



**Minutes of the Meeting of the Curriculum and Quality Committee Held on
Tuesday 11 May 2021**(via MS Teams)

Members Present

Terry Butland (Chair) (TB)
Sarbdip Noonan (Principal) (SN)
Jan Doust (Vice Chair) (JD)
Simon Radford (SR)
Ramya Vadivel (RV)
Azita Obaydi (Student) (AO)

In Attendance

Bob Pattni (Deputy Principal) –BP
Joanna Swindells (Vice Principal) (JS)
Robert Heal (Director of Governance) (RoH)
Allison Tonkin (Head HE) for item 15

1. Chair's Opening Remarks

TB welcomed everyone to the meeting and in particular RoH the new Director of Governance. TB went on to thank the student governors, as this is their last C&Q of the year, although some may be continuing next year if they are continuing at college and are re-elected by the student parliament.

TB said he would take papers as read, and asked presenters to draw attention to key points of note.

2. Apologies for Absence

Apologies for absence were received from Ramin Hashemian and Amiah Hutton-Ebanks. It was noted that Carlton Downie was also absent from work today. No response was received from Caros Ibrahim. The meeting was confirmed as quorate.

3. Declarations of Interest

There were no declarations of interest.

4. Minutes of the meeting held on 9 Feb 2021

The minutes were accepted as a true record, and a hard copy will be signed when lockdown measures and onsite meetings allow.

5. Matters Arising

TB noted that the Action Items from the previous meeting had been completed. There were no other matters arising.

6. Review status of Action Points from previous meeting

TB again noted that the Action Items from the previous meeting had been completed.

7. Previous matters arising resolution

TB had previously asked what had been done to seek encouragement from the Student Parliament for the Annual Survey. Where Joanna said the Student Parliament had met recently but this hadn't

been picked up. SN had added that the student survey will be going out soon so we can ask that question in there.

SN confirmed this had been followed up with students in the current survey and feedback had been gained in focus groups. Students have been prompted to respond by apps and through the pastoral curriculum as well as the current survey. Students have been encouraged to respond to the survey.

TB questioned that the student parliament was encouraging students to take part in surveys and this was confirmed. SN added that the student parliament election week commences 6 June and new student governors would be elected. RoH confirmed that current student governors could continue in office as long as they were continuing at the college and were re-elected by the student parliament.

TB stated that recent practice was to have the election as early as possible to allow them to start as soon as possible in next year's calendar. SN confirmed they would run the election w/c 6th June with expectation that they would be elected, trained and ready to commence in September

This was seen as being a good conclusion.

8. Terms of Reference review

RoH outlined recommendations for 4 proposed changes, as identified and reasoned in the paper.

SN identified that the term business development did not apply. TB stated that marketing was added in whole to the committee terms as it did not appear elsewhere. It was broadly discussed and agreed to remain as marketing as a whole, rather than separate elements. As such section 1 would remain as is.

Under section 2, Meetings SN questioned why persons approved by the Board should be included in distribution of papers. RoH explained this was in line with Board Standing Orders 2.3 which allowed the Board to determine members of the committee and authorise their inclusion in distribution. This element was deemed unnecessary in discussion and the committee agreed to the addition of "relevant persons with the permission of the chair".

The remaining 2 points were agreed in full.

RECOMMENDATION TO UPDATE AND SHARE WITH BOARD FOR APPROVAL

9. KEY PERFORMANCE INDICATORS

SN took the committee through a summary of the report which shows the progress of the College against agreed Key Performance Indicators (KPI's) to date and highlighted the following **Key Changes in the KPI's:**

Section 3 explains that

Line 4.4 shows Overall college attendance Onsite 85.51%, Online 84.08%,
Overall College Attendance Rate at the end of April is 85.04% against a target of 85%

Line 4.43 shows learner engagement is 95.52%

This shows on the whole that attendance is quite positive and meeting college target. It could be better, but students are engaging with the curriculum both online and in the classroom.

- Overall College Punctuality at the end of April is 94.10% against a target of 90%

Leading to a generally positive picture

- Number of 2020/21 learner applications for 16-18 is 878 & 19+ is 333

Currently the 19+ has increased to 414 and will significantly increase

- ESFA 16-18 Enrolment Target is 1471 at the end of April our 16-18 funded headcount is 1549, that's an increase of 78 over our allocation

- ESFA 16-18 Funding allocation is £7,682,780 at the end of April our 16-18 funding is £8,289,855

- ESFA 19+ & GLA Target is 2000 enrolments (900 heads) at the end of April our 19+/GLA enrolment is 2127 (884 heads)

Recruitment continuing to end of July and aim to exceed 900 target

- ESFA & GLA Funding Target is £1,719,658 at the end of April this is £1,576,830.

- ESFA ER Apprenticeship Funding Target is £80,000 at the end of April our apprenticeship funding is £100,604.

- ESFA 19+ Loan funding Target is £300,510, our income at the end of April is £273,084 leaving just 10% of funding remaining

- Key Financial Indicators are RAG rated Outstanding, and the Forecast Surplus is £102k, staff cost/cash ratio £2.30:£1 for the end of March

TB invited questions.

SR commended the results and improvements in the previous focus area of attendance & punctuality. He challenged whether this was a trend or the result of direct actions by the college. SN responded 65% of students on campus, rest online but every student has 1 day face to face learning. This action is definitely having an impact. Students are engaging and these are the two indicators. TB commented that attendance had been a problem for many years but is intrigued by the improvement during the Covid period, which coincides with the College adapting its engagement practices with students. SN added that student attendance improvement relates to face to face learning and efforts by staff to ensure there is catch up learning both online and within college, which is having a big impact on attendance and achievement rates.

RV challenged why there was a declining Overall function skill English retention rate from 92% to 83% and noted that homecare has been highlighted as an issue.

SN responded that retention in English and Maths has been a long-standing issue and highlighted that attendance was also an issue in these subjects as it is not the students main subject. During lockdown, students could choose to attend or not, but she commended the staff on their work in English and Maths, stating that students will achieve. However, students do not see this as an important part of the provision. Selling it has also been a real challenge to the College.

RV asked whether we could share recorded lessons with non-attendees. SN responded that we are negotiating with staff and Unions on the use of recorded material and making it available to students when its suitable for them. We are working towards making this available next year.

TB summed up that it was a good set of KPI's and well done to all

RECOMMENDATION

NOTED

THE KEY PERFORMANCE INDICATORS REPORT

10. RISK REGISTER REVIEW

SN noted that BP was attending as an observer and that she would speak to the Risk Register

SN highlighted the movement the College is making against the detailed risks as per the report.

The College is making good progress against the identified risks and has been assured through the positive outcomes of recent internal audit reviews, that the College has made progress in terms of compliance and risk mitigation, allowing more areas to be RAG rated as GREEN from AMBER for the January 2021 review.

Top Key Risks that remain as Amber are:

AIM 1: Ensuring excellent learning, teaching and assessment leading to higher student achievement. Risks 1.1, 1.3, 1.5, 1.6, **1.2 changed to AMBER**

AIM 2: Excellent learner support providing a high level of satisfaction for learners and stakeholders. Risk 2.1, **2.2, 2.5 changed to AMBER**

AIM 3: Organisational excellence in all that we do. Risks 3.2, 3.3, 3.6

AIM 4: Taking the Curriculum Strategy to the next level in 2019/20 and securing a sustainable future for the college. Risks – none in Amber or Red

AIM 5: Aligning Human Resources with the College's strategic direction. Risk 5.1, 5.6, **5.2, 5.4, 5.5 changed to GREEN**

AIM 6: Establishing sound financial health for the College. Risks 6.2, 6.5, 6.6, **6.3 changed to GREEN**

The College has comprehensive insurance policies in place and financial risks are covered subject to restriction in the insurance schedules.

INSERT

New risk of 4.4 rated Amber relating to hazardous materials. There has been an incident within the College where a member of staff incorrectly disposed of a radioactive source in normal waste. This is a low-level radioactive substance and has a low likelihood of harm. We have added the risk as it is important to monitor hazardous materials; rated as Amber due to low likelihood of harm. This has been reported to the Health & Safety Executive (HSE) and Local Authority and are following up appropriately.

TB challenged with regards to radioactive source disposal whether we had broken the law.

SN Yes, the radioactive source was disposed in a skip which is illegal. SN explained that the incident occurred following a technician's failure to appropriately label the storage container and the source; and failed to keep the source in its container. That staff member left and did not leave clear guidance on the handling of radioactive sources. There was no oversight of the technician's management of the source or its disposal, which was an error by the Head of School. This has not previously been monitored and we have now ensured it is on the Risk Register; and CLEAPSS and HSE regulations are in place.

TB asked for reconfirmation that this had been reported to HSE and asked about future storage and labelling. SN answered that the incident occurred because the container was not labelled and the clear up led to the disposal of the empty unlabelled cupboard and later the unlabelled radioactive source, which was a Lead source. The failure was down to the technician not following the correct processes and procedures. The lesson learnt is that we have put the right procedures in place.

TB challenged further, citing a personal experience, that whilst the source may be minor, it rightly carries a lot of concern with the public. TB advised that an appropriate person investigate and report. SN confirmed this has been done. It has been reported correctly to HSE and Local Authority.

RV questioned the cyber risk highlighted to the financial systems and asked how it had been mitigated. SN asked BP to answer. BP explained the finance system had been removed from the network. Audit & Assurance committee is overseeing this item. We have focussed investment in Teaching & Learning first and are planning to replace the finance system in 21/22.

At this point it was noted that SR had internet connectivity issues.

TB thanked the college for keeping a very thorough risk register

**RECOMMENDATION
NOTED
THE RISK REGISTER REVIEW**

11. In year predicted achievement 2020/21

JS highlighted key points in the paper. Overall, College retention is currently at 95.7%, 1.2% below the same period in 2020. Retention for 16-18s is 93.8 % and 98.1% for 19+. Which has a large variance and the reason relates to students moving away, into employment and personal reasons. Of 16-18 numbers only 3 out of 138 indicated they were dissatisfied, which is a small minority and considered a very pleasing result. The overall headline for predicted achievement can be calculated in different ways, but at the moment our best estimate of predicted achievement is that it is likely to be between 81.4% and 94%; which is well within target for year.

TB called for questions and there were none.

TB stated he was pleased to see predicted achievement within target, however he was pessimistic about reaching the target due to retention going down, meaning that achievement would go down or student results would need to go up to offset. TB questioned whether it was expected that student results would go up to the 91% target.

JS replied that we monitor and track predicted achievement and drill down to cause level, identifying individual students at risk and reviewing interventions in place to support those students. At this point we are working on teacher assessed grades, we can monitor students very closely to predicted achievement. We are therefore confident of meeting the 91% target.

SN added the College target is 96% retention. Predicted achievement is last years achievement multiplied by this year's retention, so best case scenario can be seen and has increased significantly from Jan to April and based on accurate teacher information. Even the worst case scenario will hit the College target because retention is particularly high. SN pointed out page 3 data and confirmed we are likely to hit 94%

TB understood the argument, and clarified understanding. Since retention has gone down, overall results will need to go up and you clearly believe it will happen.

SN said there is a larger numbers of students this year, offsite provision and onsite provision, therefore retention does alarm. We are at 95.7% and the target is 96%, so we will likely hit the target.

TB the data is very good regardless and the Committee was pleased with the results.

**RECOMMENDATION
NOTED
IN-YEAR RETENTION REPORT**

12. Teaching and Learning Curriculum Report

JS spoke to this midyear report which contains a summary and analysis of the outcomes of observations, so far this year. Indicating that 93% of Teachers are meeting College expectations against a target of 92%. The SLT are pleased with this and recognise that Teachers have been on an extraordinary journey this year with the impact of Covid. Despite this, standards have held up and the Quality of Teaching & Learning has remained high. We are coming to the end of observations and only have a few to complete as we end our observation cycle and we are confident of the year end figure being similar.

The strengths and areas of improvement are :

Strengths

- Successful transition to online lesson delivery as a result of covid-19 restrictions
- Ongoing commitment of staff to upskill themselves in order to provide the best online lessons possible
- Assessment for Learning and Questioning Strategies in online lessons
- Stretch and challenge strategies and meeting the needs of all learners

Areas identified for further development

- Further development of the 'Digital Literacy' of learners
- Further improving the timeliness and quality of feedback in assessment practices in **some** curriculum areas
- Smarter and timelier target setting for students by teachers and Personal Tutors, linked to the subject specific progress, attendance and punctuality.

These improvements also triangulate with feedback from students, making these a priority moving forward. It is also noted that the streams of quality improvement activity are replicated across areas and further triangulates evidence tracking through all the Quality streams.

The stakeholder survey had a poor parent response rate although feedback was positive at 91% satisfied with the College. Additional activity was made to increase parental involvement through a phone survey, which although labour intensive yielded good results and corroborated the written survey results.

TB posed a tangential question on the assessment of student work, how is that going and do you have sufficient guidance?

JS replied yes, it was slow in coming but by mid-April we had everything we needed. Inc training from awarding organisation, all structures and process in place. The deadline is 24th May and it's a very intense period now. But, we closely monitor curriculum teams and are pleased with engagement. A small element is exams based with the vast majority being teacher assessed grades.

TB also questioned external monitoring of teacher assessed grades and how it will happen? JS stated that awarding organisations are doing external standards verification as normal, all remote visits as normal and are providing external scrutiny. We may be sampled over the summer, once we have submitted on 18 June, they will do a risk based random selection. It is important therefore that we are robust with grading, use 3 yr trend, validate evidence and undertake internal checks on individual results.

TB so to confirm you have individual checks on individual teacher results.

JS, Yes, we have extra layers, normal team level, Head of team and extra layered sampling.

TB was pleased to hear that

TB the report shows good progress, continues long trend of good reports, well done

RECOMMENDATION**NOTED****TEACHING AND LEARNING CURRICULUM REPORT****13. Mid Year Survey**

JS – The Mid-Year survey was conducted during Jan / Feb when College was in full lockdown apart from vulnerable learners. It was conducted remotely via the College App and the response rate was 48%, which is disappointing in comparison with surveys carried out when students are on site, but in line with previous surveys carried out remotely. The key to the students completing the survey is

the engagement with the staff, both pastoral and academic, who both help the students and prompt them to make sure the survey gets done, which does not happen when conducted online. The headline responses was a really positive. Of the five key indicators where we could do a direct comparison with the previous survey, four of them showing a significant rise of 2% to 5% above the previous survey, carried out in October. There are some real benefits for some students to be doing online learning, but for other students it is really important for them to be in the college and getting the face to face teaching and learning. We have just launched the final survey of the academic year and that will be a face to face survey, so students will be able to complete that on site and we have put some extra actions in place to make sure students complete the survey to obtain a good response rate, including monitoring, checking more frequently, and prompting by the student facing staff to make sure the surveys are getting completed.

It was suggested that Student Governors encourage their peers to complete the survey.

TB encouraged Student governor AO to comment.

AO, Students are being encouraged to do the survey, and as part of Student Parliament we've been speaking about this topic as well. I have notice that most people in my class are doing the survey. During tutorial we get advised to do the survey, so that they know that we've completed it. TB questioned whether the students found the survey useful. AO confirmed this.

TB invited other questions on the survey. There were no other questions.

TB asked Student Governor AO how she was finding the assessments this year. AO replied that these were OK, well organised and separated by module, so students could see progress and appreciate how predicted grades would be determined.

RV questioned, if students are preferring face to face over online, have we created chat groups where students can really have that interaction and discussion and share things without supervision, that they would have onsite?

JS responded that we use the chat function in Teams quite extensively and the staff have been trained to use Teams effectively with the students. We also have the student app which allows some informal interaction between students as well as having study space, which is our shared learning environments.

RV suggested that students who are unused to online portals might benefit from informal engagement

JS confirmed that students have directed independent learning sessions and are trained in developing independent learning skills in remote learning

RECOMMENDATION NOTED MID YEAR SURVEY

14. SAR and QiP Timeline-

JS – advised this is the same process as previous years; being very thorough and robust, and extremely well structured. The timeline is slightly later this year to take account of the priority and the focus on the teacher assess grades.

TB – confirmed timeline and looked forward to reviewing when complete

**RECOMMENDATION
NOTED
SAR & QiP TIMELINE**

15. HE Update

AT, who was scheduled to present was not available, so this item was deferred to later in the meeting

16. Progression & Destination 20/21 to 21/22

SN reported the internal progression is absolutely paramount. The ESFA target is 1550 and the college target is 10% above that target for next year to account for the natural dropout and withdrawals after 52 days. Making the target for next academic year as 1705.

Focussing on Year 1 progression to Year 2, there are 828 students who could progress. Current figures are 650 and we are still working on the remaining students, which is 79% of the target, leaving 139 students pending. If all those 139 students progress then obviously we will hit that 95% target. And then if you take away 789 which is your total number of students progressing from year one to year two, from 1705, we will need 916 new learners to recruit for the next academic year, which is the aim of the report.

The figures are changing all the time. So whilst this report says 68%, it's actually at 79% currently and we're still working on the remaining annual subcontractors; from which 44% of students are progressing on and 55% are not. But all of those who are not progressing are known outcomes for those students, which are employment or further education. Regarding adult students this is worked on at the end of this academic year.

Overall I think the internal progression will hit the 95% target, which will contribute to the target for next academic year. SN then invited questions.

TB commented that these were very encouraging number and commended effort to achieve the target.

SN added the number of new applications currently for 16-18 is also very high, currently at 1018. Last year, at this point in time it was only 694. You can see the applications are increasing for both 16-18 and 19 + and I can see that number increasing over the next few months.

TB confirmed these are encouraging numbers.

There were no further questions

**RECOMMENDATION
NOTED
PROGRESSION & DESTINATION 20/21 TO 21/22**

17. BCP items specific to C&Q

SN fed back on BCP Plan highlighted changes. The first change is the college decision to move to 65% students onsite and having at least one day face to face delivery. The second change from the mass Covid testing to all students and staff being given home self testing kits. The final requirement for the procedures for the Teacher Assessments Grades (TAGs) for the awarding bodies and key TAGs have been submitted to the JCQ and the relevant bodies by end April. The training has been provided for staff in transmission of

grades and the final submission deadline is the 18th of June. At the current moment IV's continue to happen and we will make sure that we meet the 18th of June deadline because all teachers are currently actively involved in producing the TAGs for the students.

Page 57 is about the JCNC and the Union meeting that we've had to keep the Union members informed about the Covid changes that are happening in the college, Page 65 is about the reduced number of Covid cases in the college. There's not been any new cases since one member of staff was identified at the beginning as having positive tests and was isolated.

RV questioned, given that you're opening up the site and you have 65% in and you have conducted a career fair for the students. Have you started exploring commercial training opportunities for the students and upskilling them for future job opportunities.

SN replied 65% of the students on site means that they have the rest of their provision delivered online, with one day face to face; but any commercial opportunities in developing their skills would happen through work experience; and currently work experience with an employer has been suspended. So, we have been developing those employability skills through virtual learning. We have had virtual work experience and where we can, we get employees involved with guest speakers. So yes, we try to do everything we can, but you can't actually develop this is by sending them on work experience currently.

TB questioned the testing regime, moving from onsite to home testing, is this working?

SN responded we did three mass testing's at the college site and then they were given home kits. Each kit has about 7 tests in to use 2 per week, but there's no guarantee that they're actually carrying out those two. This is the flaw in the system, but we are following the government guidance. I cannot tell you if the members of staff or students have done their home test. TB commented on wasted kits.

JL comment that she was impressed with the testing organization at the college and gave a well done.

SN reminded Governors that they had conducted 4610 tests and only had 1 positive case. Staff have managed this very well.

TB asked that it be minuted that a terrific job has been done by all staff, on all aspects of handling the Covid situation and testing.

SN added that we did it with all our partners, taking them all along with us and we're dealing with every single guidance that's coming out. I can't express enough how challenging it has been, but staff managed it incredibly well. I think it might also be worth adding that when we met with the Covid Union Committee, the union also commended the college on the work we've done, we've taken all our members with us, keeping the lines of communication open and keeping the information flowing.

TB added that to get a commendation at a union meeting is also remarkable.

**RECOMMENDATION
NOTED
BCP ITEMS SPECIFIC TO C&Q**

Alison Tonkin, Head of HE, joined the meeting

15. Rescheduled Item HE Update

AT gave an overview of HE development work for the College in terms of strategic objectives to have sustainable HE. Page 1 is a background and where we are now. As you are aware, our arrangement with the University of Portsmouth is finishing and we are now teaching out the remainder of the students. So that means that we need to find a new HE institution to have a partnership with. The big challenge that we face is because we are not registered with the Office for Students, we cannot handle student finance, so a subcontracting arrangement with a University is needed. These are very rarely done, because it has a lot of institutional risk for the University.

We have approached the University of West London and on Page 2 it just goes through those subcontracting arrangements and the difference between validation and subcontracting. We have had a meeting on 30th of March with Steve and Scott and Matt Snowden as part of a scoping exercise. A potential model that we could use would be a 2 + 2. In addition to the courses that we already offer and the 2 + 2 model is where there's a foundation year attached to the degree. So technically that college would be doing the foundation year and Level 4, and then the students would then go to the University of West London (UWL) to complete Level 5 and Level 6; and this is a new pilot program that Matt was trying to get off the grounds and he chose our college. So to be that potential pilots partner so that that was really good.

Page 3 are the areas that we would be operating in with that new 2 + 2 model and it would be courses in Business, Media and Design and Computing; and that would be as well as our traditional foundation degree and the one year top up in childcare. Next year would be fairly limited because it would be just the Level 4 and a level 6 with UWL and then finishing off the Level 5's with Portsmouth. Then you can see, there's a big growth in terms of potential figures.

Then on Page 4 we've got the projected growth numbers and also the finances. The contribution to the University is a set charge of £1,800 pounds and then the college fee from the £6,165 fee would be £4,365. You can see that projected growth over the next five years and this fits in very well with the college five years strategic plan. Good news received today, is that in principle the University have agreed to the subcontracting arrangement and we will be researching our partnership with UWL

The second University that we've been approaching is the University of Roehampton, developed through the college being contacted by one of their subcontracting partners. It is for a foundation degree in sports coaching practice. Again, it would have to be a subcontracting arrangement so Roehampton require a bigger potential program than just the one foundation degree. So, we're also looking to establish courses around therapeutic interventions and computer science, but they also have an excellent teacher training program and that would be something that the college would be very interested in developing. We're still waiting for news from Roehampton. The one downside would be that the full cost of the fees would be £9,250 pounds, which is unusual for college HE. So those fees do appear to be quite high.

And then the final paper is a collaborative research project that we're doing at the moment with the University of Shikzuoka in Japan and that is around hospital play.

TB noted that they approached us on that. Well done on that, because they must have been well aware of some good things. I'm really thrilled to hear that the University of West London is in principle going to enter into a partnership, well done. TB invited questions.

RV noted the computing section that the College might look for guest lectures with increasing possibility of online environment. Where should parties interested in guest lecturing contact?

JS responded, come to me in the first instance, then I can coordinate different parts of the organization.

TB another question that I've raised before is degree apprenticeships, is there really no scope within West London? SN The local university is struggling with Degree Apprenticeships, so this is an area we have not explored. AT added, there are difficulties with degree apprenticeships and it depends on the level of expertise. Most of them would be work based and at that higher level. SN, the college is also restricted with apprenticeships at the moment. So cannot consider unless ESFA allow us to deliver apprenticeships again. This will be picked up on 16 June when we have ESFA strategic meeting.

TB stated well done Allison to you and your team in the college and bringing this package together.

JS noted that Alison is about to publish her 4th book and its really important in HE to continue to research and publish. The book is about Play and Health through the ages. It's based on Shakespeare. And it's coming out next week, published by Routledge.

TB congratulated and thanked AT for her report.

**RECOMMENDATION
NOTED
HE UPDATE**

18 Policy for Governors approval/ratification:

SN presented the Admissions for approval/ratification and noted the amendments shown on the cover page. This has had SLT approval.

TB invited comments, there were none.

TB sought approval, all in favour

TB confirmed this could go to the Board for approval in June

**RECOMMENDATION
I. TO APPROVE ADMISSIONS POLICY
II. TO RECOMMEND TO THE BOARD APPROVAL OF THE ADMISSIONS POLICY**

14. Meeting Review, Learning and Reflection

TB invited feedback and in particular the Student Governor
AO confirmed she felt included and able to contribute.

SR asked about progress of Harrow Pension Committee representation, agreed in a previous meeting. RoH responded that this was in hand and awaiting their response, BP would action further.

TB thanked BP for improving sound quality of connection.

TB reflected that we might have a physical meeting in Autumn.

15. Date of Next Meeting - Date of next meeting – Tuesday 16 November 2021 at 6pm.

Meeting closed at 7:30pm

Signed

Chair

Date

Action Points

Item	Action	Responsibility	Timescale	Status
6	Terms of Reference update and share with Board for approval	DoG	June 2021	
15	Raise Degree Apprenticeships with ESFA at Strategic meeting	SN	June 2021	
18	Admission Policy to go to Board of Governors	DoG	June 2021	
AOB	Harrow Pension Committee representation for SR to be arranged	BP	June 2021	