

Curriculum & Standards Committee MINUTES

Date	19 th June 2023	Time	10:00-12:00
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Venue	Virtual Meeting – MS Teams
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Chair	Gill Short
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Membership: Gill Short (Committee Chair), Catherine Manning (Committee Vice Chair), Rebecca Conroy (CEO & Principal), Aly Colman, Alexander Cheeseman, Ashley Heminway, Trista Jin, Ian Mehrtens, Nicola Taylor, Carol Tomsett, Emel Yerlikaya

In Attendance: Mark Wardle (Deputy – CEO & Principal), Kym O’Mara (Vice Principal – Student Experience), Donna Harfield (Vice Principal – Business Development), Mark Allen (Assistant – Principal International), Belle Howard (Director of Governance – *minutes*), Marilyn Hawkins (ETF Reviewer – *observer*)

Quorum: The meeting was quorate throughout.

Apologies: Carol Tomsett, Priscilla Kendall, Nicola Tylor. Emel Yerlikaya was absent.

#	Item	Action
1)	<p>WELCOME & APOLOGIES 10:01</p> <p>1.1 The Curriculum & Standards Committee Chair opened the meeting at 10:01 with a warm welcome to colleagues.</p> <p>1.2 Apologies were received and accepted from Carol Tomsett, Nicola Taylor and Priscilla Kendall. Emel Yerlikaya was absent.</p>	
2)	<p>DECLARATIONS OF INTEREST 10:02</p> <p>2.1 There were no new declarations of interest received.</p>	
3)	<p>MINUTES OF LAST MEETING 10:03</p> <p>3.1 Approval</p> <ul style="list-style-type: none"> Governors considered the minutes from the last meeting on 13th March 2023. Governors agreed that the minutes were a true and accurate record of what was discussed. 	

#	Item	Action								
	<p>3.2 Matters Arising</p> <table border="1" data-bbox="194 443 1385 840"> <thead> <tr> <th data-bbox="194 443 308 477">Item</th> <th data-bbox="308 443 432 477">Owner</th> <th data-bbox="432 443 1198 477">Action</th> <th data-bbox="1198 443 1385 477">Due Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="194 477 308 840">7.2.1</td> <td data-bbox="308 477 432 840">RC</td> <td data-bbox="432 477 1198 840"> Update the Accountability Agreement to incorporate the following changes: <ul style="list-style-type: none"> • Include further detail on the specific communities that the college serves (Page 3). • Include additional information on ‘national needs’ (Page 5). • Incorporate additional information on the college’s green technology agenda. • Ensure alignment with the Environmental, Social & Governance Statement. </td> <td data-bbox="1198 477 1385 840">Complete</td> </tr> </tbody> </table>	Item	Owner	Action	Due Date	7.2.1	RC	Update the Accountability Agreement to incorporate the following changes: <ul style="list-style-type: none"> • Include further detail on the specific communities that the college serves (Page 3). • Include additional information on ‘national needs’ (Page 5). • Incorporate additional information on the college’s green technology agenda. • Ensure alignment with the Environmental, Social & Governance Statement. 	Complete	
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4)	<p>INTER-COMMITTEE REFERRAL FROM LOCAL COLLEGE BOARDS</p> <p style="text-align: right;">10:04</p> <p>4.1 Governors noted the minutes from the recent Local College Board meetings as follows:</p> <ul style="list-style-type: none"> • Lewes – 15th May 2023 • Hastings – 16th May 2023 • Eastbourne – 23rd May 2023 <p>4.2 Lewes Local College Board</p> <ul style="list-style-type: none"> • The Curriculum & Standards Committee Chair shared the following update: <ul style="list-style-type: none"> ○ Members were in favour of the proposed approach to replace Local College Boards with Stakeholder Engagement Panels, and many indicated their intent to remain as a member. ○ Student Members shared various insights and concerns related to the student experience. ○ An update was shared on the Marine Workshops Project based in Newhaven. <p>4.3 Hastings Local College Board</p> <ul style="list-style-type: none"> • The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ Members considered the proposed change in structure moving forward, which would enable clearer focus on the skills agenda. This was well received. ○ Discussion also focused on the capital development work at the Ore Valley site, with high levels of engagement from local engineering-based employers. It was anticipated that this level of input would continue for the new Stakeholder Engagement Panels. <p>4.4 Eastbourne Local College Board</p> <ul style="list-style-type: none"> • The CEO & Principal shared the following update: <ul style="list-style-type: none"> ○ Members considered the transition towards Stakeholder Engagement Panels, with emphasis on the Local Skills Improvement Plan agenda, which was well supported. 									

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	<ul style="list-style-type: none"> ○ Discussion also focused on priority local skills needs, particularly in the field of hospitality. ○ However, the meeting was not very well attended. ○ Moving forward, careful consideration would be given to the makeup of the Eastbourne Stakeholder Engagement Panel, with a view to determine which members would remain, as well as identify any gaps in membership. ○ Skills progression and the development of the curriculum provision to meet local needs would continue to be a priority focus area, as would staff engagement, upskilling and associated continuing professional development. <ul style="list-style-type: none"> ● The following discussion then occurred: <ul style="list-style-type: none"> ○ The Curriculum & Standards Committee Chair raised concerns regarding the potential loss of engagement from Headteachers, particularly in the Lewes area, and asked – would Headteachers continue to be members of the Stakeholder Engagement Panels, if desired? The CEO and Principal confirmed that they would be, noting that Lewes had been a Local College Board that had managed to maintain a Headteacher presence. That said, the college would continue to engage with local schools in other ways, with a view to seek a school headteacher linked to each campus. 	
5)	<p>CURRICULUM & QUALITY REPORT</p> <p style="text-align: right;">10:07</p> <p>5.1 The Deputy (CEO & Principal) shared the following update:</p> <ul style="list-style-type: none"> ● Recruitment <ul style="list-style-type: none"> ○ 16-19 student applications for September 2023 were positive, with an 8% increase in live applications compared to last year, and a 13% increase in active offers. Whilst this was positive, the timing of applications may impact this result over the course of the term. ○ At Eastbourne, growth had particularly been noted in engagement with the A Level provision. There were currently 19 second years completing the old A Level programme, with a potential 250 learners anticipated from the start of the next academic year. This represented a significant increase. ○ At Hastings, there had been high levels of growth in T Levels applications, particularly in Accounting and Business. ○ At Lewes, there was significant growth in Performing Arts, following the closure of other local provisions in the area. ○ At Newhaven, growth levels were also positive, with 15 offers made for Marine Science courses at the new Marine Workshops site. ○ Work was underway to develop the timetable for the Newhaven provision, in terms of fulltime and adult learners. Planning efforts continued to go well, and a meeting had been scheduled with Lewes District Council to discuss progress and next steps. ● Key Performance Indicators <ul style="list-style-type: none"> ○ A positive upturn in most KPIs had been predicted, particularly for attainment. ○ National attainment levels for 2021/22 were published in March 2023. 	

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	<ul style="list-style-type: none"> ○ In respect of 16-18 and 19+ learners, attainment rates were trending at 3.5% below the national average. However, early indications from predictions data were that the college would perform above the national average in this academic year. ○ Moving forward, key areas of focus were apprenticeships and attendance. ○ Attendance: <ul style="list-style-type: none"> ▪ Attendance continued to be an area of concern and a persistent challenge – predominantly for Level 1 and Level 2 learners. ▪ The 90% attendance target remained a real challenge for learners at lower levels. ○ Apprenticeships: <ul style="list-style-type: none"> ▪ Performance was not where it needed to be, and the apprenticeship provision had been flagged by the ESFA as needing improvement, primarily due to attainment rates being below 60%. ▪ Another key issue was retention, which last year had been at 51%. ▪ Apprenticeships had been significantly impacted by the current economic climate. ▪ 34% of leavers had withdrawn due to a change of career or a move to a new employer that did not support the apprenticeship. ▪ 19% of leavers had been made redundant or dismissed. ▪ 11% withdrew due to mental health or other health related issues. ▪ Many other colleges had indicated plans to withdraw from certain sectors that had proven to be a challenge in terms of apprenticeship delivery, for example in Health & Social Care. ▪ It had been particularly challenging to maintain apprenticeships in this area, due to ongoing pressures in the Health & Social Care sector. ▪ That said, there were currently no plans for the college to withdraw its Health & Social Care apprenticeship provision, though the data continued to be reviewed in detail to ensure an informed approach moving forward. ▪ However, performance levels for those apprentices that reached the end-point assessment (EPA) phase was generally good. ▪ The total first-time pass rate for EPA completion in 2022-23 was 79.5% with 31.5% Distinctions, 6% Merit and 62.5% Pass. ▪ As such, there continued to be a significant focus on retaining existing apprentices and supporting them through to EPA. ○ Work Experience: <ul style="list-style-type: none"> ▪ The college had not made expected progress in ensuring all students had work experience as part of their study programme. ▪ As such, additional focus was needed to place students in effective work experience placements, and work was currently underway to review the careers and work experience provision. ▪ To address this for 2023-24, capacity was being added to the team (through appointing Campus Leads and Sector Leads), as well as undertaking a review of careers and work experience, with a view to support the curriculum and place students effectively. 	

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	<p>5.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> The Curriculum & Standards Committee Chair reflected on the college’s apprenticeship provision, particularly in view of the current economic climate, and noted that it was not surprising that this remained a challenging area of the provision. The Chair of the Board considered the challenges related to attendance levels and the apprenticeship provision and asked – what plans had the college put in place to address these areas? The Deputy (CEO & Principal) advised that the Vice Principal – Student Experience was currently leading efforts to address attendance levels within Student Services, by transitioning much of the work being led by the Wellbeing & Progression Team to key pastoral leads in each curriculum area. By making support more directly available to learners within each curriculum area, this would enable targeted engagement with learners (and their parents) and therefore a more rapid approach to overcoming barriers to learning. This approach would be facilitated through doubling capacity and ensure that curriculum staff were better connected to the students in their area of oversight. The Deputy (CEO & Principal) explained that with regards to apprenticeships, the team were currently analysing available data to better understand the retention issue. There many need to be changes to some delivery models, particularly with a view to address instances where too many apprentices did not have any contact with the college. Additionally, work was ongoing to continue the rundown of several sub-contracting apprenticeships. As a result, some of these subcontractors had indicated that they were unwilling to support their existing apprentices, particularly where they were already past their original end date. As such, a decision may need to be taken on whether to potentially end working with these subcontractors early. The Vice Principal – Business Development also considered the subcontracting provision and explained that careful consideration was being given to overstayers, as well as internal apprenticeships, to identify any instances of low levels of engagement. Sector reviews were also being done to ensure clarity of approach for the subcontracting provision moving forward. Health & Social Care apprenticeships had been identified in the Local Skills Improvement Plan (LSIP) as a priority skills gap area. Consequently, careful consideration would need to be given to any proposals to discontinue any aspect of this provision. The Vice Principal – Business Development advised that work was ongoing to review and develop the delivery model, with a view to ensure a quality provision and high levels of engagement with learners throughout the whole learning journey. A key outcome of this approach would be an enriched student experience, which would be supplemented through peer-to-peer learning. Similarly, this holistic approach would eliminate the volume of employers that were not engaging for the right reasons, reducing the total number of apprenticeship subcontracting arrangements, whilst retaining high quality partnerships moving forward. The Chair of the Board asked – could the Stakeholder Engagement Panels be used to highlight some of the practical issues associated with the apprenticeship provision, with a view to seek their support in addressing these areas? The CEO & Principal confirmed that this was feasible, noting the opportunity to seek support from existing employers, whilst adopting a broader perspective in addressing some of these key challenges, particularly in the Healthcare sector. 	

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	<ul style="list-style-type: none"> • The CEO & Principal reinforced that this change in approach had eliminated inconsistencies across each of the campuses. The next stage would be to develop and review the model to establish a system that provided broader opportunities for learning and development. <p>5.6 The Deputy (CEO & Principal) then shared the following update:</p> <ul style="list-style-type: none"> • Course Reviews <ul style="list-style-type: none"> ○ For 2023-24, the proposal would be to have three course review windows rather than four, but allow a two week period for these to be completed. ○ This would ensure greater coverage in each window, as well as additional time for actions to be taken and for impact to be seen. • Student Voice Update <ul style="list-style-type: none"> ○ There had been a 17% increase in completion of the Exit Survey. ○ The survey structure had been changed to replace a scale response to yes/no answers. ○ Overall, data had been positive, and a full analysis was currently underway as part of the self-assessment process. ○ An activity had been scheduled as part of the forthcoming Staff Development Day in July 2023, which would look at self-assessment for each course. Individual teachers and course teams would consider the survey data in depth, with a view to identify any areas of improvement. ○ Work was also underway to ensure that all students were clear of their key assessments, coursework dates and deadlines, and thereby ensure that students had all of the information they needed to succeed in their learning. ○ The capital bid process was ongoing, with a particular focus on addressing issues that were impacting students on a day-to-day basis, particularly related to the IT services provision. ○ Overall, the survey had presented a positive picture. It was clear that the work that was completed following the Student Induction Survey around British Values & Prevent, had resulted in significant improvements in student awareness and understanding. • Curriculum Plan Update <ul style="list-style-type: none"> ○ The Curriculum Plan had now been approved and this had informed the budget setting process. A key challenge had been to accurately reflect levels of student recruitment. ○ There remained an ongoing focus on opportunities for growth. ○ Assistant Principals, Heads of Curriculum and managers at all levels had been closely involved in developing the Curriculum Plan, to ensure that it was both ambitious and deliverable. ○ Key next steps would be to finalise timetables, utilisation and monitoring groups, which would be completed over the summer period. ○ The timetabling process had been completed significantly earlier than in previous years, with the key focus now upon determining utilisation levels. 	

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	<ul style="list-style-type: none"> ● Special Educational Needs & Disability (SEND) Update <ul style="list-style-type: none"> ○ High needs had been identified as a priority issue for many colleges as output of their Ofsted inspections. ○ As such, the high needs provision was currently a key focus area for Ofsted. ○ The college was currently working with an external consultant who had completed an initial review of the provision, to ensure that it was fit for purpose and of appropriate quality. ○ Many strengths had been identified as output of this process, but some areas required further attention. An Action Plan was currently being developed, with a view for this to be in place by September 2023. ● Quality Improvement Plan Update <ul style="list-style-type: none"> ○ All actions from the 2022-23 Quality Improvement Plan had been completed. ○ Final outturns were currently awaited, to determine if any actions needed to be carried forward into the 2023-24 plan. ● Complaints <ul style="list-style-type: none"> ○ The college had received less complaints than in previous years. ○ Two teaching complaints related to the same member of staff at the Lewes campus, which were being addressed. ○ Ten complaints related to accommodation and resources had been raised at Station Plaza (Hastings), following the decision to close the gym to the public. <p>5.7 The CEO and Principal then shared the following update:</p> <ul style="list-style-type: none"> ● Equity, Diversity & Inclusion Update <ul style="list-style-type: none"> ○ The college had affiliated with the Black Leadership Group (BLG) and were working in collaboration with them to take a proactive approach to anti-racism. ○ The college would be following the BLG 10-Point Framework, which involved an initial base line evaluation of operations (relating to both staff and students) and a commitment to follow the resulting anti-racism strategy. ○ The anti-racism strategy would focus on a programme of training, along with benchmarking against the 10 Point Plan. ○ This approach represented a positive step for the college as an organisation and there were areas that needed improvement, awareness and understanding. ○ Training, which would include staff and Board Members, would be launched from September-October 2023. ○ Other EDI priorities were also underway, including engagement with staff groups via Staff Think Tanks. <p>5.8 The following discussion then occurred:</p> <ul style="list-style-type: none"> ● The Chair of the Board reflected that it was particularly positive that the college had partnered with the BLG to develop its anti-racism strategy. 	

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	<ul style="list-style-type: none"> • The Chair of the Board asked – was the college a member of Stonewall Diversity Champions? The CEO & Principal advised that the college currently worked with Stonewall but was unclear whether they were a member of this group. The Chair of the Board noted that were it to join, the college would be able to access and benefit from a range of free training resources. <ul style="list-style-type: none"> ○ Action 5.8.1 – Confirm whether the college was a member of the Stonewall Diversity Champions group. <p>5.9 The Assistant Principal – International then shared the following update:</p> <ul style="list-style-type: none"> • International Update <ul style="list-style-type: none"> ○ The number of ‘English as a Second or Foreign Language’ (ESOL) students had significantly increased from 1000 to 1800 this year. It was expected that this would be even higher next year. ○ External Quality Assessment (EQA) visits had taken place at both the Hastings and Eastbourne campuses, which had been incredibly positive visits. ○ The ESOL curriculum was now more integrated into the college and college events. ○ However, the impact was being felt on wider aspects of the college provision. For example, trauma remained a priority issue for many asylum seekers. However, this had directly impacted the Wellbeing Team, due to sheer volume of students needing support and extremely high levels of trauma. ○ The Community ESOL Team had created several new, shorter courses for those transient ESOL students. It was hoped that once established, they may be able to engage with a broader curriculum provision. ○ Programmes with low margins and high levels of volatility had been discontinued, thereby ensuring greater focus on longer term academic programmes. ○ 158 international academic students were expected to enrol in September, which was a significant increase, even against pre-pandemic levels. These courses had higher margins and most of the programmes sat within the existing provision. ○ English Language at the Lewes campus remained healthy, with a high proportion of Japanese students enrolled. ○ That said, targeted recruitment focus was needed in areas such as South America and Korea. ○ Students of European origin often had English language abilities of a very high level, making it much harder to recruit students from across the continent. ○ The NHS programme was doing well and was in its third year of delivering online programmes. ○ The college provided support in all aspects of the international provision, which included online support with language and help with accommodation. ○ Other providers were also renting rooms at the college, to deliver their own programmes, staffed by their own teams. ○ The Government for International Workforce Development had been very interested in the work being led by the college, and had highlighted the college’s good practice other to colleges, encouraging them to adopt a similar approach. ○ Higher Education (HE) remained the greatest potential growth area to the college, due to the higher global ranking of the college’s validating partner, University of East Anglia (UEA). As such, various partnerships were being planned in China and Japan. 	<p style="text-align: center;">RC</p>

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	<ul style="list-style-type: none"> ○ Cochrane Design, who were known for their V Hotel in Hastings, had indicated their willingness to reserve rooms for the college’s international students as needed, and thereby support ongoing growth efforts. ○ The British Council Inspection at the Lewes campus in May 2023 had been successful, with positive initial feedback. <p>5.10 The Vice Principal – Student Experience then shared the following update:</p> <ul style="list-style-type: none"> ● Higher Education Update <ul style="list-style-type: none"> ○ The Head of HE left the College in April 2023, after 27 years of service. Two members of staff had been appointed into interim ‘Head of HE and Partnership’ roles. Both were responsible for managing their respective campuses and existing partnerships with the University of East Anglia (UEA), University of Brighton (UoB), the School of Information Risk Management (SIRM) and Higher National Certificate/Diploma provisions. Both were line managed by the Vice Principal – Student Experience. ○ Work was underway to recruit a Director of HE & Partnerships, with a view for them to start in January 2024. ○ UEA had moved from 27th place within the top 100 Universities to 22nd place, which meant the college was now working with a top 25 university. ○ Consequently, efforts were ongoing to strengthen key roles within the team and therefore ensure that compliance requirements were being met in line with expectations of university partners. ○ An Adult Recruitment & Events Officer had been established within the Marketing Team to help target HE recruitment, as well as ongoing efforts to develop the college HE Brand and course guides. This role would also support the Vice Principal – Business Development and team. ○ The UEA Partnership continued to develop positively. Fortnightly meetings were being held with the UEA Partnerships Team and UEA Policy Workshops had been attended by key staff. ○ This academic year, the college had undertaken five subject validation events, of which three were successful. ○ The two not successful, had been a ‘soft no’, with further work required around curriculum development and employer engagement. The UEA had encouraged a resubmission of these areas for validation in the 2023-24 cycle. ○ The college’s full Institutional Validation Conditions were due to be signed off at the Joint Board of Study on the 7th July 2023, where the three programmes that had been successful would have conditions set as output of the learning resources review and institutional review. If successfully approved, this would enable planning to commence for the next year. ○ A review of the HE curriculum had been completed and areas for development had been identified. This would be completed in a phased approach and would entail a significant amount of work, involving nine validation events in 2023-24. ○ Teacher training would remain in the East Sussex Teacher Consortium, which was part of the University of Brighton and would enable provision in support of the Local Skills Improvement agenda. ○ The School of Information Risk Management (SIRM) partnership continued to grow in strength and numbers, worth £3million (pro-rata). 	

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	<ul style="list-style-type: none"> ○ One of the interim Heads of HE & Partnership, would continue to oversee this partnership, with direct support from the Vice Principal – Student Experience. ○ Clearer schedules and quality monitoring processes would shortly be issued, to align the partnership to be more consistent with the college’s internal procedures. ○ International Provision – the first set of courses were due to be revalidated at the Hastings Campus. If successful, this would enable the college to market its provision to international students, ready for a September 2024 intake. <p>5.11 The following discussion then occurred:</p> <ul style="list-style-type: none"> ● The Curriculum & Standards Committee Chair reflected that it was evident that the Vice Principals were working well together. The CEO & Principal agreed, noting that the current model of cross college collaboration was effective. <p>5.12 The Vice Principal – Business Development then shared the following update:</p> <ul style="list-style-type: none"> ● Subcontracting & Apprenticeships <ul style="list-style-type: none"> ○ Apprenticeships continued to trend below target, though this had remained static since the last update. ○ The college remained below its financial target this year, but there had been an improvement year on year, up by £64,000 for internal apprenticeships. ○ The SGN partnership had resulted in a further 14 apprentices, with more to come. A key challenge would be for the college to keep pace with levels of growth, in terms of onboarding new staff and establishing a team around that provision. As such, extensive work was underway to support this provision at present. ○ Growth in other areas would continue to be more modest, with an emphasis on ensuring quality of employer relationships. ○ There was also focus on launching niche provisions, for example apprenticeships for ‘Creative Venue Technicians’. ○ The Customer Relationship Management (CRM) system was shortly due to go live. This system would be a key enabler for the employer exchange and ongoing work across the college, in terms of collaboration with employers and efficiencies that the system would create for the team. <p>5.13 The following discussion then occurred:</p> <ul style="list-style-type: none"> ● The Chair of the Board considered the CRM system and asked – should Governors send any feedback direct to the Vice Principal – Business Development as it arose? The Vice Principal – Business Development confirmed that information could be directly sent to her, with a view for this to be incorporated into the CRM system as appropriate. <p>5.14 The Vice Principal – Business Development then shared the following update:</p> <ul style="list-style-type: none"> ● Adult Education <ul style="list-style-type: none"> ○ The adult education budget year end projection was 95.7% of allocation, which represented a significant increase from 77.9% in 2021-22. ○ Areas of growth had come from ESOL, employability skills, digital skills, and the college’s sustainability offer. 	

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	<ul style="list-style-type: none"> ○ For 2023-24, the college’s adult education allocation had been reduced by 12.4%, equating to an allocation of £4,579,939, which was significantly lower than the current and prior academic years. <p>5.15 The following discussion then occurred:</p> <ul style="list-style-type: none"> ● The Curriculum & Standards Committee Chair noted the college’s success in improving spend in AEB this year. ● The Curriculum & Standards Committee Chair asked – would there be any AEB clawback this year? The Vice Principal – Business Development confirmed that the DfE was expected to clawback the remaining 5%, but noted that this was a significant improvement year on year. Looking ahead, plans were underway to deliver 110% of the reduced allocation and, alongside this, a case had been made to the DfE to retain more of the current allocation next year. 	
6)	<p>ENGLISH & MATHS STRATEGY</p> <p>6.1 The Deputy (CEO & Principal) shared the following update:</p> <ul style="list-style-type: none"> ● English & Maths attainment continued to require focus at the college. ● At the last Curriculum & Standards Committee meeting, a deep dive pre-meeting discussion had been held, with particular focus on this area. ● Since then, a strategy and implementation plan had been developed, which had subsequently been shared with staff as part of a consultation process. ● A key focus had been on consistency, with a view to develop clearly defined schemes of work for GCSE English and Maths. ● Additionally, there would be targeted focus on November GCSE re-sits for these subjects. ● Students had positively engaged with the new system ‘Century’, which was particularly useful for initial assessments and then targeted learning development. ● Moving forward, a programme of staff training on the Century system would be coordinated to support ongoing learning delivery. ● As output of the recent Curriculum Efficiency & Financial Sustainability Support (CEFFS) Report, it had been determined that the college’s English & Maths vision was currently inefficient and as such, work was ongoing to address this. <p>6.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> ● The Curriculum & Standards Chair reflected that it was helpful to see the report after the deep dive exercise at the last meeting. Similarly, it was clear to see that there had been extensive work planned to implement the strategy. The Deputy CEO & Principal reflected that the strategy was an important piece of work that would ensure clarity of approach moving forward. ● RESOLUTION – The Curriculum & Standards Committee agreed to approve the English & Maths Strategy. 	11:04

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7)	<p>CURRICULUM REFORM UPDATE 11:09</p> <p>7.1 The Deputy (CEO & Principal) shared the following update:</p> <ul style="list-style-type: none"> • A Levels had been redesigned and T Levels were being phased in, with over sixteen course options currently on offer at the college. There were plans for this to increase to twenty from September 2024. • The Government had been clear that the purpose of post-16 education was to support young people to move into high-skilled jobs, either directly or through progression onto quality higher education courses. • Key concerns had been identified related to accessibility and availability of preferred courses. Many T Level qualifications were not currently funded for adults, which presented some significant challenges. • The college was taking part in a pilot T Level programme for adults. As such, the college was currently one of only two colleges that had successfully achieved adult learner enrolment onto a T Level course. • It currently appeared that T Levels would not be funded for adults, which presented difficulties in terms of adults being able to access the skills development that they needed. This also created broader challenges related to the viability of some courses, where mixed cohorts would have been preferred. • Other issues for T Level programme delivery, related to the requirement that staff needed a certain level of industrial currency, making recruitment particularly challenging. • Additionally, it was important to support students in understanding their course choices and further work was needed in this area. <p>7.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> • The Chair of the Board asked – could the Stakeholder Engagement Panels be leveraged to explore and address issues related to T Level work experience placements? <i>The Deputy (CEO & Principal) agreed that this would be a useful forum to explore these issues.</i> • The Chair of the Board reflected that the language used in the paper ('academic' versus 'technical') may be perceived as offensive by some students and asked – could this language be amended moving forward? The Deputy (CEO & Principal) explained that this was aligned to the language currently being used by the DfE. However, this feedback was reasonable and advised that this would be adjusted moving forward, particularly with regards to the language applied in the college prospectus. • The Deputy (CEO & Principal) explained that there were some significant challenges with certain pathways, such as Travel & Tourism and Public Services. As such, targeted support would be provided to help students navigate these pathways moving forward. 	
8)	<p>SETTING KPI TARGETS – 2023-24 11.16</p> <p>8.1 The CEO & Principal shared the following update:</p> <ul style="list-style-type: none"> • Proposed changes to the following KPI's, in terms of how they are monitored: <ul style="list-style-type: none"> ○ HE Retention ○ Percentage of students that feel safe at the college – this should be amended to 100%, as it was important for all students to feel safe from a safeguarding perspective. 	

#	Item	Action
	<p>8.2 The following discussion occurred:</p> <ul style="list-style-type: none"> The Curriculum & Standards Committee Chair noted that the KPIs were more ambitious than in the prior year. RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Key Performance Indicators for 2022-23 to the Board for approval. 	
9)	<p>SUBCONTRACTING ARRANGEMENTS – 2023-24 11.17</p> <p>9.1 The Vice Principal – Business Development shared the following update:</p> <ul style="list-style-type: none"> The college remained committed to its strategy to reduce its subcontracted apprenticeship provision and ensuring that it operated within ESFA published thresholds of up to 25% per funding stream. For the Adult Education Budget (AEB), there had been a total removal of the subcontracted provision. The college had also continued with its rundown approach on most of its subcontracting contracts. The college had six apprenticeship subcontractors, five of which were due to complete within the next year. The remaining subcontracting relationship was with Glass & Fenestration Training Solutions (GFTS), which would constitute 23.2% of subcontracting progression. The college had already submitted a precautionary request to the DfE regarding its subcontracting threshold, though it was not anticipated that this would be approved, so the college would need to monitor this area very closely. There would be a reduction in AEB provision by 12% for next year. As this was less than the provision being delivered this year, a special request had been submitted by the Chief Operating Officer to the DfE, though the outcome had yet to be confirmed. The college would work towards 110% of the target AEB for next year, which would equate to £4.9million, rather than the £4.5million allocated. <p>Tian Jin left the meeting at 11:19.</p> <ul style="list-style-type: none"> RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Subcontracting Arrangements for 2022-23 to the Board for approval. 	
10)	<p>STUDENT REPRESENTATIVES UPDATE 11.21</p> <p>10.1 The Curriculum & Standards Committee Chair invited the Student Governors to share an update on their student experience at the college.</p> <p>10.2 A Student Governor shared the following reflections:</p> <ul style="list-style-type: none"> They had recently attended the HE Course Board meeting, where it had been noted that the quality of teaching across all year groups was being delivered to a very high standard. HE students were enjoying studying at the college and the smaller class sizes. They also appreciated being able to combine studying and work. Some students had identified a lack of a ‘<i>university feel</i>’ for the HE provision on the 5th floor at the Station Plaza site in Hastings. This remained a priority concern for many students. 	

#	Item	Action
	<p>10.2 The following discussion occurred:</p> <ul style="list-style-type: none"> The Vice Principal – Student Experience advised that plans were underway to relocate the ESOL provision at the Station Plaza site in Hastings. As such, the HE provision would have a dedicated and separate space in place from September 2023. <p>10.3 A Student Governor shared the following reflections:</p> <ul style="list-style-type: none"> The UEA was expected to become the validation partner of the HE Provision at the Hastings campus, which created a number of exciting learning opportunities and was something to be proud of as a college. Further to the departure of the Head of HE, there may have been value in a communication being issued to students, explaining interim cover arrangements. Lanyard wearing continued to be an issue at the Hastings campus. As such, there may be value in establishing an electronic checkpoint near the entrance (similar to that at other sites), to deter stragglers from coming into the building. <p>10.4 The following discussion then occurred:</p> <ul style="list-style-type: none"> The Curriculum & Standards Committee Chair noted that the issue of lanyards had also been raised at the recent Lewes Student Council meeting. A Student Governor reflected that it could be helpful if the colour of lanyards were of a neutral colour. The Vice Principal – Student Experience explained that the different colour coding of lanyards, identified students in different academic year groups and served to quickly flag any ex-students who may have returned on campus. Further work may be needed regarding communication to students on the reasons for wearing lanyards, along with appropriate reminders. A Student Governor considered the dress code at the college, noting that this had been raised by HE students and suggested that further consideration may need to be given to the sensitive issue related to appropriate attire for students when in college. The CEO and Principal advised that there had been lots of discussions on the student dress code, which had been explored at length with students at recent Student Council meetings. Given its sensitive nature, it would be important to adopt a considered approach in addressing this issue moving forward. 	
11)	<p>REPUTATION & BRAND UPDATE</p> <p>11.1 The CEO & Principal shared the following update:</p> <ul style="list-style-type: none"> Moving forward, reputation and brand would be overseen by the new Governance, Performance & Reputation Committee. An update had also been shared with the Curriculum & Standards Committee in view of associated implications for the student experience. 	11:32

#	Item	Action
	<ul style="list-style-type: none"> • The college was currently working with Chalkstream, who were sector experts and conducting internal review of the college’s marketing and communications processes. • Work would follow as part of wider plans to develop the college’s brand and message. • A recent internal audit had also focused on the learner journey and marketing. One of the management actions that had arisen from the related to the college’s Marketing Strategy. Work was currently in progress to address this action and a further update would follow at the next meeting. <ul style="list-style-type: none"> ○ Action 11.1.1 – Provide an update on the ongoing work to develop the college’s Marketing Strategy at the next Curriculum, Skills & Quality Committee meeting. 	RC
12)	<p>GOVERNANCE MATTERS 11:35</p> <p>12.1 Curriculum, Skills & Quality Committee Terms of Reference</p> <ul style="list-style-type: none"> • The Director of Governance shared the following update: <ul style="list-style-type: none"> ○ A significant piece of work had been conducted to facilitate the transition into a new Governance structure, ahead of the next academic year. ○ Part of that work had been to develop terms of reference, particularly for the newly defined committees, of which the Curriculum, Skills and Quality Committee had been in scope. ○ A new format, simpler language and a more consistent approach across all of the new terms of reference had been introduced. ○ The draft terms of reference had already been considered by the Curriculum & Standards Committee Chair, as well as the Search, Performance & Remuneration Committee. Additionally, the Deputy (CEO & Principal) had provided input to this process, as the Lead Officer in this area. ○ A change in approach had been adopted for all committees, with regards to the delegation of specific policies and key documents to committee level approval. This was with a view to reduce the volume of items that would require Board approval and thereby free up additional time for strategic discussion. ○ An appendix had also been included with a visual of the committee context. This had provided the initial driver for the overall approach and moving forward would be used as a useful Governor induction resource. Ultimately, this resource would serve to provide clarity around the scope and purpose of the committee. • The following discussion then occurred: <ul style="list-style-type: none"> ○ The Chair of the Board reflected that the Terms of Reference were well structured, fit for the needs of the Board and had been subject to review and feedback by the Search, Performance & Remuneration Committee. ○ A Governor asked – would there be opportunity for subsequent updates to these terms of reference moving forward? The Director of Governance advised that the terms of reference would be reviewed in the Summer Term of 2024, allowing time to embed the approach over the next academic year. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Curriculum, Skills & Quality Terms of Reference to the Board for approval. 	

#	Item	Action
	<p>12.2 Draft Curriculum, Skills & Quality Committee Cycle of Business 2023-24</p> <ul style="list-style-type: none"> • The Director of Governance shared the following update: <ul style="list-style-type: none"> ○ A similar approach had been applied in the development of the Cycle of Business, ensuring clarity around the point at which key discussion items would be covered across the year. ○ The cycle of business had also been aligned to the proposed levels of approval for key policies and documents, as detailed in the terms of reference. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Curriculum, Skills & Quality Cycle of Business for 2022-23 to the Board for approval. <p>12.3 Draft Schedule of Meetings</p> <ul style="list-style-type: none"> • The Director of Governance shared the following update: <ul style="list-style-type: none"> ○ The colour coding on the schedule of meetings indicated both meeting location and format. ○ A greater proportion of in person meetings had been planned across the academic year. ○ Similarly, meetings had been timed to take place at the latter part of the day. • The following discussion occurred: <ul style="list-style-type: none"> ○ The Curriculum & Standards Committee Chair reflected that it was positive to see a range of meetings being scheduled across all campuses. ○ The Curriculum & Standards Committee Chair also noted that the Self-Assessment Review (SAR) Validation process would take place during the November 2023 meeting, subject to Board approval of the schedule. ○ The Chair of the Board also noted that there was an option to remove the virtual meeting from the schedule, if desired. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Schedule of Governance Meetings for 2022-23 to the Board for approval. 	
Annual Reports		
13)	<p>ANNUAL SAFEGUARDING & PREVENT REPORT</p> <p>13.1 The Vice Principal – Student Experience invited Governors to raise any questions from the report.</p> <p>13.2 The following discussion occurred:</p> <ul style="list-style-type: none"> • The Chair of the Board reflected that the Safeguarding Team that appeared to currently predominantly female and asked – could this potentially be a barrier for male students? The Vice Principal – Student Experience noted that there were Campus Support Officers who were male, but acknowledged that the Safeguarding Team was predominantly female. 	11.43

#	Item	Action
	<ul style="list-style-type: none"> • The Vice Principal of Student Experience advised that work was currently underway to address this, though noted that the role tended to attract female candidate. Sensitivity training was being made available on male and the college continued to invite people in from other organisations to support awareness and staff development. Referrals were also available to specialists, as required. Moving forward, recruitment plans would explore methods of engaging with a greater proportion of male candidate, as part of broader efforts to increase the capacity of the team. • The Curriculum & Standards Committee Chair advised that she had included her comments in the paper, in her capacity as Safeguarding Link Governor. • The Curriculum & Standards Committee Chair noted a query in the paper regarding the CEO & Principal having been listed as the Designated Safeguarding Lead (DSL). The Curriculum & Standards Committee Chair reflected that this approach had been directly aligned with the broader college culture and approach to safeguarding. • The CEO & Principal explained that a Safeguarding Team was in place to provide support. There had been lots of discussion on ownership of the DSL role. The Safeguarding Team continued to lead an extensive programme of with various external partners and resources, as well as the local authorities. It continued to be important to equip teaching staff and support staff to know how best to support and mentor students. • The Curriculum & Standards Committee Chair commented that it continued to be a challenging time for students and staff and thanked the Vice Principal – Student Experience for the excellent report. 	
Policies & Key Documents		
14)	<p>POLICIES</p> <p style="text-align: right;">11:49</p> <p>14.1 Students' Union Constitution</p> <ul style="list-style-type: none"> • The Vice Principal – Student Experience shared the following update: <ul style="list-style-type: none"> ○ A new Student Union model had been developed, which reflected that campus-based committees had transitioned into guided Student Union Committees at the college. ○ The Student Experience Team was also now in place and the policy had been amended to reflect this new structure. ○ Additionally, several job roles and job titles had been amended. ○ Finally, schedules had been moved into the appendices, creating a more concise and user-friendly document. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Student Union Constitution to the Board for approval. 	

#	Item	Action
	<p>14.2 Safeguarding & Prevent Policy</p> <ul style="list-style-type: none"> • The Vice Principal – Student Experience shared the following update: <ul style="list-style-type: none"> ○ The final draft would be ready for consideration by the full Board on 3rd July 2023, pending the latest guidance from the DfE on Keeping Children Safe In Education. ○ The policy reflected clear changes in the structure from the external reviews in the 14-16 and international provisions. ○ Various responsibilities for safeguarding had been amended throughout. ○ Finally, an additional section had been included, detailing associated policies and procedures. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Safeguarding & Prevent Policy to the Board for approval, subject to receipt of further guidance on Keeping Children Safe in Education from the DfE. <p>14.3 Complaints Policy</p> <ul style="list-style-type: none"> • The Vice Principal – Student Experience shared the following update: <ul style="list-style-type: none"> ○ The Complaints Policy had been updated following recent legal advice. ○ The Compliments and Concerns sections of the policy had been removed, ensuring clearer focus on the complaints handling process. ○ Following professional advice, it had also been suggested that the college had too many appeals stages, and as such, one of these stages had been removed. ○ A section on the college’s validating partner (UEA) had also been added. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Complaints Policy to the Board for approval. 	
15)	<p>ANY OTHER BUSINESS</p> <p>11.52</p> <p>15.1 The following discussion then occurred:</p> <ul style="list-style-type: none"> • The Curriculum & Standards Committee Chair thanked the Deputy (CEO &Principal) for all of his hard work over the last couple of years, noting that this would be his last meeting. • The Chair of the Board also thanked the Curriculum & Standards Committee Chair for their careful stewardship of the Curriculum & Standards Committee. • The Curriculum & Standards Committee Chair reflected that it continued to be a challenging time in the FE sector and thanked the Executive Team for producing such high quality reports. 	
16)	<p>DATE OF NEXT MEETING</p> <p>11.53</p> <p>14.1 Governors noted that the first meeting of the Curriculum, Skills & Quality had been tentatively scheduled for 20th November 2023, 15:00-17:00.</p>	

#	Item	Action																											
17)	<p>LIVE COMMITTEE SELF-ASSESSMENT 11.54</p> <p>17.1 Two survey responses were received from Governors, via a Google Form:</p> <table border="1"> <thead> <tr> <th>#</th> <th>ASSESSMENT QUESTION</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Did the agenda and papers arrive seven days in advance?</td> <td>100%</td> </tr> <tr> <td>2.</td> <td>Were the agenda and papers written with clarity?</td> <td>100%</td> </tr> <tr> <td>3.</td> <td>Were the issues considered at the meeting appropriate?</td> <td>100%</td> </tr> <tr> <td>4.</td> <td>Did you have all the information you needed to fully participate in the discussion and decision?</td> <td>100%</td> </tr> <tr> <td>5.</td> <td>Was sufficient time available for thorough debate?</td> <td>50%</td> </tr> <tr> <td>6.</td> <td>Were you satisfied that the decisions were arrived at in a proper manner?</td> <td>100%</td> </tr> <tr> <td>7.</td> <td>Were you able to express your views?</td> <td>100%</td> </tr> <tr> <td>8.</td> <td>Was the meeting chaired effectively?</td> <td>100%</td> </tr> </tbody> </table> <p>Comment:</p> <ul style="list-style-type: none"> Whilst it is helpful for staff members to present different sections and papers, it does limit time for discussion. I think moving forward we should either limit presentations to just a few minutes or go straight to questions and discussion. 	#	ASSESSMENT QUESTION	RESULT	1.	Did the agenda and papers arrive seven days in advance?	100%	2.	Were the agenda and papers written with clarity?	100%	3.	Were the issues considered at the meeting appropriate?	100%	4.	Did you have all the information you needed to fully participate in the discussion and decision?	100%	5.	Was sufficient time available for thorough debate?	50%	6.	Were you satisfied that the decisions were arrived at in a proper manner?	100%	7.	Were you able to express your views?	100%	8.	Was the meeting chaired effectively?	100%	
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18)	<p>CLOSE 11.55</p> <p>18.1 The meeting closed at 11.55am.</p>																												

Action Summary

Item	Owner	Action	Due Date
5.2.1	RC/DH	Consider existing employers and associated apprenticeship relationships, with a view to target key partners in joining the Stakeholder Engagement Panels, particularly within the healthcare sector.	20 th November 2023
5.4.1	MW	Revisit the 'Quality & Compliance Lead' role title, potentially with a view to remove the word 'compliance' from the title.	20 th November 2023
5.8.1	RC	Confirm whether the college was a member of the Stonewall Diversity Champions group.	20 th November 2023
11.1.1	RC	Provide an update on the ongoing work to develop the college's Marketing Strategy at the next Curriculum, Skills & Quality Committee meeting.	20 th November 2023