

<b>Chair</b>	Vivien Bailey
<b>Corporation Members</b>	Steve Hedges, Diana Murray, Gerry McDonald
<b>Officers</b>	Principal Tower Hamlets & Hackney: Alison Arnaud Principal Redbridge & Epping: Janet Smith Group Director, Quality: Ruth Scott Kendrick
<b>Director of Governance</b>	Fiona Chalk

Item No	Item of business
<b>PRELIMINARY PROCEDURAL MATTERS</b>	
1.	<b>Chair’s Welcome &amp; Opening Remarks</b> The Chair welcomed all.
2.	<b>Apologies For Absence</b> Nikki Makinwa, Mohammed Adnan Mahmud, Cynthia Griffiths. Russel Hasnat has resigned from the Corporation.  It was noted that there were only two independent governors present – but NM and CG having sent through their comments to be raised at the meeting.
3.	<b>Declaration of Interests</b> None received.
4.	<b>Minutes of the Last Meeting Held on 12.3.19</b> Subject to a typo on UCU, the minutes were signed as a true record.
5.	<b>Matters Arising and Action Points from the Meeting.</b> No outstanding actions were recorded.
6.	<b>Ofsted Preparation – EIF update and curriculum planning</b> Governors noted that the next Ofsted inspection is likely to be during the next academic year and will be under the new Education Inspection Framework (EIF). The key changes that governors noted are: <ul style="list-style-type: none"> <li>• highlighting the oversight of resources in the grade descriptors for Good or better providers: governors need to demonstrate that they are aware of how well finances are managed as well as the quality of delivery</li> <li>• the ‘quality of education’ now incorporates curriculum: governors will need to be aware of how effective intent, implementation and impact are</li> <li>• an additional comment on oversight: previously, evidence was required regarding governors’ support and challenge, but the EIF specifically states ‘evidence of impact’ as a requirement.</li> </ul> <p>Governors need to be up-to-date on the state of the college’s resources now, as well as being curriculum focused. Some governors have undertaken the online training with ETF on finances, which have been helpful. A group of governors has been arranged to meet with Ofsted, when they visit the college. The timeline providing an overview of the proposed preparation activity, was noted.</p> <p>The committee noted that under the new Education Inspection Framework (EIF) the College will need to demonstrate the Intent, Implementation and Impact of the curriculum offer. The College has a well-structured process to inform curriculum planning each year and the detail of how curriculum planning demonstrates the ‘Intent’ aspect for inspection through rationale, ambition and concepts, was discussed. The framework applying to 16-18 Study Programmes, of which staff are able to tailor to the</p>

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	<p>individual needs of the learner to ensure they achieve their aims, was noted. The SAR will be updated to meet the requirements of the new framework. There needs to be consistency in study programmes across the group but flavoured to each campus. The new framework gives the college a lot of opportunity to showcase what NCC does well in this regard.</p> <p>How are schemes of work quality assured? They are audited within directorates and will be online in order to oversee planning and sequences of work. The implementation will make a big contribution to an Ofsted grade. Most of Ofsted's time at inspection will be in the classroom, not so focused on paperwork as was previously the case.</p> <p>A further presentation will be given at the July Corporation meeting on the new EIF framework.</p> <p>The committee thanked management for the comprehensive and clear reports.</p>

**ITEMS FOR CHALLENGE, MONITORING & REVIEW**

7.	<p><b>2018-19 In-Year Monitoring</b></p> <p><b><u>Progress against curriculum KPIs</u></b>  Retention: Retention rates are 95.1% overall, 94.0% for 16-18 and 96.0% for adults across the College Group  Attendance: overall attendance rates remains at the college 85% amber threshold but are still below the college expectation of 90%. Attendance rates have been sustained since the last report in March dipping marginally by 0.5%. Governors noted that in order to improve attendance rates, scrutiny of register completion, attendance and punctuality is a standing agenda item at the Senior Curriculum Manager (SCM) meetings across all campuses. This has resulted in improved compliance and significantly improved accuracy of attendance data. Epping retention is low compared to last year, but that did not bring in achievement. What can be done to improve at Hackney for attendance? Register compliance is very good at Hackney, which shows a change in culture. Training has been given to staff, such as to challenge students when they are late. On a week by week basis, the campus is doing better at the end of the year than it was at the beginning. The biggest improvement is in 16-18s. Staff support is increasingly positive and supportive. Attendance is also noted as being more timely, with less lateness. These are expected standards that will be required for employability. The curriculum KPI data was noted.</p> <p><b><u>Progress Against the QIP - NCC</u></b>  Improved achievement rates were noted as follows:</p> <table border="1" data-bbox="233 1440 1461 1677"> <thead> <tr> <th>Campus/Curriculum Area</th> <th>Retention</th> <th>Predicted achievement rates and % improvement from 18/19</th> </tr> </thead> <tbody> <tr> <td>Hackney</td> <td>95.2%</td> <td>82.9% (+4.0%)</td> </tr> <tr> <td>Epping</td> <td>92.2%</td> <td>84% (+11.4%)</td> </tr> <tr> <td>Business</td> <td>92.5%</td> <td>81.9% (+6.3)</td> </tr> <tr> <td>Construction</td> <td>93.5%</td> <td>83.0% (+3.6%)</td> </tr> <tr> <td>Catering</td> <td>91.8%</td> <td>85.4% (+10.0%)</td> </tr> </tbody> </table> <p>Improved attendance rates were noted as follows:</p> <table border="1" data-bbox="233 1771 1461 1980"> <thead> <tr> <th>Campus</th> <th>% turnout</th> <th>Last year</th> </tr> </thead> <tbody> <tr> <td>Poplar</td> <td>96.8</td> <td>95.4</td> </tr> <tr> <td>Hackney</td> <td>93.8</td> <td>88.2</td> </tr> <tr> <td>Epping</td> <td>97.7</td> <td>82.0</td> </tr> <tr> <td>Redbridge</td> <td>98.2</td> <td>99.0</td> </tr> <tr> <td><b>NCC Total</b></td> <td><b>96.7</b></td> <td><b>91.2</b></td> </tr> </tbody> </table>	Campus/Curriculum Area	Retention	Predicted achievement rates and % improvement from 18/19	Hackney	95.2%	82.9% (+4.0%)	Epping	92.2%	84% (+11.4%)	Business	92.5%	81.9% (+6.3)	Construction	93.5%	83.0% (+3.6%)	Catering	91.8%	85.4% (+10.0%)	Campus	% turnout	Last year	Poplar	96.8	95.4	Hackney	93.8	88.2	Epping	97.7	82.0	Redbridge	98.2	99.0	<b>NCC Total</b>	<b>96.7</b>	<b>91.2</b>
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	<p>Governors agreed that the GCDs are a very positive addition, with a lot of knowledge of their area across the group.</p> <p>Improved outcomes and timeliness for apprenticeships: a new GCD for apprenticeships has been appointed. Improved communication and responsibility for apprenticeships has resulted. Apprenticeship timeliness is improving across the group. Online portfolios are rag-rated red in the QIP, but the new GCD who is very experienced, will work to ensure this is embedded across the group. There is some positive feedback already on the impact of this appointment.</p> <p>QI meetings take place in curriculum areas and take place every 6 weeks, or more frequent if required.</p> <p>Embedding external work experience: Positive impact is noted in Catering 86.7%, Sport, Hair and Beauty 86.8% ICT &amp; Creative 74.5% Health and Early Years 73.3% of participation at the required level. The goal will be to get 100%, but there are issues to overcome, such as working with small businesses and getting employers to engage and participate. This is hugely important to adding value for employability.</p> <p>Improve the standards of TL&amp;A: The targeted actions were noted. Management now have a clear summary by curriculum department of what needs to be developed with regards to teachers' practice, and there is a growing understanding of expectations and shared practices across the group. Teams are working together rather than in silos.</p> <p>Improve skills and knowledge of management: A two-term course by Conversewell has been devised and commissioned to meet the needs of the managers. The focus is on leadership skills and building capacity and resilience in middle managers. All managers have attended the course and the evaluation to date has been positive. Governors agreed that strengthening this level of management is a very positive move.</p> <p>Governors noted that these reports give assurance that actions are taken and impacts are clearly demonstrated. This data matches the information triangulated by governors as part of their visits program to the campuses.</p> <p><b><u>Progress Against the QIP – Epping</u></b></p> <p>Level 3 2-year programmes - retention issues show little impact, some second-year students didn't come back. This is a legacy matter that will not impact next year.</p> <p>Fewer disciplinaries and exclusions. This is due to good recruitment, high standards and consistent approach on these standards.</p> <p>Inconsistency in TL&amp;A: This will be more of a 3-year project as requires development of skills. This will impact on results this year.</p> <ul style="list-style-type: none"> <li>• 94% of lessons observed in learning walks met the college professional standards. There is a concern that this is too high and therefore insufficiently rigorous in some areas</li> <li>• 80% of formal observations met the college professional standards</li> <li>• All teachers have a personal action plan. However, there is insufficient completion of actions and sign off, which is being followed up.</li> </ul> <p>Are there still interim managers? Management have appointed 2 new permanent staff who will take up their posts in the summer. From September 2019 there will be a full complement of managers who are permanent and skilled. Improved salaries and reputation has made the college more attractive to potential staff.</p> <p>Poor recruitment due to poor local reputation</p> <ul style="list-style-type: none"> <li>• Applications 19-20 for 16-18 are at 846 to date (570 at same point last year)</li> <li>• Increased commissioning of JCP training courses in year</li> </ul> <p>One rag-rated item on T&amp;L was noted - not enough post observation action plans are being signed off on the measurement of impact.</p>

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	Well targeted actions were noted and the resulting significant impacts.
8.	<p><b>Predicted Success Rates 18-19</b>  A presentation is filed with these minutes.  Individual campus details were noted as being in line with national rates. NCC has very clean data and students attend courses at the correct level of challenge. National rates are national average and FE achievement stands up well to international comparisons.  THC – is looking very strong but concern of retention at A Level. It is higher this year due to AS no longer being an option, so progression through to year 2 is lower. Students had advised that they were intending to progress, but did not – choosing more local provision instead, often changing to a BTEC course. Retention is well above the national rate.  Hackney – Has made substantial improvements – improvement in all curriculum areas between 4% and 12%, about 82% overall.  Redbridge – significant achievement rose in 17/18, mainly due to improved retention.  Epping - looking at an 11% increase in achievement, which is across the board in all curriculum areas.</p> <p>Attendance at GCSE E&amp;M is 96% overall, up on 95.5% last year, with EFC improving by about 13% on last year. Two of the exam days were strike days, but this did not impact on attendance.</p> <p>Functional skills show year on year improvement significantly above national average.</p>
9.	<p><b>HE</b>  <u>Termly HE Report</u>  Office for Students (OfS) registration update:  NCC has been successful in achieving OfS registration. There are no conditions of registration, but some monitoring conditions to put in place in the first year. There will be an action plan drawn up by the Group Head of HE, presented to the next CQ&amp;S to monitor. There will be a considerable number of HE learners coming onboard from Havering from 1<sup>st</sup> August. Any existing monitoring actions that are noted for Havering will be considered as part of the merger work.  The CEO stated that there had been excellent team work by staff with strong support from governors in achieving the OfS registration.</p> <p>Higher Education Committee Terms of Reference; ·  HEC terms of reference require that it has delegated powers from the Corporation Board to fulfil its role. The terms of reference are reviewed at least annually and will be reviewed again following merger with both Havering Colleges to see if the committee is fit for purpose. HEC will be reviewed and redeveloped following merger with Havering. There needs to be academic management and governance structures set up post-merger to ensure academic governance is managed and overseen. This is a compliance issue that OfS and the Director of Governance need to give direction on, to ensure the monitoring requirements as detailed by OfS, are complied with.</p> <p><b>The committee resolved to recommend to the Board, the HEC ToR for approval.</b></p> <p>Partnership monitoring activities: The actions were noted.</p> <p>Individual Learner Record Audit (ILR); ·  The OfS has selected the College for an audit of the 2017/18 Individual Learner Record (ILR). The audit will focus on the accuracy of the number of students enrolled, estimated recruitment numbers and non – completion rates. The outcomes of the audit will be reported to CQ&amp;S in the next report</p> <p>HE CQ&amp;S action plan progress update.  There has been good progress with the four objectives within the action plan; all actions have either been completed or started – detail of the progress against the plan was presented and noted.</p> <p>The QAA HE review for alternative providers (UKCBC) and its recommendations, were noted.</p>
10.	<p><b>Applied General Quals</b>  Applied General Qualifications are being reformed and are under-threat as a qualification type.</p>

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	<p>Applied Generals are one of NCCs main qualification types and therefore we need to stay engaged with the reform and defend them when they seem at threat. We also need to positively engage with T-Levels, which are seen by the current Government as a preferred type of qualification. Government are looking for 2 qualifications routes, academic and technical (apprenticeships and T-Levels). The academic route has been reviewed and refreshed, so the focus is now on vocational qualifications. Currently there are applied general qualifications that run between these two routes, but that no longer match the preferred policy thinking. These qualifications are therefore at risk. Some AGQs have been revised e.g. B-Tecs are being changed to include exams and become more rigorous. The college needs to decide which level of qualifications are moved onto, as this choice could affect the college grades negatively. There may be an opportunity to keep the Applied Generals, but they will have changed so staff training will be required. Current analysis indicates that the revised AGQs result in lower proportion of high grades. There needs to be close oversight of the progression and achievement of students on any new qualifications, by the Governing Body, to ensure standards are maintained.</p> <p>Havering are mostly going over to the more rigorous type of qualifications. Havering have not qualified to pilot T-Levels, but NCC has. The college has engaged with the consultation and lobbying activity.</p> <p>The intent and rationale of the choice of qualification will need to be clearly made.</p> <p>Governors agreed to monitor these changes, student progression and standards, as the new qualifications come onboard. This monitoring will take place through the Group QIP.</p>
11.	<p><b>Safeguarding Termly Report</b></p> <p>The CQ&amp;S chair is the appointed governor safeguarding lead and has been engaging with the Group Director of Student Services.</p> <p>Governors noted the merging of policy and procedures across campuses. These need to be signed off and need to come to the next committee and Board for approval, including the 14-16 year-old policies, particularly for Westbourne Academy.</p> <p>Safeguarding matters and incidents were discussed, including rolling out the Lockdown process (critical incident plan) across the group. Mental health advisors and first aiders have been recruited across the group.</p> <p>Prevent matters were discussed as part of the action plan.</p> <p>A few Governors have still not completed their online Safeguarding training. The committee requested that the Chair of Governors write to each governor advising that they will not be allowed to continue in their position if they have not completed their training by the end of the academic year. The Director of Governance to offer the opportunity for governors to complete it on site. Going forward, new governors will not be allowed to take up their position until they have completed their mandatory training.</p> <p>Management are collaborating with the police to manage behaviours, with a particular focus on the start of the new term, and work on knife crime prevention is being progressed. There is zero tolerance of any such behaviour. There are close working relationships with the local communities. Student liaison officers have been appointed to assist students outside the college gates, to ensure the safety of the learners.</p>
12.	<p><b>Student Equality &amp; Diversity Report</b></p> <p>Multiple mergers have made data difficult to compare at a group level. Each campus is using previous SAR data to feed into whole group monitoring activity against the 5 key areas identified in the action plan. In addition to this, the Equality and Diversity Committee have agreed on 3 overarching objectives in year:</p> <p>Eradicate differences in outcomes for particular cohorts: Key indicators (attendance, early exam outcomes and disciplinary data) show an improvement in outcomes for LACs, white British males and mixed ethnicity males- all identified as performing less well than their peers on particular campuses. There has been little improvement in indicators for Black Caribbean learners of both genders.</p>

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	<p>Monitor enrolment patterns by course: 2018-19 has seen an increase (3pp) in the number of male learners enrolling on childcare courses. This is also true for female learners on Construction courses (1.8pp). However, there are still clear patterns of preference by gender in most subject areas. The significant improvements made by science in 2017-18 have been sustained with the cohort evenly balanced between the genders.</p> <p>Actively celebrate Diversity: It is important that initiatives for celebration come from learners and staff as well as from management. However, in line with SAR findings last year, there has been a concerted focus on improved enrichment activity and education specifically around the LGBT agenda.</p> <p>Governors commented positively on the way that E&amp;D is well-embedded across all aspects. The action plan for all aspects of the provision was noted in order to deal with perceived barriers.</p>
13.	<p><b>Governor Visits Report</b> The reports were noted. 5 visits were pilots for governors. Governors feel that it has been very useful, to help to clarify the purpose of the visits and the reports. Reports are summaries of what governors have been told and what they have observed, but are not inspection reports. These visits will be continued and include other governors. The visits have allowed governors to triangulate information received at meetings, as well as see staff enthusiasm and the benefits of merger.</p>
14.	<p><b>Committee Review of Impact on Student Experience &amp; Outcomes</b> The updated document was discussed and noted.</p>
15.	<p><b>Committee Self-Assessment Questionnaire</b> Governors discussed and agreed that the ToR are suitable, subject to an amendment in regard to, <i>receiving reports and any accompanying action plan, from the Higher Education Committee relating to the continuous improvement of Higher Education (HE) and to make a recommendation to the Corporation regarding assurances to be given to the Office for Students (formerly the Higher Education Funding Council for England) about the student academic experience, student outcomes and degree standards.</i> Governors are in strong agreement that the ToR objectives are being met. More members are needed, although this will happen as part of the recruitment of student and staff governors.</p> <p><b>The committee requested that information on outcomes of complaints and appeals, and student union constitution, come to the committee next year. The Director of Governance to add these to next year's governance business plan.</b></p> <p><b>It was resolved the CQ&amp;S ToR be recommended to the Board for approval.</b></p>
16.	<p><b>Date of Next Meeting</b> 15<sup>th</sup> October 2019 at 5.30pm at Tower Hamlets campus</p>

Agreed as an accurate record of the meeting

Signed.....

Date: .....