

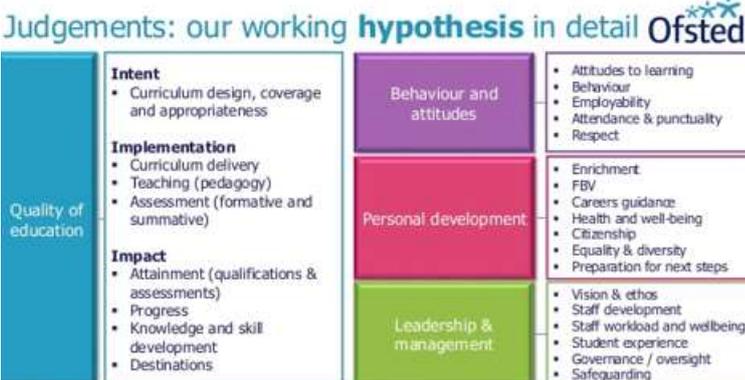
Minutes Quality, Learning and Standards Committee

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

Meeting Title	Quality. Learning and Standards Committee		
Date	5 March 2019		
Members	Mr G. Willett	Chair	
	Mr M. Bristow		
	Cllr B. Fraser		
	Mr. P. Mayhew-Smith	Group Principal / CEO	
	Dr P. Reid		
In Attendance	Mr D Hillier	Assistant Principal - HE and Apprenticeships (<i>present for part of the meeting</i>)	
	Ms C Howett	Assistant Principal – FE (<i>present for part of the meeting</i>)	
	Mr A. Slade	Principal , South Thames College	
	Ms S. Horrell	Vice-Principal, Business and Student Services	
	Ms J. Morrison	Assistant Principal - Quality and Innovation	
	Mr J. Pemberton-Billing	Principal, Carshalton College and Merton College	
	Mr T. Ryan	Assistant Principal, Carshalton and Merton College (<i>present for part of the meeting</i>)	
	Mr M. Tweedale	Principal, Kingston College	
	Ms H. Meredith	Head of Governance	
Key Meeting Outcomes			
1	WELCOME, APOLOGIES		
1.1	Apologies were received from Mr Azah and Mr Cheema.		
1.2	DECLARATION OF INTEREST Members confirmed that they did not have any pecuniary or other interest in any agenda item.		
2	MINUTES OF MEETING OF 3 DECEMBER 2018 AND MATTERS ARISING		
2.1	<u>Accuracy.</u> The minutes were accepted as an accurate record and were signed by the Chair. <u>Matters arising</u>		
	Achievement data to be presented against forecast in future so that the governors can scrutinise the accuracy of college forecasting.	JPB	On- going
	Carshalton College to be kept as a separate item on QLS Agenda.	JPB	On- going - Agreed this item would largely be covered by other items on this Agenda
	College to report on the workload relating to the Student Disciplinary process to governors. Principal , KC to report further to the committee	MT	See Item 7.6
	Future reports to the committee be shorter with more succinct evaluative summaries.	Report writers	On-going
	The committee asked for a report in advance of the next meeting on student numbers to enable the committee to form a view on whether the planned targets for student numbers will be achieved.	RG / Princip als	See Item 8.1
	The Committee asked for an ALPs based report for the next meeting.		See Item 7
	NTI updates to be written, rag-rated and showing the direction of travel and report to include milestones against which to measure progress.		See Item 6.2
	A governor is asked to volunteer to take on the continuing vacancy for a Linked Governor for Adult 19+ provision.	Govern ors	RF has offered but holding vacancy for a new governor
	Report on Learning Walks for the next meeting to include lesson observation data in same format as IQR on Quality Assurance.	JM	See Item 11
3.1	CURRICULUM REVIEW 2018 / 19 The Principal, South Thames College presented a report on the proposed review. A Group curriculum review has been commissioned from an external consultant, following a tender process. The review will help to identify the synergies and centres of excellence across the Group in preparation for rationalising the curriculum. It was suggested that the consultant		

	should be invited to present her findings to this committee at its June 2019 meeting, unless this has been presented to the Corporation before then. <i>[If ready at the May Governor training event].</i>
	<i>The Agenda Items were taken out of order to enable the Assistant Principals to present their reports and leave early. The minutes appear in Agenda order.</i>
4.	INTERNAL QUALITY ASSURANCE REVIEWS (IQARS)
4.1.1	The Assistant Principal - Quality and Innovation presented a report detailing the IQAR process which is about to take place across the colleges to test the grades in the SAR. This will follow a mock 'Inspection' format across the whole Group over the course of one week and will be the first cross-group IQAR. The process is a developmental process intended to identify any gaps or unexplained differences in quality performance and the reasons for any differences.
4.1.2	Following the 2017/18 Institutional Review, it was agreed to allocate clear identified lead responsibility across the merged colleges for the Ofsted Common Inspection Framework themes using a Matrix structure. This matrix structure gives key responsibilities to College Principals, the Vice Principal and Assistant Principals and will be key to the success of the merged group in retaining a good grade profile at an Inspection. This distributed leadership and responsibility model will drive how the IQAR will be led at each site.
4.1.3	Following the release of the Ofsted EIF Consultation in January 2019, the IQAR will focus on the new four key themes and three programme lines themes: <ul style="list-style-type: none"> • Quality of Education • Behaviour and Attitudes • Personal Development • Leadership & Management • Education Programmes for Young People (inc SEND/HNS) • Adult Learning Programmes (inc SEND/HNS) • Apprenticeships (inc SEND/HNS)
4.1.4	Governors' involvement in the process will take place at the Governance IQAR session on the evening of Tuesday 19 March.
4.1.5	It was resolved to note the report.
4.2	SOUTH THAMES COLLEGES GROUP OFSTED MONITORING VISIT INSPECTION REPORT DECEMBER 2018
4.2.1	The inspection report was presented by the Principal of Kingston College. At page 3 the summary reported that <p style="text-align: center;"><i>"Having implemented this first phase of the merger, leaders and governors recognise the need to instigate a more comprehensive curriculum review – for implementation by September 2019 and beyond – and to continue to prioritise improvements, prioritising areas of weaker provision."</i></p>
4.2.2	The report found that reasonable progress had been across the four lines of enquiry.
4.2.3	It was resolved to note the report.
4.	DfE 16-19 Performance Measures for STCG February 2019
4.3.1	The Principal, Kingston College presented a report from DfE performance data published for South Thames Colleges Group for 2017 /18 explaining that this only includes areas of provision below minimum standards. Members noted the following:
4.3.2	<u>A levels</u> In line with reports previously presented to this committee, the Group progress score for A levels was 'well below average' which places the Group in the bottom 5% of schools and colleges in England for A level delivery. The progress score is statistically significantly below the national average. The Group has the lowest A level progress score of any London college and the fourth worst score of all colleges that offer A levels in England. There will be a minimum standards intervention.

4.3.3	<p><u>Applied General</u> BTEC qualifications are no longer counted in this performance measure, which has dramatically affected the number of learners in scope for all GFEs. As a result, no progress score was published for this measure for STCG as the number of learners was below the threshold.</p>																			
4.3.4	<p><u>L3 Tech Level</u> The performance measure for this qualification type is a combined completion/attainment based measure. This measure is due to be published in the DfE performance tables in March 2019. The Group will be below the minimum standard if:</p> <ol style="list-style-type: none"> 1. The completion and attainment score is below the threshold set by the DfE 2. It does not meet the threshold set by the DfE in terms of the percentage of learners reaching a minimum level of attainment <p>The relevant thresholds are also due to be published by the DfE in March 2019.</p>																			
4.3.5	<p><u>L2 Technical Certificate and L2 Vocational qualifications</u> The performance measures for these qualifications are due to be published in March 2019. There are no minimum standards for these qualifications for 2017/18.</p>																			
4.3.6	<p><u>English and maths</u> The Group progress score for English is -0.16. This score puts the Group in 10th place among the 17 London colleges/groups. Of the 164 colleges/groups in England, the Group is in 102nd place. The Group progress score for maths is -0.16. This score puts the Group in 6th place among the 17 London colleges/groups. Of the 164 colleges/groups in England, the Group is in 93rd place. The Group Principal reported that this is a substantial improvement from the previous year.</p>																			
4.3.7	<p><u>Learner destinations</u> Members reviewed a report on destinations of 2015/16 level 3 learners who stayed in education or employment for at least two terms after leaving the Group.</p> <table border="1" data-bbox="454 1019 1401 1388"> <tr> <td>Learners in scope</td> <td>673</td> </tr> <tr> <td>Total learners in education or employment</td> <td>88%</td> </tr> <tr> <td>Learners continuing in education</td> <td rowspan="4">61%</td> </tr> <tr> <td>- Higher education (41%)</td> </tr> <tr> <td> o Top third higher education institutions (4%)</td> </tr> <tr> <td> o Of which Russell Group (3%)</td> </tr> <tr> <td> o Of which Oxford or Cambridge (0%)</td> </tr> <tr> <td>- Further education (19%)</td> </tr> <tr> <td>Apprenticeships</td> <td>5%</td> </tr> <tr> <td>Employment</td> <td>21%</td> </tr> <tr> <td>Not in education or employment (NEETS)</td> <td>8%</td> </tr> <tr> <td>Destination unknown</td> <td>4%</td> </tr> </table> <p>The majority of London colleges have high positive destination percentages and the Group is equal 1st with Stanmore College. The majority of colleges in England have a high positive destination percentage and the Group is one of 17 colleges with the same percentage.</p>	Learners in scope	673	Total learners in education or employment	88%	Learners continuing in education	61%	- Higher education (41%)	o Top third higher education institutions (4%)	o Of which Russell Group (3%)	o Of which Oxford or Cambridge (0%)	- Further education (19%)	Apprenticeships	5%	Employment	21%	Not in education or employment (NEETS)	8%	Destination unknown	4%
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4.3.8	<p>It was resolved to note the report.</p>																			

5.	<p>CONSULTATION ON EDUCATION INSPECTION FRAMEWORK AND DRAFT INSPECTION HANDBOOK</p>
5.1	<p>The Principal, Kingston College explained that the impact of outcomes is the significant part of the new Quality of Education Judgment as shown below.</p>  <p>The diagram illustrates the components of the Quality of Education Judgment. A central vertical bar labeled 'Quality of education' is supported by three boxes: 'Intent', 'Implementation', and 'Impact'. To the right, three boxes represent 'Behaviour and attitudes', 'Personal development', and 'Leadership & management'. Each of these three boxes is linked to a list of specific indicators. The entire structure is titled 'Judgements: our working hypothesis in detail Ofsted'.</p>

5.2	The Group has been discussing the best structure to respond to the consultation.
5.3	The Governor Training / IQAR session on 19 March will provide opportunity for all governors to discuss the new EIF in more detail.
6.	Quality Improvement Action Plan (QIAP) updates
6.1	The Committee received update reports on implementation of Quality Improvement Action Plans (QIAPs) and internal Group Notice to Improve (NTI) updates.
6.2	<u>Merton College</u> Business and IT Both these sections had vastly improved achievement rates in the last academic year; Business improved by 13.9% to 90% (4.4% above NA) and IT by 9.8% to 82.3% (2.6% below NA). At the end of the academic year both areas were kept in NTI due to their variable achievement rates in the past 3 years and the merger of Carshalton and Merton IT teachers.
6.3	English and Maths English and maths provision at Carshalton and Merton colleges 'Requires Improvement'. For both colleges, teaching is not yet consistently good, particularly concerning personalised learning and use of assessment feedback to inform focussed teaching and support. Outcomes have improved but are not all yet above national rates. The report set out detailed data for English and Maths at both colleges. The forecasts at Merton are very strong.
6.4	Work experience For Carshalton 20% of the current students in scope and 22% of those at Merton have currently started their work experience. Members discussed practical difficulties in securing placements in some relevant areas; for example construction students cannot work on building sites without a site safety card:
6.5	<u>Carshalton College</u> Childcare Following the move of the Childcare team from MC to CC this has resulted in a strong team of staff and outcomes are looking strong.
6.6	Apprenticeships The data for English and Maths functional skills has still to be included for all students who have passed the end date of their apprenticeship. In future English and Maths functional skills are being frontloaded into the data. Currently predicted achievement is 74.6% and governors were very impressed by this predicted improvement.
6.7	AAT Accounting Qualification Last year there was over prediction and members asked about the reasons for this and the action being taken to address this. The Principal, Merton College confirmed that this is the only areas that he has real concerns about this year.
6.8	<u>South Thames College</u> Business An Action Plan identifies action planned to address staffing issues here through Performance Management including issues with marking of student work by Agency Staff which have been subject to intervention. <i>Tim Ryan left the meeting at 7.00pm</i>
6.9	<u>Kingston College</u> Engineering Members reviewed a detailed report in relation to intervention action within the School of Engineering which has resulted in a forecast 16 percentile point improvement in overall achievement from 69% 2017/8 to forecast 85%.
6.10	A Level provision – Also see Item 4.3.2. The update report was presented by the Principal, Kingston College who confirmed that A level provision is a considerable concern. This is the 5 th year that the College will receive a minimum level of performance for A levels. Members noted that although this is a very small proportion of delivery (at Kingston about 3% of delivery) it is very high profile. The Group needs to consider how to move this provision forwards bearing in mind the various changes in leadership and

	external support in recent year which have not been able to move this forwards. Options for governors to consider including stopping this provision will be brought to governors shortly after Easter. The Principal, KC proposed that on 14 May 2019 the Corporation should be asked to consider options and make a decision in relation to the future of this provision as such a decision is a strategic decision for governors to make on the educational character of the College.
6.11	<p>Data</p> <p>Members made several requests during the meeting in relation to data required by the committee as follows:</p> <ul style="list-style-type: none"> - the need to align data between the colleges- the Chair asked that senior leaders make clear to staff that consistent presentation of data is vital. - There was also discussion about how to bring the most up to date data to the committee, after noting that the high grade data has been superseded by more recent data. - The Chair also asked for future for data to include students' starting points and target grades. The AP Quality & Innovations confirmed that the team is finalising an ALPs forecasting tool which will shortly be rolled out to all staff. <p>After discussion it was agreed that for future meeting the most recently available data should also be tabled at the meeting.</p>
6.12	<p>Carshalton College QIAP</p> <p>The Principal, Carshalton College reported on the plan for the AMBER rated areas of the plan to move to GREEN by the end of the year apart from attendance targets for English and Maths.</p>
6.13	<p>Merton College QIAP</p> <p>Members were pleased to note that the rag rating showed more GREEN areas and no red rating areas as the college moves further towards achieving targets.</p>
6.15	<p>South Thames College QIAP</p> <p>The Principal, STC reported on the work this year focussing on NTIs More, better quality work experience is taking place this year. The business curriculum area is still cause for concern and a consultant has been engaged to support.</p>
6.14	<p>Apprenticeships QIAP</p> <p>The Vice-Principal, Business and Student Services presented the Apprenticeships QIAP and a sheet of updated data on completed frameworks. Members noted that functional skills affects apprenticeships heavily.</p> <p>The Principal STC reported, Apprenticeship data reporting is moving forward (College) but more progress is required around reporting learners who have passed their end date and then those who have pass their 90-day grace period. Further work is also required on tracking the data for English and maths Functional Skills results, as these qualifications should be targeted at the start of the programme of study.</p> <p>Currently predicted achievement has improved for the Group, however, this is subject to reviewing learners in or past their 90 days and the number of learners still requiring English and maths, as this information supports the validation of the forecast.</p> <p>An ongoing review it taking place and further work is still required to ensure that all the data reporting processes and quality monitoring procedures for Sub-Contracted Apprenticeship provision meets STCG required standards.</p> <p>It was resolved to note these reports.</p>
7. 7.1.1	<p>Group Curriculum Reports 2018/19</p> <p>QUALITY MONITORING AND PERFORMANCE MATRIX (QMAP)</p> <p>The Group Quality Monitoring and Progress (QMAP) was tabled by the Assistant Principal, Quality and Innovation. This report included Apprenticeship data which is now included on ProMonitor and Work Experience which is now being planned on EBS. The Committee noted that the data showed that achievement gaps are beginning to close. The data showed KPI data per College and overall for the Group.</p>

7.1.2	Members discussed the timing of the data and this committee meeting and the need for the committee to receive the most up to date and accurate data in advance of the meeting to enable the committee to review this. The Chair asked for this to include targets, previous years' achievement data, forecast against target and for the data to be rag-rated. The AP, Quality agreed to ask MIS again to provide this for future meetings. Another action agreed was for the QMAP to be the first item on the next QLS meeting agenda.
7.1.3	It was resolved to recommend the Quality Monitoring and Progress Matrix for approval by the Corporation.
7.2	<p>PERFORMANCE PROGRESS DATA FOR ATTENDANCE, RETENTION AND PREDICTED ACHIEVEMENT BY COLLEGE AND GROUP</p> <p>7.2.1 ENGLISH & MATHS UPDATE An update was presented by the Assistant Principal, FE including data from the November re-sits results which was tabled and reviewed by the committee.</p> <p>7.2.2 A dedicated Cross College English and Maths group shares CPD and good practice, for example in relation to Mocks and November re-sits, and looking at Growth Mindset work around motivation as attendance remains a problem.</p> <p>7.2.3 The Group is reviewing moving to one awarding body for GCSE English and Maths and next year moving to one awarding body for functional skills.</p> <p>7.2.4 Members expressed concern that attendance for English and Maths is still 10% behind attendance at vocational lessons and challenged whether the Group needs to re-introduce monitoring of attendance to improve this. The Assistant Principal, FE reported on the positive impact on attendance at Merton where the teaching staff have been focussing on 1 to 1s with students to encourage them to attend these lessons. Members noted that over last 5 years attendance has improved considerably and that although attendance at Carshalton has slipped back a little in English and Maths forecast results are better than last year <i>The Assistant Principal, FE left the meeting at 6:30pm</i></p> <p>7.2.5 It was resolved to note the report.</p>
7.3	<p>VALUE ADDED UPDATE – ALPS DATA</p> <p>7.3.1 There was no ALPS Data despite the Chair reminding officers that this was an action for this meeting. The Chair reminded officers that the Committee cannot exercise proper scrutiny without this data.</p> <p>7.3.2 The Principal, Kingston College explained that ALPS data was not available due to timing and capacity issues.</p> <p>7.3.3 It was resolved that governors will be provided with ALPS Data at the curriculum review meeting on 14 May 2019.</p>
7.4	<p>WEX & EMPLOYER ENGAGEMENT UPDATE</p> <p>7.4.1 An update report was presented by the Assistant Principal, FE who reported on the progress being made across the Group to standardise processes for recording work experience data. Members discussed the challenge of securing industry placement.</p> <p>7.4.2 Members noted that recording of work experience was identified as a weakness at the SAR validation the need to keep monitoring this. Members asked if the increased length of work placements required as part of T Levels will be deliverable in future by employers and the Assistant Principal, FE reported that the additional pressure of a 45 day unpaid industry placement is likely to be unmanageable as some employers have expressed resource issues and feel unable to meet the demands of such a long placement. The Group however is continuing to work on building relationships with employers.</p> <p>7.4.3 The Group first had to standardise the recording of work experience and 98.3% of work experience and University pathways are now planned in EBS. The Group is looking at setting</p>

7.4.4	<p>up a new central CRM system suitable for recording Work Experience and to ensure effective targeting of employers to reduce contact saturation and fatigue.</p> <p>It was resolved to note the report.</p>
7.5	<p>LEARNER VOICE (INDUCTION SURVEY SUMMARY REPORTS)</p> <p>7.5.1 A report was presented by the AP, Quality on Student Surveys undertaken across the Group in January / February 2019 for the first time using a common set of survey questions administered consistently across the Group using Microsoft Forms. Survey responses were lower across the Group than last year, with the exception of Kingston College, but still achieved an overall response rate of 60%.</p> <p>7.5.2 Members noted that overall, satisfaction remains fairly high, with only two areas RAG rated as scoring less than 74% satisfaction within individual colleges (Q8 and Q10).</p> <p>7.5.3 <u>Overall Rated Highly</u> Seven questions scored responses of 90% satisfaction or above right across the Group. Students are enjoying their courses, feel their tutors and teacher support them to improve and feel safe when they attend college.</p> <ul style="list-style-type: none"> • Q1 I am enjoying my course – 94% • Q11 My tutor and teachers help me to develop targets and actions to improve – 94% • Q18 I understand the importance of democracy, freedom of speech, tolerance, the rule of law and individual liberty – 97% • Q19 Overall, I feel safe when I'm at College – 95% <p>7.5.4 <u>Areas for Improvement</u></p> <ul style="list-style-type: none"> • Q6 The quality of teaching on my English FS/GCSE course is of a good standard and I am confident in the progress I am making – 82% • Q7 The quality of teaching on my Maths FS/GCSE course is of a good standard and I am confident in the progress I am making – 80% • Q8- I have an individual (1-2-1) meeting on my progress at least once per term- 71% • Q10 The online tutorial work (Learning Curve) helps me to develop a greater understanding of issues like safeguarding – 78% • Not all students feel they are making good progress in Functional Skills/Maths/English GCSEs and they do not appear to have found Learning Curve useful. <p>7.5.5 Members asked the reason for the lower response about 1 to 1 tutorials and noted that this had been due a tutorial response member of staff being off for a while.</p> <p>7.5.6 Governors asked for confirmation that students' responses are kept anonymous and the AP,Quality confirmed <i>[following the meeting]</i> that Teachers/Tutors/Managers are only able to see whether a Student on their Course or in their School has completed the Survey or not, but not how they answered any questions. Students' responses are kept securely within MIS and are not shared with any member of staff/manager.</p> <p>7.5.7 It was resolved to note the report.</p>
7.6	<p>Student Disciplinary process workload</p> <p>7.6.1 The Principal, Kingston College updated the committee that the first term involved a lot of work from the more rigorous process and most of the students improved after receiving a Stage 1 letter. As a result the workload relating to the student disciplinary process was much lower in the second term.</p> <p>7.6.2 It was resolved to note the update.</p>

8. Review of Board Assurance Risk Areas

8.1 The paper was presented by the Group Principal. 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:

Severity of Risk	Minor <20	Medium 21-34	Critical >35	
Level of Assurance	High	Medium	Low	None

Assurance 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	32		QLS
Declining student numbers or planned student targets not achieved	1,2,3a,3b,4	96	86		QLS

8.2 After discussion it was **resolved** :

- To take the risk of declining Student numbers as a detailed item at the next meeting when more meaningful updates are available to the committee.
- That the Committee was satisfied that the risk level for each of the risks is correct at the moment and that sufficient controls and/or actions are being taken to manage these risks.

9. MID-YEAR SAR UPDATES

There was no report for this item as the IQAR had not taken place by the date of the meeting.

10. HE UPDATE

This report was presented by the Assistant Principal, HE.

10.1 Teaching Excellence and Student Outcomes Framework (TEF) Year 4 (2019) award participation

STCG is not pursuing the TEF Year 4 process and is redirecting its energy towards its participation in TEF Subject Pilot 2018/19 with the objective of regaining Silver (in 2021).

10.2 Teaching Excellence Framework Subject Pilot 2018/19 – actions and progress

A wide reaching programme of awareness raising has taken place across STCG to provide information to the 100 staff involved with the delivery and support of HE about the future implementation of a subject based TEF process. Only a small minority of staff teach HE exclusively.

10.3 In preparing for eight subject submissions, HE teaching teams across STCG have participated in activities which have; (i) reviewed the contextual TEF metrics for the subject, (ii) investigated the initial hypothesis for the subject area, and (iii) in “small group post it” based exercises identified the strengths of teaching quality, learning environment and student outcomes

Engineering	Computing	Media, journalism and communications
Performing Arts	Education and Teaching	Allied Health
Business and Management	Creative Arts and Design	

10.4 a) The internal College HE in-year student survey January- February 2019 results:

Q. Nos.	Question covering	STCG Internal Survey weighted average 2017/18 %	HE 2017/18 TEF Benchmark Core Metrics %	2017/18 TEF Benchmark Difference %	STCG Internal Survey weighted average 2018/19 %	HE 2018/19 TEF Benchmark Difference %	Indicative Flag (+/++/-/-)
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1-4	The teaching on my course	83.92	86.20	-2.28	91.75	+5.50	++
5-9	Assessment and feedback	82.00	78.80	+3.20	87.75	+8.95	++
10-12	Academic support	84.44	82.50	+1.94	88.33	+5.83	++
23-25	Student Voice	78.22	77.40	+0.82	87.33	+9.93	++
18-20	Learning resources	83.11	80.00	+3.11	86.33	+6.33	++

The satisfaction above indicates;

- student satisfaction levels significantly higher than the college's core NSS based TEF metrics in both 2017/18 and 2018/19 for all of the criteria,
- improved student satisfaction levels in the most recent academic year and
- higher than TEF benchmark satisfaction rate for all but one of the criteria for both years.

10.5

Other updates

- The five-year partnership review by the University of Roehampton of the provision offered in partnership at Carshalton College** took place in February 2019. Formal written confirmation was awaited but a successful outcome was expected and that the partnership is to continue.
- Kingston College – Business Internal Subject Review – Kingston University – 4 March 2019.** Good outcome. 4 Commendations and 1 Good Practice all about TLA and some recommendations about validation and franchising.
- Kingston and South Thames Colleges – Early Years Internal Subject Review – Kingston University – May 2019**
- Kingston University Institutional Agreement – review and renewal August 2019**
- Middlesex University Institutional Agreement – review and renewal Autumn 2019**

10.6

Office for Students Registration (OfS)

The QLS Meeting of 3 December 2018 – received confirmation of STCG's successful application to the OfS for entry on to the Register of HE providers (without condition).

a) **Enhanced Monitoring Requirements for Condition E1; Public Interest Governance** (including some restrictions upon the numbers of terms office that College Governors can remain in post, and about the requirement for the adoption in the College's Governing articles of the acceptance of the principle of academic freedom), have been undertaken and positive soundings (but not formal responses) have been received from the OfS. The new policy on Visiting Speakers and Freedom of Speech will be submitted to the OfS. The AP, HE thanked the Head of Governance for work on answering the regulator's Governance Requirements resulting in the Group being the first (and for several months) only London FE College being registered with the OfS.

b) **Enhanced monitoring requirements for Condition B3: Quality and standards –** details of the actions being taking to improve student outcomes, pre-merger:

- continuation of full-time other undergraduate and first degree students;
- completion of full-time undergraduates;
- professional employment and postgraduate study outcomes for the majority of students”.

Extended discussions are taking place about the exact requirements of the OfS as the data requested pre-dates the merger by 5 years including data re sub-contract arrangements which ended with the London College of Contemporary Arts (LCCA).

10.7

It was **resolved** to note the report.

10.8

KINGSTON UNIVERSITY INSTITUTIONAL MONITORING FOR ACADEMIC YEAR 2017 /18

10.8.1

Members received and noted the outcome of the Kingston University 2017/18 Institutional Monitoring report for the Group which was rated **GREEN**, which indicates that no issues of concern were raised as a result of the analysis and that no further action is required.

10.8.2	It was resolved to note the report.
11.	LEARNING, TEACHING AND ASSESSMENT - CPD & LEARNING WALKS UPDATE
11.1	This report was presented by the Assistant Principal, Quality and included <ul style="list-style-type: none"> • Learning Walks – data for 2018-19 and summary findings • Continuous Professional Development : full college CPD days, mandatory training, leadership and management training and sharing best practice • AOC Projects • Strategic College Improvement Fund (SCIF) – outline of the successful bid. • Leadership & Management Development Programmes • Teaching and Learning Coaches and their work so far this year
11.2	Members noted that there will be more learning walks during the IQAR.
11.3	It was resolved to note the report.
12.	POLICIES FOR APPROVAL:
	FREEDOM OF SPEECH AND VISITING SPEAKER POLICY
12.1	The Assistant Principal, HE proposed a draft Freedom of Speech and Visiting Speaker Policy for recommendation by the Committee to the Corporation. The Policy makes reference to the Prevent Action Plan which might mean that this has to withhold permission for a visiting speaker. The Policy is a Policy on Freedom of Speech with exceptions rather than the other way round.
12.2	It was resolved to recommend the Policy to the Corporation for approval and subject to any more detail being changed on a practical level by GLT. <i>The Assistant Principal, HE left the meeting at 7:30pm</i>
13.	LINK GOVERNOR SCHEME
13.1	Members received and reviewed Link Governor reports from: <ol style="list-style-type: none"> 1. Mike Bristow- TLA 2. Rob Foulston- Apprenticeships 3. Jane McSherry – Study Programmes – English, Maths and Employability 4. The Chair also reported on attending a Student Council meeting this term
13.2	The Chair thanked the Link Governors for these really helpful reports.
13.3.	It was resolved to note the reports.
14.	COMPLAINTS – GROUP SUMMARY REPORT (TERM 1)
14.1	A summary report was presented by the Assistant Principal, Quality.
14.2	Summary of Key Points: <ul style="list-style-type: none"> • Over half (55.7%) of complaints were made by Students • 82.9% of complaints were resolved at Stage 1* • 54.3% of complainants were Female • Course/Teaching was the biggest cause for complaint at 30%
14.3	It was resolved to note the report.
13.	MEETING DATES - TO NOTE
13.1	It was proposed to use all or part of the Governor Training Session on 14 th May for QLS business such as Curriculum review discussion.
13.2	The next scheduled meeting of the committee will be held on Tuesday 18 June 2019 @ 6:00pm at Merton College.

The meeting closed at 8:35pm.

Signed: **Date:**.....

Action points	Responsible	Deadline	Signed off	
1	Achievement data to be presented against forecast in future so that the governors can scrutinise the accuracy of college forecasting.	JPB	On- going	
2	Carshalton College to be kept as a separate item on QLS Agenda.	JPB/ HoG	On- going -	
3	Future reports to the committee be shorter with more succinct evaluative summaries.	Report writers	On-going	
4	A governor is asked to volunteer to take on the Continuing vacancy for a Linked Governor for Adult 19+ provision.	Governors		
5	Curriculum review consultant to be invited to June 2019 QLS meeting	AS	June 2019	
6	Committee need to receive the most up to date and accurate data in advance of the meeting with current data to be tabled at meetings	Report Writers	On-going	
7	QMAP to be the first item on the next QLS meeting agenda.	HoG	June 2019	
8	Proposed to use all or part of the Governor Training Session on 14 th May for QLS business such as Curriculum review discussion.	Group Principal	May 2019	