

Curriculum & Standards Committee MINUTES

Date	20 th June 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), Catherine Manning, Steve Hedges, Nicola Taylor, Aly Coleman, Alexandra Cheeseman, Lois Hilton (Student Member)

In Attendance: Ian Mehrtens, Rebecca Conroy (CEO & Principal), Mark Wardle (Deputy – CEO & Principal), Nathan Haffenden (Transformation Consultant – *item 11*), Matt Knight (Willmott Dixon – *item 11*), Belle Howard (Director of Governance), Claire Alexander (*minutes*)

Quorum: The meeting was quorate throughout.

Apologies: Nicola Taylor

#	Item	Action								
1)	<p>WELCOME & APOLOGIES 14:01</p> <p>1.1 The Chair opened the meeting at 14.01 with a warm welcome to colleagues, particularly to AC who was joining for her first meeting.</p> <p>1.2 Apologies were received and accepted from NT.</p>									
2)	<p>DECLARATIONS OF INTEREST 14:02</p> <p>2.1 There were no new declarations of interest received.</p>									
3)	<p>MINUTES OF LAST MEETING 14:03</p> <p>3.1 Approval</p> <ul style="list-style-type: none"> • Governors considered the minutes from the last meeting on 16th March 2022. • Governors agreed that the minutes were a true and accurate record of what was discussed, subject to the following amendment: <ul style="list-style-type: none"> ○ Page 12 – AC <u>joined</u> the meeting at 14.29 (not left). <p>3.2 Matters Arising</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Item</th> <th>Owner</th> <th>Action</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>4.4.1</td> <td>CM</td> <td>Share contact details for the ETF Head of Sustainable Development with MW.</td> <td style="color: green;">Complete</td> </tr> </tbody> </table>	Item	Owner	Action	Due Date	4.4.1	CM	Share contact details for the ETF Head of Sustainable Development with MW.	Complete	
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	8.1.1	MW	Provide further information on English/Maths attendance data for Hastings at the next Local College Board meeting.	Complete	
	9.1.1	MW	Confirm the referrals reporting period in 'Appendix A – Safeguarding & Wellbeing Themes'.	Complete	
	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.	21 Nov 2022	
	11.2.1	BH	Invite Nathan Haffenden to the next Curriculum & Standards Committee meeting to share a progress update on capital development projects.	Complete	
	13.2.2	BH	Confirm to participants the date/time/location of the next Curriculum & Standards Committee meeting.	Complete	
	<ul style="list-style-type: none"> GC noted the need for the Committee to agree which meeting would work best in person for the 2022-23 governance cycle. 				
4)	GOVERNANCE				14:05
	4.1 Committee Terms of Reference				
	<ul style="list-style-type: none"> The DoG shared the following update: <ul style="list-style-type: none"> BH advised that at this time of year, a review of the Terms of Reference is typically completed to ensure it's still fit for purpose and the scope remains appropriate. BH proposed a minor change – to amend the name of the Complaints Policy to 'Compliments, Concerns & Complaints Policy'. GS recollected that it had been previously agreed by the Committee for 'Equality, Diversity & Inclusion' would be restated as '<u>Equity</u>, Diversity & Inclusion'. Governors agreed. GS noted that throughout the Terms of Reference, the terminology had reverted 'Equality'. GS asked for this to be resolved and all reference be Equity. GS also noted that Section 5.6 needed to be corrected from summary reports of 'Principals Performance Reviews' to 'College Quality Cycle'. <ul style="list-style-type: none"> Action 4.1.1 – Ensure that 'Equity' is consistently referenced in the Terms of Reference in all instances of EDI. Also, amend section 5.6 to replace 'summary reports of Principal's Performance Reviews' with 'summary reports from the college Quality Cycle'. 				BH
	<ul style="list-style-type: none"> RESOLUTION: Subject to the agreed amendments, the C&S Committee agreed to recommend that the Terms of Reference be submitted to the Board for approval at its next meeting. 				

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	<p>4.2 Review of Committee Effectiveness – 2022-23</p> <ul style="list-style-type: none"> • BH shared the following update: <ul style="list-style-type: none"> ○ A Committee Effectiveness Report had been drafted for all committees. ○ The report considered a range of different Governance Key Performance Indicators (KPIs), designed to provide assurance that the committee was carrying out its oversight responsibilities, as defined in Cycle of Business and Terms of Reference. ○ The report had been broken down into key areas: <ul style="list-style-type: none"> ▪ Committee Membership, an assessment of whether the membership was in line with the Terms of Reference. All of the meetings for this last academic year to date had been quorate. It was recommended that the committee membership be extended to include all Student Governors, which had since been done. ▪ Attendance was down year on year, from 86% to 71%. ▪ Live Meeting Assessments – the Committee scored 100% across the board. To ensure greater impartiality, it was recommended that all committees conduct these assessments via Google Forms moving forward. ▪ Meeting packs had slightly exceeded the target of 100 pages in one meeting this academic year. ▪ Meeting minutes were consistently circulated within the 15 day target. ▪ Coverage of the cycle of business, informs the structure and contents of each meeting agenda. The report assessed the extent to which the committee covered the full breadth of this business. Some items were partially covered, not covered or deferred. A 67% coverage of Governance business was achieved. ○ BH recommended that Governors reflect on the cycle of business to assure themselves that it was suitably balanced and that there was the correct distribution of activity across the next academic year. ○ BH advised that further work was needed to rationalise the excessive volume of meeting papers moving forward in all committees and at Board level. BH advised that moving forward, further consideration would be given to support Lead Officers to ensure that meeting papers were simplified, with a clear call to action for Governors. • IM noted that moving forward, this report would be produced every two years. IM explained that this work would directly feed into the board effectiveness assessment and next year's external review process. • IM noted that this exercise had provided a factual assessment of the committee and provided assurance around the extent to which coverage of the cycle of business had been effective. • GS agreed that the process had provided a helpful assessment and clear areas of opportunity to improve next year. 	

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	<p>4.3 Cycle of Business – 2022-23</p> <ul style="list-style-type: none"> • BH shared the following update: <ul style="list-style-type: none"> ○ The cycle of business had been reviewed to ensure alignment to the Terms of Reference. ○ Dates for Local College Boards had been aligned with the proposed timings of C&S Committee meetings. • GS suggested that it would be useful for RC and MW to complete a further review of the Cycle of Business to validate the proposed timings of key agenda items. • MW identified a few suggested amendments, e.g. ‘emerging curriculum planning’ does not typically commence until December and the timing of the Annual Quality TLA Report, also needed to be corrected. <ul style="list-style-type: none"> ○ Action 4.3.1 – Review the draft Cycle of Business and send through any suggested amendments to the DoG. • IM suggested that the Spring Term meeting might be a good meeting to have in person due to the timing of Student Experience and the Student Engagement Strategy. • RC suggest that the Autumn meeting could also be a good meeting to have in person, due to the SAR validation activity that happens at that time in the year. GS commented that it worked well last year, i.e. to the validation meeting and lunch first then the Curriculum & Standards Committee. GS noted that in person meetings also work well when inviting external participants into the meeting. <ul style="list-style-type: none"> ○ Action 4.3.2 – Align with MW and RC on the proposed date for an in person C&S Committee meeting in 2022-23 and confirm to BH. • RESOLUTION: Subject to the agreed amendments, the C&S Committee agreed to recommend that the Cycle of Business be submitted to the Board for approval at the next meeting. 	<p>MW</p> <p>GS</p>
5)	<p>INTER-COMMITTEE REFERRAL FROM LOCAL COLLEGE BOARDS</p> <p>14:16</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"> • Eastbourne – 7th June 2022 • Lewes – 13th June 2022 • Hastings – 14th June 2022 <p>5.2 Eastbourne Local College Board</p> <ul style="list-style-type: none"> • RC advised that the meeting included an update on retention, attendance, the emerging shift in the demographics in Eastbourne and planned new courses/pathways for the next academic year. The meeting also focused on ambition to grow A Levels in Eastbourne. Board members were very supportive and keen to promote the enhanced A level offer at the college. 	

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	<ul style="list-style-type: none"> • The meeting included a deep dive into the Black Robins Farm Project. An update was also received from the Towner Gallery, who outlined the new project and opportunities for the college to engage. • Discussion focussed on how local members could promote the college more broadly and it was noted that further work was needed to drive increased engagement from local employers. A redesign of the meeting format may be necessary to maximise discussion and input from all members. This issue also remained a challenge for both the Eastbourne and Hastings campuses. • IM commented that at the Hastings Local Board, the meeting time was adjusted to a late afternoon/early evening slot, with a view to accommodate the availability of local businesses. <p>5.3 Lewes Local College Board</p> <ul style="list-style-type: none"> • GS advised that an interesting presentation had been received from Lewes Football Club, which remained the only club in the world to pay its female players the same as its male players. Various partnership and collaboration opportunities had been identified moving forward. • Work was ongoing to encourage members to attend the Lewes Board meetings, including from the Newhaven area. A new member had been identified to join the Lewes LCB, subject to Board approval – Laura Staffa from Hanover Displays. • There was a particular focus on partnership throughout the meeting. • A presentation was received on A Levels from Student Members, which resulted in particularly useful student voice feedback. • Both Headteachers from Lewes and Newhaven had since left the board, following a departure from role. It was hoped that their successors would also join the board, which RC advised she would explore further. <ul style="list-style-type: none"> ○ Action 5.3.1 – Contact the new Headteachers at the Priory School and Seahaven Academy to gauge their interest in joining the Lewes LCB. <p>5.4 Hastings Local College Board</p> <ul style="list-style-type: none"> • RC noted again that there was room for improvement in member attendance levels and as such, work was ongoing to increase levels of engagement with new employers. • The meeting included a deep dive into Green Technology, which explored key insights from the Engineering Forum. It was a very helpful session which included dialogue between the college and a key employer who led that agenda. He provided a range of ideas and suggestions. A further session was planned with local Engineering companies in the coming weeks. • Highly insightful student voice feedback and comments was received, which included various opportunities related to recruitment, enrichment and particular services. 	<p>RC</p>

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6)	<p data-bbox="178 331 679 367">CURRICULUM & QUALITY REPORT</p> <p data-bbox="1305 331 1385 367">14:19</p> <p data-bbox="178 398 647 434">6.1 Quality KPI Targets – 2022-23</p> <ul style="list-style-type: none"> <li data-bbox="229 470 708 506">• MW shared the following update: <ul style="list-style-type: none"> <li data-bbox="325 537 1347 604">○ Two significant areas (attendance and retention) were below target and as such, the KPIs would not be achieved in these areas. <li data-bbox="325 640 1366 739">○ Current efforts remain focused on targeting students that were at risk of not being retained. In the previous 2 years, retention was protected at this stage to some extent, due to CAGs/TAGs. <li data-bbox="325 775 1334 842">○ Attendance which continues to be impacted by Covid-19, with a particular concern around adults. <li data-bbox="325 878 1382 1008">○ From a Safeguarding perspective, there had been a significant increase in students presenting with anxiety and depression, which had directly impacted their ability to engage with the college. Cases had risen to 1153, up from 344, which reflected a significant challenge moving forward. <li data-bbox="325 1043 1359 1142">○ This context therefore needed to be taken in to account, in terms of the impact to retention and attendance target, which will be a key focus for next year. <li data-bbox="325 1178 1366 1276">○ The DfE was expected to release performance data next January, though had already indicated that this data should strictly be used as a comparative measure. <li data-bbox="325 1312 1359 1348">○ There were no significant changes proposed to the KPI targets for 2022-23. <li data-bbox="325 1384 1327 1451">○ Apprenticeships remained an ongoing risk area due to a significant delay following Covid-19 in the completion of employer assessments. <li data-bbox="325 1487 1375 1585">○ Recent senior leadership changes will ensure a raft of new senior staff are in place, focused on key areas of the provision, areas for improvement and clearly defined actions/next steps. <li data-bbox="325 1621 1366 1886">○ Curriculum Pathways: <ul style="list-style-type: none"> <li data-bbox="421 1653 1366 1751">▪ These have now been introduced throughout the college, particularly at the lower end of the curriculum offer, which will ensure targeted focus on those learners who were on unsuitable programmes. <li data-bbox="421 1751 1366 1886">▪ Several pathways that were previously only available at Hastings have since been extended onto the Eastbourne and Lewes campuses, thereby increasing learner choice and greater diversity in terms of curriculum offer at Level 1. <li data-bbox="325 1921 1350 2020">○ Student Services and Wellbeing Teams were being revisited to ensure a greater focus on attendance and associated linkages to wellbeing. These teams would therefore come together from September. <li data-bbox="325 2056 1350 2154">○ Absence Management – work was underway to improve the way in which parents engage with reporting absence, systems for which were currently inconsistent across campuses. 	

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	<ul style="list-style-type: none"> ○ An Assistant Principal for Quality had now been appointed to lead the Quality Team. ○ A student exit interview process was being introduced to gain a better understanding of why students were leaving, support retention efforts, e.g. to identify a more appropriate course, if necessary. <ul style="list-style-type: none"> ● IM asked, why had the Education & Quality KPIs for ‘Achievement’ and ‘Student Satisfaction’ been reduced, each by 1%? MW explained that a reduction had been proposed to ensure that these were not overly aspirational, though reflected that these could easily be amended back to the previous level. IM noted that the Covid-19 pandemic had not enabled the college to meaningfully test against these KPIs over the last 2 years, so it was preferable not to amend these at this stage. <ul style="list-style-type: none"> ○ Action 6.1.1 – Amend the draft Education & Quality KPIs for 2022-23 for ‘Achievement’ and ‘Student Satisfaction’ to reflect an increase of 1% each, i.e. aligned to KPIs for 2021-22. ● IM considered the proposed KPI metrics for 2022-23 and noted the difficulties in comparing year on year over the previous two years. IM asked – are you able to provide an indication of ESCG’s performance relative to other colleges? MW considered the recent Ofsted inspection for Cornwall College, for which a ‘Good’ rating had also been achieved. The college had comparatively a similar profile and data to ESCG and noted that ESCG had compared favourably. MW also advised that ESCG was aligned to the 18/19 student data, when compared to the national picture. MW also suggested that it would be useful as part of the self-assessment process, to complete a benchmarking exercise with East Kent College or the Change Makers programme. ● RC noted that following feedback from other local colleges in East Sussex, attendance and mental health were two significant challenges across the board. ● IM reflected on the challenges currently being faced in terms of KPI assessment and expressed the need to identify a further mechanism to give reassurance to the Board, such as an anecdotal comparison with another college, with a similar profile. Governors agreed. <p>6.2 Senior Leadership Changes</p> <ul style="list-style-type: none"> ● MW shared the following update: <ul style="list-style-type: none"> ○ Several strong new leadership appointments had recently been made. As such, structures were now in place to enable the college to deliver against its KPIs and be well prepared ahead of the next Ofsted inspection cycle. ○ The vacancy remained open for the Eastbourne Assistant Principal role, which would shortly be advertised. ○ The Director of English & Maths and Director of Inclusion had recently been appointed, which would ensure a cross college focus on those issues. 	<p>MW</p>

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	<ul style="list-style-type: none"> ○ Work was ongoing to develop the curriculum management structure, to ensure fairness and parity across the college. A more consistent admissions process had been established, which would provide additional capacity to these teams moving forward. Further appointments were also planned. ○ A key focus had been upon ensuring that the organisational structure enabled effective performance management capacity for line managers. ○ The Quality Team had recently been reviewed, with a view to move away from a teaching and learning coaching model, and instead work to improve teaching and learning through the work of the Curriculum Team. Three Digital Champions would be introduced from September (one at each campus), to lead aspects of the Digital Strategy. ○ A single timetable would be in place from September; historically there had been as many as seven timetables in place. ○ The management of Apprenticeships and HE has recently been remodelled to ensure closer oversight and alignment between types of provision, and to ensure clear pathways for student progression between courses. The Student Progress Review Cycle would also continue to be reviewed to ensure students have adequate time for targeted 1:1s to support their development. <p>6.3 Adult Education (AEB)</p> <ul style="list-style-type: none"> ● MW shared the following update: <ul style="list-style-type: none"> ○ On target to achieve 80% final projected outturn for AEB. ○ Ongoing Curriculum planning work to ensure a broader Curriculum offer for adults. ○ Moving forward, this will be a priority focus area for the newly appointed Vice Principal, Business Development. ○ Strategic Development Fund (SDF): <ul style="list-style-type: none"> ▪ Ongoing success for SDF1 on Green Technology, e.g. Hampden Park site. ▪ The SDF2 the bid was in the process of being refined and would focus on centres of Digital Excellence, particularly in Eastbourne and Lewes, impacting all provisions across the college. <p>6.4 International Update</p> <ul style="list-style-type: none"> ● MW shared the following update: <ul style="list-style-type: none"> ○ The college had a fantastic reputation for its international provision and is one of the most recognised in the country. ○ The teams have been agile enough to adapt and transition from one type of provision to another. 	

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	<ul style="list-style-type: none"> ○ There has been a significant decline in the short course summer school type activity, which has seen shrinkage since Covid-19. ○ The teams have worked hard to build the full international study year programme and there will be a significant number of students enrolling into A Level programmes. ○ In Eastbourne there will be 15 international students enrolling onto A Level courses, which would provide a diverse experience and help to financially to underpin that provision. ○ Moving forward, a key challenge relates to staffing for the English language provision. Many individuals previously working in this sector have since moved on, following the Covid-19 pandemic, and as such the college was struggling to attract staff. <p>6.5 Special Educational Needs</p> <ul style="list-style-type: none"> ● MW shared the following update: <ul style="list-style-type: none"> ○ The Director of Safeguarding & SEND left the college last month. Moving forward, these areas of responsibility would be overseen by the new Vice Principal, Student Experience. ○ The college recently received a quality monitoring visit for SEND by East Sussex County Council (ESCC). The visit went very well and ESCC expressed confidence that the five quality domains within the framework were being met. <p>6.6 Equity, Diversity & Inclusion – Annual EDI Report Update</p> <ul style="list-style-type: none"> ● RC shared the following update: <ul style="list-style-type: none"> ○ An annual report had been produced to underpin the assessment process and training had been provided to with staff, with support from local trainers. ○ The newly appointed Assistant Principal (Quality & Innovation) would provide lead the EDI agenda, with oversight and support from RC. <p>6.7 Recruitment</p> <ul style="list-style-type: none"> ● MW shared the following update: <ul style="list-style-type: none"> ○ Applications were 9% higher than last year. ○ However, internal progression from 1st year to 2nd year was lower, due to a comparatively smaller first year cohort, directly impacting the number of internal applications. ○ Lots of work was ongoing to convert new applications and the number of internal progressors. ○ Business planning processes had focussed on ensuring that staffing structures were fit for purpose. This would be assessed again in September 2022, post enrolment. 	

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	<ul style="list-style-type: none"> IM reflected that cautious optimism remains the right message at this stage and noted that the Board would be keen to have assurance that recruitment efforts were targeted to maximise as many opportunities as possible to secure students. Governors agreed. 	
7)	<p>STUDENT EXPERIENCE UPDATE 14:42</p> <p>7.1 LH shared the following update:</p> <ul style="list-style-type: none"> LH reflected that this academic year had been better than last year, noting more of a community feel in the college, especially for A level students based at the Eastbourne campus. A new Head of Curriculum was in place and they had been effective in addressing problems and providing additional support to students, which was a big positive for this year. Some students had identified a few minor difficulties with communication between students and staff. At an earlier course rep meeting, a leaving party had been proposed, but this was frequently delayed before finally being cancelled. This was disappointing to students as a leaving party would have been a good way to bring students together and celebrate their achievements. A common room/study room was being put in place for next year, which would likely be well received by students. <p>7.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> MW commented regarding the end of year celebrations being cancelled and explained that next year there would be a lead for student experience and enrichment on each campus and would be responsible for student leaver events. MW considered the communication issue and shared an update on plans to launch a Student App, which would enable more direct communication. MW advised that this app would enable the distribution of tutorial bulletins for students, with key notices, to be shared. MW added that careful consideration was being given to efforts to engage with students and ensure they have lots of opportunities to give feedback and feel heard. <p>7.3 AC shared the following update:</p> <ul style="list-style-type: none"> AC advised that she was studying at the Hastings campus but had spent time at the Eastbourne campus in previous years. AC explained that she had recently conducted a research project for her course, which involved her issuing surveys to staff and students on how they felt the student learning experience had change throughout the Covid-19 pandemic. AC noted that on the whole, students felt that their grades had not been affected. In contrast, staff had indicated that student grades had been detrimentally impacted. Staff had also expressed dislike for online teaching but generally students were happy with this. AC raised concerns regarding publicity at the college. AC advised that she had recently started being a peer coach at the college, which included encouraging students to experience the full potential of the college. In HE, AC reflected that students would benefit from clearly defined progression routes and opportunities. 	

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	<p>7.4 MW commented that levels of satisfaction from students on <i>'how likely they would be to recommend the college'</i> was still not where it needed to be. Further work was needed to understand and address these issues.</p>	
8)	<p>ANNUAL COMPLIMENTS, CONCERNS & COMPLAINTS REPORT 14:52</p> <p>8.1 MW shared the following update:</p> <ul style="list-style-type: none"> • Compliments, concerns and complaints were now being captured centrally, via a central address, which was regularly monitored. • Compliments were routinely shared with teams, as appropriate. • Where complaints had been made about a specific area, the complaint would then be promptly directed to that team to ensure that a response is given to the complainant as quickly as possible. • Having individual team deal with individual complaint has helped them own the issues that are arising. • A range of compliments to the college has received. • Overall, the number of complaints were slightly down, with the biggest area of concern being within the Support & Services Department. • One complaint, which related to the vaccination status of a staff member, had recently been escalated to the ESFA and has since been fully investigated. The complaint was partially upheld. <p>8.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> • CM asked – do staff receive training regarding the handling of complaints? MW advised that staff had received no training on complaints handling to date, though options for supporting staff with this were being explored. 	
9)	<p>ANNUAL SAFEGUARDING & PREVENT REPORT AND SEND UPDATE 15:02</p> <p>9.1 MW shared the following update:</p> <ul style="list-style-type: none"> • MW advised the committee that further work was needed to process and analyse the safeguarding data. • Moving forward, Safeguarding teams would look different from September, led by the VP of Student Experience. Plans were in place to transition the Safeguarding Team into Student Services. Additionally, the role of the Pastoral Wellbeing Officer was being re-worked to include attendance management. • Key areas of focus were consent and county lines. • The Student Tutorial programme was being developed to enhance communication and ensure essential messages were being shared in a timely and impactful way. 	

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	<p>9.2 The following discussion occurred:</p> <ul style="list-style-type: none"> • GS reflected that the changes that were being made were positive and would help considerably. • GS noted a dip in staff training which was being addressed by being brought forward to September. GS reflected that this will be needed for Governors as well. • GS advised that this year she had spent time hearing about mental health issues for staff and students and explored how the college were addressing this. • RESOLUTION: Governors agreed to recommend the Annual Safeguarding & Prevent Report to the Board for consideration. 	
10)	<p style="text-align: right;">15:21</p> <p>HE STRATEGY & UNIVERSITY OF BRIGHTON PARTNERSHIP AGREEMENT</p> <p>10.1 MW shared the following update:</p> <ul style="list-style-type: none"> • The HE Strategy paper outlined key priorities and actions required over the next three years, to ensure that the HE provision was fit for purpose and meets the needs of Stakeholders moving forward. • There was a need to diversify, develop partnerships, focus on technical professional skills at higher levels and move away from the traditional foundation degree model. • The draft Partnership Agreement with the University of Brighton (UoB) presented some challenges in its current form. • UoB essentially wants to work with ESCG but not as a close validating partner. There had been some challenges in the partnership due to lack of flexibility. • As such, ESCG were currently holding discussion with other partners, e.g. University of Greenwich and University of East Anglia. • It was important to establish relationships with a range of partners, to enable the college to diversify its offer and move into a broader range of qualifications at Level 4 & 5, whilst remaining financially viable. • Student Progression – HE was being transitioned back into the Curriculum areas to enable closer alignment between Level 3 and HE. • Historically, many teams had not had the opportunity to see progression from Level 3 to HE at the college, so this approach would serve to address this. <p>10.2 The following discussion occurred:</p> <ul style="list-style-type: none"> • GS commented that with the cost of living crisis impacting many students in East Sussex, the internal progression might be the way to get their HE experience and training. • RC described plans to link in with Southbank University. Additionally, Eastbourne Borough were particularly keen to ensure that the Eastbourne retains a HE offer once the UoB moves out of the area. RC advised that particular areas of opportunity in the HE space were in Health and Business. • IM commented that he was pleased that a range of HE partners were being considered as this provides student better choices and opportunities going forward. 	

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	<ul style="list-style-type: none"> • IM expressed concern about the Partnership Agreement, which in its current form appeared overly UoB centred, with much of the benefit in their favour. IM noted that once finalised, this agreement would need to go for Board approval. • GS suggested that the Board approve the HE Strategy, pending further work to develop the Partnership Agreement. <ul style="list-style-type: none"> ○ Action 10.2.1 – Further develop the Partnership Agreement, with a view to return this to the C&S Committee for further consideration. • RESOLUTION: The C&S Committee agreed to recommend the Higher Education Strategy to the Board for approval, pending further work to develop the Partnership Agreement. 	MW
11)	<p>SUBCONTRACTING BUSINESS CASE 15:31</p> <p>11.1 MW shared the following update:</p> <ul style="list-style-type: none"> • Work was ongoing to reduce the breadth of subcontracting arrangements held by the college as part of its longer-term strategy to limit this to a single partner – GFTS, which was a national provider. As such, the college was seeking to withdraw from other existing partnerships. <p>11.2 The following discussion occurred:</p> <ul style="list-style-type: none"> • GS considered the Albion and asked – will we continue to have a partnership agreement with them? MW advised that the college currently had an agreement, but advised this was being rundown. • IM asked – when we will be free of all of these partnerships arrangements? MW advised that it would be a maximum of 3 years. • MW commented that the biggest challenge whilst managing the rundown process, would be to build sufficient business in order to replicate the apprenticeship income for existing curriculum areas. MW reflected that this approach would be more sustainable and would enrich the pathways that students had access too. 	
12)	<p>CAPITAL DEVELOPMENT 15:35</p> <p>MK and NH joined the meeting at 15:35.</p> <p>12.1 Estates Strategy Presentation from Willmott Dixon</p> <ul style="list-style-type: none"> • NH introduced himself as the Transformation Consultant for East Sussex College to help support the Estates Strategy. • MK from Willmott Dixons, the Colleges Development Partner delivered a presentation to the Committee. • MK noted that it was important to engage with all stakeholders, including staff and students on the project. As such, it would be important to continue to engage with this committee. 	

#	Item	Action
	<ul style="list-style-type: none"> AC expressed that it was particularly helpful to see these plans for the first time. AC asked – had provision already been made for those subject areas currently located in a building planned for disposal? NH explained that it was now reasonably clear which areas of land across both Eastbourne and Lewes campuses would be disposed of. However, this was still to be finalised and the brief continued to be developed. The important thing was to improve the facilities being provided by the college and the primary way to achieve this was to generate capital funding through land disposal. GS considered the land disposal plans and noted that some of the land was located very close to the college provision. GS asked – will this have an impact because there are limited types of developments that would be suitable next to an educational establishment? MK commented that this had been carefully considered and advised that Governors would have the opportunity to review the full plan and drawing designs, once these had been developed. MK advised that efforts were being made to keep the gaps as large as possible within the parcels of land. Similarly, the heights of buildings were being carefully considered. MK also commented regarding the disposal of land, noting that there was still a sizeable amount of land being retained for new buildings, social, learning and teaching space. IM noted that the development period would be highly disruptive, firstly while the was accommodation built to transition into and as a result of building works on the neighbouring sites. This would therefore be disruptive for a long period of time and would extend beyond the life of most students at the college for a period of time. IM expressed the view that we should be upfront, open and communicate with both staff and students about the challenges ahead. <p>NH and MK left the meeting at 16:49.</p>	
13)	<p>POLICIES</p> <p>13.1 Safeguarding & Prevent Policy</p> <ul style="list-style-type: none"> MW advised that there had been minor changes to the Safeguarding & Prevent Policy, to reflect structural changes in the college from a staffing perspective and due to updates from the DfE’s Keeping Children Safe In Education. SH asked – if a policy has been created, updated, or amended could it be sent to all staff? RC commented that a new location for storing policies would be in place from September. Additionally, efforts would be made by the Executive Team to ensure that communication was clearer to staff on where policies were stored and details of key updates to policies. IM considered multi-faith rooms, noting that lots of organisations were now designating these rooms as ‘quiet spaces’ because not everyone necessarily followed a faith, but may want to benefit from accessing a reflective area. IM noted that the name multi-faith rooms may stop some people from using them. IM asked – could this be rebranded across the college? RC and MW agreed to look into this. RESOLUTION: The C&S Committee agreed to recommend the Safeguarding & Prevent Policy to the Board for approval. 	16:49

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	<p>13.2 Student Engagement Policy</p> <ul style="list-style-type: none"> MW advised that the policy outlined a range of opportunities for engagement with students, e.g. via Committee meetings, Student Voice and Local College Boards. MW invited Governors to attend Student Council meetings, which were scheduled meetings that students already attend. MW expressed concerned that if students were asked to attend too many meetings, it may be harder to get them to engage. GS asked – would the Student Link Governor role continue, moving forward? IM commented that he was planning a meeting with the Local College Board Chairs, to discuss student engagement, as this was likely the best way to gather student input as well as explore nuances for each campus. IM considered the ‘Student Governors’ section of the policy, noting that this needed to be updated, as the Local Campus boards were not part of the formal governance structure. IM also noted that Student Members on LCBs, were not Student Governors. Action 13.2.1 – With support from the DoG, update the Student Engagement Policy to amend the ‘Student Governor’ section to clarify the differences in roles for Student Members on LCBs and Student Governors on the Board. RESOLUTION: Subject to the agreed amendments, the C&S Committee agreed to recommend the Student Engagement Policy to the Board for approval. 	MW																											
14)	<p>ANY OTHER BUSINESS</p> <p>14.1 GS thanked AC, LH and SH for their contribution to the meeting.</p>	16:00																											
15)	<p>DATE OF NEXT MEETING</p> <p>15.1 The date of the next meeting was yet to be confirmed, though tentatively scheduled for 21st November 2022.</p>	16:01																											
16)	<p>LIVE COMMITTEE SELF-ASSESSMENT</p> <ul style="list-style-type: none"> 5 survey responses were received from Governors, via Google Form: <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>100%</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>	#	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?	100%	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%	16:02
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#	Item	Action
17)	CLOSE	16:03
	17.1 The meeting closed at 16.03.	

Action Summary

Item	Owner	Action	Due Date
4.1.1	BH	Ensure that 'Equity' is consistently referenced in the Terms of Reference in all instances of EDI. Also, amend section 5.6 to replace 'summary reports of Principal's Performance Reviews' with summary reports from the college Quality Cycle'.	Complete
4.4.3	MW	Review the draft Cycle of Business and send through any suggested amendments to the DoG.	Complete
4.3.2	GS	Align with MW and RC on the proposed date for an in person C&S Committee meeting in 2022-23 and confirm to BH.	5 th July 2022
5.3.1	RC	Contact the new Headteachers at the Priory School and Seahaven Academy to gauge their interest in joining the Lewes LCB.	September 2022
6.1.1	MW	Amend the draft Education & Quality KPIs for 2022-23 for 'Achievement' and 'Student Satisfaction' to reflect an increase of 1% each, i.e. aligned to KPIs for 2021-22	5 th July 2022
10.2.1	MW	Further develop the Partnership Agreement, with a view to return this to the C&S Committee for further consideration.	21 st November 2022
13.2.1	MW	With support from the DoG, update the Student Engagement Policy to amend the 'Student Governor' section to clarify the differences in roles for Student Members on LCBs and Student Governors on the Board.	Complete