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	18 October 2022
Members	Mr G. Willett (GW)　　　　　　Chair Cllr B. Fraser (BF) Mr. P. Mayhew-Smith (PM-S)　　Group Principal / CEO Ms M. Pottinger(MP) Ms C. Streliaev-Pivetta (CS-P)
In Attendance	Mr R. Greenaway(RG)　　　　　Deputy CEO Ms S. Marfe(SUM)　　　　　　 Director of Marketing and Recruitment Ms J. Morrison (JM)　　　　　 Assistant Principal - Quality and Innovation Ms S. Muncie(SM)　　　　　　 Assistant Principal - Curriculum & Quality Mr J O'Shea (JOS)　　　　　　 Principal, Kingston and South Thames Colleges Mr J. Pemberton-Billing(JP-B)　 Principal, Carshalton College and Merton College Ms J. Percival(JP)　　　　　　 Assistant Principal - Curriculum & High Needs Mr K. Shipman (KS)　　　　　　Link Governor Ms C. Veale (CV)　　　　　　 Vice Principal - FE Ms H. Meredith(HM)　　　　　　 Head of Governance
Key Meeting Outcomes	
	The meeting took place virtually.
1 **1.1.1**	**WELCOME, APOLOGIES, DECLARATION OF INTEREST** Apologies were received from Mr Cheema, Prof Laville and Mr Stone. PM-S sent apologies in advance for running late. Some attendees joined the meeting for part of the meeting only .
1.1.2	Members confirmed that they did not have any pecuniary or other interest in any agenda item.
1.2	**ELECTION OF CHAIR AND VICE-CHAIR** Mr Willett was elected as Chair of the Committee and Mr Stone as Vice-Chair for 2022-23.
1.3	**MINUTES OF MEETING OF 14 JUNE 2022 AND MATTERS ARISING** <u>Accuracy</u>. The minutes were accepted as an accurate record to be signed by the Chair. <u>Matters arising</u> The Action Log was reviewed, and updates below were noted:

Include more reference to LSIPs in reports / agenda for QLS	Report writers	Ongoing	Ongoing
MT to review the forecasting relating to the impact of 16-19 Tuition Fund & circulate a note following the meeting.	MT	July 22	Actioned + see paper for Item 1.3 from CV
An annual refresh of the curriculum should take place	PM-S	Ongoing	Ongoing
PM-S to produce an impact assessment of new curriculum innovations based on enrolments to new provision	PM-S	Oct 22	See Item 5.3.1
PM-S to model the impact of the defunding of BTECs and the alternative qualification options for college students	PM-S	Oct 22	See Item 5.4
T Level Implementation Plan to be brought to the next meeting.	SM / CV	Oct 22	See Item 5.5
SRR to investigate sending employer survey after each contact	SR-R	Ongoing	Ongoing
Employer Advisory Board to be set up	SR-R	Sep22	Actioned
In future QMAP data to be presented RAG rated.	JM	Oct 22	MIS team developing an online dashboard
Slides re SEND Green paper impacts to be shared following the meeting	JP / HM	June 22	Actioned
Date of CSAR validation to be clarified following the meeting	JM / HM	June 22	Actioned-confirmed as 22 November 2022
PM-S to provide clarification following this year's IR as to the new college leads who each link governor is linked to.	PM-S	July 22	HM to email Link Governors
The college to do more work on exploring diversification of the offer re blended learning options	PM-S	Ongoing	See Item 6.1

1.4	**TERMS OF REFERENCE AND SELF-ASSESSMENT OF WORK OF COMMITTEE FOR 2021/22**
	Members self-assessed the performance of the committee as follows:

- The committee had met the Terms of Reference during the previous year
- The half termly frequency of meetings will be continued- noting that it is easier to cancel a meeting if not needed than subsequently find an additional meeting date.
- JM suggested in future moving the October meeting back until after the hard close of the ILR data (and also moving the School SAR validations back)
- The majority of the committee prefer virtual meetings and so the meetings will be kept virtual apart from the face to face November meeting following the CSAR validation.

Terms of Reference

It was **resolved** to recommend the Terms of Reference (as attached to these minutes as Appendix 1) without any amendment for approval by the Corporation.

Planned Business for the Year

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

2.	**REVIEW OF BOARD ASSURANCE RISK AREAS (PART 1)**
2.1	The Chair reminded the Committee that 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.

3.	**STRATEGIC OBJECTIVE – ENHANCE THE QUALITY OF EDUCATION**
	GROUP CURRICULUM REPORTS

3.1	**2021/22 ACHIEVEMENT DATA (PENDING ILR HARD CLOSE)**
3.1.1.1	JM presented the latest data- which would not be finalised until the ILR hard close on 20th October. The headline achievement data (table below) sent to the committee in advance was out of date by the date of the meeting. A late paper with MIDES data showed some excellent English and Maths GCSE results
3.1.1.2	The Group overall Achievement rate for 2021/22 was 83.1% with 16-18 achievement at 79.1%
3.1.1.3	JM reported that achievement rates were impacted by three main issues:

a) Lost learning – the 16-18 cohort had two years of disrupted education in school/college and no experience of sitting formal external exams due to Centre/Teacher Grade process in 2019/20 and 2020/21
b) Introduction of external exams for L3 BTEC qualifications
c) Continuing impact of significantly challenging Functional Skills qualifications in 2020/21

JP and KS joined the meeting at 5.45pm

	Group	CC	KC	MC	STC
Overall Achievement (all ages/all qualifications)	82.9	76.7	84.1	82.6	83.2
HNS Overall Achievement (all ages/all qualifications)	78.8	77.6	78.6	84.0	78.4
HNS Vocational Achievement (all ages/all qualifications)	87.7	84.9	91.4	90.0	84.6
BAME Overall Achievement (all ages/all qualifications)	82.4	78.4	83.6	82.9	82.1
White Overall Achievement (all ages/all qualifications)	83.7	75.4	84.8	82.0	85.1
GCSE English/Maths (16-18)	84.6	82.9	83.5	91.0	82.9
HNS GCSE English/Maths (16-18)	76.0	74.1	76.2	78.6	76.6
GCSE English/Maths High Grades (16-18)	28.2	29.7	29.3	25.8	26.4
HNS GCSE English/Maths High Grades (16-18)	25.9	31.1	32.3	12.0	21.1
Functional Skills English/Maths (16-18)	59.8	68.2	47.3	69.2	63.5
HNS Functional Skills English/Maths (16-18)	62.3	66.7	44.4	70.3	65.8
Apprenticeships	55.9	40.6	64.5	n/a	52.3

3.1.1.4	MP asked when the National benchmarking data will be available; JM confirmed that this is not available until March. CS-P asked whether there should be trends analysis comparing these results with 2018/19; JM explained that would not be an equivalent comparison because of the Centre/Teacher Grade process in 2019/20 and 2020/21. JP-B reported that other local colleges are reporting similar or lower achievement rates.
3.1.1.5	GW asked about the impact of the drop in achievement rates on progression destinations for students and asked for this to be a future agenda item for the committee. JM confirmed that the MIS team is producing data so that the college can review this in detail.
3.1.1.6	BF asked what lessons the college can learn from last year. JP-B confirmed that student services are dealing with an increase in mental health problems of students who are struggling. The college is responding by providing additional pastoral and mental health support for students and extra exam preparation including mock exam opportunities.
3.1.1.7	It was **resolved** to note these reports.
3.1.2 3.1.2.1	**ATTENDANCE 2021 /22** JOS shared an Attendance Dashboard showing attendance by week and trends analysis. This was showing a significant drop in attendance across all college sites compared to this early stage of term in previous years; currently 82.8% normally this would be around 90%. This will improve slightly when outstanding student withdrawals have been processed.
3.1.2.2	JOS reported on action being taken to improve attendance rates. The Committee discussed the impact on students from being at home during the pandemic including anxiety issues about coming into a busy college. KS reported that schools are also seeing lower attendance and Emotionally Based School Avoidance (EBSA) [1] and asked what the college is doing to create a positive culture to encourage young people to want to attend college. JP-B reported on work to build up the enrichment programme again to help give students a sense of belonging. BF asked about student voice; JOS confirmed this is being gathered through student surveys, student forums and student ambassadors. KS suggested involving students in organising student social activities and having college T Shirts printed to encourage a sense of belonging-staff at Carshalton College had discussed this at his last Link Governor visit.
3.1.2.3	JOS reported on action being taken to address non-attendance including tracking, contacting students/ parents, referral to student support teams and disciplinary action. Later in the meeting SUM reported that an Academic Leadership Group has been set up to focus on attendance.
3.1.2.4	It was **resolved** to note this update and to carry out a review of attendance at the next meeting. *PM-S joined the meeting at 6.15*
3.2 3.2.1	**NOTICE TO IMPROVE (NTI) UPDATES – CROSS GROUP** **HIGH NEEDS** JP presented an update report on High Needs highlighting : • Continuing growth in HNS numbers- another 90 students this year- now approx. 800 HNS students – continuing the phenomenal growth trajectory from the 350 HNS students at the last Ofsted Inspection in 2020. The number of HNS makes this provision as large as any special school . The growth continues to be within mainstream. Within Foundation Learning the numbers have fallen on all sites except for Merton. This is due to the strategy of ensuring students are not remaining within that provision for more than three years and move on to positive progression destinations. HNS Growth Number 1000 500 0 17/18 18/19 19/20 20/21 21/22 22/23

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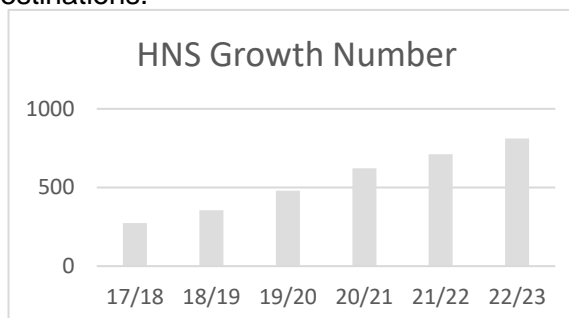
[1] (EBSA) is a term used to describe children and young people (CYP) who experience challenges in attending school/ college due to negative feelings (such as anxiety)

	• **HNS achievement**

• **HNS achievement**

The Report included achievement data. JP reported that the majority of HNS students are achieving at least as well as their peers. Functional Skills maths will remain an area for improvement - traditionally a hard qualification for HNS- made worse with the introduction of the reformed qualifications. The move to GCSEs instead of FS level 1 will also provide a more accessible qualification for the students. In the majority of vocational curriculum areas HNS achieve at least in line with their peers. In some areas they now significantly outperform non HNS, however, there remain pockets of provision where this is not the case. For the 22/23 QIP underperforming teams will be identified and they will receive targeted support to ensure HNS achievements are consistent across the group.

MP asked about difficulties with staff recruitment. JP confirmed that this is one of the biggest challenges for the College with 15 unfilled permanent vacancies and approximately 60 agency vacancies within Inclusive Learning.

KS asked about progression destinations for these students and to hear more about these.

PM-S and GW congratulated JP on leadership of the team resulting in the start of real improvement. It was agreed that HNS should remain as a standing item for QLS (even if lifted from being an NTI area).

3.2.2

APPRENTICESHIPS

SM presented the Apprenticeship update report highlighting:

• Positive ESFA external audit confirming that the Group *substantially met contractual requirements in complying with the relevant funding documentation*
• Internal Audit provided "substantial assurance" in compliance and tracking processes.
• Significant increase in overall group achievement for apprentices to 55.9% in 21/22 (45.2% in 2020-2021. Group achievement against National Achievement Rates (NAR)is within the 2.6% as shown below.

College	2020/21 achievement	Variance re-evaluated NAR 57.5%	Original NAR (64.2%)	2021/22 achievement	Variance NAR (57.7%)	Variance on Year
Kingston	60.3%	+ 2.8%	-3.9%	64.2%	+6.5%	+4.1%
Carshalton	39.7%	- 17.8%	-24.5%	36.4%	-21.3%	-3.3%
STC	17.9%	-39.6%	-46.3%	45.5%	-12.2%	+27.6%
STC (Subs)	67%	+9.5%	+3.5%	60.6%	+2.9%	-6.4%

• Carshalton achievement declined to 36.4% due to 6 (out of 10) Electrical apprentices not achieving -some lost their jobs , some End Point Assessments (EPAs) were not booked in time and some failed their EPA first attempt. The focus this year will be on the end point paperwork preparing apprentices for EPAs.

GW asked whether SM is confident about the improvements to processes and SM confirmed her confidence that the processes have improved but that more rigour is needed around EPAs.

BF asked whether the current economic position is a threat to apprenticeships and SM confirmed that it is , and that this is already showing in a reduction in new starts.

PM-S gave credit to the apprenticeship team for making good progress and GW thanked her on behalf of governors for bringing focus to this area.

PROPOSED NTIS FOR 2022-23
JOS reported that these will be agreed following the CSAR validation on 22 November.

3.2.3

It was **resolved** to note both reports.

3.3

LINK GOVERNOR REPORTS
KS reported on some issues picked up from his Link Governor Visit
• staff felt the exam boards were being unfair on functional skills compared to GCSE. In GCSE content volume and some grade issues had been moderated due to missed

	learning but there was no compensation for lost learning for functional skills resulting, in some cases, in functional skills being harder to pass than GCSE.
	• Great engagement and participation with students in active teaching of numeracy
	• There has been a lot of work looking at literacy for SEND students and focus on small group and active learning. We need to appreciate the student experience of having to undertake the same literacy work over many years and how we can enliven it actively
	KS left the meeting
3.4	**COMPLAINTS AND APPEALS REPORT** **ANNUAL REVIEW OF COMPLAINTS AND APPEALS 2021/22** JM presented a summary of Complaints and Appeals for the previous year highlighting: • Merton complaints are now integrated with Carshalton complaints. • 30.2% of all complaints across the College Group have been concerning the Course/ Teaching. • 75.4% of complaints made have been resolved within the 20 working days (time frame set within the Complaints Policy); 12.7% across the College Group exceeded this time frame. 11.9% of complaints are still pending. • The vast majority of complaints have been resolved at Stage 2* at 74.6%. Only 2.4% of complaints have had to be dealt with at Stage 3. • The majority of complaints were not upheld at 44.4%, and 40.5% of complaints were upheld. • Most complaints were made by the 19+ age group at 59.5%, with 27% from 16-18 year olds. It was **resolved** to note this report. *SUM joined the meeting at 5.50pm*
3.5	**COLLEGE AND GROUP SELF-ASSESSMENT VALIDATION EVENT 22 NOVEMBER 2022 - UPDATE AND PROGRAMME** JM presented the programme for the Group SAR validation on 22 November at Merton College which 7 governors will be attending. GW encouraged the committee to attend this event.
4.	**STRATEGIC OBJECTIVE – COMPREHENSIVE APPROACH TO REDUCE GAPS IN OUTCOME FOR GROUPS OF STUDENTS**
4.1	**STUDENT OUTCOMES REPORT** JM shared the achievement data for students with a detailed spreadsheet showing this by ethnicity. Students of mixed race came out with a very slightly lower overall achievement rate of 83% with the overall achievement rates for black and Asian students both higher than the overall group achievement rates. The SWE Committee will also review this. It was **resolved** to note this report
5.1 **5.1.1** **5.1.2**	**TO NOTE: Statutory Guidance: Review of how well the Education /Training at STCG meets Local Needs** The Committee received the Statutory Guidance and noted the new duty on Governing Bodies to review how well their provision meets local needs, and to consider what action to take to meet those needs better . The Committee noted that Ofsted enhanced inspections will inspect how well colleges meet local needs . Governors were encouraged to watch a webinar on these inspections – link below[2] - and the slides from this webinar were included in the meeting papers) , slides 7 & 8 (below) were highlighted: - Meetings for skills inspectors with stakeholders via Teams/Zoom/phone or face to face, during days 1 and 2: - civic, community, education, employers (see next slide) - get the right person in the meeting – not always CEO/MD - will always include LEP, LA/LSIP/MCA. - Meeting with governors about skills needs (in addition to the usual L&M meeting with govs.) - Days 3 and 4 – additional deep dive, round-table conversations.

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[2] See webinar June 2022 - link below and slides in the meeting papers

https://zoom.us/rec/share/3yXuVYztNPFo3EyJIS77qf4yRyhRyEn0anj0UIkavt-48waTkGp1Uf521Ocx5TYF.yLkVt6OgKNW_INzv?startTime=1654785358000

	Ofsted Skills inspectors' stakeholder groups

Civic. Any local, regional or national government bodies. These might include: local authorities, county and local councils, LEPs, chambers of commerce, regional development bodies and agencies, MCAs, unitary authorities, Jobcentre Plus, LSIPs.	**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.
Education. In this group would be other colleges, ILPs, ISCs, higher education institutions, CLS providers, feeder schools and other educational stakeholders or partners.	**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.

5.1.3	PM-S confirmed that there will be presentations at the Governors' Awayday on 7th November about the College's work with local employers to meet local skills needs. JOS reported that this was a focus of a recent visit to Kingston College by the Minister who saw a lot of engagement with employers in college. JOS reported on a plethora of work including employer forums and meetings with stakeholders listening to their future skills needs. PMS is in regular contact with BusinessLDN which has been formally designated by the DoE to develop the Local Skills Improvement Plan (LSIP) for Greater London.
5.1.4	It was **resolved** to note this duty and the change to enhanced Ofsted inspections.
5.2	**CURRICULUM STRATEGY** PM-S presented a revised Curriculum Strategy for 2019-24 highlighted to show the updates. Some further work is ongoing on curriculum innovation to meet skills needs after considering labour market intelligence. The updating of the strategy was brought forward by 6 weeks to give more time for curriculum planning for 2023-24. It was **resolved** to note the updated strategy and that further work is being done on this.
5.3	**GROWTH STRATEGY AND 2022/23 ENROLMENTS UPDATE** – UPDATE **2022 / 23 ENROLMENTS UPDATE** SUM presented the latest enrolment data as below. **16-18** Total16-18 enrolment is above the funding target and likely to remain so after the day 42 census even after all withdrawals have been completed for the first time for many years. | STCG	16-18 Funded Learner Targets	16-18 Funded Learners Actual		16-18 Learners only		HNS or EHCP Learners		FM25 19+ Continuers
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	4856	4877	=	39@	+	822	+	102	 **19+** Full 19+ are higher than this time last year. Recruitment will continue and the college is expecting to reduce the amount of sub-contracting and deliver more in-house this year. **HE** Very close to target with 526 full enrolments at the date of the meeting against an EBS target of 534 again managing to stop the previous declining trajectory. **Apprenticeships** This is a less clear picture, with the position not as positive, although these programmes recruit throughout the year and Apprentices take time to enrol with some in the pipeline. GW congratulated the Group on the remarkable and very encouraging turnaround in 16-18 and HE student numbers. PM-S will send an update after the day 42 Census returns. It was **resolved** to note this update.

5.3.1	**IMPACT ASSESSMENT OF CURRICULUM INNOVATIONS**
5.3.1.1	SUM presented a PowerPoint presentation on the impact of the introduction of a mixed subject offer at each college with the findings detailed in the slide below showing the significant increase in applications and enrolments arising directly from the introduction of • A Level + offer at Kingston College • Combination of BTEC subjects at Merton and South Thames Colleges And indirectly from converting 77 applicants for these offers to other existing courses
5.3.1.2	South Thames Colleges Group The mixed subject offer attracted additional learners who might not have previously considered STCG Total of 660 applications and 250 enrolments (on same or other programmes within the group) Architecture A Level+ (7 enrolled) attracted learners who eventually enrolled onto 3D Design. This is the first year we are running **2 groups** of 3D design. Humanities A Level+ (25 enrolled) attracted additional learners who ended up enrolling onto GCSE resit programme. <table><tr><th colspan="2">Course</th><th>Learners w/ Applications</th><th>Learners w/ Conversions</th><th>%</th><th>Same Course Learn</th><th>Same School Learn</th><th>Different School Learn</th></tr><tr><td>KC</td><td>A Level + Science Pathway</td><td>81</td><td>22</td><td>27.2%</td><td>2</td><td>11</td><td>9</td></tr><tr><td>KC</td><td>A Level + Engineering Pathway</td><td>82</td><td>34</td><td>41.5%</td><td>10</td><td>14</td><td>10</td></tr><tr><td>KC</td><td>A Level + Architecture Pathway</td><td>56</td><td>19</td><td>33.9%</td><td>7</td><td>7</td><td>5</td></tr><tr><td>KC</td><td>A Level + Performing Arts Pathway</td><td>15</td><td>5</td><td>33.3%</td><td>0</td><td>5</td><td>0</td></tr><tr><td>KC</td><td>A Level + Teaching PathwaY</td><td>21</td><td>5</td><td>23.8%</td><td>3</td><td>0</td><td>2</td></tr><tr><td>KC</td><td>A Level + Law and Humanities Pathway</td><td>177</td><td>66</td><td>37.1%</td><td>25</td><td>9</td><td>32</td></tr><tr><td colspan="2"></td><td>432</td><td>151</td><td>34.90%</td><td>47</td><td>46</td><td>58</td></tr></table>
5.3.1.3	GW asked about learning from this noting : • challenges around resourcing – STC were unable to secure psychology and law teachers • The 22/23 curriculum planning timeline was brought forward to allow sufficient time for curriculum staff to test demand for new mixed subject offers and to carry out LMI research into market demand in time to provide resourcing for new provision. CV joined the meeting at 7.25pm
5.3.2	**SCHOOLS PARTNERSHIP UPDATE- IMPACT ASSESSMENT OF SCHOOLS' LIAISON WORK ON ENROLMENTS**
5.3.2.1	SM updated the committee on the impact of the work by the Schools Partnership Team on enrolments . The report detailed relationship work undertaken by the Team with feeder schools including providing Careers Leads information events, work with new feeder schools, hosting a Headteachers Conference, Curriculum based taster days and meeting bespoke requests from feeder schools.
5.3.2.2	The impact resulting from this work was: • A positive impact on application numbers- detailed analysis for each college shown in the reports • A 12% increase from last year in applications from the top 35 feeder schools • A 23% increase from last year in enrolments from the top 35 feeder schools
5.3.2.3	GW congratulated SUM and the college on the significant contribution to the improvement in enrolments from the work on curriculum innovations and the work by the schools' liaison team.

5.4	**DFE LEVEL 3 QUALIFICATIONS REVIEW – IMPACT ASSESSMENT OF THE DEFUNDING OF BTECS AND ALTERNATIVE QUALIFICATION OPTIONS FOR STCG LEARNERS**
5.4.1	CV presented a report covering both the STCG T Level Implementation Plan including a list of Qualifications currently offered at STCG which are in scope to have funding approval removed for new starts from 1 August 2024. The list detailed the College's plans for alternative qualifications to replace these – either T Levels or a 2-year RQF in some cases. In addition, a new T level in Finance and Accounting will run at KC from 2023 alongside the BTEC in Business.
5.4.2	CV reported that the DfE had, following appeals from the FE sector, reversed its decision to defund BTEC and other Level 3 qualifications in 2024 and that a number of qualifications have been saved in digital, construction and engineering and education and childcare. The DfE is to continue reviewing courses that overlap with health and science T Levels.
5.5	**T LEVEL IMPLEMENTATION PLAN –** See Item 5.4
5.5.1	CV presented a report including concerns about the rigour and size of a T level offer for STCG learners who often struggle academically, socially and emotionally with highly complex lives.
5.5.2	48% of STCG's level 3 learners are on smaller Level 3 main qualifications (2/2.5 A-level equivalent) Many take a two A-level equivalent qualification alongside retaking a GSCE – a BTEC Extended Certificate or Diploma qualification – which gives them the space to achieve on their GCSE as well as achieve a qualification that can support progression to university or an apprenticeship while balancing complex life situations. The College is continuing to feed back its concerns to the DfE and ESFA about the impact of T levels on these learners.
5.5.3	The report also detailed the CPD programme which has been developed with the ETF to prepare college staff to deliver T Levels.
5.5.4	MP asked whether the college will offer the T Level transition programme to learners. CV confirmed that the college is developing its own programme.
5.5.5	It was **resolved** to note this report.
6.	**STRATEGIC OBJECTIVE – SIGNATURE CHANGES TO DIGITAL PRACTICE**
6.1	**Digital Transformation Strategy**
6.1.1	JM presented the Digital Transformation Action Plan 2021/24 RAG rated to show progress . This had been updated to enhance and review its focus on Students and has 6 key themes: 1. Digital Communications 2. Digital Curriculum Offer 3. Digital Data Systems & Reporting 4. Digital Infrastructure & Systems 5. Digital Skills Confidence 6. Digital Skills - TLA
6.1.2	An ALT Working Group is to be established later this term to undertake scoping and research into offering fully blended course options (early ideas AAT, Maths, etc)
6.1.3	GW suggested using the May meeting to have a deep dive into the DTF as there was insufficient time at this meeting to review this in detail.
6.1.4	It was **resolved** to note this update.
7.	**REVIEW OF BOARD ASSURANCE RISK AREAS**
7.1	Members reviewed the two risk areas allocated to the committee and the assessment of the level of risk for each as shown below:

Assurance / Risk Areas	Cross Reference to Risk Register	2021-22 Net Score for Risk Area	KPI	2022-23 Strategic Objectives
Poor Ofsted or OfS/TEF Result	14,16,18	20	Student Experience and Outcomes / Teaching and Learning	1. Enhance the quality of education across the Group, improving weaker provision and raising standards of teaching and learning in all areas
Declining student numbers or either planned student targets not achieved or opportunities not realised	1,2,3a,3b,4	78	Student Participation	2. Establish an effective curriculum development strategy that assesses demand and delivers growth where it's needed by our stakeholders, working closely with employers and other partners and contributing to our Local Skills Improvement Plans
				6. Plan and deliver a set of signature changes to our digital practice, introducing new experiences for our students

7.2	The Committee discussed these risks and agreed that both should be kept under review: • the risk attaching to a poor Ofsted result should be reviewed again following the CSAR validation in relation to the drop in achievement rates; • The risk relating to declining student numbers should be reviewed after the day 42 census figures and the improved enrolment figures this year.
7.3	It was **resolved**: 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.
	GW thanked the officers for their positive and encouraging reports. The next meeting will take place in person at Merton College following the SAR validation on 22 November. The meeting closed at 8.00pm. **Signed:** …………………………..............**Date:………………………………**

Action points		Responsible	Deadline	Signed off
1.	Include more reference to LSIPs in reports / agenda for QLS	Report writers	Ongoing	
2.	An annual refresh of the curriculum should take place	PM-S	Ongoing	
3.	SRR to investigate sending employer survey after each contact	SR-R	Ongoing	
4.	Contact Link Governors to put them in contact with their lead officers	HM	Oct/ Nov	
5.	Progression destinations for students – report to future QLS meeting to review impact on progression of lower achievement rates including HNS	JM		
6.	Review attendance at next meeting	JOS	Nov 2022	
7.	HNS to remain as a standing item on the QLS agenda	HM	Ongoing	
8.	Consider using the May meeting to have a deep dive into the DTF	JM	May 2023	

APPENDIX 1
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 monitor the implementation of the Digital Transformation Strategy

8. To review, monitor and approve the College's Local Engagement Strategy.

9. To review and monitor the College's engagement with employers

10. To review, monitor and recommend the College's Learning Systems and Resources Strategy to the Corporation.

11. To review and monitor the College's Single Equality Scheme and action plan.

12. In accordance with government guidance in relation to Covid-19, to review and monitor the College Re-Opening Strategy and consider any required adjustments and/or circumstances that may have arisen in relation to but not limited to:
    - Enrolment/learner numbers
    - Vulnerable learners & SEND learners
    - Online provision

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.

Frequency of Meetings
The committee shall meet as required with at least one meeting per term.

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 October 2022
Next review October 2023

PLANNED BUSINESS

Quality Learning and Standards	Winter	Spring	Summer
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	*	*	*
Strategic Ambition Growth			
Update reports	*	*	*
Strategic Ambition – Digital Transformation			
Update reports	*	*	*
Strategic Ambition Partnerships			
Partnership progress update	*	*	*
Employer Engagement update	*	*	*
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		*	*
Learner Experience			
Learner Voice reports and action plans	*	*	*