



Croydon
College



CROYDON COLLEGE LEARNING AND QUALITY COMMITTEE MEETING
Wednesday 8 November 2022 at 5.00pm
Room 405B, Croydon Campus

MINUTES

- Present:** Andy Wilson (Chair)
 Caireen Mitchell
 Jean Cook
 Soumick Dey
 Lucia Guetcherian (Staff Governor, Croydon Campus)
 Sally Andrews (Student Governor, Croydon Campus) – from 5.30pm
 Camil Malik (Co-opted Member, FE Student Executive President)
 Louise Cretton (Co-opted External Member)
- Attendees:** Martin Silverwood, Vice Principal Education and Quality
 Natalie Garner, Vice-Principal Adults and HE
- Clerk:** Clare Mitchell, Director of Governance

1.	<p>Apologies for Absence</p> <p>The Chair welcomed members to the meeting. The main agenda item for the meeting would be the validation of the Self-Assessment Report (SAR), which was a key task for the Committee.</p> <p>Members introduced themselves. Camil Malik was welcomed to his first meeting and Natalie Garner was congratulated on her new role. The Committee noted that Sally Andrews would also be attending her first meeting of the Committee but was running late.</p> <p>There were no apologies for absence.</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 29 June 2022 were agreed as a correct record.</p>
4.	<p>Matters Arising from the Minutes not on the Agenda</p> <p>The Committee noted that there was an error on the action list. A meeting was due to take place between the VPA&HE and the External Co-opted member this week. However, the meeting between the VPE&Q and the External Co-opted member had not yet taken place. This action would remain on the list. The Committee noted the updates to the other matters arising on the action list.</p>

5.

i **Croydon Campus Draft SAR 2021/22**

The VPE&Q reported that although achievement at the Croydon Campus had declined from 2020/21 when TAGs had been used to award grades; achievement had increased by about 4% when compared to the last set of external examinations in 2018/19.

Quality of Education

The VPE&Q presented the key strengths and weaknesses in this area. The Croydon campus provided a broad and growing curriculum. Students in receipt of bursaries and/or free school meals achieved at or above the College average. However, achievement for 16-18 and adult students was lower in comparison to their peers for some ethnic groups included Caribbean and other Black students. There was a particular issue with the achievement of L3 students on two year programmes. Students who would turn 19 during their L3 programme were encouraged to enrol on a two year programme initially, rather than enrol on two separate one year programmes, to avoid becoming liable for fees for the second year. Those students who completed the full two year programme achieved well. However, retention was an issue on two year programmes and this was impacting on achievement rates. The Committee asked what work was being undertaken to identify the reasons why some groups of student were not achieving as well as their peers. The P&CEO indicated that further work was needed in this area. An analysis of GCSE entry scores showed that Caribbean students had an average entry score of 2.2 for English and Maths, which was 0.2 higher than the average score for all students.

Action: VPE&Q to undertake further work to identify the reasons why students from some ethnic groups were not achieving as well as their peers

The Committee noted that there had been specific issues in the School of Building, Engineering and Technical Professions (BETP) in 2021/22 and that this was an area of particular focus for improvements in 2022/23. It was also the area that had been most affected by the flood at the end of the Spring Term, which had significantly disrupted practical teaching and assessments. The Committee asked that the Executive to identify the issues that were specific to the School of BETP more clearly in the SAR e.g. the impact of the flood on that school and the difficulties nationally in recruiting teaching staff in subjects such as construction.

The Committee noted that the word “poor” came up frequently in the areas for improvement throughout the SAR. The Committee queried whether “poor” was the correct word or whether that provision was just weaker relative to other areas.

The Committee expressed concern about the fall in the ALPs score, particularly given that stretch and challenge in lessons was identified as a strength. The Committee noted that the average GCSE score for 16-18 students on entry was 3.3 when taking account of all GCSEs, but was lower in English and Maths. The P&CEO stated that the College might need to revisit the point at which students were allowed to progress onto L3 courses if their English and maths scores were still at L1 or L2.

The Committee noted that the ALPS scores for the previous two years had been based on internal assessment because of the pandemic. The other impact of the pandemic was that staff were spending more of their time working with low achieving students and less on stretch and challenge. The Committee asked for the impact of Covid, where it remained relevant, to be identified in the SAR.

Behaviour and Attitudes

Attendance in most areas at the Croydon Campus was a strength in 2021/22, as was students' resilience. Despite the significant increase in safeguarding and mental health problems reported to the safeguarding team, students attended College, were supported by the College and achieved. The Committee asked for this to be pulled out as a strength in the SAR.

Personal Development

The Committee noted the areas of strength and improvement. Employer engagement generally was quite high but more face to face vocationally relevant work experience needed to be offered to students at the Croydon Campus. The Committee noted that students at the Croydon Campus felt safe as evidenced by the results of the QIP survey, but expressed concern about the results of the sexual harassment and abuse survey. The VPE&Q reported that the response rate to this survey had been low and it was possible that this had impacted on the results. The Committee asked for a specific question on how well the College dealt with sexual harassment and abuse to be added to the QDP survey for May 2023.

Action: VPE&Q to include a specific question on how well the College dealt with sexual harassment and abuse in the QDP survey for May 2023

Leadership and Management

The VPE&Q highlighted the strengths and key areas for improvement. The Committee noted the low take up of industrial placements and the challenges they presented to students given that placements were unpaid. This was a particular concern re the take up of the new T levels, as industrial placements were mandatory. The Committee asked the Executive to review whether existing or new sources of financial support could be used e.g. to cover students' travel expenses when on placements.

Action: Executive to review whether existing or new sources of financial support could be used to support students to attend unpaid placements

The Committee commented that this section of the SAR focused too much on the strengths at the Croydon Campus and needed to pull out the areas where there were challenges e.g. in BETP. On a positive note, the student centered approach at the Croydon Campus also needed to be highlighted as a key strength.

Action: VPE&Q to make amendments to the Croydon Campus SAR as detailed in the minutes

The Committee asked that the OQIP provided as Annex A to the SAR include more detail so that its impact could be measured during the year.

Action: VPE&Q to revise the OQIP for 2022/23 to include more detail so that its impact could be measured during the year

ii Croydon College Group Draft SAR 2021/22

The P&CEO presented an amended version of the draft Croydon College Group SAR for 2021/22, which was tabled at the meeting. The tabled version incorporated changes agreed at the Coulsdon Campus LQC meeting on 2 November 2022.

The Committee made the following comments on the document:

Introduction

- Link the impact of the pandemic to the increase in mental health referrals;
- Reference the lack of recent benchmarking evidence due to Covid;
- Check that the contextual data given on Croydon, e.g. employment rates, was up to date.

Quality of Education – Intent

- Make it clear that the key improvement strategy at the Coulsdon Campus was the management and teacher development programme that had been put in place;
- Emphasise the College's aim to provide the types of provision needed by the local population and the ease with which students could change course and progress.

Behaviour and Attitudes

- Emphasise the support provided by the College to students to help them to achieve despite high levels of disadvantage.

Personal development

- The SAR needed to include more detail about work experience as a key area for improvement.

Leadership and Management

- This section needed to state that Governors and senior leaders had identified the issues at the Coulsdon Campus and that action had been taken
- The outcome of the Governance Self-Assessment for 2021/22 needed to be added into this section.

Adult Learning Programmes

- Emphasise the fact that the targets for GLA AEB were exceeded at 107% in 2021/22;
- Include the number of students on adult learning programmes.

Apprenticeship Programmes

- Include the efforts that the College had made to support professional apprentices who had been made redundant during Covid to find new roles and explain the impact that redundancies had had on timely achievement for this group of apprentices.

Provision for Learners with High Needs

- The numbers of students at the Pathway Centre and the demand for increased provision should be included as well as the number of high needs students generally.

Whole document:

	<ul style="list-style-type: none"> • Format to be changed to make the SAR less dense and to make it easier for readers to identify the key points; • Emphasise throughout the document that Croydon College was a local college for local people; • Ensure that the level of deprivation and disadvantage of students was made clear as context and as a focus for the support provided by the College; • Identify the numbers of students who were impacted by the key strengths/key areas for improvement identified in the SAR; • In the key areas for improvement, identify the change that was being sought rather than simply making a statement about the current area of weakness e.g. “ more regular, more consistent”. <p>Action: VPE&Q to amend the Croydon College SAR to reflect the comments made by the Committee above</p> <p>The Committee noted the differences in the proposed grading between the two campuses and the challenge this presented re grading the Croydon College Group SAR. A number of options were considered including grading the types of provision at campus level and the lines of enquiry at group level. It was agreed that the P&CEO and VPE&Q would come back to the Board with a proposal re grading for the College SAR.</p> <p>Action: P&CEO and VPE&Q to come back to the Board with a proposal re grading for the Croydon College Group SAR.</p> <p>The Committee recommended the Croydon College Group SAR for 2021/22 to the Board with the amendments discussed above and thanked the VPE&Q for his work on the SAR.</p>
6.	<p>Draft OQIP 2022/23 (Croydon Campus)</p> <p>The Committee noted that the OQIP for Strategic Objective 1 – the Croydon Campus would need to be revised to reflect the changes to the SAR.</p>
7.	<p>Ofsted Preparation – Meeting Local Skills Needs</p> <p>The P&CEO presented the report and stated her view the College could demonstrate a good fit between its curriculum and the needs of the local population and local employers. The VPA&HE would be organising regular lunches with local employers. However, a wider survey of employers needed to be conducted and the results brought back to the LQC and more work was needed to be undertaken to develop the College’s relationship with employers at a macro level.</p> <p>Action: Employer survey to take place across all types of provision and results brought back to the LQC</p> <p>The Chair asked which Governors the College would put forward to cover this area at an Ofsted inspection. The P&CEO undertook to discuss this with the Chair.</p> <p>Action: P&CEO to discuss with the Chair which Governors the College would put forward to cover meeting local skills needs during an Ofsted inspection</p> <p>The Committee discussed the report.</p>

8.	<p>Key Issues for the Committee to Consider</p> <p>The VPE&Q reported that the College expected to be approximately 190 students short of its target for 16-18 students and a lot of work was taking place to provide opportunities for students to enrol in year. Engagement with parents was improving as evidenced by the number of parents accessing the parent portal. Attendance was improving across the combined College; the current combined College attendance figure was 82%. The VPE&Q identified the actions that were being taken to improve attendance.</p> <p>The College had submitted two bids for funding in the Summer term. The first bid was in collaboration with South Thames College Group developing qualifications to contribute to the delivery of green technologies. The work stream that Croydon was attached to involved developing skills for the electrification of cars. This would generate £175K of capital equipment funding for the College, as well as £190K to purchase a series of hybrid electric vehicles to use in programme delivery. To date, a consultant had been appointed and sites for the workshop development had been agreed.</p> <p>The second bid was for the GLA multiply scheme, which was aimed at developing numeracy skills in adults. The College would receive £250,537 in funding for these courses this academic year.</p> <p>The VPE&Q provided an update on the activities that were taking place to assess and improve learning and quality across both campuses.</p> <p>The P&CEO identified a lack of engagement from the Council as a significant barrier to developing further high needs provision to meet high local demand. Three year ago the Council had agreed to provide capital funding to build a permanent Pathway Centre, but that funding no longer appeared to be available. The College has asked for information on the Council's requirements for SEND provision to inform a bid for 16-18 Capacity Development Funding to develop this provision, but this information had not been provided. The P&CEO would be meeting with the Council to raise this issue. The Chair and P&CEO would also raise this when they met with the new Mayor. It was agreed that the impact that the Council being in crisis was having on the College should be included in the SAR as context.</p> <p>Action: VPE&Q the impact that the Council being in crisis was having on the College to be included in the SAR as context</p> <p>The External Co-opted member noted that she would be meeting the Mayor shortly and would aim to raise this issue with him.</p> <p>The Committee noted that the College KPIs for 2022/23 would come to the Board in December for approval.</p> <p>The Committee <u>discussed</u> the key issues identified in the report.</p>
9.	<p>Annual Safeguarding Report 2021/22 (Whole College)</p> <p>The VPE&Q introduced the report, which covered the whole College. The Chair noted that safeguarding had been a focus in the review of the SAR.</p> <p>The Committee noted the high year to date figure for referrals this term. The P&CEO informed members that Ryan Manning, Head of Safeguarding, would be</p>

	<p>presenting at the Governor Day on 7 December and, in addition to providing update training, he would give the Board some context about the type of referrals received.</p> <p>The Committee discussed the Annual Safeguarding Report for 2021/22.</p>
10.	<p>Student Governor’s Report</p> <p>The Student Governor, who was an HE student, indicated that the move back to 100% face to face provision in 2022/23 was a significant improvement. HE students were provided with plenty of support, had full access to the library and could also access lectures via Teams from home if necessary. Lecturers were very responsive to queries from students.</p> <p>The FE Student President provided an update from the FE students’ perspective. He raised issues relating to cover for a staff vacancy on the L3 Business course. ESOL students had raised concerns about access to online resources. Not all students had access to laptops and not all of the computers in the computer rooms were working. These issues would be investigated.</p> <p>VPE&Q to investigate the issues raised re shortage of a member of teaching staff on L3 Business and ESOL access to online resources/computers not working in the computer rooms</p> <p>Start times were irregular and break times were not designated, which impacted on attendance and punctuality. The P&CEO stated that a decision had been taken to stagger start times because of the practical difficulties of having all students arrive at the College at the same time each day. Each curriculum area was expected to set start times in discussion with their students.</p>
11.	<p>Higher Education (HE)</p> <p>i <u>OfS Update on B3 Condition</u></p> <p>The VPA&HE presented the report. A number of the thresholds set by the OfS were now higher than those proposed during the consultation. A small number of the College’s HE courses did not meet the new thresholds.</p> <p>The data set being reviewed by the OfS still included students on a small number of courses that had now been closed and this impacted negatively on the College’s performance. Following discussion at the HE Group meeting, the VPA&HE was recommending that the College should not apply for TEF at the current time. The data from the closed courses would no longer be included in the OfS data set in 12 months’ time, at which point the decision re TEF could be revisited.</p> <p>The VPA&HE would be focusing on growing HE provision as well as ensuring high quality courses. The nursing degree run by the University of Roehampton at the College had not recruited well this year and a deep dive was being undertaken to address the reasons for this.</p> <p>The Committee discussed the report and agreed that the College should not apply for TEF at the current time. However, the Committee was ambitious to see</p>

	<p>the CUC apply for TEF once the issues around the data for discontinued courses were resolved.</p>
12.	<p>Apprenticeship Progress Update</p> <p>The Committee <u>noted</u> the paper.</p>
13.	<p>Policies</p> <p>i <u>Safeguarding and Prevent Policy – Annual Update</u></p> <p>The VPE&Q explained that the changes to the policy reflected the updates to KCSiE for this academic year and the policy now included the concept of professional curiosity. The format of the policy had changed to one used by all education providers in Croydon.</p> <p>The Committee <u>recommended</u> the revised Safeguarding and Prevent Policy to the Board for approval.</p>
14.	<p>Committee Risk Register – Strategic Risks 1, 3 and 4.2</p> <p>i The Committee <u>noted</u> that further changes needed to be made to the risk register before it was presented to the Audit Committee on 24 November 2022.</p> <p>The Committee asked for improvements in BETP to be a focus in the key issues report to the next meeting.</p> <p>Action: VPE&Q - improvements in BETP to be a focus in the key issues report To the next meeting.</p> <p>ii <u>Focus of next deep dive</u></p> <p>The Committee would focus on green skills and sustainability in the curriculum.</p> <p>Action: VPE&Q – focus of the next risk deep dive to be green skills and sustainability in the curriculum</p>
15.	<p>Post Meeting Evaluation/Committee Self-Assessment</p> <p>The Committee discussed the number of reports coming to the Committee and the difficulty that created in identifying the most important issues to focus on.</p> <p>The Committee noted the development of the Governor Dashboard. The aim of this was to pull together the key issues from the OQIP, risk register and key issues papers. It was agreed that this would be a specific agenda item at the next meeting with a brief summary of the issues arising from the dashboard included in the Key Issues report.</p> <p>Action: VPE&Q/DoG – Governor Dashboard to be a specific agenda item at the next meeting with a brief summary of the issues arising from the dashboard included in the key issues report.</p> <p>The DoG identified improvements in the differentiation between the roles of the two LQCs and the appointment of an External Co-opted member to the Croydon</p>

	<p>College LQC representing local employers. The Committee commented that page numbers on the agenda were helpful and should continue.</p> <p>The Chair expressed the view that the Executive did take on board the points raised by the Committee. Dialogue was supportive but challenging.</p>
16.	<p>Information Papers</p> <p>i <u>Croydon Campus Compliments and Complaints Report 2021/22</u></p> <p>The Committee noted the report.</p> <p>ii <u>Supporting Positive Behaviour Policy Annual Report 2021/22 (Whole College)</u></p> <p>The Committee noted the report and expressed concern that the overwhelming majority of the students excluded were from an ethnic minority background. The P&CEO reported that the reason for exclusions at the Coulsdon Campus in 2021/22 often related to students not engaging with their studies. None attendance would not result in a permanent exclusion.</p> <p>iii <u>HE Progress Update</u></p> <p>The Committee noted the report</p> <p>iv <u>HE Curriculum Development</u></p> <p>The Committee noted the report</p>
17.	<p>Dates of Future meetings</p> <p>The Committee noted the dates as follows:</p> <p>Wednesday 15 March 2023 online Wednesday 28 June 2023 online</p>
18.	<p>Other Business</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 15 March 2023

*Clare Mitchell
Director of Governance*