



Croydon  
College



COULSDON  
SIXTH FORM COLLEGE



Croydon  
University  
Centre

**CROYDON COLLEGE LEARNING AND QUALITY COMMITTEE MEETING**  
**Wednesday 10 November 2021 at 6.00pm**  
**Virtual Meeting**

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**MINUTES**

- Present:** Andy Wilson (Chair)  
Caireen Mitchell (Principal & CEO)  
Jean Cook  
Alex Fox (Student Governor, Croydon Campus)  
Lucia Guetcherian (Staff Governor, Croydon Campus)  
Andreea Ilac (Co-opted Member, HE) – from 6.25pm
- Attendees:** Martin Silverwood, Vice Principal, Education and Quality  
Fadia Clarke, Vice Principal, Training, Skills and HE (part of the meeting)  
Alfred Cardona, Head of Learning and Quality
- Clerk:** Clare Mitchell, Director of Governance

<b>1.</b>	<b>Apologies for Absence</b>  Apologies for absence were received from Soumick Dey. Andreea Ilac had recently been elected as the HE Student Executive Officer and would be a co-opted member of the Committee. She would be joining the meeting a little late.
<b>2.</b>	<b>Declarations of Interest</b>  There were no declarations of interest.
<b>3.</b>	<b>Minutes of Meetings</b>  The minutes of the meeting held on 16 June 2021 were <b>agreed</b> as a correct record.
<b>4.</b>	<b>Matters Arising from the Minutes not on the Agenda</b>  The Committee <b>noted</b> the completed action list. Governors had been invited to attend the SAR validation panel meetings at School/Campus level, with the exception of Creative Arts at the Croydon Campus.
<b>5.</b>	<b>Self-Assessment Review 2020/21</b>  A revised version of the Croydon College SAR had been circulated to members with the Quality Achievement Rates (QAR) for education and training overall and apprenticeships prior to the meeting. The Chair indicated that the College SAR would be main discussion item for the meeting.  <u>Introduction and Executive summary</u> The introduction to the College now highlighted the numbers of students at both campuses who were continuing to study L2 Maths and/or English having failed to achieve Grade 4 in Year 11.  In terms of KPIs for 2021/22, achievement for the College as a whole was 82.1% in 2020/21 against a target of 85%. However, achievement for adult students was

80.3%. Adult achievement rates had been impacted by the large numbers of adult ESOL students who found online learning particularly challenging, Access to HE students who often had home-schooling and work responsibilities during lockdown and adults undertaking functional skills examinations where no mitigation was put in place for the pandemic. The A Level ALPs score was 2 against a target of 5, showing that learners made more progress than what would be expected nationally. However, for vocational courses the ALPs score was below target at 6, although a number of courses had not been taken into account when this score had been calculated. Teaching and learning had been assessed as good across both campuses with the exception of creative arts at Croydon College and apprenticeships. Teaching and learning in the School of Business, Community and Access had been assessed as outstanding. Student satisfaction scores for teaching and learning had met the Quartile B target at the Croydon Campus but were at Quartile D for the Coulsdon Campus. Attendance was below the target of 85% at both campuses. The 75% target for overall achievement of apprenticeships had been met.

In terms of achievement demographics, the male: female achievement gap had reduced by 3% and the achievement gap between students with a difficulty or disability and those without had reduced by 2.8%. Overall achievement for Looked After Children (LACs) and High Needs Learners was close to the whole College achievement rate of 82.1%. Achievement in SEND provision was 100%. The Committee queried why there was no target for timely achievement of apprenticeships. The VPTSHE confirmed that Colleges were not currently required to report on this because it had been recognised that the pandemic had had a significant impact on achievement of this KPI.

#### Quality of Education

The College's intent was to offer a broad curriculum across a range of levels, including offering formal qualifications for SEND students. However, the curriculum for SEND students need to be integrated into the wider College, the College needed to provide a range of apprenticeships that better served the need for local employers and there need to be greater engagement with employers and community organisations in the selection, design and delivery of the curriculum. The implementation of the curriculum was generally strong with areas for improvement in stretch and challenge, personalised target setting and assessment planning in some identified subjects. Positive impact could be seen in most areas; particularly in improved achievement in L2 English and Maths. However, satisfaction with teaching and learning at the Coulsdon Campus needed to improve.

The Committee queried the reasons why overall achievement rates had dropped from 84% in 2019/20 to 82.1% in 2020/21 and why the most significant drops had been in achievement rates at L2 (all subjects) and for adults on access courses. The Committee reviewed the information provided in the QAR and suggested that the narrative in the SAR relating to overall achievement of L2 qualifications in 2020/21 was too positive and should be reviewed.

The P&CEO commented that the reduction in subcontracted L2 provision in 2020/21 could have impacted on achievement rates. Learning Curve, which had delivered L2 qualifications in 2019/20, had had high achievement rates but, in line with the College's strategy of reducing subcontracting, Learning Curve had not been subcontracted to provide this provision in 2020/21. The reasons for this drop in L2 achievement would be reviewed.

The Committee also noted that the QAR showed that the College had a three year record of low achievement compared with the national figures for functional skills qualifications in English and maths. The current narrative in the SAR indicated there had been a sudden drop in achievement in this area in 2020/21.

**Action: VPE&Q to review SAR narrative re L2 and Functional Skills achievement rates**

Behaviour and attitudes

Students had shown strong resilience during the year, particularly given the high proportion of disadvantaged students. The key area for improvement was attendance. While there were some pockets of good attendance, overall attendance figures were well below target at both campuses.

Personal development

The College performed strongly in this area. The most significant areas for improvement were employer engagement and work-related learning opportunities at the Coulsdon Campus and the need to develop industrial placements in advance of delivering T levels at both campuses in 2022/23.

Leadership and Management

There had been an excellent response to the pandemic from staff, with online teaching and learning significantly improved during the second lockdown. Staff had also made significant efforts to support those vulnerable students who attended in person. There was a strong emphasis on professional development of staff. Culture change had made significant headway at the Croydon Campus with further work to be done at the Coulsdon Campus. There also needed to be a greater focus on sustainability across the whole curriculum.

The Committee noted that the results of the staff survey for the Coulsdon Campus had been presented to the Coulsdon LQC and commented that the staff survey results from the Croydon Campus, which were more positive, could be used as evidence in the SAR. It was agreed that the level of engagement reported in the staff survey should be added to the leadership and management section of the SAR.

**Action: VPE&Q to incorporate the level of engagement in the staff survey into the leadership and management section of the SAR**

The P&CEO indicated that the staff survey results and the actions identified were reported to the Finance and Resources Committee as staffing fell within its remit. However, the action plan would also be brought to this Committee.

**Action: P&CEO/DoG to bring the staff survey action plan to the Croydon College LQC**

Adult learning programmes

Achievement rates had dropped for reasons discussed above. Achievement rates for access programmes were expected to recover in 2021/22 and, on a positive note, 93% of adult students at the Croydon Campus felt safe in the College.

Provision for learners with high needs

The College was proud of its offer to high needs learners. There had been a 23% increase in the number of learners with EHCPs in 2020/21 and the attendance of high needs students was very good.

	<p><u>QIP for 2021/22</u> The Committee queried the use of the words “continue to...” in the QIP. This wording could suggest that the College was continuing with an action that had been tried previously but had not worked, rather than a piece of work that was half way through.</p> <p><b>Action: VPE&amp;Q to review the use of the words “continue to” in the QIP for 2021/22</b></p> <p>The Committee commented that all sections of the College SAR were graded as a 2. This might well be correct, but it made it harder to differentiate between areas which were performing very well and those where more work was required. The VPE&amp;Q reported that this issue had also been discussed by the Executive Team. There were some areas that were on the border of outstanding e.g. Personal Development. However, the Executive’s view was that more evidence was needed to justify this. Behaviour and attitudes was a low 2, mainly due to poor attendance as behaviour on campus was generally good. Where there were issues these had been identified and were being addressed with the assistance of the new Head of Learning and Quality.</p> <p>The Committee noted that it was very difficult to predict achievement rates in 2021/22. Students were moving onto L3 programmes without having sat examinations at L2. Contingency arrangements would need to be put in place if there was any possibility of a further lockdown and there would need to be check points with students and teachers throughout the year to identify any issues that were arising.</p> <p>The options for Governor involvement in validating the Croydon College SAR for 2021/22 would be discussed between the P&amp;CEO, Chair and Jean Cook nearer to the time.</p> <p>The Chair thanked the VPE&amp;Q and all the staff involved in producing the SAR.</p> <p>The Committee also <b><u>recommended</u></b> the College SAR to the Board for approval.</p>
6.	<p><b>Key Issues for the Committee to Consider</b></p> <p>The VPE&amp;Q introduced the paper under the following headings:</p> <p><u>Update on enrolment, induction and student numbers</u> Induction had largely gone well and the early enrolment process for learners who were progressing within the College had helped to streamline the process. Enrolment numbers for 16-18 year olds were now 15 below the College’s contracted number of 2639. Withdrawals and cancellations were a current concern. So far 252 students aged 16-18 had withdrawn. This represented a total of 8.7% of all 16-18 enrolments. The reasons for this were being investigated but two emerging themes were:</p> <ul style="list-style-type: none"> <li>• Multiple enrolments at a number of centres for 16-18 year olds with many cancelled enrolments staying on a 6<sup>th</sup> form provision in schools (impact of Qualification Level Teacher Assessed Grades (QTAGs))</li> <li>• Issues pertaining to funding / child support for Adult learners</li> </ul>

	<p>Students were being encouraged to swap courses rather than drop out. The College had also held recruitment events to re-engaging learners onto late start courses. Plans were in place for a January intake of 16-18 students to boost numbers.</p> <p><u>Performance against College KPIs and update on progress with the key improvement strategies outlined in the College SAR</u> This section had been covered during the discussion of the College SAR in item 5.</p> <p><u>Update on attendance and punctuality since September 2021</u> Attendance continued to be a concern, with the College average currently sitting at 74%, Attendance for Adult students was higher (79%) than that for 16-18 students (71%). The areas of HE, Creative Arts and Business, Community and Access had excellent levels of attendance to date. Particular areas of concern were in GCSE English and Maths – including discreet provision (73%), the School of Building, Engineering and Technical Professions and across the Coulsdon Campus (75%). Specific actions were being taken to address low attendance in English and Maths and in Building, Engineering and Technical Professions where there were timetable clashes. A number of other actions had also been identified.</p> <p><u>Update on the Strategic College Improvement Fund bid and FEPDG</u> In the Summer term of 2020/21, the College entered two bids with South Thames College Group (STCG), The first bid for College Collaboration Funding was unsuccessful. However, the second bid, which also included Highbury College, for funding from the FE Professional Development Grant (FEPDG) Pilot Programme was successful. The College would receive £16,999.80 for the training of up to 136 staff in the use of a digital pedagogy coach (VINCE).</p> <p><u>T-level preparation &amp; planning and Industrial Placements</u> A working group had been set up across both campuses to develop the T level courses in Science and Engineering, which would begin in September 2022. A marketing strategy was being developed, including T level taster events for Year 11s, and an industry placement tender bid was focusing on sourcing T level industry placements.</p> <p>The Chair noted that a number of FE Colleges had had lower than expected numbers of 16-18 year old students enrolling in 2021/22 and this was generally seen to be a result of students getting better than expected GCSE results through QTAGs and meeting the entry criteria for their school sixth forms. The Chair asked the Executive to think whether there was anything that Governors could do to support the drive to improve student attendance.</p> <p><b>Action: Executive to consider how the Governors might be able to support the drive to improve student attendance</b></p> <p>The Committee <b>discussed</b> the key issues identified in the report.</p>
7.	<p><b>Student Governor’s Report</b></p> <p>The Student Governor’s microphone was not working so she was unable to give her report.</p>
8.	<p><b>Annual Safeguarding Report 2021/22 (Whole College)</b></p> <p>The VPE&amp;Q reported that a very dedicated and active safeguarding team was in place. 91% of students across the College reported feeling safe. There had been</p>

	<p>a significant increase in the number of referrals to the team, particularly in relation to mental health concerns. The team had supported approximately 25% of students at the Croydon Campus. Students receiving financial support achieved well compared to their peers and achievement rates for LACs had increased.</p> <p>Jean Cook, reported on her activities in her role as Lead Governor for Safeguarding.</p> <p>The Committee <b>discussed</b> the Annual Safeguarding Report 2021/22, which would also be presented to the Board for discussion.</p>
<b>9.</b>	<p><b>Annual Report on the Use of the Positive Behaviour Policy</b></p> <p>The VPE&amp;Q reported that the report had shown up some inconsistencies in how the policy was being used. Refresher training was taking place in all curriculum areas on the use of the policy and the necessary recording.</p> <p>20 students had had repeat meetings to address behaviour, but none had escalated. Significantly, more female students than male had been asked to attend behaviour meetings. 82% of all concerns raised through the policy related to 16-18 year olds. White British students were over-represented, making up 24% of all incidents but only 15% of total enrolments.</p> <p>57% of the most serious incidents (stage 3) had been in the School of Building, Engineering and Technical Professions. The Chair queried whether the CTM post in this School was still vacant. The P&amp;CEO indicated that it was and that the College had now asked the AoC to undertake targeted advertising of the role. The P&amp;CEO stated that improvements in punctuality and attendance were also needed in this School.</p>
<b>10.</b>	<p><b>Operational and Quality Improvement Plan 2020/21</b></p> <p>The Committee <b>noted</b> the final report on the Operational and Quality Improvement Plan for 2020/21.</p>
<b>11.</b>	<p><b>Croydon Campus Annual Compliments and Complaints Report 2020/21</b></p> <p>The Committee <b>noted</b> the Croydon Campus Annual Compliments and Complaints report 2020/21.</p>
<b>12.</b>	<p><b>Higher Education (HE)</b></p> <p>i        <u>HE Performance Review 2020/21</u></p> <p>The VPTSHE had left the meeting because of technical issues with her internet access so the HE Performance Review was taken as read.</p> <p>The Committee <b>noted</b> the HE performance review for 2020/21.</p> <p>ii        <u>Office for Students Enhanced Monitoring Update</u></p> <p>The P&amp;CEO confirmed that both this paper and the performance review above had been discussed at the HE Group meeting, which had taken place on 9 December 2021. No concerns had been raised about the progress being made</p>

	<p>against the B3B conditions imposed by the Office of Students. The Committee <b>recommended</b> the Croydon University Centre (CUC) KPI indicators for 2021/22 and the OfS B3B Action Plan for 2021/22 to the Board for approval.</p>
13.	<p><b>Apprenticeship End of Year Review</b></p> <p>In the absence of the VPTSHE, the Committee <b>noted</b> this paper and the positive performance that was being made in this area.</p>
14.	<p><b>Policies</b></p> <p>i Safeguarding and Prevent Policy – Annual Update</p> <p>The VPE&amp;Q reported that the changes to the policy reflected the changes to Keeping Children Safe in Education revised in September 2021, with an extension of the section on peer to peer abuse and emphasis on awareness of sexual violence and harassment among students. The Chair asked whether concerns were raised about online abuse and bullying. The VPE&amp;Q stated that this did happen but it was not a significant area of concern.</p> <p>The Committee <b>recommended</b> the proposed amendments, which, to the Board for approval.</p> <p>ii Positive Behaviour Policy</p> <p>The Committee <b>approved</b> the proposed amendments to the policy.</p>
15.	<p><b>Committee Risk Register – Strategic Risks 1, 3 and 4.2</b></p> <p>The VPE&amp;Q explained that the sections of the Risk Register relevant to this Committee had been reviewed and updated for the start of the new academic year. The Committee asked the Executive to consider whether the risk relating to attendance should be RAG rated as red rather than amber, given that current attendance figures were below 80%.</p> <p><b>Action: P&amp;CEO/VPE&amp;Q to consider whether the risk relating to attendance should be RAG rated as red rather than amber</b></p>
16.	<p><b>Committee Self-Assessment</b></p> <p>The Committee <b>discussed</b> the self-assessment and reviewed its current membership. The Committee requested that a co-opted member from outside the College was appointed to the Committee to increase its external membership. It was agreed that a representative from a local employer might be helpful on the Committee.</p> <p><b>Action: DoG to arrange the recruitment of an external co-opted member to the Croydon College LQC</b></p> <p>Jean Cook raised a query about how the Committee could better challenge the Executive and evidence its impact. She proposed that the annual Committee self-assessment could include feedback from the Executive and students.</p> <p>The Committee <b>agreed</b> that its performance was good.</p>

17.	<p><b>Post Meeting Evaluation</b></p> <p>This was covered under the item above. Any further comments should be sent to the Chair or the DoG.</p>
18.	<p><b>Dates of Future meetings</b></p> <p>The Committee <b><u>noted</u></b> the dates as follows:</p> <p>Wednesday 16 March 2022  Wednesday 29 June 2022</p>
19.	<p><b>Other Business</b></p> <p>There were no items of other business.</p>

*Approved as an accurate record by the Croydon College Learning and Quality Committee at its meeting on 16 March 2022*

*Clare Mitchell  
Director of Governance*