

CROYDON LEARNING AND QUALITY COMMITTEE MEETING
Wednesday 10 June 2020 at 6.00pm
Virtual Meeting

MINUTES

Present: Jean Cook (Chair)
 Caireen Mitchell (Principal & CEO)
 Gordon Smith
 Penny Wycherley (up to and including item 8ii)
 Nigel Dias
 Lucia Guetcherian (Staff Governor, Croydon)
 Lashana Peterkin (Co-opted HE Student)

Attendees: Angela Edwards, Vice Principal, Education and Quality
 Fadia Clarke, Vice Principal, Training, Skills and HE

Clerk: Clare Mitchell, Director of Governance

		Action
1.	<p>Apologies for Absence</p> <p>Apologies were received from Arnold Amoako (Student Governor) and Gavin Henderson from the University of Sussex.</p>	
2.	<p>Declarations of Interest</p> <p>The Chair informed the Committee that the Staff Governor and Co-opted HE Student would not be present for the discussion on item 8.iv, the University of Sussex Institute Revalidation Review. A further paper had been provided to the other members of the Committee for this item. The information provided was confidential at this point and both members of the Committee had an interest in the matter as an HE member of staff and student. This item would be taken as a separate confidential item at the end of the meeting.</p>	
3.	<p>Minutes of the Meeting held on:</p> <p><u>4 March 2020 (Joint LQC)</u> The minutes of this meeting were agreed as a correct record.</p>	
4.	<p>Matters Arising from the Minutes not on the Agenda</p> <p><u>Item 1</u> The VPTSHE confirmed that she had responded in writing to the questions raised by Damien Jarvis at the UoS about the College's HE provision.</p>	



5.

Key Issues for the Committee to Consider

The VPE&Q introduced the paper, which was supported by the for information items 6-7. The paper drew out the key issues for discussion under the headings of progress on next steps since the last report, good progress and insufficient progress. The Committee **discussed** the findings in the paper.

Context

The VPE&Q emphasised the impact of the pandemic on the College’s activity and improvement strategy since 20 March 2020. The vast majority of students were now studying online. Qualifications were not being assessed using the traditional methods and teachers were having to provide awarding bodies with predictions and rankings of learner achievement. Some students who would have expected to complete their qualification in 2019/20 might not be able to do so, e.g. where there a licence to practise was part of the qualification.

There would be no official achievement data or performance tables for 2019/20 and achievement rates would not be used by Ofsted. Nor would they be used by the College in its results review or performance management processes.

Progress on next steps since the last report

There had been a significant improvement in planning for directed study. However, progress in other areas, such as improving attendance, implementing improvement strategies at the Coulsdon Campus and implementing the commitments following feedback from students had been impacted by the lockdown and move to online learning. TLA development was now focused on supporting teachers to develop online learning, supported by the TLMs and the focus was on monitoring online learning.

In response to a question, the VPE&Q indicated that ALPS data for 2019/20 could be requested by the College, although it would not be published at a national level or used by Ofsted. The Committee asked for this data to be requested.

ACTION: VPE&Q to request ALPS data for the College for 2019/20

The Local Authority had not yet committed to building a permanent SEND facility at Coulsdon College but the number of students attending the Pathway Centre would increase from September 2020 and feedback from students and their parents was positive.

Planning for the delivery of science and engineering T levels and more rigorous follow up on student progression and destinations had not been priorities in the current context.

Penny Wycherley emphasised the importance of the report including evidence of the impact that actions taken had on students. Impact was a key area of focus for Ofsted.



	<p><u>Good progress in 2019/20</u></p> <p>Good progress had been made in all four areas that were judged to be inadequate in the self-assessment process. Further evidence of impact would be included in future reports.</p> <p>In terms of monitoring student’s engagement with online learning, reporting focused on activity, i.e. the number of clicks, within the Moodle site. This could be analysed by individual student, member of staff, course etc. Further evidence of engagement was available through assessed work, completion of tasks and activities on Moodle and attendance at Zoom lessons with teachers.</p> <p>The VPE&Q stated that the student survey scheduled for Easter had not taken place because at that point students had just moved to online learning and the standard questions would not have been relevant. A student survey was being conducted in the last two weeks of term which would focus on students’ experience of online learning since lockdown. This would inform the development of online learning for the Autumn term. A series of focus groups had taken place with students and staff as part of the quality review process. A staff survey would also be taking place. This feedback would be captured in the report for the next meeting.</p> <p>The deadline for completion of the SCIF project had been extended. Good progress had been made in all areas. The timescales for bids for the College Collaborative Fund had also been extended.</p> <p>The safeguarding team had continued to keep in contact with vulnerable learners and the Pathway Centre would open four days a week from 15 June 2020.</p> <p>The staff consultation on the restructure of student services was now complete. There had been some useful suggestions that would be used to refine the new structure, which should be in place for September.</p> <p><u>Insufficient progress</u></p> <p>Performance monitoring for types of learners had not been prioritised in the current context. It was possible to use the reports on engagement with Moodle to see trends e.g. ESOL learners were not engaging as well with online learning. However, in some areas where attendance was traditionally low, online learning was improving attendance as students had greater flexibility in terms of when they completed the learning. This information had been used to inform the decisions about which students should be invited to return to College from 15 June 2020. Lucia Guetcherian stated that HE student feedback on online learning had been positive and online learning and had the potential to improve the College’s HE offer.</p>	
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	<p>Governors asked about plans for delivering learning in the Autumn term and the potential for delivering blended learning and guidance on delivering the curriculum as separate units. The VPE&Q stated that the immediate focus was on reopening to a larger number of students on 15 June 2020. Guidance on teaching and learning in September had not yet been issued to staff as the situation was changing rapidly. Teachers would be asked to work in groups to design this learning.</p> <p>The P&CEO emphasised that the current priority was to develop the systems to support online learning e.g. speeding up the transition to Office 365. The College had a very high proportion of disadvantaged students and the current focus needed to be on providing them with as much face to face teaching as possible. However, once the College had reopened, the focus would move to planning for teaching and learning in September.</p> <p>Nigel Dias suggested that the College should plan for a number of different scenarios for the return of staff and delivery of learning over the next six months to identify areas where guidance could be given to staff.</p> <p>Governors asked that the next report include more evidence of the impact on learners; particularly on vulnerable students and those studying at lower levels, who were less likely to engage well with online learning.</p> <p>ACTION: VPE&Q to include more evidence of impact on learners; particularly vulnerable students and those studying at lower levels in the November LQC Key Issues Report</p> <p>The Chair asked for up to date management structure charts for the Schools at the Croydon Campus and the Coulsdon Campus. The P&CEO indicated that the new Head of HR was working on this and these charts would be available for the next academic year.</p> <p>The P&CEO emphasised the amount of work that had been undertaken to improve performance management and move underperforming staff into the capability process.</p>	
6.	<p>Operational and Quality Improvement Plan Update</p> <p>The Committee noted the Operational and Quality Improvement Plan (QIP) Update.</p>	
7.	<p>Safeguarding Update and QIP</p> <p>The Committee noted the Safeguarding Update and QIP.</p>	
8.	<p>Higher Education (HE)</p> <p>i <u>Update on OfS Improvement Plan – OQIP and Specific Ongoing Condition B3B</u></p> <p>The VPTSHE introduced the paper, which provided an update on progress against both the OQIP for Higher Education and the</p>	



improvement plan in place to address Specific Ongoing Condition B3B, which was part of the enhanced monitoring conditions that the Office for Student (OfS) had set for the College's HE provision.

Student retention had improved overall and was currently at 85.82% compared to 66% in 2018/19. One course had been placed in intensive care and retention had improved from 63.4% in 2018/19 to 92% in 2019/20. Attendance rates had improved but continued to be an area of focus. Timetables had been adjusted in response to student feedback. A large number of HE students had caring responsibilities and the move to online learning had improved participation rates. Feedback from students on the appointment of a Learning Support Practitioner had been positive. Monitoring of courses showed that HNC courses were doing less well this year and the HNC in Business and Management course would be discontinued.

Targets to improve progression had been affected by Covid 19 and all work experience placements had had to be placed on hold. However, all public health students had completed their 30 hours of mandatory work placement prior to lockdown. These targets would need to be addressed to meet the OfS conditions and the VPTSHE hoped that it would be possible to implement the actions planned towards the end of the calendar year.

Progress was being made to align courses with professional bodies and enabling students to gain access to membership areas.

ACTION: VPTSHE to include progress against targets to improve progression in the report against Enhanced Condition B3B to the next Croydon LQC meeting

Nigel Dias asked whether the College could provide a programme similar to the University of Sussex's graduate employment scheme for HE students at the College. The VPTSHE indicated that the College's work experience scheme would be similar but students would not be paid.

The P&CEO emphasised the difference that the new Head of HE was making to the quality of provision.

The Committee **recommended** the update on the HE OQIP and the improvement plan for ongoing condition B3B to the Board for approval.

ii Update on Compliance with the Office for Students' Conditions of Registration

The VPTSHE reported that the outbreak of the Coronavirus pandemic had resulted in the OfS suspending a number of its requirements for ongoing conditions of registration and some of its enhanced monitoring requirements. However, the College was continuing its work to ensure compliance.

The College's HE provision now met all but three of the OfS general ongoing conditions for registration, which applied to all registered HE providers.



Condition B6 – The College qualified for exemption from the TEF because of its low student numbers but once the OfS had lifted its enhanced conditions the VPTSHE hoped to participate.

Condition C2 – The College had a compliments and complaints procedure and was a member of the Office of Independent Adjudicators of Higher Education. However, students had not been informed of the policy at induction. This would be the case in 2020/21 and this point would be addressed by the time of the next update.

Condition F1 – the College had begun to prepare the necessary transparency information but the requirement was currently suspended by the OfS due to Covid 19. This data had not been collected previously under HEFCE.

The additional action in relation to the Student Protection Plan, which was awaiting further updates from the OfS, would be completed by the next meeting.

The Committee **noted** the update on compliance with the OfS Conditions of Registration.

iii Access and Participation Statement

The VPTSHE reported that the College was required by the OfS to publish an annual Access and Participation Statement. As the College’s fees were capped at £6K a full Access and Participation Plan was not required.

The Committee **recommended** the Access and Participation Statement to the Board for approval.

iv University of Sussex Institute Revalidation Review

Please refer to separate confidential minute on this item.

v Update on HE Development

The VPTSHE introduced the paper which outlined developments in three areas; construction, care and tech/digital. The College was investigating the development of a top up degree for its existing construction HNC/D with London South Bank University. The College was also working with the University of Roehampton to develop a nursing degree and on developing degrees in media and communications including digital media. The College was also in discussion with the Council about establishing a “Croydon Creative Lab” on College premises for start-up businesses in the creative industries.

Nigel Dias commented that there might be considerable competition in areas such as fashion tech and the College would need to position itself carefully in the market. The VPTSHE undertook to discuss this with him further.



	<p>ACTION: VPTSHE to discuss positioning of the College's developments in tech/digital with Nigel Dias</p> <p>The Committee noted the update on HE development.</p>	
9.	<p>Update on Apprenticeship Quality Performance</p> <p>The VPTSHE introduced the paper and explained that apprenticeship delivery was now split into STEM and Professional Services areas. The transition to the new apprenticeship standards would be complete by 31 July 2020.</p> <p>The proportion of apprenticeships completing their courses within the planned timescale was too low at 50.3%. This was 3% points below the national average for last year. For 2019/20 the College was predicting 78.1% as the best possible achievement rate and 64.4% as the lowest.</p> <p>The College had received notice that it might be issued with a Notice of Improvement (NI) for apprenticeship performance in 2018/19. An analysis report submitted to the ESFA evidenced that the underperformance was due to two key provisions that the College had now suspended. On this basis, the ESFA had agreed not to issue an NI at this point and would continue to monitor provision before a final decision was made in October 2020. An update on apprenticeship performance would be brought to the next meeting.</p> <p>ACTION: VPTSHE to bring update on apprenticeship performance for 2019/20 to the next meeting</p> <p>The Committee noted the update on apprenticeship quality performance</p>	
10	<p>Committee Risk Register</p> <p>In view of the shortage of time Committee members were asked to send any comments on the risk register to the Director of Governance.</p> <p>ACTION: Committee members to send any comments on the LQC risk register to the Director of Governance by 17 June 2020</p>	
11.	<p>Dates of Future meetings</p> <p>The Committee noted the dates as follows:</p> <p>Wednesday 25 November 2020 Wednesday 10 March 2021 Wednesday 16 June 2021</p>	
12.	<p>Other Business</p> <p>The Chair indicated that she wished to thank staff at the Croydon Campus for their quick response to the need to move to online learning.</p>	



	<p>ACTION: Chair to write a letter of thanks to all Croydon staff on behalf of the LQC</p> <p>The Chair noted that this would be Lashana Peterkin's last meeting and thanked her for her contribution. Lashana thanked the Committee for the opportunity.</p>	
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Signed Chair

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