

East Coast College Corporation

MINUTES of the meeting of the Quality and Standards Committee held at 9am on Tuesday 10th October 2023 Lowestoft Sixth Form College Board Room

Present:	Kirk Lower (Chair KL) Stuart Rimmer (CEO/Principal SR) Tina Ellis (TE) Malcolm Goodwin (MG) Tia Beresford (TB) Sue Willgoss (SW) and Amy Rust (AR)
In attendance:	Paul Padda (Deputy Principal, Curriculum, Quality and Learner Experience PP) Wendy Stanger (Director of Governance WS) for items 1-3 and 9 Holly Chase (Assistant Principal HC) and for items 1- 3 Amber Spearing Lecturer Travel and Tourism and 3 former Travel and Tourism students.
S/23/10/1	Apologies and Membership
The Committee noted that the Committee Chair in 2023/24 is Kirk Lower and that the following new Governors have been appointed to the Committee: <ul style="list-style-type: none"> • Tia Beresford - Student President and Student Governor • Rachel Kirk - Independent Governor and HE Link • Amy Rust - Associate Governor and Learner Voice Link Apologies were received from Rachel Kirk	
S/23/10/2	Declarations of Interest
There were no declarations of interest.	
S/23/10/3	Presentation – Turing Travel and Tourism
The Committee were joined by Amber Spearing Lecturer Travel and Tourism and 3 former Travel and Tourism students who presented on the Turing Travel and Tourism’s Vietnam Food Outreach Volunteering Project.	
The presentation covered that: <ul style="list-style-type: none"> • Turing’s objectives are levelling up, supports social mobility and widen participation across the UK. The College’s cohort who took part in the Vietnam project had been detrimentally affected by the Covid lockdowns in years 10 and 11 and would not normally have the opportunity to take part in this type of project with for instance 93% of the group in receipt of learner discretionary fund (bursary). • Preparation was key to the success of the project and this included a Carers/Parents event and research by the students on areas such as health, and what to eat as well as the risk assessments. • During the project the students worked at the Ho Chi Minh Food Outreach Programme, Cultural Exchange with the Saigon Tourist Hospitality College, and took part in various trips considering sustainable tourism and the history of the area. • The project and the future Turing projects aligned to the College’s values. The students advised that: <ul style="list-style-type: none"> • The project had a direct impact on their skills and resilience and they now had more confidence in their own ability and self-worth - The lecturer advised that observing the students on the project had been a real career highlight. • They had been able to use their experiences in their College work and in their CVs and at interviews. • During the work at the Ho Chi Minh Food Outreach Programme they had worked together to form a ‘people conveyor belt’ which enabled the food to be served more quickly – team work had been a key skill learnt. 	

- Getting used to the culture and the heat, including working in it had been difficult. Even simple things like crossing the road were different. But all had managed to adapt.
- Attending the trip meant that we learnt about ourselves and our abilities as well as Vietnam. We realised that we were stronger mentally than we thought.
- Completely changed our outlook on our future with a lot of the group looking to or already travelling and progressing to higher studies – students have taken up internships in Florida, progressed to University and on to careers in the sector.
- For future trips they would advise the students to prepare themselves mentally for the different culture as it is a big change.

Governors challenged how the learning from the visit was shared with those unable to attend. The students advised that the experiences of the trip were shared with the class and through celebration events so that others could use the learning in their projects too. The students were also due to come back to the College to talk to the current students who were taking part in the project this year.

The CEO commented that the College was looking at objectives around culture awareness and how trips such as those funded through Turing aligned to this.

Governors challenged if the trip had a positive impact on all that had taken part. The lecturer advised that the SOUL evaluation which looked at pre-mobility and post-mobility in areas such as I feel good about myself, I am good at communicating with people from all walks of life, I am resilient and I am able to cope well out of my comfort zone demonstrated the impact of the trip on all the participants.

The CEO commented that only a small number of students could take part in the trips funded through Turing and there was a need to consider how the skills learnt through Turing were taught to the rest of the College's cohort.

Governors congratulated the College on securing the Turing funding and noted that in 23/24 there were a number of trips - Health and Social Care- Hungary Art and Design- Italy Motor Mechanics- Germany Childcare- New Zealand Travel and Tourism- Vietnam and Dubai. The CEO advised that the bidding process was competitive. The College's bids were strong and the College's previous successes gave it a competitive advantage. The Assistant Principal advised that in the first year of Turing the College had been the only successful college in the region and this experience had been built on each year when submitting the bids. The process was getting more competitive as more bids were submitted. Turing's aims align to the College's Strategy and values and the experiences were shared on the College's social media to help inspire and market the opportunities the College provided.

Governors thanked the Lecturer Travel and Tourism and the 3 former Travel and Tourism students for an inspirational presentation and wished the students well for their future careers.

S/23/10/4

To approve the minutes of the last meeting 20 6 23 and any other matters raised previously not otherwise included in the Agenda

The minutes of the meeting of 20 6 23 were approved as a true record

S/23/10/5

Rolling Action Log

The Action Log was reviewed and it was noted where actions were complete.

The Director of Governance advised that the open actions would be covered in the next Quality update which was due to be presented at the December meeting.

S/23/10/6	Self-Assessment Review (SAR)	
S/23/06/6.1	Quality Improvement Plan 2023/24 (QIP)	
S/23/06/6.2	For Information - Further education and skills handbook for September 2023	
<p>The Deputy Principal, Curriculum, Quality and Learner Experience presented the SAR and the QIP and gave a verbal update on the data. The Further education and skills handbook had been included in the pack for information and for Governors to see how the SAR was aligned to it. The curriculum area SAR validations had been carried out on 27 and 28 September and he thanked the Governors for their attendance at these. Examples from these area SARs were included in the narrative to help reinforce the grading. The data was still to be finalised and this would be updated and included in the SAR prior to it being considered by the Board.</p> <p>Governors discussed the SAR and challenged if the data and the document was sufficient to justify an assessment of good. At the curriculum validations the governors had attended there had been a mix in the quality of provision.</p> <p>The Deputy Principal advised that the assessment was based on proportionality with the significant majority of provision assessed as good. Those areas that required improvement were highlighted and action to improve was set out in the QIP. All the curriculum area assessments had been validated, with governors in attendance, and these were reflected in the proportionality decision with the majority assessing as good. Ofsted would not expect 100% of the provision to be good.</p> <p>The CEO commented that the data still needed to be added to the SAR and this would help justify the assessment. This could be added as an appendix or embedded throughout the document.</p> <p>Governors discussed attendance and queried the reasons for poor attendance. The Deputy Principal advised that Covid has detrimentally affected attendance and this was being seen in schools too. Students priorities have now changed and some were having to work due to the cost of living. Some students and parents were still due to Covid, anxious about the College environment. There was a need to ensure that teaching and the college wider experience was good so that students wanted to attend and to provide support and flexibility where there were support or financial needs.</p> <p>The CEO commented that schools were seeing students only attendings what they saw as core subjects and at College some students were having to decide which days they could afford to attend. The College needed to teach, follow up, intervene and support better all of which took resource. The College supported students very well but also needed to develop student's resilience. Students attendance at College compared to that at school needed to be assessed as part of the College's added value assessment.</p> <p>Governors queried if parents supported student's non-attendance. The Deputy Principal advised that it was mixed with some seeing it as the student's responsibility and/or sympathetic to non-attendance and some following up and supporting full attendance. It was important that the College worked with parents/carers to help support the students.</p> <p>Governors discussed the apprenticeship assessment. The CEO commented that the assessment was against the inspection framework only and not the overall effectiveness of the department. Governors noted that the apprentices who had attended the Committee had advised that the teaching and learning was good but the overall College systems needed improvement.</p>		

	<p>Governors commented that in the SAR:</p> <ul style="list-style-type: none"> • EIF statements and assessment against them needed to be clearer. • Each statement needed to include the data to back up the grading decision made. • Comparative data to be included where available. • Outcomes needed to be clear to help justify the grading assessment. • Each provision type needed to set out the reasoning for the grade assessment. • The description needed to include details of what had improved in the year and where further improvements were needed with these linked to the QIP. • Introductory section needed tight punchy statements with evidence to back the statements up. • Value added needed to be emphasised so that the College was telling the story from their starting point, and place of our learners • Examples included from the curriculum area gave richness to the assessment and governors had also seen examples themselves at their walkthroughs and attendance at College events and these could be developed further. • The SAR needed to be robust enough so that Governors could use and quote at inspection to justify the assessment made. <p>Governors discussed the skills assessment of reasonable. The Director of Governance reminded the Committee that an assessment of reasonable was not a negative one. The assessments were a limited, reasonable or a strong contribution. The Deputy Principal advised that it had been assessed as reasonable as the College strategically was working well but still didn't see enough of this work translated into content and changes in the curriculum. The Committee agreed that this should be subject to review at a future meeting.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • SAR to be revised to ensure that it included sufficient description and data to justify the assessments made against the Ofsted grading. The revised SAR to be circulated to the Committee for comment with the Chair approving the final version to be presented to the Board. 	PP
S/23/10/7	Risk Register	
	<p>1. Has the risk register been reviewed Yes, 26/9/23. There was a need for a further update to align with the SAR and QIP to ensure consistency.</p> <p>2. Is the Committee content that the risks are relevant and are being updated Yes, the new summary report highlighted what had been changed.</p> <p>3. Is the Committee content that the risks are being mitigated? Yes.</p> <p>4. Where a red risk, is the Committee assured that appropriate action is being taken Levels of student retention, attendance and achievement are not maximised was red based on change in variance since last review and the action being taken to address this had been discussed in the meeting during the review of the SAR and the QIP.</p> <p>5. Where does the Committee have significant concerns. No significant concerns were raised. The major risk to the College was the Ofsted inspection and the need to be prepared.</p>	
S/23/10/8	QD017 Safeguarding Children Vulnerable Adults Policy procedure	
	<p>The Deputy Principal, Curriculum, Quality and Learner Experience presented the policy which had been updated to reflect the revised Keeping Children Safe in Education (KCSIE). This may be subject to further review in year.</p> <p>The Committee resolved to recommend</p> <ul style="list-style-type: none"> • the QD017 Safeguarding Children and Vulnerable Adults Policy and Procedure to the Board for adoption. 	

S/23/10/9	QD008 English and Maths Skills Development Strategy	
<p>This item was taken after agenda item 3.</p> <p>The Assistant Principal presented the Strategy and advised on the changes that were proposed.</p> <p>Governors discussed the move from functional to GCSE and how this may impact learners. The Assistant Principal advised that the College had made the change in the interest of learners as it better aligned with their previous GCSEs. Due to the increased number sitting GCSEs performance at the top grades would reduce and value added needed to be considered when assessing progress, the College was currently at top quartile for this.</p> <p>Governors challenged what support was offered to those with non-GCSE background such as those who were home educated or those with additional needs. The Assistant Principal advised that careful entry assessment was carried out, classes were streamed and included pre-GCSE classes and additional support was provided where needed. Learners, where applicable, could be exempted from exams. This was communicated at the interview stage and an initial assessment made on the support required.</p> <p>Governors challenged if the move to GCSE was impacting class size. The Assistant Principal advised that due to the change in the GCSE grade boundaries back to pre-covid there had been an increased number of circa 460 that needed to re-sit. Classes generally included about 15 which was lower than most schools.</p> <p>Governors challenged how maths and English was covered in the vocational learning. The Assistant Principal advised that the maths and English team worked with the vocational teams to link and support the learning. Maths and English was always on the agenda of the Curriculum Management Group, a focus of the curriculum area deep dives and the thematic walks were seeing maths and English naturally embedded in the teaching. This improvement in working with the vocational teams was one of the reasons the team were now assessing as good in their self-assessment.</p> <p>Governors raised some editorial changes that required update.</p> <p>The Committee resolved to approve, subject to minor amendment,</p> <ul style="list-style-type: none"> • the revised QD0008 English and Maths Skills Development Strategy <p>The Assistant Principal left the meeting.</p>		
S/23/10/8	QD117 Quality Manual 2023-24	
<p>The Deputy Principal, Curriculum, Quality and Learner Experience presented the revised manual which had been updated to strengthen the guidance and to reflect current processes including the addition of the process called “Support to Outstanding” which had been introduced to help departments attain a self-assessment grade of outstanding.</p> <p>Governors challenged the audience for the manual. The Deputy Principal advised it was for staff use, underneath the manual were additional operational processes and operational detail. There was a Student Handbook in place for students</p> <p>The Committee resolved to approve</p> <ul style="list-style-type: none"> • the QD117 Quality Manual 2023-24. <p>The Committee discussed the process for approving policies. The Director of Governance advised that the College had a schedule of strategies/policies/procedures/manuals and this set out if they required governor and the approval level or whether they were operational and</p>		

<p>therefore approved at senior team level. Prior to being considered by the Committee/Board these are reviewed by the relevant manager and the appropriate College group such as the Quality Improvement Group and Senior Management Group. If Governors had editing/wording suggestions this could be shared via the Director of Governance prior to the meeting so that where possible the documents could be updated prior to the meeting and the updated version shared. If changes suggested at the meeting were not material the documents could be approved subject to minor edit.</p> <p>Governors challenged if papers being received 7 days in advance was sufficient. The Director of Governance advised that this was a Board policy and any change would need Board approval. It should be remembered that all documents and reports considered by the Board/Committee had to go through the College's internal approval process including Senior Management Group so any increase would increase the lead time for reports.</p>		
S/23/10/9	Agenda planning	
Update on the Skills assessment as reasonable - Deputy Principal Curriculum and Strategic Partnerships		
S/23/10/10	Review of Meeting	
<ol style="list-style-type: none"> 1. Confidential Items: Data until published 2. Were Learners prominent in discussions: a focus of the Committee 3. Risk Management: any issues discussed which may require an additional Assessment None 4. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: None 5. Health & Safety: any issues discussed which may require an additional Impact Assessment: None 6. Sustainability: any issues discussed which may require an additional Impact Assessment None 7. Media: any issues discussed to inform local media None 8. How did the meeting go: A challenging and detailed meeting with ideas discussed to improve. The Turing presentation had been inspiring. 		