Curriculum, Skills & Quality Committee
MINUTES

Date	10th June 2024	Time	14:00-17:00
Venue	EC205 – ECAT House, Eastbourne Campus		
Chair	Priscilla Kendall (Interim)		

Membership: Priscilla Kendall (Interim Committee Chair), Rebecca Conroy (CEO & Principal), Kim Byford, Andy Davy, Kerrith Etkin Bell, Trista Jin, Ian Mehrtens, Ann Potterton, Kirsty Reid, Jack Woodgate, Emel Yerlikaya

In Attendance: Nick Backstrom (Executive Director of Curriculum & Skills), Donna Harfield (Vice Principal – Business Development), Fenella Potterton (Assistant Principal – Student Experience), Lucy Mitchell (Assistant Principal – Hastings & Higher Education), Belle Howard (Director of Governance), Claire Alexander (*Minutes*)

Quorum: The meeting was quorate throughout.

Apologies: Ian Mehrtens, Jack Woodgate, & Andy Davy. Trista Jin was absent.

#	Item	Action
Pre-Meeting		
-	**ATTENDANCE DEEP DIVE DISCUSSION** **14:00**	

0.1 Introduction

- The CEO & Principal shared the following update:

  o Attendance remained a priority focus area for the College.

  o Work had been underway to review the methodologies utilised by schools to classify and track attendance, as well as incorporate a broader consideration of the national context, feedback from the summer term Student Council meetings and key insights from a recent student survey.

  o Moving forward, this would provide a useful platform to drive improvements in student attendance levels, which would be supported through related staff training and development activity.

0.2 Association of Colleges Report on Attendance

- The Assistant Principal – Student Experience shared the following update on the wider FE sector position:

  o Overall attendance had remained stable at 85% over the last 4 years.
  o English & Math attendance was approximately 9% lower than overall.
  o Mental health had become a primary reason for non-attendance, up from 49% in 2019 to 89% in 2023.
  o Additionally, more students were engaging in paid work and instances of transportation issues had increased substantially for students.

#	Item	Action

0.3 Data

- The Executive Director of Curriculum & Skills shared the following update:

  o **Overall attendance levels** at the College were currently trending at 83%, with the most significant variance within the 16-18 provision.

  o **Early leavers** – students leaving within the first 42 days, were currently trending at 71% overall attendance, with the greater proportion from the 16-18 provision. Any students demonstrating below 70% attendance within the first 3 weeks, would be prioritised for additional support and guidance.

  o **English & Maths** – attendance levels had trended at 66% overall, year to date, with this being significantly lower for the 16-18 provision at just 64%. This equated to approximately 12% below the national picture.

  o **Priority Groups** – students accessing free school meals (FSM) were tracking at 6% below the overall picture, at 77% attendance. Students living in disadvantaged areas typically trended at 3-4% below the overall picture, at 80%. Male attendance levels had trended at 2% above female attendance across all campuses in 2023-24.

- The following discussion then occurred:

  o **The CS&Q Committee Interim Chair asked – had the trend of male attendance levels being 2% higher than females been mirrored in early leavers?** The Executive Director of Curriculum & Skills confirmed that it had.

0.4 Student Survey Data & Student Councils

- The Assistant Principal – Student Experience shared the following update:

  o Most students had agreed that good levels of attendance supported their overall experience and success at the College. Most students had also rated current policies and practices as being effective.

  o Students had identified transport, wellbeing and health as the key challenges to attendance, as well as having a job and financial commitments.

  o **Finance & Transport** – students had suggested a range of improvement areas, including the provision of online lessons in the event of illness, coach services in the event of train strikes, access to cheaper parking in Hastings and the provision of tutor talks on bursaries.

  o **Rewards** – students had suggested greater recognition of those students who had demonstrated good or improving attendance levels. Students also valued the existing provision of free breakfasts as a useful incentive to attend.

- The following discussion then occurred:

  o **The CS&Q Committee Interim Chair asked – were there significant variances by campus in the survey results?** The Assistant Principal – Student Experience confirmed that there were not.

#	Item	Action

0.6 Best Practice

- The Assistant Principal – Student Experience outlined the following best practice focus areas for enhancing levels of student attendance:

  - **Early intervention and targeted support**.
  - **Social norms messaging** – ensuring that both students and parents were aware of the impact of regular attendance on attainment levels, and subsequent future life/career outcomes.
  - **Attendance data analysis** – to inform approach and mitigations.
  - **Focus on repeated absence** – given the high probability of this subsequently leading to long term absence.

0.7 Action Plan

- The Assistant Principal – Student Experience advised that an action plan had been developed focussed on the following key areas:

  - **Data Collection & Analysis** – assessing weekly attendance patterns by student demographics and identifying students with changing attendance patterns.
  - **Engaging Learning & Support** – leveraging a range of interactive and flexible learning methods, as well as incentives/rewards for good attendance.
  - **Mental Health & Wellbeing Support** – ensure access to appropriate support, whilst destigmatising mental health challenges.
  - **Targeted Interventions** – ensuring targeted support and interventions based upon individual needs and barriers.
  - **Transport & Finance Assistance** – promoting local transport offers, raising awareness of bursary support and exploring timetabling options.

- The CEO & Principal shared the following update:

  - The College continued to collaborate with the local authorities to access transition data on students with persistent and severely persistent absence. This ensured that appropriate early intervention support could be put in place as part of the College's transition planning activity.

  - Plans were also underway to introduce parent welcome events with explicit *'always better here'* messaging related to student attendance. Furthermore, a new Attendance Support Programme was also shortly due to launch.

- The following discussion then occurred:

  - **The CS&Q Committee Interim Chair asked – was an assessment of student attendance levels at individual colleges routinely detailed in Ofsted reports?** An Independent Governor (who also had experience as an HMI Inspector) advised that attendance was routinely assessed during all Ofsted inspections.

  - The CEO & Principal noted that there had been significant growth in students participating in L1 and L2 courses compared to the prior year. As the College had adopted an inclusive approach to attendance, a range of targeted interventions would continue to be a priority moving forward.

#	Item	Action
	o **An Independent Governor asked – was attendance data typically broken down by subject area as part of regular reporting activity?** The CEO & Principal confirmed that this was the case, enabling key patterns and trends to be highlighted. o The Assistant Principal – Student Experience reflected on the need to recognise any students who had been proactive in improving their levels of attendance, particularly where there had previously been instances of persistent absence. o **An Independent Governor reflected on the current plans to improve student attendance levels and asked – how much of a change in approach did this represent for the College?** The CEO & Principal explained that the current *'whole college'* approach represented a significant step change particularly with regards to data collection and analysis, though noted some key improvements had been embedded over the last few years, e.g. the introduction of free student breakfasts. o **An Independent Governor reflected that access to online learning options were likely preferred by students suffering with anxiety and other mental health challenges and asked – how could this be balanced with delivery of the broader learning provision?** The CEO & Principal explained that the recent shift in approach had been to encourage students to attend on site, even when they had been struggling with moderate/severe anxiety issues, so that they could access the onsite support available. o A Student Governor reflected that raising attendance as a discussion item at Student Council meetings may not have provided a representative response from the whole student body. Typically, Student Council meetings were attended by highly engaged students. As such, further work may be needed to gather a more proportionate response from L1 and L2 students. The CEO & Principal reflected that focus groups and targeted telephone calls could also provide additional insight from a more representative group of students on attendance. Governors agreed. o **A Student Governor asked – who would the Attendance Recognition Programme be targeted at?** The Assistant Principal – Student Experience advised that both students with high levels of attendance and those with most improved attendance levels would be recognised through the programme. o An Independent Governor suggested that benchmarking with other colleges should be conducted to assess other attendance recognition programmes and thereby gain assurance that the planned approach was in line with sector norms. It was particularly important to explore potential perceptions associated with an approach of rewarding students for attending college. Governors agreed. **0.8 The CS&Q Committee Interim Chair thanked the Executive Team for providing a comprehensive update on the College's attendance strategy and action plan.** • <u>**Action 0.8.1**</u> – Share a copy of the 'Attendance' Deep Dive Presentation slides. **The meeting was briefly adjourned for a short break at 14:41.**	 BH

#	Item	Action
Standing Items		
1)	**WELCOME & APOLOGIES** **14:59** 1.1 The Curriculum, Skills & Quality (CS&Q) Committee Interim Chair opened the meeting at 14:59 with a warm welcome to colleagues. 1.2 Apologies were received and accepted from Ian Mehrtens, Jack Woodgate and Andy Davy. Trista Jin was absent. 1.3 The CS&Q Committee Interim Chair welcomed new CS&Q Committee Members and all participants introduced themselves. 1.4 The CS&Q Committee Interim Chair explained that there were three CS&Q Committee meetings per annum, with the first meeting focussed on Quality, the second on Skills and the third on Curriculum.	
2)	**DECLARATIONS OF INTEREST** **15:01** 2.1 There were no new declarations of interest received.	
3)	**MINUTES OF LAST MEETING** **15:02** *3.1 Approval* • Governors considered the minutes from the Curriculum, Skills & Quality Committee meeting on 26th February 2024. • **Governors agreed that the minutes were a true and accurate record of what was discussed.** *3.2 Matters Arising* • Governors noted that all actions from the previous meeting had been completed.	
4)	**CURRICULUM, SKILLS & QUALITY REPORT** **15:04** *4.1 Key Updates* • The CEO & Principal advised that student recruitment growth for the College's 16-18 provision had been highly successful year-to-date, with a 12% increase in applications year on year, particularly at Level 1 and Level 2. Similarly, there had been a 10% increase in the number of offers compared to the prior year. *4.2 Key Performance Indicators (KPI)* • The CEO & Principal shared the following update: o The current KPI targets had been set three years ago and were currently being refreshed along with the ESCG Strategic Plan. o A key focus would be on ensuring a balance in setting KPI targets that were both ambitious and achievable. o The KPI update detailed in the associated paper indicated those metrics for which predicted results had been reported vs those which indicated progress year to date.	

#	Item	Action
	• The Executive Director of Curriculum & Skills clarified that the report detailed an update on student survey results, related to student satisfaction levels and the extent to which students felt safe.	
	• The following discussion then occurred:	
	o **An Independent Governor asked – should mandatory training completion be reported in the KPIs?** The CEO & Principal advised that mandatory training was overseen via the Resources, Culture & Impact Committee and remained a priority focus area for the College. The Assistant Principal – Student Experience clarified that annual training completion cycles in the Smartlog system directly impacted the accuracy of this data. The CEO & Principal then outlined current plans to increase the proportion of training content that would be delivered face to face, making the mandatory training programme easier to manage moving forward.	
	o The CEO & Principal also confirmed that the Single Central Record was currently at 100% compliance.	
	o **The CS&Q Committee Interim Chair asked – what would the KPI target setting process look like following the Strategic Plan refresh?** The CEO & Principal advised it would be preferable to set annual targets on a rolling basis, to enable the College to be more responsive to changes in the external environment. Governors agreed.	
	o **The CS&Q Committee Interim Chair noted that 'Overall Effectiveness' had been assessed as a 'Green' RAG rating, whilst all other KPI metrics had been rated either 'Amber' or 'Red', and asked – can you clarify this assessment?** The CEO & Principal explained that many of the KPI targets that had been internally set at the College were highly aspirational. However, when benchmarking against the broader sector, the College's performance in many of these metrics was comparatively strong. As such, an overall RAG rating of 'Green' was reasonable.	
	o Governors discussed the need for KPI targets linked to the CS&Q Committee to balance an aspirational outlook for the College, whilst ensuring targets were achievable.	
	▪ <u>**Action 4.2.1**</u> **– Discuss and align on the format and approach for reporting progress against CS&Q related key performance indicator metrics to the CS&Q Committee moving forward.**	RC/PMK /AP
	o An Independent Governor reflected that it may be helpful for the Achievement KPIs to be broken down in more detail to show a clearer picture and indicate key areas of strength and opportunity. Governors agreed.	
	o An Independent Governor noted the 'TLA Observation' target of 100%. The Executive Director of Curriculum & Skills advised that significant progress had been made, with approximately 74% having been completed year to date.	
	o **An Independent Governor asked – were the actions that arose as output of staff observations subsequently being tracked?** The Executive Director of Curriculum & Skills confirmed that all associated actions were being logged and these also informed staff training and development. An Independent Governor noted the need to ensure that this was clearly evidenced in preparation for Ofsted inspection.	

#	Item	Action

4.4 Quality of Teaching, Learning & Assessment

- The Executive Director of Curriculum & Skills shared the following update:

  - **Curriculum Planning Days** – these had been scheduled for the end of June.
  - Key documents related to teaching and learning had recently been refreshed, with a view to maximise classroom impact and facilitate the sharing of information and best practice across each of the campuses.
  - The **Quality Improvement Plan and Self Assessment Report (SAR)** had been simplified to ensure both were meaningful working documents.
  - **Cross Campus Working Groups** – these had been particularly effective in driving progress in English, Maths and T Levels.
  - **Ofsted Nominee Preparations** – recent deep dive discussions had focused on High Needs, English & Maths and Apprenticeships. Self-Assessment Workshops were due to be held shortly.
  - **SAR Writing Workshops** – these were due to take place later in June 2024, with a view for an initial validation session to be held at the end of August 2024.

- The following discussion then occurred:

  - An Independent Governor reflected on the need to ensure that the SAR document was succinct and supplemented with an Executive Summary. Governors agreed.

  - **The CS&Q Committee Interim Chair asked – what percentage of students at the College required additional support?** The CEO & Principal advised that approximately 600 students received additional support, i.e. 12% of the student populous.

  - The Assistant Principal – Student Experience outlined current plans to increase the frequency of student council meetings moving forward.

4.5 Work Experience & Employability

- The Assistant Principal – Student Experience shared the following update:

  - There had been a significant push to support students in completing their T Levels on time, as well as preparing students for their work experience placements.

  - A specific Parents Evening event had been scheduled to ensure effective information sharing on the College's work experience provision.

4.6 Higher Education

- The Executive Director of Curriculum & Skills shared the following update:

  - There were currently nine degree programmes now on offer through the validating partner, University of East Anglia.
  - A further five additional degree programmes were currently in the proposal stage, expected to launch in 2025-26.
  - Ongoing marketing and communication activity had significantly raised the College's Higher Education profile in the local area.

#	Item	Action

4.7 Apprenticeships, Adult & Subcontracting Update

- The Vice Principal – Business Development shared the following update:

  - There had been a steady improvement in Apprenticeship outcomes, with achievement currently trending at 46% (up from 44% last year).
  - There had also been solid growth throughout 2023-24, with a projected achievement level of 51-54% by end of year.
  - Similarly, projections for 2024-25 had been estimated at 58%-65%, which would take the College more in line with the national picture.
  - Further to a recent deep dive discussion on Apprenticeships, steady improvements in the provision continued to be observed.

- The following discussion then occurred:

  - **An Independent Governor asked – had current achievement rates for Apprenticeships been detrimentally impacted by high dropout rates, or because students had exceeded their course end dates?** The Vice Principal – Business Development advised that levels of achievement had been impacted by a combination of these issues. The increased cost of living also remained a key factor in student dropout rates. The Executive Director of Curriculum & Skills reflected that End Point Assessment (EPA) results were currently trending at 87%, so achievement levels were primarily driven by high dropout rates.

  - **An Independent Governor asked – was associated data on Maths & English attainment available?** The Vice Principal – Business Development confirmed that this was available and being referenced. A key challenge had arisen from some apprenticeship standards also having embedded diploma qualifications associated with them. This had resulted in some students exiting their apprenticeship programmes with just their diplomas, i.e. without completing the Apprenticeship Standard.

  - **An Independent Governor asked – does the College share feedback to employers regarding current levels of pay for apprenticeship courses?** The Vice Principal – Business Development confirmed that this feedback was routinely shared. Furthermore, work was ongoing to validate that individual employers were not repeat offenders in offering overly low pay.

4.8 Adult Education Budget (AEB) Provision

- The Vice Principal – Business Development shared the following update:

  - The College was currently on target to achieve full delivery of its AEB provision this academic year.
  - Moving forward, AEB would be rebranded as 'ASF', i.e. Adult Skills Fund, with a new formula-based funding model.
  - The ESCG AEB provision remained a key area of strength for the College.
  - Work was currently underway to launch the online resource, 'My Adult Student Life'.

#	Item	Action
	4.9 Diversity, Equity & Inclusion (DEI) Update	
	• The Assistant Principal – Student Experience shared the following update:	
	o A DEI campaign was currently under development with a view to launch at the start of the next academic year for returning students.	
	o Case studies on College alumni had showcased exceptional student achievements, encouraging an ambitious culture, making a positive impact on local communities and promoting British values.	
	4.10 The CS&Q Committee Interim Chair thanked the Executive Team for their comprehensive update.	
5)	**STUDENT GOVERNOR UPDATE** **15:40**	
	5.1 The Student Governor shared the following reflections, focussed on the theme of **Wellbeing & Enrichment**:	
	• **Mental Health & Wellbeing Support** – there were a range of high-quality resources and support available, which were clearly signposted across the Hastings campus and online via 'MyStudent Life'. Students were actively encouraged to access this support as needed, either via self-referral or by being referred by a member of teaching staff.	
	• **Social Wellbeing** – a broad cross-curricular enrichment programme was currently available for all students. However, to maximise student engagement given existing timetabling constraints, it may be helpful for some activities to be delivered online, such as the Debate Club. Cross-curricular activities could also benefit from being more widely promoted to increase student awareness and participation levels.	
	• **Student Voice & Wellbeing:**	
	o **Student Council Application Process** – it would be helpful if the application form was structured to include specific questions requiring short form answers, as well as associated guidance to better support candidates in the application process.	
	o **Sensitive Topics** – it was suggested that Course Representatives should not be responsible for acting as an advocate for sensitive topics related to protected characteristics, such as gender, race and religion. Instead, an alternative mechanism for raising related issues should be identified.	
	o **Academic Wellbeing** – Student Mentors could provide a useful additional support mechanism for students. Peer mentoring was currently available for A Level students, but it would be helpful if this could be extended more widely.	
	• **Stress Management & Support** – excellent support was already available for students who may be struggling with workload and their general wellbeing. Key support included deadline extensions and the ability to make up missed hours, which was particularly important for enabling students to get back on track with their workload.	
	• **Campus Safety & Security** – there had been a noticeable improvement in students consistently wearing their lanyards following targeted focus on this area. However, some Travel & Tourism students may feel uncomfortable wearing the required uniform when travelling to/from the College campuses, as this may attract unwanted attention.	

#	Item	Action
	5.2 The CEO & Principal reflected that the Student Governor's feedback had been particularly insightful and committed to carefully consider this moving forward. **5.3 The CS&Q Committee Interim Chair thanked the Student Governor for sharing such a comprehensive update.**	
6)	**CURRICULUM PLAN – 2024-25** **15:46** 6.1 The Executive Director of Curriculum & Skills shared the following update: • The Curriculum Plan was broadly in line with the prior year, though several courses had been streamlined across the campuses. • **T Levels:** ○ Fashion and Media T Levels had been launched at all three main campuses in Hastings, Eastbourne and Lewes. ○ Both Business and Health & Social Care T Levels had recently been relocated from Lewes to Eastbourne, with a view to maximise levels of student engagement and ensure a more effective distribution of equipment. • **A Levels** – all course programmes had been transitioned to a 5-day week timetable. • **English & Maths** – localised vocational hubs were being introduced, with a view to embed these into key departments, such as Construction. A consistent English & Maths programme had been implemented across all campuses, with staggered programmes delivered as needed.	
7)	**CURRICULUM STRATEGY UPDATE** **15:49** 7.1 The CEO & Principal and Executive Director of Curriculum & Skills shared the following update: • A key focus area of the ESCG Strategic Plan would be to raise aspirations and ensure a clear curriculum pathway from the Level 1 to the Level 3 provision. • The key drivers of the Curriculum Strategy were '**Ambition**', '**Partnership**', and '**Impact**'. In turn, this would be realised through delivery of the following **Curriculum Entitlements** whilst also responding to key local, regional and national priorities: ○ **Digital Licence** – embedding digital literacy across the curriculum provision. ○ **Entrepreneurial Acumen** – fostering entrepreneurial mindsets and skills through engagement with key projects and ventures. ○ **Literacy Numeracy & Fluency** – embedding literacy, numeracy and communication skills, supplemented with targeted interventions as needed. ○ **Green Skills Integration** – integrating green skills and sustainability concepts into all curriculum programmes. ○ **Careers Education & Raising Ambition** – increasing the number of students participating in industrial placements, internships, and other career-related activities. ○ **Diversity, Equity & Inclusion** – establishing a curriculum that promotes cultural awareness, respect and understanding.	

#	Item	Action
	• The following discussion then occurred: o The Executive Director of Curriculum & Skills emphasised the need to establish clear objectives in developing the Curriculum Strategy. o **The CS&Q Committee Interim Chair considered the proposed Curriculum Entitlements and asked – was this being aligned with local schools to ensure a shared understanding of the work of the college?** The CEO & Principal advised that there was a significant appetite from local schools to ensure an understanding of the College's Curriculum offer, particularly for those students who would access the lower end of the College's provision, with a key focus on career aspirations. Additionally, work was ongoing with local parents, to ensure a similar understanding of the work of the college. o **The CS&Q Committee Interim Chair asked – does there need to be a clearer reference to the contextual and strategic information detailed in the Accountability Agreement?** The CEO & Principal confirmed that this additional information would be incorporated into the Curriculum Strategy. o An Independent Governor suggested that the Curriculum Strategy should also more specifically reference local needs for each curriculum area and how partners were being engaged with from a course delivery perspective. Governors agreed. o The CEO & Principal advised that the Curriculum Strategy would be simplified for Governors with headlines for each sub-section. o **Action 7.1.1 – Update the Curriculum Strategy document to include the following:** ▪ **Additional contextual information on the College, similar to the information detailed within the Accountability Agreement & Local Needs Duty document.** ▪ **Reference local needs for each curriculum area and outline the approach for engagement with key partners on curriculum delivery.** ▪ **Simplify the Curriculum Strategy to include summary information for each sub-section.**	**NB**
8)	**TARGET SETTING – KEY PERFORMANCE INDICATORS (KPI)** **16:01** *8.1 Full List – 2024-25* • The CEO & Principal shared the following update: o It would be important to establish KPI targets for 2024-25 that were achievable, whilst maintaining an aspirational outlook for the College. o Two redundant KPIs from 2023-24 had been removed from the list, i.e. 'Remaining Pass Rates' and 'Timelines for Apprenticeships'. o A new KPI had been proposed for 2024-25, i.e. 'High Grades'. • The CEO & Principal also referenced the earlier deep dive discussion on attendance and considered the need to review attendance KPI data by course level, thereby ensuring more robust monitoring an oversight moving forward.	

#	Item	Action
	• The following discussion then occurred: ○ Governors reflected that monitoring attendance KPI data, by course level, would support a more aspirational approach moving forward. The CEO & Principal agreed, noting the need to establish an aspirational, yet achievable target for Level 3 students. ○ The CEO & Principal also noted the need to recognise those students who had opted to complete additional learning hours to make up any time they had missed and therefore credit them for this. A Student Governor suggested that peer mentoring could also provide a further mechanism for crediting students. ○ **The CS&Q Committee Interim Chair asked – should 'Staff Utilisation' and 'Average Class Size' transition to the RC&I Committee KPIs, instead of remaining under CS&Q Committee oversight?** Governors agreed to propose the relocation of 'Staff Utilisation' and 'Average Class Size' to the RC&I Committee KPI list. ■ **Action 8.1.1 – Align with the Executive Director of Finance & Chief Operating Officer on transitioning the 'Staff Utilisation' and 'Average Class Size' KPIs to the Finance KPI Metrics, with a view for this to fall under the purview of the RC&I Committee moving forward.** • **RESOLUTION – The CS&Q Committee agreed to recommend the Curriculum, Skills & Quality Key Performance Indicator metrics to the Board for approval, subject to agreed amendments.** *8.2 Curriculum & Standards – Priority KPIs for Board Reporting* • The CEO & Principal advised that the following key CS&Q specific KPI's had been identified for priority Board monitoring and oversight: ○ Student Satisfaction ○ Student Retention ○ Student Attendance ○ Student Achievement • The following discussion then occurred: ○ **The CS&Q Committee Interim Chair asked – should 'Student Safety' also be included as a priority KPI?** Governors discussed the importance of monitoring 'Student Safety' as a priority safeguarding metric, with a view to enable a broader assessment of whether students know what to do if they feel unsafe. • **RESOLUTION – The CS&Q Committee agreed to recommend Board approval of the following Priority Key Performance Indicator metrics for Board monitoring and oversight in 2024-25:** 1. **Student Satisfaction** 2. **Student Retention** 3. **Student Attendance** 4. **Student Achievement** 5. **Student Safety**	NB/RC

#	Item	Action
9)	**SUBCONTRACTING ARRANGEMENTS – 2024-25** **16:16** 9.1 Governors noted that the Subcontracting Arrangements for 2024-25 were due to be jointly reviewed with the Resources, Culture & Impact Committee. 9.2 The Vice Principal – Business Development shared the following update: • GFTS (a specialist in fenestration training) would continue to be retained as a growth partnership relationship moving forward. • The College had continued to adopt a rundown approach for all other subcontracting arrangements, with just a few now remaining still due to complete over the next two years. • Moving forward, the College would ensure a clear rationale for subcontracting, using the apprenticeship GFTS Fenestration Retrofit Provision as a case model for best practice, i.e. as a means of providing niche provision and tackling identified skills gaps. • The following discussion then occurred: o **The CS&Q Committee Interim Chair asked – had any new subcontracting relationships been identified for 2024-25?** The Vice Principal – Business Development confirmed that there had not, though potential opportunities were being explored, with a view to complement the existing offer. A priority aspect of the College's subcontracting strategy was to directly support the local skills needs agenda. o **The CS&Q Committee Interim Chair asked – how much did the GFTS subcontracting partnership equate to?** The Vice Principal – Business Development explained that GFTS equated to 19% of the apprenticeship provision for the current year, with next year likely to be 15%. Moving forward, there was some scope to grow this for the adult provision. However, the College was not able to exceed the 25% threshold published by the ESFA. • **RESOLUTION – The Curriculum Skills & Quality Committee agreed to recommend the Subcontracting Arrangements for 2024-25 to the Board for approval.**	
10)	**GOVERNANCE MATTERS – 2024-25** **16:20** *10.1 Draft CS&Q Committee Terms of Reference* • The Director of Governance summarised the key changes to the CS&Q Committee Terms of Reference for 2024-25, as detailed in the associated paper. • <u>Action 10.1.1</u> – Amend the draft CS&Q Committee Terms of Reference to include separate entries for the 'Safeguarding Ambassador' and 'SEND Ambassador' roles (Section 2 – Composition/Core Membership). • **RESOLUTION – The CS&Q Committee agreed to recommend the CS&Q Committee Terms of Reference for 2024-25 to the Board for approval.**	

#	Item	Action
	10.2 Draft CS&Q Committee Cycle of Business	
	• The Director of Governance advised that the 2024-25 Cycle of Business had been simplified to maximise opportunities for Committee level monitoring and oversight, whilst ensuring all statutory obligations continued to be met.	
	• **RESOLUTION – The CS&Q Committee agreed to recommend the CS&Q Committee Cycle of Business for 2024-25 to the Board for approval.**	
	10.3 Draft Schedule of Meetings	
	• The Director of Governance advised that the 2024-25 Schedule of Meetings had been developed as output of the recent Governor Meeting Preference Survey as follows:	
	o A variety of locations for each committee meeting had been incorporated.	
	o Meetings would predominantly be held in person, with one virtual meeting option p.a., which could revert to being held in person should the Committee opt to do so. Hybrid meetings had been discontinued.	
	• **RESOLUTION – The CS&Q Committee agreed to recommend the CS&Q Committee Draft Schedule of Meetings for 2024-25 to the Board for approval.**	
Annual Reports		
11)	**ANNUAL SAFEGUARDING & PREVENT REPORT** **16:26**	
	11.1 The Assistant Principal – Student Experience shared the following update:	
	• **Training:**	
	o Safeguarding training had been delivered to support staff and had particularly been targeted at those who were non-student facing. Very positive feedback had subsequently been received.	
	o The Safeguarding Team recently took part in a Grassroots led training session, to help build confidence in supporting students through a range of suicide prevention scenarios.	
	• Student tutorial programmes on Prevent & Consent were currently being reviewed to ensure these were appropriate for each course level and programme of study.	
	• The College continued to collaborate with Sussex Police on various aspects of the College's safeguarding provision and associated projects.	
	• Targeted sessions had been delivered to parents on Digital Resilience for students, following which, positive feedback had been received.	
	• A programme of wellbeing support had also been put in place for adults.	
	• **Referrals:**	
	o The total number of referrals to the Wellbeing Team had increased by 326 since 2023, and a further increase was anticipated by end of year.	

#	Item	Action
	o This had primarily been driven by an increase in the number of students arriving at the College with child protection concerns. o There had particularly been an increase in the number of mental health referrals. The College were currently leveraging support from the Anna Froyd organisation, which was a mental health charity for children and adults. • The Annual Safeguarding & Prevent Report also included three case study examples. 11.2 The following discussion then occurred: • An Independent Governor suggested that moving forward, it would be helpful if the case study examples included a timeline. Governors agreed. • **An Independent Governor asked – do referrals clearly indicate when items had since been closed?** The Assistant Principal – Student Experience advised that this was currently being looked at by the Safeguarding Team to ensure a consistent approach was adopted moving forward. • **An Independent Governor asked – were lessons learned being captured following each referral?** The Assistant Principal – Student Experience advised that the feasibility of tracking this was also being explored. • **The CS&Q Committee Interim Chair asked – can the case study examples captured in the report be further anonymised to state the course programme area rather than specific course names?** The Assistant Principal – Student Experience confirmed that this would be amended. o **Action 11.1.1 – Amend the Annual Safeguarding Report to further anonymise the case study examples to only reference the course programme area, rather than include specific course names.** • **RESOLUTION – The CS&Q Committee agreed to recommend the Annual Safeguarding & Prevent Report to the Board for approval, subject to the agreed amendments.**	 FP
12)	**ANNUAL REPORT ON LOCAL SKILLS IMPROVEMENT PLAN CONTRIBUTION (LSIF)** **16:35** 12.1 The Vice Principal – Business Development shared the following update: • The Local Skills Improvement Plan had been a priority focal point of the Strategic Plan refresh, with particular focus on addressing local skills needs. • The Local Skills Improvement Fund currently supported several key employability/ entrepreneurship focused projects: o **Sussex Job-Matching App** – a digital platform designed to connect college-leavers and job seekers in Sussex with relevant job opportunities. o **Website for Learners (Careers Opportunity)** – an interactive website aimed at guiding learners through the diverse career opportunities and pathways available in Sussex.	

#	Item	Action

o **'Body Swaps' VR Employability Skills Development Platform** – an innovative virtual reality platform in Sussex, which focussed upon embedding employability skills, such as interviews and professional conduct.

o **Sussex Centres for Entrepreneurship & Business Leadership Project** – CPD training targeted at employers across seven key sectors in Sussex.

o **VR & AR Immersive Teaching** – immersive rooms were currently being installed at the three main campuses. The rooms simulated real environments to support students in exploring various work experience scenarios. Moving forward, the rooms would also be utilised for a range of enrichment and training events.

- The following discussion then occurred:

  - The Vice Principal – Business Development explained that LSIP data was a key input to the curriculum planning process.

  - **The CS&Q Committee Interim Chair considered the associated report and asked who was responsible for setting the KPIs linked to each of the projects?** The Director of Curriculum & Skills advised that the KPIs were set by the Department for Education (DfE), though these were currently under negotiation and review.

- **RESOLUTION – The CS&Q Committee agreed to recommend the Annual Report on Local Skills Improvement Plan Contribution to the Board for approval.**

---

13) ACCOUNTABILITY AGREEMENT & LOCAL NEEDS DUTY UPDATE   **16:43**

13.1 Governors noted that due to the DfE deadline of 30th June 2024 to approve and publish the Accountability Agreement & Local Needs Duty to Review, the Board had previously delegated the review and approval of this key document to the CS&Q Committee.

13.2 The Executive Director of Curriculum & Skills shared the following update:

- The Accountability Agreement had been significantly enhanced since the last submission, with additional information on the College context.

- The report also detailed how targets from the prior year had been met, as well as key objectives for the year ahead.

13.3 The following discussion then occurred:

- **An Independent Governor considered the College's Employer Exchange Initiative and asked – was employer input typically obtained for all programmes of study?** The Vice Principal – Business Development confirmed that employer input was routinely sought. The Director of Curriculum & Skills also advised that all Curriculum areas were shortly due to attend a 'Back to Industry Day', enabling staff to further evidence impact.

- **RESOLUTION – The CS&Q Committee agreed to approve the Accountability Agreement & Local Needs Duty, with a view for this to be subsequently ratified by the Board.**

#	Item	Action
Policies & Key Documents		

14) | **POLICIES**   **16:48**

14.1 Safeguarding & Prevent Policy

- Governors noted the policy and the following discussion then occurred:

    - **The CS&Q Committee Interim Chair asked – should any safeguarding concerns be raised regarding an individual Governor, where should this be reported to?** The CEO & Principal advised that such matters should be reported to her as the Designated Safeguarding Lead (DSL).

    - <u>Action 14.1.1</u> – **Amend the Safeguarding & Prevent Policy to clearly outline the process that should be followed in the event of needing to report a safeguarding concern about a Governor.**   **FP**

- **RESOLUTION – The Curriculum, Skills & Quality Committee agreed to recommend the Safeguarding & Prevent Policy to the Board for approval, subject to the agreed amendment.**

15) | **ANY OTHER BUSINESS**   **16:50**

15.1 The CEO & Principal reflected on the need to reduce the volume of papers for the next meeting, with a focus on including additional executive summary information wherever possible.

16) | **DATE OF NEXT MEETING**   **16:51**

16.1 Governors noted that the next meeting of the Curriculum, Skills & Quality Committee had been tentatively scheduled for **26th November 2024, 14:00-17:00, which would be an in-person meeting.**

17) | **LIVE COMMITTEE SELF-ASSESSMENT**   **16:52**

17.1 Three survey responses were received from Governors, as follows:

#	ASSESSMENT QUESTION	RESULT
1.	Was the agenda sufficiently balanced between core governance business and strategic priorities?	**67.7% – Yes** **33.3% – Partially**
2.	Where the papers succinct, with clarity in the information being communicated and the action required by Governors?	**67.7% – Yes** **33.3% – Partially**
3.	Did you have all the information you needed to fully participate in discussion and decisions?	**100%**
4.	Was there sufficient time to debate priority items in depth?	**100%**
5.	Were you satisfied that decisions were arrived at in a proper manner?	**100%**
6.	Was the student experience at the heart of decision making?	**100%**
7.	Did the Chair facilitate the meeting effectively, enabling adequate focus on strategic priorities and creating an environment where a range of perspectives were considered?	**67.7% – Yes** **33.3% – N/A**
8.	Were opportunities created to invite input from Student and Staff Governors?	**100%**
9.	Any comments or suggestions?	**Yes***

Comment:
- *Executive summaries with strategic issues need to be highlighted from detailed reports.*

#	Item	Action
18)	**CLOSE** **16:53** **18.1 The meeting closed at 16:53.**	

Action Summary

Item	Owner	Action	Due Date
0.8.1	BH	Share a copy of the 'Attendance' Deep Dive Presentation slides.	**Complete**
4.1.1	RC/AP/PMK	Discuss and align on the format and approach for reporting progress against CS&Q related key performance indicator metrics to the CS&Q Committee moving forward.	26th November 2024
7.1.1	NB	Update the Curriculum Strategy document to include the following: • Additional contextual information on the College, similar to the information detailed within the Accountability Agreement & Local Needs Duty document. • Reference local needs for each curriculum area and outline the approach for engagement with key partners on curriculum delivery. • Simplify the Curriculum Strategy to include summary information for each sub-section.	26th November 2024
8.1.1	RC	Align with the Executive Director of Finance & Chief Operating Officer on transitioning the 'Staff Utilisation' and 'Average Class Size' KPIs to the Finance KPI Metrics, with a view for this to fall under the purview of the RC&I Committee moving forward.	1st July 2024
10.1.1	BH	Amend the draft CS&Q Committee Terms of Reference to include separate entries for the 'Safeguarding Ambassador' and 'SEND Ambassador' roles (Section 2 – Composition/Core Membership).	**Complete**
11.1.1	FP	Amend the Annual Safeguarding Report to further anonymise the case study examples to only reference the course programme area, rather than include specific course names.	1st July 2024
14.1.1	FP	Amend the Safeguarding & Prevent Policy to clearly outline the process that should be followed in the event of needing to report a safeguarding concern about a Governor.	1st July 2024