

## Curriculum & Standards Committee MINUTES

<b>Date</b>	13 <sup>th</sup> March 2023	<b>Time</b>	09:30-12:00
-------------	-----------------------------	-------------	-------------

<b>Venue</b>	Virtual Meeting – MS Teams
--------------	----------------------------

<b>Chair</b>	Gill Short
--------------	------------

**Membership:** Gill Short (Committee Chair), Catherine Manning (Committee Vice Chair), Rebecca Conroy (CEO & Principal), Aly Colman, Alexander Cheeseman, Ashley Heminway, Trista Jin, Ian Mehrtens, Nicola Taylor, Carol Tomsett, Emel Yerlikaya

**In Attendance:** Mark Wardle (Deputy – CEO & Principal), Kym O’Mara (Vice Principal – Student Experience), Donna Harfield (Vice Principal – Business Development), Joanne Folwell (Assistant Principal – Quality Innovation & Development), Mark Allen (Assistant Principal – International), Belle Howard (Director of Governance – *minutes*)

**Quorum:** The meeting was quorate throughout.

**Apologies:** Trista Jin & Emel Yerlikaya

#	Item	Action
<b>Pre-Meeting</b>		
	<p><b>ENGLISH &amp; MATHS DEEP DIVE DISCUSSION</b> <span style="float: right;"><b>09:31</b></span></p> <p>0.1 The Deputy (CEO &amp; Principal) led a deep dive discussion on Maths and English as follows:</p> <ul style="list-style-type: none"> <li>• <b>Deep Dive Process:</b> <ul style="list-style-type: none"> <li>○ A specific English and Maths Quality Improvement Plan was now in place following the recent Self-Assessment Report (SAR) validation process.</li> <li>○ The English and Maths provision had been graded ‘requires improvement’ as output of that process.</li> <li>○ All GCSE teaching staff were observed within Observation Window 1, which concluded at the end of September.</li> <li>○ Observation Window 2, focussed specifically on a combination of the quality of teaching and learning and various functional issues.</li> <li>○ The Quality Team had led the observation process and as output of this, they met with Curriculum Teams and provided individual feedback.</li> <li>○ An awarding body review was currently in progress, with a view to provide assurance that they were fit for purpose. Whilst this was consistent for the Maths provision, there were currently a range of awarding bodies in place for English.</li> <li>○ The college had recently received support from the Curriculum Efficiency and Financial Sustainability Support (CEFSS) Team.</li> <li>○ This had included a conversation with the Deputy Commissioner to discuss a range of issues with the English and Maths provision.</li> </ul> </li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>○ The Deputy Commissioner had encouraged the college to leverage best practice support from two colleges – West Herts and Fareham, who had both adopted innovative, but different models in delivering their English and Maths programmes.</li> <li>○ Following overviews with peers at West Herts and Fareham, work was currently underway to develop the college’s strategy for September 2023, leveraging aspects of their approaches that could readily be applied at ESCG.</li> <li>○ A Strategy Day was held for all teachers and managers on 10<sup>th</sup> February 2023, which included all delivery teams from Lewes, Eastbourne, and Hastings.</li> </ul> <ul style="list-style-type: none"> <li>● <b>East Sussex College Vision:</b> <ul style="list-style-type: none"> <li>○ Curriculum Teams were keen to establish a consistent, single vision for the college’s English and Maths provision, rather than adopt individual approaches for each campus.</li> <li>○ It would be important to establish high expectations for student achievement and as such, it would be important to support students to overcome any barriers to their learning.</li> <li>○ Emphasis would be placed on providing an inspiring teaching and learning experience.</li> <li>○ Additionally, it would be important to maximise opportunities to integrate English and Maths into the broader study programme; an approach that would need to be embraced by all Curriculum Teams.</li> </ul> </li> <li>● <b>Strategy Day:</b> <ul style="list-style-type: none"> <li>○ A range of insights from the approaches adopted at West Herts College and Fareham College were explored, related to entry criteria, timetabling and more readily leveraging November re-sit data.</li> <li>○ Other focus areas included awarding body feedback, delivery models from the wider sector, use of digital platforms and delivery model development.</li> <li>○ It was particularly important to ensure that the strategy was owned by all staff.</li> <li>○ Equally important would be to focus on a combination of qualifications and functional skills, rather than just individual student progress.</li> <li>○ Initial assessments were used at enrolment this year, providing a useful tool to inform teaching and learning practice, as well as support students on an individual basis.</li> <li>○ BKS currently supplied a range of eLearning products to supplement the college’s English and Maths provision.</li> <li>○ However, significant support was then subsequently needed to transition students onto GCSE courses.</li> <li>○ The digital platform, Century, was therefore being considered as an alternative provider as it covered both functional skills and GCSE course content.</li> <li>○ Opportunities were being explored to leverage November GCSE exam re-sit data more fully.</li> <li>○ Similarly, timetabling was considered, particularly with regards to the number of hours that were delivered per week. As such, English and Maths would need to drive timetabling, rather than the vocational curriculum.</li> <li>○ Key next steps would be to develop a delivery model across all campuses, with a shared scheme of work.</li> </ul> </li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>○ Extensive feedback was generated as output of the Strategy Day, which the Quality Team were currently collating. A draft report was expected by the end of March 2023.</li> </ul> <ul style="list-style-type: none"> <li>● <b>November GCSE Exam Re-sits:</b> <ul style="list-style-type: none"> <li>○ There had been marked improvement in the English &amp; Maths GCSE results for the Hastings campus.</li> <li>○ Similarly, there had been good progress in GCSE Maths results at Lewes.</li> <li>○ The Hastings and Lewes campuses had recently participated in a pilot led by the AoC. The pilot had indicated a notable improvement in results following targeted focus on November GCSE re-sits.</li> </ul> </li> <li>● <b>Next Steps:</b> <ul style="list-style-type: none"> <li>○ The English &amp; Maths Strategy was due to be drafted by the end of the Spring Term and a staff consultation would take place during April and May 2023.</li> <li>○ The English &amp; Maths Strategy would then be submitted to the Curriculum &amp; Standards Committee for approval at its next meeting.</li> </ul> </li> </ul> <p>0.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>● <b>A Governor asked – had all the students who took GCSE English or Maths re-sit exams in November, previously obtained a Grade 3 result on joining the college?</b> The Assistant Principal – Quality Innovation &amp; Development confirmed that they had.</li> <li>● <b>The Chair of the Board asked – did only English &amp; Maths teaching staff participate in the recent Strategy Day?</b> The Deputy (CEO &amp; Principal) confirmed that only English &amp; Maths teachers and Assistant Principals had participated. The Chair of the Board reflected that it would be important to engage with other teaching staff on the English &amp; Maths provision, if the intent was to establish an integrated model across the curriculum. The Deputy (CEO &amp; Principal) explained that the intent was to engage with English and Maths teaching staff, prior to extending engagement to the broader Curriculum Teams, thereafter.</li> <li>● The Deputy (CEO &amp; Principal) explained West Herts College had conducted an extensive exercise, leveraging input from all teaching staff to develop a matrix of 150 different occupations, each with a statement of how English and Maths was applicable to each role.</li> <li>● <b>The Chair of the Board asked – was it clear why Fareham College and West Herts College each adopted different models for delivering their English and Maths provisions?</b> The Deputy (CEO &amp; Principal) explained that Fareham College had a different cohort of learners to ESCG, which were predominantly Level 2 and 3. Fareham College had found that their students engaged better in the classroom, with close support. In contrast, West Herts College had found that a reduced timetable had not significantly impacted outcomes and that their students valued the flexibility to engage with Maths via an online platform, at their convenience. Indeed, it was felt by West Herts College that students who were already disengaged would continue to be so, whether they were learning in the classroom or via an online platform.</li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>• The Deputy (CEO &amp; Principal) reflected that whilst the college would not move to just one class-based lesson per week, there could be value in supplementing student learning through an online platform, such as Century.</li> <li>• <b>The Committee Vice Chair asked – what were the key themes that arose from the recent observations? Also, what were the main factors that had impacted attainment?</b> The Deputy (CEO &amp; Principal) indicated that the factors that had impacted attainment were multifaceted and included absence, Covid-19 and the quality of teaching and learning. Hastings in particular, had reported significant issues with timetabling and the impact on attendance. The Assistant Principal – Quality Innovation &amp; Development reflected that Eastbourne and Hastings had presented specific challenges related to attendance for some curriculum areas. There were also geographical variances between campuses related to student expectations, attendance, engagement and potential achievement.</li> <li>• A Staff Governor also noted the differences in outlook and backgrounds between students based at Eastbourne and Hastings, compared to those at Lewes. As such, the embedding of functional skills was of key importance to support student learning and development.</li> <li>• The Deputy (CEO &amp; Principal) noted that a higher proportion of students based at Eastbourne and Hastings were enrolled in L1 courses, with Lewes based students predominantly enrolling in L2 and L3 courses. As such, it was important to recognise the barriers that students were facing, as well as the need to embed functional skills in the teaching provision, which required a significant level of staff upskilling.</li> <li>• The Assistant Principal – International, reflected that GCSE English and Maths teachers in the FE sector had particularly challenging roles, as they were often teaching students with relatively low engagement levels. As such, it would be important to gather feedback from these staff on any additional support that they may need. <a href="#">The Deputy (CEO &amp; Principal) agreed and reflected on the need for this staffing group, in particular, to input and buy-in to the English &amp; Maths Strategy.</a></li> <li>• <b>A Governor asked – what were the performance measures against which the English and Maths re-sits were assessed?</b> The Deputy (CEO &amp; Principal) explained that a passing GCSE result was Grade 4, though noted that Grade 1 and above was still considered an achievement. As such, Grade 4 or above was the target performance measure. The Deputy (CEO &amp; Principal) explained that progress data was difficult for the college to generate and whilst the DfE had historically published this data, this had not been distributed since pre-Covid.</li> <li>• <b>A Governor asked – was the college able to offer I-GCSE courses?</b> The Deputy (CEO &amp; Principal) confirmed that this was not possible at this time.</li> <li>• The CEO &amp; Principal noted that English and Maths remained a priority focus area for the college. As such, a significant proportion of the college’s planning resources had been allocated to this area for next year. Further work was needed to develop the college’s induction processes, with a view to engage and inspire students.</li> <li>• <b>The Committee Chair thanked the Deputy (CEO &amp; Principal) and other members of the senior leadership team for providing a comprehensive update.</b></li> </ul>	

#	Item	Action																								
1)	<p><b>WELCOME &amp; APOLOGIES</b> <span style="float: right;"><b>10:04</b></span></p> <p>1.1 The Chair opened the meeting at 10:04 with a warm welcome to colleagues.</p> <p>1.2 Apologies were received and accepted from Trista Jin, whilst Emel Yerlikaya was absent.</p>																									
2)	<p><b>DECLARATIONS OF INTEREST</b> <span style="float: right;"><b>10:05</b></span></p> <p>2.1 There were no declarations of interest received.</p>																									
3)	<p><b>MINUTES OF LAST MEETING</b> <span style="float: right;"><b>10:06</b></span></p> <p><b>3.1 Approval</b></p> <ul style="list-style-type: none"> <li>Governors considered the minutes from the last meeting on 21<sup>st</sup> November 2022.</li> <li><b>Governors agreed that the minutes were a true and accurate record of what was discussed.</b></li> </ul> <p><b>3.2 Matters Arising</b></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>0.1.1</td> <td>BH</td> <td>Include 'English &amp; Maths Deep Dive Discussion' on the agenda (pre-meeting) for the next Curriculum &amp; Standards Committee meeting.</td> <td style="color: green;">Complete</td> </tr> <tr> <td>0.1.2</td> <td>MW</td> <td>Share dates with Governors for the forthcoming round of Course Review meetings.</td> <td style="color: green;">Complete</td> </tr> <tr> <td>0.1.3</td> <td>MW</td> <td>Update the SAR and QIP to correct any typos/minor corrections identified by Governors.</td> <td style="color: green;">Complete</td> </tr> <tr> <td>9.2.1</td> <td>BH/JF</td> <td>Include summary Governor EDI data in the EDI Report.</td> <td style="color: green;">Complete</td> </tr> <tr> <td>13.1.1</td> <td>GS/MW/ BH</td> <td>Meet to identify opportunities to reduce the volume of meeting papers for the Curriculum &amp; Standards Committee moving forward.</td> <td style="color: green;">Complete</td> </tr> </tbody> </table>	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.	Complete	0.1.2	MW	Share dates with Governors for the forthcoming round of Course Review meetings.	Complete	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	
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.	Complete																							
0.1.2	MW	Share dates with Governors for the forthcoming round of Course Review meetings.	Complete																							
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																							
4)	<p><b>INTER-COMMITTEE REFERRAL FROM LOCAL COLLEGE BOARDS</b> <span style="float: right;"><b>10:08</b></span></p> <p>4.1 Governors noted the recent Local College Board meetings had been held as follows:</p> <ul style="list-style-type: none"> <li>Hastings – 21<sup>st</sup> February 2023</li> <li>Lewes – 27<sup>th</sup> February 2023</li> <li><i>Eastbourne – 28<sup>th</sup> February 2023 (postponed)</i></li> </ul> <p><b>4.2 Hastings Local College Board</b></p> <ul style="list-style-type: none"> <li>The CEO &amp; Principal advised that discussions had focussed on the following areas: <ul style="list-style-type: none"> <li>An update was shared on a range of local green technology focussed projects, followed by a tour of the Ore Valley site.</li> <li>Discussion also focussed on engagement with the engineering sector.</li> <li>Moving forward, Local College Boards would transition to Executive Team led advisory/stakeholder engagement groups.</li> <li>As part of this transition, the scope, approach and membership would be redefined, with a view to better meet the needs of the local community.</li> </ul> </li> </ul>																									

#	Item	Action
	<p><b>4.3 Lewes Local College Board</b></p> <ul style="list-style-type: none"> <li>• The CEO &amp; Principal and Committee Chair shared the following update: <ul style="list-style-type: none"> <li>○ Discussion had focussed on curriculum development opportunities in the Newhaven area.</li> <li>○ There had been high levels of engagement from members in support of different groups of students.</li> <li>○ Progress was ongoing in completing the transition to advisory groups, with a particular focus on engagement with local employers.</li> <li>○ The membership currently included representation from the Lewes Chamber of Commerce and a new organisation called Human Nature, who would be leading a significant capital development project in the Lewes area.</li> </ul> </li> </ul> <p><b>4.4 Eastbourne Local College Board</b></p> <ul style="list-style-type: none"> <li>• The CEO &amp; Principal advised that this meeting had been postponed until 28<sup>th</sup> March 2023, due to limited member availability.</li> </ul>	
5)	<p><b>CURRICULUM &amp; QUALITY REPORT</b></p> <p style="text-align: right;"><b>10:12</b></p> <p>5.1 The Deputy (CEO &amp; Principal) shared the following update:</p> <ul style="list-style-type: none"> <li>• <b>Recruitment:</b> <ul style="list-style-type: none"> <li>○ Applications for September 2024 were currently up 10% year on year.</li> <li>○ Particularly popular courses were: <ul style="list-style-type: none"> <li>▪ Eastbourne – A Levels in Biology, Maths, Physics and Psychology</li> <li>▪ Hastings: <ul style="list-style-type: none"> <li>– T Levels in Accounting, Business and Early Years.</li> <li>– Level 2 and 3 courses in Travel &amp; Tourism.</li> </ul> </li> </ul> </li> <li>○ The Government had withdrawn a number of T Level courses at short notice, which had impacted courses such as Catering, Media and Crafts. This was particularly challenging given that equivalent courses had already been withdrawn from the college prospectus. As such, this was being carefully managed with impacted students.</li> <li>○ Open events at all three campuses had been scheduled over the next three weeks.</li> </ul> </li> <li>• <b>Key Performance Indicators:</b> <ul style="list-style-type: none"> <li>○ There were ongoing issues with attendance for English &amp; Maths.</li> <li>○ <b>Attendance:</b> <ul style="list-style-type: none"> <li>▪ This was currently trending below the 90% target, at 85.8% overall.</li> <li>▪ There were particular issues with attendance students on for Level 1 (79.9%) &amp; Level 2 (81.6%) courses.</li> <li>▪ Level 3 attendance was better at 88.5%, but still below target.</li> <li>▪ The college’s pastoral approach was currently under review as follow up on attendance via the Wellbeing Team had not yielded the desired improvement in attendance levels.</li> <li>▪ Attendance levels were, however, in line with the FE sector, with many colleges continuing to be impacted by Covid-19 related challenges.</li> </ul> </li> </ul> </li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>● <b>Quality of Teaching, Learning &amp; Assessment:</b> <ul style="list-style-type: none"> <li>○ Three lesson observation windows had so far been conducted year to date.</li> <li>○ Observations were not graded, but instead focussed upon staff development needs.</li> <li>○ Key focus areas included: <ul style="list-style-type: none"> <li>▪ Clarity of lessons, in terms of purpose and objectives.</li> <li>▪ Sequencing against the broader learning scheme.</li> <li>▪ Supporting students to embed key learning into their long-term memory, primarily through effective use of repetition.</li> </ul> </li> <li>○ There was ongoing debate within the FE sector on the value of observations and whether these had an impact on student progress and attainment.</li> </ul> </li>   <li>● <b>Course Reviews:</b> <ul style="list-style-type: none"> <li>○ Course reviews were a useful mechanism for identifying underperforming courses.</li> <li>○ Courses were RAG rated to determine priority.</li> <li>○ Assistant Principals and Heads of Curriculum subsequently followed up to identify any issues and barriers, e.g. attendance, performance against targets and individual student needs.</li> <li>○ A recent course review had highlighted the need for staff to use the full breadth of the RAG rating system, with a view to identify more students who were performing above target and thereby place greater emphasis on recognition and driving student performance.</li> </ul> </li>   <li>● <b>Work Experience &amp; Employability:</b> <ul style="list-style-type: none"> <li>○ Work Experience Week was held in January 2023, to support students ahead of their industrial placements.</li> <li>○ Students had completed a range of training programmes, e.g. food and hygiene and manual handling etc.</li> <li>○ The feasibility of establishing an Employer Exchange was currently being explored, with a view to increase the range of workplace-based opportunities and thereby enhance the overall provision.</li> </ul> </li> </ul> <p>5.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>● <b>A Governor asked – during the recent course level reviews, did this include any focus on ownership and oversight of English &amp; Maths?</b> The Deputy (CEO &amp; Principal) confirmed that a key element of this process was an assessment of attendance in English and Maths. However, moving forward, it would also be helpful to review GCSE performance data by curriculum area, with a view to more fully assess attainment and progression.</li>   <li>● The Chair of the Board reflected on the feasibility of leveraging the new local advisory boards to identify a range of potential employer exchange opportunities.</li>   <li>● <b>The Chair of the Board asked – would it be feasible to identify local employers, who were suitably skilled/trained, to deliver English and Maths as part of a vocational work experience provision?</b> The Deputy (CEO &amp; Principal) reflected that this may be a potential opportunity to explore. Moving forward, it would be important to target a range of local employers to attend the college’s curriculum events, with a view to engage with students and reiterate the value of English &amp; Maths qualifications and the direct applicability to the working environment. The Chair of the Board suggested that AEB funding could potentially be used to support this endeavour, through the delivery of training to local employers.</li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>• A Staff Governor also emphasised the need to reinforce the direct linkages between English &amp; Maths and the job market. The Staff Governor also suggested the use of curriculum specific tutorial time to support student wellbeing, with a view to address some of the challenges associated with student attendance. The Deputy (CEO &amp; Principal) reflected on the associated cost impact of this approach, but explained that this was an important avenue to explore.</li> <li>• The Vice Principal – Business Development, outlined ongoing efforts to integrate the Maths provision. Multiply, was a government initiative related to the integration of applied Maths, for which the college had been successful in two recent funding bids. The first related to the integration of Maths into the college’s work employability programme, typically for construction-based courses and in support of those who were currently unemployed. The second opportunity related to employer linked training, which provided a financial incentive to employers to release their staff for Maths tuition, e.g. Maths for managers using Excel.</li> <li>• <b>The Committee Vice Chair asked – what was being done to address particular areas of concern?</b> The Deputy (CEO &amp; Principal) advised that an English &amp; Maths strategy was being developed, with a view to embed this across the college group. Additionally, there was a college wide focus on attendance, being addressed through targeted pastoral support and early engagement. Another key focus area would be to maximise opportunities to inspire and engage with students, through the ongoing upskilling and development of staff.</li> </ul> <p>5.3 The Deputy (CEO &amp; Principal) then shared the following update:</p> <ul style="list-style-type: none"> <li>• <b>Student Voice:</b> <ul style="list-style-type: none"> <li>○ Student Council meetings were held w/c 27<sup>th</sup> February 2023 and key priorities were captured as output of these meetings.</li> <li>○ The newly appointed Independent Governor had attended the Student Council meetings in Lewes, Eastbourne and Hastings, followed by a tour of the campuses.</li> <li>○ Student feedback had been directly aligned with the ‘<i>You Said, We Did</i>’ communication and engagement approach. As such students had indicated that they felt listened to, and any concerns were being acted upon.</li> <li>○ Focus groups were in place, with direct linkages to the senior leadership team.</li> <li>○ A Student Enrichment Officer had recently been appointed at Eastbourne, and they were due to join from mid-April. Similarly, a resource had recently been appointed at the Ore Valley site, which meant that the Student Experience team was nearly at full capacity.</li> <li>○ Higher Education (HE) Learner Voice activity was currently led by Student Union Co-ordinators, in collaboration with the HE student body.</li> <li>○ Some aspects of the Induction Survey had been revisited, with a particular focus on key issues and themes.</li> <li>○ A key gap continued to be student awareness of the college’s PREVENT procedures, despite recurring student messaging on this important topic.</li> </ul> </li> <li>• <b>New Curriculum Developments:</b> <ul style="list-style-type: none"> <li>○ Curriculum planning was currently underway, with emphasis on developing a curriculum that was both efficient and ambitious.</li> <li>○ The Curriculum planning process had been started early, to enable additional checks, with a view to approve the plans within the next fortnight and thereby inform timetabling and staffing.</li> </ul> </li> </ul>	



#	Item	Action
	<ul style="list-style-type: none"> <li>○ Newhaven Marine Workshops Project: <ul style="list-style-type: none"> <li>▪ An open event had been scheduled for 23<sup>rd</sup> March 2023, with a view to continue to showcase the curriculum offer and to gauge interest.</li> <li>▪ 16-18 recruitment numbers were thus far, relatively low.</li> <li>▪ However, the Marine Science course was proving to be particularly popular.</li> </ul> </li> </ul> <p>5.4 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>● <b>The Committee Chair asked – was the Newhaven Open event open to Governors?</b> The Chair of the Board suggested that it would be better for Governors to view the site at a subsequent Full Board meeting, which would include a full tour. <a href="#">Governors agreed.</a></li> </ul> <p>5.5 The Deputy (CEO &amp; Principal) then shared the following update:</p> <ul style="list-style-type: none"> <li>● <b>Employer Exchange</b> – an Employer Engagement Strategy was currently under development, with a view to align this to the Local Skills Improvement Plan (LSIP). Employer Champions were being identified within the Curriculum Teams to support this activity.</li> <li>● <b>Leaver Destinations</b> – further work was needed to support students in their UCAS applications. Similarly, additional focus was needed to enhance student progression pathways onto the college’s Higher Education provision.</li> </ul> <p>5.6 The Assistant Principal – International, shared the following update on the college’s International Provision:</p> <ul style="list-style-type: none"> <li>● Income from the international provision was strong, with the full year target already achieved. This was primarily due to success in attracting ‘academic’ international students.</li> <li>● International remained a particularly competitive area and the college was well respected for providing quality customer care.</li> <li>● The first international recruitment trip in four years would shortly take place, which was being funded by one of the college’s partners.</li> <li>● Participation in English language courses had returned to pre-pandemic levels. Courses were particularly popular with overseas nurses, who were keen to develop English language skills before relocating to the UK/Sussex area. The associated pilot had been so successful that the NHS now had plans to roll this out nationally.</li> <li>● <b>English For Speakers of Other Languages (ESOL):</b> <ul style="list-style-type: none"> <li>○ There had been significant growth in response to the increase in asylum seekers and refugees.</li> <li>○ A potential second wave of asylum seekers was now expected, though this group were particularly transient.</li> </ul> </li> <li>● The college’s recent partnership with the University of East Anglia created a range of opportunities for the college’s international provision.</li> <li>● The halls of residents in Lewes (Caburn House) were now full for the year. External lets were being discontinued, to create additional capacity for international students.</li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>• A lack of available host families continued to be a significant limiting factor, which was known to be a national issue following the Covid-19 pandemic. To address this issue, work was currently underway to promote opportunities for host families, via a broad range of college communications.</li> </ul> <p>5.6 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• The Committee Chair commended the leadership team for the ongoing success of the international provision.</li> <li>• The Assistant Principal – International, advised that a British Council Inspection at the Lewes campus was planned for May 2023, for which the college was expected to perform well.</li> </ul> <p>5.7 The Vice Principal – Student Experience, shared the following update on the Higher Education provision:</p> <ul style="list-style-type: none"> <li>• <b>Hastings:</b> <ul style="list-style-type: none"> <li>○ The periodic and partnership review process was recently completed with the University of Brighton. This went particularly well, and a number of commendations were shared as output of this process.</li> <li>○ A five-year validation period was now in place with the University of Brighton.</li> </ul> </li> <li>• <b>Eastbourne &amp; Lewes:</b> <ul style="list-style-type: none"> <li>○ The University of East Anglia (UEA) had now provided the college with institutional approval to validate the HE programmes at Eastbourne and Lewes.</li> <li>○ The validation process involved tours of both Eastbourne and Lewes and also a learning resource review.</li> <li>○ The ‘BA Music Production &amp; Creative Recording’ and ‘BA Design Digital Media’ courses had both been successfully validated by UEA.</li> </ul> </li> </ul> <p>5.8 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• <b>The Committee Chair asked – was the HE provision expected to see further growth?</b> The Vice Principal – Student Experience, reflected that this was likely. The Deputy (CEO &amp; Principal) advised that there would be significant growth opportunities through the college’s partnership with UEA. The Committee Chair reflected that the college’s provision would likely become increasingly attractive to local students, in view of the cost-of-living crises. <a href="#">Governors agreed.</a></li> <li>• A Staff Governor explained that a recent cross-campus FE student engagement event had been used to share overviews of the HE provision, which had included a master class. The Staff Governor also noted that many students tended to apply direct to the college, rather than via the UCAS application process, thereby enabling additional time for them to apply.</li> <li>• The Chair of the Board reflected on the negative press that had arisen following the University of Brighton’s decision to withdraw from the Eastbourne area. As such, a targeted campaign to promote the college’s HE provision and the recent partnership with UEA was now needed. <a href="#">The CEO &amp; Principal agreed and confirmed that this would be a priority focus area moving forward.</a></li> </ul>	

#	Item	Action
	<p><b>NT left the meeting at 10:32.</b></p> <p>5.9 The Vice Principal – Business Development, shared the following update on the Apprenticeships provision:</p> <ul style="list-style-type: none"> <li>• There had been a growth in higher level and degree level apprenticeships, which created direct linkages with the HE provision, the college’s curriculum intent and wider employer engagement opportunities.</li> <li>• In line with national trends, the overall number of apprenticeships had reduced, which had been caused by a range of factors, including: <ul style="list-style-type: none"> <li>○ The college’s strategy to reduce the number of subcontracting arrangements.</li> <li>○ This was the first year without government incentives for employers to take on apprentices, post the Covid-19 pandemic.</li> </ul> </li> <li>• Moving forward, the college would need to target larger levy employers, with a view to minimise the impact from reduced levels of subcontracting.</li> <li>• The ongoing partnership with SGN (a national levy employer) continued to make good progress: <ul style="list-style-type: none"> <li>○ 19 learners were currently on roll (down from 20).</li> <li>○ Moving forward, significant volumes were anticipated before the end of the year.</li> <li>○ As such, SGN would be a significant account for the college – forecast to total 88 learners, with a value of up to £1,564,000.</li> </ul> </li> <li>• Growth for internal apprenticeships remained an ongoing agenda for the college, with a view to maximise opportunities with a range of local and smaller employers, e.g. Bexhill based Del La Warr Pavilion was currently launching a new Creative Venue Technician apprenticeship.</li> </ul> <p>5.10 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• <b>The Committee Chair asked – was there adequate software in place to support the Curriculum Teams in feedback following recent engagement with employers?</b> The Vice Principal – Business Development, confirmed that development was underway with the CRM system to support this activity.</li> <li>• <b>The Committee Chair asked – was there an opportunity to establish a similar relationship with the Brighton Dome’s Festival Team to that which was already in place with the Del La Warr Pavilion?</b> The Vice Principal – Business Development, confirmed that this could be explored.</li> </ul> <p>5.11 The Vice Principal – Business Development shared the following update on the Adult Education (AEB) and Subcontracting provision:</p> <ul style="list-style-type: none"> <li>• AEB was currently projecting above 90% for this year, as a direct result of close financial tracking by the leadership team.</li> </ul>	

#	Item	Action
	<ul style="list-style-type: none"> <li>• A variety of funding streams continued to be explored, with a particular focus on linking this to the employer journey for adults.</li> <li>• Conversations were underway with SGN to explore the feasibility of delivering NCO training, which had the highest funding value.</li> <li>• A number of new provisions had been introduced this year, including Digital Skills and Your Experience Counts, which were specifically designed for adults who were keen to return to the job market.</li> <li>• The ESOL provision had seen continued success and was directly linked to the AEB allocation.</li> <li>• There had been increased engagement with online learning. This also complemented the college's range of staff development programmes.</li> <li>• A partnership had been established to deliver an NVQ course for Langley, who were a roofing company that developed waterproof membrane roofing systems. Moving forward, there was an opportunity to establish a strong partnership, directly aligned to the college's green technology agenda.</li> <li>• As part of the college's strategic plan to reduce subcontracting, a rundown approach was in place for all partners, except GFTS. As such, 91 learners had completed their programmes year to date, totalling 43.1% of the overall subcontracted apprentice headcount.</li> </ul> <p>5.12 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• <b>A Staff Governor asked – were AEB students informed of the college's broader provision?</b> The Vice Principal – Business Development, confirmed that they were and reflected that a more consistent and co-ordinated approach was needed moving forward.</li> <li>• The CEO &amp; Principal considered the college's subcontracting provision and advised that various value add opportunities were being explored. A new subcontracting framework had been established and was recently shared with the Finance Committee. There was a particular focus on building a range of broader partnerships.</li> </ul>	
6)	<p><b>EMERGENT CURRICULUM PLAN UPDATE</b></p> <p>6.1 The Deputy (CEO &amp; Principal) shared the following update:</p> <ul style="list-style-type: none"> <li>• An update on the curriculum had been addressed in earlier discussions. However, moving forward, the key focus would be to establish an efficient approach to both staffing and timetabling as output of the planning process.</li> <li>• A fuller update would be shared at the next meeting.</li> </ul> <p>6.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• <b>The Committee Chair asked – would the Curriculum Plan include apprenticeship delivery?</b> The Deputy (CEO &amp; Principal) confirmed that the plan would include all streams of curriculum delivery.</li> </ul>	11:11

#	Item	Action
7)	<p><b>ACCOUNTABILITY AGREEMENT STATEMENT</b> <span style="float: right;"><b>11:13</b></span></p> <p>7.1 The CEO &amp; Principal shared the following update:</p> <ul style="list-style-type: none"> <li>• Further to the Skills &amp; Post 16 Education Act 2022, there was now a requirement for colleges to produce an Accountability Agreement Statement, with a particular focus on meeting the skills needs within the local communities that they served.</li> <li>• A statement had been drafted, with a view to set specific targets and report against these at end of year.</li> <li>• The statement had been modelled on examples from East Kent and BHASVIC colleges.</li> </ul> <p>7.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• The Chair of the Board indicated that he was comfortable overall with the proposed targets. However, further detail was needed on Page 3, regarding the specific communities that the college served. <a href="#">Governors agreed.</a></li> <li>• The Committee Vice Chair considered the section ‘<i>Meeting National, Regional &amp; Local Needs</i>’ on Page 5, and requested additional detail regarding national needs. Additionally, whilst the targets were appropriate, some of the statements seemed overly generic and could be more specific. <a href="#">Governors agreed.</a></li> <li>• The CEO &amp; Principal also reflected that further information should be incorporated on the college’s green technology agenda.</li> <li>• <b>Action 7.2.1 – Update the Accountability Agreement to incorporate the following changes:</b> <ul style="list-style-type: none"> <li>○ <b>Include further detail on the specific communities that the college serves (Page 3).</b></li> <li>○ <b>Include additional information on ‘national needs’ (Page 5).</b></li> <li>○ <b>Incorporate additional information on the college’s green technology agenda.</b></li> <li>○ <b>Ensure alignment with the Environmental, Social &amp; Governance Statement.</b></li> </ul> </li> <li>• <b>RESOLUTION – The Curriculum &amp; Standards Committee agreed to recommend the Accountability Agreement Statement to the Board for approval, subject to the agreed amendments.</b></li> </ul>	RC
8)	<p><b>ENVIRONMENTAL, SOCIAL &amp; GOVERNANCE STATEMENT</b> <span style="float: right;"><b>11:24</b></span></p> <p>8.1 The CEO &amp; Principal shared the following update:</p> <ul style="list-style-type: none"> <li>• The statement provided a helpful mechanism to reflect on the college’s impact on local communities.</li> <li>• Similar frameworks had been used in the commercial world and increasingly in some larger organisations within the public sector.</li> <li>• It was proposed that the statement would be launched in readiness for the next Governance cycle, with an associated action plan. As such, the statement would be shared with all linked committees.</li> </ul>	

#	Item	Action
	<p>8.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>The Chair of the Board reflected that the introduction of an Environmental, Social and Governance Statement was an innovative approach for the college. However, there would be value in incorporating some of its key messages into the Accountability Agreement, given that both documents served similar purposes. <a href="#">Governors agreed.</a></li> <li><b>The Committee Vice Chair asked – where had the framework for the Environmental, Social &amp; Governance Statement come from?</b> The CEO &amp; Principal advised that this had been sourced following online research.</li> </ul>	
9)	<p><b>STUDENT EXPERIENCE UPDATE</b></p> <p>9.1 The Committee Chair invited the Student Governor to share an update on their student experience at the college:</p> <ul style="list-style-type: none"> <li>The Student Governor reflected that her experience of the HE provision continued to remain incredibly positive. Additionally, the partnership with the University of East Anglia (UEA), following the recent validation process, now left the college in a strong position.</li> <li>Following recent conversations with UEA, the University of Brighton (UoB) and other students, it was evident that the quality of teaching appeared to be exceptionally high across the board for HE courses and other areas.</li> <li>During the revalidation process with the UoB, it was apparent that teachers cared passionately about their students, which was evidenced through their commitment to supporting their students to succeed.</li> <li>Areas of improvement identified by students as output of the validation process related to library times and the quality of IT facilities, which were both raised with UEA and UoB.</li> <li>HE recruitment activity had significantly improved, further to recent campus specific open events, which enabled students to experience the college up close. As a result, the intake would hopefully increase as a result.</li> <li>Some FE courses were being run in the University Center due to limited space. This would need to be addressed in order to preserve a unique space for HE students and thereby provide the ‘university’ feeling that HE students particularly wanted.</li> <li>Having attended a recent validation event at the Lewes campus for the Design Digital Media BA, a query had been raised by UEA about the timeliness of responses from the Wellbeing Team to HE student enquiries and concerns.</li> </ul> <p>9.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>The Vice Principal – Student Experience, clarified that the students who participated at the validation event were currently studying Level 3 and Level 4 courses. As such, they accessed a different wellbeing support provision to HE students, which was currently experiencing a high volume of referrals. HE students had access to a specific Wellbeing &amp; Progress Officer for Lewes and Eastbourne. Moving forward, as the college worked to expand its HE provision, it would be important to ensure appropriate staff capacity levels.</li> </ul>	11:29

#	Item	Action
	<ul style="list-style-type: none"> <li>• <b>The Vice Principal – Student Experience, thanked the Student Governor for their support and participation throughout the validation process.</b></li> <li>• <b>The Committee Chair also thanked the Student Governor for their comprehensive update.</b></li> </ul>	
10)	<p><b>SAFEGUARDING &amp; PREVENT UPDATE</b> <span style="float: right;"><b>11:36</b></span></p> <p>10.1 The Vice Principal – Student Experience, shared the following update:</p> <ul style="list-style-type: none"> <li>• PREVENT and preventative education remained a priority focus area, and as such continued to be embedded into the curriculum.</li> <li>• Student focus groups were being leveraged to gather feedback from students on this aspect of the provision.</li> <li>• During the student induction period, an external agency was utilised to support delivery of the curriculum content related to county lines. A decision would be taken on whether to adopt a similar delivery approach for the PREVENT learning content. Tutorials were also a useful mechanism for delivering this aspect of the safeguarding provision.</li> <li>• Face to face Safeguarding Training had been incorporated into the MyWelcome training programme to supplement staff induction processes, along with access to online training packages.</li> <li>• Additional training for staff on De-escalation and Targeted Positive Behaviour Support, would shortly be included within the MyWelcome programme.</li> <li>• Campus security continued to be retained, which would be periodically reviewed as part of ongoing business planning activities. Each campus posed unique security risks which needed to be considered on an individual basis, in collaboration with local communities.</li> <li>• Referrals remained high due to mental health, depression, and anxiety.</li> <li>• Particular referral types that had seen an increase, included bereavement linked to Covid-19, homelessness, financial issues and substance misuse.</li> <li>• The Student Experience Team continued to work closely with local communities, community support groups and local authorities to ensure support.</li> <li>• A meeting had recently been held with the Lewes Campus Wellbeing Lead and the Safeguarding Link Governor designate, who would take over from the existing Safeguarding Link Governor at the end of this academic year.</li> <li>• The severity of the cases that were being referred had increased. As such, the Wellbeing Team were leveraging support from a range of external agencies, such as the Local Counselling Support Service.</li> <li>• There were currently two live staff investigations, for which the Local Authority Designated Officer (LADO) had been engaged.</li> </ul>	

#	Item	Action
	<p>10.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• The Committee Chair reflected on the cost-of-living crisis and reflected free breakfasts and lunches currently on offer to students remained particularly important.</li> <li>• The Committee Chair also described the significant increase in local wellbeing support within the wider community, across East Sussex.</li> <li>• The CEO &amp; Principal advised that the college had been invited to join a broader stakeholder cost of living group. This would enable the college to keep apprised of local issues and engage with local services as needed.</li> </ul>	
11)	<p><b>EQUITY, DIVERSITY &amp; INCLUSION UPDATE</b></p> <p>11.1 The Assistant Principal – Quality Innovation &amp; Development, shared the following update:</p> <ul style="list-style-type: none"> <li>• <b>Student Experience:</b> <ul style="list-style-type: none"> <li>○ The enrolment form had been reviewed to look at terminology used particularly related to ‘trans’ and ‘non-binary’ language.</li> <li>○ Some changes had been identified as output of this process.</li> <li>○ Similarly, staff job application forms had also been updated.</li> <li>○ There had been new guidance on college interview records.</li> <li>○ Further work was needed on enrolment training and how to manage sensitive questions, especially with regards to passports or legal documentation.</li> <li>○ Recite software had been purchased and embedded into the web domain, making platforms more accessible for translation purposes, particularly for students with English as a second language.</li> <li>○ ESOL students were now actively participating in Student Council meetings, and as such, had a wider representation in the Student Voice.</li> <li>○ An LGBTQIA+ Student Group had been established at the Eastbourne campus. As a result, this group had directly contributed towards the resources available to all students on the MyStudentLife platform.</li> <li>○ The college’s values were relaunched during the induction period. Similarly, the college’s behaviours and values were revised in January 2023.</li> <li>○ The EDI Team had met with the Mental Health Foundation to work on implementing a Mental Health Ambassador. As a result, a pilot programme was currently in progress at the Hastings campus.</li> <li>○ Work was also underway in partnership with Plumpton College regarding ALS funding for students with Educational Health Care Plans (EHCPs), which was an ongoing project.</li> <li>○ Free breakfast, soup and rolls had been made available for all students, college wide.</li> <li>○ The college had celebrated and raised awareness for various student groups, such as National Disability Awareness Month in November 2022. Additionally, a British Sign Language Workshop was held for both staff and students.</li> </ul> </li> </ul>	11:41



#	Item	Action
	<ul style="list-style-type: none"> <li>• <b>Staff Experience:</b> <ul style="list-style-type: none"> <li>○ Mental Health First Aiders were now in place across all campuses.</li> <li>○ Menopause Champions were also in place at all campuses, with a dedicated Teams channel which included signposting and various information.</li> <li>○ Staff induction processes were currently under review, with a view to explore linkages to EDI and how it impacted on staff and students.</li> <li>○ The college had invested in the Black Leadership Programme. A conference had been scheduled for 21<sup>st</sup> March 2023, where further information would be obtained on how to progress this project further.</li> <li>○ Draft 'Staff Behaviour Expectations' were in place and had derived from the College Values, with a view to highlight the college's impact and commitment to EDI.</li> <li>○ Work was ongoing to progress staff EDI disclosures and was being fully supported by the senior leadership team.</li> <li>○ LGBTQIA+ Champions had recently been appointed following a college wide request for volunteers. Work was underway to define roles and next steps.</li> <li>○ The recent Staff Development Day (January 2023), focussed on raising expectations of student attainment and progress.</li> <li>○ A meeting had recently been held with the University of Brighton EDI Teaching &amp; Learning Department Network to discuss the 'Decolonising &amp; Diversifying the Curriculum' project.</li> <li>○ The Go Further Team had recently led transition work with Year 11 students particularly from Gypsy and Romany traveller groups, care leavers, refugees and asylum seekers. Students within these groups were often particularly vulnerable from a retention perspective.</li> <li>○ Autism Awareness training was launched for all staff during the recent Staff Development Day.</li> <li>○ A video had also recently launched in collaboration with Allsorts, designed to inform staff on the use of LGBTQIA+ language and terminology.</li> <li>○ The Annual Equity, Diversity &amp; Inclusion Report would be shared in the Autumn.</li> </ul> </li> </ul> <p>11.2 The following discussion then occurred:</p> <ul style="list-style-type: none"> <li>• A Staff Governor offered to support the 'Decolonisation &amp; Diversification of the Curriculum' project.</li> <li>• The Chair of the Board reflected on the significant progress that the college was making in progressing its EDI agenda.</li> </ul>	
12)	<p><b>POLICIES</b></p> <p>12.1 Governors noted that the <b>Student Union Constitution</b> had been deferred for review until the next meeting.</p>	<b>11:49</b>
13)	<p><b>ANY OTHER BUSINESS</b></p> <p>13.2 The Committee Chair again thanked Lead Officers for presenting such comprehensive updates throughout the meeting.</p>	<b>11:50</b>

#	Item	Action																											
14)	<b>DATE OF NEXT MEETING</b>  14.1 Governors noted that the next meeting had been scheduled for <b>19<sup>th</sup> June 2023, 10:00-12:00.</b>	<b>11:51</b>																											
15)	<b>LIVE COMMITTEE SELF-ASSESSMENT</b>  15.1 Three survey responses were received from Governors, via a 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><b>100%</b></td> </tr> <tr> <td>2.</td> <td>Were the agenda and papers written with clarity?</td> <td><b>100%</b></td> </tr> <tr> <td>3.</td> <td>Were the issues considered at the meeting appropriate?</td> <td><b>100%</b></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><b>100%</b></td> </tr> <tr> <td>5.</td> <td>Was sufficient time available for thorough debate?</td> <td><b>100%</b></td> </tr> <tr> <td>6.</td> <td>Were you satisfied that the decisions were arrived at in a proper manner?</td> <td><b>100%</b></td> </tr> <tr> <td>7.</td> <td>Were you able to express your views?</td> <td><b>100%</b></td> </tr> <tr> <td>8.</td> <td>Was the meeting chaired effectively?</td> <td><b>100%</b></td> </tr> </tbody> </table>	#	ASSESSMENT QUESTION	RESULT	1.	Did the agenda and papers arrive seven days in advance?	<b>100%</b>	2.	Were the agenda and papers written with clarity?	<b>100%</b>	3.	Were the issues considered at the meeting appropriate?	<b>100%</b>	4.	Did you have all the information you needed to fully participate in the discussion and decision?	<b>100%</b>	5.	Was sufficient time available for thorough debate?	<b>100%</b>	6.	Were you satisfied that the decisions were arrived at in a proper manner?	<b>100%</b>	7.	Were you able to express your views?	<b>100%</b>	8.	Was the meeting chaired effectively?	<b>100%</b>	<b>11:52</b>
#	ASSESSMENT QUESTION	RESULT																											
1.	Did the agenda and papers arrive seven days in advance?	<b>100%</b>																											
2.	Were the agenda and papers written with clarity?	<b>100%</b>																											
3.	Were the issues considered at the meeting appropriate?	<b>100%</b>																											
4.	Did you have all the information you needed to fully participate in the discussion and decision?	<b>100%</b>																											
5.	Was sufficient time available for thorough debate?	<b>100%</b>																											
6.	Were you satisfied that the decisions were arrived at in a proper manner?	<b>100%</b>																											
7.	Were you able to express your views?	<b>100%</b>																											
8.	Was the meeting chaired effectively?	<b>100%</b>																											
16)	<b>CLOSE</b>  16.1 The meeting closed at <b>11:53.</b>	<b>11:53</b>																											

### Action Summary

Item	Owner	Action	Due Date
7.2.1	RC	Update the Accountability Agreement to incorporate the following changes: <ul style="list-style-type: none"> <li>• Include further detail on the specific communities that the college serves (Page 3).</li> <li>• Include additional information on 'national needs' (Page 5).</li> <li>• Incorporate additional information on the college's green technology agenda.</li> <li>• Ensure alignment with the Environmental, Social &amp; Governance Statement.</li> </ul>	<b>Complete</b>