

East Coast College Corporation

MINUTES of the meeting of the Quality and Standards Committee held at 9am on Tuesday 11th January 2022 on video conference

Present:	Peter Lavender Chair (PL) Tina Ellis (TE) Roland Kaye (RK) Ian Lomax (IL) Kirk Lower (KL) Gemma Head (GH) Stuart Rimmer (CEO/Principal) (SR) and partial attendance Andrew Timberlake (AT)
In attendance:	Paul Padda (Deputy Principal) (PP) Wendy Stanger (Director of Governance) (WS) Rachel Bunn (Assistant Principal – Apprenticeships and Employer Engagement) Nikki Lane (Assistant Principal Student Wellbeing and Support) (NL) Holly Chase (Assistant Principal); for items 1-7 Lee Nevill (Teaching and Learning Manager), and for presentation item 3 Ana Dias (Curriculum Manager, ESOL) and Kerry Payne (Assistant Principal, Higher Education and Access)
S/22/1/1	Apologies and Membership
	There were no apologies as all in attendance. It was noted that the Deputy Principal was only able to attend part of the meeting due to an urgent interview.
S/22/1/2	Declarations of Interest
	There were no declarations of interest.
S/22/1/3	Presentation by Curriculum Area - ESOL
	<p>The Curriculum Manager, ESOL, gave a presentation which included a question and answer session with two students. The presentation covered:</p> <ul style="list-style-type: none"> • ESOL Courses • Assessments • Strengths • What can be improved • Partnerships and outside speakers • Student's voice • Celebrating success including case studies and • Developments <p>Students commented that they had a great experience, felt well supported by the College and were able to progress.</p> <p>Governors discussed recognition of qualifications from other countries and the difficulties caused by the need to have the qualifications translated and recognised by UK professional bodies.</p> <p>Governors discussed careers advice and impact of the provision. The Curriculum Manager, ESOL advised that advice was provided by the College's Careers provision and case studies of successful progression demonstrated impact. This included progression to better employment and to other courses as well as being able to better support their children's education. Areas for development on this included vocational taster days and adding more vocational subjects alongside the ESOL curriculum.</p> <p>Governors thanked the Curriculum Manager and the students for the presentation and congratulated them on the provision's great outcomes.</p> <p>The Curriculum Manager, ESOL and the students left the meeting.</p> <p>Governors challenged if ESOL made a positive financial contribution to the College. The CEO advised that financially the contribution was low which wasn't helped by the adult learner's rate</p>

not rising for circa 10 years. The social contribution was much more important than the bottom line. It met a very important community need both for the younger and adult students, with the College providing provision to generations of the same family and led to positive progressions including to the College courses. The College had also been really successful with supporting unaccompanied asylum seekers with a good reputation regionally.		
S/22/1/4	To approve the Minutes of the meeting of the 12 10 21 and any other matters raised previously not otherwise included in the Agenda	
The minutes of 12 10 21 were agreed as a true record.		
S/22/1/5	Rolling Action Log	
The action log was reviewed and it was noted that actions were completed by items on the agenda.		
12 11 19 S/19/11/6 – Governor walkthroughs were again on hold due to the Covid restrictions.		
S/22/1/6	Student Voice Update	
S/22/1/6.1	Survey Results	
<p>The Assistant Principal Student Wellbeing and Support presented the update. The Induction Survey had been simplified to “yes” or “no” answers following feedback from students and overall was positive, based on comparison to the previous two induction surveys. The on-course survey is due to run in February. Curriculum leads are provided with a breakdown for their areas to agree action points specific for their area and to take forward in course rep forums.</p> <p>Governors noted that the survey had resulted in an action plan to address issues raised and agreed that ‘learner voice’ was about more than a tick box exercise of student feedback.</p> <p>Governors commented that it was positive that the College had continued with the sabbatical Student Union President and noted that few FE Colleges had a sabbatical position.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Student Voice update at the March meeting to include an update on the action plan and the results of the on-course survey. 		NL
S/22/1/7	Quality Update	
S/22/1/7.1	College QIP Review	
S/22/1/7.2	Apprenticeship QIP Review	
<p>In the absence of the Deputy Principal the CEO presented the update. He commented that it a detailed and rich update that covered updates on:</p> <ul style="list-style-type: none"> • In year retention and attendance • Destinations analysis for 2020/21 and proposals moving forward • Work and impact of the quality team • Maths and English progress • Careers progress • T level progress and • Subcontracting Quality. <p>The CEO highlighted concerns with attendance and retention which were both lower than previous years. This would be reviewed in the EILP2 and students who were at risk identified so that appropriate support could be provided.</p> <p>Governors challenged if attendance was a national issue. The CEO advised that there was not a standard dataset for FE Colleges, as for schools. The last national data provided was some 3 years ago, pre-pandemic, and this was at 85%. Data published in January 22 for schools showed attendance in all state-funded schools was 88.6% as of 6 Jan. The College’s target was 90% because lower attendance usually correlated to lower attainment.</p>		

Governors challenged what initiatives the College was putting in place to improve attendance. The CEO advised that the EILP2 will be followed up with parents/carers, SAMs were providing support but fundamentally great attendance comes from great teaching and learning and this was the challenge.

The Assistant Principal Student Wellbeing and Support advised that other local providers were reporting issues with attendance and a change in student behaviour on campus. Non-attendance was followed up daily with parents/carers through texts. The Student Union President had identified student motivation as an issue and would be looking at how to address this during his term of office.

Governors challenged if the timetabling issue with maths and English non-attendance had been resolved. The Assistant Principal advised that the majority of time tabling issues had been addressed. There was a large core group whose attendance was good and then a pocket of non-attendees who were being followed up with parents/carers and through the SAMs support. To improve maths and English a more radical plan was being considered. Currently the College was waiting for the results of the maths and English re-sits.

Governors discussed the use of peer pressure and competition to support and improve performance. The CEO advised that in the best curriculum areas there was competition between groups. Support was being provided to small groups to help and encourage learning and peer dynamics was part of that. The effectiveness of this use of the catch-up funding would be tested through the EILP2.

Governors discussed destinations data and the mechanisms for collection. There was now in place a reasonable set of data that can be used constructively together with an alumni strategy. The CEO advised that there was a need for a project to research the longitudinal nature of destinations so that the College could fully understand the impact of its learning and development on long term progression and careers.

Governors discussed the T Level recruitment and it was noted that recruitment was particularly low for digital and therefore unlikely to run.

Governors noted the sub-contracting update.

Governors agreed the following action:

- **Update to be sent to the Committee on the maths and English re-sit results.**

HC

S/22/1/8

Apprenticeship Quality Update

S/22/1/8.1

Mesma East Coast College Apprenticeship Quality Enquiry

[Redacted content]

[REDACTED]		
[REDACTED]		
[REDACTED]		
<p>Governors agreed the following action:</p> <ul style="list-style-type: none"> An updated apprenticeship dataset to be sent to the Committee covering the whole cohort including progress and forecast achievement rates. 		RB
S/22/1/9	HE RIME	
S/22/1/9.1	HE QIP	
<p>The Deputy Principal presented the HE RIME and the HE QIP. The East Coast College RIME event which generated the RIME report was held on 4th November 2021. The Academic Committee has been approved the RIME report on 7th December 2021, and was accepted by the University of Suffolk Quality Committee on 1st December 2021.</p> <p>The Committee noted that the RIME process was set by the University of Suffolk and that the Quality and Standards Chair had attended and contributed to the HE RIME review.</p> <p>Governors commented that there was a need for the RIME to be more evaluative and more challenging. The Deputy Principal advised that UoS have asked the College for comments on the process and how it can be improved and it was hoped that this review would ensure the RIME process was focussed on evaluation, impact and action setting. It was encouraging that College quality systems (e.g. RED) were being used to add greater depth to the HE RIME review.</p>		
S/22/1/10	Termly Safeguarding and Prevent Update	
<p>The Assistant Principal Student Wellbeing and Support presented the update. As requested by Governors an age analysis had been included in the report. The College had also launched the STOP! Campaign encouraging discussion and reporting of sexual harassment and this was linking to the College's partners.</p> <p>Governors noted that the College's 'Good for ME, Good for FE' campaign had seen over 2500 hours of social action completed and over 6000 items donated to date in 2021/22.</p> <p>Governors discussed the data and challenged if demographics was reviewed and whether it would be useful to include this type of data in the report. The Assistant Principal advised that the College was a member of steering groups that helped it understand the area's demographics and the impact that these have.</p> <p>Governors discussed that the Apprenticeship reports previously highlighted concerns with the provision's access to safeguarding, wellbeing support and British Values training. The Assistant Principal advised that Apprentices are now following the Careers and Wellbeing programme which will increase wellbeing support knowledge and potential for referrals and this includes onsite tutorial sessions.</p> <p>Governors discussed how the report could demonstrate the impact of the service and agreed that this should be reviewed and included in the next report.</p>		

Governors agreed the following action:		NL
<ul style="list-style-type: none"> • Impact of the service to be demonstrated in the next Safeguarding and Prevent Update. 		
S/22/1/11	Risk Register	
<p>1. Has the risk register been reviewed The register had been reviewed and updated.</p> <p>2. Is the Committee content that the risks are relevant and are being updated The Committee confirmed that the risks are relevant and are being updated.</p> <p>3. Is the Committee content that the risks are being mitigated The Committee had reviewed reports that mitigated the risks in the meeting and actions for improvement were covered in the QIP for the College and for apprenticeships.</p> <p>4. Where a red risk, is the Committee assured that appropriate action is being taken Red risks for 'Variance from Risk Appetite' are:</p> <ul style="list-style-type: none"> • The College's reputation for apprenticeship delivery is damaged through an Ofsted grading for apprenticeships of 'Requires Improvement' – this was also red for 'Change in Variance since last Review' • Apprentices do not complete their apprenticeship qualification in a timely manner • Levels of student retention, attendance and achievement are not maximised <p>Actions to improve were included in the Apprenticeship QIP and a follow up MESMA review had been carried out and reviewed by the Committee. The Committee noted that there needed to be an improvement in the pace of change, with more accountability and, where appropriate, performance management.</p> <p>Retention, attendance and achievement had been reviewed in the Quality Update and a further note was to be sent to the Committee following the EILP2.</p> <p>5. Where does the Committee have significant concerns. Committee's main concern continued to be Apprenticeships and the pace of improvements.</p>		
S/22/1/12	Policies for Approval QD038 Careers Strategy 2021/22 – 2023/24	
<p>The Committee discussed and agreed the Careers Strategy, subject to a typo under Risk on page 8 being amended.</p> <p>The Committee resolved to approve</p> <ul style="list-style-type: none"> • the QD038 Careers Strategy 2021/22 – 2023/24 		
S/22/1/13	Agenda planning	
No additional items identified		
S/22/1/14	Review of Meeting	
<p>1. Confidential Items: MESMA</p> <p>2. Risk Management: any issues discussed which may require an additional Assessment: None</p> <p>3. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: None</p> <p>4. Health & Safety: any issues discussed which may require an additional Impact Assessment: None</p> <p>5. Sustainability: any issues discussed which may require an additional Impact Assessment: None</p> <p>6. Media: any issues discussed to inform local media – Student Union and President</p>		

7.	How did the meeting go – A long meeting but this included a presentation. These presentations were important to allow the Committee to triangulate.	
	Dates of Next Meetings	
	29 th March 2022	
	28 th June 2022	