

MINUTES

PRESENT: Gordon Smith
Jean Cook (Chair)
Clare Mackie
Frances Wadsworth (Principal)
Anita McGowan (Academic Staff Governor)

ALSO ATTENDING: Andy Smith (Deputy Chief Executive)
Ann Monaghan (Vice Principal)

CLERK: Evan Williams

APOLOGIES Craig O'Donnell
Suzanne Hughes
Laura Cassaretto
Soria Burbossa

QUORUM The meeting was quorate throughout

TIMING 6.07 - 8.10 pm

1.	Apologies for absence Jean Cook opened the meeting and welcomed all in attendance. Apologies were noted as above	
2.	Declaration of interest There were no declarations of interests relating to items on the agenda.	
3.	Minutes of the meeting held on 7 March 2017 The minutes were agreed as a correct record and were signed by the Chair	
4.	Matters arising from the minutes not on the agenda The actions from the previous meeting were noted as complete	
	Item	Action
	16.18	Clerk to check dates of relevant College meetings and circulate to Governors.
	16.26	Clerk to amend LQC terms of reference for Board approval.
		Status
		Complete
		Complete
	The chair noted that the point in 16.21 was in the report for this meeting.	
5.	College Summer and Quality Performance update The Vice Principal presented the paper	

a. Summer Term position statement of Teaching, Learning and Assessment plus Personal Development, Behaviour and Welfare

It was agreed by all present that the position statement was taken as read. The Vice Principal advised that this was the 3rd such termly report and was presented as an in year evaluative report on progress to date against the College's Quality Improvement Plan as well as criteria within the Common Inspection Framework. She advised that the emerging 'in year' judgements for both Teaching Learning and Assessment (TLA) and Personal Development, Behaviour and Welfare (PDBW) were "Good" for each with PDBW having outstanding features.

The Chair opened the discussion to members and asked for questions. Committee members thanked the VP for a comprehensive and informative report. A discussion on the report followed and key points were:

- The continued whole college focus on the importance of very good TLA and governors asked a series of questions based on the report but also their experiences of both learning walks and participation in the final GOAL of the year
- The Vice Principal confirmed that the college continues to use graded lesson observations alongside a range of other indicators to both measure the quality of TLA and to gain student feedback on TLA. Governors discussed the use of graded OTLs and agreed with the balance of measures used to gauge the quality of TLA and PDBW provision
- Governors were very pleased to see the strong focus on citizenship skills (and the promotion of British values); they agreed that the development of such skills would be essential in ensuring wider outcomes for students continued to be a strength for the college
- agreement that Study Programmes should be personalised to the needs of the student cohorts and that engagement in volunteering and NCS (as well as other social action projects) alongside internal and external work experience and an array of other work related activities was a strong feature of the college
- governors noted the evaluative nature of the report and how useful it was to have examples drawn from curriculum areas and student life activity to illustrate the judgements. Governors asked that key strengths and areas for improvement be summarised at the start of the document and perhaps move to replicating the Ofsted type statement i.e. clarifying our judgements by stating "we are good because ...>" and also "we are not yet outstanding because ...>>"

It was agreed that attendance continues to be of concern and that despite a range of whole college approaches and more school level initiatives, overall attendance rates had not improved. The VP explained that managers use a range of reports at different 'levels' and therefore can target persistent absentees as well as where absence to any one session(s) was low. Increasingly these reports and follow up are what informs more focused improvement actions.

It was agreed that an executive summary for governors would be useful with the additional key judgement points (as above) in future versions.

Governors recognised the picture of the college

Action VP – to produce an executive summary to the termly position statement.

The Committee received the report

	<p>5 b. Quality Improvement Plan (QIP) The Vice Principal presented the paper</p> <p>The VP advised the committee that the QIP had been drawn up to address issues from the 2015/16 SAR and was first approved by LQC at its November meeting. The QIP is regularly reviewed within management teams and that the current report summarises the progress made towards quality improvement. Specific aspects of the current QIP include English, maths, leadership & management, assessment and wider monitoring of student progress in tutorials and citizenship.</p> <p>The following points were discussed:</p> <ul style="list-style-type: none"> • page 35 – English & maths progress and the RAG ratings linked to specific activity, there was a brief discussion regarding the RAG ratings. The VP advised that the Green referred to Fully On Track – some outcomes were secured (e.g. English and maths FS to date) whilst others would not be known until the end of August (remainder of FS outcomes and GCSE) • NTI's update – governors noted that the vast majority of NTI courses were on track to yield an improved outcome from the previous year. They found the summary monitoring report useful as it tracked predictions through the year and showed attendance figures. Governors asked that this report be attached to the QIP at each review point for monitoring purposes • Assessment practices were recognised as a strength and governors noted the feedback following awarding body visits <p>There were no further questions regarding the QIP.</p> <p style="text-align: right;">Action – The NTI summary monitoring report to be attached to all in year updates of the QIP The Committee received the report</p>
	<p>5.c Quality Enhancement Plan (HE) The Deputy Chief Executive (DCE) presented the paper</p> <p>The DCE advised the committee that the Quality Enhancement Plan was drawn up to address issues arising from the AMR and CAMS 215/16 and was first approved by LQC in November 2016. The QEP is reviewed regularly by HE Heads of School and Academic Leaders and the report summarises the progress made towards meeting the targets of quality improvement in the current academic year. The DCE informed the committee that all HE programme teams have their own QEP which is drawn from the Annual Programme Reviews (APRs) which are produced by each teaching team and all contribute the delivery of the whole college QEP.</p> <p>Key discussion points arising from the QEP report from the Committee were:</p> <ul style="list-style-type: none"> • Student non submission of work – which carries an ongoing additional burden. Non submission and late submission of assignments have fallen this year as a result of a more structured approach to the management of assessment which includes workshops from the point at which assignments are set. • Proportion of high grades awarded – There has been an increase in the number of students likely to achieve a First or 2:1, particularly in Public Health and Social Care as a result of the “stretch and challenge” strategy. A full review of the impact of this will be undertaken for the AMR. • Current and the potential decrease in future student enrolments was discussed • The access agreement that had been previously discussed in F&R was also raised and discussed at length,

The Committee received the report

5.d. Outcome for learners: Predicted achievement 2016/17

The Deputy Chief Executive (DCE) tabled the paper

The DCE informed the committee that the predicted success in May 2016 was 79.2% against the final overall achievement of 78.4%. He advised the committee that predictions by level and by qualification were generally accurate and in the case of the former all levels were within 1% point of final outturn. There was greater variation in the predictions of English and maths and ESOL achievement, which however evened out in aggregate.

Key discussion points from the predicted achievement report and tables were:

- Predicted achievement overall for 16/17 classroom based is 80.8% against 78.4% in the previous year with an increase in both 16-18 and 19+ achievement. Whilst the predicted achievement is lower than the national achievement rate if delivered the predicted rate will continue a long term trend of improvement in achievement by age group and by level. The DCE explained that it is difficult to compare the overall rate with other providers because the mix of qualifications may be significantly different.
- Predicted achievement of apprentices is lower than target but still above both the provider group and national rates.
- NTI's – The DCE reported that most NTI courses were showing a marked improvement in the predicted achievement as a result of clear improvement plans which addressed the key issues that had led to the poor achievement rates.

Action - The committee asked for this report at each of the three meetings and for NTI courses to show the number of enrolments.

The Committee received the report

5.e Student feedback – termly report

The Vice Principal presented the paper.

The VP reminded the committee that they had previously requested a more regular in year update on student feedback to inform their monitoring of the QIP and QEP, student improvements and experience.

The AP advised that the tabled report focused on student feedback and for 17/18 the report would be expanded to cover feedback from other stakeholders.

key points discussed during this item were:

- Governors were pleased to hear that the range of 'listening to student' events continued. They asked for more detail about the 'breakfast with the Principal' and the Principal advised that this on average was between 8-10 students, which worked well.
- The Chair stated that she had attended a recent 'Go out and listen' (GOAL) and that she had been impressed by the maturity and quality of feedback provided by many of the students.
- The number of student complaints had significantly dropped – this was due to action being taken earlier and staff and students being made more aware of the correct procedure to follow as well as ongoing improvements to the quality of the student experience.

The Committee received the report

<p>6.</p>	<p>Higher Education: Annual Provider Report and update The Deputy Chief Executive (DCE) presented the paper</p> <p>The DCE advised that from 2016/17 and as part of the HEFCE revised operating model the Annual Provider Review was the core mechanism used to assess quality in HE providers funded by HEFCE. The DCE reminded the committee that the area of concern raised by the HEFCE APR group was the College's National Student Survey (NSS) results in terms of student satisfaction in 2014/2015 and 2015/16. The issues of concerns raised by students, being assessment feedback, organisation and management had been addressed through the Quality Enhancement Plan and Programme Boards.</p> <p>The Committee noted that HEFCE had thoroughly reviewed the actions taken by the college to address the issues raised in the NSS responses and confirmed that they were assured by the college's actions and that no further action was necessary.</p> <p style="text-align: right;">The Committee received the report</p>
<p>7.</p>	<p>Curriculum Planning 2017/18 The Deputy Chief Executive (DCE) presented the paper</p> <p>It was agreed by the Chair that the paper was taken as read. Key points raised in the report were:</p> <ul style="list-style-type: none"> • The curriculum plan would deliver the 16-18 contracted student headcount for classroom based learning. Applications 2017/18 – applications to 16-18 FE programmes is lower than at the same time last year. However, intended progression by current students has increased and should compensate for this • Study programmes – The main changes to the 16-19 Study Programmes will be the increased range of work experience type activities that will include NCS for entry level and level 1 students, work placements, commissioned projects by external third parties and Citizenship projects undertaken towards the end of the academic year. The new Citizenship programme will also be launched and certificated for most students. • Year 11 offer (14-16) – a successful first year with most students progressing to the College 16-19 study programme. The local authority has committed to two groups starting in September. • High Needs Learners – The local authority has approached the college with proposals for investment to increase the capacity to take on more students who would otherwise have to find education outside Croydon. Discussions will continue. • Apprenticeships – The move from frameworks to standards will begin next year and the priorities are currently being determined. Growth is only likely to be achieved by recruitment of levy paying employers in the medium term. Currently, the College is in contact with about 40 levy paying employers to meet their needs. 700 apprentices in learning so far this year. • HE – The DCE expressed concern about the decline in applications to full-time HE courses but explained that the Executive is taking action to ameliorate the impact of increasing competition in the sector such as the revalidation of the School of Art portfolio; the introduction of sandwich programmes in law and Criminology being introduced in 2018/19 and the possible introduction of four years degree programmes. • Adult Education – In order to increase demand for level 3 programmes the college is introducing more career focused qualifications such as

	<p>Accountancy and also introducing online and blended learning level 3 programmes to be launched in September 2017.</p> <p>The Chair congratulated the College for their successful addition to the Apprenticeship register.</p> <p>The Principal informed the committee that the newly appointed minster was Ann Milton.</p> <p style="text-align: right;">The Committee received the report</p>
8.	<p>Safeguarding & Prevent - termly monitoring report</p> <p>The Vice Principal presented the paper.</p> <p>It was agreed by the Chair that the paper was taken as read. It was noted that the report was clear and very useful.</p> <p>The VP advised the committee that recent safeguarding and prevent initiatives had been focused on raising awareness and preventative work.</p> <p>The Principal informed the committee that there had also been presentations for all staff on 'staying safe'. Managers and Senior staff had been made aware of the 'Run, Hide, Tell' video produced by the Metropolitan police. There were two versions of this training and staff had used the first version with a shorter version being used by staff with students in tutorials where appropriate.</p> <p>Governors discussed the content of the report and noted the reported figures.</p> <p style="text-align: right;">The Committee received the report</p>
9.	<p>Policy review</p> <p>The Vice Principal presented the papers</p> <p>i. Admission and Progression Policy</p> <p>This Policy is reviewed annually and to ensure that the College processes are fit for purpose. There was little change to report – with the exception of slight rewording of Paragraph 6.2</p> <p style="text-align: center;">Resolved the revised Admission and progression Policy was approved.</p> <p>ii. Respect for All – Student Disciplinary Policy</p> <p>This Policy is reviewed annually and to ensure that the College processes are fit for purpose. The main changes have been to ensure that the College 14-16 provision is included within the scope of the policy and procedures as well as clarify the stages when causes for concern are either repeated or escalated. The overall principles have been reduced and simplified.</p> <p>There was a discussion regarding point 5.7 – where a student has been arrested and the college may suspend the student, concern raised about burden of proof. It was agreed that the paragraph would need to be finessed. Also page 17 of the policy job titles need to be updated.</p> <p style="text-align: center;">Action – finesse wording of para 5.7 & update job titles on page 17.</p> <p style="text-align: center;">Resolved: the revised Respect for All – Student Disciplinary Policy and Procedure be approved once the two suggested amendments were actioned.</p> <p>iii. Quality Improvement Strategy</p> <p>Policy has been reviewed and minor amendments are as shown.</p> <p style="text-align: center;">Resolved – Quality and Improvement strategy approved.</p>
10.	<p>Risk Monitoring report</p>

	<p>The Principal/CEO presented the paper.</p> <p>It was noted that there were no proposed changes to the risk register.</p> <p style="text-align: right;">The Committee received the report</p>
11.	<p>Future reporting to LQC: the Annual Quality Cycle</p> <p>The Committee considered the proposal regarding the number of meetings per year and agreed to continue with three meetings a year unless there was a particular need for additional meetings.</p> <p>It was agreed that meetings should also balance the need for robust monitoring role with time for strategic, forward-looking discussion and reports should be brief but have an executive summary which identifies actions being taken to address issues.</p>
12.	<p>Meeting dates for 2017-18</p> <p>21 November 2107 6 March 2018 19 June 2018</p>
13.	<p>Any other business</p> <p><i>Urgent matters notified in advance of the meeting</i></p>

Chair _____ Date _____

Item	Action	Owner	Status
5. a.	Produce an executive summary to the termly statement of teaching	AP	
5.b	Predicted grades report to be linked to NTI's	AP	
5.d	Future report to highlight which courses are outstanding/high achieving	DCE	
9.	Finesse wording of para 5.7 & update job titles on page 17.	AM	