

MINUTES

Directorate: Governance
Minutes of: Quality Curriculum and Student Committee

Date: 17 March 2022 **Time:** 4.00

Page | 1

Venue: E106, Uxbridge Campus

Present:

Mariann Rand-Weaver (MRW)	Governor (Chair)
Sharon Croxon (SC)	Staff Governor
Darrell De Souza (DDS)	CEO/ Group Principal & Governor
Johanna Morgan (JM)	Governor (<i>online attendance</i>)
Amanda Priem (AP)	Governor

Apologies: Judith O'Neill (JO'N) Asst Principal: HE, IoT Technical & Vocational

In attendance:

Gavin Hughes (GH)	AP Learning Support & Safeguarding
Dylan McTaggart (DMcT)	Deputy CEO/ Principal Uxbridge College
Tracy Reeve (TR)	Director of Governance
Jo Withers (JW)	Principal Harrow College

1. **Apologies for absence**

Apologies had been received from Assistant Principal Judith O'Neill.

NOTED

2. **Notification of any urgent item members may wish to raise under Any Other Business**

The Chair highlighted the need to identify a member of the Governing Body with a specific interest/link to Careers Education at HCUC.

There were no other items of additional business notified.

3. **Notification of Interests Members may wish to declare relating to any item**

There were no interests declared.

4. **Minutes of the QCS Committee meeting held on 25 November 2021 at Uxbridge College**

The minutes were approved as presented and commended for their detail which evidenced the close scrutiny of all aspects of Teaching and Learning by Governors. They would be taken as 'signed by the Chair'.

4a) **Matters arising from the minutes of the meeting, 25 November 2021, not on the agenda**

There were no matters arising that were not already on the agenda.

The Chair reminded officers that in order to accommodate the very long agenda all 'key points to note' in the meeting reports should be covered off at the start of each agenda item.

SPECIAL ITEM

5. **Ofsted Inspection Update – February 2022**

The meeting was given a summary of the likely content of the Ofsted report from the full inspection which had taken place in February 2022. The CEO (DDS) reminded the meeting that the Ofsted call

MINUTES



had come into College during February half-term week and all staff had stepped up into Ofsted 'action' mode to get ready for the inspection team arriving the following Tuesday. Many staff worked over the weekend to ensure HCUC was ready for inspection and all staff and students had been fully engaged from the Friday onwards. DDS reminded the meeting that the grades and comments were classified as confidential until the Ofsted report was finalised. The meeting noted that the management team had not yet received the draft report; after the completion of the inspection on 25 February Ofsted had 33 working days to finalise the report. DDS had been pleased to see great consistency of judgements across all four HCUC campuses. The whole College had acquitted itself really well and the staff and student unity and togetherness had shone through to demonstrate that there were no pockets of underperformance post-merger. DDS confirmed that the strong Governance and stakeholder involvement had been well received by Ofsted which allowed a Grade 1 for Leadership and Management to be secured early in the inspection.

The meeting considered the numerous Grade 1 'outstanding' judgements and commended the 'good' grade for Apprenticeships which had recovered well since Covid. Governors sought clarity on the other two categories which had been graded 'Good' rather than 'outstanding' – Personal Development and High Needs Provision. DDS confirmed that the three 'good' grades had produced a limit on the overall grade of 'Good' based on a purely formulaic approach. Governors were assured that HCUC had discussed the report with inspectors who had agreed that it was a 'very unusual report' with the Grade 1 for Quality of Education. As a result, it would be required to go to the highest level moderation board at Ofsted. DDS confirmed that in recent discussions with Ofsted it had become apparent that there was little to be gained – and much to be lost – by further challenge in relation to the overall grading. Governors thanked DMcT as nominee who had been ably supported by AP Gavin Hughes. DMcT's focus on strengths and any emerging areas for additional evidence throughout the week had allowed staff to understand what they needed to focus on to convince inspectors. They also congratulated Principal Harrow (JW) on the massive progress in Work Based Learning which the inspection had confirmed. The grade for Apprenticeships was always going to be a key factor as it was one of the known AfIs recognised within the College Self-Assessment Report 2020/21. JW confirmed the journey to Grade 1 that the Work Based Learning Team were still pursuing. The Ofsted Team had looked very closely at the new Technical Apprenticeship School, established from September 2021, and staff were pleased with the outcome. This would provide a strong morale boost for the TAS staff to continue their quality improvement journey.

DMcT confirmed that as nominee he had pushed back hard on the grade 2 for High Needs provision but inspectors were adamant about some noted AfIs. The meeting was reminded that HCUC now had 540 high needs learners; with approximately half within a discreet area and the other half within mainstream. This additional grade 2 tipped the Overall Grade into a grade 2 simply based on the Ofsted 'formula'. GH highlighted that the impact of Covid on high needs learners had been greater as they had stayed away from college for longer however, they still outperformed non- SEND learners so there had been no negative impact. The other factor had been the lower achievement rate on English and maths for High Needs Students (HNS). Ofsted were more focussed on HNS being entered for smaller stepping-stone qualifications rather than moving through the levels on GCSE E&M; however, this seemed to counter guidance from DfE.

The meeting discussed the grade 2 for 'Personal Development'. The Inspection Team had seen effective Information and Guidance and a good knowledge around Prevent and British Values. However, they had found some students who could not discuss enrichment and the impact on their main study programme as well as they might have expected. SLT had argued that this was almost inevitable after the impact of the pandemic, several lockdowns and an ongoing lack of external opportunities for learners. However Ofsted were not prepared to take the impact of Covid-19 into account on this aspect of performance. DDS also cited the impact of the large-scale exam schedule which had just taken place in January 2022 so was at the forefront of learners' minds rather than enrichment activities.

The meeting agreed that the College should be very proud of the Grade 1 for Quality of Education with excellence shining through on all three aspects of curriculum delivery – Intent, Implementation and Impact. The whole inspection team had been fulsome in their praise for the quality of TL&A demonstrated across HCUC. DMcT highlighted that 52% of the College provision was in the 16-18 age group and 42% with adults; so 94% of HCUC provision had been graded as Outstanding. Behaviour and attitudes was judged as strong and the 6,500 learners over 4 campuses had excelled themselves throughout the four-day inspection. Feedback had been that they were respectful and a pleasure to be around. Ofsted had been very impressed with the level of engagement with staff and the learners' attitude to study in class.

The meeting sought confirmation on whether it was likely that an Ofsted moderation process might change the grade and although not confirmed it was noted as not likely. DDS highlighted that the final report would be very short – to meet the new format. However, the SLT had captured all feedback and would use this to draft a post-inspection action plan. The Chair sought clarity on the opportunity for the College to comment on the draft report and it was confirmed that the SLT would seek to ensure that the overall impact of the numerous Grade 1s was accurately reflected in the final report. DDS stated that if the grading remained after moderation, it might be a test for the current Ofsted formula as there was not another College in the country with Grade 1 for all aspects of TL&A that was not graded Outstanding overall.

The meeting commended the very strong report and suggested that the SLT and College marketing material should focus on the underlying Outstanding aspects of HCUC performance

The Ofsted update was NOTED as was the confidential nature of these discussions until the final report was published.

ITEMS FOR DISCUSSION

6.0 CURRICULUM:

6.1 16-19 Study Programmes 2022/23: impact of funding changes

The meeting noted a paper which outlined two significant changes to funding, beginning in 2022/23 and escalating thereafter. 16-19 Study Programme guided learning hours would increase, and DfE decisions would be made about the future of 'applied general' qualifications compared with T-Levels.

Study Programmes: An increase in funding of circa £300/ £400 per learner to deliver a mandatory additional 40 hours per year to partly recognise aspects of increases in qualification size. The rise would be broadly cost neutral as the increase in the funding base rate would be absorbed by the cost of delivery. The meeting was reminded that HCUC would need to consider the modes of delivery (% taught hours against wider skills eg. enrichment). A consideration in the College approach would be capacity of both accommodation and staffing. The meeting was reminded that HCUC already delivered larger programmes with an average delivery model of 620 hours against a baseline of 540-580. The Chair sought confirmation that these large programmes were part of the reason the College had secured an Outstanding grade for TL&A during the recent Ofsted inspection. DMcT confirmed that quality of delivery was helped by spending time with learners rather than in some colleges where delivery hours were 'cut to the bone' at 540 hours. The meeting was assured that SLT were currently discussing the possible models of delivery in curriculum planning meetings. Current ideas included 20 hours teaching and 20 hours developmental activity (English and maths to feature at Levels 1 and 2, as well as IAG sessions for L2 learners looking to transition to L3).

T-Levels & Applied Generals: This was the more significant change and if current policy direction was implemented it would change the way that FE colleges delivered Level 3 and later Level 2 qualifications. The meeting was reminded that the current DfE proposal was that Level 3 was either (1) Academic (A-Levels), (2) Technical (predominantly T-Levels with very limited Applied Generals

(BTEC) in subjects 'not covered by T-Levels' or (3) a mixed programme of two A-Levels and a small Applied General (e.g. in practical skills not covered by A-Levels). The meeting agreed that the implications of this change would be wide ranging and if not well navigated may impact on student opportunity and college finances. QCS Members were assured that HCUC had begun work on developing pilot models to meet this challenge. The meeting discussed the impact of some T Levels not yet being fully finalised and the ongoing issues around securing the requisite Significant Industry Placements (SIPs). The meeting noted that by 2025/26 a significant majority of HCUC qualifications would be affected and the lack of realistic progressions routes could mean that as many as 700 learners at could lose their current options. The meeting confirmed how worrying the prospect of 700 additional NEET young people would be just for HCUC; this scale up to a national level would be something that the government would want to avoid. The QCS committee agreed that there was a clear need for very strong leadership around this issue. It was also noted that the impact of these changes would be less marked in colleges with a focus on qualifications at entry level, level 1 and level 2 unlike HCUC. There was a small group which would not be affected including Performing Arts and Sport where T levels would not be offered. The meeting discussed the role of the awarding bodies – as private sector organisations - in this discussion and their focus on making sure qualifications were cost effective and generating profit. The meeting discussed the possible impact on school sixth forms who would be unlikely to pick up T Levels but would keep the small BTECs as mix-and-match provision. The meeting spent some time discussing the limiting factor of the SIPs with not enough placements being available across London if all the BTEC provision was changed to T levels.

DMcT highlighted the clear actions that were in place at HCUC to ensure the College did not fail to plan for this change:

- i. Action 1: HCUC now needed to agree how the 40 additional hours would be delivered. This would include viability/resource modelling.
- ii. Action 2: HCUC now needed to agree pilots from 2022/23 for BTEC & A-Level combinations. To be included in curriculum planning/ portfolio discussions March 2022 in readiness for 2022/23 and beyond.
- iii. Action 3: Agree a strategy that maps, supports and sets targets for the transition to curriculum managers and monitors the proportionate change in portfolios between 2022/23 and 2024/25.
- iv. Action 4: Review the approach to SIPs: increased resourcing and prioritising from 2022/23.

The meeting accepted the significance of this massive change which would require a very well-considered strategy in order to ensure that HCUC learners did not lose options and that overall College income was not adversely affected. The Chair highlighted that she imagined that Ofsted would – in future – be looking at a 'pick-and-mix' of qualifications in relation to curriculum intent.

The curriculum update report was NOTED and RECEIVED.

6.2 Technical Levels, Capacity Development Fund (CDF), Transition Fund – YTD and 2022/23

The meeting noted an update report on T Levels, CDF and the Transition Fund.

- ***T Levels update:*** The meeting was pleased to note that the two T level groups that started in September 2020 at Uxbridge and in September 2021 in both colleges were on track to have good achievement rates despite tremendous challenges during the pandemic. The retention figures, the predicted achievement and SIP data by course was noted. Governors were assured that most of the T Level Implementation Plan was on track and regular T Level meetings were being held with curriculum staff and the Curriculum Intent and Employability Group.

The meeting noted details of the new T Levels planned for September 2022:

MINUTES

- Harrow College - The development of Business Administration T level route was progressing well, with more placements likely to be secured due to the nature of the topic. Curriculum teams were working on development of resources, Schemes of Work and compliance documentation.
- Uxbridge College – The development of the Engineering T Level route was underway but progress was slow due to considerable staff shortages in this area.

Page | 5

Capacity Development Fund (CDF3): The meeting noted that CDF placements were taking place, but DfE guidance required that they needed to be for 315 hours per placement which was incredibly challenging because of the impact of the pandemic and ongoing remote working. The DfE targets were for 311 CDF starts for Uxbridge College and 192 for Harrow College; achievement to date was 102 placements started for Uxbridge and 79 for Harrow but it was unlikely that all of these placements would meet the threshold of 315 hours. The meeting also noted the additional 220 CDF placements which were expected to start by Easter 2022 under the 'Springpod Heathrow Airport Virtual Work Experience'; these would be counted as part of the government's revised approaches to delivery. The Chair sought, and was given confirmation that CDF funding would decrease for 2022/23 but the college was aiming to spend all available funds and avoid any clawback.

Transition Programme: The meeting was reminded that two Digital Transition Programmes (UC and HC), one Early Years (UC), one Science (HC), one Business (HC) and one Engineering (UC) Transition Programme were running this year. The focus of these had been on enhancing both academic and pastoral elements of existing Level 2 programmes to support the transition to T Levels, However, Government changes had meant that the college would need to reevaluate its approach to offering the transition. A consultation process was taking place with the Heads of School to determine the best course of action on how to combine the programme with existing qualifications.

Work Experience (study programmes): The meeting was reminded that Covid-19 had meant that flexibilities surrounding Virtual WEX (VWEX) had been introduced for study programme work experience. This had actually allowed large numbers of students (often 100+) to work with high quality employers at the same time and had given HCUC students opportunities that could not easily be accessed through 'normal' WEX. However, the planning of 'traditional' work experience had been very difficult due to the pandemic and the ability for learners to go into physical placements. The QCS Committee noted that strategic planning was currently taking place with Heads of School to look at opportunities for more learners to go out on placement in the Summer Term 2022. Governors were pleased to note that plans were in place for 30 learners to undertake a two-week ERASMUS project with RISE International in Prague and Crete. The Chair sought confirmation on whether these projects in Europe were safe to continue based on the current situation in Ukraine. DDS confirmed that the Prague trip had gone ahead after significant discussion with the organisers at both the Prague end as well as in the UK. The meeting noted that there was also another group of students on the Prague project from South Gloucestershire college. DDS confirmed that a similar level of risk assessment and scrutiny would be applied nearer to the date of the planned Crete project. The Chair supported this approach as the ERASMUS project overseas trips were so well thought of and she noted the robust decision-making process. Governors (JM) highlighted recent feedback from students at the Stakeholder & Scrutiny Committee SSC on the value of foreign learning trips; even more so now since these had been missed throughout the pandemic.

The report was NOTED

7. Spring Learner Survey

The AP Learning Support & Safeguarding (GH) gave the meeting a verbal update. The Spring Learner Survey was just about to launch. The College usually took the questions from the Government (DfE) FE Choices Survey but this had not been completed during the last two years. SLT had opted to use the questions asked by Ofsted and were also giving learners the opportunity

to add narrative comments to their answers. This would increase workload as there were usually circa 3,500 responses but would provide a rich source of data. GH confirmed that the survey would launch before the Easter break and close at the end of April 2022.

NOTED. An Update Report on the Spring Learner Survey 2021/22 would be presented to the June QCS Committee meeting

8. Mid-Year Safeguarding Report

The AP Learning Support and Safeguarding (GH) presented this report; GH was the Designated Safeguarding Lead (DSL) with responsibility for child protection and safeguarding at Uxbridge College. The meeting was reminded that Nasim Khan was the governor Safeguarding Champion for HCUC with responsibility for safeguarding and prevent. The meeting was also reminded that on an individual college level a member of the Stakeholder and Scrutiny Committee (SSC) at each the colleges had a specific remit for safeguarding. Members considered the mid-year report which gave an overview of the Safeguarding and Child Protection issues raised during the first half of 2021/22.

Safeguarding Registers: The number of learners on the Safeguarding Register was noted.

Uxbridge: Members noted that 31 students (28 new cases in the current year and 3 carried over cases), during the first half of the academic year had required a serious safeguarding response (compared with 48 at the same point in 2020/21). Issues during the current year had included sexual exploitation (2), neglect (2), mental health (4), domestic violence (8), missing from home (2), sexual conviction/ allegation (1), victim of sexual assault (2), knife crime / stabbing (2), criminal conviction (4), immigration status/ poverty (1). Unlike the previous year there had been no cases in relation to forced marriage, involvement in gangs and county lines, nor Female Genital Mutilation. GH informed the meeting that 9 of the 31 learners were on a Child Protection Plan (7 in prior year), and 18 were on a Child in Need Plan (26 last year). The retention rate for these learners on the Safeguarding Register was at 90% (same as prior year). The number of students on the secondary 'at risk' register was at 1,029 (compared to 921 in the prior year) of which 241 had declared mental health issues. The meeting noted that there were currently 236 'looked after' (LAC) students (206 in prior year).

Harrow: Members noted that 20 learners (including 3 carried over from the previous year) had required a serious safeguarding response and or close work with social services or other external agencies (17 at the same point in 2020/21). The current retention rate for students on the Serious Cases Register was very strong at 95%. Issues during the current year had included domestic violence (4); neglect (3); serious mental health concerns (2), at risk of criminal exploitation (1), linked to knife crime (1), physical abuse (4), emotional abuse (1), forced marriage (1), victim of sexual assault (1) and one learner going through a gender change. GH informed the meeting that 3 of the 20 were on a Child Protection Plan, and 6 were on a Child in Need Plan. There were also 93 students being supported on the secondary safeguarding register; retention of these students was 96%. The meeting noted that there were also currently 274 LAC students at HC (compared with 210 in 2020/21) and this number would be likely to increase as ESOL learners were still being enrolled. The meeting noted that Harrow currently had 996 learners in receipt of a financial bursary.

Staff Training and CPD: The meeting was assured that the HCUC staff training and development programme in relation to Safeguarding and the Prevent Agenda met all statutory and good practice guidelines. Details of the specific training provided at each of the colleges were noted by the meeting. GH confirmed that 99% of all permanent staff had now completed the required face-to-face training on Safeguarding and the Prevent Agenda.

Student Involvement: Details of the varied provision and student involvement in each of the colleges was noted. These included Prevent and British Values tutorials, anti-bullying week, knife crime awareness week and a number of health and mental health initiatives.

MINUTES

Local Safeguarding Children's Board: The meeting was reminded of the College commitment to this important local authority committee; it was confirmed that GH as Designated Safeguarding Lead (DSL) for UC remained a full member of the Hillingdon Board and the DSL for Harrow was a member of the Harrow LCSB Learning and Development Committee and also attended the monthly Harrow Serious Incident Group and the termly Harrow Borough Designated Safeguarding Leads meeting.

Prevent: The meeting was given assurance that HCUC attended the London HE/FE Regional Prevent Meetings, and the Regional Coordinator regularly reviewed the College's Prevent Risk assessment/ Action Plan. Both Colleges used 'key word' detection on all computers to identify students accessing inappropriate websites etc.

Uxbridge College: The meeting noted that there had been 4 new cases for referral to the police or Channel Panel under the duty so far in 2021/22 (compared with 0 cases at the same point in the prior year). Governors sought clarity on whether these 4 learners had been retained. GH informed the meeting that 2 of these were current students (one of whom was low risk and one medium risk).

Harrow College: The meeting noted that there had been no new cases for referral to the police or Channel Panel under the duty so far in 2021/22. The last Prevent referral from Harrow College had been during 2017/18.

Ofsted Safeguarding Inspection February 2022: GH reminded the meeting that a full review of HCUC Safeguarding arrangements was part of the recent Ofsted inspection. Verbal feedback from Ofsted had been brief but wholly positive:

'Safeguarding was very strong, students say they feel safe, they understand prevent & safeguarding and arrangements are very effective. Students know how to report sexual harassment. Safeguarding arrangements at HCUC are effective.'

The meeting was reminded that there was no separate grade given for safeguarding in an Ofsted report. GH confirmed that he had discussed cases and trends with the lead inspector and had shared the latest annual report that governors had seen and a paper on how the College dealt with sexual harassment. The meeting was pleased to note that this reporting to governors and the safeguarding audit reports to the Audit Committee were seen as key strengths.

Audit actions: The meeting noted that there were still two outstanding actions from the external audit of Safeguarding undertaken in March 2021 which were not yet complete:

- All staff to have updated their DBS within the last 3 years to bring HCUC in line with best-practice. GH confirmed that this was now a much-improved picture, but still circa 3% (improved from 10% as stated in the report) of staff still needed to update their DBS.
- Complete 'shelter in place' drills with the students. GH confirmed that students had received the tutorial input on lockdown (now known as 'shelter in place') and did know what to do in the event of a dangerous intruder on campus. However, SLT were still sourcing the technology to provide an alarm system (separate and differentiated from the fire alarm) to provide an alert for this at the Uxbridge and Hayes campuses. The Chair sought confirmation on the timeline for completion and GH assured the meeting that would be actioned as soon as possible and the technical equipment would be installed before the Easter break. An update would be provided for the QCS Committee in June 2022.

The meeting thanked GH for the concise presentation and commended the very comprehensive Mid-Year Safeguarding Report.

The Safeguarding Mid-Year report 2021/22 was NOTED and RECEIVED.

[The QCS Committee took Items 11.2 High Needs Learners and 20 Equality and Diversity Report next in the meeting and GH subsequently left the meeting.]

MINUTES

ITEMS FOR APPROVAL

9. In-year HCUC KPIs Dashboard

The meeting noted the summary dashboard which provided year-to-date (YTD) performance 2021/22 for HCUC, HC and UC for the following metrics: Retention, Work Based Learning (WBL) updates, FT Attendance, Employability, Lesson Observations, Complaints and Disciplinarys. The meeting was reminded that this dashboard had been presented at each of the Stakeholder and Scrutiny Committees (SSC) earlier in the month. Governors commended the clear 'RAG' rated format which enabled them to identify any areas of under-performance very easily. DMcT highlighted the following aspects of performance:

Page | 8

- Attendance: Full Time 16-18 was just on the year-end target at 86% (90% with authorised absences) but was likely to fall below target by June 2022 so was flagged as amber. DMcT reminded the meeting that Attendance Co-ordinators were now being used across HCUC (funded through the small group tuition fund) which appeared to be having a very positive impact. Attendance at English and maths was still a challenge but was improved on prior years.
- Punctuality: 16-18s was holding at 4-5% and was on target.
- Retention: 16-18 retention at 96.0% was well-above NA (91.0%) and above YTD 2020/21. Retention for the 19+ cohort was also strong at 97.0% (NA 93.5%). This would be closely monitored via the Corporate Goals. HE retention was also high at 98%. The meeting was given assurance that staff were confident that they knew individual students' needs and were giving additional support where needed and where there was a risk of withdrawal or non-achievement.
- Weaker courses 2020/21 were performing well in 2021/22 YTD with 97% being above NA (93 out of 96 courses).
- Teaching Learning & Assessment: Learning walks were now back on track after the pandemic. DMcT highlighted that the observation process had focussed on weaker teachers at the start of the year and the grade profile was now increasing as the outstanding/ good teachers were now being observed. A significant number of teachers had been shifted from grade 3 to 2 within the year. However, there were still 45 teachers defined as 'weaker' and the meeting was assured that these were either making progress or talking with HR where there were any capacity or willingness issues involved.
- Work Experience (WEX): QCS Committee Members were reminded that there had still been a delayed start due to the ongoing impact of Covid-19 on employer participation. Schools now had targets set for both WEX and Significant Industry Placements (SIPs) with staffing resource allocated to support the achievement. To date 24% had been achieved against the target of 80%. The Chair suggested that the RAG rating for Work Experience progress should be 'red' rather than 'amber'. However, it was noted that progress had been made since the Dashboard data was run – WEX was now showing as being at 43% in the Corporate Goals report so progress was being made. DMcT reminded the meeting that Ofsted had paid this element of the study programme close scrutiny during inspection but they were satisfied. The CEO (DDS) suggested that SLT should profiling WEX more accurately throughout the year to reflect when high period of activity took place; this would make a graded target more realistic.
- Disciplinarys: Number of stage 3&4 disciplinarys at 66 were above YTD 2020/21 (26) but this was expected as the previous year had included a long period of college closure and online learning. Exclusions at 49 were also above the prior year figure (13).
- Complaints: were higher than the prior year 31 compared with 16 but again this reflected the college closure in 2020/21. No complaints had resulted in legal action to date.
- Learner Satisfaction: HCUC Initial Impressions Survey had evidenced very high term 1 satisfaction at 92%. This was higher than the published AoC survey data.

MINUTES

- Safeguarding: the meeting discussed the 30 cases that had been reported and recorded on the new sexual harassment register, which recorded incidents and actions. Governors were assured that a whole college approach to sexual harassment had begun with a number of planned events already undertaken and more to come. All staff were trained in safeguarding, Prevent and sexual harassment on 22 October Whole College Training Day and all governors were trained on 20 October. Tutorials had been delivered and actions taken with advice from the Student Union. The Chair asked whether the 30 reports of sexual harassment was higher than expected. Staff Governor and Deputy Safeguarding Lead (SC) confirmed that students were being encouraged to report and the College had done a lot of proactive work around this important area of safeguarding. The meeting was informed that Ofsted had been impressed with the HCUC Sexual Harassment Register as even the less serious cases were included and actioned. Ofsted Inspectors had been impressed by the speed of HCUC jumping into this new arena and the level of student engagement. Staff Governor (SC) confirmed that staff had worked hard to get learners to recognise the reality of their actions and that it needed to be perceived as actual sexual harassment rather than a laugh. It was often easier for them to talk about this issue with other learners. JM concurred that to have had 30 cases reported was testament to the effective cross-college promotion and the provision of a 'safe' environment to have the resulting necessary conversations. Although this was in some ways a 'sad' statistic being high it was also very positive.

The KPI Dashboard YTD 2021/22 was NOTED and RECEIVED.

It was AGREED that:

- The RAG rating for WEX should be changed from 'amber' to 'red'.**
- SLT to develop a profiled WEX target throughout the 2022/23 academic year varying with level of predicted activity.**
- For 2022/23 activity under the 'Enrichment and Skills Builder' to include data on personal development should be reported under item 11 (WEX data).**

10. Higher Education (HE) Report

10.1 HE Spring Report

The meeting noted the detailed HE Report which contained details of OfS compliance requirements as well as in-year performance data. JO'N who was the senior manager responsible for HE was not able to attend the meeting but Principal Uxbridge presented the report. The meeting was given full assurance by the detailed report that performance against the OfS conditions of registration were being met. The meeting discussed the feedback on HE from the recent Ofsted Inspection and the construction course had performed really well under inspection due to the very strong retention. The Chair highlighted the OfS action in establishing Minimum Levels of Performance for the future and sought confirmation that HCUC provision would not be in scope for a review. DDS confirmed that it would be marginal and SLT would need to look at the data as there had been historical issues with retention. MRW reminded the meeting that the MLP data review would look back over a period of five years. The meeting agreed that it would be a better outcome if there was no possibility of HCUC edging into scope for a MLP review.

Progress towards meeting the College Access and Participation Statement 2021/22 actions was noted as follows:

- HE leaders had now identified all Black students (25 across HCUC) on their programmes, have had pastoral meetings with all and were keeping closely in touch with any deemed at risk of not achieving their qualification this year.

MINUTES



- HCUC had allocated £15,000 to support HE learners facing hardship. This additional 'bursary' had received 86 applications and students were given an amount between £100 - £250 depending on circumstances.

Condition C

The College had once again undertaken a self-assessment of its compliance with consumer protection law. All HE public information had been reviewed and updated for 2022/23 – HE Handbook, fees and the HCUC intranet site. The meeting noted that Governors could be assured that the College has continued to be compliant with consumer protection law during this period. ***It was AGREED that this assurance in relation to condition C1 would be taken to the Governing Body on 29 March 2022.***

Page | 10

• HE Curriculum Development

The following new HE courses were planned for 2022/23:

- ENGME – New HNC being developed with Pearson to enable direct progression to Level 6 at Brunel University – various pathways Electrical/Electronic Engineering and Computer Systems Design. Final modifications are being completed in preparation for the Pearson validation board in April.
- CIT – HND Digital Technologies (Games pathway).

Dialog was also ongoing with Brunel University regarding developments related to progression to Level 6 for Mechanical HND students.

HTQs: The meeting discussed the Higher Technical Qualifications (HTQs) which were either new or existing Level 4 and 5 qualifications (such as HNDs/Foundation Degrees/Diploma HE) that had been approved by the Institute for Apprenticeships and Technical Education (IfATE) as meeting occupational standards for the relevant sector. This was being considered within HCUC's 3-5 year curriculum planning. The first approvals cycle for Digital qualifications concluded in Summer 2021, with the first approved qualifications available to be taught from September 2022. JO'N confirmed that HCUC would be delivering the 'Cyber Security' pathway from 2022/23. Pathways relevant to the T Levels and BTEC pathways at HCUC would be reviewed as new HTQs were approved through the IfATE. The appropriateness of future plans would be an ongoing consideration with the next submissions in 2023 for sectors including: Catering and Hospitality, Creative and Design, Hair and Beauty. The meeting discussed how the HTQs would sit alongside the Bootcamp provision. Governors were reminded that Bootcamp provision was centred around short 16 week courses to meet a specific skills or employer need. The Chair asserted that HTQs were essentially apprenticeships without the work based learning element. They would be a full-time qualification which aligned level 3,4, and 5 with the technical skills agenda. The meeting agreed that this would work really well in engineering where people were often looking for a top-up qualification to enable them to progress on to HE.

• Office for Student Consultations

The College has provided detailed responses to all three Spring 2022 consultations in relation to proposals for:

- Teaching Excellence Framework (TEF) – HCUC responses reflect the exemplar responses provided by the AOC.
- Condition B3 – Outcomes
- Data construction

The detailed College responses provided for QCS Committee members were taken as read. It was noted that while HCUC management were in broad agreement with the OfS proposals, there were significant areas where the College's response had disagreed particularly in relation to the following:-

MINUTES

- Where the data construction disadvantages FE and other small providers including those with very small cohorts.
- The full context of HE students in a FE context.
- 'Evidence learning gain and high level progression due to social and economic circumstances of many HCUC learners': this requirement would impact on the widening participation agenda.
- The proposed data construction would be highly complex and would require a specialism within MIS.
- The requirements for Teaching Excellence Framework (TEF) submission and future monitoring for both teaching and learning and data would be onerous.
- Insufficient account taken of differences in staffing resources and significantly lower budgets for FE and other small providers compared to those enjoyed by universities.

10.2 OfS Reporting Spreadsheet

The meeting took the detailed Governors Reporting Spreadsheet as read – DDS confirmed that there was nothing to highlight at this stage in the year.

The HE Report was NOTED.

11.0 Focus Areas

11.1 Projects and Partnerships Report including Work Based Learning (WBL) progress YTD

The meeting largely took this report as read; much of the content would be discussed in detail at the Governing Body meeting on 29 March 2022. The meeting also noted that a detailed presentation on this area of work and the post-Covid Economic Recovery Plan in West London would be on the agenda for the 27 April 2022 Governors Strategy & Training Day. Principal Harrow (JW) confirmed that the College was now beginning to see momentum building in this area of work as a result of the economic and skills Covid response initiatives. The FE/HE sector based forums led by the West London Alliance were a particular success as well as the successful new Mayor's Skills Academies across the key priority sectors in West London, (Health, Creative and Culture, and Green). Although the recruitment of apprenticeships remained lower than pre pandemic levels, JW confirmed that recruitment was starting to increase from last year with further growth anticipated as the Kickstart programme drew to an end. There was also quite a significant shift in the adult employability programmes, with a very high number of employers and students benefiting from the Sector Work Based Programmes (SWAPS). JW confirmed that 14 SWAPs had been delivered during the current academic year, 12 in UC and 2 in HC. There had been 54 learners completing which led to 25 job starts and 6 NHS placements (57% successful outcomes to date). Ofsted had highlighted this work as a strength during the recent inspection.

The detailed data on new starts and recruitment was noted for each of the colleges. Nationally, Apprenticeship starts were up by 43% for the first quarter and the HCUC figure was up by 20% on the prior year. Governors were assured that the SLT were keeping a close eye on predicted achievement for the year-end and the current range was from 63.1% to 72.3%. JW reminded the meeting that a new National Average was expected any day which would reflect the lower performance during the Covid pandemic. The meeting noted that the apprenticeship provision under the IoT was doing well. The recent Apprenticeship week had also been very positive. JW informed the meeting that during the Ofsted Inspection HCUC apprenticeship employers had been asked to complete a survey and this had generated a very strong 90% satisfaction rate. The Inspection Team had followed this up with conversations with individual employers to gain more detail. QCS Committee members were pleased to note that the Technical Apprenticeship School (TAS) was now allowing strong intervention at an individual learner level and was bearing fruit in the drive to increase

quality. The meeting also noted that the second Jobs Fair held at the College during February half-term 2022 had been very successful and was proving a positive way of engaging with employers. The meeting noted that sub-contracted provision was now complete for 2021/22 and both organisations – The Skills Network and Pathways London – had achieved their full contract value. JW also highlighted that the College had recently undertaken a lot of work with the NHS to support them filling vacancies.

Institute of Technology. The meeting was reminded that College had now appointed a new IoT Project Manager to work with JO'N and the Heads of School; this new role would be key in driving forward the IoT work. He was now looking at the 3-5 year curriculum plans to formulate a 5 year IoT Business Plan which would come to the Governing Body in July 2022. The Chair sought an update on the discussions with the DfE around the targets for the IoT which had been badly impacted by the two-years of the Covid-19 pandemic. DDS confirmed that these had now been rebased to reflect Covid in years 1 and 2 but DfE were standing firm on targets for years 3 and 4. This would be hard to achieve from the lower baseline at the end of Year 2 due to Covid. DDS informed the meeting that SLT had met with management from the other London IoTs and anecdotally all were well behind the initial targets set by the DfE. However, DDS did inform the meeting that the College's IoT account manager at the DfE did have a clear understanding of the complexities. Although there were pipeline challenges the DfE were encouraging a wider collaboration with IoT host colleges working with other local or regional FE colleges to increase numbers. DDS confirmed that he had started a conversation at the West London Principals meeting about progression pathways. As a result HCUC was now taking to Ealing Hammersmith and West London College about partnering in engineering progression. Although Brunel would remain the key HEI partner in the WLIoT, discussions had taken place with Roehampton University to look at options and a Memorandum of Understanding was now in place. JW highlighted a recent comment from the DfE which had cited the WLIoT as one of the best performing nationally.

The WBL Update Report was NOTED

11.2 High Needs Students (SEND)

The QCS Committee considered this report which provided the year-to-date finance and quality information for 2021/22 for this growing area of provision. The AP Student and Safeguarding (GH) reminded the meeting of the importance and scale of this area of work at the College; HCUC now had 532 learners with Education Health Care Plans (EHCP) of which 380 were classified as High Needs learners. Approximately 80% of these learners were on mainstream programmes studying at level 1-3 or on an apprenticeship. The high quality of the provision meant that HCUC was currently working with 16 local authorities for funding, applications and annual review. The scrutiny from Government around High Needs learners was high as the specialist provision was very expensive; a SEND Green paper was due to be published to provide additional guidance for colleges on how this area of work would be taken forward. The Green Paper would address the way the funding system was currently structured as it was over complicated with Colleges having to invoice numerous different local authorities in order to secure the funding for this work. The meeting briefly considered the current complicated funding system and Governors were reminded that funding was allocated in three 'elements' for EHCP learners:

- i) Element 1: 16-18 funding (as per all 16-18s) £4,000 per learner
- ii) Element 2: funding for HNS £6000 per learner (based on an estimated request for funding each year; HCUC had 558 allocated for 2021/22)
- iii) Element 3: 'top-up' funding paid by the Local Authority (based on individual support needs) for any support above the cost of £6,000.

GH highlighted the total Element 2 budget for HCUC for 2021/22 as £3,348,000 (i.e. 558 x £6,000). The Element 3 funding for the current year was: Uxbridge £889,402 and Harrow circa £2,000,000

MINUTES

due to the specialist unit on site for learners with profound and multiple learning difficulties. The meeting concurred with the need for the current funding system to be simplified.

At February 2022 current EHCP student progress was noted as: Attendance 88%, Punctuality 98%, Retention 97.8%, and Predicted Achievement 89%. GH highlighted that although main programme attendance was strong this did not apply to English and maths; there was a thought that EHCP learners should be exempted but HCUC had not pursued this to date. The grade 2 awarded and the comments on SEND provision made during the Ofsted Inspection had already been discussed in the meeting but GH confirmed that the areas for improvement would be actioned and formed part of the SEND quality improvement plan. These Afls were noted as:

- Maths and English grades remain the main focus.
- Getting all EHCP outcomes into ILP targets
- Providing cross college staff training at each whole college training day.

The SEND / High Needs report was NOTED

ITEMS FOR INFORMATION

The meeting received the following detailed documents which were provided to give Governors full assurance around all aspects of underlying quality across HCUC. The reports were taken as read with QCS Committee Members given the chance to ask further questions or comment where appropriate.

12. Corporate Goals

The CEO (DDS) provided an update on the Uxbridge College's and Harrow College's Corporate Goals YTD achievement. The meeting was reminded that the recent Ofsted Inspection had provided very current external validation for Governors on progress against many of the Corporate Goals and KPIs especially those in relation to Quality of Education and Learner Outcomes. The meeting was reminded that the front page now better reflected the emphasis on the '3 Is' within the Ofsted Education and Inspection Framework. The RAG rating system flagged up those items on the front page where progress in relation to a particular KPI or performance area had either faltered, prompting mitigating actions (amber rating), or stalled such that full achievement was now not possible (red rating). Governors were reminded that considerable further detail was provided within the body of the Corporate Goals reports about the amber rated items flagged on the cover pages.

DDS highlighted the following:

- The inspectorate style 'deep-dive' observation activity undertaken in the autumn term had been invaluable in identifying any areas which needed improvement in advance of the February inspection.
- The amber RAG ratings within the Finance section were in relation to High Needs Element 3 funding and HE fees still owing. Governors were assured that work was being undertaken to secure all of this income as soon as possible.
- Other areas RAG rated as amber had already been discussed within the meeting: T Levels and the IoT, and Work Experience.

The Corporate Goals Update report was NOTED and RECEIVED

13. HCUC Quality Improvement Plan (QIP) 2021/22

The meeting was reminded that the Areas for Improvement (Afls) had been identified through the detailed self-assessment analysis across HCUC for 2020/21. The in-year progress against the individual HC and UC QIPs had been considered in detail at the QCS Committee in March 2022 and at the relevant SSCs. A detailed report was taken as read by the Corporation meeting. This QIP

MINUTES

and current progress had been fully reviewed during the Ofsted Inspection and feedback had indicated that inspectors believed that HCUC understood its key challenges.

NOTED

14. TL&A Report

This report was taken as useful background reading – much of the detail had already been considered earlier in the meeting

The report was NOTED

Page | 14

15. QAR Tables HCUC March 2022

These reports were taken as read as performance data – prior year and current year - had already been discussed in previous agenda items.

The report was NOTED

16. 2020/21 Final HCUC Self-Assessment Report (SAR) – published edition

The meeting noted the final version of the HCUC Self-Assessment Report (SAR), as approved by the Corporation on 7 December 2021. DMcT confirmed that this had been uploaded to the ESFA portal and the Ofsted gateway so was now in the public domain.

NOTED

17. 2021/22 Subject Sector Area SAR Tier 2 Quality Improvement Plan (QIP)

The detailed reports for each college which detailed summary grades and progress against areas for improvement (Afl) 2021/22 by curriculum area at March 2022 were taken as read.

The report was NOTED.

18. English and maths Report

Taken as read

The report was NOTED.

19. HCUC Student feedback

The Student Council reports on 'You Said... We Did', from each of the colleges were noted and taken as read. Student Feedback would also be considered by the Governing Body in March 2022.

The report was NOTED.

20. HCUC Equality & Diversity Report

The meeting took the report as read but was pleased to note that 4 of the 5 key areas being monitored were rated as green for progress and on track for completion by the year end. GH highlighted how far ahead HCUC was against national data. JW also informed the meeting that HCUC was ahead of the national benchmark for the number of BAME applicants recruited to WBL vacancies. The 'amber' rated action was in relation to disproportionate number of 'Disciplinary – Black Caribbean/ Black African learners'. DM highlighted the 'Supporting Black Caribbean Students – English and Maths project'. This had ensured that English and Maths staff at HCUC were now aware of any diversity gaps and knew which students to target for additional support. The Heads of Schools in English and Maths (HCUC) are proactively supporting Black Caribbean students through the small group

fund and ensuring that other support for these students was in place. An English and maths progress tracker had been specifically designed to show in year progress and could be 'drilled down' by ethnicity. This enabled targeted support for Black Caribbean students. Early indications suggested that the gap for Caribbean students had narrowed marginally based upon January predictions for GCSE English and Maths. The meeting was reminded that both HC and UC had Equality and Diversity forums which met three times per year; each was used to respond to specific areas of concern. All of the detailed actions to support 'at risk' groups were monitored at these meetings.

The meeting NOTED the report and commended the positive action plan.

21. Summary of Staff Focus Group Feedback

The meeting noted the summary feedback from the Staff Focus Group that had been held remotely on 20 January 2022 for 18 Managers across HCUC. The range of topics covered, were as follows: Time barriers to fulfilling the job role; Communications; Learner impact culture and ethos; Lesson observations; Teaching and Learning Hour; Study programmes including English and maths; Ofsted Inspection; Student attendance and punctuality; People management; Career development; Staff training; E-learning; IT Resources; Quality Improvement and TL&A; Staff Wellbeing; and HCUC College culture/ values. The positive feedback and the areas for improvement were highlighted in the report to the Resources Committee meeting and were discussed. The meeting was pleased to note the many positives that were cited and that staff felt very positive about communications and the College values. The main Area for Improvement had centred on the numerous admin tasks and workload and the need for better lead in times. The suggestion had also been made to include a SWOT analysis in the appraisal process. The concerns around the formal lesson observation process on industry specialists entering HCUC with no teaching experience was also noted. Governors were assured that an action plan was in place to address the areas for improvement and that this was being closely monitored by the SLT; this ensured that management was taking appropriate action in response to staff feedback. The meeting noted that this report had also been discussed at Resources Committee (17/03/221) with the HR Director present.

The report was NOTED.

22. Curriculum Intent and development Plans

The meeting took this detailed paper as read which provided additional detail on the colleges 3-5 year curriculum development plans/proposals. This would feed into the strategic planning process. Key points of focus were likely to include: challenges of securing specialist staffing; ensuring the College sourced high tech equipment; and ensuring that HCUC had strong and sufficient employer links.

The meeting was reminded that the College had revised its approach to 'Development Planning' in 2021/22, taking a longer term view over 3-5 years which allowed Governors and management to be even more ambitious in our approach to planning a curriculum that met the local and regional skills needs. Following the Skills for Jobs White Paper and the continuing evolution of technical education, horizon scanning the future would be even more critical to ensure HCUC had sufficient lead time to be ready to deliver on proposed curriculum changes.

Key themes threading through most of the plans would be the consolidation of quality, certainly for those areas new to delivering T Levels and the ongoing review of the Transition to T Level programmes. The value of collaborative delivery across disciplines, particularly in the highly technical areas of digital and engineering as the knowledge and skills in these sectors will become ever more complex and interlinked. There will also be a clear shift in increasing progression routes for FT students towards apprenticeships and into the IoT HE provision to improve student employability opportunities.

The report was NOTED.

MINUTES

23. Risk Register

The QCS element of the Risk Register was noted. There had been no change in RAG rating for these two high scoring risks since last presented in November 2022. Governors were given assurance around ongoing mitigation.

The QCS Risk Register was NOTED

24. Minutes of Stakeholder and Scrutiny Committees (SSCs), Harrow College & Uxbridge College

The minutes of the SSC meetings held on 1 March 2022 at Uxbridge and 2 March at Harrow College were RECEIVED. Feedback from participants asserted the ongoing success of these meetings that enabled a focus on detailed performance data at each college.

The minutes were RECEIVED.

25. To confirm and agree the dates and times of QCS Committee meetings for 2021/22

The dates and times of the meetings was noted as follows: Thursday 23 June 2022 at 4.00pm at the Uxbridge Campus at Park Road.

NOTED

26. Any other business

• Specialist Governor for Information and Guidance

The Chair highlighted a new requirement which was within the DfE Publication 'Careers guidance and access for education and training providers'. This statutory guidance for schools and colleges outlined a number of requirements that must be implemented. SLT had confirmed that HCUC were compliant with all of them apart from the following two:

- i) *Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement*
- ii) *Schools and colleges are expected to appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively. Schools and colleges must name the Careers Leader and publish their contact details on their website.*

DMcT confirmed that himself and the Safeguarding lead at Harrow would fulfil the second role. However as HCUC had ever had a lead governor for Careers it was something that would need to be considered; it would be one of the things considered by the impending Matrix assessment.

It was AGREED that the Governing Body should consider how best to fill this role and that it should be drawn from a wider remit than members of QCS Committee.

27. Feedback to Governing Body meeting

The following items were agreed as highlights of the meeting:

- Ofsted Inspection in February 2022 – the number of Outstanding grades was a very significant achievement. QCS understood SLT frustration at the 'formulaic' approach used to determine the overall 'Good' grade.
- External drivers and curriculum changes are ongoing; this will be a huge piece of work to keep up to date with the best options for HCUC to minimise any negative impact on the College offer for learners.
- The new OfS data scrutiny that all FE colleges will be subject to; minimum standards.

MINUTES



- QCS had recognised the effectiveness of what had been achieved across college in relation to sexual harassment.
- There would need to be further discussion around the need for a Careers Link governor.

There was no other business. The meeting closed at 6.10pm.

Signed.....

Date.....

