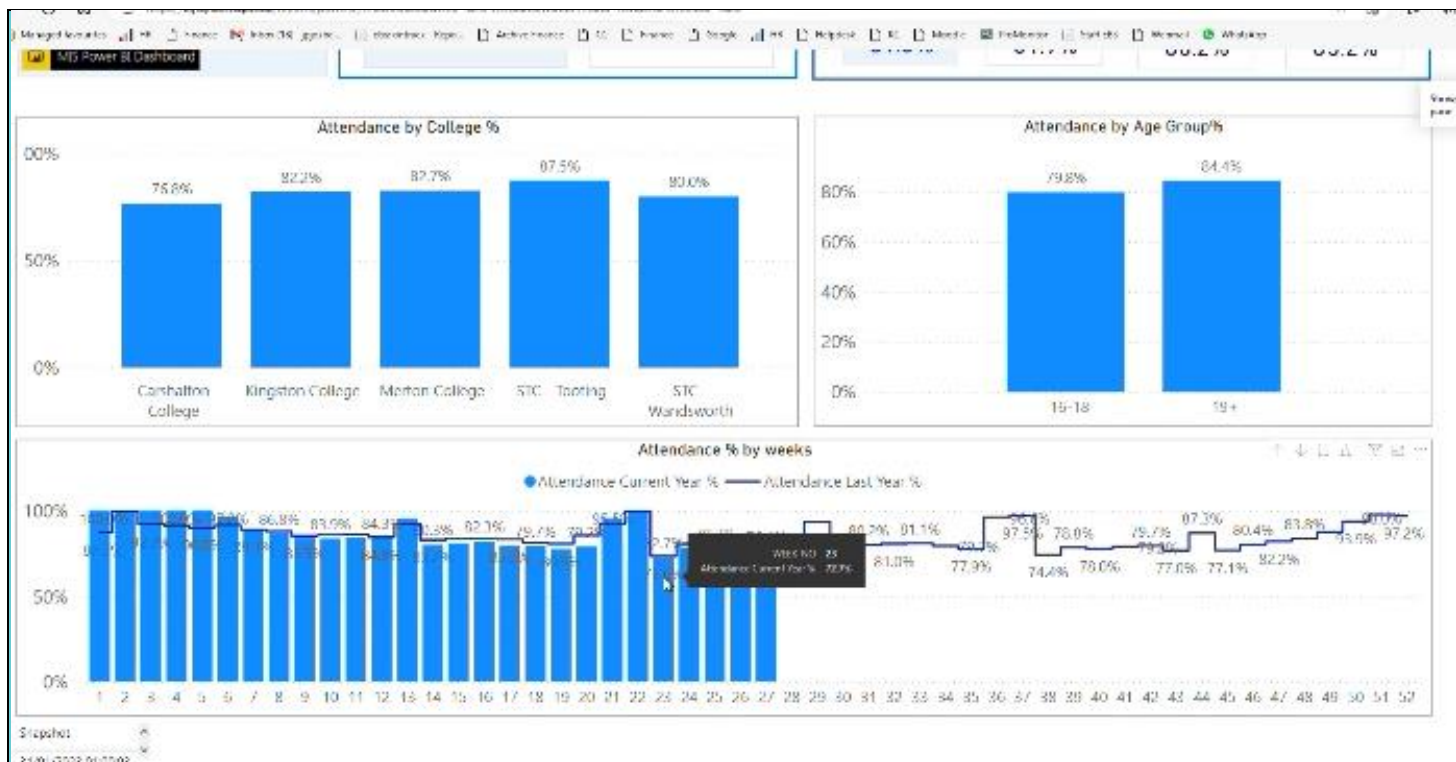


Minutes Quality, Learning and Standards Committee

(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	31 January 2023		
Members	Mr G. Willett(GW) Chair Mr D. Cheema(DC) Cllr B. Fraser (BF) Ms H.Harper(HH) Prof H. Laville (HL) Mr. P. Mayhew-Smith(PM-S) Group Principal / CEO Ms M.Savage (Ms) Mr M. J. Stone (JS) Ms C. Streliaev-Pivett (CS-P)		
In Attendance	Mr K. Shipman(KS) Link Governor (For items1-3 only) Mr R. Greenaway(RG) Deputy CEO Ms S. Marfe(SMa) Director of Marketing and Student Recruitment Ms J. Morrison(JM) Assistant Principal – Quality and Innovation Ms S. Muncie(SM) Vice Principal - Curriculum & Quality Ms J. Percival(JP) Acting Principal – Carshalton and Merton Colleges Ms S. Raphael-Reeves(SR-R) Vice Principal - HE and Partnerships Ms K. Shearing(KSh) Head of School- Foundation, Intermediate Learning & Employability (for Item 5 onwards) Mr J. O'Shea (JOS) Principal, Kingston and South Thames Colleges Ms H. Meredith (HM) Head of Governance		
Key Meeting Outcomes			
	The meeting took place remotely by Teams.		
1.	WELCOME, APOLOGIES, DECLARATION OF INTEREST		
1.1.1	Apologies were received from JP-B who normally attends meetings and PM-S sent apologies in anticipation of arriving late. HH was welcomed to her first meeting and there were introductions.		
1.1.2	Members confirmed that they did not have any pecuniary or other interest in any agenda item.		
1.2	MINUTES OF MEETING OF 22 NOVEMBER 2022 AND MATTERS ARISING		
	Accuracy. The minutes were accepted as an accurate record to be signed by the Chair. Matters arising The Action Log was reviewed and updates below were discussed:		
	Progression destinations for students – report to future QLS meeting to review impact on progression of lower achievement rates including HNS	JM	March 23
	Use the March 23 meeting to have a deep dive into the DTF	JM	March 2023
	Attendance to be an Agenda item at the next meeting.	JOS, JP-B	Jan 2023
			Agreed to move this to March 23 to allow MS (Link Gov) to attend
			See Item 3.1
2	REVIEW OF BOARD ASSURANCE RISK AREAS (PART 1) The Committee note the two risks allocated to it for review are: 1. the risk of a poor Ofsted inspection or OFS result and 2. the risk of declining student numbers- on the agenda for review at Agenda Item 3.		
3.	Strategic Objective – ENHANCE THE QUALITY OF EDUCATION		
3.1	GROUP CURRICULUM REPORTS		
3.1.1	ATTENDANCE JOS shared live attendance data (copied below). The Committee expressed concern that attendance on 16-18 study programmes at Carshalton and South Thames Colleges is too low - just under 80% currently – as is the Group attendance for English and Maths GCSE at 70% and asked what is being done to address this and improve attendance.		



3.1.2

JP responded by explain about interventions introduced at Carshalton College since Christmas showing a positive impact with attendance increasing from 67% to 72.5%. These include:

- focus on quality of teaching due to the direct correlation between good lessons and good attendance –increase in learning walks and action being taken to improve the quality of teaching as a result;
- increased focus on punctuality with lessons starting on time even if students are late,
- making college more engaging for students to want to come into college- KS confirmed the need for this culture which he observed from recent visits to South Thames College – where the college appears empty between lessons and the Creative Industries Centre Kingston-where students stay after their lessons because of the sense of belonging;
- ringing/ texting students/ parents to find out why they miss lessons
- back to basics enforcing rules about behaviour – no coats, hats, drinks in classrooms

3.1.3

DC asked for a list of the top 5 reasons why students are absent to see what is common and what can be done to address this. JOS said that anxiety and stress are often cited and agreed to produce this list for the next meeting. HH suggested holding focus groups for students with low attendance to find out the reasons for this.

KS left the meeting at 6pm

3.1.4

QUALITY IMPROVEMENT ACTION PLANS (QIAP)

The Committee scrutinised these update reports noting the following areas for focus this year:
South Thames College

- improving attendance- particularly English and Maths
- improving achievement rates- November English and Maths resit results were quite positive
- improving quality of teaching and learning

Kingston College

- renewed focus on value- added and Alps – focus on stretch and challenge for all students

Carshalton College

- Focus on how to improve employers' contribution to curriculum design

3.1.5


It was **resolved** to note these updates. MS flagged asked for QIAPs to be RAG rated in future as normal and JOS agreed to do that for the next meeting.

3.1.6

JS and HH suggested that having a Group QIAP would help governors to fulfil their oversight at Group, rather than college- level. JM explained that the main reason for not having a Group QIAP is that Group Level scrutiny at GLT is carried out by reviewing the Group Risk Register.

PM-S joined the meeting at 6.15pm

3.1.7	<p>HIGH NEEDS</p> <p>JP presented the High Needs QIAP highlighting issues and action being taken to address these:</p> <ul style="list-style-type: none"> • Reduction in retention – 56 HNS left by the day 42 census and the College is looking at improving support for HNS • Attendance – most HNS have higher than average attendance but a minority have very low attendance and action is being taken to address this by every student being allocated a progress co-ordinator • Focus on English and Maths • Staff recruitment is very challenging • DC asked about the ‘High Needs’ terminology and JP confirmed that this is Ofsted terminology and is not used in front of students . GW asked JP to reflect on the terminology and language used with students. <p>Link Governor report High Needs</p> <p>Keith Shipman presented his Link Governor report before he left the meeting</p>
3.1.8	<p>It was <u>resolved</u> to note both reports.</p>
3.2	<p>NOTICE TO IMPROVE (NTI) UPDATES – CROSS GROUP</p> <p>3.2.1 PROPOSED NTIS FOR 2022-23 were noted as Apprenticeships and Construction at Carshalton College and Construction at South Thames College</p> <p>3.2.2 REPORTS FROM NTI AREAS FOR 2022-23</p> <p>APPRENTICESHIPS</p> <p>SM presented the Apprenticeship QIAP highlighting:</p> <ul style="list-style-type: none"> • Good progress being made by 6 weekly MOT meetings • Tracking and monitoring and improvements in start-up paperwork are continuing using PICs web. • Focus on English and Maths so that apprentices understand that this is part of their programme • To address problems last year in End Point Assessments (EPAs) the college is being set up as an End Point Assessor for some courses or changing EPA provider. • Significant staffing issues at Carshalton College • Enrolments are below target <p>Governors asked about ambitious forecast achievement rates from the last MOT (66.6%). SM confirmed that the current forecast is above National Average benchmark for last year (55%).</p> <p>3.2.3 CONSTRUCTION AT CC AND STC</p> <p>JP presented an update report for Construction at Carshalton College . JOS apologised that there was no update for construction at South Thames College</p> <p>The focus at Carshalton is within Construction is on:</p> <ul style="list-style-type: none"> • Attendance • TLA • Staffing <p>A serious safeguarding incident involving a student in the School impacted attendance last term. Daily learning walks since January return (80 in total) focus on “Back to Basics” to check that teachers challenge students if they are not following college expectations. The impact is attendance in January is showing some signs of improvement increasing from 70% to 75% across all qualifications. Vocational attendance has improved from 62% to 72%. However, this is still inadequate compared to other colleges and curriculum areas within the group. Key target for attendance is +85%.</p> <p>Teaching Learning and Assessment</p> <p>Learning walks this term identified that not all classes start and end on time. Some staff do not display learning outcomes for the students and some learning outcomes are tasks/actions rather than outcomes and are not always differentiated. CPD plan for term includes</p>

	<p>assessment of learning, how to write outstanding learning outcomes, differentiated strategies for all learners, starter activities and making theory sessions active. Learning outcomes – good examples seen in carpentry, plumbing and apprenticeship provision and in practical lessons. Theory lessons less good.</p> <p>Staffing</p> <p>The department had a significant number of vacancies and posts requiring cover due to suspension and long-term sickness. The poor quality of some agency staff has led to a “revolving door” of new starts. On-going action to address this includes re-advertising permanent posts, continuing work with agencies to fill roles and recruitment includes an Apprenticeship manager - start Easter 2023, Technician role interviews January 2023, Agency staff in place for other vacancies and cover except for Electrical assessor/tutor. HOS Support Manager – start 30th January.</p> <p>It was resolved to note both reports</p>				
3.3	<p>LINK GOVERNOR REPORTS</p> <p>The Committee reviewed reports :</p> <ul style="list-style-type: none"> • High Needs from Keith Shipman • 19 + and Skills from John Stone. <p>JS visited a lesson on Solar Panel installation- the development of the course was a direct consequence of STCG’s employer links activity and featured in the inaugural Employer Board held the previous week. Following the Internal Audit Report on Curriculum Development JS explored how the college gathers employer intelligence and evaluates, records and disseminates the information and found the mechanisms for this complex. The key elements of this appear to be the Skills Matrix Group which meets every six weeks and an accessible database of employer opportunities held on the College System using OneNote. This was discussed further under Agenda Item 5.3.</p>				
3.4	<p>OFSTED INSPECTION UPDATE – (DEFERRED FROM AWAYDAY)</p> <p>JOS outlined updates to the Ofsted Inspection framework including enhanced inspections to inspect how the college meets skills needs which will involve the Ofsted skills inspection team meeting with about 30-40 stakeholders from the four groups indicated below:</p> <div style="text-align: center;"> <p>Skills inspectors’ stakeholder groups</p>  </div> <table border="1"> <tbody> <tr> <td> <p>Civic. Any local, regional or national government bodies. These might include: local authorities, county and local councils, LEAs, chambers of commerce, regional development bodies and agencies, MCAs, unitary authorities, Jobcentre Plus, LSIPs.</p> </td><td> <p>Community. Might include community representative groups, local authority projects to train or bring into education those furthest from employment or training, project groups that target particular neighbourhoods, areas, communities.</p> </td></tr> <tr> <td> <p>Education. In this group would be other colleges, ILPs, ISCs, higher education institutions, CLS providers, feeder schools and other educational stakeholders or partners.</p> </td><td> <p>Employers. Includes small local and larger regional/national employers. Also, partnerships with employer or sector representative bodies such as the CBI, CITB, NFU, Institute of Directors and others.</p> </td></tr> </tbody> </table>	<p>Civic. Any local, regional or national government bodies. These might include: local authorities, county and local councils, LEAs, chambers of commerce, regional development bodies and agencies, MCAs, unitary authorities, Jobcentre Plus, LSIPs.</p>	<p>Community. Might include community representative groups, local authority projects to train or bring into education those furthest from employment or training, project groups that target particular neighbourhoods, areas, communities.</p>	<p>Education. In this group would be other colleges, ILPs, ISCs, higher education institutions, CLS providers, feeder schools and other educational stakeholders or partners.</p>	<p>Employers. Includes small local and larger regional/national employers. Also, partnerships with employer or sector representative bodies such as the CBI, CITB, NFU, Institute of Directors and others.</p>
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3.5	<p>CHALLENGE TO MOVE TO OFSTED OUTSTANDING</p>				
3.5.1	<p>The FE Commissioner, at the STCG Governors’ awayday (November 2022) challenged STCG governors to move the college from Good to Outstanding at it next Ofsted inspection. JOS identified the challenges to this as:</p> <ul style="list-style-type: none"> • 16-18 Achievement rates and value added- too low • All of the colleges need to level up 				
3.5.2	<p>GW asked when this committee will see benchmarking data for the 2021-22 Achievement rates to see how STCG achievement compares with other colleges. JOS confirmed that this is due in March 2023 but will still be distorted by two years of CAGs and TAGs. GW asked for the benchmarking data to be shared with this committee as soon as this is available.</p>				

4.	Strategic Objective – SIGNATURE CHANGES TO DIGITAL PRACTICE
4.1	DIGITAL TRANSFORMATION STRATEGY – PROGRESS UPDATE
4.1.1	It was resolved to defer this item until the March meeting and to spend more time on discussing the DTS then after MS has carried out her DTS Link Governor visit.
5.	Strategic Objective – CURRICULUM DEVELOPMENT STRATEGY TO DELIVER GROWTH & CONTRIBUTE TO LSIPs
5.1	CURRICULUM PLANNING UPDATE 2023/24
5.1.1	<p>SMA presented an update report on the reviewed Curriculum Planning which has been enhanced to ensure that this</p> <ul style="list-style-type: none"> - Effectively identifies and responds to local skills demand - Allows time for effective resource planning and implementation of the curriculum - Allows for market testing of courses to increase forecasting confidence - Maintains quality and standards <p>To address this key action includes</p> <ul style="list-style-type: none"> - Earlier start to the curriculum planning cycle - More extensive research of key occupational areas and local skills demand - Process for effective review of key research recommendations - Curriculum planning framework - Early indication of impact on next year's admissions is that these are 700 higher than this time last year- the report broke this down by course. <p>The Committee noted that the market required skills led curriculum planning is having a positive outcome on applications and governors congratulated SMA on this excellent research and analysis. DC recommended marketing on YouTube and Instagram over Facebook for reaching a younger demographic audience.</p> <p>It was resolved to note this update.</p>
5.1.2	2023/ 2024 CURRICULUM STRATEGY IMPLEMENTATION PLAN
5.1.2.1	PM-S presented The Curriculum Strategy Implementation Plan highlighting curriculum driven growth which is continuing to impact through an increase in applications for 2023-24.
5.1.2.2	Governors asked when they will hear about forecast achievement rates for the new A Level pathways courses . It was agreed that an update report should come to the March meeting following mock exams. KSh reported that mock exams taken so far show promising results.
5.1.2.3	HH asked, as a new governor, for the rationale why the Group had re-introduced A Levels and not introduced T Levels and it was agreed that SMA would contact her following the meeting to go through the research which led to that decision.
5.1.2.4	It was resolved to note this update.
5.2	INTERNAL AUDIT REPORT ON CURRICULUM DEVELOPMENT October 2022
5.2.1	<p>JOS presented the report from audit work carried out summer 2022 relating to curriculum planning work a year earlier – so two years ago. The report made two 'Medium' priority recommendations, accurate at the time but improvements have since been made to both areas:</p> <p>1. Centralised assessment of occupational and curriculum needs:</p> <p>Assessment of regional demand from learners and employers was, at the time, being completed in each curriculum area/College without central review and could have led to a lack of joined up thinking in course provision across the Group.</p> <p>2. Inconsistencies in performance against plan across the Group:</p> <p>The Group continues to see actual performance below planned performance, with variations between the colleges. If these variations are not investigated and understood, appropriate remedial action cannot be put in place to address shortfalls in performance.</p>
5.2.2	It was resolved to accept these recommendations and note that improvements have since been introduced at the Group.

5.3	BUSINESS PARTNERSHIP WORKING -UPDATE
5.3.1	<p>SR-R presented a report about the impact of the Business Partnership Unit highlighting:</p> <ul style="list-style-type: none"> • Reduced capacity in the BP team over recent months significantly impacted on the team's ability to carry out proactive activity. However, they now have a full team including an Interim Head of Business Partnerships. • The team will deliver a new suite of short two-week Introduction to Green Skills AEB courses, including Money Management & Waste Management courses from February 2023 and Sustainability and Fashion and Electrification of Cars from April 2023. • The Green Conference at Merton on 26 January was very successful attended by high profile delegates and some governors • The new Skills and Employment Matrix is an internal cross college group for collating interactions with employers and promoting collaboration across STCG with employer relationships and co-ordinate a cross college approach to employer and stakeholder engagement in the design and support of the curriculum. This is a sub-committee of the Employer Advisory Group which is a working group with employers. • A new Employer Engagement Strategy will be brought to the next meeting of this committee.
5.3.2	<p>JS asked how the complex mechanisms for gathering employer engagement are being brought together. SR-R confirmed these are being integrated into the new Employer Engagement Strategy. PM-S confirmed that this developmental work will be presented in more detail to governors at the Strategy Review session for governors on 25 May.</p>
5.3.3	<p>It was <u>resolved</u> to note this update.</p>
5.4	T LEVEL IMPLEMENTATION PLAN – PROGRESS UPDATE
5.4.1	<p>KSh gave an update on preparation work being undertaken for the delivery of T Levels including CPD and industry visits for staff. More work is needed to help parents and employers to understand about T levels and a section for employers on T levels is being added to the college website. The number of applications was lower than expected but some students applying for BTECs may convert to T Levels at enrolment. Currently 134 Universities, including some Russell Group universities, recognise T levels as an entrance qualification (not currently Oxford, Cambridge or Durham).</p>
5.4.2	<p>It was <u>resolved</u> to note this update.</p>
5.5	LOCAL SKILLS IMPROVEMENT PLAN AND ACCOUNTABILITY AGREEMENTS
5.5.1	<p>PM-S gave an update about emerging themes from the preparation work for the London LSIP:</p> <ul style="list-style-type: none"> • Every sector in London has skills shortages; • Too many young Londoners are going into Higher Education; • Older people need to be attracted back into work; • To make effective bridges across communities , refugees and ESOL need to take part in earning in London; • Ideas being discussed include funded WEX to improve Adult employability skills; • It is proving very difficult to write a Pan London LSIP so sub regional annexes are also being written. The draft LSIP may be available in March.
5.5.2	<p>The Committee received the DfE Guidance on Accountability Agreements (December 2022) noting that Accountability Agreements are new 2-part documents setting the expectations of what colleges will deliver in return for DfE's funding and a cover sheet explaining that:</p> <p>Part 1- The Accountability Framework - replaces the existing, annual, grant funding agreement.</p> <p>Part 2 - The Annual Accountability Statement - is a new document which has to be prepared by the college for submission annually (first one due to be submitted by 31 May 2023). This should be a relatively concise public statement highlighting what elements of the College's provision constitute its key aims, targets and outcomes to meet support local, regional, and national skills needs in the coming year.</p>

	National skills priorities to be addressed for 2023-24 include construction, manufacturing, digital and technology, health and social care and haulage and logistics.																												
5.5.3	It was resolved to note these updates.																												
6.	REVIEW OF BOARD ASSURANCE RISK AREAS (PART 2)																												
6.1	The paper was presented by RG. Members reviewed and discussed the two risk areas allocated to the committee.																												
6.2	<p>The assessment of the level of risk for each as shown below:</p> <table><tr><td>Severity of Risk</td><td></td><td>Minor < 19</td><td>Medium 20-34</td><td>Critical >35</td></tr><tr><td>Level of Assurance</td><td></td><td>High</td><td>Medium</td><td>Low</td></tr></table> <table><tr><th rowspan="2">Risk Areas</th><th colspan="3">Risk Assessment</th><th rowspan="2">Overall Assessment of Assurance Level</th></tr><tr><th>Cross Reference to Risk Register</th><th>Gross</th><th>Net</th></tr><tr><td>Poor Ofsted or OfS/TEF Result</td><td>14,16,18</td><td>48</td><td>30</td><td></td></tr><tr><td>Declining student numbers or either planned student targets not achieved or opportunities not realised</td><td>1,2,3a,3b,4</td><td>99</td><td>59</td><td></td></tr></table>	Severity of Risk		Minor < 19	Medium 20-34	Critical >35	Level of Assurance		High	Medium	Low	Risk Areas	Risk Assessment			Overall Assessment of Assurance Level	Cross Reference to Risk Register	Gross	Net	Poor Ofsted or OfS/TEF Result	14,16,18	48	30		Declining student numbers or either planned student targets not achieved or opportunities not realised	1,2,3a,3b,4	99	59	
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6.3	<p>It was resolved:</p> <p>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.</p>																												
	DATE OF NEXT MEETING Next meeting to be held on Thursday 9 March 2023 at 5.30pm																												
	<p>The meeting closed at 8.00 pm</p> <p>Signed:Date:.....</p>																												

Action points		Responsibility	Deadline	Signed off
1.	Progression destinations for students – report to future QLS meeting to review impact on progression of lower achievement rates including HNS	JM	March 23	
2.	Use the March 23 meeting to have a deep dive into the DTF	JM	March 2023	
3.	Produce a list of the top 5 reasons why students are absent to see what is common and what can be done to address this.	JOS	March 2023	
4.	QIAPs to be RAG rated for the next meeting	JOS	March 2023	
5.	GW asked JP to reflect on the terminology 'high needs' and language used with students.	JP	March 2023	
6.	Achievement Rate benchmarking data to be shared with this committee as soon as this is available.	JOS	March 2023	
7.	Update report on A level Pathways to go to March QLS meeting following mock exams	KShearing	March 2023	
8.	A new Employer Engagement Strategy will be brought to the next meeting	SR-R	March 2023	