



**CROYDON COLLEGE FURTHER EDUCATION  
CORPORATION**

**LEARNING AND QUALITY COMMITTEE :  
26 NOVEMBER 2014**

**MINUTES**

<b>PRESENT:</b>	Gordon Smith (Chair in absence of Stephan John) Claire Mackie Craig O'Donnell Nulu Okuku (HE Student Governor) Francis Uwagboe (FE Student Governor)
<b>ALSO ATTENDING:</b>	Andy Smith (Deputy Chief Executive) Ann Monaghan (Assistant Principal Curriculum & Quality)
<b>CLERK:</b>	Melissa Drayson
<b>APOLOGIES</b>	Stephan John Frances Wadsworth
<b>QUORUM</b>	The meeting was quorate throughout
<b>TIMING</b>	6.04pm – 7.55pm

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<b>Item no.</b>		<b>Action Lead</b>
	<p>It was agreed that Gordon Smith should be appointed to Chair this meeting in the absence of Stephan John. The Chair asked that any member interested in volunteering for the Vice Chair to inform the Clerk.</p> <p>The two student governors: Frances Uwagboe (FE) and Nolu Okuku (HE) were welcomed to their first Committee meeting.</p>	
<b>14.1</b>	<b>Apologies for absence</b>	
	<p>Apologies were received from Stephan John and Frances Wadsworth</p>	
<b>14.2</b>	<b>Declaration of interests</b>	
	<p>No declarations were made in relation to any item on the agenda.</p>	
<b>14.3</b>	<b>Minutes of the meeting held on 4 June 2014</b>	
	<p>There were no amendments and the Minutes were <b>APPROVED</b> as a true and fair record and were signed by the Chair.</p>	
<b>14.4</b>	<b>Matters arising from the minutes not covered on the agenda</b>	
	<p>There were no matters arising.</p>	

**14.5 Self Assessment Report 2013-14**

*Supporting paper presented by the Deputy Chief Executive*

A brief summary of the purpose and history of the SAR was given for the benefit of new Members. It had been introduced about 15 years ago as a means by which Colleges would assess their own performance against the criteria set out by the inspectorate, Ofsted. The actions identified in the SAR would be translated into a Quality Improvement Plan (QIP) for the year.

It was noted that the draft SAR had been shared with two other colleges for Feedback. It had not been possible, however, to hold the usual validation meeting with the Committee Chair and the Chair of the Governors. As the self assessment process had happened soon after the Ofsted inspection, there was cross reference with the outcomes of the inspection where relevant.

The overall judgements awarded in the SAR were Grade 2 for Quality of Teaching and Learning and Grade 3 for Learner Outcomes. The latter reflected that, although there had been significant improvement, success rates were still below the provider group performance..

The question was raised about what would be needed to raise the College to a Grade 2 for Learner Outcomes. This would include reaching national benchmarks for success rates and value added. Areas of particular focus would include Maths Functional Skills.

There was a detailed discussion of the underlying reasons for, and different strategies being adopted to deal with poor attendance, to which both student governors contributed. The correlation between attendance and success rates was recognised, and attendance rates varied considerably between areas.

It was considered that an over-reliance on Moodle could be counterproductive, as it made it too easy for students to miss lessons but keep up to date with coursework. One area had taken the approach of removing some learning resources on Moodle to improve attendance, although Governors questioned this for students with additional learning needs. Managers assured governors that students were not disadvantaged by this.

Areas with good attendance also demonstrated the following characteristics:

- High quality teaching
- Penalties for poor attendance
- Celebration of good attendance
- An understanding, among students, of the link between attendance and attainment
- Working with Student Course Rep to reinforce messages about good attendance.
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**AGREED:** that the DfE Level 3 Value Added report should be shared with the Chair and any other Governor who requested it.

**RESOLVED:** that it should be recommended to the Board of Governors that the Self Assessment Report 2013-14 be APPROVED.

#### 14.6 Quality Improvement Plan and Targets 2014-15

**i) QIP 2013-14**

*Supporting paper presented by the DCE*

**AGREED:** that the QIP 2013-14 be signed off

**ii) Provisional QIP 2014-15**

*Supporting paper presented by the DCE*

This year's QIP would focus on the following areas:

- Consolidated the previous year's success
- Value added and high grades
- Building on success in English GCSE
- Improving Maths functional skills as a priority
- Analyse Equality and Diversity data and set actions to close the gap between different groups of student

In recognition of the move to outcome-based measures of success, more work was needed to analyse gaps in success rates of different groups and once this work is completed the actions required will be added to the QIP..

Governors asked whether harder targets might be needed in relation to developing work placements and employability, and whether governors could help with this. It was considered that the link between meaningful work placement and entry into apprenticeships needed to be developed more. All Level 2 courses needed to have opportunities for meaningful work experience at their heart. The Student Governors pointed out that work experience was also helpful for higher level students in terms of developing employability skills and building competitive CVs .

**RESOLVED:** that the QIP 2014-15 be recommended to the Board of Governors FOR APPROVAL

**iii) Proposed 14-15 Targets**

*Supporting paper by the DCE*

The paper presented an update of the targets considered by the Committee in July. It was noted that the SFA would report its final approval of targets in the New Year. Managers explained the new minimum standards set by the SFA and EFA, below which the agencies may intervene to impose sanctions on providers. Although no data has yet been produced by the agencies managers said that it was likely to be maths functional skills where

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the College had fallen below the minimum standard. . Governors asked what the consequences would be of failing to meet minimum standards. It would be likely that the SFA would, in the first instance, expect the College to put a plan in place to achieve a target by a set date.

The student governor commented that some students needed to practise online exams to develop the speed and accuracy needed for Maths functional skills. Management responded that this feedback from students had been acted upon, and that practice sessions were being introduced throughout the year for both Maths and English.

**AGREED: that the Targets should be revised and brought back to the committee once feedback had been received from the SFA and the situation with minimum standards was known.**

**14.7 Autumn Report on Teaching, Learning and Assessment**

*Supporting paper presented by the Assistant Principal: Curriculum and Quality*

Changes to the lesson observation process were noted. Formal observation was now being spread over a 9 week rather than a 3 week period. The upward trend in observation grades was continuing, with more sessions achieving Grade 1 and 2 outcomes. The gaps between Levels and student ages were also narrowing. This was testimony to the improvement strategies which had been put in place, including every teacher having a personal action plan and the engagement of teaching staff.

Governors asked what the common features of an outstanding teaching observation grade were. These appeared to be where staff were applying cross-college imperatives very well, including the application of the English learning objective, providing feedback to learners at regular intervals, and effective differentiated tasks for very able students.

The Student Governors commented that it was very effective when Maths and English were applied to an interactive task in the context of their course, or as a warm-up task at the start of the lesson.

There was a discussion about graded and non-graded lesson observation for measuring the quality of TLA and improvements over time. Management considered that the award of a grade and detailed qualitative feedback was the most effective approach for now, but was aware of developments elsewhere in the sector. It was also recognised that graded OTLs are just one of many measurements of quality and performance.

The committee requested that future reports should include a summary of key features attached to the grade profile. A request was also made that its thanks should be conveyed back to the teaching staff.

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**14.8 Higher Education Annual Monitoring Report 13-14**

*Supporting paper presented by the DCE*

The Committee noted that, as a result of the new structure which grouped HE and FE provision together in schools, future annual reports would follow a SAR format. It would still, however, be necessary to produce a separate HE Annual Monitoring Report for the University of Sussex.

There was some concern that bringing HE and FE together would dilute the focus on HE as a separate entity at Committee level. However, the benefits of sharing good practice were also noted.

The management approach to qualifications and programmes with poor success rates was explained and it was agreed that managers should present progress on improvement strategies at the next committee meeting.

National trends in HE recruitment were discussed. Overall, applications were down 3%, particularly in the arts and humanities. Courses with a direct vocational link, such as Engineering, were gaining in popularity.

Within the College, Health and Social Care and Criminology had both over-recruited.

The impact of the removal of Student Number Controls was also discussed, especially as it increased the risk of competition from universities as they implement their expansion plans.

**14.9 Annual Stakeholder Feedback Report**

*Supporting paper by the APCQ*

It was noted that this was the first report of its kind to the Committee.

A key feature of the previous year was that the college had made a conscious decision to move away from block questionnaires and surveys of FE students, and had implemented instead a range of qualitative approaches to gathering feedback. HE still used a mixture of surveys and smaller scale qualitative feedback mechanisms.

The Student Governors remarked that students felt listened to within the College, and had confidence that issues that they raised would be responded to realistically and constructively. The Student Parliament continued to provide a productive forum for raising issues, and a meeting was scheduled the following week to discuss student attendance and lateness.

**14.10 2014-15 Recruitment Update**

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*Supporting paper tabled by the DCE*

The Committee noted the headlines from the report, and that a full update would be brought to the Board on 3 December.

- Recruitment of 16-18 learners was an increasing challenge in the face of rising local competition. The target had not been reached, with a larger proportion of leavers leaving very early in their courses, some after only one lesson.
- Apprenticeships numbers had fallen significantly. Again, competition from 19+ private providers who were offering apprenticeships for free was partly to blame. Internally, work was being done to ensure that all Heads of School were fully aware of roles and expectations in relation to apprenticeships. The College was looking to expand its partnerships to ensure that recruitment targets were met.

**14.11 Risk Monitoring Report – LQC Items**

*Supporting paper for discussion*

Two risks had been allocated to the Committee for monitoring. One, OP2, 'Income and Contribution Targets' would be monitored jointly with F&R Committee. There was a discussion around the measures which might be taken to mitigate against the growth in competition from other providers. Although the development of partnerships would help the college to hit its number targets, the downside was that it would reduce margins significantly.

**14.12 The date of the next Committee meeting was confirmed as 4 March 2014**

**14.13 Any Other Business**

There was no other business

Signed: .....(Chair)

Date: .....