18-19 in line with the termly outcomes forecasting. KC continues a relentless focus on stretch and challenge skills development to ensure questioning is highly effective, in all lessons, to improve higher level metacognition skills. The Principal, KC confirmed that these recommendations were as expected and commented that the use of learning walks are critical as opposed to formal lesson observation.</p> <p style="text-align: center;"><i>Cllr Fraser and Dr Wilks joined the meeting at 6:15pm</i></p>	
4.5	<p><b>IQAR at Merton College</b>  Self assessment was accurate at RI. There is a high degree of probability that the college is making reasonable progress and if the forecasts are accurate then progress, since the last inspection, will be significant. Senior and middle leadership are highly engaged and a ‘palpable’ appetite for improvement following the turn-around work from around Easter 2017 that delivered much improved rates in English and mathematics. Attendance was much improved and during the IQAR was excellent; there is capacity for further improvement in achievement rates given this solid platform. The key for outcomes this year lies in English and mathematics. The Principal, MC is very pleased with the improved attendance and appetite for improvement and forecasts predicting delivery above national achievement rates.</p>	
4.6.1	<p><b>IQAR at Carshalton College</b>  The key finding was that it took governor intervention to reach the INADEQUATE judgment for provision in 16/17 at the SAR validation and it remains so apart from the construction department, which is GOOD. This is currently a failing college making little to no progress.</p>	
4.6.2	<p>There is a gap between the expectations of senior leadership and that of most of the middle leadership team which manifests itself in the long-term inability for the college to improve; the same areas for improvement seem to re-appear in every one of the recent Ofsted inspections in 2011, 2014 and 2017, the EQAR of 2016, the full IQAR of a year ago in 2017 and now again.</p>	
4.6.3	<p>There is a long-term failing around learner assessment. Coupling this with a behaviour amongst too many staff, including leaders of denial bordering on delusion gives little reassurance of either immediate or indeed sustainable improvement; learners are being seriously disadvantaged compared to their peers locally and nationally.</p>	
4.6.4	<p>The Principal, CC reported that the IQAR at Carshalton had been re-scoped as there had not been sufficient improvement since the SAR. Staff need to focus on assessment starting with</p>	

	<p>full recording of students' marks in electronic mark books. The Principal has commissioned an assessment audit by the Quality team to establish what evidence staff have about students' work. Governors commented that this is really basic work but applauded the thoroughness of this review.</p> <p>4.6.5 The Principal, CC reported that action will be taken to share good practice from construction- the largest area of provision. Two early indicators of improving performance are increased retention and attendance which need to translate into improved achievement rates over the year.</p> <p>4.6.6 The Chair asked the Group Principal / CEO whether he had known the extent of the issues at Carshalton. The Group Principal / CEO reported that in the last 6 months the College has discovered systemic issues of malpractice and bad management. 3 members of staff who have put in fraudulent submissions to awarding bodies have been dismissed and one more teacher had been suspended today and indicated their intention to resign. Governors asked how the college is managing news of these dismissals. The Principal, CC, reported that this is not yet known to parents. The latest member of staff still has to be reported to the awarding bodies. One member of staff who was dismissed had been reported to OCR who have visited the college and confirmed that they are satisfied with the changes that have been implemented and the rigour that the new Principal is applying. The Meeting our Targets (MOT) work is being started at CC supported by the Quality team.</p> <p>4.6.7 Governors were bitterly disappointed and upset that students have been let down at CC despite constant reassurance that things have been getting better. Governors expressed the view that staff have been poorly managed and poorly led.</p> <p>4.6.8 Governors asked for assurance that staff understand that previous behaviours will not be tolerated, whilst support and CPD is provided to drive development of best practice. Governors noted that many staff feel badly let down by their colleagues.</p> <p>4.6.9 In response to questions from governors the Group Principal / CEO confirmed that a culture of denial has been discovered in some areas. Some staff have been very defensive saying that their managers were dealing with the data.</p> <p>4.6.10 Governors discussed the impact on governance from these findings and what questions they should be asking to make sure that the information they are receiving is genuine and valid. The Deputy CEO suggested that Governors should be involved in future IQARs. The Group Principal / CEO apologised to governors explaining that he, and management, had taken assurance from what were thought to be sound reporting processes. Audit reports were very flimsy in their scope and understanding of practice across the teams. CC management had kept the quality team out. It is only following the change in management that these issues have been discovered.</p> <p>4.6.11 Governors took some assurance that the new leadership with close support from the Quality Team shows that tools are being put in place to make the change in culture to one of continuous improvement. More penetrating systems are now being checked weekly. Governors advocated a thorough review of the staff management at CC and the Group Principal /CEO confirmed that he is currently working on the restructure of management at CC in the summer 2018.</p> <p>4.6.12 The Chair asked for a separate agenda item on CC at next term's QLS meeting.</p>
4.7.1	<p><b>IQAR at South Thames (Wandsworth &amp; Tooting)</b></p> <p>While self-assessment was accurate at RI overall it was over-generous on two key judgments and one type of provision and like Merton has set its stall out for GOOD outcomes this year. Currently, the college is RI and making somewhere between reasonable and significant progress; HNL provision is close to OUTSTANDING. The essential conclusion from this exercise was the evident commitment, energy and ability of the senior and middle leadership team to drive relentlessly the behaviours that lead to sustained improvement. The quality 'tools' in use will work provided they are maintained.</p>

4.7.2	The Report warned caution in relation to 'optimistic' forecasting, particularly for 16-18; where three subjects (English, Mathematics and ESOL) will largely determine an improvement on outcomes because of their high number of qualification starts. Subjects in the business curriculum are not improving in line with most of the rest of the college.
4.7.3	Tooting should no longer be able to justify doing things differently or indeed separately and must rapidly harness and embrace college tracking and monitoring systems and disciplines; the sustained underperformance of adult ESOL exemplifies this. In response to questions from governors the Interim Principal confirmed that work is moving towards integrating Tooting into the college's quality systems but the difficulty is that there are a lot of short courses at the Tooting delivery centre.
4.7.4	The Interim Principal, STC found the experience really positive with all staff engaged in the process and it proved to be an exercise in sharing good practice across the group. At STC the college is starting to see improvements in TLA including in some of the NTI areas. High needs learners is the largest positive area which is moving close towards being outstanding. These learners are in main stream provision which makes it even more special. The Director of Quality confirmed that cross college High Needs provision is supported really well by the learning support teams.
4.8	It was <b>resolved</b> to note the reports.
<b>4.9</b>	<b><u>External</u></b> <b>MERTON ADULT EDUCATION OFSTED INSPECTION REPORT NOV 2017</b>
4.9.1	The inspection report was presented by the Principal of Merton College who reported that STC took over Merton Adult Education about 15 months before the inspection which took place in November 2017. The provision was graded as Requires Improvement (3). The majority of provision inspected is subcontracted to Merton College.
4.9.2	The former provision was inspected in November 2015 and was also Requires Improvement. Whilst there has been progress with integrating and embedding the new service within Merton College, further improvement is required. The Director of Quality confirmed that these staff are also now part of the Quality processes of the College. The Quality team will be undertaking a Quality Audit of this provision. Members noted that some areas perform very well but ESOL provision lets this provision down <i>Cllr Fraser left the meeting at 7:00pm</i>
4.9.3	An action plan has been developed with Merton Council to seek to address areas for improvement.
4.9.4	It was <b>resolved</b> to note the report.
<b>4.10</b>	<b>Elmwood Nursery, Carshalton Ofsted Inspection Report January 2018</b>
4.10.1	Elmwood Nursery is an Early Years provision at Carshalton College. It was inspected in January 2018 and was awarded graded 2 – Good.
4.10.2	Governors received and reviewed the Ofsted Inspection Report and noted that there are only two points holding the provision back from being Outstanding – a lack of outdoor provision and initial finding out about what the children can do when they join the nursery. Inspectors found that the quality of teaching is consistently strong and that staff have a good understanding of how children learn and develop. Governors were impressed by the distance travelled in a very short time.
4.10.3	Governors asked about the strategic relationship between the college and the nursery noting that although this was originally set up for the children of staff and students currently it is used by the community. The nursery provides work experience opportunities for a handful of students and apprentices.
4.10.4	It was <b>resolved</b> to note the report and to review the strategic relationship between this provision and the College as part of the development of the strategic plan.

<p>4.11 4.11.1</p> <p>4.11.2</p> <p>4.11.3</p>	<p><b>DfE 16-19 Inspection Dashboard for STCG: Strengths and Areas for Improvement</b></p> <p>The Deputy CEO presented the DfE performance data published for South Thames Colleges Group for 2017. Members noted that the data relates solely to Kingston College for 2016/17. As South Thames College and Carshalton College have dissolved, no data is published for them. In response to questions from governors about the audience for this data the Deputy CEO confirmed that the performance tables are published annually to enable learners, parents and stakeholders to compare the performance of schools and colleges within their local area.</p> <p>Members noted that the strengths and areas for improvement mirror the College's own self findings, in particular highlighting the need for further improvement with learner progress in A Levels and English and Maths. A Levels are shown as well below average which means in the bottom 5% nationally which is below the minimum level of performance. Members noted that A levels are a small part of the KC provision.</p> <p>It was <b>resolved</b> to note the report.</p>
<p>5. 5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p> <p>5.6</p>	<p><b>Quality Improvement Action Plan (QIAP) updates</b> <span style="float: right;"><i>Appdx C</i></span></p> <p>The Deputy CEO presented an update report on implementation of Quality Improvement Action Plans (QIAPs) across the Group. Members noted that the progress and impact of actions are reviewed at Quality Monitoring and Progress (QMAP) review meetings with updates provided by each College Principal.</p> <p><b>Notice to Improve (NTI) updates</b></p> <p>Notices to Improve (NTIs) were identified for significant areas for improvement and the report included update on progress. Members asked detailed questions about the NTI updates noting that where achievement rates are awaited at the end of the year achievement remains rag rated amber.</p> <p>Members challenged the rag rating of the NTIs relating to Carshalton College in the light of the information reported in relation to the Carshalton IQAR. Officers agreed that the report had not been updated since the IQARs and agreed that more of those relating to Carshalton such as 42, 44 and 46 needed to be assessed as high risk and coloured red.</p> <p>Members asked about intervention support being put in place for English and Maths. Curriculum managers from Merton College are sharing good practice at Carshalton College. An external consultant has been used to provide support for Maths at Carshalton College and one will be advising in relation to English as well.</p> <p>Members asked for future QIAP update reports to be re-ordered to list the NTIs first.</p> <p>It was <b>resolved</b> to note the report.</p>
<p>6. 6.1.1</p> <p>6.1.2</p>	<p><b>Group Curriculum Reports 2017/18</b></p> <p><b>A1. QUALITY MONITORING AND PERFORMANCE MATRIX (QMAP)</b> <span style="float: right;"><i>Appdx E.1</i></span></p> <p>The Quality Monitoring and Progress (QMAP) was presented by the Deputy CEO. This is used to report on performance against attendance, retention, forecast and actual achievement and highlights the progress against key performance measures.</p> <p>Members noted the following key points:</p> <ul style="list-style-type: none"> <li>• The most recently available dataset is used to identify any arising issues for intervention.</li> <li>• attendance at Carshalton, Merton and South Thames Colleges shows an improvement compared to last year. However only Apprenticeships at Kingston College show an attendance rate above the Group target of 90%</li> <li>• the forecast achievement for 2017/18 shows an improvement. However at this stage of the year, further work is being undertaken to verify and confirm that students are progressing as suggested. An analysis comparing actual achievement in 2016/17 to forecast was included for reference. A confidence factor has been applied to assess those areas, marked 'Low', where a further review of forecasts is required to ensure accuracy of</li> </ul>

<p>6.1.3</p> <p>6.1.4</p> <p>6.1.5</p>	<p>outcome predictions and appropriate intervention. KC generally forecasts very accurately (less than 0.5% between forecast and achievement rates). A lower confidence factor has been applied to STC which typically over forecasts.</p> <p>Members did not find the information easy to process and the Chair asked for a key to this. Attendance is rag rated against the College target of 90% and the key was included on the individual college pages which were sent to the committee by email.</p> <p>Again members challenged the rag rating for forecasts for Carshalton College and it was agreed that these should be changed to red to demonstrate the additional scrutiny being provided by governors arising from the risks with the forecasting highlighted at this meeting.</p> <p>It was <b>resolved</b> to recommend the Performance Monitoring Matrix for approval by the Corporation.</p>
<p>6.2</p> <p>6.2.1</p> <p>6.2.2</p> <p>6.2.3</p> <p>6.2.4</p> <p>6.2.5</p> <p>6.2.6</p> <p>6.2.7</p> <p>6.2.8</p> <p>6.2.9</p>	<p><b>PERFORMANCE PROGRESS DATA FOR ATTENDANCE, RETENTION AND PREDICTED ACHIEVEMENT BY COLLEGE AND GROUP</b></p> <p><b>ENGLISH &amp; MATHS STRATEGY PROGRESS UPDATE</b></p> <p>A detailed English and Maths Strategy Progress update report was presented by the Principal of Merton and Carshalton Colleges.</p> <p>A Cross College group has been set up and has met 3 times to enable STC practitioners to share good practice at KC- examples were included in the report. These discussions had assisted the drawing up of new delivery plans for 2018-19 which were detailed in the report.</p> <p>Members reviewed data for attendance and predicted achievement rates across the Group noting that although Kingston College has the lowest attendance it has the highest predicted achievement and a track record of meeting or exceeding its predictions. Last year, 80.5% was predicted and 85.2% was achieved. Therefore, the current prediction at 88% can be viewed with a high degree of confidence.</p> <p>The Merton College and STC forecasts predict a significant improvement of 8 and 9 percentage points respectively. These two colleges have over predicted in 2016/17 by 8 and 5 percentage points and therefore the forecast should be treated with some caution.</p> <p>Carshalton College is reporting the highest attendance across the group, and predicting a very significant improvement in achievement rates. At this stage, the data must be viewed with a high degree of caution. Historically forecasting at the College has been over-optimistic and last year was 14 percentage points above actual final achievement rate.</p> <p>The Chair asked in future for benchmarking data to included national averages and not just comparable data within the STC Group.</p> <p>Merton and STC will also reduce the amount of L2 functional skills delivered significantly but will continue to offer L2 FS in a twilight session at MC and STC for some students in the final year of their L3 programme for whom this is more realistic qualification to gain admission to university with GCSE.</p> <p>The Chair thanked the Principal of Merton and Carshalton for his work on this strategy and for this report.</p> <p>It was <b>resolved</b> to note the report</p>
<p>6.3</p> <p>6.3.1</p>	<p><b>VALUE ADDED FORECAST (PILOT AT KINGSTON COLLEGE ONLY)</b></p> <p>An update report was presented by the Principal of Kingston College on a pilot using ALPS to forecast value added who suggested that value added forecasting should be rolled out across the college group.</p>

6.3.2	<p>Members noted that senior leaders continue to work vigorously with School curriculum leadership to improve value added. In the specific case of A level the college uses external support. GCE mathematics was a target for additional intervention and support including resourcing more teaching groups. The impact by the end of 2016/17 is that students appear to have made marginally more value added progress compared to 2015/16. However, members noted that the progress is too slow and short of the 2016/17 target. For A Level there was no progress made although the context is an almost wholesale switch to the “new” Linear A levels coupled with unprecedented staff turnover in-year and student motivation dropping due to an increasing number of unconditional offers being made by universities.</p>
6.3.3	<p>Members suggested breaking down value added by gender and ethnicity would identify certain areas where targeted intervention could be made.</p>
6.3.4	<p>It was <b>resolved</b> to note the report</p>
6.4	<p><b>WEX &amp; EMPLOYER ENGAGEMENT UPDATE</b></p>
6.4.1	<p>An update report was presented by the Presented by Vice-Principal, Business and Student Services.</p>
6.4.2	<p><b>The Work Experience Pilot</b>  In July 2017 South Thames College was selected for a pilot to deliver a proportion of the 2000 learners who would undertake a minimum of 40 days’ work experience as part of their study programme. The pilot has been running since September 2017 led by an organisation called The Challenge in conjunction with the Department of Education. The college has a grant allocation of £115k to deliver the project.</p>
6.4.3	<p>The College submitted a bid for a further fund last November, the Capacity and Delivery Implementation Fund, which is expected to roll out the development more widely from September. If successful, this would bring an additional £600k to the Group. The aim of the Fund is to support institutions to build-up their capacity and capability to deliver substantive work placements from the 2018 to 2019 academic year for students on vocational and technical study programmes at level 2 and level 3. It is recognised that the delivery of substantive work placements as part of T levels will be a significant step change for the sector. This is why this funding is being provided now to help build capacity ahead of the roll out of T levels from 2020, as work placements will be an essential part of T level delivery.</p>
6.4.4	<p>It was <b>resolved</b> to note the report.</p>
6.5	<p><b>LEARNER VOICE (INDUCTION SURVEY SUMMARY REPORTS)</b></p>
6.5.1	<p>This report was presented by the Director of Quality on Induction and Enrolment Surveys undertaken across the Group during October 2017. Survey questions differed across the Group, with some overlap. Members suggested that the Group should align the induction surveys across the whole group next year.</p>
6.5.2	<p>Student Satisfaction ratings were mostly at 90% and over (129 questions out of a total of 189), 57 questions gave a Satisfaction rating between 75 and 89%. only 3 questions had a Satisfaction rating at 74% or below. 94% of Kingston students would recommend the College to a friend, 93% at South Thames and 88% at Merton. 93% of Carshalton students felt induction helped them to settle quickly, 90% at South Thames and 89% at Merton. 91% of students felt confident of when they would be assessed at Carshalton, 85% at South Thames and 83% at Merton. 96% of students felt they had put sufficient effort into their course so far at Carshalton, 90% at South Thames and 89 at Merton.</p>
6.5.3	<p><b>Carshalton College</b>  Carshalton continue to improve with the early completion of online learning plans and 1:1 meetings (rising from 70% in 16/17 to 88% in 17/18). Students feel that they are on the right course and right level, are provided with a timetable, understand their responsibilities as part of the community and feel welcomed into college life.</p>

6.5.4	<p><b>Kingston College</b> The enrolment process in the Sports Hall remains an issue at Kingston. Students come away from Induction with high ratings for Prevent, British Values, Extremism, online safety and health and safety. Students feel they have made a good choice towards future education or career options (97%).</p>
6.5.5	<p><b>Merton College</b> Students are not yet confident early in the academic year of when they will be assessed on their respective courses across the College (54% in Progression and Pathways). However, students feel overwhelmingly safe whilst attending College (96-99%), are treated fairly and feel they have received good, constructive feedback on coursework to date.</p>
6.5.6	<p><b>South Thames College</b> South Thames students rated feeling safe and fair treatment very highly (99 and 98%), along with helpful and constructive feedback (94%). Excluding Teacher Education (90%), students did not feel confident of when and how they would be assessed.</p>
6.5.7	<p>It was <b>resolved</b> to note the report.</p>
7.	<p><b>HE UPDATE</b> <span style="float: right;"><i>Appdx G</i></span> This report was presented by the Principal, Kingston College.</p> <p>7.1 <b>Teaching Excellence Framework (TEF) update</b> The committee noted that the Group's TEF Year Three Provider Written Submission was presented to HEFCE in January 2018 and the outcome will be announced in June 2018. The submission provided robust justification for the retention of the Silver Award on the grounds that this was only awarded to Kingston College the previous year (in June 2017 - TEF year 2 - awarded for 3 years) and Kingston College is the successor College and the majority provider (70%) of HE in the merged college.</p> <p>7.2 <b>Teaching Excellence Framework (TEF) Subject Pilot</b> The Group's submission as a part of this project was presented to deadline on 28 February. The confidential outcomes for the six pilot subjects will be provided in June. The Group also took part in a pilot exercise entitled "Teaching Intensity" which is a pilot exercise to explore the volume and type of teaching that undergraduates receive and their level of satisfaction.</p> <p>7.3 <b>Annual Provider Review (APR)</b> HEFCE's APR group has considered evidence and data about the College Group, and concluded that sufficient progress has been made with the previous action plan. The quality and standards outcomes of the APR process will be published on the HEFCE Register of Higher Education Providers. The entry for South Thames Colleges Group will read: <i>"Meets requirements</i> <i>This provider fully meets HEFCE's requirements for quality and standards. This means that:</i> <ul style="list-style-type: none"> <li>• <i>Qualification standards are reliable and reasonably comparable to those across the UK;</i></li> <li>• <i>The student academic experience is of high quality;</i></li> <li>• <i>Student outcomes are generally good or excellent and the provider has demonstrated continuous improvement in relation to them".</i></li> </ul> </p> <p>7.4 <b>Office for Students (OfS) Registration</b> The Office for Student (OfS) will replace HEFCE as the government-approved regulatory and competition authority on 1 April 2018 and the College is in the process of completing its registration with this new body.</p> <p>7.5 It was <b>resolved</b> to note the report.</p>
8.	<p><b>LEARNING, TEACHING AND ASSESSMENT - CPD &amp; LEARNING WALKS UPDATE</b> <i>Appdx H</i></p> <p>8.1 This report was presented by the Director of Quality and provides and included <ul style="list-style-type: none"> <li>• Learning Walks – summary of strengths and areas for development at each of the four colleges. A further 150 learning walks took place during the IQARs.</li> </ul> </p>

8.2	<ul style="list-style-type: none"> <li>• Staff Development including all college CPD sessions, leadership and management training, full college CPD days</li> <li>• Teaching and Learning Coaches / Advanced Teaching Practitioners and their work so far this year</li> <li>• The AOC Professional Exchange Project which will seek to standardise and streamline the CPD processes across the group for 2018-19.</li> </ul> <p>It was <b>resolved</b> to note the report.</p>
9. 9.1 9.2	<p><b>POLICIES FOR APPROVAL:</b> <span style="float: right;"><i>Appdx I</i></span></p> <p><b>GROUP EQUALITY POLICY</b></p> <p>The Director of Quality proposed a draft Equality Policy for recommendation by the Committee to the Corporation setting out an overarching statement about equality for the College and a set of principles/aims identifying how the College will achieve and promote equality. The Committee also reviewed the draft Single Equality Scheme and noted that further work was needed to complete this draft.</p> <p>It was <b>resolved</b> to recommend the Group Equality Policy to the Corporation for approval</p>
10. 10.1 10.2 10.3 10.4 10.5	<p><b>LINK GOVERNOR SCHEME</b></p> <p>Members noted a report from the Head of Governance with proposals for a Link Governor scheme which forms part of the Local Engagement Strategy. The College Local Engagement Strategy approved by the Corporation in December 2017 provides for two Link Governors to be appointed to be linked to each College with a role that includes the development of an in depth understanding of the College’s performance and the student experience within.</p> <p>Governors were invited to volunteer to become Link Governors and as a result 6 governors have expressed interest in becoming Link Governors.</p> <p>Since the Local Engagement Strategy was written one Principal has been appointed for both Merton and Carshalton Colleges and it was agreed that two Link Governors should be appointed to work with the Principal to cover both Carshalton and Merton Colleges.</p> <p>It was <b>resolved</b> that the following Link Governor appointments are recommended to the Corporation for appointment at its next meeting :</p> <ol style="list-style-type: none"> <li>1. John Azah- Kingston College</li> <li>2. Mike Bristow- Carshalton and Merton Colleges</li> <li>3. Katie Driver- STC , Wandsworth</li> <li>4. Rob Foulston- STC, Wandsworth</li> <li>5. Brenda Fraser- Carshalton and Merton Colleges</li> <li>6. Clarissa Wilks- Kingston College</li> </ol> <p>It was <b>resolved</b> that an initial induction training session should be fixed for all Link Governors and Principals to include agreement of a Link Governor visit protocol.</p>
11. 11.1 11.2 11.3	<p><b>COMPLAINTS – GROUP SUMMARY REPORT (TERM 1)</b></p> <p>This report was presented by the Director of Quality and provides a summary of complaints received by the Group in the first term.</p> <p>The process of cross-college reporting is developing. A new complaints procedure with central monitoring will improve the availability of data from the summer term.</p> <p>It was <b>resolved</b> to note the report.</p>
12. 12.1	<p><b>Review of Board Assurance Risk Areas</b></p>

The paper was presented by the Deputy CEO. Members discussed and reviewed the two risk areas allocated to the committee and the assessment of the level of risk for each in the Board Assurance Framework as below:

	<b>Severity of Risk</b>	Minor	Medium	Critical
		20<	21-34	>35
	<b>Level of Assurance</b>	High	Medium	Low

Risk Areas	Risk Assessment			Overall Assessment of Assurance Level	Risk Area Responsibility: Governing Body Committee
	Cross Reference to Risk Register	Gross	Net		
Poor Ofsted or QAA Result	14, 16,18	57	22	Green	QLS
Declining student numbers or planned student targets not achieved	1,2,3a, 3b ,4	70	63	Yellow	QLS

12.2

After discussion it was **resolved** that:

12.3

The committee considered the two Risk Areas of a Poor Ofsted or QAA result and Declining Student numbers. Members challenged the risk of a poor Ofsted inspection having a net score of 22 is a medium risk and instead assessed this as a medium- amber- risk and asked that this should therefore be changed from green on the risk register. The committee was satisfied that sufficient controls and/or actions are being taken to manage that risk.

Members noted that the committee has not received any reports on student numbers and felt that it was more appropriate for this risk to be allocated to the FPR committee for review instead of this committee.

13.

**MEETING DATES - TO NOTE**

13.1

Next meeting to be held on Tuesday 26 June 2018 @ 6:00pm at Kingston College

Action points		Responsible	Deadline	Signed off
1	The Chair had asked at the last meeting for the achievement data to be rag rated against national benchmarks and for paper to be re-issued following the meeting.	CCEO	27 March 2018	
2	Group to approach the London South West Maths Hub, based in Wandsworth, for support.	J B-P		
3	Suggested including a Governance IQAR in the programme of IQARs	DoQ	Deferred to May 2018	
4	Separate agenda item on CC at next term's QLS meeting.	HoG	June 2018	
5	Review the strategic relationship between the Early Years provision and the College as part of the development of the strategic plan.	PM-S	June 2018	
6	Future QIAP update reports to be re-ordered to list the NTIs first	CW	June 2018	
7	QMAP forecasts for Carshalton College to be changed to red	CW	March 2018	
8	Chair asked in future for benchmarking data to include national averages and not just comparable data within the STC Group.	All	June 2018	
9	Initial induction training session should be fixed for all Link Governors and Principals to include agreement of a Link Governor visit protocol.	HoG	May 2018	
<p>The meeting closed at 8:20pm.</p> <p>Signed: .....Date:.....</p>				