



Croydon
College



COULSDON
SIXTH FORM COLLEGE



Croydon
University
Centre

CROYDON COLLEGE LEARNING AND QUALITY COMMITTEE MEETING
Wednesday 29 June 2022 at 6.00pm
Virtual Meeting

MINUTES

Present: Andy Wilson (Chair)
Caireen Mitchell – from 6.15pm
Jean Cook
Soumick Dey
Lucia Guetcherian (Staff Governor, Croydon Campus)
Neath Coley (Student Governor, Croydon Campus)
Andreea Ilac (Co-opted Member, HE Student Executive Officer)
Louise Cretton (Co-opted External Member)

Attendees: Martin Silverwood, Vice Principal, Education and Quality (Items

Clerk: Clare Mitchell, Director of Governance

1.	<p>Apologies for Absence</p> <p>Apologies for absence were received from Fadia Clarke, Vice-Principal Training, Skills, Higher Education, and Claudine Reid, who had been invited to observe the meeting in her role as Chair of the Coulsdon Campus LQC. Caireen Mitchell would be slightly late joining the meeting.</p> <p>Neath Coley was introduced as the new Student Governor for the Croydon Campus.</p>
2.	<p>Declarations of Interest</p> <p>There were no declarations of interest.</p>
3.	<p>Minutes of Meetings</p> <p>The minutes of the meeting held on 16 March 2022 were agreed as a correct record subject to one minor amendment from the Lead Governor for Safeguarding.</p>
4.	<p>Matters Arising from the Minutes not on the Agenda</p> <p>The Committee noted the completed action list.</p>
5.	<p>Key Issues for the Committee to Consider</p> <p>The VPE&Q introduced the paper under the following headings:</p> <p><u>Attendance and punctuality</u></p> <p>Attendance remained strong at the Croydon Campus at close to 83%. Attendance was highest for adult learners but 16-18 students had attendance rates of 81%. However, attendance rates for Looked After Children (LACs) at the Croydon Campus were lower. This could impact on the achievement of this group and needed to be an area of focus.</p>

Attendance at English and maths sessions was at 69% and was particularly low for students in Creative Arts and the School of Building, Engineering and Technical Professions (BETP). From 2022/23, two models of English and maths delivery would be in place at the Croydon Campus. This would enable access to maths and English workshop support for all learners and enable English and maths teaching to be delivered within each School.

Attendance at the Coulsdon Campus remained a significant concern, at 73% for continuing students. The actions being taken to address this had been discussed in detail at the Coulsdon Campus LQC meeting. Attendance rates for the Croydon College Group were at 79%.

Update on predicted achievement, student voice and curriculum planning for 2022/23

Retention rates were at 91% for the Croydon Campus and 90% for the Coulsdon Campus. Lower levels of retention within the School of Business Community & Access (BCA) were the result of low retention rates for access students at 88% and Health & Care students at 87%. Within the School of BETP, there were low retention rates in the following areas: Foundation Learning (84%), Engineering, Motor Vehicle & Science (81%) and Construction (74%). Retention of 16-18 students was a particular concern in Construction at 71%. Across the Coulsdon Campus, retention in A-level provision was currently at 84% and was a risk to achievement.

There had been an increase in achievement rates for Functional Skills to date in 2021/22 and a similar number of high grades were predicted for GCSE English and maths as in 2020/21 when Teacher Assessed Grades had been used to award grades.

The best case for predicted achievement for the Croydon Campus was currently 91.5%. Once this was adjusted for risk, this dropped to 82.5%. Achievement rates were expected to be lower in the Schools of BETP and English, Maths and Skills for Life. Predicted achievement at the Coulsdon Campus was expected to be between 75% and 80%. Achievement rates in Laser, EPQ and Sport remained a concern. The predicted achievement rate for the Croydon College Group was 75.8% (16-18) and 80% (19+)

LACs, Caribbean and white/black African students had been identified as at risk of lower achievement.

The results of the most recent student satisfaction survey were appended to the paper. Student satisfaction had been high at the Croydon Campus across all areas with responses in Quartile B in three of the four areas covered and Quartile A for tests and assessments. Student satisfaction was lower at the Coulsdon Campus with overall responses in all four areas in Quartile D.

Update on teaching and learning

All observations had been completed at the Croydon Campus. Planning for learning and promotion of citizenship remained strong, along with equality & diversity and development of learning resources. Pace & challenge was noted as an area for improvement and would feature in the activities for Staff Learning Week and ongoing work by the Teaching and Learning Mentors.

Deep dives had taken place in a number of curriculum areas. Apprenticeships and the School of BETP had both been awarded a Grade 3 (Requires Improvement).

All other areas were strong Grade 2s (Good). A second deep dive had taken place in the Apprenticeships areas with more favourable outcomes.

Staffing remained a challenge in some areas, particularly Student Services. This team was being restructured to provide greater support in areas such as safeguarding and wellbeing and an improved cross campus structure.

The Committee raised concerns about poor attendance at English and maths sessions, particularly in health and care, where this would impact students' ability to meet the qualification requirements for some roles in the sector. The VPE&Q reported that although attendance was a concern, predicted achievement in English and maths was similar to 2020/21. The 16-18 tuition fund was also being used to provide English and maths support for students in this area and attendance at these sessions was reported separately. The alternative delivery models to be introduced for English and maths in 2022/23 were designed to improve attendance.

The Committee noted that Caribbean students and white/black African students were important groups for the local community and expressed concern about lower retention rates. The analysis of the QDP survey showed that these groups were also less satisfied with the College experience. The Committee asked whether any qualitative work had been done with this group and emphasised the need to understand what the College could do to improve satisfaction and retention for these groups of students. The VPE&Q indicated that more analysis needed to be undertaken, but it was likely that the issues were linked to particular areas of the College's provision. It was agreed that the Committee would discuss this issue in more detail at either the November 2022 or the March 2023 meeting. The VPE&Q noted that outcome data for 2021/22 would be part of the Self-Assessment Report (SAR) that would be discussed at the Committee in November 2022.

Action: VPE&Q – Committee to discuss how the College could address lower satisfaction and retention rates for Caribbean and white/black African students at either the November 2022 or March 2023 meeting

Employability skills were an area for development in 50% of the observations, which was a concern for both students and local employers. The VPE&Q indicated that there was a lack of consistency in this area; some courses showed very good practice. A strategy was being developed to address this, which would provide clear expectations.

Although the QDP results were positive for the Croydon Campus, students didn't agree (as highly as external benchmark) that the College encouraged them to look after their mental health. Louise Cretton observed that Croydon University Hospital was seeing a surge in young people with mental health problems and asked what actions were being taken to support students with mental health issues. The VPE&Q reported that a group of students had recently been trained as Mental Health Ambassadors to provide support and signposting to their peers. The College had wellbeing staff who could support students and worked with a range of external organisations providing counselling support. However, demand for mental health support had increased significantly post Covid and outstripped the College's resources. This was an issue across the education sector generally.

The Chair noted that LAC attendance and retention was higher at the Coulsdon Camps than at the Croydon Campus and suggested that lessons could be learnt from actions taken to support LACs at Coulsdon. The VPE&Q reported that a number of LACs who were no longer students at the College and been on BETP courses. There was also a significant number of LACs in the ESOL cohort. This

	<p>group of students had prioritised paid work to a greater extent than in previous years, which had affected their attendance and retention. Additional checks were being put in place to ensure LACs had as much support as possible to increase retention and a review was taking place to explore whether ESOL classes could be timetabled depending on students' needs. Enrolment data needed to be inputted earlier in the Autumn term so tutors could identify students with additional support needs from the start of the year.</p> <p>The most significant staffing issues had been in the School of BETP and Student Services. Student Services was being restructured and this would improve opportunities for progression in hard to recruit roles. In areas such as construction, the College could not compete with industry pay. Recruitment in construction was an issue nationally for FE Colleges. The impact of staffing issues on students could be seen in lower attendance and retention in BETP. The Committee welcomed the appointment of the new Head of School for BETP. The impact of staffing issues in Student Services could be seen in the lower rates of attendance and retention for LACS. The P&CEO indicated that the Executive was reviewing the pay award for 2022/23 and pay levels for lower paid groups of staff.</p> <p>The Committee asked whether there had been any compulsory redundancies as a result of the Student Services restructure. The VPE&Q indicated that there might be one voluntary redundancy.</p> <p>The Committee congratulated the Executive on the very positive QDP results for the Croydon Campus.</p> <p>The Committee discussed the key issues identified in the report.</p>
6.	<p>Curriculum Planning for 2022/23 Responding to Employment and other Local Needs</p> <p>The development of the curriculum for 2022/23 was informed by 2020/21 achievement data, 2021/22 student recruitment patterns and information about student progression. In addition, the College used data on the local labour market as follows: the profile of employers engaging with the College, local Labour Market Information, EMSI data on industries, occupation and sector skill profiles and data on skills gaps in the borough gathered from local stakeholders.</p> <p>The two major changes proposed to the 16-18 curriculum related to the changes to the delivery of English and maths discussed above and the introduction of T levels in Engineering at Croydon and Science at Coulsdon. The main industry placement, which was a key part of T levels, would take place in Year 2. There had been some difficulty sourcing suitable placements, particularly for T Level science, but employer engagement would still take place in Year 1.</p> <p>A new degree course in Children's Nursing would be available at the Croydon Campus from September 2023. Additional L3 courses would be available for adults in IT, logistics and accounting in response to identified skills gaps.</p> <p>At the Coulsdon Campus Level 2 students would study a more substantial qualification alongside English and/or Maths, better enabling them to progress to Level 3. Level 3 students who were not doing A levels would study a more substantial diploma qualification to support progression. The study programme was also being redesigned to provide a wider offer that was appropriate for all students.</p>

	<p>The Chair noted that it was strategically important for the College to deliver T levels as the number of funded BTEC courses was declining. However, the numbers of applications to date were low and a minimum number of students would be necessary for the courses to be viable. The VPE&Q clarified that most of the applicants for the T level science course at the Coulsdon Campus were students who would have otherwise applied for A Levels and could move across to Science A Levels. The students applying for the Engineering T Level at the Croydon Campus tended to be students who would otherwise have applied for the BTEC in Engineering.</p> <p>The VPE&Q was of the view that there would be sufficient numbers to run the T Levels from September 2023. Internally progressing students were being reviewed to see if they were suitable to enrol on T Levels, as were the applicants for the BTEC in engineering, which was not on the provisional list of qualifications to be defunded.</p> <p>The College planned to deliver further T levels from September 2023, which would be provided in areas where BTECs were being defunded such as construction, health and care, media and digital.</p> <p>The Committee discussed the report.</p>
7.	<p>Safeguarding Interim Report 2021/22 (Whole College)</p> <p>The VPE&Q introduced the report, which covered the whole College. The team worked hard to be visible to students. Mental health referrals continued to increase. Due to staffing issues, there had been limited support for students at the Coulsdon Campus through the Mental Health Trailblazer project. This should improve in 2023.</p> <p>There had been four staff referrals to the Local Authority Designated Officer. All cases had been closed with no further action taken.</p> <p>The Lead Governor for Safeguarding expressed concern that only 58% of respondents believed the College took reports of sexual harassment seriously and only 46% felt that the College was effective in dealing with reports. The VPE&Q noted the low response rate and indicated that work would be undertaken through the tutorial programme to make students aware of appropriate and inappropriate language. Training would also be provided to staff so that they were confident to address inappropriate language and behaviour. The Chair noted that external organisations such as the Mayor of London's office had developed material on tackling sexual harassment that could be useful to the College.</p> <p>In response to a question, the VPE&Q indicated that Children's Services were taking up referrals from the College and had also started to make referrals to the College. The VPE&Q would find out what support had been offered to the five students whose enrolment applications had been declined by the Safeguarding Panel.</p> <p>Action: VPE&Q to find out what support had been offered to the five students whose enrolment applications had been declined by the Safeguarding Panel</p> <p>The Committee asked how pastoral support was provided by teaching staff. The VPE&Q reported that at the Croydon Campus, pastoral support from teaching staff was very strong and this was shown by the positive results from the QDP survey.</p>

	<p>Each student had a tutor who was responsible for providing pastoral support. The tutor would be one of their teachers from within the relevant curriculum area. Attendance was stronger for sessions delivered by a student's tutor, even in areas where attendance was generally lower.</p> <p>A Personal Development Strategy was being introduced from 2022/23, which would support students further, emphasising the importance of talking about mental health issues and tackling sexual harassment and abuse.</p> <p>The Committee discussed the interim safeguarding report for 2021/22.</p>
8.	<p>Student Governor's Report</p> <p>The Student Governor for the Croydon Campus did not feel that she had been in the role long enough to provide a report to the meeting. Unfortunately, as she was taking over a vacancy this would be the only Croydon LQC meeting that she attended as Student Governor.</p> <p>The HE Student Executive Officer had recently completed her Business Management studies. She thanked the tutors on the course who had supported students through the pandemic. The cohort as a whole had done well. The Chair thanked her for her contribution throughout the year and wished her the best for the future.</p>
9.	<p>Reports for Information</p> <p>i <u>Operational and Quality Improvement Plan (OQIP) 2021/22</u></p> <p>The Committee noted the update on progress against the OQIP for 2021/22 for Strategic Objectives 1, 3 and 4.2.</p> <p>ii <u>Principal's Report (Coulson Campus)</u></p> <p>The Committee noted the report. The Committee noted that the interviews for The Coulson Principal had taken place earlier in the day. The Chair asked the P&CEO to circulate a note to the Committee about the outcome of the interviews in the next few days.</p> <p>Action: P&CEO to circulate a note to the Committee about the outcome of the interview for the new Coulson Principal in the next few days</p>
10.	<p>Higher Education (HE)</p> <p>i <u>HE Performance Review</u></p> <p>The P&CEO reported that continuation and progression rates had improved significantly. Any poorly performing courses were being closely monitored.</p> <p>The Committee noted the report.</p> <p>ii <u>OfS Enhanced Monitoring Review</u></p>

	<p>The P&CEO reported that the OfS had withdrawn the enhanced monitoring provisions on the College's HE provision. However, progress against the B3B action plan, focusing on continuation and progression, continued to be monitored</p> <p>The Committee noted the report and the improvement in continuation and progression rates.</p>
11.	<p>Apprenticeships</p> <p>i <u>Apprenticeship Update on Progress, Curriculum and Quality</u></p> <p>The VPE&Q reported that achievement rates were well above benchmark. Timely achievement still needed to improve and work was being undertaken with MIS and employers on the scheduling of End Point Assessments.</p> <p>Both the Chair and Soumick Dey had attended this term's World of Work Progress Review and commented on the improvements in apprenticeship provision. However, apprentice numbers needed to increase to increase efficiently and improve the area's contribution to central costs.</p> <p>The Committee noted the paper.</p>
12.	<p>Adult Education Budget</p> <p>i <u>ESFA AEB Subcontracting Rationale for 2022/23</u></p> <p>The P&CEO explained that, based on historical data, the College received a significant amount of funding from the ESFA specifically for AEB provision outside London. The College was growing its distance learning provision so that it could reduce the amount of this income that was subcontracted. The Committee commented that distance learning students seemed to be based North of London, rather than closer to the College. The P&CEO noted that distance learning tended to recruit through student contacts but this would be monitored with a view to targeting students who were outside London but closer to the College.</p> <p>The Committee recommended the subcontracting rationale for 2022/23 to the Board for approval.</p>
13.	<p>Policies</p> <p>i <u>Learning and Quality Policy and Framework 2022/23</u></p> <p>The VPE&Q explained that the changes to the policy and framework were minor and reflected the focus on careers not courses and change to organisational structure.</p> <p>The Committee approved the revised Learning and Quality Policy and Framework</p> <p>ii <u>Positive Behaviour Policy and Framework 2022/23</u></p> <p>The VPE&Q reported that the section on Covid 19 had been removed from the policy and there were a number of other minor amendments. The Committee noted that a summary of the policy and procedure was included in the Student Handbook and students were asked to sign to indicate that they had read and understood the requirements.</p>

	The Committee approved the revised Positive Behaviour Policy and Framework
14.	<p>Committee Risk Register – Strategic Risks 1, 3 and 4.2</p> <p>i <u>Deep Dive Topic – Preparation for the Delivery of T Levels, Industrial Placements and WEX issues at both campuses</u></p> <p>The Committee noted that the College would not be able to deliver its Industrial Placement (IP) target for 2021/22. More IPs had been identified this year and there had been 150 matches of students to IP opportunities, but the majority of students were declining offers, particularly in BETP and across Coulsdon Campus. The most significant issue this year had been ensuring that students engaged consistently with the employer throughout the year. The expectations around placements would be set out more clearly to students at the start of 2022/23.</p> <p>The awarding body for the T level in Science had confirmed that a rotation of placements with other education institution, where students gained experience as a lab technician would meet the extended work placement requirement. This would be offered to students if the College was unable to find laboratory placements in industry. The College had approached the health and care sector for laboratory placements but had not made progress because of concerns raised about the confidentiality of patient data, students under 18 and students’ Covid vaccination status. Louise Cretton and the VPE&Q would speak outside the meeting to see if these issues could be addressed with local healthcare providers.</p> <p>Action: VPE&Q and Louise Cretton to discuss how issues relating to T Level Science placements with local health care providers might be addressed</p> <p>The VPE&Q explained that students were less keen to engage with longer work placements because they were unpaid and reduced students’ availability for paid work. This had become a bigger issue since Covid as more students found it necessary to work as well as study. In addition, placements in Engineering had been less popular where students would be working in an engineering function but not an engineering company.</p> <p>A significant number of work placements continued to be offered virtually. The VPE&Q emphasised that there was a high level of employer engagement with the College with employer visiting and participating in tasks and assessment. The main issues related to longer work placements.</p> <p>Please see item 6 for further discussion on the delivery of T levels.</p> <p>ii <u>Focus of next deep dive</u></p> <p>The Committee noted that the majority of the November 2022 meeting would be spent reviewing the SAR, which was in itself a deep dive into the College’s provision in 2020/21 and agreed that there would be no specific deep dive at the next meeting.</p> <p>The Committee discussed the updates to Strategic Risks 1, 3 and 4.2 and agreed to recommend them to the Audit Committee for consideration.</p>

15.	<p>Review of Committee Terms of Reference</p> <p>The Committee agreed that there should be no change to the current terms of reference for the committee.</p>
16.	<p>Post Meeting Evaluation</p> <p>The Chair asked for the papers to be organised differently in future so that the main pack of papers was shorter. Page numbers would be added to the agenda.</p> <p>Action: DoG to organise meeting paper to that the main pack of papers was shorter and the agenda included page numbers</p> <p>The Safeguarding Report needed to be revised to draw the Committee’s attention to changes since the previous term.</p> <p>Action: VPE&Q – Safeguarding Report to be revised to draw the Committee’s attention to changes since the previous term</p> <p>The P&CEO commented on the increased level of challenge in the questions from Committee members.</p>
17.	<p>Dates of Future meetings</p> <p>The Committee noted the dates as follows:</p> <p>Wednesday 9 November 2022 5pm to 8pm in person at the Croydon Campus. Wednesday 15 March 2023 online Wednesday 28 June 2023 online</p>
18.	<p>Other Business</p> <p>The Chair wished the DoG well with her surgery. He thanked Neath and Andreea for their contribution to the work of the Committee and thanked the VPE&Q for his work on the papers.</p>

Approved as an accurate record by the Croydon College Learning and Quality Committee at its meeting on 8 November 2022

*Clare Mitchell
Director of Governance*