

Curriculum & Standards Committee MINUTES

Date	21 st November 2022	Time	09:00-12:00
Venue	EC205 – ECAT House, Eastbourne Campus (& MS Teams for pre-meeting only)		
Chair	Gill Short		

Membership: Gill Short (Chair), Catherine Manning (Vice Chair), Rebecca Conroy (CEO & Principal), Nicola Taylor, Aly Colman, Alexander Cheeseman, Ashley Heminway, Carol Tomsett

In Attendance: Priscilla Kendall, Mark Wardle (Deputy – CEO & Principal), Nicola Parrot (Assistant Principal – Quality & Student Experience, East Surrey), Kym O’Mara (Vice Principal – Student Experience), Donna Harfield (Vice Principal – Business Development), Joanne Folwell (Assistant Principal – Quality Innovation & Development), Belle Howard (Director of Governance), Claire Alexander (*Minutes*)

Apologies: Ian Mehrtens, Ashley Heminway, Alexandra Cheeseman

#	Item	Action
Pre-Meeting		
-	<p>0.1 SAR Validation</p> <ul style="list-style-type: none"> • The Curriculum & Standards Committee Vice Chair opened the Self-Assessment Report (SAR) Validation pre-meeting discussion with a warm welcome to participants, particularly to Nicola Parrott who had joined from East Surrey College. Participants introduced themselves. • The Deputy (CEO & Principal) directed participants to the Self-Assessment Report and shared the following update: <ul style="list-style-type: none"> ○ SAR Process: <ul style="list-style-type: none"> ▪ Commenced in July 2022, when curriculum teams initially met to develop their Curriculum area SARs. ▪ Heads of Curriculum drafted their SARs, ahead of a panel review, with a view to review the curriculum area in depth, gain assurance that it had been developed in line with the Ofsted Framework, assess strengths and weaknesses, and to determine the provisional grading. ▪ The college level SAR was then drafted by the D(CEO&P), leveraging feedback from each curriculum area. The draft SAR was then reviewed by the Quality Team to assess accuracy and completeness. ▪ An external validation review was then conducted by Nicola Parrott from East Surrey College on 3rd November 2022. ○ SAR Report: <ul style="list-style-type: none"> ▪ Overall SAR grade proposed – ‘Good’ in all categories for 2021-22. ▪ An in-year Ofsted inspection had been conducted, through which the college was also assessed as ‘Good’ in all categories. ▪ The challenges identified as output of the inspection, continued to receive ongoing priority focus for the college, particularly in English and Maths. ▪ As such, some curriculum areas continued to require improvement. 	

- Attendance was another key focus area for the college.
 - The 2022-23 Quality Improvement Plan (QIP) had been developed in order to address any gaps that were identified in the SAR.
- The Assistant Principal, Quality & Student Experience for East Surrey College shared the following update:
 - Eastbourne site visit focussed on the Health & Social Care provision, which included a review of T Level lessons in childcare and health, as well as some Level 1 lessons.
 - Students were conscientious and vocal in what they felt about the college, lecturers and courses. They were also proactively engaged with their virtual learning platform.
 - A range of learning programs were on offer, through various development pathways, which met the needs of the local community, both during and post the Covid-19 pandemic. However, there may be an opportunity to highlight this value-add in more depth within the SAR.
 - There was evidence of good progress being made through the delivery of T Levels and potentially an opportunity for collaboration and partnership between East Sussex and East Surrey colleges.
 - The AP–Q&S agreed with the proposed grades detailed in the SAR, though suggested that there may be an opportunity to reassess the ‘Behaviour & Attitudes’ category as ‘Outstanding’, based on the following student survey evidence:
 - 97% of students felt safe.
 - 94% of students agreed that there was a disciplined and positive environment.
 - 96% of students agreed that whilst at college, they had been encouraged to be respectful of different backgrounds.
 - Consideration should also be given to the benchmarks being used by the college, in the context of the progress that students had made since the Covid-19 pandemic.
- The Curriculum & Standards Committee Vice Chair then led the following discussion:
 - The D(CEO&P) considered the suggestion that ‘Behaviour & Attitudes’ could be assessed as ‘Outstanding’ and explained that this had been assessed as ‘Good’ taking student attendance levels into account. The Attendance KPI had been set at 90%, but further work was needed to close current gaps in attendance levels. That said, some student groups were already meeting this, e.g. Level 3 learners typically demonstrated attendance levels of 90%+. Further work was needed to address attendance levels for Level 1 and Level 2 students, as well as GCSE English & Maths students (currently with attendance levels at mid-70%). As such, there were some evidence that ‘Behaviour & Attitudes’ was ‘Outstanding’, though this was not consistent across the college.
 - The D(CEO&P) reflected on the need more fully to consider the context and impact of the Covid-19 pandemic, with regards to both student attendance and

achievement. The learning environment had significantly changed since 2018-19, so it was important to take this into consideration when benchmarking.

GS joined the meeting at 09:28.

- **The Committee Chair reflected on the relatively poor attainment results for Maths & English and asked – what steps were being taken to address this?** The D(CEO&P) advised that improvement would be gradual, noting that it was important to take the current context into account given that national average data was particularly low relative to previous years. Concerns had been raised about whether the current English and Maths GCSE qualifications were achievable for many young people. English and Maths data at ESCG was 3-4% below national average. The college had developed an English & Maths Quality Improvement Plan (QIP) to address this. That said, there were broader issues that the college would also need to address longer term, such as issues related to staffing (due to sickness absence) and inconsistencies in the delivery model across the college. Moving forward, a radical approach may need to be adopted to address some of these fundamental issues.
- **The Committee Chair asked – were there any plans to change the English and Maths qualifications?** The D(CEO&P) advised that this had been a topic of discussion at the recent AoC Conference and advised that representatives from the DfE had indicated that there were no plans to make any policy changes at this time. ESCG continued to offer students a hybrid of functional skills and GCSE qualifications, ensuring that students left the college with some qualifications and thereby enhanced their employability.
- **The Committee Vice Chair asked – would it be possible to schedule a deep dive on English & Maths?** [Governors agreed to hold a pre-meeting deep dive discussion on English & Maths, just before the next Curriculum & Standards Committee meeting.](#)
 - **Action 0.1.1 – Include ‘English & Maths Deep Dive Discussion’ on the agenda (pre-meeting) for the next Curriculum & Standards Committee meeting.**
- **A Governor reflected on the limited time available for the external SAR validation process to be completed and asked – was there an opportunity to extend this process, so that the external reviewer would have additional time to review and validate the SAR in more depth?** The CEO & Principal reflected that it may be feasible to extend this process as part of a wider activity to partner with other colleges. Indeed, conversations were underway with the Principal at East Surrey College to explore the feasibility of extending the current collaboration arrangement, to include both SAR validation and policy improvement.
- **The Committee Chair considered Higher Education (HE) progression, noting that 54% of A Level students progressed onto HE courses at the college and asked – was this relatively low compared to other colleges?** The D(CEO&P) acknowledged that the proportion of students progressing onto HE courses at the college was lower than it needed to be, and discussions were underway with the Assistant Principals to explore opportunities to promote the college’s HE curriculum offer with Level 3 students. The D(CEO&P) also noted this was a particular issue at the Hastings campus.

BH

	<ul style="list-style-type: none"> ○ The Committee Vice Chair asked – would it be possible to detail the specific sources and data points that evidenced whether key tasks or actions had been successfully met in the QIP? The CEO & Principal noted the scale and level of complexity in the college, which would make it difficult to capture each of the data points that evidenced delivery against the SAR. The D(CEO&P) clarified that each curriculum area also had a SAR, so detailed evidence would be tracked at that lower level. However, further work may be needed to complete a comparative analysis of each curriculum level SAR year on year. ○ A Governor asked – does the Curriculum & Standards Committee routinely review curriculum level SARs? The Committee Chair explained that Governors had historically been invited to attend Curriculum Performance Reviews, with a view to participate in deep dive discussions. The D(CEO&P) advised that Governors had the opportunity to attend Course Reviews this academic year. The next sessions had been scheduled for early December 2022, however, noted that these discussions were typically held at quite a granular (learner by learner) level of detail. <ul style="list-style-type: none"> ▪ Action 0.1.2 – Share dates with Governors for the forthcoming round of Course Review meetings. ○ Governors reflected on the need to evolve the mindset and culture at the college towards delivering an outstanding provision. The CEO & Principal and D(CEO&P) agreed, noting that a key aspect of this would be to build confidence and an aspirational outlook amongst staff at all levels of the organisation. ○ The Committee Vice Chair asked – do we have a clear sense at the college of what ‘Outstanding’ looks like? As an Ofsted Inspector, the D(CEO&P) explained that he was able to share insights with staff on what an ‘Outstanding’ provision looked like, and reflected that an ‘Outstanding’ provision was typically evidenced in attainment data. As such, the college needed to be relentless in improving levels of student retention and achievement. The D(CEO&P) also reflected that further work was needed to outline to all staff what ‘Outstanding’ looked like, with a view to support them in becoming more aspirational about the college. ○ Action 0.1.3 – Update the SAR and QIP to correct any typos/minor corrections identified by Governors. <ul style="list-style-type: none"> ● The Committee Vice Chair thanked Governors, the Executive and Nicola Parrott for joining the college’s SAR validation process. <p>PMK, NP and JF left the meeting at 10:06.</p>	<p style="text-align: center;">MW</p> <p style="text-align: center;">MW</p>
Main Meeting		
1)	WELCOME & APOLOGIES	10:06

	<p>1.1 The Committee Chair opened the meeting at 10.06 with a warm welcome to colleagues, particularly to DH and KO'M who had joined to share specific updates later in the meeting.</p> <p>1.2 Apologies were received and accepted from AH, IM and AC.</p>																																	
2)	<p>DECLARATIONS OF INTEREST</p> <p>2.1 There were no declarations of interest received.</p>	10:07																																
3)	<p>MINUTES OF LAST MEETING</p> <p>3.1 Approval</p> <ul style="list-style-type: none"> Governors considered the minutes from the last meeting on 20th June 2022. RESOLUTION: Governors agreed that the minutes were a true and accurate record of what was discussed. <p>3.2 Matters Arising</p> <table border="1"> <thead> <tr> <th>Item</th> <th>Owner</th> <th>Action</th> <th>Due Date</th> </tr> </thead> <tbody> <tr> <td>9.1.2</td> <td>MW/PM</td> <td>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.</td> <td>Complete</td> </tr> <tr> <td>4.1.1</td> <td>BH</td> <td>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'.</td> <td>Complete</td> </tr> <tr> <td>4.4.3</td> <td>MW</td> <td>Review the draft Cycle of Business and send through any suggested amendments to the DoG.</td> <td>Complete</td> </tr> <tr> <td>4.3.2</td> <td>GS</td> <td>Align with MW and RC on the proposed date for an in-person C&S Committee meeting in 2022-23 and confirm to BH.</td> <td>Complete</td> </tr> <tr> <td>5.3.1</td> <td>RC</td> <td>Contact the new Headteachers at the Priory School and Seahaven Academy to gauge their interest in joining the Lewes LCB.</td> <td>In Progress – The new Head of Priory School had joined the Lewes LCB. Seahaven had now appointed a new Headteacher.</td> </tr> <tr> <td>6.1.1</td> <td>MW</td> <td>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</td> <td>Complete</td> </tr> <tr> <td>10.2.1</td> <td>MW</td> <td>Further develop the Partnership Agreement, with a view to return this to the C&S Committee for further consideration.</td> <td>Complete</td> </tr> </tbody> </table>	Item	Owner	Action	Due Date	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.	Complete	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.	Complete	5.3.1	RC	Contact the new Headteachers at the Priory School and Seahaven Academy to gauge their interest in joining the Lewes LCB.	In Progress – The new Head of Priory School had joined the Lewes LCB. Seahaven had now appointed a new Headteacher.	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	Complete	10.2.1	MW	Further develop the Partnership Agreement, with a view to return this to the C&S Committee for further consideration.	Complete	10:08
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	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	
4)	INTER-COMMITTEE REFERRAL FROM LOCAL COLLEGE BOARDS 4.1 Governors noted the minutes from the recent Local College Board meetings, which had been held as follows: <ul style="list-style-type: none"> • Hastings – 1st November 2022 • Lewes – 7th November 2022 • Eastbourne – 8th November 2022 4.2 Hasting Local College Board <ul style="list-style-type: none"> • Discussion had focussed on a recent local event as well as an outline of next steps as regards to employer engagement. • There had not been any specific discussion in relation to the curriculum. 4.3 Lewes Local College Board <ul style="list-style-type: none"> • The new Marine Workshops proposal was discussed, as well as efforts to improve the level of membership on the LCB. 4.4 Eastbourne Local College Board <ul style="list-style-type: none"> • Eastbourne LCB meeting had been held at the Green Tech Centre at the Hampden Park Retail Estate and members had had the opportunity to take tour of the centre. 4.5 The following discussion then occurred: <ul style="list-style-type: none"> • The CEO & Principal advised that she had shared an update to all three Local College Boards about the planned change in format and approach, with a particular emphasis on stakeholder engagement. Memberships per group would also be reviewed to ensure the correct balance of participants moving forward. 			10:10	
5)	COLLEGE SELF-ASSESSMENT & QUALITY IMPROVEMENT 5.1 SAR & QIP – 2021-22 & QIP – 2022-23 <ul style="list-style-type: none"> • Further to the discussion held during the pre-meeting, the Committee Chair asked participants if they were now happy to approve the SAR & QIP and recommend to the main Board. Governors agreed. <ul style="list-style-type: none"> ○ RESOLUTION: The Curriculum & Standards Committee agreed to recommend the Self-Assessment Report (2021-22) and Quality Improvement Plan (2022-23) to the Board for approval, subject to the agreed amendments. 			10:14	
6)	CURRICULUM & QUALITY REPORT 6.1 Recruitment			10:15	

- The D(CEO&P) directed the participants to the 'Curriculum & Quality Report' and shared the following update:
 - **Recruitment** – the college continued to focus on retaining as many learners as possible. At present, the college was 25 above its allocation, (a slight drop since the paper had been drafted).
 - **Finance** – a 1% uplift had been factored into the allocation, which was based on the growth the college expected to see in-year.
 - **Retention** – this remained a priority focus item during weekly College Operation Meetings, however further work was still needed. There continue to be higher levels of churn than desired. Work was ongoing to retain students through open events, inductions and general support, to help ensure that each and every student was enrolled on the correct course.
 - **English as a Second Language (ESOL)** – enrolment was due to commence from early December and 16-18 recruitment numbers were expected to increase as a result.
- **The Committee Chair asked – typically, how many students had the opportunity to transfer to other courses?** The D(CEO&P) advised that all students had the option to transfer courses (within reason), though the later in the term that a course change was made, the more challenging it became for students to transition successfully. Every student was considered as an individual to explore the best way forward for them.
- **A Governor asked – was data available on the students that had opted to move from one course to another and typically, how successful were they after moving?** The D(CEO&P) advised that there was not currently data available on student course transitions, but this was something that could be tracked. A Staff Governor reflected that the later a student transferred, the more they would likely struggle as they were permanently playing catchup.
- **The Committee Chair asked – were some courses more suited to a late change for students to transfer to?** The D(CEO&P) agreed and advised that a pathway provision had been put in place for some students as a better alternative. The college were looking at developing an employability focussed programme, with a view for this to commence in January.

6.2 Key Performance Indicators (KPI) Update

- The D(CEO&P) shared the following update on:
 - Attendance levels for students studying GCSE English and Maths continued to be an area of concern, which directly impacted overall attendance data at the college.
 - A priority focus area remained on attendance levels for entry L1 and L2 learners. Attendance levels for L3 learners were typically higher, however this group was significantly smaller relative to other student groups at the college.
 - Whilst the attendance KPI target was 90%, many students would not achieve this. Many of the learning programmes on offer to young people also aimed to support them in developing some of the habits and learning behaviours that they failed to

develop whilst at school, with a view for them to become more successful learners overall.

- Extensive work had been done to address the issue of unmarked registers. In accurately tracking attendance, more support could be put in place to provide wraparound support on wellbeing, through progress mentors and follow up on absence.
- Further focus was also needed to ensure learners at L1 and L2 were able to develop core learning habits more quickly, with a view for them to attend college more consistently – this remained one of the biggest challenges for the college. Indeed, the college had at least 500 learners who had joined with historic issues of persistent absence at their previous school setting.

6.3 Quality of Teaching, Learning & Assessment

- The D(CEO&P) shared the following update:
 - An observation window was currently underway at the college. This entailed observation forms being reviewed to determine whether there were key patterns and to establish any staff training and development needs.
 - An ongoing area of support and development related to knowledge progression, in terms of supporting learners to understand how lessons that they were doing today linked to lessons that they had done before.
 - Demonstrating high expectations (and therefore exploring challenges identified during lessons) provided opportunities for learners to develop high-level thinking skills.
 - Access to targeted training and development for the Observation Team had been enhanced by establishing Deputy Head of Curriculum roles. This new structure had served to address confidence issues that staff may have had in making judgments and giving feedback.
 - **English and Maths** – all staff responsible for teaching GCSE English and Maths had been observed and had received feedback from the Quality Team, with specific guidance on key focus areas and next steps.
 - In general, expectations, challenges and behaviours were not yet where they should be, and as such a key piece of work was being run in parallel to address this.
- The following discussion then occurred:
 - **A Governor asked – does the Observation Team typically operate across sites?** The D(CEO&P) advised that currently observers focussed on specific curriculum areas, with line managers observing their own teams. Members of the Quality Team and the D(CEO&P) also conducted some moderation activity. As teams developed confidence in that process, conducting cross campus observations would be an important next step.

6.4 Summary Reports from Course Reviews

- The D(CEO&P) shared the following update:
 - Course reviews took place w/c 10th October 2022, with the second round due to take place w/c 5th December 2022.
 - Each student had been graded on their performance, with a view to set a baseline and determine progress and attainment targets.
 - Curriculum Managers still needed to build confidence and experience on how to resolve problems. That said, they knew all of their learners well and were proactive in trying to resolve any issues.
 - **The Committee Chair asked – where there key sessions that Governors could attend to learn more?** The D(CEO&P) advised that there were sessions throughout the year that would be appropriate for Governors to attend, e.g. QIP reviews for each Curriculum area, which led by a member of the Quality Team and the Assistant Principals.

NT left the meeting at 10:32.

6.5 Work Experience & Employability

- The D(CEO&P) shared the following update:
 - Some students were required to undertake work placements as a key element of their course. This was becoming increasingly challenging to facilitate as the college worked to deliver a broader range of T Level courses.
 - The college had submitted a list to the DfE of approximately 500 learners, who were currently completing T Level courses.
 - A significant challenge for the college related to the management of industrial placements. In prior years, the college had had access to CDF funding from the Government to support students in finding their work placements. When those funds were no longer available, the college would need to establish a new model of managing industrial placements. It would be particularly important to collaborate with other colleges to develop a solution to this issue.
- The following discussion then occurred:
 - The Staff Governor reflected that it had been particularly challenging to support her students in securing their work placements. Students studying Health & Social Care needed to complete 750 work placement hours and were due to be on placement by November. Many students had still yet to identify a placement.
 - **The Committee Chair asked if teachers were able to help students in finding industrial placements?** The Staff Governor explained that finding industrial placements was a significant undertaking and unfortunately teachers did not have the capacity to do this. The D(CEO&P) explained that identifying work placements also required particular expertise.
 - The CEO & Principal reflected that the current industrial placement issue would continue to present a challenge for the college and require a priority focus, in light of the growing student interest in T Level courses. The D(CEO&P) described a new

piece of software that the college had purchased called 'Navigate', which would help to track student work placements.

6.6 Student Voice Update

- The D(CEO&P) shared the following update:
 - The Autumn Term Student Council meetings had now taken place.
 - Key issues and concerns raised by students included wi-fi, library resources, the quality of food, the experiences students had had in the refectory, recycling, communal places and communication.
 - Discussions were underway to identify possible solutions to the concerns that had been raised by students.
 - An Induction Survey was conducted the week before and the week after half term and 600 more responses had been received than the prior year. Key topics and themes that arose as output of the survey included understanding British values, pre-courses and student finance. There were particularly positive results on reputation, with many students highlighting that the college had been specifically recommended to them.

6.7 New Curriculum Developments

- The D(CEO&P) shared the following update:
 - **Institute of Technology (Ore Valley)** – over the next 12 months renovation works would commence, with a view to officially open next summer.
 - The **Green Hub at Hampden Park** had now opened, which had been funded through Strategic Development Funding (SDF1). SDF2 was now in progress and would focus on digital skills. The college has been given a significant amount of money to deliver this provision. SDF2 funding would be leveraged across all campuses, but mainly at Eastbourne and Hastings.
 - Following a review of qualifications at L3 by the DfE, there were significant levels of uncertainty around qualifications and the level of change moving forward. Hundreds of qualifications had been scrapped, primarily those with limited participation levels and those that conflicted with T Level courses, unless a case had been made to retain certain B-Tech qualifications. L2 courses were also being reworked.
 - The college's QR data did not currently include T Levels, as this was a new qualification. This was expected to change within the next 2 years.
- The Vice Principal – Business Development (VP-BD) reflected that the change of qualifications had added to the challenge of increasing and maintaining employer engagement with training programmes and courses. Employers were often overwhelmed with the sheer volume of course options available.

6.8 International Update

- The D(CEO&P) shared the following update:

	<ul style="list-style-type: none"> ○ International business was booming. The college played an important role within the local community in delivering this provision. ○ There continued to be a significant focus on students from the Ukraine, with over 200 Ukrainian students currently accessing the college’s provision and a large waiting list in place, particularly for the ESOL provision. ○ There was however, some disconnect between the messaging students were receiving from external organisations and the reality for a number of Ukrainian students. Work was currently underway to address this. ○ ESOL has had a significant waiting list, at one point with over 117 students. This had since been resolved. The ESOL team had been very innovative in terms of the types of programmes on offer, with a range of flexible options including short courses. ○ Moving forward, summer schools would be held at the Lewes campus only. ● The Committee Vice Chair asked – can you share further details regarding the accommodation challenges detailed in the report, particularly at Lewes? The D(CEO&P) advised that the main challenges had related to host families and associated fees. There had been a discussion regarding increasing host fees in Lewes, but it was felt it would not be fair for host families based in Eastbourne and Hastings. The CEO & Principal advised that discussions were underway to explore alternative options. The issue specifically related to students aged between 16-18, that needed supervision. ● The VP-BD noted the extensive of work completed by the Community Learning team to develop feeder programmes into ESOL provision, which included basic introductory and into work programmes. 	
7)	<p>SAFEGUARDING & PREVENT</p> <p>7.1 The Vice Principal, Student Experience (VP-SE) shared the following update:</p> <ul style="list-style-type: none"> ● Wellbeing Teams: <ul style="list-style-type: none"> ○ These were now located within Student Services. ○ A new Student Experience Manager had been appointed. ○ Current priority student support activities included enrichment, timetables, and wellbeing activities. ○ A range of communication channels had been leveraged to ensure parents and students were aware of current wellbeing support available across the campuses. ● Designated Safeguarding Lead: <ul style="list-style-type: none"> ○ The CEO & Principal remained the Designated Safeguarding lead (DSL) for the college. ○ The VP-SE, Wellbeing Heads and all Assistant Principals would shortly complete their DSL training, as delivered by East Sussex County Council. ● Transition: <ul style="list-style-type: none"> ○ Transition support and planning primarily took place throughout the Summer Term. 	11:06

- Positive feedback had been received from several iSEND Teams at local schools.
- Transition support would continue to be a priority area of focus moving forward.

- **Induction:**

- Induction processes included central messages around safeguarding and prevent.
- Staff had access to a comprehensive toolkit of resources, which had formed the basis of the tutorial focus groups being led by the VP-SE.

- **Training:**

- The recent in person safeguarding training that was held at the start of the Autumn Term for all staff, had also focussed on various safeguarding issues associated with county lines.
- Prevent had been downgraded from severe to substantial, but awareness would continue to be raised.

- **Tutorials:**

- Content had been more directly linked with the curriculum model.
- All full-time students received a weekly one-hour tutorial slot, enabling more regular one to ones to be held moving forward.

- **Security:**

- The security provision had been strengthened on all campuses through the introduction of Campus Support Officers (CSO).
- CSOs were particularly effective in building relationships with the students and as such, were highly visible on all sites.
- CSOs sit within the Wellbeing & Enrichment Team.

- **Referrals:**

- Referral types were generally similar across each of the campuses.
- Both Eastbourne and Hastings, where there were higher levels of social deprivation, had reported the highest referral rates.
- Common themes related to anxiety and depression, particularly post Covid-19. Additionally, the cost-of-living crisis had caused several students to feel anxious about their return to college.
- Waiting lists for external agencies were extremely high, ranging from 18 months to 2 years.

7.1 The following discussion then occurred:

- **The Committee Chair advised that Aly Colman would be taking over as the Safeguarding & SEND Link Governor following her departure from the Board next year.**
- **The Committee Chair considered the counselling provision currently available at Lewes (through Southdowns) and asked – could a similar provision be made available at other campuses?** The D(CEO&P) explained that wide variety of organisations offered counselling support, some of whom worked within specific geographies, which made it more challenging to offer a centralised provision. That said, some colleges offered an in-house counselling service, so a range of models would be considered moving forward.
- The VP-BD reflected that many students accessing apprenticeship programmes had experienced similar post-pandemic issues, which were being amplified by the cost-of-living crisis.

	<ul style="list-style-type: none"> • The Committee Vice Chair reflected on campus security and asked – do we report on the number of incidents and levels of seriousness? The CEO & Principal confirmed that this was recorded and reported in the Annual Health, Safety & Welfare Report. This had recently been scrutinised by both the ARaC and P&C Committees and would be included as a paper at the forthcoming Board meeting in December. 	
8)	<p>ADULT EDUCATION & APPRENTICESHIPS 11:17</p> <p>8.1 Apprenticeships</p> <ul style="list-style-type: none"> • The VP-BD shared the following update: <ul style="list-style-type: none"> ○ Covid-19: <ul style="list-style-type: none"> ▪ Covid-19 continued to have a far-reaching impact on the apprenticeships provision, with a high proportion of learners significantly over their programme end date, in part due to extended delays in completing exam bookings. ▪ These delays had subsequently impacted the onboarding of new starters due to limited capacity in the classroom. ○ New Courses: <ul style="list-style-type: none"> ▪ Several new courses had recently been launched, one with key partner SGN. ▪ SGN were the biggest employer that college had had the opportunity to partner with in delivering apprenticeships. ▪ With 88 learners split between L2 Gas Network Operative and L3 Gas Engineering Specialist course, it was worth £27,000 per learner. ▪ SGN were also moving into hydrogen technologies. Work was therefore underway to map this into the apprenticeships programme, which directly linked to the college’s green tech agenda. ▪ An new Carpentry class was also expected to generate additional income for the college. ▪ There was ongoing focus on exploring new provisions and opportunities, e.g. Roofing Apprenticeship Standard. ○ Subcontracting: <ul style="list-style-type: none"> ▪ Overall, the level of subcontracted apprenticeships on offer continued to be reduced. ▪ However, for GFTS there was potential for increased intake levels and thereby partially subsidise the current deficit in apprenticeships. ○ Strategy & Overview: <ul style="list-style-type: none"> ▪ There was a priority focus on ensuring that the Work Based Learning Department and Curriculum Teams were working closely together. ▪ This would ensure greater accountability for apprenticeships college wide. ▪ Review processes were underway, with a view to ensure greater utilisation of the Customer Relationship Manager for information, advice and guidance. • The Committee Chair asked – how well are Curriculum Teams engaging and working with employers regarding apprenticeships? The D(CEO&P) advised that a significant 	

amount of work had been done on curriculum pathways, but noted that there was more to be done in terms of understanding how learners could progress through the college. Particular focus was needed in improving the overall quality of the provision, with a view to proactively identify opportunities and strengthen the overall apprenticeship framework.

8.2 Adult Education

- The VP-BD shared the following update:
 - Whilst deficit had been projected for AEB (adult education budget), there was confidence that there would be improvement compared to last year.
 - **New Courses:**
 - **Essential Digital Skills** – this had a projected income of approximately £90K, and had been targeted at staff as a CPD measure, to parents as a ‘Pro for Parents’ and grandparents for online safety.
 - **Experience Counts** – targeted at adult unemployed, aged over 50. The course was delivered through a social networking format.
 - **Additional Learning Support** – expected to generate
 - **ESOL Provision** – currently in particularly high demand as Ukrainian nationals had the opportunity to access this funding.
 - **Online Learning** – useful programme for people returning to study.
 - **Extra Employability Awards**
 - **Green Tech** – range of courses being delivered from Hampden Park site.
- The Committee Vice Chair reflected on the adult provision, in the context of the cost-of-living crisis and noted the increasing importance of the college’s offer to adults. [The VP-BD agreed, noting that the college performed an critical function within the local community to support adults in returning to work.](#)
- The CEO & Principal emphasised that AEB remained one of the biggest priorities for the college. As such, it would be important to identify those specialist areas, with a view to develop a targeted provision and facilitate growth.
- The VP-BD reflected on the need to discontinue those programmes that were ineffective and develop programmes for those specialist areas for which growth opportunities had been identified.

JH re-joined the meeting at 11:31.

9) **ANNUAL EQUITY & DIVERSITY REPORT & SINGLE EQUITY ACTION PLAN** **11:31**

9.1 The Assistant Principal – Quality Innovation & Development (AP-QID) shared the following update:

- Following the recent staff and student surveys, positive feedback had been received from both staff and students on the questions specifically related to Equity, Diversity & Inclusion (EDI).
- The 2021-22 Strategic Plan focused around five key values – Partnership, Respect, Inspire, Diversity and Empower.
- There had been a targeted campaign particularly focussed on sourcing accurate EDI data with a view to better understand the diversity needs of staff and students alike.

- Work was underway to align the protected characteristic categories captured in the colleges EDI data with those specified in the Equality Act 2010.
- **Student Voice:**
 - Course representatives were regularly leveraged to source student feedback.
 - In response to student feedback on the need to raise awareness, there had been increased activities and events linked to LGBTQIA+ and black ethnic minority groups.
- **Data Analysis:**
 - Overall achievement levels of 80.2% were used as the benchmark for comparing achievement throughout the report.
 - Students aged 19+ had achieved slightly higher than 16-18 year olds.
 - There was no significant variance when comparing student achievement by gender.
 - Achievement for students with a learning disability or other disability was slightly below the overall picture.
 - Higher needs students had performed well, relative to the overall picture, following targeted focus on this group in the prior year.
 - Students in receipt of free college meals (FCM) had achieved slightly below the overall picture. FCM was a key deprivation measure for the college.
 - Analysis by race – some groups had achieved below the national average. There would be ongoing focus on this area to better understand the drivers for these variances.
- **Staff EDI Profile:**
 - 73% of staff were white.
 - 64% of staff were female.
 - 7% of staff had declared a disability (38% had not disclosed).
 - 30% of staff aged 50-59 and 21% were aged 40-49.
- **Staff CPD:**
 - Mandatory EDI staff training this year had focussed on increasing awareness on transgender and neurodiversity issues.
 - Training was particularly important to ensure greater support and understanding for staff and students, who identified with any particular protected characteristics.
- **2022-23 Priorities:**
 - A key focus on increasing inclusion support networks for both staff and students.
 - There had been an improvement in levels of declarations for staff – moving forward an 80% response rate had been targeted.

9.2 The following discussion then occurred:

- **The Committee Chair reflected that some of the target dates in the EDI Action Plan were due to complete at different points in the year and asked – could the committee receive regular QIP and EDI updates?** The D(CEO&P) confirmed that this was feasible.
- The Committee Vice Chair considered the Staff CPD section in the EDI Report, noting the work of the Black FE Leadership Group in the context of the anti-racism agenda and their associated 10 Point Plan. **The Committee Vice Chair asked – was there an opportunity to adopt a similar approach to the wider EDI agenda?** The CEO & Principal explained that

	<p>the Black FE Leadership Group had developed a specific and targeted framework, which the college would be leveraging to explore and address this sensitive issue. As the college started to partner with this group, opportunities to adapt and leverage their model more broadly would be explored.</p> <ul style="list-style-type: none"> • A Governor reflected in the need to leverage EDI profiling for Governors, with a view to facilitate greater diversity and inclusion on the Board. Similarly, Governor EDI data should be included in the report. Governors agreed. <ul style="list-style-type: none"> ○ Action 9.2.1 – Include summary Governor EDI data in the EDI Report. • A Governor reflected on the college’s ‘PRIDE’ values and asked – was further work needed to ensure that these values were fully embedded into all aspects of college life, including the curriculum and the wider student experience? The AP-QID advised that the college’s induction survey was routinely used to assess awareness of the college’s values, and 69% of students had indicated awareness of these during the last survey. The D(CEO&P) reflected that this was a strong result given the relatively limited time that students had been at the college, though acknowledged that additional focus was needed to extend this further. 	BH/JF
10)	<p>NEWHAVEN DEVELOPMENT BUSINESS CASE</p> <p style="text-align: right;">11:42</p> <p>10.1 The D(CEO&P) shared the following update:</p> <ul style="list-style-type: none"> • The college had been in discussion with Lewes District Council (LDC) over the last 6 months to explore opportunities to utilise the former UTC building in Newhaven. • Work had been ongoing with an external consultant to develop a curriculum plan, that would meet the needs of local employers and attract potential students to a specialised centre of marine engineering, marine biology, renewables and film production. • The UTC building, which had since been renamed as the Marine Workshop, was already set up to include engineering workshops, so this could be easily adapted to deliver marine engineering. • A TV studio provision was also currently under development by Latest TV and Newhaven TV. There were also existing partnerships in place to deliver an adult provision at the Lewes campus. As such, there would be an opportunity to offer a T Level course in TV production and creative media. • Extending the college’s renewables provision, was directly aligned to the college’s existing green technology agenda. • The intent would be to deliver a Curriculum at the Marine Workshops across all ages. A sizeable number of 16-18 students would, however, be required for the programme offer to be successful. The potential offer had already been marketed and to date, 75 potential students had already expressed interest in the provision. The draft business plan had been developed with a somewhat conservative curriculum offer in the early stages. • Were the proposal to proceed, the existing Denton Island adult provision would be relocated onto the Marine Workshop site. Longer term, the college would seek to extend and grow the provision. 	

	<ul style="list-style-type: none"> • There would be an associated cost, in terms of purchasing equipment to deliver the courses. However, the building and much of the infrastructure work that the college would require to operate, was already in place or would be funded and led by LDC. <p>10.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> • The CEO & Principal advised that discussion were ongoing with LDC to ensure that the proposal was affordable. • The CEO & Principal advised that the business case was also being considered by the Finance Committee and the Capital Development Board. As such, the Curriculum & Standards Committee was being asked to provide approval primarily based upon the proposed curriculum offer. • The Committee Vice Chair asked – where was the nearest location that currently offered Marine Biology? The D(CEO&P) advised that the closest providers were based in Greenwich and Portsmouth. The Committee Vice Chair reflected that whilst there would likely be a strong appetite with employers to access a coastal provision, demand from local students may be limited. • The Committee Vice Chair asked – could further evidence be collected to validate levels of student demand? The CEO & Principal noted that an initial response of 75 expressions of interest had been achieved with a relatively low effort. The next phase would be promoting the offer more widely, especially in local schools around Newhaven. • RESOLUTION – The Curriculum & Standards Committee agreed to recommend the Newhaven Marine Workshops proposal to the Board for approval. 	
11)	<p>HIGHER EDUCATION</p> <p>11.1 HE Updates & HE Quality Report</p> <ul style="list-style-type: none"> • The VP-SE shared the following update: <ul style="list-style-type: none"> ○ Data: <ul style="list-style-type: none"> ▪ Further achievement data was still awaited, particularly for ‘counselling’ and ‘construction’. ▪ These courses had been delayed due to a late External Examiner visit and the ongoing impact of the Covid-19 pandemic. ○ Attainment & Retention: <ul style="list-style-type: none"> ▪ Counselling had particularly been impacted by the pandemic, where learners should have completed their course in 2-3 years, but this had been extended to up to 6 years as students had been unable to complete the required number of counselling hours. ▪ Retention levels of 92%, which had had been impacted by a range of factors including finance, external work commitments, health issues and wrong course choice. ○ National Student Survey (NSS) Results: 	11:51

	<ul style="list-style-type: none"> ○ Excellent results had been reported, with ratings meeting or exceeding sector benchmarks. ○ HE Exit Survey Results – equally strong results, with very few items flagged as ‘amber’. ○ Recruitment: <ul style="list-style-type: none"> ▪ Levels had seen a slight decline in recent years, though this had since steadied compared to the prior year. ▪ The partnership with UEA would provide opportunities to recalibrate the HE provision and allow ongoing development of progression routes. ▪ An internal HE recruitment event had been held across all campuses. <p>11.2 Validation Arrangements</p> <ul style="list-style-type: none"> • The D(CEO&P) shared the following update: <ul style="list-style-type: none"> ○ HE Institutional approval was currently in progress with the University of East Anglia, with final approval expected on 7th December 2022. ○ A significant number of documents had been submitted in support of this application. 																			
12)	POLICIES	12:00																		
	12. There were no policies due for consideration at this meeting.																			
13)	ANY OTHER BUSINESS	12:01																		
	13.1 Governors reflected on the need to reduce the overall volume of meeting papers, as part of a wider initiative to improve this for all governance meetings. <ul style="list-style-type: none"> • Action 13.1.1 – Meet to identify opportunities to reduce the volume of meeting papers for the Curriculum & Standards Committee moving forward. 	GS/ MW/BH																		
14)	DATE OF NEXT MEETING	12:03																		
	14.1 Governors noted that the next meeting had been scheduled for 13th March 2023, 10:00-12:00.																			
15)	LIVE COMMITTEE SELF-ASSESSMENT	12:04																		
	<ul style="list-style-type: none"> • 4 survey responses were received from Governors, via Google Forms: <table border="1" data-bbox="165 1877 1353 2145"> <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>75%</td> </tr> <tr> <td>5.</td> <td>Was sufficient time available for thorough debate?</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?	75%	5.	Was sufficient time available for thorough debate?	100%	
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	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)	CLOSE		12:05	
	16.1 The meeting closed at 12:05.			

Action Summary

Item	Owner	Action	Due Date
0.1.1	BH	Include 'English & Maths Deep Dive Discussion' on the agenda (pre-meeting) for the next Curriculum & Standards Committee meeting.	13 th March 2022
0.1.2	MW	Share dates with Governors for the forthcoming round of Course Review meetings.	19 th December 2022
0.1.3	MW	Update the SAR and QIP to correct any typos/minor corrections identified by Governors.	Complete
9.2.1	BH/JF	Include summary Governor EDI data in the EDI Report.	Complete
13.1.1	GS/MW/ BH	Meet to identify opportunities to reduce the volume of meeting papers for the Curriculum & Standards Committee moving forward.	Complete