

Curriculum, Skills & Quality Committee MINUTES

Date	26 th February 2024	Time	14:00-17:00
Venue	EC205 – ECAT House, Eastbourne Campus		
Chair	Cathrine Manning		

Membership: Catherine Manning (Committee Chair), Aly Colman (Committee Vice Chair), Rebecca Conroy (CEO & Principal), Andy Davy, Priscilla Kendall, Ian Mehrtens, Trista Jin, Kirsty Reid, Jack Woodgate, Emel Yerlikaya

In Attendance: Graham Cook – *Pre-Meeting*, Nicola Taylor – *Pre-Meeting*, Fenella Potterton (Assistant Principal – Student Experience), Sabine Phillips (Director of Teacher Development & Digital Innovation – *pre-meeting only*), Donna Harfield (Vice Principal – Business Development), Nick Backstrom (Consultant), Belle Howard (Director of Governance), Claire Alexander (*Minutes*)

Quorum: The meeting was quorate throughout.

Apologies: Aly Colman, Kirsty Reid, Nicola Taylor, Jack Woodgate, Emel Yerlikaya

#	Item	Action
Pre-Meeting		
-	<p>HIGH NEEDS DEEP DIVE DISCUSSION 14:02</p> <p>0.1 The Assistant Principal – Student Experience & the Director of Teacher Development & Digital Innovation presented an update, which focussed on the following areas:</p> <ul style="list-style-type: none"> • Education Health Care Plans (EHCPs) – these important statutory documents outlined the special educational, health and social care needs of students. • High Needs Funding – a comparatively complex funding model was in place, made up of both ‘place’ funding and ‘top up’ funding. • An overview of the College’s Special Education Needs & Disability (SEND) provision. • Existing strengths and key progress areas within the College’s High Needs provision. • Areas for improvement, both in terms of Inclusive Learning and across the whole College. • Enhancements to the quality and standards of teaching, learning and assessments (TLA). • The ‘Golden Thread’ Strategy – “<i>embed, enrich, enhance</i>”, with a view to adopt a holistic approach to the learner journey for all High Needs students. • Whole College audits, led by a Deep Dive Consultant, which focussed upon strategic areas for improvement and deep dive priority areas. • Training & Support – related to core teaching, learning and assessment strategies linked both to supporting High Needs students, SEND students and the general student population. • Enhancements to the College’s Tutorial Programme, in delivery of the College’s Personal, Social, Health & Economic Education (PSHE) provision. • Ongoing efforts to embed work experience into curriculum planning, aligned to the skills agenda, ensuring high expectations for all students studying at every level and ability. • Observation Process – refinements including a new reflective note building resource to guide the observation process, with specific sections on EHCPs and SEND support. • Digital – in addition to the existing personalised learning plans, moving forward, the High Needs provision would include a range of digital solutions, ‘chatbots’, immersive suites etc. 	

#	Item	Action
	<p>0.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <p>The Resources, Culture & Impact (RC&I) Committee Chair asked – do students typically have an EHCP already in place at the point of joining the College? The Assistant Principal – Student Experience confirmed that most students usually already had an EHCP in place at the point of enrolment, though there were instances where students arrived without an EHCP but subsequently displayed a high level of need.</p> <p>The RC&I Committee Chair asked – does the current level of high needs funding received by the College reflect the full cost of the provision? The Assistant Principal – Student Experience advised that unfortunately, it did not.</p> <p>The Vice Chair of the Board (Resources & Operations) asked – how was the high needs funding utilised? The Assistant Principal – Student Experience advised that High Needs funding was typically used to cover a broad range of specialist needs, including class based 1:1 learning support assistants, speech and language therapists, communications sessions, occupational therapy etc.</p> <p>The RC&I Committee Chair asked – what proportion of SEND students at the College did not have an EHCP in place? The CEO & Principal explained that the vast majority of students who had self-declared as having special needs, did not require an EHCP. The Assistant Principal – Student Experience advised that approximately a third of all students at the College were SEND students. There were currently 171 High Needs students at the College, of which 34% had an EHCP in place.</p> <p>The Chair of the Board asked – how was the ‘golden thread’ learner journey being articulated to students? The CEO & Principal clarified that the key emphasis of the learner journey was upon destination and outcomes, rather than being overly restricted to course levels, e.g. Levels 1-3. Similarly, the Director of Teacher Development & Digital Innovation advised that the key emphasis was upon students developing their soft skills and building confidence in articulating their individual learner journey.</p> <p>The RC&I Committee Chair asked – what steps were being taken to ensure that teachers adopted a consistent approach to supporting high needs students? The Director of Teacher Development & Digital Innovation advised that an extensive programme of in-house teacher training and resources had been developed to support broader efforts to establish an inclusive culture at the College. The Director of Teacher Development & Digital Innovation also advised that all EHCPs were stored centrally, and the training provision covered a wide range of areas, including trauma informed practice and managing challenging conversations with students.</p> <p>The Chair of the Board asked – had students provided input in developing the list of Personal Development topics, which formed part of the Tutorial Programme? The Director of Teacher Development & Digital Innovation advised that they had not, but reflected that feedback could subsequently be gathered via the Student Council forums.</p> <p>The Chair of the Board noted that the College was increasingly leveraging AI technology to develop personalised learning plans for students, and asked – was the quality of the resources being generated through AI technology to support this activity first being validated? The Director of Teacher Development & Digital Innovation confirmed that this was being validated as part of an incremental and holistic strategy for embedding AI technology at the College.</p> 	

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	<ul style="list-style-type: none"> The Curriculum, Skills & Quality Committee Chair thanked the Assistant Principal – Student Experience & the Director of Teacher Development & Digital Innovation for a comprehensive update on the College’s High Needs provision. <ul style="list-style-type: none"> Action 0.1.1 – Cascade a copy of the High Needs Deep Dive presentation slides to Governors. <p>The meeting was briefly adjourned for a short break at 14:49. Graham Cook and Sabine Phillips left the meeting.</p>	BH

Standing Items

1)	<p>WELCOME & APOLOGIES 15:00</p> <p>1.1 The Curriculum, Skills & Quality (CS&Q) Committee Chair opened the meeting at 15:00 with a warm welcome to colleagues.</p> <p>1.2 Apologies were received and accepted from Aly Colman, Kirsty Reid, Nicola Taylor, Jack Woodgate and Emel Yerlikaya. The CS&Q Chair noted that there had been several late requests for virtual attendance, but in line with an earlier decision to move away from a hybrid meeting format, it had not been possible to accommodate these at this time.</p> <p>1.3 The CS&Q Committee Chair advised that the key theme of the meeting was ‘Skills’, with specific discussion items related to the Employer Exchange Forum, the Accountability Agreement & Local Needs Duty, Work Experience & Employability. All meeting papers would be considered as read, with a particular focus on maximising discussion time related to key strategic priorities.</p>									
2)	<p>DECLARATIONS OF INTEREST 15:03</p> <p>2.1 There were no new declarations of interest received.</p>									
3)	<p>MINUTES OF LAST MEETING 15:04</p> <p>3.1 Approval</p> <ul style="list-style-type: none"> Governors considered the minutes from the Curriculum, Skills & Quality Committee meeting on 20th November 2023. Governors agreed that the minutes were a true and accurate record of what was discussed. <p>3.2 Matters Arising</p> <ul style="list-style-type: none"> Governors noted that actions 0.1.1, 4.2.1 and 5.2.1 had been completed. Governors also noted the following comments/exceptions: <table border="1" data-bbox="194 1946 1385 2136"> <thead> <tr> <th>Item</th> <th>Owner</th> <th>Action</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>5.8.1</td> <td>DH</td> <td>Validate whether students who were eligible for free school meals were able to access this provision whilst on work placement.</td> <td>Complete* <i>See additional information below.</i></td> </tr> </tbody> </table>	Item	Owner	Action	Due Date	5.8.1	DH	Validate whether students who were eligible for free school meals were able to access this provision whilst on work placement.	Complete* <i>See additional information below.</i>	
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	Item	Owner	Action	Due Date	
	6.3.1	RC	Consider opportunities to maximise student engagement with Student Council meetings, whilst ensuring that it was representative of a broad range of different student groups.	In Progress – this was due to be explored further at the forthcoming round of Student Council meetings.	
	6.3.2	RC	Explore the feasibility of enabling attendance at Student Council meetings by interested students who were not necessarily Student Council Representatives, and more broadly leveraging social media to communicate key updates.	In Progress – this was due to be explored further at the forthcoming round of Student Council meetings.	
	10.1.1	RC	Determine whether the College’s existing systems enabled students who had transitioned to receive exam certifications that were reflective of their preferred gender and name.	Complete – exam certificates were aligned with the legal names of students, however students would be sign-posted to the appropriate agency should they wish to legally amend their name/gender.	
	<p>*Supplementary Information related to Item 5.8.1:</p> <ul style="list-style-type: none"> • <i>Students eligible for Free School Meals (FSM) at a rate of £2.53 per scheduled college day could access this financial support whilst on placement.</i> • <i>For those on placement, a slightly higher amount was deposited for each day of their placement.</i> • <i>This was an adaptable scheme initially adopted by county councils and many education providers post-Covid, which offered the required flexibility for students when on placement.</i> 				
4)	INTER-COMMITTEE REFERRAL				15:05
	<p>4.1 Recruitment & Retention for the HE and Apprenticeship Provisions</p> <ul style="list-style-type: none"> • The Chair of the Board advised that an inter-committee referral item had been raised at a recent RC&I Committee meeting. This related to student recruitment and the need to ensure robust oversight, with a view to drive targeted growth for the Higher Education (HE) and Apprenticeship provisions. • The following discussion then occurred: <ul style="list-style-type: none"> ○ The CEO & Principal explained that headline updates related to the College’s broader Curriculum Strategy plans and linkages to student recruitment were routinely shared with the CS&Q Committee. However, more robust committee level oversight was needed to support ongoing efforts to drive greater levels of growth in HE and Apprenticeships moving forward. ○ The Vice Principal – Business Development reflected that whilst learner intake levels remained below target for apprenticeships, there had been marked improvement year on year. 				

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	<ul style="list-style-type: none"> ○ The CEO & Principal advised that the funding model for the apprenticeship provision was unique, where payment was received on delivery. As such, the College was more sensitive to fluctuations in retention levels for this provision. ○ The RC&I Committee Chair reflected on the need to ensure greater clarity of any variances between budgeting, forecasting and delivery for the apprenticeship provision. <i>Governors agreed.</i> ● Action 4.1.1 – Produce a paper on the College’s growth strategy for the Apprenticeship and HE provisions, with a view for this to be considered at the CS&Q and RC&I Committee meetings in the Summer Term, 2024. 	DH/RC
5)	<p>CURRICULUM, SKILLS & QUALITY REPORT</p> <p style="text-align: right;">15:12</p> <p>5.1 Key Performance Indicators Update</p> <ul style="list-style-type: none"> ● The CEO & Principal shared a summary update on the following priority areas for quality improvement: <ul style="list-style-type: none"> ○ Level 3 high grades on some A Level programmes. ○ 16-18 student achievement on GCSE and Functional Skills. ○ Attendance rates on Level 1 & Level 2 courses were below the college target. ○ Work experience participation levels for education programmes for young people and those with High Needs needed to significantly increase. ○ Base line assessments in the planning of lessons required greater consistency. ○ Outcomes for apprentices. ● The following discussion then occurred: <ul style="list-style-type: none"> ○ The RC&I Committee Chair asked – could the College adopt a more direct communication approach with students to support ongoing efforts to reduce levels of student absence? The CEO & Principal reflected that the role of students could be explored more fully, noting that a local college had adopted an approach of communicating the cost of missed learning hours directly to students, to help them better understand the cost of student absence to the college. ○ The RC&I Committee Chair noted that there were several key performance indicators (KPIs) with year-end target measures and asked – would it be possible for a progress update to be shared against these KPIs? The CEO & Principal advised that a progress update would be shared at the next meeting. ○ The Chair of the Board advised that moving forward, the Board would ensure closer oversight and monitoring of the top priority KPIs for the College. To that end, each committee would be asked to identify 2-3 priority KPIs, with a view for summary updates to be shared with the Board. <i>Governors agreed that a top priority KPI for the CS&Q Committee was ‘Attendance’.</i> ○ The CS&Q Committee Chair suggested that it may be prudent for a deep dive discussion on ‘Attendance’ to be scheduled as a pre-meeting discussion item at a subsequent CS&Q Committee meeting. <i>Governors agreed.</i> 	

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	<ul style="list-style-type: none"> ○ Governors reflected on the need to adopt a broader approach to monitoring attendance, noting that historic metrics and targets may no longer be fit for purpose. For example, measuring those students with persistent absence separately from the main student body may provide a clearer picture of absence at the College. Similarly, other factors such as virtual attendance and the feasibility of enabling students to make up missed sessions and therefore improve their attendance rate could also be explored. ▪ Action 5.1.1 – Add ‘Pre-meeting Deep Dive Discussion – Attendance’ to the agenda for the next CS&Q Committee meeting on 10th June 2024. <p>5.2 Quality of Teaching, Learning & Assessment</p> <ul style="list-style-type: none"> ● The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ There had been a significant level of intervention, challenge and support in terms of quality improvement and training. ○ Key activities had included Ofsted preparation training, a comprehensive schedule of deep dives and staff observations. ○ There had been several new staff appointments since the start of the academic year, following an extensive recruitment campaign to fill a variety of challenging vacant positions. Staff were receiving appropriate onboarding support, though the relatively high volume of new starters presented a moderate level of risk for the College. ● The following discussion then occurred: <ul style="list-style-type: none"> ○ The RC&I Committee Chair asked – had any common themes emerged from the recent round of staff observations? The CEO & Principal advised that a range of similar and recurring themes had arisen, which had since informed the training being delivered to staff. <p>5.3 Work Experience & Employability</p> <ul style="list-style-type: none"> ● The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ Following a restructuring process last year and a subsequent recent recruitment campaign, work was underway to establish a new Careers & Work Placement Team. ○ Most students would participate in a wide variety of work experience opportunities during the Spring and Summer terms, including external placements, employer led projects, virtual work experience etc. ● The following discussion then occurred: <ul style="list-style-type: none"> ○ The Chair of the Board asked – would the College’s primary validation partner, the University of East Anglia (UEA), be taking part in the programme of events scheduled for National Careers Week? The CEO & Principal advised that the UEA had been invited but unfortunately were not available this time. The College remained keen to work with the UEA for similar events moving forward. 	<p style="text-align: center;">BH</p>

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	<p>5.4 Student Voice Update</p> <ul style="list-style-type: none"> • The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ Student Council meetings had been scheduled to take place at the Eastbourne, Lewes and Hastings campuses for w/c 26th February 2024. ○ Key staff members had been invited to the Student Council meetings to share updates on various issues and priorities, with an opportunity to gather feedback and explore possible next steps. <p>5.5 Curriculum Planning & New Curriculum Developments</p> <ul style="list-style-type: none"> • The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ Qualification Landscape Overview – this model had been developed by the DfE, which outlined various academic/technical learning pathways and qualifications for students. This had informed the College’s Curriculum Strategy, with a particular emphasis on destination and outcome. ○ The intent would be to develop a broad curriculum map with a range of creative and coherent learner journey pathways, which meaningfully incorporated the College’s Apprenticeships, Adult and Higher Education provisions. • The Consultant shared the following reflections: <ul style="list-style-type: none"> ○ Historically, learner pathways had been largely limited to either technical or academic routes, which was often overly restrictive for many students. ○ Whilst the College had made good progress from a student retention perspective, more work was needed to facilitate greater progression from Level 2 to Level 3, through the provision of more flexible and aspirational learning options for students. ○ Similarly, it would be equally important to ensure alignment with the Local Skills Improvement (LSIP) priorities and where longer-term learner progression may not be possible or appropriate, emphasis would then shift to students developing employability skills at Levels 1 and 2. • The following discussion then occurred: <ul style="list-style-type: none"> ○ The CS&Q Committee Chair asked – how does the College support those students who were not yet clear about their preferred career path? The CEO & Principal advised that there were good levels of flexibility to help students explore various learning options and change courses as reasonable and appropriate. Equally, students were supported to develop a range of transferable skills, thereby further enabling them to try a range of options. ○ The Chair of the Board considered the DfE’s ‘Qualification Landscape Overview’ and reflected that it presented an overly linear pathway, which was not aligned to the College’s more aspirational learner journey approach. Governors agreed. 	

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	<ul style="list-style-type: none"> ○ Governors considered the need to ensure effective communication and branding of the new College learner pathway, with particular emphasis on skills, partnership and being highly aspirational for student outcomes, regardless of level or ability. <p>5.6 Apprenticeships, Adult & Subcontracting Update</p> <ul style="list-style-type: none"> ● The Vice Principal – Business Development shared the following update: <ul style="list-style-type: none"> ○ A Rapid Improvement Plan (RIP) had been established and significant progress had already been achieved year to date. ○ However, Apprenticeship outcomes continued to require improvement. ○ Overall achievement outcomes year-to-date were at 44.3%, which represented a notable increase when compared to the same point in the prior year (33.5%). ○ Intensive training was being provided to assessors, with a view to support ongoing efforts to retain existing learners on their apprenticeship programmes. <p>5.7 Higher Education Provision</p> <ul style="list-style-type: none"> ● The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ FE Into HE Action Groups – these had been set up to radically review and improve working relationships to better support transition from FE into HE. A detailed action plan was being developed for 2024-25, which would focus upon eliminating any internal barriers, particularly with regards to curriculum development. 	
6)	<p>QUALITY IMPROVEMENT PLAN UPDATE</p> <p style="text-align: right;">15:46</p> <p>6.1 The CEO & Principal directed participants to the associated paper and the following discussion then occurred:</p> <ul style="list-style-type: none"> ● Governors discussed at length the format of the report moving forward and suggested that a truncated, summary version be presented to the CS&Q Committee for subsequent updates moving forward. ● The CEO & Principal advised that significant progress had been made year-to-date, though noted ongoing challenges for student attendance and delivery against the work experience provision. 	
7)	<p>EMPLOYER EXCHANGE UPDATE</p> <p style="text-align: right;">15:55</p> <p>7.1 Local Skills Improvement Plan Progress Update</p> <ul style="list-style-type: none"> ● The Vice Principal – Business Development shared the following update: <ul style="list-style-type: none"> ○ The recent launch of Employer Exchange Forums had enabled the College to proactively facilitate linkages between external stakeholders and the College’s Curriculum intent, as part of the broader local skills agenda. 	

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	<ul style="list-style-type: none"> ○ In April 2024, the College would host a cross-sector business-to-student networking event in collaboration with the Hastings Chamber of Commerce and Let's Do Business Group. ○ A Skills Quadrant checklist document had recently been developed, enabling subject leaders to review and monitor employer exchange activity and stakeholder input. ● The following discussion then occurred: <ul style="list-style-type: none"> ○ The RC&I Committee Chair asked – how were emerging industries identified by the College? The Vice Principal – Business Development advised that a range of mechanisms were in place to enable the College to identify emerging industries, primarily via local market intelligence. A recent instance of this had enabled the College to introduce a new Dry Lining Apprenticeship course. ○ The Chair of the Board asked – would it be possible for a summary update on the College's progress in delivering against the local skills agenda to be provided to the Board? The CEO & Principal confirmed that this could be provided. <ul style="list-style-type: none"> ▪ Action 7.1.1 – Provide an update to the Board on the College's progress against the local skills agenda, whilst giving consideration to when the update should best be timed. 	RC
8)	<p>STUDENT GOVERNORS UPDATE</p> <p>8.1 The CS&Q Committee Chair invited the Student Governors to share an update on their student experiences linked to Work Related Learning at the College.</p> <p>8.2 Governors noted that a supplementary paper had been shared by an absent Student Governor in advance of the meeting, who was based at the Hastings Campus. Key topics included:</p> <ul style="list-style-type: none"> ● Employer encounters and guest speakers. ● Career learning in class. ● Progress Hub – an informative resource available to all students. ● Work experience opportunities. ● Preparation for the adult world. ● Wellbeing support. ● Opportunities to maximise student engagement – including an ideas box for students to capture their feedback and suggestions. ● Social media – to promote forthcoming student events and activities. <p>8.3 Additionally, a Student Governor based at the Lewes Campus also shared the following insights:</p> <ul style="list-style-type: none"> ● Employer Guest Speakers – these had been scheduled during recent lectures at the Lewes campus, enabling students to benefit from their experience and insights. ● Trips & Visits – a recent trip to London had provided students with the opportunity to develop their professional knowledge in economics. ● Google Classroom – enabled access to a range of work-related learning resources. ● Mental Health & Wellbeing – students were able to access support on a 1:1 basis. ● Tutorials – support for students in submitting their UCAS application forms. 	16:06

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	<p>8.4 The following discussion then occurred:</p> <ul style="list-style-type: none"> ● The RC&I Committee Chair asked – were students able to access support from the College in securing part-time work? The Student Governor advised that students were routinely able to access support from the Student Services Team when applying for work. The CEO & Principal reflected that in many curriculum areas this level of support was being offered effectively, however further work was needed to ensure similar support was consistently accessible to all students. ● The CEO & Principal asked the Student Governor – was the ‘golden thread’ discussed earlier in the meeting clearly visible to students in terms of their learner journey at the College? The Student Governor confirmed that this was visible both in terms of their academic development and skills progression. ● Governors reflected that a virtual ideas box could be provided to students, where they captured their feedback and suggestions via an online form. ● The RC&I Committee Chair asked – were students currently able to provide input into the College’s Quality Improvement Plan (QIP)? The CEO & Principal advised that students were not currently consulted on the QIP, but this could be explored moving forward. ● Governors agreed that it would be helpful to continue to adopt a thematic approach to Student Governor verbal updates moving forward, where feasible. 	
9)	<p>ACCOUNTABILITY AGREEMENT & LOCAL NEEDS DUTY UPDATE</p> <p>9.1 The CEO & Principal shared the following update:</p> <ul style="list-style-type: none"> ● The College produced its first Accountability Agreement statement in 2023, and this was now due to be refreshed and published by 30th June 2024, work for which was currently being led by the Chief Operating Officer. ● The DfE had recently published new guidance which simplified the requirements for annual Accountability Agreements and the statutory duty to review how well education and training meets local needs, and to consider what actions may be taken to better meet those needs. ● FE Sussex were currently developing a template resource, with broad statements related to the Local Skills Improvement Plan (LSIP) that could then be personalised by local colleges in preparation of their individual Accountability Agreements. ● The finalised ESCG Accountability Agreement & Local Needs Duty would be shared at the next meeting. However, as the Summer Term Board meeting was scheduled to take place after the publication deadline at the end of June 2024, it was proposed that approval be delegated by the Board to the CS&Q Committee to ensure that this deadline was met. Governors agreed. <ul style="list-style-type: none"> ○ RESOLUTION – The CS&Q Committee agreed to recommend for the Board to delegate approval of the Accountability Agreement & Local Needs Duty to the CS&Q Committee, to ensure that the DfE’s publication deadline would be met. 	16:18

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10)	<p data-bbox="180 297 635 331">SAFEGUARDING & PREVENT UPDATE</p> <p data-bbox="1321 297 1393 331">16:21</p> <p data-bbox="180 371 1123 405">10.1 The Assistant Principal – Student Experience shared the following update:</p> <ul data-bbox="229 445 1382 1055" style="list-style-type: none"> <li data-bbox="229 445 1382 584">• Safeguarding & Prevent Training – mandatory online staff training completion levels were now at 93%. Following a recent Designated Safeguarding Lead (DSL) training course, it had been identified that additional focus was needed to promote online safety and digital resilience at the College. <li data-bbox="229 624 1382 730">• Referrals – there had been a significant increase in the number of referrals, particularly related to mental health issues. In turn, this had increased the volume of meetings that safeguarding staff were facilitating with various external agencies. <li data-bbox="229 770 1382 837">• Student Support – effective signposting was in place to ensure students were aware of how to access support as needed. <li data-bbox="229 878 1382 945">• Resourcing – new Safeguarding Managers had recently been appointed at each campus, as part of a rich programme of investment in safeguarding and wellbeing at the College. <li data-bbox="229 985 1382 1055">• Safeguarding & SEND Ambassador – a first meeting had been scheduled to provide an in-depth overview of the College’s Safeguarding provision. <p data-bbox="180 1095 718 1128">10.2 The following discussion then occurred:</p> <ul data-bbox="229 1169 1390 2130" style="list-style-type: none"> <li data-bbox="229 1169 1390 1451">• The RC&I Committee Chair asked – should staff completion of mandatory Safeguarding Training be at 100%? The Assistant Principal – Student Experience clarified that there was typically a 2-4 week lag in mandatory safeguarding online training completion, from the point at which training expired in the Smartlog system. However, all staff members also attended annual in-person Safeguarding & Prevent training at the start of the academic year and were required to sign that they had also read the latest version of Keeping Children Safe in Education. As such, the associated risk was minimal. Furthermore, mop-up in-person training sessions were also held throughout the year as needed. <li data-bbox="229 1491 1390 1630">• The Chair of the Board asked – could a penalty be put in place for staff who failed to complete their online safeguarding training, e.g. removal of access to College systems pending course completion? The CEO & Principal advised that this would be considered along with other measures for non-completion. <li data-bbox="229 1671 1390 2130">• The RC&I Committee Chair asked – could a breakdown be provided on the different category types related to referrals? The Assistant Principal – Student Experience confirmed that this could be provided. <ul data-bbox="325 1809 1390 2130" style="list-style-type: none"> <li data-bbox="325 1809 1390 1883">○ Action 10.2.1 – Share Safeguarding Referral Data broken down by Category Types related to the current reporting period. FP <li data-bbox="325 1924 1390 2029">• The Assistant Principal, Student Experience asked – would it be helpful for Governors to review a safeguarding related case study at the next meeting? Governors confirmed that it would be. <ul data-bbox="325 2069 1390 2130" style="list-style-type: none"> <li data-bbox="325 2069 1390 2130">○ Action 10.2.2 – Share a case study example related to safeguarding and wellbeing at the next CS&Q Committee meeting on 10th June 2024. FP 	

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	<ul style="list-style-type: none"> • The Chair of the Board asked – would it be possible for safeguarding benchmarking data to be shared, with a view to enable comparison against the College’s existing metrics? The Assistant Principal – Student Experience advised that there were significant variances between colleges in their methods for recording safeguarding data, making comparison difficult. That said, many colleges across the FE sector had reported significant levels of growth in the need for wellbeing support. • The CS&Q Committee Chair reflected that the Safeguarding & Wellbeing Support provision was particularly robust, and suggested that this should be proactively captured and promoted as a core strength of the College. Governors agreed. • The CS&Q Committee Chair thanked the Assistant Principal – Student Experience for sharing a comprehensive update to the CS&Q Committee. 	
Policies & Key Documents		
11)	<p>POLICIES 16:38</p> <p>11.1 Diversity, Equity & Inclusion Policy</p> <ul style="list-style-type: none"> • Governors noted that this policy was jointly reviewed with the Resources, Culture & Impact Committee. • The CEO & Principal advised that there had been relatively minor changes to the policy, none of which were regulatory or statutory. • The RC&I Committee Chair asked – should the Roles & Responsibilities section also reference the College’s subcontractors? The CEO & Principal confirmed that it should. <ul style="list-style-type: none"> ○ Action 11.1.1 – Update the Diversity, Equity & Inclusion Policy to reference subcontractors in the Roles & Responsibilities section (Page 3). • RESOLUTION – The Curriculum, Skills & Quality Committee agreed to recommend the Diversity, Equity & Inclusion Policy to the Board for approval, subject to the agreed amendments. 	RC
12)	<p>ANY OTHER BUSINESS 16:40</p> <p>12.1 The following discussion occurred:</p> <ul style="list-style-type: none"> • The Chair of the Board noted that this was the final meeting for the CS&Q Committee Chair, Catherine Manning who had recently decided to resign from the Board. • The Chair of the Board thanked Catherine for her strong leadership as Committee Chair and the significant impact she had had in embedding the new committee structure. Governors agreed. 	
13)	<p>DATE OF NEXT MEETING 16:41</p> <p>14.1 Governors noted that the next meeting of the Curriculum, Skills & Quality Committee had been scheduled for 10th June 2024, 14:00-17:00, which would be a virtual meeting.</p>	

#	Item	Action																														
14)	<p>LIVE COMMITTEE SELF-ASSESSMENT</p> <p>14.1 Three survey responses were received from Governors, as follows:</p> <table border="1"> <thead> <tr> <th>#</th> <th>ASSESSMENT QUESTION</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Was the agenda sufficiently balanced between core governance business and strategic priorities?</td> <td>100%</td> </tr> <tr> <td>2.</td> <td>Where the papers succinct, with clarity in the information being communicated and the action required by Governors?</td> <td>67% - Yes 33% - Partially</td> </tr> <tr> <td>3.</td> <td>Did you have all the information you needed to fully participate in discussion and decisions?</td> <td>100%</td> </tr> <tr> <td>4.</td> <td>Was there sufficient time to debate priority items in depth?</td> <td>100%</td> </tr> <tr> <td>5.</td> <td>Were you satisfied that decisions were arrived at in a proper manner?</td> <td>100%</td> </tr> <tr> <td>6.</td> <td>Was the student experience at the heart of decision making?</td> <td>67% - Yes 33% - Partially</td> </tr> <tr> <td>7.</td> <td>Did the Chair facilitate the meeting effectively, enabling adequate focus on strategic priorities and creating an environment where a range of perspectives were considered?</td> <td>100%</td> </tr> <tr> <td>8.</td> <td>Were opportunities created to invite input from Student and Staff Governors?</td> <td>67% - Yes 33% - Partially</td> </tr> <tr> <td>9.</td> <td>Any comments or suggestions?</td> <td>1*</td> </tr> </tbody> </table> <p>*Comments:</p> <ul style="list-style-type: none"> How can we increase student and staff participation? 	#	ASSESSMENT QUESTION	RESULT	1.	Was the agenda sufficiently balanced between core governance business and strategic priorities?	100%	2.	Where the papers succinct, with clarity in the information being communicated and the action required by Governors?	67% - Yes 33% - 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?	67% - Yes 33% - Partially	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?	100%	8.	Were opportunities created to invite input from Student and Staff Governors?	67% - Yes 33% - Partially	9.	Any comments or suggestions?	1*	16:42
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15)	<p>CLOSE</p> <p>15.1 The meeting closed at 16:43.</p>	16:43																														

Action Summary

Item	Owner	Action	Due Date
0.1.1	BH	Cascade a copy of the High Needs Deep Dive presentation slides to Governors.	Complete
4.1.1	DP/RC	Produce a paper on the College's growth strategy for the Apprenticeship and HE provisions, with a view for this to be considered at the CS&Q and RC&I Committee meetings in the Summer Term, 2024.	10 th June 2024
5.1.1	BH	Add 'Pre-meeting Deep Dive Discussion – Attendance' to the agenda for the next CS&Q Committee meeting on 10 th June 2024.	Complete
7.1.1	RC	Provide an update to the Board on the College's progress against the local skills agenda, whilst giving consideration to when an update should best be timed.	10 th June 2024
10.2.1	FP	Share Safeguarding Referral Data, broken down by category type related to the current reporting period.	Complete
10.2.2	FP	Share a case study example related to safeguarding and wellbeing at the next CS&Q Committee meeting on 10th June 2024.	10 th June 2024
11.1.1	RC	Update the Diversity, Equity & Inclusion Policy to reference subcontractors in the Roles & Responsibilities section (Page 3).	18 th March 2024