

East Coast College Corporation

MINUTES of the meeting of the Standards Committee held at 9am on Tuesday 23rd March 2021 Video Conference

Present:	Peter Lavender Chair (PL) Albert Cadmore (AC) Roger Cracknell (RC) Tina Ellis (TE) Gemma Head (GH) Lucy Pryor (LS) Debbie Pring (DP) Andrew Timberlake (AT) and Stuart Rimmer - Principal (SR)	
In attendance:	David Blake Governor observer (DB) Paul Padda Vice Principal (PP) Wendy Stanger Director of Governance (WS) Nikki Lane Assistant Principal Student Wellbeing and Support (NL) Holly Chase Assistant Principal (HC) Rachel Bunn Assistant Principal – Apprenticeships and Employer Engagement (RB) and for the presentation Helene Quin Curriculum Manager - Childcare, Education and Animal Science (HQ) Alister Cooper Smith Lecturer in Childcare, Health and Social Care (ACS) Julie Southgate Assessor in Childcare, Health and Social Care (JS) Elise King Lecturer in Animal Care (EK) and students Abbey Secker, Kensey Wigg and Rae Beckett	
S/21/03/1	Apologies and Membership	
Apologies were received from Rob Evans (RE)		
S/21/03/2	Declarations of Interest	
There were no declarations of interest.		
S/21/03/3	Presentation from teachers, students and Curriculum Manager on virtual teaching and learning	
All were welcomed to the meeting and the presentation was shared.		
<p>The students updated the Committee on their experiences of virtual learning. This included:</p> <ul style="list-style-type: none"> • Lessons were interactive and enjoyable • The use of breakout rooms helped students to engage and make new friends • Teaching was upbeat and effective • Queries were answered quickly • Forums on Moodle allowed for collective feedback and provided different perspectives on topics • Good wellbeing support provided • Students who were struggling allowed to access the College so that they had a safe and quiet place to work • Tutors very supportive - Weekly check ins provided both support and motivation • Virtual learning has meant no distractions and grades improved • Progression and information on options provided • Alternative ways of learning offered • Tutors have set high but realistic targets and have encouraged student’s progression • Major barrier for students was lack of IT equipment or WIFI but the College had provided these resources to those in need • The class group has supported each other too including setting up group chats to discuss issues • Virtual placements and master classes have been provided • Placements have helped build confidence • Cameras on provided motivation to be ready for class • Have learnt that its ok to get things wrong as helps you to improve • Examples of progression from level 1 to degree • Looking forward to be back on site as have missed the social aspects of College 		

<p>The Staff advised that key to students' success was a strong induction programme, which included individualised review of student's skills, including IT skills. This ensured that students had the skills, knowledge and behaviours required for independent learning. The College worked well as it knew the students individually and therefore was able to motivate, inspire and empower the students. This was helped through the support provided by the SAMs and the Wellbeing Team.</p> <p>The staff advised on the benefit of placements to student's confidence and how they had managed to maintain placements virtually as well as virtual tours and industry speakers.</p> <p>Governors noted that the level 1 video demonstrated that they had learnt teamwork and resilience during their virtual learning.</p> <p>Governors commented that the team's individual student focus was evident and this was demonstrated through the attendance, predicted grades and progression.</p> <p>Governors challenged if there were any areas of concern. The staff advised that the main area of concern was work placements as for year 2 students there had been 2 breaks in placements and year 1 students had not had benefited from placements. Virtual placements had taken place to try to maintain these links.</p> <p>Governors discussed students joining the college from home learning and the issues this caused. The staff advised that this often meant that the students had no formal qualifications so the initial assessment was key to ensure that they were on the right level and had the right support.</p> <p>The Committee commented that it appeared that the virtual learning had helped with independent learning skills and it was hoped that these skills were maintained with the return to face to face learning.</p> <p>The Committee thanked the students and staff for an inspirational and uplifting presentation and wished the students well for their studies and future progression.</p>		
S/21/03/4	To approve the Minutes of the meeting of the 20 10 20 and any other matters raised previously not otherwise included in the Agenda	
The minutes were agreed as a true record.		
S/21/03/5	Rolling Action Log	
The action log was reviewed, it was noted that all were complete or were not yet due for completion.		
S/21/03/6	Quality Update	
<p>The Deputy Principal presented the report which included updates on</p> <ul style="list-style-type: none"> • Use of the national catch up tuition fund • Review of online learning through lockdown • Review of differences between student experience across campus • Update on how qualifications will be assessed and awarded this academic year • An update on the Great Yarmouth Locality Board strategy and the college's involvement and • Curriculum update. <p>Governors challenged if due to the lockdown qualifications would be delayed. The Deputy Principal advised that priority for return to campus had been those students that needed to complete practical work. Practical work had also been front loaded at the start of the year in</p>		

	<p>expectation of a further lock down. There were no plans to teach over the Summer break, as it was not felt that this would be right for the students or the staff.</p> <p>The Committee discussed the catch-up fund, including the use of Student Achievement Mentors (SAMs). The Deputy Principal advised that they were working with small groups of identified students since January who needed extra support with academic work or progression and careers advice.</p> <p>The Committee discussed the discrepancies between campuses and the work that the College Quality Improvement group had undertaken to determine the differences for students on different campuses. The Committee agreed that the initial investigation warrants further detailed investigation, as proposed in the paper, as well as proposals from the College and proposals from the College to address these issues. This should include student engagement.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Update on campus differences to be included in the Quality Update 	PP
S/21/03/7	Apprenticeship Quality Update	
	<p>Assistant Principal – Apprenticeships and Employer Engagement presented the update, which covered current progress on actions and quality assurance being taken to improve the provision. The changing in working practises and focus had meant that some staff had left. A specialist consultancy firm has been employed to</p> <ul style="list-style-type: none"> • Identify root causes of problems the college team already know are negatively impacting on the quality of apprenticeship delivery. • develop internal capability to critically evaluate provision. • identify practical solutions to achieve rapid improvements where needed. <p>The consultancy will provide analysis and recommendations on the apprentice journey and process/roles.</p> <p>Governors challenged the experience of the consultants. The Deputy Principal advised that the company predominantly focuses on apprentices, works with the strategic network and the brief that they have set out is strong. All personnel to be used were HMIs with experience of inspecting apprenticeship provision.</p> <p>Governor noted that the student voice had improved and that the Student President was to hold a forum with apprentices.</p> <p>Governors noted that the report was a positive one. They noted that the decision had been taken to pause plumbing for a year to focus on the current apprentices and improve the provision ready for a re-launch.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Apprenticeship update at the next Standards Committee to include the employer survey results and the consultant’s report. 	RB
S/21/03/8	Termly Safeguarding and Prevent Update	
	<p>The Assistant Principal Student Wellbeing and Support presented the update and advised the Committee on current referral rates and reasons for referrals. Accommodation referrals had increased significantly due to relationship breakdown, financial issues and landlords and charities selling properties. The other main issues were mental health and Friendship/relationship/harassment (non-bullying).</p> <p>Governors challenged what the team’s strength was. The Assistant Principal advised that the team’s strength was in its partnership working which helped provide the support that the students needed together with enrichment. She advised the Committee that following a</p>	

	<p>successful first year it was planned to increase the UEA psychology placement students working in the capacity of wellbeing mentors.</p> <p>Governors challenged the reason for the increase in referrals at the Sixth Form. The Assistant Principal advised that this was mainly down to a previous reporting inconsistency and that the next year would give accurate comparative data.</p> <p>Governors challenged how neglect was being addressed. The Assistant Principal advised that this had increased in term 2 with referrals from virtual lessons and 121s. Guidance was to be included in the staff cascade so that all were clear on what signs to look for.</p> <p>Governors noted it was concerning that the First response was being used to full capacity, which had resulted in the phone number not being answered during a crisis. The Assistant Principal advised that the College is linking with the crisis team and other professionals to make safety plans to ensure support is in place.</p> <p>Governors challenged if the service to apprentices had been improved. The Assistant Principal advised that this included:</p> <ul style="list-style-type: none"> • Apprentice student forums had been increased • The Student President was to hold a student forum with the Apprenticeship Manager • Apprentices received the same updates as all other students and this was loaded onto one file as well as being sent by email • Assessors have been developed to ensure that tutorials are well delivered • A new careers advisor has been appointed and • Assessors are working with the apprentices so that they are able to contextualise. Prevent. <p>Governors discussed the process where a student wished to change the name that they were known as. The Assistant Principal advised that the systems needed to be flexible but guidance needed to be given to students on changes as these could affect the legality of documentation and have consequences for their future.</p> <p>The Committee concluded that it was important that the team had the resources and capacity to support the students as it was vital work.</p>	
<p>S/21/03/8.1</p>	<p>Prevent Strategy - Policy Reviewed with no major changes</p>	
	<p>The Assistant Principal Student Wellbeing and Support advised that there had been no major change to the policy. The Government published Threat Level, which is continuously reviewed, has been removed from the Strategy to avoid in year amendments of the strategy.</p> <p>The Committee resolved to</p> <ul style="list-style-type: none"> • approve and recommend the revised QD015 Prevent Strategy to Corporation. 	
<p>S/21/03/9</p>	<p>Careers Provision Position Paper</p>	
	<p>The Assistant Principal Student Wellbeing and Support presented the paper. This gave an update on the College's provision, areas for improvement, changes required to align with the White Paper, Gatsby benchmarks and proposals for service improvement.</p> <p>The Committee commented that it was important that the Gatsby benchmarks were adhered to. The Assistant Principal advised that the College was meeting its duties but there was room for improvement to ensure an outstanding and consistent service across the College. This was to include a review of the careers team and improvements in curriculum areas. The Gatsby benchmarks were to be reviewed with the Curriculum Managers over the Easter break.</p>	

<p>Governors commented that careers should not be treated as a separate subject. It needed to be integral to the curriculum so that both staff and students gave it the priority and focus that it required. This needed to include adults and apprentices.</p> <p>Governors commented that it was important that career stereotypes were challenged during school liaison and in the careers provision. The Assistant Principal advised that this was part of the Gatsby Benchmarks and would be kept under review. Marketing were assisting with this by using diverse images and case studies.</p> <p>Governors discussed the work with school and commented that it was important that students received appropriate advice and guidance at an early age so that this could inform their options and post 16 choices. School careers leads were often under resourced and the College needed to work with them to make their role easier. The Assistant Principal advised that they were working with the schools and providing appropriate material for the different age groups. This had been assisted by virtual sessions and marketing were producing videos for all areas that would include course content and progression opportunities.</p> <p>Governors commented that destinations needed to be quality ones and not just a positive one. The Assistant Principal advised that analysis of the destinations supported the need to understand the true quality of destinations and where improvements were required.</p> <p>Governors commented that the student voice, as the students are stakeholders, was a key to improvement. The Assistant Principal advised that the use of student voice forums were to be increased to help develop the careers offer.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Each Quality Update to include a careers provision section. • Actions to be set out in order of priority with proposal made more specific and progress on them included in the update 		PP/NL NL
S/21/03/10	Risk Register	
<p>1. Has the risk register been reviewed The register had been reviewed. It was noted that there was an error on the summary and that risk S03T03 should read 'Students do not maximise their potential achievement levels.'</p> <p>2. Is the Committee content that the risks are relevant and are being updated The Committee agreed the risks and noted that the apprenticeship risks had been updated as agreed by the Committee.</p> <p>3. Is the Committee content that the risks are being mitigated The Committee noted that the register included mitigation and that the items on the agenda included risk mitigation.</p> <p>4. Where a red risk is the Committee assured that appropriate action is being taken The Committee were content that the reports on the agenda gave assurance that these risks were being managed.</p> <p>5. Where does the Committee have significant concerns. The Committee considered apprenticeships was still a significant concern but had been given assurance by the update that appropriate action was being taken.</p>		
S/21/03/11	Agenda planning	
<ul style="list-style-type: none"> • Quality imbalance between campuses to be included in Quality Update • Careers update to be included in Quality Update • Apprenticeship update to include an update from the consultants and employer survey 		

S/21/03/12	Review of Meeting	
	<ol style="list-style-type: none"> 1. Confidential Items: none 2. Risk Management: any issues discussed which may require an additional Assessment: none 3. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: none 4. Health & Safety: any issues discussed which may require an additional Impact Assessment: none 5. Media: any issues discussed to inform local media: 6. How did the meeting go: good discussion with an uplifting presentation 	
	Dates of Next Meetings	
	29/6/21	