

Curriculum, Skills & Quality Committee MINUTES

Date	26 th November 2024	Time	14:00-17:00
Venue	EC205 – ECAT House, Eastbourne Campus		
Chair	Ann Potterton		

Membership: Ann Potterton (Committee Chair), Priscilla Kendall (Committee Vice Chair), Rebecca Conroy (CEO & Principal), Kim Byford, Kerrith Etkin Bell, Ian Mehrtens, Kirsty Reid, Jack Woodgate

In Attendance: Nick Backstrom (Executive Director of Curriculum & Skills), Andy Fitt (Quality Consultant – *pre-meeting only*), Donna Harfield (Vice Principal – Business Development), Fenella Potterton (Assistant Principal – Student Experience), Lucy Mitchell (Assistant Principal – Hastings & HE), Belle Howard (Director of Governance – *Minutes*)

Quorum: The meeting was quorate throughout.

Apologies: Kerrith Etkin Bell, Emel Yerlikaya. Jack Woodgate was absent.

#	Item	Action								
Pre-Meeting										
-	<div>COLLEGE SAR VALIDATION & QIP14:00</div> <div>0.1 The Curriculum, Skills & Quality (CS&Q) Committee Chair explained that the purpose of the pre-meeting discussion was to enable a deep dive review of the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP), ahead of these being considered for approval later in the meeting.</div> <div>0.2 Self-Assessment Report</div> <div><div><div>The Executive Director of Curriculum & Skills outlined the following key strengths and development areas in the College’s provision:</div><table><thead><tr><th>STRENGTHS</th><th>DEVELOPMENT AREAS</th></tr></thead><tbody><tr><td>1. Curriculum Intent – this reflected the needs and context of the local community and was supported by robust career links with employers and key stakeholders.</td><td>1. Apprenticeship Achievement & Timeliness – this remained a priority focus area for the College.</td></tr><tr><td>2. Personal Development – learners benefited from a strong wrap-around programme, with a comprehensive tutorial and enrichment provision.</td><td>2. English & Maths – both in terms of attainment and attendance levels.</td></tr><tr><td>3. Behaviour & Attitudes – overall, student behaviour at the College was very strong.</td><td>3. External Work Experience Placements – the need to strengthen tracking and monitoring.</td></tr></tbody></table></div><div>The Executive Director of Curriculum & Skills then shared the following update:<div>The SAR was underpinned by a more detailed document, which incorporated supplementary evidential information across multiple curriculum areas.</div></div></div>	STRENGTHS	DEVELOPMENT AREAS	1. Curriculum Intent – this reflected the needs and context of the local community and was supported by robust career links with employers and key stakeholders.	1. Apprenticeship Achievement & Timeliness – this remained a priority focus area for the College.	2. Personal Development – learners benefited from a strong wrap-around programme, with a comprehensive tutorial and enrichment provision.	2. English & Maths – both in terms of attainment and attendance levels.	3. Behaviour & Attitudes – overall, student behaviour at the College was very strong.	3. External Work Experience Placements – the need to strengthen tracking and monitoring.	
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	<ul style="list-style-type: none"> ○ A grading of 'Good' had been proposed for all areas of the Self-Assessment Report, with Safeguarding also self-assessed as 'Effective; and the College's contribution to meeting skills needs self-assessed as 'Strong'. ○ Additional context was then shared for each of the sections of the SAR, i.e. Quality of Education, Personal Development, Behaviour & Attitudes, Leadership & Management, Safeguarding and Meeting Local Skills Needs. ● A robust Governor led discussion then occurred, which focussed on the following key areas: <ul style="list-style-type: none"> ○ High Grades – confirmation that the scope of the College's Continuing Professional Development (CPD) programme supported individual learners to achieve the highest possible grades, through SMART targets and tailored feedback. ○ Adult Online Learning Provision – examples of online courses where retention levels remained too low, included 'An Introduction to Autism', 'Business Administration', and 'An Introduction to Healthcare'. These courses were accessible to the public and often used to supplement employer based, onsite learning provisions. Moving forward, this provision represented a significant growth opportunity for the College and a key focus area for the QIP. ○ Apprenticeships – retention for this provision was currently too low, however this was in line with the national picture, and would also continue to be a priority action within the QIP, as well as ongoing focus on timely achievement. ○ Student Enrichment – a recent Governor learning walk had illustrated that the College had established a high-quality enrichment programme for students at the College. A priority focus area for the College would be to extend levels of awareness of the College's student enrichment provision for adult learners. ○ Attendance Data – moving forward, a key focus for the CS&Q Committee would be to further monitor attendance data for Apprenticeships and High Needs as part of the KPI target update, as well as in support of Governor preparations ahead of Ofsted inspection. ○ External Work Placements – consideration as to how ESCG benchmarked relative to other colleges, in terms of the consistent recording of placements. Whilst ESCG was currently on par, this was known to be a challenging area that required additional focus. ○ Careers Programme – Governor attendance at a recent open event in Hastings had illustrated that a robust provision was in place, with quality support routinely accessible to students. ○ Monitoring of Teaching & Learning – additional focus was needed for a discrete number of courses, primarily based at the Hastings campus. These included Computing & IT and English & Maths, which had previously been self-assessed as Grade 4. Governors suggested that this could be a focus area for a future learning walk activity. ○ Employer Engagement – extensive work had been undertaken to engage with local employers on the English and Maths agenda, which had included video talks on the importance and application of these subjects in the workplace. 	

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	<ul style="list-style-type: none"> ○ Safeguarding – there were no deficiencies in the provision and students consistently reported that they felt safe at the College. All staff were well trained. ○ Local Skills Need – there were a broad range of examples to evidence the College's contribution to local skills needs and this remained a particular area of strength. Moving forward, a key focus area would be to extend the impact of A Level teacher engagement with local employers and stakeholders, with a view to better support those A Level students that opted not to progress onto higher education courses. ● Governors suggested the following amendments to the Self-Assessment Report: <ul style="list-style-type: none"> ○ Context & Place (Page 2) – clarify that there was not a dedicated contract in place to deliver the College's 14-16 provision on behalf of the local authority. ○ Executive Summary (Page 5) – identify an alternative word for 'aspirations' as this word had been duplicated in this section. ○ Quality of Education: Key Areas for Development (Page 8) – remove the supplementary example from the first development area in the table, i.e. to include only the sentence: <i>'In a very small minority of subjects, links with external stakeholders are less well developed'</i>. ○ Personal Development: Key Areas for Development (Page 10) – replace the acronym 'SPT' with 'Study Programme Tutors' in the first section. Also, enhance the third section to reference the need to enhance adult awareness of student enrichment opportunities at the College, through a learner led approach. ○ Leadership & Management: Key Strengths (Page 11) – rationalise the list of key strengths to remove any duplication in this section. ○ The Contribution the College Makes to Meeting Skills Needs: Key Areas for Development (Page 13) – amend the item related to ESOL, with a view to enhance the curriculum intent to include clearer outcomes as regards to employment opportunities. ○ Data Tables: Apprenticeships (Page 20) – replace 'Framework Achievement' with 'Standard Achievement'; replace 'Subcontracted' with 'Provider'; replace 'Yes/No' with 'ESCG/GFTS'. ● Action 0.2.1 – Update the Self-Assessment Report to incorporate the requested amendments detailed in Section 0.2 of the minutes. <p>0.3 Quality Improvement Plan</p> <ul style="list-style-type: none"> ● The Executive Director of Finance distributed a supplementary paper, which outlined the success criteria associated with the QIP. The QIP was an important strategic planning document, which was underpinned by more detailed plans for each curriculum area. ○ Action 0.3.1 – Share an electronic copy of the QIP Success Criteria document, with a view for the Director of Governance to cascade this to CS&Q Committee Members. 	<p>NB</p> <p>NB/BH</p>

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	<ul style="list-style-type: none"> A comprehensive Governor led discussion then occurred, which focussed on the following areas: <ul style="list-style-type: none"> Disadvantaged Learners – robust monitoring remained a key priority for the CS&Q Committee, particularly with regards to attendance and attainment. Interventions had included regular check-ins to assess additional support needs as part of the “Always Better Here” campaign. Free School Meals – FSM data had been obtained from the local authorities to enable validation of the existing data at the College. All students were able to access a free breakfast and lunch, which formed a key part of the College’s attendance strategy, both at the start of the day and to encourage lesson attendance in the afternoon. Action Plan Timelines – it was noted that several of the due dates in the QIP appeared somewhat unbalanced, with most actions due by the end of 2024. It was clarified that a follow-up review would subsequently be held in the New Year, when additional actions and due dates would be identified through to the end of the academic year. The Director of Governance suggested that the Curriculum, Skills & Quality Committee may wish to identify priority focus areas from the QIP, with a view to for these to form key themes for forthcoming learning walks or deep dive discussions. Governors proposed that the pre-meeting slot ahead of the next meeting on 11th February 2025, would include a learning walk at the Hastings campus, with a view to focus on any areas graded as 3 or 4, e.g. English & Maths, Computing & IT etc. <ul style="list-style-type: none"> <u>Action 0.3.2</u> – In alignment with the Executive Director of Curriculum & Skills, schedule a learning walk for the pre-meeting slot on 11th February 2025, with a key focus on Grade 3 & Grade 4 areas of the provision. <p>Kirsty Reid joined the meeting at 15:05.</p> <ul style="list-style-type: none"> The Consultant advised that a key focus for any upcoming Ofsted inspection would be for Governors to evidence a clear understanding of the College’s strengths and weaknesses. Similarly, Governors would need to outline key actions that had been taken to address known gaps, as well as the impact of these mitigations. That said, Governors were well prepared and able to communicate the strategic priorities for the College. Upon notification of Ofsted inspection, a summary version of the QIP would be distributed to Governors by the Executive Director of Curriculum & Skills. This would summarise the key issues and actions, aligned to the associated success criteria. <p>Governors thanked the Executive Director of Curriculum & Skills for presenting a comprehensive update.</p> <p>Andy Fitt left the meeting at 15:12, at which point the meeting was adjourned for a short break.</p>	BH/NB

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Standing Items										
1)	<div>WELCOME, APOLOGIES & DECLARATIONS OF INTEREST15:24</div> <div>1.1 The Curriculum, Skills & Quality (CS&Q) Committee Chair opened the meeting at 15:24 with a warm welcome to colleagues.</div> <div>1.2 Apologies were received and accepted from Kerrith Etkin Bell and Emel Yerlikaya. Jack Woodgate was absent.</div> <div>1.3 There were no new declarations of interest received.</div>									
2)	<div>MINUTES OF LAST MEETING15:26</div> <div>2.1 Approval</div> <div><div>Governors considered the minutes from the Curriculum, Skills & Quality Committee meeting on 10th June 2024.</div><div>Governors agreed that the minutes were a true and accurate record of what was discussed.</div></div> <div>2.2 Matters Arising</div> <div><div>Governors noted that all actions from the previous meeting had been completed, with the exception of the following item:</div><table><tr><th>Item</th><th>Owner</th><th>Action</th><th>Due Date</th></tr><tr><td>4.1.1</td><td>RC/AP/PMK</td><td>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.</td><td>In Progress – meeting to be shortly scheduled, with a view to align on how KPI data would be presented.</td></tr></table></div> <td></td>	Item	Owner	Action	Due Date	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.	In Progress – meeting to be shortly scheduled, with a view to align on how KPI data would be presented.	
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3)	<div>COLLEGE SELF-ASSESSMENT & QUALITY IMPROVEMENT PLAN15:27</div> <div>3.1 Self-Assessment Report</div> <div><div>Governors noted the suggested amendments to the Self-Assessment Report, which had been identified as output of the earlier pre-meeting deep dive discussion.</div><div>RESOLUTION – The Curriculum, Skills & Quality Committee agreed to recommend the ‘Self-Assessment Report – 2023-24’ to the Board for approval, subject to the agreed amendments.</div></div> <div>3.2 Quality Improvement Plan – 2024-25</div> <div><div>Governors noted the Quality Improvement Plan, which had been reviewed as part of the earlier pre-meeting deep dive discussion.</div><div>RESOLUTION – The Curriculum, Skills & Quality Committee agreed to recommend the ‘Quality Improvement Plan – 2024-25’ to the Board for approval.</div></div>									

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4)	<p>CURRICULUM, SKILLS & QUALITY REPORT 15:28</p> <p>4.1 Key Performance Indicators</p> <ul style="list-style-type: none"> The Executive Director of Curriculum & Skills, CEO & Principal, and Vice Principal – Business Development shared the following update: <ul style="list-style-type: none"> Attendance – this continued to remain a priority focus area, particularly for lower levels of the provision, where students typically had more complex needs. Students with persistently poor attendance had been captured on a risk register and continued to have access to wellbeing support. Achievement – the College had faced several challenges arising from the additional 600 students in 2023-24, particularly in English and Maths. Overall achievement had dropped by 3.4%. Some construction students had transitioned in year to a lower L2 diploma qualification, which had impacted achievement levels. High Grades – there had been a 1% increase year on year in the proportion of students on vocational programmes who had achieved high grades. Sustained progress was evident in high grades across all age groups for GCSE English and Maths, which was well above the national picture. English & Maths – there was a comparatively mixed picture for functional skills attainment, with significant variances between foundation levels and Level 2. Level 2 remained a key focus area, due to the challenges arising from poor attendance. T Levels – there had been solid recruitment across most areas, with a broad provision on offer. Further focus was needed around retention, particularly in Year 2 and due to the challenging nature of course content. A Levels – retention levels remained stable, with a 1% increase in achievement year on year. High grades were currently trending at 63.6%, up 0.3% from the prior year. Apprenticeships – achievement levels were currently at 50.8%, which was in line with the national picture for the standards that the College delivered. Significant work had been undertaken over the last year, with a number of key actions now complete. Focus areas included a comprehensive staff CPD programme, SMART targets, a standardised approach to the learning provision and robust monitoring and oversight of teaching and learning. The following Governor discussion then occurred: <ul style="list-style-type: none"> Governors requested that the next CS&Q Report include an update on retention, achievement and attendance data for the Apprenticeships and High Needs provisions. Attendance – Governors noted that levels of school attendance across East Sussex was on average 5% lower than the national picture. A review of benchmarking data from FE Sussex could therefore provide a useful data point for the College. Governors also suggested that attendance data should provide an additional view, where persistent non-attendance be excluded as a further point of comparison. Wellbeing Support – Governors noted that rapid growth in Level 1 student cohorts had detrimentally impacted attendance data, as well as resulted in a corresponding increase in wellbeing support need, i.e. a 52% increase in wellbeing referrals. 	

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	<ul style="list-style-type: none"> ○ Progress – Governors noted that there had been targeted focus on tutor marking to support learner development and progression, per actions related to staff CPD, as detailed in the Quality Improvement Plan. ○ Governors reflected that non-selective enrolment and an overall approach of inclusivity at the College, would undoubtedly impact overall attainment levels, which should be taken into consideration as part of the narrative. ○ T Level Retention – Governors considered the drivers for issues with T Level retention. It was clarified that due to the challenging nature of T Level course content, some students had either transitioned to lower-level qualification courses or sought external employment options instead. Moving forward, a key focus would be upon curriculum redesign to support ongoing retention efforts. ○ A Levels – Governors considered whether the College’s A Level provision represented a growth area for the College, particularly for the Eastbourne and Hastings campuses. Governors noted that there was limited alternative provision in the Eastbourne area, with many students travelling extended distances across the county to access learning. This therefore presented a significant opportunity for the College. Priority focus areas may include lowering the entry requirements for related courses. ○ Apprenticeships – Governors queried levels of collaboration and engagement with local employers. Governors also noted that employers were routinely invited to attend progress review meetings. Additionally, a RAG based assessment process was currently in place to track and monitor levels of employer engagement. 	
	<ul style="list-style-type: none"> ● Action 4.1.1 – Incorporate the following corrections to the Curriculum, Skills & Quality Report, with a view for the updated report to be published on the Diligent Board Governor Portal for completeness: <ul style="list-style-type: none"> ○ Correct the ‘Retention Overall’ figure within the KPIs table (Page 2). ○ Amend the RAG rating to red for ‘Attendance 19+’ (Page 2). ○ Correct the commentary below the ‘Achievement Rate by Age & Level’ table (Page 4) to “<i>At Level 1, 16-18 retention and achievement improved from 60.8% to 65%...</i>”. 	NB
	<ul style="list-style-type: none"> ● Action 4.1.2 – Include an update on retention, achievement and attendance for the ‘Apprenticeship’ and ‘High Needs’ provisions within the next CS&Q Report. Similarly, include an update on the College’s Higher Education provision at the next meeting. 	NB
	<ul style="list-style-type: none"> ● Action 4.1.3 – Schedule and plan a deep dive discussion (or learning walk) on the ‘A Level Provision: Growth Opportunities for the Eastbourne Campus’ for the Summer Term 2025. 	BH/NB
	<p>4.2 Safeguarding & Prevent Update</p> <ul style="list-style-type: none"> ● The Assistant Principal – Student Experience shared the following update: <ul style="list-style-type: none"> ○ There had been a rapid increase in referrals to the wellbeing team, which directly correlated with an upward trend in growth in student recruitment for 2024-25. ○ Similarly, there had also been an increase in pre-entry referrals, though the impact to the year-end position was as yet unclear. 	

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	<ul style="list-style-type: none"> ○ A list of 32 high risk/vulnerable students had been identified to receive additional and targeted senior management support and engagement. This list was also closely monitored by the Assistant Principals. ○ Prevent Risk Assessment – this register helped the College to identify, assess, and mitigate risks associated with radicalisation and extremism and had recently been refreshed for 2024-25. • The following discussion then occurred: <ul style="list-style-type: none"> ○ High Risk Students – Governors considered whether the number of high-risk students was typical for a college of this size. Governors also noted that this list was continually being updated, with students who were on the cusp of inclusion also receiving additional monitoring and support. ○ Wellbeing Team – Governors considered whether there was sufficient resource in place to support the rapid growth in student wellbeing support need. Governors gained assurance that specific funding had been allocated for the College’s safeguarding provision, though demand continued to be high. Governors also noted that there were dedicated safeguarding resources based at each campus, supported by a robust organisational structure. ○ Mental Health Support – Governors noted that students were also able to access online counselling support from the Anna Freud Service, which included cognitive behavioural therapy. Students could either be referred or self-refer to this service. ○ Safeguarding Training – it was confirmed that <u>all</u> staff working at the College were required to complete this essential training on an annual basis. • Action 4.2.1 – Update the Curriculum, Skills & Quality Report to include details of Governor safeguarding training activity for 2024-25. • RESOLUTION – The Curriculum, Skills & Quality Committee agreed to recommend Board approval of the ‘Prevent Risk Assessment for 2024-25’. 	FP
5)	OFSTED INSPECTION PLANNING <p>5.1 The Executive Director of Curriculum & Skills shared the following update:</p> <ul style="list-style-type: none"> • Extensive preparations had been undertaken to ensure College readiness ahead of Ofsted inspection in 2024-25. • An offsite meeting had been scheduled for 18th December 2024 to plan key priorities for the Spring Term. • Upon notification of inspection, all position papers would be refreshed and a planning meeting with the key identified Governors would be scheduled. 	16:11
6)	STUDENT GOVERNORS UPDATE <p>6.1 Following the Student Governor’s recent resignation from the Board, this item was deferred to the next meeting.</p>	16:15

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7)	<p>STRATEGY 16:16</p> <p>7.1 Curriculum Master Plan</p> <ul style="list-style-type: none"> The Executive Director of Curriculum & Skills advised that the Curriculum Master Plan had been updated in response to Governor feedback from the last meeting. The following Governor discussion then occurred: <ul style="list-style-type: none"> Curriculum Entitlements – it was clarified that this section detailed the support, resources and student experience that all learners should expect from the College as part of their learning journey. Governors suggested that this should be renamed as ‘<i>Student Entitlements</i>’. Strategic Plan Alignment – Governors queried whether the Curriculum Master Plan was directly aligned with the strategic aims, objectives and priorities detailed in the broader ESCG Strategic Plan. Governors noted the need to ensure a consistent format and language for each of the Master Plans that underpinned the Strategic Plan. Format & Content – Governors confirmed that the Curriculum Master Plan was linked to a more detailed action plan. As such, it was proposed that the content of the Curriculum Master Plan should be pitched at a relatively high level. Purpose – Governors reflected on the need to ensure clarity in the overarching strategic aims, as well as how the impact of the plan may be assessed. The key priorities identified were the need for a coherent learning pathway; to ensure consistency in terms of entitlement; and to respond to local skills needs. Action 7.1.1 – Update the Curriculum Master Plan to include the following amendments: <ul style="list-style-type: none"> Replace ‘<i>Curriculum Entitlements</i>’ with ‘<i>Student Entitlements</i>’ (Page 10). Amend the ‘Diversity, Equity, Inclusion & Belonging’ section of the table to reference a broader diversity agenda, rather than specifically referencing individual social groups (Page 10). Ensure consistency and alignment, in terms of language and tone, with both the ESCG Strategic Plan and the other Master Plans that underpin it. Simplify the content detailed within the Curriculum Master Plan to ensure this is more succinct, whilst clearly outlining the key purpose of the document. As several amendments to the Curriculum Master Plan had been identified, the Director of Governance advised that an updated draft should be shared with CS&Q Committee Members via an electronic resolution, with a view to confirm recommendation to the Board for approval. 	
Annual Reports		
8)	<p>ANNUAL DIVERSITY, EQUITY, INCLUSION & BELONGING REPORT & ACTION PLAN UPDATE 16:27</p> <p>8.1 Governors noted that the ‘Annual Diversity, Equity, Inclusion & Belonging Report & Action Plan Update’ would be jointly reviewed with the Resources, Culture & Impact Committee.</p>	

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	<p>8.2 Governor discussion focused on the following areas:</p> <ul style="list-style-type: none"> • Ethnicity – Governors considered the ‘Achievement Rate by Ethnicity’ data and noted that there were significant variances by course and campus location. It was also noted that this data was somewhat complex, though a breakdown for larger cohorts would enable further review and discussion at a subsequent meeting. Data sets may be presented by provision type and qualification levels. • Ethnicity Data – excluding ESOL (English for Speakers of Other Languages), key focus areas from an ethnicity data gap perspective, included the online Level 2 Adult provision, and ‘Access to Medical’. The latter course was exclusively delivered as an adult programme, with learners typically travelling long distances to take part. Adult access courses currently represented the largest data gap for non-white ethnic group attainment. • Action Plan – Governors queried the action being taken by the College to drive improvements in attainment for a range of diversity groups. Governors considered the feasibility of a future deep dive discussion focused on this area. • Action 8.2.1 – Update the Annual Diversity, Equity, Inclusion & Belonging Report to correct the commentary below the ‘Achievement Rate by Age & Level’ table (Page 10) to “At Level 1, 16-18 retention and achievement improved from 60.8% to 65%...”. • Action 8.2.2 – Provide a more extensive DEIB update, with a breakdown by ethnicity and disadvantaged groups within the CS&Q Report for the next meeting. • RESOLUTION – The Curriculum Skills & Quality Committee agreed to recommend the ‘Annual Diversity, Equity, Inclusion & Belonging Report & Action Plan Update’ to the Board for approval, subject to the agreed amendment. 	<p>NB</p> <p>NB</p>
Policies & Key Documents		
9)	<p>POLICIES</p> <p>16:34</p> <p>9.1 Arrangements for Obtaining the Views of Staff & Students</p> <ul style="list-style-type: none"> • Governors noted that the ‘Arrangements for Obtaining the Views of Staff & Students’ would be jointly reviewed with the Resources, Culture & Impact Committee. • The Director of Governance noted the key changes that had been made to this procedure, as detailed in the Policy Change Summary sheet. • RESOLUTION – The Curriculum Skills & Quality Committee agreed to recommend the ‘Arrangements for Obtaining the Views of Staff & Students’ to the Board for approval. <p>9.2 Careers Education & Guidance Policy</p> <ul style="list-style-type: none"> • The Director of Governance clarified that the ‘Careers Education & Guidance Policy’ was an Executive led policy, which had been shared due to the CS&Q Committee’s high-level oversight of the College’s Careers provision. 	

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	<ul style="list-style-type: none"> The Assistant Principal – Student Experience shared the following update: <ul style="list-style-type: none"> An additional amendment to the policy would subsequently be incorporated, further to a recent refresh of the Gatsby Benchmarks. Furthermore, as output of a forthcoming externally led Careers System Review, an update would be shared with the CS&Q Committee at the next meeting. Governors noted the ‘Careers Education & Guidance Policy’. 	
Close		
10)	<p>ANY OTHER BUSINESS</p> <p>10.1 Subcontracting Arrangements</p> <ul style="list-style-type: none"> The Executive Director of Curriculum & Skills and Assistant Principal – Business Development shared the following update: <ul style="list-style-type: none"> A proposal to amend the current subcontracting arrangements was currently being developed. This related to an additional Adult Skills Fund (ASF) provision, with a total value of £250K and equated to approximately 100 learners. This would enable the College to extend its digital provision through a learning partnership arrangement, to deliver new Digital and Video Accelerator courses. This would ensure that unique and specific provision needs could be met, as well as enable the College to secure its ASF delivery in 2024-25. The following discussion occurred: <ul style="list-style-type: none"> Governors clarified this additional provision would not result in the ESFA’s published threshold of 25% for subcontracting arrangements being exceeded. Governors queried why this provision needed to be delivered via a subcontracting arrangement. It was clarified that previous attempts to deliver the provision in house had been unsuccessful, despite a specific local need in the wider area. The subcontractor would leverage its existing network to lead on recruitment, thereby creating a new cohort of employability students that would not otherwise be accessible to the College. The Director of Governance advised that the Subcontracting Arrangements would need to be updated, with a view to request a recommendation for Board approval by the RC&I and CS&Q Committees. This would need to be handled via an electronic resolution, ahead of the forthcoming Board meeting on 12th December 2024. Governors agreed. Action 10.1.1 – Draft an addendum to the ‘Subcontracting Arrangements – 2024-25’ paper to include the proposed additional provision, with a view to submit this to the Director of Governance for an electronic resolution to be raised. 	<p>16:38</p> <p>DH</p>
11)	<p>DATE OF NEXT MEETING</p> <p>11.1 Governors noted that the next meeting of the Curriculum, Skills & Quality Committee had been scheduled for 11th February 2024, 15:00-17:00, which would be an in-person meeting at the Hastings campus.</p>	<p>16:44</p>

#	Item	Action																														
12)	LIVE COMMITTEE SELF-ASSESSMENT 16:45 12.1 Six survey responses were received from Governors, as follows: <table border="1" style="width: 100%; border-collapse: collapse;"> <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 style="color: green;">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 style="color: orange;">66.6%</td></tr> <tr> <td>3.</td><td>Did you have all the information you needed to fully participate in discussion and decisions?</td><td style="color: green;">100%</td></tr> <tr> <td>4.</td><td>Was there sufficient time to debate priority items in depth?</td><td style="color: green;">100%</td></tr> <tr> <td>5.</td><td>Were you satisfied that decisions were arrived at in a proper manner?</td><td style="color: green;">100%</td></tr> <tr> <td>6.</td><td>Was the student experience at the heart of decision making?</td><td style="color: green;">100%</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 style="color: green;">100%</td></tr> <tr> <td>8.</td><td>Were opportunities created to invite input from Student and Staff Governors?</td><td style="color: green;">83%</td></tr> <tr> <td>9.</td><td>Any comments or suggestions?</td><td style="color: green;">Yes*</td></tr> </tbody> </table> <p>*Comments:</p> <ul style="list-style-type: none"> Amazing amounts of preparation to allow us to move through complex issues. Highlights would be helpful to direct reading in advance. There was no Student Governor representation at this meeting. 	#	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?	66.6%	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?	100%	8.	Were opportunities created to invite input from Student and Staff Governors?	83%	9.	Any comments or suggestions?	Yes*	
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13)	CLOSE 16:46 13.1 The meeting closed at 16:46.																															

Action Summary

Item	Owner	Action	Due Date
0.2.1	NB	Update the Self-Assessment Report to incorporate the requested amendments detailed in Section 0.2 of the minutes.	5 th December 2024
0.3.1	NB/BH	Share an electronic copy of the QIP Success Criteria document, with a view for the Director of Governance to cascade this to CS&Q Committee Members.	5 th December 2024
0.3.2	BH/NB	In alignment with the Executive Director of Curriculum & Skills, schedule a learning walk for the pre-meeting slot on 11 th February 2025, with a key focus on Grade 3 & Grade 4 areas of the provision.	11 th February 2025
4.1.1	NB	Incorporate the following corrections to the Curriculum, Skills & Quality Report, with a view for the updated report to be published on the Diligent Board Governor Portal for completeness: <ul style="list-style-type: none"> Correct the 'Retention Overall' figure within the KPIs table (Page 2). Amend the RAG rating to red for 'Attendance 19+' (Page 2). Correct the commentary below the 'Achievement Rate by Age & Level' table (Page 4) to "At Level 1, 16-18 retention and achievement improved from 60.8% to 65%..." 	5 th December 2024

Item	Owner	Action	Due Date
4.1.2	NB	Include an update on retention, achievement and attendance for the 'Apprenticeship' and 'High Needs' provisions within the next CS&Q Report. Similarly, include an update on the Higher Education provision at the next meeting.	11 th February 2025
4.1.3	BH/NB	Schedule and plan a deep dive discussion (or learning walk) on the 'A Level Provision: Growth Opportunities for the Eastbourne Campus' for the Summer Term 2025.	11 th February 2025
4.2.1	FP	Update the Curriculum, Skills & Quality Report to include details of Governor safeguarding training activity for 2024-25.	Complete
7.1.1	NB	Update the Curriculum Master Plan to include the following amendments: <ul style="list-style-type: none"> • Replace '<i>Curriculum Entitlements</i>' with '<i>Student Entitlements</i>' (Page 10). • Amend the 'Diversity, Equity, Inclusion & Belonging' section of the table to reference a broader diversity agenda, rather than specifically referencing individual social groups (Page 10). • Ensure consistency and alignment, in terms of language and tone, with both the ESCG Strategic Plan and the other Master Plans that underpin it. • Simplify the content detailed within the Curriculum Master Plan to ensure this is more succinct, whilst clearly outlining the key purpose of the document. 	Complete
8.2.1	NB	Update the Annual Diversity, Equity, Inclusion & Belonging Report to correct the commentary below the 'Achievement Rate by Age & Level' table (Page 10) to "At Level 1, 16-18 retention and achievement improved from 60.8% to 65%...".	5 th December 2024
10.1.1	DH	Draft an addendum to the 'Subcontracting Arrangements – 2024-25' paper to include the proposed additional provision, with a view to submit this to the Director of Governance for an electronic resolution to be raised.	Complete