

Curriculum & Standards Committee MINUTES

Date	16 th March 2022	Time	14:00-16:00
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Venue	Virtual Meeting (Zoom)
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Chair	Gill Short
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Membership: Gill Short (Chair), David Smith, Catherine Manning, Steve Hedges, Nicola Taylor, Aly Coleman, Lois Hilton (Student Member)

In Attendance: Ian Mehrtens (Chair Designate), Rebecca Conroy (CEO & Principal), Mark Wardle (Deputy Principal), Sue Dare (Specialist Advisor, *for item 4*), Penny Mackay (Director of Curriculum & Safeguarding Lead); Claire Reed (Head of Curriculum, *for item 10*), Belle Howard (Director of Governance - *minutes*), Claire Alexander (PA – Governance Administration)

Quorum: The meeting was quorate throughout.

Apologies/Absence: David Smith, Penny Mackay, Steve Hedges, Nicola Taylor

#	Item	Action
1)	<p>WELCOME & APOLOGIES 14:02</p> <p>1.1 The Chair opened the meeting at 14:02 with a warm welcome to colleagues.</p> <p>1.2 Apologies were received and accepted from DS and PM. SH and NT were absent. Governors noted that LH had been delayed due to technical issues and would join the meeting shortly.</p> <p>1.3 The Director of Governance (DoG) requested that the meeting be recorded for ease of drafting minutes, utilising the record function available in Zoom. BH confirmed that the recording would be deleted once the minutes had been drafted. All participants agreed.</p>	
2)	<p>DECLARATIONS OF INTEREST 14:03</p> <p>2.1 There were no declarations of interest received.</p>	
3)	<p>MINUTES OF LAST MEETING 14:04</p> <p>3.1 Approval</p> <ul style="list-style-type: none"> • Governors considered the minutes from the last meeting on 29th November 2021. • Governors noted a single amendment – to add IM to the list of participants. • Governors agreed that subject to this amendment, the minutes were a true and accurate record of what was discussed. 	

#	Item	Action
	<p>3.2 Matters Arising</p> <ul style="list-style-type: none"> • The status of previously assigned actions has been noted in the Action Log cover paper. • Governors noted that all actions had been completed with the following comments/exceptions: <ul style="list-style-type: none"> ○ Item 2 – Student Charter to come to the March meeting (MW): <ul style="list-style-type: none"> ▪ Status – Pending <ul style="list-style-type: none"> ▪ MW explained that the Student Charter was a variation of the existing Student Code of Conduct. ▪ MW advised that the Student Charter would therefore be reworded in readiness for the next academic year. ○ Item 3 – How complaints are tracked at Hastings. A deep dive of data around the recording of bullying at Hastings (MW): <ul style="list-style-type: none"> ▪ Status – Pending <ul style="list-style-type: none"> ▪ MW advised that an update on complaints and a deep dive on bullying would be included in the agenda for the next meeting. ○ Item 4 – High level proposal that comes to CDB to come to C&S around location (RC/MW): <ul style="list-style-type: none"> ▪ Status – Pending <ul style="list-style-type: none"> ▪ RC advised that a further update would be shared later in the meeting. ○ Item 9 – Early leavers: further details on where they have moved onto to come to the Board on the 15th December (RC) <ul style="list-style-type: none"> ▪ Status – Complete <ul style="list-style-type: none"> ▪ RC confirmed that an update had been shared at Full Board meeting on 15th December 2021, as part of wider engagement around curriculum planning. ▪ RC reflected that there remained further work to do in this area, however. ○ Item 10 – Out of funded learners. DS tasked the executive with taking this forward. (MW) <ul style="list-style-type: none"> ▪ Status – Pending <ul style="list-style-type: none"> ▪ MW advised that end point assessments (EPAs) had been delayed. ○ Item 11 – Apprenticeship Levy: to come to the People and Culture Committee. An interim report to come to the Committee via email. (MW) <ul style="list-style-type: none"> ▪ Status – Complete <ul style="list-style-type: none"> ▪ Governors noted that this item was due for discussion at the forthcoming People & Culture Committee meeting, whilst the Curriculum & Standards Committee would consider the Apprenticeship Report. 	
4)	<p>SPECIALIST ADVISOR UPDATE</p> <p>4.1. GS welcome SD to the meeting.</p>	14:10

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	<p>4.2 SD directed Governors to the ‘Specialist Advisor Report – Curriculum Development’ and shared the following update:</p> <ul style="list-style-type: none"> • A key priority was to reflect key strengths and outline specific pathways in the development of the curriculum. • The recent Local College Board (LCB) meetings had enabled targeted discussion and feedback from key stakeholders, namely students and local employers. • The output of this discussion had been reflected in an updated draft of the report. • The recent Government consultation paper on Level 2 (L2) courses, outlined specific expectations on education and training content, with a particular emphasis on ensuring clear technical/professional pathways (rather than just academic). • As such, typical L2 course programmes may be 2 years in duration, with a view for students to transition into either apprenticeships or paid work. • Courses in the field of Construction would be directly impacted by this guidance, as courses had previously come under the Level 1 offer. • Consequently, the curriculum is significantly evolving in the FE sector. • Additionally, the term ‘vocational’ (which has historically had certain negative connotations), was being replaced with ‘technical’ and ‘professional’. However, it was important to approach use of these terms carefully to ensure clarity and avoid misunderstandings. • Some colleges offer a 3 year T Level course programme. However, given the ongoing L2 consultation, SD would not necessarily recommend this approach. • There were a number of opportunities for apprenticeships in the creative/digital space, as well as associated relationships with local employers, at all stages of delivery. • ESCG were already leading the way on green technologies, which should be widely promoted, given that this remains a key area of interest for students. Indeed, the college had a variety of projects already underway, e.g. artificial intelligence and electric cars, which enabled the college to stand out from its competitors. • ESCG have signed up to the FE Action Plan for Climate Change, which should again be promoted wherever possible and the college should plan to take the lead in local education institutions. • Recruitment remained buoyant (particularly at Eastbourne) for A Level courses and as such there was a good level of choice on offer. The college may wish to look at a blended offer for niche subjects such as Further Maths, Mandarin and Electronics. • Ensuring a single-entry point across all campuses would also make a significant difference in the student experience. <p>4.2 Governors noted the following five key recommendations from SD as output of her report:</p> <ol style="list-style-type: none"> 1. The prospectus for 2023/4 and the website should show the progression pathway and give information about employment and earning potential as happens with competitor organisations. This to include groupings of A levels likely to lead to professions for example, medicine, finance, law or environmental work. 2. Careers days to have more focus on the routes to employment including A levels to Higher Apprenticeships – a request from A level students. 3. In addition, it would be helpful to review the HE qualifications and Higher Apprenticeship offer to identify future progression paths for those not seeking to go to HE institutions, but who wish to study and work a level 4 and above. 	

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	<p>4. Widen the apprenticeship standards on offer, especially in the creative and digital and low carbon sectors. (With the move from frameworks to standards the workforce role has changed from that of assessor to industry specialist. There would be opportunities to work with those working in the industry who could fulfil this coaching and training role on a part time basis which will help build capacity for expansion of the apprenticeship offer as well as support the employers. This already happens in some sectors such as Health and Social Care.</p> <p>5. To further identify adult progression pathways linked to employability, reskilling and upskilling building on the 16-19 offer and the identified skills needs from the six East Sussex Skills working groups. For example, the College already has exciting plans for retraining the construction workforce to address low carbon retrofitting as well as the motor vehicle sector in terms of electric and hybrid vehicle maintenance.</p> <p>4.4 The following discussion then occurred:</p> <ul style="list-style-type: none"> • MW reflected that one of the key challenges in developing the curriculum was linked to a number of cross campus inconsistencies that had been established over a number of years. As a result, the curriculum development analysis completed by SD was particularly useful. • MW advised that the Heads of Curriculum met in January, and all expressed a strong commitment to developing a coherent curriculum, which ensured that both young people and adults could identify a clear and transparent pathway to progress and develop their knowledge/skills. MW acknowledged however, that a there was still a lot of work to do to ensure clarity of development pathways for students. • MW advised that the key change ahead of September 2022 was a single prospectus across all campuses, which would ensure that teams work together collaboratively to ensure a coherent approach. • GS advised that the recent Lewes College Board meeting had included a paper on leadership education for sustainable development, which very much aligned to the current discussion. • CM advised that her colleague at the Education & Training Fund was the Head of Sustainable Development, with a links to range of FE providers and they would be willing to meet with ESCG to explore this area further. <ul style="list-style-type: none"> ○ Action 4.4.1 – Share contact details for the ETF Head of Sustainable Development with MW. • CM noted that employability skills had not been a specific focus area in the curriculum development recommendations and asked – is ESCG planning to progress this and were employability skills directly linked to the personal development content in the curriculum? MW explained that employability skills were connected to personal development, though the recommendation following the recent Ofsted inspection focussed more directly on enrichment. However, MW reflected that more work was needed to support students in developing their employability skills. This work would include remodelling the employability tutorial. <p>AC joined the meeting at 14:29.</p>	<p>CM</p>

#	Item	Action
	<ul style="list-style-type: none"> SD reflected that further work was particularly needed in supporting A Level students in developing their employability, as T Levels (and other vocational courses) tended to more effectively focus on this area. SD noted that A Level students typically do not receive adequate information on their employability pathways and this had particularly been limited during the Covid-19 pandemic. As such, this was a focus area in the report. SD suggested that this could be addressed through milk-round careers events, for example. GS asked – LH, can you share any examples on student experiences related to accessing employability skills and support? LH reflected that, as an A Level student, emphasis had focussed on university pathways. However, LH advised that she was aware of 3 students in her cohort who were not planning to go to university, so greater support around employability would definitely be useful for them. LH also explained that several students had been impacted by timetabling challenges, where they had extended breaks between tutor sessions and their lessons, which had in turn impacted their attendance levels. IM reflected that entrepreneurship was also an important skill set that was directly linked to attitudes to work and suggested that any future work on developing the employability skills provision should also take this into consideration. Governors agreed. Resolution: Governors agreed to share the Specialist Advisor Report on Curriculum Development with the Board for their consideration (not approval). 	
5)	<p>INTER-COMMITTEE REFERRAL FROM LOCAL COLLEGE BOARDS 14:37</p> <p>5.1 Governors noted the minutes from the recent Local College Board meetings, which were held as follows:</p> <ul style="list-style-type: none"> Lewes – 2nd March 2022 Eastbourne – 3rd March 2022 Hastings – 3rd March 2022 <p>5.2 Lewes Local College Board</p> <ul style="list-style-type: none"> GS advised that Newhaven would be receiving £38m in funding investment as part of a large-scale regeneration project, which include the purchase and refurbishment of the UTC building. GS advised that a key issue for this Board remains low levels of engagement from local employers, so further work was now needed to build new relationships. GS advised that participants also received a presentation from students on a Lewes Pride event that they were leading and was scheduled for 31st March 2022. GS explained that discussion also focussed on the campus wide work around the Ukraine relief effort, which included a range of fundraising events and activities from both students and staff. 	

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	<p>5.2 Eastbourne Local College Board</p> <ul style="list-style-type: none"> • RC noted that there had been lots of useful feedback from local employers on the proposed curriculum and as output of the presentation on the Decarbonisation Academy project. • RC confirmed that this presentation would be shared with Governors at the forthcoming full Board meeting on 29th March 2022. <p>5.3 Hastings</p> <ul style="list-style-type: none"> • IM shared the following update: <ul style="list-style-type: none"> ○ Local employers had particularly expressed interest in the college's curriculum development plans, which had highlighted opportunities for further collaboration with local engineering firms. ○ An update had been received on recent Student Voice activity and further work was now needed to address and respond to the feedback received. ○ Guest speakers from HBC shared an update on proposed regeneration plans for the Hastings area and explored opportunities for the college to engage with these projects. 	
6)	<p>CURRICULUM & QUALITY REPORT</p> <p style="text-align: right;">14:48</p> <p>6.1 Key Risks</p> <p>MW outlined the following key risks and areas of concern:</p> <ul style="list-style-type: none"> • Attendance: <ul style="list-style-type: none"> ○ This is a priority area of concern that is directly linked to retention. ○ Attendance should be a minimum of 90%, but the college was not on track to achieve this. ○ Covid-19 had been particularly disruptive and as such this is a common issue for all colleges, particularly with regards to adult student attendance. • Retention: <ul style="list-style-type: none"> ○ Similarly, retention levels had dropped below target. ○ Course reviews would focus on targeting students that are at risk of not being retained. ○ In the previous 2 years, retention was largely protected by centre assessed grades (CAGs) and teacher assessed grades (TAGs). • Apprenticeships: <ul style="list-style-type: none"> ○ Apprenticeships were still being significantly affected by the end point assessment (EPA) process. 	

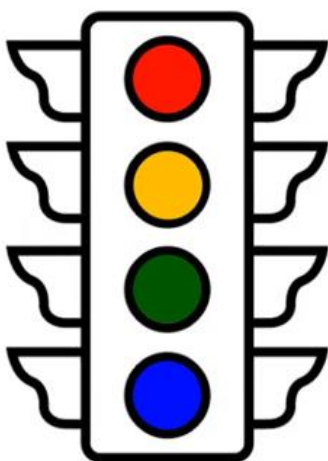
#	Item	Action
	<p>6.2 Senior Leadership Changes</p> <ul style="list-style-type: none"> • MW advised that recruitment was underway for the following Tier 3 roles: <ul style="list-style-type: none"> ○ Vice Principal – Student Experience: <ul style="list-style-type: none"> ▪ This role would be responsible for the end-to-end student recruitment process, behaviour/attitudes and tutorial engagement. ○ Vice Principal – Business Development: <ul style="list-style-type: none"> ▪ This role would be responsible for growth, the adult education budget (AEB), employer engagement and ensuring a coherent offer on apprenticeships and development pathways. ▪ Applications had been received from 5 candidates. ○ Assistant Principal for Hastings: <ul style="list-style-type: none"> ▪ Interviews had been scheduled for w/c 14th March 2022. • MW also advised that work was underway to make some key changes to the curriculum management structure. As such, recruitment was in progress for the following roles: <ul style="list-style-type: none"> ○ Director – English & Maths: <ul style="list-style-type: none"> ▪ This role would include responsibility for strategic ownership of these subjects and associated data. ○ Director – Partnership & Inclusion: <ul style="list-style-type: none"> ▪ This role would focus on growth in 14-16 pathways and driving young people to the 16-19 provision (particularly at Level 1). • MW explained that efforts to rework the Head of Curriculum role and associated management structure would enable greater focus and distribution of ownership across all areas of the provision. As such, the team would be better positioned to identify future talent, develop succession plans and provide staff with a more comprehensive pathway in their career progression. • RC clarified that these changes were not about restructuring, but re-purposing and realigning resource. As such, no existing roles have been put at risk as a result of these changes. <p>6.3 Quality of Learning, Assessment & Teaching Report</p> <ul style="list-style-type: none"> • MW advised that support services were being reviewed, with a view to ensure that there was no complacency post Ofsted inspection. MW reflected that it was therefore important to ensure a fully focussed student recruitment strategy, balanced with effective pastoral care. • MW explained that the timetable model was also being overhauled, with a view to move from 7 to just 1 model across all campuses. As such, this would enable a cross-college curriculum delivery approach. • MW shared details of the current work to establish a student progress development cycle, which included clearly defined target setting. Additionally, staff were being trained on Microsoft and Google to drive best practice in the digital space. 	

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	<ul style="list-style-type: none"> • MW explained that adult education performance was below target and work was being done to address this through diversification and priority focus on increasing engagement levels with the provision. To that end, a more comprehensive adult education curriculum was being planned for September 2022. • IM asked, could AEB under the entrepreneurship agenda be taken forward? MW confirmed that it could be, and this was being explored. • MW then outlined plans to work with the DoG to ensure that the student voice process was rationalised and thereby maximise engagement with Governors. • Student Recruitment: <ul style="list-style-type: none"> ○ MW explained that interest levels amongst prospective learners had notably increased against the A Level provision at the Eastbourne campus, but a key next step would be to translate this interest into applications. Similarly, it would be important to ensure high quality delivery against this strong offer. ○ MW advised that work was being done to drive course progression for existing learners. • As part of the quality cycle, MW explained that course reviews were a new development this year and focus on this work was ongoing. • MW described the new processes for managing compliments, concerns and complaints. This approach included a new categorisation method that more clearly identified 'feedback' as opposed to specific 'complaints'. MW confirmed that this was embedding well. MW also noted that levels of complaints were relatively low, particularly at the Hastings campus. <p>CR joined the meeting at 15:01.</p> <ul style="list-style-type: none"> • SD recommended further promoting the A Level offer, ideally by leveraging alumni who had since progressed onto Russell Group institutions. SD also reflected that more work could also be done within the curriculum pathway to enable curriculum ownership of apprenticeships, ensuring effective oversight and progression. • MW advised that the college was changing the way in which income was apportioned for the apprenticeship provision, so that curriculum teams would see the benefit of this approach. • CM asked – what are the main reasons for student absence or withdrawal and what mitigation was being put in place to address this? MW explained that a significant proportion of absences were as a direct result of Covid-19, but also noted that student resilience levels had been significantly impacted throughout the pandemic. Many students had struggled with reintegration post lock-down and particularly found the recent round of English and Maths mock exams challenging after a protracted period of not having completed formal assessments. • RC noted that both locally and nationally, school attendance levels had dropped by 5-6% and reflected that this was therefore not a short-term issue. 	

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	<ul style="list-style-type: none"> • RC also advised that the college was maintaining close oversight of this issue and offering comprehensive mental health, resilience and wellbeing support to students. RC also advised that Claire Reed would be sharing an update on this later in the meeting. • IM reflected that it was encouraging to see the newly created posts in the senior leadership team, which should help to address the legacy issues post-merger. • Governors thanked MW for his comprehensive report. 	
7)	<p>STUDENT EXPERIENCE UPDATE 14:57</p> <ul style="list-style-type: none"> • LH shared the following update, following recent feedback received from her peers: <ul style="list-style-type: none"> ○ Students would like to see increased levels of communication with teaching and other staff to keep informed about wider issues and activities that are going on at the college, ideally through a weekly briefing on student related matters. ○ Whilst Google Classroom was available for A Level students, many felt this was a 'closed' space with limited information available on wider activity across the campus. ○ During the recent Student Voice meeting, concerns were raised that the same issues were being raised again and again, seemingly without resolution. Examples related to improving the Wi-Fi, the range on offer in the canteens and safety concerns about the behaviour of some students in the canteen. As such, an update on the work the college was doing to address these concerns would be valued. • GS reflected that the local college boards were a useful forum to hear from students but noted that it was important for this feedback to also be shared with the Board. • MW thanked LH and advised that senior leadership carefully considered student feedback and advised that work was ongoing to address any concerns. MW explained that a key immediate priority would be on improving communication. • MW also explained that there had been a noted improvement in behaviour issues, which had been largely addressed following the introduction of two new Campus Support Officers for Eastbourne. Additionally, the college were looking at establishing new dedicated A Level study areas. • RC advised that there was a programme of work in place to respond to student feedback and resolving the catering issues would take time, but confirmed that this continued to be a top priority. • CM reflected that it was important to hear about these issues in the context of the already discussed attendance and retention concerns, given that this informs a key aspect of the learner experience. Governors agreed. • Governors thanked LH for sharing this update. 	

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8)	<p>QUALITY IMPROVEMENT PLAN 15:06</p> <p>8.1 MW directed Governors to the 'Quality Improvement Plan' paper and the following discussion occurred:</p> <ul style="list-style-type: none"> • MW advised that the priority focus areas were: <ul style="list-style-type: none"> ○ English & Maths Attendance – 'Challenge 90' would be used as the target for attendance. ○ Adult Attendance – attendance and retention of adult learners to be a focus for course reviews, with actions identified to improve. • IM noted that a particular attendance issue had been reported at Hastings for 'Challenge 90' and asked – why? MW advised that he would investigate this further, with a view to share an update at the next Hastings Local College Board. <ul style="list-style-type: none"> ○ Action 8.1.1 – Provide further information on English/Maths attendance data for Hastings at the next Local College Board meeting. • Resolution: Governors agreed to share the Quality Improvement Plan with the Board for consideration. 	MW
9)	<p>SAFEGUARDING & PREVENT 15:11</p> <p>9.1 Governors considered the 'Safeguarding & Prevent Report' and the following discussion occurred:</p> <ul style="list-style-type: none"> • MW advised that in PM's absence, the report had been drafted by the Safeguarding Managers. • GS noted that the referral reporting period in the appendix only appeared to be through to October and asked – is this was correct? MW advised that he anticipated that this was a typo on the report, but committed to validate this with the Safeguarding Managers. <ul style="list-style-type: none"> ○ Action 9.1.1 – Confirm the referrals reporting period in 'Appendix A – Safeguarding & Wellbeing Themes'. • MW summarised the following points in the report: <ul style="list-style-type: none"> ○ The college continued to ensure that there were good levels of staff who are Designated Safeguarding Lead (DSL) trained, to ensure effective coverage across campus. ○ A key aspect of the student recruitment process was to ensure that student needs were identified, and support provided during the transition from school to college. ○ The Wellbeing Team – priority focus areas include mental health, depression, anxiety and family/home life. As such, the team continue to work closely with external agencies to ensure that the college offered a robust wellbeing provision for all students. • MW also noted that there had been a noted improvement in behaviour issues, which had been largely addressed following the introduction of Campus Support Officers, with two located in Hastings, two in Eastbourne and one in Lewes. These resources were responsible for engaging with the Wellbeing Team to support learners, address issues around behaviour and engage support services as needed. This would ensure that inappropriate behaviour was addressed in a timely manner. 	MW

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	<ul style="list-style-type: none"> • RC also advised that in response to the emerging situation in Ukraine and the impact that this had had on anxiety levels for students. The college has therefore identified students of Ukrainian and Russian origin to offer direct support and acknowledge that this was a distressing time for them and others. The Wellbeing Team had also been proactive in talking to young people about their anxieties and offer support as needed. • GS asked – is the focus of the Campus Support Officers to de-escalate conflict? RC confirmed that it was and reflected that they tend to work very much in a youth worker capacity, rather than simply as security. IM suggested that in line with universities, the college may wish to consider calling these resources ‘Campus Concierge’. • GS asked – mindful of the current challenges with student absence, is the college continuing to offer online learning? MW confirmed that for students who were absent for any extended period of time, remote learning continued to be made available. • IM considered the ‘Wellbeing Referrals and Primary Issues’ table in Appendix A and suggested that this information would be more useful if the data was reported as a percentage. IM noted that rates of severe mental health equated to 15% in Eastbourne, 0.5% in Hastings and 3% in Lewes, of the total number of referrals, which was a much clearer view of the data. IM also suggested that it would be helpful to understand this in the context of the total number of students on roll. • IM reflected that it would also be useful to unpick why the Lewes campus has had a greater number of instances of severe mental health. RC advised that there was a direct link between anxiety and academic pressure, which is a typical theme in sixth form colleges. RC also noted that ESCG was a part of FE Sussex, who had a Safeguarding Group, so suggested that there may be an opportunity to benchmark this data with other colleges. • Additionally, SD reflected that it would be helpful to explore gender issues in this data, noting that males tend to struggle to communicate any issues or concerns related to their own mental wellbeing. <ul style="list-style-type: none"> ○ Action 9.1.2 – Refresh the format of the ‘Wellbeing Referrals and Primary Issues’ report, with a view to include percentages, a comparison to the number of students on roll for each campus and a gender split in the data. 	<p>MW/PM</p>
10)	<p>EQUALITY, DIVERSITY & INCLUSION</p> <p>10.1 Collaboration Fund Project – Mental Health</p> <ul style="list-style-type: none"> • GS welcomed CR, Head of Curriculum to the meeting. • RC explained that CR had joined the meeting to showcase the college’s recent partnership with East Surrey College and London South East Colleges on a range of projects, including ‘The Change Makers’ and the ‘College Collaboration Fund’. 	<p>15:22</p>

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	<ul style="list-style-type: none"> • RC explained that these projects tackled a range of areas that were linked to equality, diversity and inclusion (EDI), through as staff training and leadership development. It was also anticipated that these projects would create opportunities to enhance support and drive key performance indicators (KPIs) related to EDI/leadership and management. As such, this Committee would receive a further update on this work in the Summer Term. • In support of this, RC also advised that leaders and managers had recently attended unconscious bias training with an experienced consultant. After Easter, leaders and managers would receive further in person coaching and mentoring to support their ongoing development. A more detailed update would be provided at the next meeting. • RC advised that CR does lots of work on inclusion, in partnership with local schools and had directly been involved in collaborating with colleagues at East Surrey College and London South East Colleges on these projects. • CR outlined the following three programmes of work: <ul style="list-style-type: none"> ○ Exam Preparation – the A Level cohort has been identified for this project, leveraging the VESPA model (vision, effort, systems, practice and attitude). ○ Improving Teamwork Skills – this included 6 weeks of smaller scale teamwork, games and activities and would culminate in a visit to an activity centre in Surrey at the end of April, with representation from all three colleges. The ‘Positive Directions’ Year 11 cohort, who attend the college full time for their Maths and English GCSEs, had been identified to take part in this activity. ○ Mental Health – provision of bespoke coaching, which included a 38-question diagnostic questionnaire. The questions focussed on the following: <ul style="list-style-type: none"> ▪ How students felt following their post lockdown return to in person learning. ▪ How students had been coping with their workload. ▪ Student mood and motivation. ▪ How students were spending their leisure time. ▪ Student sleep, diet and nutrition. • CR illustrated the below wellbeing tool, used as output of the questionnaire process: <p style="text-align: center;"><u>WELL-BEING TRAFFIC LIGHT</u></p> <div style="display: flex; align-items: center;"> <table border="1" style="border-collapse: collapse; width: 50%;"> <tr> <td style="background-color: #f8d7da; padding: 5px;"> RED: PANIC ZONE • ADRENALINE: FIGHT OR FLIGHT • ANXIETY • PANICKY / ON EDGE </td> <td style="padding: 5px;"> • ANGER / RAGE • OVERWHELM • BUTTERFLIES • STRUGGLE TO SLEEP </td> </tr> <tr> <td style="background-color: #fff3cd; padding: 5px;"> AMBER: STRETCH ZONE • OUT OF COMFORT ZONE • PUSHING OURSELVES • LEARNING ZONE </td> <td style="padding: 5px;"> • NOT CLOCKWORK • WARNING SIGNS • NEED EARLY INTERVENTION TO PREVENT ESCALATION </td> </tr> <tr> <td style="background-color: #d4edda; padding: 5px;"> GREEN: COMFORT ZONE • COOL / CALM / COLLECTED • CONNECTED • CLOCKWORK • BALANCED, IN CONTROL </td> <td style="padding: 5px;"> • RESILIENT • RELAXED, NOT TIRED • ALERT, NOT ANXIOUS • WE ARE IN FLOW </td> </tr> <tr> <td style="background-color: #d1ecf1; padding: 5px;"> BLUE: FREEZE ZONE • DEPRESSION • SADNESS • WITHDRAWN • DEMOTIVATION </td> <td style="padding: 5px;"> • HOPELESSNESS • EXHAUSTION / CRASH • SLEEP TOO MUCH • NUMBNESS • SHUTDOWN </td> </tr> </table>  </div>	RED: PANIC ZONE • ADRENALINE: FIGHT OR FLIGHT • ANXIETY • PANICKY / ON EDGE	• ANGER / RAGE • OVERWHELM • BUTTERFLIES • STRUGGLE TO SLEEP	AMBER: STRETCH ZONE • OUT OF COMFORT ZONE • PUSHING OURSELVES • LEARNING ZONE	• NOT CLOCKWORK • WARNING SIGNS • NEED EARLY INTERVENTION TO PREVENT ESCALATION	GREEN: COMFORT ZONE • COOL / CALM / COLLECTED • CONNECTED • CLOCKWORK • BALANCED, IN CONTROL	• RESILIENT • RELAXED, NOT TIRED • ALERT, NOT ANXIOUS • WE ARE IN FLOW	BLUE: FREEZE ZONE • DEPRESSION • SADNESS • WITHDRAWN • DEMOTIVATION	• HOPELESSNESS • EXHAUSTION / CRASH • SLEEP TOO MUCH • NUMBNESS • SHUTDOWN	
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#	Item	Action
	<ul style="list-style-type: none"> • CM asked – would the mental wellbeing resources that were created as output of these projects be shared more widely with other colleges? CR confirmed that they would be. RC reflected that the mental health survey was very scalable and could readily be incorporated into the student induction process. CM also offered to support efforts to share these resources via the ETF. 	
11)	<p>CAPITAL DEVELOPMENT 15:33</p> <p>11.1 RC shared the following update:</p> <ul style="list-style-type: none"> • Estate development work was progressing, however this had been delayed by TH currently being on a period of leave. • An interim resource (Nathan Haffenden) had been secured from Eastbourne Borough Council on a part-time secondment basis to cover priority development projects. This resource brings a range of skills and expertise to lead this effort. • Willmott Dixon were currently on site, working in collaboration with the team to progress this work. • There were a range of smaller projects, each with relatively tight timeframes as funding needed to be spent quite rapidly. These include: <ul style="list-style-type: none"> ○ Green tech developments. ○ Local regeneration projects in Newhaven. ○ Towns Fund and levelling up bids in Eastbourne. • It was therefore essential that these smaller projects were carefully managed, within the context of the master plan projects. • A T Level capital bid had been submitted in support of plans to transfer the Health & Beauty provision from Kings building to ECAT House in Eastbourne. This was directly linked to the master plan to release buildings for alternative use or to be disposed of. • Work was ongoing with Wave Leisure to complete a priority project and maintain a partnership approach to delivery. Additionally, the Ohm Energy decarbonisation project at Hamden Park will be delivered with a similar partnership working approach. • A further update would be provided at the next meeting. <p>11.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> • IM noted that further to TH’s absence, momentum on these priority projects had been directly impacted. The recent appointment of the interim resource would be key to driving rapid traction on this work. As such, it would be helpful to invite Nathan to the next meeting, in order to share a progress update. Governors agreed. <ul style="list-style-type: none"> ○ Action 11.2.1 – Invite Nathan Haffenden to the next Curriculum & Standards Committee meeting to share a progress update on capital development projects. 	BH

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	<ul style="list-style-type: none"> SD reflected that it was important for any development projects to be future proofed and balanced against ongoing curriculum development plans. 	
12)	<p>APPRENTICESHIP & SUBCONTRACTING ANNUAL REPORT 15:42</p> <p>12.1 MW directed participants to the ‘Apprenticeship Delivery – Internal & Partners’ report and shared the following update:</p> <ul style="list-style-type: none"> The recent Ofsted inspection found the apprenticeship provision to be ‘Good’, both in terms of internal apprenticeship delivery and subcontracted offer. Ofsted were reassured that the college’s quality assurance practices and processes of managing run-down was robust and would achieve necessary outcomes. Internal apprenticeship starts were positive and on track to hit the target by the end of the academic year, though currently tracking at 362 against a target of 400. Moving forward, the key priority was to significantly grow the internal apprenticeship provision. However, subcontracted apprenticeships were trending significantly below target, i.e. £1m below the income target. However, there was a net impact of £200K against the operating position, due to the way that sub-contracts were managed. Some subcontractors had been flagged as ‘red’ and the team were managing these contractors on a learner-by-learner basis. Moving forward the strategy would be to move away from a subcontracted apprenticeship provision, with a view to focus on an internal programme. Outturns for internal apprenticeships had been forecast at 4% above the prior year, (but 4% below target), so an improvement year on year. With internal predictions at 59% and partners at 73%, this would give an overall achievement of 66%, i.e. 4% below our KPI of 70% but improved from 62% in 20/21. The subcontracted provision has performed better than the internal provision, in terms of outturns as partners could be more flexible with timings, resources, and staffing. Plans to transition internal apprenticeship delivery into curriculum teams would significantly change the approach to delivery. Indeed, the additional income from apprenticeships would significantly benefit each curriculum area. Work was underway to reduce the number of partners, ideally down to 4-5 partners, given the high number of subcontractors beyond their planned end date. The team were chasing learner-by-learner to address this. It was however, important to have a sustainable model in place to replace that income. Apprenticeships would therefore be an important growth area for the new Vice Principal – Business Development resource. <p>12.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> GS reflected that it seemed very logical to integrate the apprenticeship provision with the curriculum. MW agreed though cautioned that this would require a significant level of cultural change. GW asked – would this approach result in different conditions of service and working patterns? MW reflected that this was not likely as delivery would primarily be during usual term time hours, though the assessment model would be different to standard contracts. 	

#	Item	Action
	<ul style="list-style-type: none"> SD reflected that the move from ‘frameworks to standards’, now meant that apprenticeships were largely assessed by industry professionals, rather than external assessors. It would therefore be important to consider the skills needed to deliver apprenticeships effectively and in a timely manner. MW agreed and noted that standards were constantly changing. GS noted that the full apprenticeship levy had not been spent and asked whether there was a strategy to develop this further? RC advised that an update on this would be provided in the forthcoming People & Culture Committee meeting, when the newly appointed Director of People would be in attendance. CM – can you share more information on the ‘skills pyramid’ captured in the paper? MW advised that as part of their curriculum development, course teams had been asked to ensure a clearly defined curriculum intent. The skills pyramid is directly linked to the curriculum intent, as it defines how the curriculum is subsequently sequenced. CM asked – can you explain why one of the subcontractors had been RAG rated as red, but the associated comment stated 100% delivery? MW agreed to follow up and confirm this. MW confirmed that the ‘Apprenticeship Delivery – Internal & Partners’ report would also be shared at the forthcoming Finance Committee meeting. 	
13)	<p>ANY OTHER BUSINESS</p> <p>13.1 RC advised that there had been a significant response from staff and students related to fundraising for the Ukraine relief effort and details would be shared with Governors in due course.</p> <p>13.2 GS requested that ahead of the next Curriculum & Standards Committee meeting, that the date/time and joining instructions were reconfirmed to participants.</p> <ul style="list-style-type: none"> Action 13.2.2 – Confirm to participants the date/time/location of the next Curriculum & Standards Committee meeting. 	<p>15:59</p> <p>BH</p>
14)	<p>DATE OF NEXT MEETING</p> <p>14.1 Participants noted that the next meeting was scheduled for 20th June 2022, 14.00-16.00.</p>	<p>16:00</p>
15)	<p>LIVE COMMITTEE SELF-ASSESSMENT</p> <ul style="list-style-type: none"> Did the agenda and papers arrive seven days in advance? Y Were the agenda and papers written with clarity? Y Were the issues considered at the meeting appropriate? Y Did you have all the information you needed to fully participate in the discussion and decision? Y Was sufficient time available for thorough debate? Y Were you satisfied that the decisions were arrived at in a proper manner? Y Were you able to express your views? Y Was the meeting chaired effectively? Y 	<p>16:01</p>

#	Item	Action
16)	CLOSE	16:02
	16.1 The meeting closed at 16:02.	

Action Summary

Item	Owner	Action	Due Date
4.4.1	CM	Share contact details for the ETF Head of Sustainable Development with MW.	20th June 2022
8.1.1	MW	Provide further information on English/Maths attendance data for Hastings at the next Local College Board meeting.	13th June 2022
9.1.1	MW	Confirm the referrals reporting period in 'Appendix A – Safeguarding & Wellbeing Themes'.	31st March 2022
9.1.2	MW/PM	Refresh the format of the 'Wellbeing Referrals and Primary Issues' report, with a view to include percentages, a comparison to the number of students on roll for each campus and a gender split in the data.	20th June 2022
11.2.1	BH	Invite Nathan Haffenden to the next Curriculum & Standards Committee meeting to share a progress update on capital development projects.	31st March 2022
13.2.2	BH	Confirm to participants the date/time/location of the next Curriculum & Standards Committee meeting.	31st March 2022