

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	16 October 2018		
Members	Mr G. Willett	Chair	
	Mr M. Bristow		
	Mr. D. Cheema		
	Cllr B. Fraser		
	Dr C.Wilks		
In Attendance	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	
	M A. Slade	Principal South Thames College	
	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 the Group Principal / CEO.		
1.2	DECLARATION OF INTEREST Members confirmed that they did not have any new pecuniary or other interest in any agenda item.		
2.	ELECTION OF CHAIR AND VICE-CHAIR OF QLS COMMITTEE		
2.1	Election of Chair: Mr Willett was elected to serve as Chair for the year.		
2.2	Election of vice-chair: Mr Bristow was elected to serve as Vice-Chair for the year.		
3.	MINUTES OF MEETING OF 26 JUNE 2018 AND MATTERS ARISING		
3.1	<u>Accuracy.</u> The minutes were accepted as an accurate record and were signed by the Chair. <i>Mr Cheema joined the meeting at 18:10pm</i>		
3.2	<u>Matters arising</u> The Action Log from the previous meeting was reviewed with updates received as below:		
	QIAP Reports	Principals	See Item 7
	<ul style="list-style-type: none"> to identify first progress on NTI areas; NTI updates to include areas coming out of the NTI process; same presentation / formatting for all colleges. 		
	Group to approach the London South West Maths Hub, based in Wandsworth, for support.	J B-P	Not yet been done
	Review the strategic relationship between the Early Years provision and the College as part of the development of the strategic plan.	PM-S	To go back to PM-S
	Election of vice chair deferred to the next meeting	HoG	Oct 2018 Actioned at Item 2
	Minimum Level Notice A level provision : The Principal , KC will report the outcome of the investigation to the Chair of the Committee	MT	Actioned & on agenda (Item 7)
	Separate Agenda Item on A Level Provision for the next meeting.	HoG	Oct 2018 See NTI Report (Item 7)
	Kingston Academy Ofsted inspection report to go to the Corporation	HoG	July 2018 Actioned
	E & M Strategy – progress reports to include benchmarking against NA	JB-P	
	Revised E & M Strategy to be circulated to the Committee	JB-P	July 2018

	CEO to find out about any national benchmarking of FE student surveys for comparative purposes	PM-S		PMS to follow up
	Link Governor Protocol to be revised and brought back to a future meeting	HoG	Oct 2018	Actioned & on Agenda (Item 10)
	Risk of Declining Student numbers should be a full Corporation responsibility	GW	July 2018	Brought back to this committee - - Item 12

4.	Summary of Achievement Rate performance for 2017/18 by College
4.1.	The Principal, Carshalton and Merton Colleges, tabled updated data sheets for achievement rate performance for 2017/18 by college including comparable achievement rate data for 2016-17 and National Average (NA) for 16-18, 19+ and All Age.
4.2	<p><u>16-18 achievement rates for 2017-18</u></p> <ul style="list-style-type: none"> 16-18 achievement rates for 2017-18 every college was above NA and overall above NA. This represents a significant increase for STCG. STC16-18 achievement rates moved forward significantly (85.2%); above the Group's own ambitious expectations. The committee congratulated the college on this significant achievement. KC 16-18 achievement rates (85.2%) remain strong and led the group in 16-18 English and Maths. ALPS data and value-added data was not available at the date of the meeting. The Principal, Kingston College explained that last year this data was available very early in September. Governors challenged why the data was not available. This was due to a combination of staffing cuts (from the Institutional Review) and an ILR review taking up 3 weeks of staff time. The committee agreed that this must be available earlier next year. Retention at MC improved to 88.3% but is still not high enough.
4.3	<p><u>19+ achievement rates for 2017-18</u></p> <ul style="list-style-type: none"> Governors challenged the low 19 + achievement rates at Carshalton 69.2% (NA 87.9%). The detailed explanation (see report for Item 5) included the lack of entrance assessment requirements a year ago and an accountancy qualification with an end of year exam causing difficulty in arranging exam resits. The Principal, CC , reported on action taken to address this for 2018-19 including that discrete Maths and English classes are not being offered for 19+, all access provision has been shut down, nursing and midwifery has been moved to Merton where achievement rates are in the 90%^s. The childcare team have moved from Merton to Carshalton bringing their good practice with them. The 19+ performance in all the other colleges and overall is above NA. This marks a significant improvement for MC. (Up from 84.0% to 88.8%) STC are ahead of the Group with English and Maths 19+
4.4	<p><u>National ranking</u></p> <p>The committee noted that had the colleges had obtained these achievement rates last year Carshalton would have ranked 85 places higher nationally and STC 106 places higher.</p>
4.5	<p><u>Summary</u></p> <p>The Chair congratulated the colleges on the significant improvements in the achievement rates and the improvements at CC, MC and STC achieved without any impact on the previously good achievement rates at KC. The Principal, KC pointed out that staff are stretched and the importance of focussing on wellbeing for students and staff which is a Strategic Objective under the new Strategic Plan. Governors noted that:</p> <ul style="list-style-type: none"> more students across the group are achieving improved outcomes as a result of the merger; 900 more students than previously achieved their qualification (4%); it is key for the group to sustain these improvements; key to sustaining improvements is the leveraging of sharing of good practice. A sector skills area breakdown of the data will be available for the SAR validation process showing the areas of specialism within each of the colleges; cross group working with the matrix scheme takes forward a positive change; there is work to be done at Carshalton and Merton in English and Maths.

4.6	The Chair asked for achievement data to be presented against forecast in future so that the governors can more easily scrutinise the accuracy of college forecasting.																				
4.7	It was resolved to note the reports.																				
5.	Carshalton College Update																				
5.1	The Principal, CC presented a quality performance update for Carshalton College																				
5.2	<p>Attendance</p> <p>Attendance improved on the previous year ; 86.2% overall for the year. The largest improvement was in English and maths. Attendance at E&M sessions has improved by between 9% and 3% points over last year, with vocational improving by circa 2% points.</p>																				
5.3	<p>Retention</p> <p>Retention came in at 89%, which is only 1% point above 16-17, however the pass rate went up by circa 4% to 88%, a large function of this being the GCSE pass rate.</p>																				
5.4	<p>GCSE English and Maths</p> <p>1-9 'pass' rates were much improved and are above national rate for 16-18, but below for 19+ (particularly English). High grades (4-9, or A*-C) improved significantly on Maths, and declined very slightly on English. The position against national rate is much worse for 19+, where the national rates are much higher as discussed under Item 4.</p>																				
5.5	<p>Achievement 2017-18</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Actual 17/18</th> <th colspan="2">National Rate</th> <th colspan="2">Variance</th> </tr> <tr> <th>16-18</th> <th>19+</th> <th>16-18</th> <th>19+</th> <th>16-18</th> <th>19+</th> </tr> </thead> <tbody> <tr> <td>Carshalton College</td> <td>81.5</td> <td>68.2</td> <td>81.5</td> <td>87.9</td> <td>0</td> <td>-19.7</td> </tr> </tbody> </table> <p>Achievement in the 16-18 group rose significantly to national rate – a 6.7% rise on the previous year. This age group comprises 81% of enrolments. Adult (19+) achievement fell by 5.8% to 68.2%. The key issues and action being taken to address these was discussed under Item 4.</p>		Actual 17/18		National Rate		Variance		16-18	19+	16-18	19+	16-18	19+	Carshalton College	81.5	68.2	81.5	87.9	0	-19.7
	Actual 17/18		National Rate		Variance																
	16-18	19+	16-18	19+	16-18	19+															
Carshalton College	81.5	68.2	81.5	87.9	0	-19.7															
5.6	<p>Summary</p> <p>Carshalton College took a large step forward in 17-18 evidenced by:</p> <ul style="list-style-type: none"> • 1-9 pass rate in GCSE maths and English; • The introduction of new reports and systems providing staff with the data they need to drive improvement; • Closer monitoring of individual student performance in-year, leading to much improved 16-18 achievement. This provision, comprising 81% of funded enrolments now stands at national rate; • 8% point Improvement in 4-9 GCSE maths grades; • More accurate predicted achievement – particularly on 16-18 vocational; • A move towards a new culture of responsibility and accountability among the staff. • There is clearly work still to be done, particularly to raise achievement/high grades in English and maths and for 19+ students generally. 																				
5.7	It was resolved to note the report.																				
5.8	The Chair asked that Carshalton College should be kept as a separate item on QLS Agenda.																				
6.	SELF ASSESSMENT 2017-18																				
6.1	The Director of Quality and Learning Services presented the proposed Group Self-Assessment Cycle and Processes 2018/19. Members noted that the MOT Process (Meeting our Targets) is being extended across the whole group. The process reviews data used to support forecasts and additional MOT meetings are held in the areas of greatest concern. The Quality Team have carried out several audits across the group, focusing on those areas of the curriculum under internal Notices to Improve.																				
6.2	The College SAR validation, to which governors are invited, will take place on 3 December 2018.																				
6.3	It was resolved to note the report.																				

<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p> <p>7.6</p> <p>7.7</p>	<p>NOTICE TO IMPROVE (NTI) UPDATES The College Principals presented updates on the areas at each college subject to an internal Notice to Improve. Areas are only removed from being an NTI at the SAR validation. Issues highlighted are detailed below:</p> <p><u>Kingston College NTI updates</u> <u>A Level</u></p> <ul style="list-style-type: none"> management changes made a significant difference in terms of higher grades. Last year there was a significant improvement in English due to staff being motivated by the new leadership style. The key focus for this year is the introduction of a coaching model to help teams to improve. <p><u>Engineering</u></p> <ul style="list-style-type: none"> There had been a change in staff and infrastructure but likely to remain an NTI for another year. <p><u>Carshalton</u> The following changes should help to further the improvements achieved during 2017-18:</p> <ul style="list-style-type: none"> Health and Social care all moved to MC Early years staff moved to CC from Merton Access to HE moved to Merton <p>The focus this year will be on tracking and monitoring English and Maths for 19+.</p> <p><u>Apprenticeships</u> The Vice-Principal, Business and Student Services reported on Apprenticeship data.</p> <ul style="list-style-type: none"> The focus this year is to use the MOT process to improve assessment and scrutiny including splitting direct provision and franchised provision; Need to improve apprenticeship rates by about 5%; Apprenticeship matrix team need to develop a tracking document for apprenticeships and report on this to QLS. The issue is that some apprenticeships are very long (up to 4 years). There has been a review of all learners who are past the 90 days after their planned end dates across the Colleges'. Those who are not still in learning have been removed from the data. This will lead to a lower than predicted achievement rates. <p><u>STC Business</u></p> <ul style="list-style-type: none"> The College is dealing with underperformance by staff and taking action, it was not possible to go out and recruit good quality staff before the summer, which has now taken place but this has affected the quality of Teaching and Learning moving into the new year. Apprenticeships the achievement data will not show an improvement on the previous year because of learners being removed who are more than 90 days past their planned end date and no longer in learning. A review of all the apprenticeship work is taking place across the group. <p><u>Merton</u></p> <ul style="list-style-type: none"> English and Maths high grades still behind the NA and so will remain an NTI this year Princes Trust results for all 3 teams have returned to above NA Business was well above NA IT came in about 3 % up, slightly above NA <p>However, all these areas are to be left as NTIs until there is confidence that these improvements are secure.</p> <p>It was <u>resolved</u> to note the reports.</p>
<p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p>	<p>HE UPDATE The Assistant Principal, HE and Apprenticeships presented a detailed update report which had also been presented to the Corporation on 9 October 2018.</p> <p>Office for Students (OfS) Registration The outcome of the College's application for registration with the OfS was awaited.</p> <p>It was <u>resolved</u> to note the report.</p>

<p>9. 9.1 9.2 9.3</p>	<p>INTERNAL QUALITY ASSURANCE REVIEWS (IQAR) The Director of Quality and Learning Services presented a report on the IQAR process and dates. Members noted the plan for this to take place across the whole Group over one week in January 2019. A Governance IQAR session will take place on the evening of 5 February 2019. The Vice-Principal, Business and Student Services tabled and presented a recent IQAR for Merton Adult Education provision at Merton College. The outcome of an Ofsted inspection of this provision last year was Grade 3. The outcome from the recent externally validated IQAR was Grade 2 across the board including noting significant improvements in functional skills English and Maths Level 1 and ESOL although further improvement is needed at Level 2. Members noted that an Ofsted monitoring visit will take place on 2 November 2018. It was resolved to note the reports.</p>
<p>10. 10.1 10.1.1 10.1.2 10.2 10.3 10.4 10.5 10.6</p>	<p>POLICIES FOR APPROVAL <u>Link Governor Protocol</u> Governors commended the protocol revised to reflect the matrix working structure. It was resolved to recommend the Protocol for approval by the Corporation. <u>Student Disciplinary Policy & Procedures</u> The Principal, Kingston College tabled and presented the revised Student Disciplinary Policy & Procedures. Members discussed changes including: <ul style="list-style-type: none"> • delegation of powers of exclusion to Heads of School; • a panel board with an independent person making the decision of the outcome. • attendance of less than 75% is being classed as gross misconduct; • introduction of an Appeals process at the Final Warning Stage with Appeals conducted by College Principals. Members asked about the procedures for HE students. The Principal, KC explained that the same standards apply to HE students but that it remained to be seen whether standards will be applied as rigorously for HE students. Members asked for confirmation that the College will consider student health issues. The Principal, KC confirmed that regard will be given to this as students' pastoral tutors identify the issues and drive the process. Members asked if the process is workable in practice and noted that the process is time consuming. The Chair asked the college to report on the workload relating to the process to governors. It was resolved to note the report.</p>
<p>11. 11.1 11.2</p>	<p>TERMS OF REFERENCE & SELF ASSESSMENT OF WORK OF COMMITTEE FOR 2017-18 Members self-assessed the performance of the committee. Members concluded as follows: <ul style="list-style-type: none"> • The committee had met the Terms of Reference during the previous year; • At least one additional member is needed for the committee; • The annual schedule of meetings had been reviewed to include this additional meeting to provide more opportunity for scrutiny of achievement rate data earlier in the year; • ALPs data should have been available for this meeting but, as discussed, the Group data was late this year. • Future data is to be presented against forecast so that the governors can scrutinise the accuracy of forecasting. • The Committee asked for all future reports to be shorter with more succinct evaluative summaries. Terms of Reference Members considered the committee's Terms of Reference and it was agreed to recommend these without any amendment.</p>

11.3 It was **resolved** to recommend the Terms of Reference (as attached to these minutes as Appendix 1) for approval by the Corporation.

11.4 **Planned Business for the Year**
It was **resolved** to agree the proposed Planned Business for the year.

12. REVIEW OF BOARD ASSURANCE RISK AREAS

12.1 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

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

12.2 It was **resolved** that:

12.2.1 Members accepted the net risk of a poor Ofsted inspection, after mitigating action, of having a net score of 32. The committee was satisfied that enough controls and/or actions are being taken to manage that risk.

12.2.2 The committee considered the Risk of Declining Student numbers and asked for more assurance from the college about the planned number for AEB and apprenticeships which at the date of the meeting were some way below target for the year. The Vice-Principal confirmed that this is due to the College waiting for subcontractors' returns and that in year enrolments will also follow. Members asked for the level of assurance in relation to this risk to be changed to low assurance.

12.3 Report to the Audit Committee
The committee's report on these risks is that they need a more detailed report on student numbers (including comparable data with the same time the previous year) in advance of the next meeting to enable the committee to form a view on whether the planned targets for student numbers will be achieved.

COMMITTEE MEETING DATES

All day CSAR validation Monday 3 rd December 2018	All day	Kingston College
Monday 3 rd December QLS meeting 2018	5.00-6:00pm	Kingston College
Tuesday 5 th March 2019	6.00-8.30pm	STC (Wandsworth)
Tuesday 18 th June 2019	6.00-8.30pm	Merton College

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.	JP-B		
2 Carshalton College to be kept as a separate item on QLS Agenda.	JP-B		
3 College to report on the workload relating to the Student Disciplinary process to governors.	MT		
4 Future reports to the committee be shorter with more succinct evaluative summaries.	All report writers		
5 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.			
The meeting closed at 8:35pm.			
Signed:Date:.....			



Protocol on Link Governor Visits to the College and the role of Link Governors

Introduction

The DfE Further Education and Skills Inspection Handbook sets out the expectation that Governors should:

- know the provider and understand its strengths and weaknesses;
- support and strengthen the provider's leadership and contribute to shaping its strategic direction;
- provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems.

In an Outstanding College governors are expected to have a deep, accurate understanding of the provider's effectiveness that is informed by the views of learners, staff, employers and other stakeholders. They use this to keep the provider improving by focusing their actions on important areas.

A Link Governor Scheme has been set up to enable governors to develop a deep, accurate understanding of the South Thames Colleges Group's strengths and weaknesses. Under the scheme governors are linked to particular Colleges in the group or cross curricular areas. It is the responsibility of a Link Governor to familiarise themselves with their College / area(s) and provide a communication link between the Corporation and their linked College / area.

It is not always easy for a Governor to set aside time to visit the College during a working day, but the importance of visits by a Governor appointed as a Link Governor cannot be understated.

For such visits to be positive and supportive, they should be planned in a way that enhances the Corporation's understanding of the College's work.

Purpose

The primary purpose of the Link Governor Scheme is to provide governors with an insight into the College or area and to create a better understanding of the way in which strategic decisions of the Corporation influence provision at an operational level.

The purpose of their visits is to assist Link Governors in fulfilling their role as a Governor by:

- helping governors to develop in-depth knowledge of areas of college activity, including quality issues and targets and progress against quality improvement plans;
- demonstrating the Corporation's interest in and support for the students' activities;
- providing an opportunity for students and staff to meet informally with governors and
- enabling Link Governors to provide a brief factual report to Corporation on their visit and any issues raised and discussed.

Frequency

A Link Governor should visit the College or area(s) they cover at least twice each Academic year.

Arrangements

A visit by a Link Governor to be effective should:

- Be formally arranged and agreed with all parties before the visit takes place;
- Help governors to have an increased knowledge of the College's aims, of teaching processes and recent educational developments;
- Give the visiting governor the opportunity to ask questions;
- Enable governors to see how the College operates and inform their input into College strategic planning;
- Be an opportunity to celebrate and recognise what the College does well;
- Provide governors with an overview of the College curriculum management structure;
- Help to develop positive working relationships between governors, the Principal, senior managers and staff;
- Help to integrate the Corporation into the College team;
- Help the Corporation to make decisions in which staff feel confident; and
- Observe the boundary between governance and management.

Link Governor visits should **not** be:

- an inspection of the College
- a direct involvement in the management of the area
- about making judgments on the quality of teaching, learning and assessment
- about pursuing a personal agenda - individual problems should properly be resolved by the Group Leadership Team
- about monopolising staff time
- there to interrupt and give ideas or suggestions during teaching time
- unplanned and unannounced
- used for expressing personal opinions, which may appear to give a commitment on behalf of the college.

Suggested Activities

- Tour of resources and classes- familiarisation visit
- Meet with staff to aid understanding of the curriculum, and the college's progress towards achieving its strategic objectives
- Meet with a focus group of students to aid understanding of the student experience
- Discussion with the College Principal and / or Heads of School on resourcing, accommodation, policies, staffing
- Monitoring progress against the Quality Improvement Plan
- Attendance at College meetings, as an observer, if appropriate
- General visit to observe learning in action within classes to increase a governor's knowledge of the curriculum area; (**not** to inspect them)
- Attendance at open days, student shows, community events presentation of certificates of awards and exhibitions
- Engaging with employers at events arranged by the college.

Note: You may wish to focus your visit on a particular aspect of the College's work or visit a particular School / curriculum area.

Protocol for Visits

Pre-visit

- Agree the date and time of the visit with the relevant College Principal – at least 2 weeks in advance
- Agree the activity for the visit and how it will be conducted e.g. meeting, walk-about, focus group
- Managers should provide appropriate information/documentation to Link Governors in advance of visits, this might include:
 - structure chart;
 - list of classes to be visited (if any) on the day of the visit;
 - reports on recruitment, retention and achievement and performance targets;
 - reports highlighting key aspects of the areas activities

During the visit

- Principal or Head of School to meet the Link Governor
- Make a note of any questions you may wish to ask the staff – do not interrupt their teaching
- Introduce yourself to class teachers, as appropriate
- Remember to talk to the students when appropriate
- Do not make any comment about the quality of teaching, learning and assessment.
- Do not advise staff on professional matters
- Remember why you are there - it is a visit not an inspection
- Notwithstanding the above, give praise and encouragement where it is due!

After the visit

- Make time to discuss with the Principal / Head of School what you have observed
- Make notes about your observations while they are still fresh in your mind
- Any concerns or suggestions for improvement should be reported in confidence to the College Principal or Director of Quality and Learning Services
- A written report of the visit on the attached proforma should be drafted and shared with the Principal / Head of School for comment, before being given to the Head of Governance for submission to the Quality, Learning and Standards Committee of the Corporation.

Focus groups / Staff meetings

Suggested prompts for discussions / focus groups with students

- Explain the purpose of your visit.
- Do **not** ask students to comment on the teaching
- What do you enjoy most about the subject?
- How do you know when you have produced a good piece of work?
- Do you know how well you are doing at the moment?
- Do you know what you have to do to improve your work?
- One thing they would do to improve their learning?
- What have you done in this subject which you are particularly proud of?
- What ambitions do you have for the future (grades/ employment / university / courses etc)?

Suggested prompts for discussions with staff

- What are you currently working on with the class?
- What has been going well with the students?
- Are you happy that you are getting the best out of your students?
- How well do students work outside of class?
- Do you have any trips/conferences/development sessions planned in the yearly cycle?
- What key developments are you planning that you think will improve students' learning?
- Do you have any suggestions for improvements?

Link arrangements for 2018/19

For the academic year 2018/19, the Link Governor scheme will be attached to the Group's matrix working structures, with a direct relationship between each Link Governor and the relevant senior managing leading on the different matrix themes.

The Link Governors will be asked to familiarise themselves with the appropriate sections of the Inspectors' Handbook and develop their understanding of the specific area to which they have been assigned over the course of two visits during the academic year.

This approach will be reviewed in Autumn 2019 and its extension or any necessary changes will be agreed then.

The themes and senior management leads, along with the allocated Link Governor are set out below:

Link Governors 2018-19	Matrix Link Area	Matrix Lead
Brenda Fraser	Outcomes (OUT)	Mike Tweedale
Mike Bristow	Teaching Learning and Assessment (TLA)	Jane Morrison
Janis Brumwell	Person Development , Behaviour and Welfare (PDBW)	Ben Rowe
Janis Brumwell	Safeguarding Lead governor	Jason Pemberton-Billing
Katie Driver	Leadership and Management (L & M)	Peter Mayhew-Smith
Jane McSherry	16-19 Study Programmes (16-19)	Catherine Howett
Vacancy	19+ Adult (19)	Andrew Cowan
Rob Foulston	Apprenticeships (APP)	Sarah Horrell/Jamie Stevenson
John Azah	High Needs Learning (HNL)	Jane Morrison (interim)
Clarissa Wilks	HE	David Hillier

South Thames Colleges Group

Link Governor Visit Record

Name of Link Governor	
College, School or Section/Area to be visited	
Name of Manager visited	
Date of Visit	
Particular Areas Covered (including classes visited, if applicable):	
Governor Observations and Comments: Prompts: What did you see? What did you learn? What would you like clarified? How long did the visit last?	
Key Points for Feedback: Prompts: Any issues arising to be raised with the Corporation	

Copies to: *Principal, Chair of Quality, Learning and Standards Committee*

APPENDIX 2

Terms of Reference, Membership and Delegated Authority

Quality, Learning and Standards Committee

The Committee will oversee, on behalf of the Corporation the processes of ensuring quality, curriculum planning and equality issues, ensuring that the college's activities in these areas conform to the educational character and mission of the College, as agreed by the Corporation.

Curriculum and Quality Responsibilities

1. To review the College experience of students at all stages of the learner journey, from pre-entry to exit.
2. To review, monitor and recommend the College Quality Improvement Action Plan for approval by the Corporation.
3. To monitor teaching & learning, enrolments, retention, achievement, success rates and destinations annually, benchmarking results against national averages where these are available.
4. To validate and recommend the College's Self Assessment report to the Corporation.
5. To scrutinise performance against improvement targets, assessing progress against the College's Quality Improvement Plan.
6. To monitor curriculum development and innovation within the College.
7. To review, monitor and approve the College's Local Engagement Strategy.
8. To review, monitor and recommend the College's Learning Systems and Resources Strategy to the Corporation.
9. To review and monitor the College's Single Equality Scheme and action plan.

Board Assurance & Risk

1. To provide a termly opinion to the Audit Committee on risk areas and assurance levels allocated to the committee.

Proposed Delegated Authority

Authority to be delegated by the Governing Body when resolved to be required.

Proposed Membership

The Committee to consist of 9 nominated members, of whom one will be the Group Principal / CEO. Other senior management staff may not be members of the Committee but Members of the Group Leadership Team responsible for delivery of the key areas of responsibility as detailed in this document will attend all meetings of the committee and other senior managers may be invited to attend meetings as required.

Chair

The Committee members shall annually elect a Chair and Vice-chair at the first meeting of the academic year.

Procedural Rules

The procedural rules will be those which govern the proceedings of the Corporation.

Quorum

A quorum of the Committee shall be three members.

Clerk

The Head of Governance shall act as Clerk to the Committee.

Reporting Responsibilities

The Chair of the Committee shall report formally to the Corporation on the proceedings of the Committee after each meeting on all matters within its duties and responsibilities.

The Committee shall provide a termly opinion to the Audit Committee on risk areas and assurance levels allocated to the committee.

Revised November 2017
Next review November 2018

PLANNED BUSINESS

ANNEX 2

As agreed by the Committee June 2017

<u>Quality Learning and Standards</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>
Governance			
Apologies & Declarations of Interest	*	*	*
Election of Chair & Vice-Chair	*		
Minutes & Matters Arising	*	*	*
Terms of Reference, Authority & Membership	*		
Planned Business for Year	*		
Other Governance Issues	*	*	*
Link Governor Reports	*	*	*
Learner Experience			
Learner Voice reports and action plans	*	*	*
Annual Safeguarding Report			*
Standards			
Approve and recommend Quality Strategy	*		
Self-Assessment validation and approval	*		
Scrutiny of performance against targets and national averages	*	*	*
Quality Improvement Plan monitoring	*	*	*
Curriculum Development			
Curriculum Development and Innovation		*	*
Approve and recommend Employer Engagement Strategy		*	*
Approve and recommend Learning Systems and Resources Strategy		*	*
Equalities			
Approve and recommend Equalities Policy			*