**Curriculum & Standards Committee**

**Draft Mins**

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| Date | June 162020 | Time | 2 pm |
| Venue | Zoom | | |
| Chair | Gill Short | | |
| **Membership:** Gill Short (Chair), David Smith, Steve Hedges, student governor (Vacant), Catherine Manning, Suzanne Green  **In attendance:** Dan Shelley (Executive Director – Strategic Partnerships and Engagement), East Sussex Group Principals [Rebecca Conroy (Eastbourne), Fred Carter (Lewes), Jim Sharpe (Hastings)]; | | | |
| **Apologies:** | | | |

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|  | Item | Action |
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|  | **Apologies**  There were none. |  |
|  | **Declarations of Interest**  There were none. |  |
|  | **Minutes of the last meeting**  THE MINUTES OF THE LAST MEETING WERE AGREED AS A TRUE AND ACCURATE RECORD. |  |
|  | **Matters Arising**  The matters arising were noted as per the cover paper. |  |
|  | **Quality update**   * **Quality Improvement Plan progress – Inc. CV19 response summary**   Jim Sharpe, Principal Hastings, updated the Committee on support to students who are struggling to engage and to high-risk students   * **Update on awarding students’ grades and predicted achievement profile**   It was noted that for courses where calculated grades are being submitted, learning, assessment and teaching had moved project work and broader skills development. Teaching is continuing for students who are still expected to complete assessments. Year one A level students remain in learning.  The Committee was advised A level, and GCSE results have been calculated. Results are based on student progress (generally up to Easter). Moderation meetings between college principals have supported consistency of practice.  An increase in high grades and pass rate for the College was noted. A strong evidence base to support the increase was assured. With GCSE there is a significant year on year variance within the historic three-year profile. An increase is expected to be a pattern across the country.  It was noted that there would be no appeal process, except in the instance of technical errors. Students can re-take in either Autumn Term 20 or Summer 2021.  In term of applied General/Vocational grades, results are a mix of calculated, adapted and delayed assessments.  The vast majority of BTEC and UAL results have been calculated. The most significant challenge for the group is around City & Guilds qualifications. A large majority of these students would need to come back into the College to complete assessments for their vocational courses.  Rebecca Conroy advised of the significant amount of work undertaken by teams. She praised their commitment and diligence during this time. She noted that feedback would be shared with awarding bodies for their learning. She advised the College is preparing for a different results day experience. This is to ensure they are on the front foot with a robust strategy in place to support students and their parents.   * **Review KPI targets for 2019-20 and proposed KPI targets for 2020-21**   Predicted achievement, retention and attendance, at the start of lockdown, was presented.  **Action: Jim Sharpe to circulate an update with national comparisons.**  It was noted that consideration needs to be given to the most appropriate and impactful KPIs to monitor for academic year 19/20. The Committee supported a focus on qualitative KPI’s more reflective of the EIF, including student satisfaction and employee engagement with course design.  David Smith asked if there was any intention to create a subset of data related to the lockdown experience. Rebecca Conroy advised of plans to ensure learning from the last couple of months is captured.  Steve Hedges advocated a change in attendance register completion.  Suzanne Green supported the inclusion of work experience and destination monitoring.   * **Summary of PPR/Curriculum Area Review issues identified over the year: Risk & areas for improvement**   A full analysis of PPR completion over the academic year, up to lockdown, along with the strengths and the areas for improvement was presented to the Committee.  The Committee was advised that all PPRs and Curriculum Area Reviews have timed actions/call-backs built into the process to ensure that areas for improvement/risks are acted on. Information is used to inform ongoing staff training.  Catherine Manning asked how the areas for improvement would be resolved. Jim Sharpe described action at Head of Curriculum level, tracked by the Principals/ Assistant Principals and the self-assessment and quality improvement planning process. | JS |
|  | **Student voice**   * **Update on any further course rep feedback/student voice.**   It was noted that there had been no further capturing of course rep feedback/student voice since that reported at the last meeting.  The Committee was advised of the positives and areas of improvement from the Apprenticeship survey and the CV19 Staff Survey May 2020 results.  Rebecca Conroy advised on the support being offered to vulnerable students and their parents over the summer break.  David Smith asked for clarification about where the quality challenges are most predominant.  Rebecca Conroy advised of variations across campus and provision, as highlighted in the College SAR and accompanying QIP. She noted that at the point of merger Eastbourne’s performance was judged as requiring improvement, with Lewes and Sussex Coast judged Good. She advised:  a) A-level cohort is a very big percentage of East Sussex A-level provision and is not consistently good on all campuses.  b) the ‘trades training’ (construction, electrical training, plumbing etc. at Eastbourne have had some outcomes and there are some staff receiving Teaching and Learning Coaching support. (staff not expert and not always present)  c) Maths and English support (for learners without Maths/English ‘pass’) is not consistently good and attendance is the greatest challenge. A new strategy is being implemented in September to support the progress of students following learning from Chichester College.  Gill Short noted the importance of sharing good practice across the College.  David Smith said the perception of underperformance at A-level is a risk to external confidence in the College.  Jo Rogers talked of the mixed curriculum offer at Eastbourne to support improvement in outcomes for learners.  Rebecca Conroy said that Eastbourne has needed to be bold to change its offer, that changing external perception will take time, but that staff are fully committed to improving outcomes for learners.  Jo Rogers talked of the ambitions of the Communications workstream to garner external support for the College, the ambassadorial role of the local board members and the importance of engaging with parents. Dan Shelley said individual campus identities and their local partnerships are crucial for dispelling myths about the College.   * Summary reports from Student and Teacher, Employer and HE surveys   The Committee noted the summary reports from Student and Teacher, surveys. The Committee were advised that an employer survey is still to be undertaken. An exit survey for HE students will be available by mid-July and will be shared with the Committee.  **Action: Rebecca Conroy to circulate.** | RC |
|  | **College Self-Assessment Report arrangements for 2020-21**  The Principal of Hastings talked about the College’s plans in train to refine next year’s self-assessment and quality improvement processes to improve alignment and monitoring. This was identified as an area of improvement by the FE Commissioning Team.  There was an assurance that the assessment will again be based on the Education Inspection Framework.  The Committee discussed an improved approach to Board moderation. This should take place outside of the Committee meeting and could include independent validation. Best practice across the sector will be sought.  **Action: Jim Sharpe to consider Committee feedback** | JS |
|  | **Work Experience and Employability and oversight of the Careers Strategy**  This item was presented with the caveat that an action plan will be built in the next academic year.  The Carers Education Strategy was noted to be built around Education Inspection Framework requirements. There was a brief discussion about the Gatsby benchmarks.  Gill Short praised the introduction of the role of Placement Developers.  Catherine Manning asked about consultation with other Colleges in the development of the strategy. Rebecca Conroy noted the networks available through Diana Garnham and the Learner Journey Manager (Placements).  Dan Shelley talked about the addition of public-sector employers.  Suzanne Green asked how much Covid-19 had impacted on delivered placement hours. The Committee was advised that it has been difficult for providers to continue to placements, but that they would not be penalised for missing placement targets. Funding will not be clawed back if providers can demonstrate how the funding has and will continue to support work on placement delivery. Rebecca Conroy advised of ongoing initiatives; continuing to build relationships with employers, virtual training for work programmes and ensuring alignment between curriculum planning and placement provision.  Gill Short asked for this strategy to be updated for 20-21 and brought back to the committee next academic year.  **Action: Rebecca Conroy to notify Kate Edwards and Mia Bryden to forward plan.** | RC and MB |
|  | **Safeguarding and Prevent Annual Report**  The Safeguarding and Prevent Annual Report was shared with the Committee.  Suzanne Green noted the concerning numbers of students at risk of suicide. She explored the Colleges arrangements to support the safeguarding and promotion of the wellbeing of those students. Collective high numbers of students suffering from depression, anxiety, panic attacks and self-harm were also noted.  Rebecca Conroy said that there are considerably higher numbers of safeguarding cases in Eastbourne, which could indicate some inconsistency in thresholds being applied across the College. However, the analysis does correlate with the staff perception that there are significant changes in the Eastbourne cohort this academic year and an increase in at-risk students. A greater training need for staff on adolescent mental health and wellbeing has been identified.  The Committee was advised that four referrals to Channel Panel for students and their families were made by the College this year.  Rebecca Conroy spoke of the support offered following the unexpected death of a learner.  Gill Short thanked Rebecca Conroy for the detailed analysis provided to the Committee for scrutiny.  The number of looked after young people in Hastings was noted and the need to ensure robust consideration to the model to track and monitor looked after learners.  Gill Short, as Safeguarding Link Governor, said she is pleased with the College’s scrutiny of its safeguarding arrangements. She noted that both Mia Bryden and Rebecca Conroy have had extensive experience of safeguarding and Prevent in their previous roles and that their expertise is an asset to the College.  David Smith asked if the Principal Assistants have had DSL training. Rebecca Conroy advised that training had ceased since Lockdown and that all APs had completed Day 1 and now needed to attend Day 2. Post meeting note: online training has been launched and all APs are registered for this.  Mia Bryden advised that a Governor Learning and Development Strategy is in development and she will be proposing that training in Safeguarding Prevent is mandatory.  The Committee **resolved** to approve the Safeguarding and Prevent Policy. |  |
|  | **Update on the performance of cross-curriculum areas:**   * **International**   Dan Shelley, Executive Director of Strategic Partnership and Engagement, has been significantly impacted by Covid-19, with the summer programmes having been cancelled. The pandemic has afforded some opportunity to develop the online offer with agents in classes being able to cross-sell. Dan Shelley talked about plans to develop an A-Level centre in China.   * **Sussex Skills Solutions**   Dan Shelley, Executive Director of Strategic Partnership and Engagement, said a standards transfer plan had been completed. He noted difficulties for employers in the current economic climate.   * **Apprenticeships**   Challenges around supporting furloughed learners were considered.   * **HE**   HE provision has moved online, and all students are regularly communicated with. This is working better for some courses than others, e.g. Fine Art. The College is working closely with the University of Brighton and Pearsons as validation partners on grading processes. |  |
|  | **Adult Mapping – Ref last meeting**  Dan Shelley, Executive Director of Strategic Partnership and Engagement, advised the College is committing over £1m of its 2020/21 Adult Education Budget to support the economic recovery post lockdown. This was launched with the support of a range of partners including Local Authorities, Chambers of Commerce and the LEP. A range of online programmes launched as part of the £1m bid were noted, and Dan Shelley said that it is likely that a further range of face-to-face options will arise from discussions.  Wholly new courses include:   * HND Digital Media Production – Hastings * Business Start-up Skills – Eastbourne * Body Massage L3 – Lewes * BA (Hons) Early Years Care and Education (Top Up) – Hastings * BSC Health and Social Care Management (Top Up) – Hastings * Sports Massage – Lewes / Hastings * Caring for Children – Eastbourne * Early Years Practitioner– Eastbourne * Supporting Teaching & Learning in Schools– Eastbourne * Health – Eastbourne * Hairdressing Studies– Eastbourne * Salon Management – Lewes * Crocheting - Eastbourne   David Smith said the document was beneficial to map the offer and identify gaps in provision. |  |
|  | **Annual Complaints & Compliments report**   |  | | --- | | The Committee was advised that there has been significant progress in harmonising the differences between the capturing of complaints  between campuses. However, they were advised the College doesn’t currently collect compliments but were told that this would be rectified in  the next academic year. |   A staged process to resolve issues informally at a local level was noted, as well as a need to ensure learning from this is captured and acted upon quickly to minimise dissatisfaction or repeat complainants. Rebecca Conroy discussed a process in line with health and safety ‘near-miss’ approach. This work is being furthered by Keith Brister in the Quality Team.  ‘Level of service/support’ was noted as the most common cause for complaint (42 contacts). This is consistently the highest category of complaint across all campuses. Seventeen complaints were received about staff behaviour.  It was noted that the report presented could have better shown whether complaints were responded to within prescribed timeframes and how the learning has been taken forward **Action: Rebecca Conroy to feedback the Committee’s suggestions.**  The Committee **resolved** to approve the Complaints Policy, with the caveat that the process to capture and share compliments be added. | RC |
|  | **Equality and Diversity Report and Single Equality Action Plan**  The Committee noted that this is the first time it is receiving aggregate EDI data and report.  The following was noted:   * a consistent and significant gap of around 9 percentage points between adult achievement and 16-18 achievement * 16-18 achievement is below the provider group (national) average, and adult achievement is slightly above. * Retention for 16-18 has declined 3% whereas retention for 19+ has improved 2% * Female achievement is marginally higher than male achievement. Female achievement is now in line with NA, but remains slightly below for males * Achievement for Asian students improved in 18-19 but remained 3% below the NA for this group. * Notable differences in achievement include Bangladeshi students and Other Black students (both consistently lower) * Achievement for learners with a declared learning difficulty is slightly lower than for those without * a declining trend in achievement for learners with visual disabilities * notable gaps include students with dyscalculia and those with “Other” learning difficulty (where achievement is consistently below others and declining)   The Committee was advised that E&D action plans to address emerging themes or areas of underperformance are to be agreed.  Gill Short said she was happy to see this report and that it has identified some gaps for the Committee to monitor.  Mia Bryden asked if the College record (where learners are comfortable to declare) intersex, trans or non-binary students to track their learning outcomes. Dan Shelley advised that there is not currently a funding requirement to collect this data.  Mia Bryden also asked about the collection of LGBTQ+, refugee and asylum-seeking data to monitor learning outcomes. She also questioned how outcomes for learners subject to safeguarding arrangements, including looked after learners are monitored and tracked to support closing the disadvantage gap.  **Action: Jim Sharpe and Rebecca Conroy to consider suggestions**.  It was noted that EDI data for staff is not as comprehensive and that work is in development to improve this. | JS and RC |
|  | **Governance Matters**   * **Vice-chair**   Catherine Manning and Suzanne Green will consider vice-chairing the Committee. It was noted they could co-vice.   * **Cycle of Business**   The Cycle of Business was noted and will be tabled for Executive Team sign off at an upcoming Executive Team meeting. |  |
|  | **Farewell to Fred Carter**  The Committee bid farewell to Fred Carter and thanked him for his commitment in supporting staff and students the Lewes Campus. |  |
| 16) | **Any other business notified to the Director of Governance in advance of the meeting**  There was none. |  |