

MINUTES

PRESENT:

Jean Cook (Chair)
Gordon Smith
Frances Wadsworth (Principal)
Tom Hesmondhalgh
Christina Gasson

ALSO ATTENDING:

Andy Smith (Deputy Chief Executive)
Ann Monaghan (Vice Principal Quality & Curriculum)
Jo Bland (Director Human Resources)

APOLOGIES

Claire Mackie
Suzanne Hughes

Clerk

Evan Williams

QUORUM

The meeting was quorate throughout

TIMING

6.00pm – 8.00pm

17.1	<p>APOLOGIES FOR ABSENCE The Chair opened the meeting and welcomed all present. There were no apologies for absence.</p>
17.2	<p>DECLARATION OF INTEREST Tom Hesmondhalgh (TH) declared that the company he worked for carried out the training on behalf of the Education and Training Foundation. No additional interests were declared in connection to items on the agenda.</p>
17.3	<p>MINUTES OF THE MEETING HELD ON 20 JUNE 2017 The minutes were approved, with one minor amendment on page 2, as a correct record.</p>
17.4	<p>Matters arising from the minutes not already on the agenda</p> <p>Actions from previous meeting 5.a – action complete 5.b - Predicted Success is reported within each QIP update (alongside NTI updates) 5.d - Agreed that this would be reported within the QIP update and termly Position Statements (considered at LQC meetings) 9 - Complete There were no matters arising that were not already covered on the agenda.</p>

<p>17.5</p>	<p>SAR and QiP 16/17 and QIP 17/18 The VPQC presented the SAR and QiP paper</p> <p>The committee were advised that as part of the College’s quality assurance and quality improvement processes, regular self- assessment is a critical tool to measure impact on the student experience and outcomes.</p> <p>LQC members are asked to review the annual Self-Assessment Report (SAR) in light of</p> <ul style="list-style-type: none"> • Termly Position Statements already received – “in year” reports presented to them on a termly basis at meetings through the year • Student voice activities and feedback – LQC members are regular attendees at a range of student voice events • Student outcomes • QI journey over time from 2014/15 (Ofsted last inspection) to the current year <p>The committee were advised that the SAR builds on progress from the previous SAR and QIP (QIP 2016/17) and feeds into or shapes the QIP for 2017/18.</p> <p>Governors were advised of the rigour of judgements that had been made; which were:</p> <ul style="list-style-type: none"> • evidence based with a range of quantitative and qualitative evidence • judgements made against the current Ofsted Common Inspection Framework (September 2017). <p>The VP talked through the ‘Croydon context’ ie the initial part of the SAR which provides reference to the local area and local circumstance. Governors agreed that this was very useful context for the SAR to be considered against.</p> <p>The recently retired Senior HMI for the London Region (TN) was formally validating the SAR and governors would be updated on this at the Board meeting (6th December).</p> <p>The Chair checked that the committee members had read and understood the SAR and QIP for 2016/17 and asked for questions from members.</p> <p>The VP informed the Committee of the proposed grades for 2016/17:</p> <table style="margin-left: 40px;"> <tr> <td>Outcomes for learners:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Quality of Teaching, Learning and Assessment:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Personal Development, Behaviour and Welfare:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Effectiveness of Leadership and Management:</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Overall Effectiveness:</td> <td style="text-align: right;">2</td> </tr> </table> <p>The DCE and the VPCQ presented the main summary points from the SAR across all key aspects evidencing the proposed grading. Governors were reminded of the importance of considering progress made since the last inspection (May 2014) and where further improvements had been made as well as areas where progress had been slower than expected.</p> <p>Governors recognised the strengths outlined in the SAR as well as the main areas for improvement and probed for additional information to ensure that the proposed grading was robust as well as ‘best fit’ alongside the Common Inspection Framework grading guidance.</p>	Outcomes for learners:	2	Quality of Teaching, Learning and Assessment:	2	Personal Development, Behaviour and Welfare:	2	Effectiveness of Leadership and Management:	2	Overall Effectiveness:	2
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	<p>A discussion ensued regarding the SAR with a focus on:</p> <ul style="list-style-type: none"> • Attendance trends and the impact of initiatives to improve attendance - the VP updated on the attendance trends both by cohorts of student and by level/type of curriculum. This is closely monitored by all levels of curriculum managers including senior managers. The DCE advised on the actual 'distribution' by student which showed that a large proportion of students do have a good attendance rate. However, there are a number of students with very low attendance figures which staff are fully aware of but who impact on whole college/aggregate level attendance rates. • the VP advised on examples of the strategies introduced at team/school level to improve attendance and that governors were welcome to attend some of the end of term assemblies which always had a big focus on attendance and the celebration of 'good attendance' <p>The Chair advised that the Qualification achievement rates appendices were useful and thanked the team for their inclusion. Governors were secure that the outcome data supported the overall grades but also the narrative contained within the SAR.</p> <p>The Principal reiterated the fact that the SAR and QIP matched what Governors had observed during their learning walks and members agreed with this.</p> <p>The committee were reminded of the three key themes for the key themes for the 2017/18:</p> <ul style="list-style-type: none"> • Reach Higher • Feedback • Reading being the key to learning <p>The Chair thanked the executive team for their preparation of the detailed data and supported the proposed grading for the SAR,</p> <p>Resolved: The SAR and the QIP priorities to be recommended to the Board for approval.</p>
17.6	<p>AMR and QEP 2016/17</p> <p>The DCE presented the AMR and QEP</p> <p>The DCE advised that the Annual Monitoring Report (AMR) is a means by which the University of Sussex (US), HE validating partner, evaluates the performance of University Centre Croydon (UCC) in terms of quality and standards.</p> <p>The format and contents are as prescribed by US for all its partners. US convenes a Partner Annual Monitoring Review and Evaluation (PAMRE) each January at which each partner's AMR is reviewed by peers. US provide written feedback on the AMR with recommendations. A copy of the 2015/2016 AMR review is attached.</p> <p>Further work is being undertaken on the AMR prior to the submission deadline of December 6th but the report presented will not change significantly.</p> <p>Governors are required to assure HEFCE that quality and standards of HE provision have been maintained and meet UK expectations. To this end the attached PAMRE report from 2016/17 and Annexes should give governors confidence that the College meets the requirements set and that there are systems in place, both internally and externally, to validate the judgements made by senior managers and governors.</p>

	<p>The Chair checked that the committee members had read and understood the AMR and QEP for 2016/17 and asked for questions from members.</p> <p>A discussion ensued with the following points being discussed:</p> <ul style="list-style-type: none"> • the economic viability of some courses due to low numbers. • HE market segment for Croydon College • • The number of appeals and mitigation requests have dropped significantly following staff training <p>Resolved – the AMR and QEP be recommended to the Board for approval</p>
17.7	<p>Governors’ Assurance of HE Quality. DCE presented the paper.</p> <p>The DCE advised that Colleges offering higher education programmes are required to make an annual return to HEFCE confirming the quality of the student academic experience and outcomes. Governing bodies are required to make a return to HEFCE in this year by 1st December 2017 with respect to the previous academic year, 2016/2017.</p> <p>The assurance is: “The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider’s own periodic review processes, which fully involve students and include embedded external peer or professional review.</p> <p>The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate</p> <p>The standards of awards for which we are responsible have been appropriately maintained.”</p> <p>RESOLVED The Committee approved the HEFCE Quality Assurance for recommendation to the Board.</p> <p>The Chair thanked the Committee</p>
17.8	<p>Proposed 2017/18 targets for approval. DCE presented the proposed targets paper.</p> <p>The DCE advised that following the review of performance in 2016/2017 the executive were proposing targets referred to in the paper for 2017/2018. The DCE informed the committee that the overall achievement targets had been set for both Education and Training and Apprenticeships, both of which displayed a long term trend of improvement apart from level 3 16-18 and timely apprenticeship achievement which had been presented separately with specific improvement targets to enable visibility and close monitoring by senior managers and governors.</p> <p>The average progress measures were included to reflect the shift in challenge from raw achievement results to value added and distance travelled and to reflect the new DfE performance measures.</p>

	<p>Degree classification targets for higher education have also been added as this element of achievement was raised as an issue following the 2015/2016 results.</p> <p>A discussion ensued and questions were raised regarding:</p> <ul style="list-style-type: none"> • Staff utilisation and number of teaching hours in their contracts • Progression targets • Value added targets, • Ensuring targets are aspirational and stretching • The need for value added for English and maths. <p>RESOLVED The Committee approved the 2017/18 annual targets, subject to the addition of value added for English and maths.</p>
<p>17.9</p>	<p>Teaching, Learning, Assessment and Personal Development, Behaviour & Welfare (PDBW) report – termly Position Paper 2017/18</p> <p>The VPQC presented the report.</p> <p>The VP advised that the report focused on the evaluation of the student experience (TLA and PDBW) for the College’s FE and HE provision for the autumn term 2017. She advised that the report included a summary of the actions that had been taken to monitor, support and evaluate learning including student feedback, learning walks, graded lesson observations, wider checks on teaching and the CPD sessions held to date.</p> <p>Questions were raised and discussion ensued covering:</p> <ul style="list-style-type: none"> • Support and induction for new staff • Learning walks for Governors – which were proving to be very useful • November Go Out And Listen (GOAL) summary – which focused on feeling safe which included student feedback on the excellent work being carried out by client care. <p>The Chair thanked the VPQC for the informative report.</p> <p style="text-align: right;">The committee noted the report.</p>
<p>17.10</p>	<p>Termly report on Stakeholder (student) feedback</p> <p>The VPQC presented the report</p> <p>The VP reminded the committee that the aim was to ensure that governors were more aware of issues/common themes as they arose during the year and would be better able to triangulate feedback against other types of information presented on student and College performance as well as governors’ own experiences of learning walks, participation in GOAL and attendance at student events.</p> <p>The VP advised the committee that the report was a summary of feedback from all stakeholders including students, staff and employers.</p> <p>The VP provided the committee of an example where the College had taken specific action relating to attendance feedback from employers and how a new system was now in place where employers were notified of non-attendance by 10 am on the day.</p> <p>The Chair welcomed and thanked the VP for the report.</p> <p style="text-align: right;">The committee noted the report.</p>

17.11	<p>Enrolment update The DCE presented the report</p> <p>The Chair took the report as read and asked for questions from the committee.</p> <p>GS advised that a number of school sixth forms in the area were closing down and asked as to what engagement the College was making with local schools. DCE advised that the College had been invited to talk to the Harris Foundation. A discussion ensued relating to building links with local schools.</p> <p>The Chair thanked the DCE for his report and requested that this become a standing item going forward.</p> <p style="text-align: center;">Action – Enrolment update report to be a standing item on the agenda.</p> <p style="text-align: right;">The committee noted the report</p>
17.12	<p>Risk Monitoring Report The DCE presented the report.</p> <p>The DCE informed the committee that the overall risk register had been recently reviewed by the Executive for currency. He informed the committee of proposal to amend risk rating:</p> <ul style="list-style-type: none"> • OP5 Ineffective Safeguarding Practices. Following a review of Op 5 several changes have been made in terms of risk factors, early warning signs, controls and remedial action in the light of experience and review of the last academic year. The DCE advised that the Executive was confident that controls are in place to minimise risks to acceptable with respect to Safeguarding but recognise that almost constant review of practice is required which is effectively undertaken by the Safeguarding Committee. <p style="text-align: right;">The committee noted the report</p>
17.13	<p>Safeguarding and Prevent Incident Report The VP QC presented the report</p> <p>The report was taken as read; the chair asked the committee if they had any questions. The following points were raised and discussed:</p> <ul style="list-style-type: none"> • The increase in temporary exclusion for October 2017 (20 in comparison to 5 in October 2016) – this was attributed to an increase in wandering, a more consistent approach to the application of the behaviour policy, greater staff awareness and training in respect for all, new staff and all staff being more proactive about behaviour. The very broad range of activities in place to highlight student safety and awareness of relevant issues was acknowledged by governors <p>It was also suggested that Governors could shadow a wider learning walk focusing on safeguarding – those interested and able to participate were asked to inform the Clerk.</p>

	<p>The chair thanked the VPQC and her team for the report.</p> <p style="text-align: center;">Action – Governors to be invited to shadow Safeguarding walk</p> <p style="text-align: right;">The committee noted the report.</p>
17.14	<p>DATE OF 2017-18 MEETINGS 6 March 2018 and 19 June 2018</p>
17.15	<p>ANY OTHER BUSINESS <i>Urgent matters notified in advance of the meeting</i></p>

Signed

Date

Actions

LQC meeting 21 November 2017

Item	Action	By whom	Status
17.5	The SAR and the QIP priorities to be recommended to the Board for approval.	Clerk	Complete
17.6	AMR and QEP be recommended to the Board for approval	Clerk	Complete
17.7	HEFCE Quality Assurance for recommendation to the Board	Clerk	Complete
17.11	Enrolment update report to be a standing item on the agenda	Clerk	On-going
17.13	Governors to inform the Clerk if they are able to participate in a learning walk focusing on Safeguarding	Clerk	