

# MINUTES

<b>Directorate:</b>	<b>Governance</b>	
<b>Minutes of:</b>	<b>Quality Curriculum and Student Committee</b>	
<b>Date:</b>	<b>30 November 2017</b>	<b>Time: 4.00</b>
<b>Venue:</b>	<b>Executive Meeting Room, Uxbridge Campus</b>	
<b>Present:</b>	Antonio Weiss (AW) Kai Barnes (KB) Mariann Rand-Weaver (MRW) Laraine Smith (LS)	Governor (Chair) Staff Governor Governor CEO/ Principal and Governor
<b>Apologies:</b>	Mark Billington	Governor
<b>In attendance:</b>	Pat Carvalho (PC) Darrell De Souza (DDS) Dylan McTaggart (DMcT) Tracy Reeve (TR)	Deputy CEO/ Principal Vice Principal Curriculum and Standards UC Vice Principal Curriculum and Standards HC Clerk to the Corporation
<b>Part attendance:</b>	Jo Withers (JW)	Exec Dir, Employer Services & Partnerships <i>(item 11.1 only)</i>

- 1. Apologies for absence**  
Apologies had been received from Mark Billington.
- 2. Notification of any urgent items members may wish to raise under Any Other Business**  
The Group CEO informed the meeting that she would bring an update to the meeting on the recent Ofsted Safeguarding Visit.  
  
There were no other items notified.
- 3. Notification of Interests Members may wish to declare relating to any item**  
The Chair (AW) declared that he was a Harrow Councillor. There were no other interests declared.
- 4. Minutes of the TL&A Committee meeting held on 19 October 2017 at Uxbridge College**  
The minutes were approved and signed by the Chair.
- 5. Matters arising from the minutes of the meeting, 19 October 2017, not on the agenda**  
The meeting discussed the value of having a QCS Committee meeting so early in the academic year for 2018/19 when Governors also attended a Corporation meeting in September and a Governors Training Day in October on an annual basis.  
***It was AGREED that the first QCS Committee meeting for 2018/19 should be timetabled for November 2018.***  
  
There were no other matters arising that were not already on the agenda.
- 6. HCUC Qualification Achievement Rate (QAR) Reports**  
The meeting noted the finalised QAR reports which summarised the confirmed College performance during 2016/17. Governors noted that the confirmed Harrow College (HC), Uxbridge College (UC) and HCUC QAR positions had been uploaded via the final 2016/17 ILR (Individualised Learner Records) on the 19 October. Governors were pleased to note that the

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HCUC headline 16-18 QAR (64% of leavers) and 19+ (36% of leavers) Class Based Learning (CBL) provision had improved compared with prior year, and both age groups were significantly above national-averages (NA) both at the college level and combined. The 16-18 QAR had increased by 2.8% to 85.5% (NA 79.1%) due to improvement in both retention and pass rates across both HC & UC colleges. 19+ QAR had increased by 0.2% and was 4% above NA. The meeting agreed that although the headline data was important the strength of performance was better revealed by examination of the extent of the underlying consistency across both Colleges and by subject sector area (SSA) and level. The meeting considered the report which provided Governors with a detailed analysis of performance at Qualification level by Age, SSA by Age and across Levels. The meeting was pleased to note that all of the key elements of the 16-18 Study Programmes - GCSEs Maths & English, Basic Skills Maths & English (functional skills), diplomas, certificates and 16-18 ESOL - were all above NA. The meeting discussed the importance of High Grades and of the College's value added performance. MRW asserted the importance of High Grades for University entry.

The meeting discussed the value of using the QAR as a comparator against other FE Colleges in order to assess HCUC progress towards Ofsted 'outstanding'. Governors challenged the VPs on whether it would be possible to develop better benchmark comparators as they felt that it would be good to BM the College against other providers with a similar portfolio of provision. The VPs highlighted that QAR as a comparator could be suspect because of the various variables that go into the statistic. The relative proportion of Entry/ Level 1/Level 2/ Level 3 qualifications within an institution had a large bearing on QAR. The relative proportions of different SSA contributing to the QAR could also affect the outcome as the NAs for these varied greatly. It was noted that this could also extend to the relative proportions of the types of qualifications. This meant that finding 'similar providers' would prove very difficult and would always be a year out-of-date due to the time-lag in QAR data becoming available. In addition, the Exec advised caution in overly relying on QAR as the determinant for outstanding practice. DDS highlighted recent Ofsted Inspection reports which had indicated this over the last few years; this included Grimsby College and Dudley College. Governors were reminded that other aspects were more important when identifying an Outstanding College including: learner progress; progression and meaningful destinations; strength in Employability and Industry work-skills development; and evidence of high quality TL&A over time.

The following key facts for 2016/17 were highlighted:

16-18 QAR was at 85.5% and was significantly above NA (79%) with 90% of 16-18s on qualifications above NA. 16-18 Qualifications targeted for improvement in 2017/18 were A/AS-Levels and Awards. Contributory SSAs targeted for improvement were Health, Retail (Hair) and those linked to A-levels (History & Social Services). Overall levels Entry, L1, & L2 were well above NA. Level 3 was at NA due to A/AS-Levels.

19+ QAR was at 90% and 4% above NA (86%) with 85% of 19+ on qualifications above NA. 19+ Qualifications targeted for improvement were Certificates, AS-Levels and Access. Contributory SSAs targeted for improvement were again Health and those linked to A-levels (History & Social Services). Overall levels Entry and L2 were above NA. Level 3 was at NA due to A/AS-Levels and some inconsistency with diplomas. 19+ Level 1 was below NA due to some underperformance in English and maths and ESOL.

***The QAR report for HCUC performance 2016/17 was NOTED and RECEIVED***

## 7. Self-Assessment Reports (SAR) 2016/17

### 7.1 HCUC SAR overview

The meeting noted an overview Self-Assessment commentary for HCUC 2016/17. Governors noted that it was not possible to complete a full SAR review for HCUC 2016/17 as it had not existed as an entity. There was, therefore, no trend or historical data for the new College. The SAR overview report for HCUC had been drafted to mirror the format of the Ofsted Common

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Inspection Framework and reported on the following: Quality of Leadership and Management; Quality of TL&A; Personal Development Behaviour and Welfare (PDBW); Learner Outcomes; and types of provision, 16-18 Study programmes, Adult programmes, WBL apprenticeships, and High Needs Students.

The following extracts from the report were highlighted and discussed in more detail:

- *The range of provision evident across HCUC has been enhanced as a result of merger. Initial analysis indicates a good correlation with declared priorities of Local Enterprise Partnerships (LEP), West London Alliance (WLA) and local authorities of Harrow and Hillingdon. In particular, there is strong and well established provision around STEM, SEN and ESOL areas, with a balanced academic and vocational 16-18 provision and varied 19+ options. A level and Access to HE will require a review due to variability of performance across HCUC in order to establish the most effective operation of this provision going forward.*
- *The intention in 2017-18 will be to bring quality assurance processes closer in line across HCUC, an example of this being the jointly developed Learner surveys that have already been put into place.*
- *Safeguarding of learners has been a priority for HC and UC and as a result there is strong evidence that safeguarding practices are effective across HCUC and that learners feel safe at HC and UC. Both HC and UC have been pro-active in addressing the Prevent agenda. Further consolidation of this area of work is underway in 2017/18 and policies for Safeguarding and Prevent are in place for HCUC.*
- *In the best examples across the institution, staff set high standards, with consistent motivational messages conveyed to learners, resulting in a positive learning environment of continuous high expectation. In the majority of cases, challenging targets are set for learners and this coupled with highly effective care and attention given to supporting learners, results in high achievement and strong progression. [Governors agreed that this wording accurately reflected the need to develop consistency across the whole of HCUC.]*
- *There is strong individualised academic support for learners. This includes specialist support for identified learners and some outstanding practice with regards High Needs Students.*
- *Agency staff at both HC and UC have a tendency to perform less well and are less amenable to CPD and support than established staff. [This was noted as more of an issue at HC (where there were large numbers of agency staff within ESOL) than UC but it was noted that improvements had been secured at HC during the 2016/17 year.]*

The meeting discussed the evaluation of English and maths for both Functional skills and GCSE and was pleased to note they were well above their respective NA, indicating good engagement by learners in developing these basic skills. DDS highlighted the ongoing importance of the College being able to demonstrate clear in-year progress for English and maths for those learners not yet able to achieve at the A\*-C level. The meeting was reminded of the considerable work that had been undertaken at UC and HC on developing this in-year monitoring of progress. It was agreed that moving forward HCUC now needed to demonstrate a strong culture around the importance of English and maths across the whole College. DMcT highlighted the paper – presented for information – at item 11.6 of the agenda which gave the meeting a very clear outline of how management were working to ensure that all aspects of TL&A were brought together so that commonality was achieved across HCUC.

Governors considered the emerging strengths and emerging AFIs for each aspect of the CIF for each of the Colleges. The meeting noted the strength of PDBW in each of the Colleges and the strong learner outcomes as previously discussed in the meeting.

The emerging common strengths (i.e. a strength in each of the colleges) of HCUC were noted as:

- Managers have high ambitions for students and set challenging key-performance-targets which are met.
- Strong Staff Development focus on TL&A
- Safeguarding and Equality & Diversity
- Active and effective learner voice

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- Most Qualification type provision is above NA with particularly high QAR in a number of curriculum areas - SSAs 2, 6, 12 & 14.3
- Strong internal progression and high proportion of positive learner destination
- Effective individualised academic support for the majority of learners leads to high retention and achievement
- Good or better TL&A delivered in the majority of cases
- Good Careers activity and IAG

The identified Areas for Improvement across HCUC were noted as:

- Consistency in Study Programme attendance
- Access to HE
- A level offer at HCUC needed to be reviewed (particularly at HC)
- Further stretch & challenge for all learners
- Further development of work experience in some curriculum areas

The meeting commended the detailed information provided in the report which enabled them to understand the strengths and weaknesses of the two colleges and provided a clear picture of the new combined College moving forward and the areas for improvement.

MRW asked the narrative to be amended to highlight the separate SAR which was written for Higher Education provision. DDS confirmed that the 2017/18 SAR for HCUC would be much more detailed and richer in narrative after one full year of operation. Governors sought clarity on whether the combined HCUC Self-Assessment overview was for internal use only. DDS confirmed that the two separate College SARs would be uploaded to the ESFA portal and published in January; he suggested adding the combined HCUC SAR summary as an Appendix to these reports in order that a baseline for HCUC was established.

***After discussion the meeting AGREED that the HCUC summary should be used as a cover paper for the individual College SARs before they were submitted to the ESFA.***

## 7.2 Uxbridge College SAR

## 7.3 Harrow College SAR

The meeting noted the detailed Self-Assessment Reports for 2016/17 for Uxbridge College and Harrow College. The self-assessed overall effectiveness grades were noted as follows: Harrow College '2' Good (with High Needs provision graded as '1' Outstanding and Apprenticeships judged at '3' Requires Improvement); Uxbridge College '1' Outstanding (with PDBW, Adult Learning and Apprenticeships all at '2' Good). AW sought clarification on why UC had graded PDBW as '2' and whether this was simply in relation to issues around study programme attendance. DDS highlighted the 'danger' in over-assessing performance in this important area and the attendance had been a factor as well as English and maths performance (which could still improve) and work around employability skills. The meeting was reminded that these very detailed SARs had been considered in detail at the individual college Stakeholder and Scrutiny Committees which were chaired by the QCS Governors. It was confirmed that in future years the QCS Committee would only consider the joint HCUC Self-Assessment Report but the two reports were presented in this first transitional year.

***The College Self-Assessment Reports 2016/17 were NOTED and APPROVED; they would be taken to the Corporation for approval in December 2017.***

## 8. Higher Education (HE) Report: Uxbridge College HE SAR and Harrow College HE SAR

The meeting considered the individual College SARs which had been produced to cover the HE provision at the Colleges. These reports and the associated Quality Improvement Plans had been discussed in detail at the two HCUC Stakeholder and Scrutiny Committees. It was noted that the action plans resulting from the QAA Quality Review Visits during 2016/17 were included in the HE SARs.

The AFIs were noted as follows:

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## 8.1 Uxbridge College HE SAR:

### Academic Standards

- Improve retention rates on, Creative Comping – Games HND, Mechanical HND and Sport
- Improve achievement rates on HNC Sport

### Quality of learning opportunities

- Further improve the quality teaching and learning for some staff to ensure a positive learner experience on Engineering programmes.
- Black African and Black Caribbean students are less well retained
- IT resources to support the technical curriculum areas

### Enhancement

- Improve employer feedback on programmes

### Public Information

- In year monitoring to ensure compliance with CMA, OIA and HEFCE requirements are met in public information

## 8.2 Harrow College HE SAR:

### Academic Standards

- There is concern over low numbers of registrations on Health and Social Care programmes where the small numbers have a greater impact on success rates.
- Standardise key processes across all subject areas, to ensure that appropriate academic standards are maintained and learning opportunities enhanced for all students
- Tutors and assessors should have some initial check on students' details before they are sent to the registry (Computing). This will avoid any possible mistakes in the registration or when claiming certificates.
- Enhance robustness and closer scrutiny of course re-approval process

### Quality of learning opportunities

- Monitoring of students' progress could be more robust with more frequent 1:1 meetings with lecturers in addition to tutorial sessions.
- More focus on reading a range of materials and concentrating on study skills e.g. writing essays and formal reports and reading comprehension. Peer marking will be implemented.
- Copies of the unit evaluations indicate some inconsistencies in satisfaction with different units. These have been noted in the course leaders report and will help to formulate assignments and delivery of the units in the next academic year.
- Aim to systematically enhance employer engagement in each curriculum area by offering more speed networking and other events to help students develop their practical, real-world knowledge and experience in their fields of study.

### Enhancement

- Improve facilities for HE students ensuring that dedicated spaces are available at both campuses to enable group work and focused study opportunities.
- Re-establish Literary Breakfast meetings and maximise student participation at these.
- Provide opportunities for greater engagement among students from all subject areas.
- Ensure standardisation and robustness of capturing student feedback; draw on the analysis in order to seek further opportunities for enhancement.
- Seek further opportunities to enable students to develop team working skills and personal as well as career development skills. Incorporate this into SOW and assignments.
- More use of relevant technology in lessons to further enhance learning opportunities

### Public Information

- Develop marketing opportunities including those focused specifically on level 3 students
- Ensure robustness of monitoring correctness of published information
- Fully implement the Competition and Markets Authority's (CMA) compliance policy

## 8.3 Higher Education Annual Provider Review (APR) Assurance to 1<sup>st</sup> December 2017

Governors were reminded of the APR process for 2016/17 to assess the quality of Higher Education (HE) at the College. Central to this was a requirement for the Corporation to formally

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confirm that the College was managing HE effectively; the deadline for this confirmation was noted as 1<sup>st</sup> December 2017. To comply with the process approved by the new HCUC Corporation (September 2017) the QCS Committee Chair (AW) confirmed that he was happy to approve the Governors' Assurance on HE provision at Harrow College during 2016/17. He sought confirmation from MRW that as the designated HE Governor for Uxbridge she was happy to approve the Governors' Assurance on HE provision at Uxbridge College. MRW and AW confirmed that they would recommend approval and the required statements of assurance – that the College were managing HE provision effectively - would be signed by the Group CEO of HCUC (as Accounting Officer) and submitted to HEFCE to meet the December deadline.

**The HE Self-Assessment Returns 2016/17 and areas for the HE QIP 2017/18 were APPROVED as presented.**

**The nominated governors (AW and MRW) as members of QCS Committee, and as the Chairs of the SSCs, AGREED to provide assurance to the Corporation that HE provision at HCUC (Harrow College and Uxbridge College) was being managed effectively and the Group CEO would sign and submit the required return to HEFCE.**

## 9. HCUC KPI Targets 2017/18

The meeting discussed the proposed HCUC targets which would form the KPIs within the College's Corporate Goals in relation to Curriculum & Quality. These were noted as follows:

- i. 90%+ of Qualification Types by Volume of provision to be at or above NA
- ii. 90%+ of SSA by Volume of provision to be at or above NA
- iii. 16-18 QAR to be 3%+ above NA  
19+ QAR to be in line with or above NA  
*Within this: 16-18 Retention to be 92%+; 19+ Retention to be 94%+*
- iv. HCUC 16-18 QAR to be within the top 5 of Greater London GFE colleges.
- v. WBL – Apprenticeship provision: Overall QAR 73% (NA 70%); Timely 70% (NA 58%)
- vi. 94%+ of HCUC learners to achieve a positive destination [internal & external progression]
- vii. Value Added data for Academic and Vocational provision to be at least within national norms.
- viii. English & Maths:
  - Functional Skills QAR: 16-18 min target 70%+ (NA 57%); 19+ min target 75% (NA 72%)
  - GCSE QAR: 16-18 88% (NA 77%); 19+ 88% (NA 81%)
  - GCSE (Grade 9-4): % TBC when GFE NA finalised. Indicative +2% above NA for E&M.
- ix. Full Time Attendance to exceed 85%  
*Report on exceptions by mode that are <83% within Corporate Goals commentary.*
- x. Quality of TL&A: 86%+ of TL&A to be judged to 'meet expected standards well' or better.
- xi. Work experience: 60%+ of 16-18 year olds on Study Programmes to have undertaken college co-ordinated work experience.
- xii. HCUC Learner Satisfaction to exceed 95%.

In consideration of these proposed KPIs the meeting discussed and noted the following:

KPI (iv) Top 5 in London: Governors noted that there were now 20 FE Colleges in Greater London and this figure would soon decrease to 17 after several planned mergers. It was therefore proposed that a target to be in the top 5 colleges for 16-18 QAR was suitably challenging. The meeting sought, and was given, clarification that the KPI was limited to 16-18 QAR as this was more directly comparable than 19+ which was prone to distortion where some colleges ran short, and very short, qualifications with large numbers of learners. Governors commended this specific and clearly measurable target.

KPI (vi) Destinations: The meeting agreed that this was an important area of data for Governors to monitor on an ongoing basis; positive destination data was of key importance.

KPI (vii) Value-Added: The meeting noted that a full report on this aspect of performance would be brought to the next meeting of the QCS Committee (March 2018). The meeting discussed the difficulties in comparing vocational value added in a GFE setting compared with the same provision in schools. The meeting was reminded that in some cases local schools were achieving

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an average score of 'distinction-plus' but they were offering shorter smaller qualifications so direct comparison was unfair.

KPI (viii) English and maths: Governors sought, and were given, assurance that a target of +2% against NA was achievable.

KPI (ix) FT Attendance: Governors sought confirmation on whether the target included authorised absence; it was confirmed that the main target was excluding authorised absence but there was a sub-target including authorised absence. This provided rigour around the attendance statistics. It was noted that there were currently some anomalies between the two colleges on the way absence was recorded but the MIS Team were working to develop an integrated cross-college system.

KPI (xi) Work experience: The meeting noted that Harrow College had exceeded this figure in 2016/17 (at 68% against a target of 66%) but 60% was a reasonable HCUC target.

KPI (xii) Learner Satisfaction: It was noted that the internal autumn survey had given a Learner satisfaction score higher than 95% but the last external survey had only given a score of 80%. Governors challenged that this KPI needed to be made more explicit about which Learner Survey was being judged. In discussion the meeting noted that the internal learner survey was used by the College to develop AFIs and to identify the strengths and weaknesses of TL&A at the College. The Principal HC (PC) highlighted that it would be better to base the KPI around a number of key questions which the College could use as an assessment of learner satisfaction.

***It was AGREED that the two College VPs would develop the detail around this KPI – whether it should refer to a specific 'basket' of questions or to a percentage of questions being judged at or above 90% - and re-submit it to the next QCS meeting.***

MRW questioned why there were no specific KPIs in relation to Higher Education as the paper was headed up 'HCUC KPI Targets'. The Group CEO asserted that HE Targets needed to be considered separately but the title needed to be re-thought to reflect that HE KPIs were dealt with elsewhere. The meeting was reminded of the strategic conversations taking place around the HCUC submission to the new Office for Students (OfS) which needed to be submitted by the end of April 2018. This submission was crucial in ensuring that the College secured a place on the OfS approved provider list; all future HE provision would be contingent on securing this approved status. ***It was AGREED that an update on this submission would be brought to the next meeting of the QCS Committee.***

Governors questioned whether targets centered on achieving better than national averages (NA) were challenging enough. The Chair commented that the SARs for 2016/17 had graded HC as 'good' and UC as 'outstanding' so he needed assurance that it was acceptable for the new HCUC Corporation to be using NA figures as benchmarks and targets. Management responded that the KPIs were based on a granularity of approach; the NAs used were all at an acceptable level and were set within a context of reality. Governors were also reminded that any Ofsted inspection would not be solely data focused; Ofsted would consider the context e.g. the fact that the College had a lot of level 3 provision made 'outstanding' success data less likely. The Group CEO asserted that the KPIs were sufficiently challenging and the current performance of the HCUC Group was high enough above NAs to assure Governors. The Principal HC assured the meeting of the rigour and challenge particularly in relation to the first two KPIs; achieving consistency across all curriculum areas at HCUC and over time would certainly provide challenge to College management. ***Governors accepted this reassurance but asked the Exec to consider whether any information could be brought to the next meeting of QCS (March 2018) which detailed performance (by level) in the top decile of colleges nationally.***

***The HCUC KPIs were APPROVED subject to the amendment requested for KPI (xii) Learner Surveys as detailed above.***

***It was AGREED that the HCUC KPIs for Higher Education 2017/18 would be brought to the next meeting of the QCS Committee for approval.***

## 10. HCUC Policy Updates

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*Academic Malpractice Policy:* The meeting noted the new HCUC Academic Malpractice Policy; this was basically in the same format as previously used at Uxbridge College but had been slightly amended to reflect the new organisation. The VPCS for HC confirmed that although this was a new policy for Harrow College it had been approved by the SLT and would present no problems for adoption.

*Complaints Policy:*

The meeting noted the proposed HCUC Complaints Policy which was based on the previous Uxbridge College policy with all formal complaints being reported to the Corporation in terms of data and any underlying legal risk. Governors sought clarity on what happened to complaints which remained unresolved; it was confirmed that the complainant had a route to 'appeal' via the ESFA who would investigate via the College how the complaint had been dealt with.

Governors expressed a concern that both of these policies were quite lengthy; they sought assurance that students knew about them and understood the processes. Full assurance was given in relation to the Complaints Policy. After discussion the meeting noted that the Academic Malpractice Policy would be covered at tutorial or EPR early in the academic year but management agreed that the addition of a flow-chart for learners would enhance the Academic Malpractice Policy and would empower learners if and when the policy became applicable.

***The HCUC Complaints Policy was APPROVED as presented.***

***The HCUC Academic Practice Policy was APPROVED subject to the addition of a flow-chart for learners.***

## ITEMS FOR INFORMATION

### 11. To receive 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:

#### 11.1 WBL Performance 2017/18

The meeting met with JW and took the West Met Skills Report as read. Governors had no questions after considering the report which included detailed data on new starts and recruitment by levy paying and non-paying employers. The meeting was pleased to note that Harrow College was building momentum with Electrical Installation and Plumbing proving particularly popular. The meeting discussed the relative numbers of new recruits within the data compared with employees who were being up-skilled.

The current predictions for WBL success data in 2017/18 were noted as follows:

Harrow: overall achievement in the range 68.9% - 75.6% and timely within 34.4% and 81.0%.

Uxbridge: overall achievement in the range 67.9% - 79.3% and timely within 59.0% and 78.2%.

HCUC: overall achievement in the range 68.1% - 78.8% and timely within 56.4% and 78.5%.

***The West Met Skills Update and the standing report on Work-Based learning provision was NOTED***

#### 11.2 In-year monitoring of complaints, disciplinaries and attendance 2017/18.

This report was taken as read but the meeting had a lengthy discussion around the issue of disciplinaries.

##### Complaints

The meeting noted that for the academic year 2017/18, year to date (YTD) there had been a total of 41 complaints received by the college (HCUC). Currently there had been: 20 complaints upheld; representing 49% of the complaints received; 2 were partly upheld; 1 complaint was in the process of investigation; and 18 complaints had been resolved and not upheld.

The individual complaint reports for HC and UC were taken as read. The meeting noted that a significant variance in volumes between HC (35) and UC (6) was the result of HC not supporting

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a pre-complaint referral process as that undertaken at UC. The meeting noted that HC would be moving to this model from January 2018. Governors were given full assurance that all complaints were being handled on a timely and professional basis.

## Disciplinary

The meeting noted the detailed disciplinary reports from each of the Colleges which provided date by age, gender and ethnicity.

Harrow College: The meeting noted that the Disciplinary Policy at HC was currently different from the one used at UC; there was a four-staged formal process after a 6-week probation period for all learners had finished. The meeting noted that there had been 89 Stage 1 Warnings issued to date in 2017/18; of which 71 (80%) were for attendance related issues. DMcT confirmed that all of these 71 learners were still attending HC. The meeting questioned the gender bias in the stage 1 warnings statistics; 68 were male and 21 were female and DMcT stated that the College would be exploring this further to see if there was any underlying issue. Governors were pleased to note that there were only 6 learners who had progressed to a stage 2 disciplinary (4 of these were for ongoing attendance issues). The one Stage 3 warning which had been carried over from 2016/17 with a progressing student was noted. The lower number of stage 2-4 warnings was seen as a positive impact of the comprehensive stage 1 warning process.

Uxbridge College: The meeting was pleased to note that there had been a decrease in Stage 3 Disciplinary hearings at 131 during 2016/17 compared with the prior year (191 in 2015/16); 29% had resulted in exclusion compared with 25% in 2015/16. The Stage 3 figures year to date for 2017/18 were noted as 31 of which 8 had been excluded. Governors noted the reasons, split by school, ethnicity and detailed outcome data. DDS reminded the meeting that UC used its formal Stage 3 disciplinary policy for incidents taking place outside the College campus as well as on-site; this was made very clear to learners at enrolment.

The Chair sought confirmation that a stage 3 meant the same thing in each of the two colleges. DDS informed the meeting that the ultimate disciplinary at Stage 3 at UC could be used for expulsion or for a reformatory meeting; this depended on the severity of the 'offence' with violence and drug related incidents having a lower threshold and more likely to result in expulsion. PC confirmed that Stage 4 at HC would result in immediate dismissal.

## Attendance

The current attendance data year-to-date in 2017/18 for Harrow, Uxbridge and HCUC was noted. Governors noted that the overall HCUC attendance was 89.5% and including authorised absence was 92.1%. Governors noted the dampening effect of attendance at English and maths provision with attendance by 16-18 worse than 19+ for this provision. The meeting commended the MIS Team for the early post-merger work which had been done to integrate the two College systems to enable this collective attendance data to be produced.

***The report was NOTED***

**The meeting took the following reports as read and RECEIVED the information:**

### **11.3 Learner Survey HCUC**

This report provided a summary of the First Impressions Survey strengths and areas for improvement across HC and UC. This survey had been issued to all learners across HCUC in order to capture students' initial thoughts and reflections on their experience to date post 2017 enrolment. The results from this survey would feed into the QIPs for each of the curriculum areas.

### **11.4 Learner Views**

The meeting took this report as read and commended the detail in the papers which had been presented to the two separate College Stakeholder and Scrutiny Committees.

### **11.5 SEND Update**

The QCS Committee took this detailed report as read; it provided the summary data for 2016/17 as well as year-to-date information for 2017/18.

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## 11.6 Teaching Learning & Assessment (TL&A)

The meeting noted the summary points from the Colleges Stakeholder and Scrutiny Committees report and the initial findings from early lesson observations.

## 11.7 Summary of Staff Focus Group Feedback

The meeting received the report which provided detailed feedback from the recent staff focus group which had been held earlier in November at each of the Colleges for lecturers. The meeting noted the 14 questions that had been asked which covered the following subjects: time management; communication; lesson observations; teaching and learning sessions/ T&L Hour; maths and English delivery; Ofsted inspection; student attendance and punctuality; people management; career development; staff training; E-learning; Pro-Solution; IT Resources; Areas for Improvement (AFIs); improving the quality of TL&A; and staff experience post-merger.

## 11.8 Development Plans 2018/19

The meeting was given a verbal update

## 11.9 Minutes of Stakeholder and Scrutiny Committees (SSCs), Harrow College and Uxbridge College

The minutes of the SSC meetings held on 21<sup>st</sup> November 2017 at Uxbridge College and 22<sup>nd</sup> November at Harrow College were RECEIVED. Feedback from Governors and management asserted the success of these first SSC meetings which had focused on detailed performance data at each of the colleges.

## 12. To confirm and agree the dates and times of QCS Committee meetings for 2017/18

The dates and times of the meetings were agreed as follows:

- Thursday 8<sup>th</sup> March 2018 at 4.00pm
- Thursday 28<sup>th</sup> June 2018 at 4.00pm

The venue for these meetings was confirmed as the Uxbridge campus at Park Road.

## 13. Any other business

### • Ofsted Safeguarding Visit

The Group CEO (LS) gave the meeting a comprehensive verbal update on the recent Ofsted 'support and challenge visit' which had taken place on 16 November 2017 at the Uxbridge Campus. The meeting also considered the formal letter which was sent to LS by Ofsted post-visit. Governors sought, and were given, clarification on why the Ofsted visit had taken place; it had been initiated following a complaint from a parent around safeguarding at the College. LS highlighted the successful outcome and the positive findings in the Ofsted letter including; 'Security on the Uxbridge campus is comprehensive and staff make good use of all information available', 'Managers have in place a suitable programme of staff development regarding safeguarding', 'The college building at Uxbridge is well designed and secure.'. The positive comment in the letter from local police was also noted and commended. The meeting noted the 4 agreed next steps:

- *Managers should check that the mandatory aspects of the tutorial programme are taught by all tutors, to ensure that all learners receive safeguarding information as planned.*
- *All staff should continue and sharpen their focus on ensuring that learners wear their ID badges when at college.*
- *Managers should consider what further measures they can put in place to make the car park and smoking areas feel more secure to learners.*
- *Managers should review how they record the steps taken to mitigate the dangers posed by learners who may be a risk to others.*

# MINUTES



The CEO highlighted the positive outcome of the visit and the opportunity that it had given Uxbridge College to showcase its excellent safeguarding practice to Ofsted.

There was no other business. The meeting closed at 5.55pm.

Signed.....

Date.....

