

East Coast College Corporation

MINUTES of the Quality and Curriculum Committee held at 9am on Tuesday 11 March Lowestoft Sixth Form College Board Room

Present:	Peter Lavender (Chair PL) Tina Ellis (TE) Vicki Paterson (VP) Robin Jackson (RJ) Paul Padda (Principal and CEO PP) Madeleine Moretta (MM) Rachel Kirk (RK) Mark Buckton (MB)	
In attendance:	Gary Jefferson (Deputy Principal) Wendy Stanger (Director of Governance WS) Paula Ottaway (Assistant Principal Student Services & SEND PO) Kerry Payne (Principal Lowestoft Sixth Form/Assistant Principal (Higher Education and Access) Tom Roberts (Assistant Principal Curriculum and Quality) Holly Chase (Assistant Principal)	
QC/25/03/1	Apologies and Membership	
Apologies Kirk Lower (KL) and Amy Rust (Associate Governor AR)		
The Chair welcomed everyone and noted that this meeting of the Committee would focus on the curriculum, while the April meeting would focus on quality. Presentations will highlight key points and outline specific actions needed from the committee.		
QC/25/03/2	Declarations of Interest	
None pertinent to the Business on the agenda.		
QC/25/03/3	Student discussion – Digital design group Level 3 year one	
Students and the Lecturer from Digital Design were welcomed to the meeting.		
<p>The lecturer explained the course content, coverage, and possible specialisms to the Committee. Progression to university was high at 98% and the portfolios the students developed enabled them to demonstrate their skill set for these applications. The Course included employability skills including client management and communications. The students were currently working on a project based on a word on which they had developed a brief, with all different concepts being considered. All briefs used are industry based and the College works with companies on projects such as developing a Careers Logo and Police County Lines campaign.</p> <p>The students commented that:</p> <ul style="list-style-type: none"> • They were considering their options for year two and what to specialise in. Some were looking at a wider focus so as not to limit future choices. • AI can be useful when used correctly but there is a risk that it could reduce employment opportunities in the future. • There is a need to adapt to working with AI, it is useful as a tool to generate ideas, concepts, and research. • AI excels in visualisation, posing a potential threat to photographers due to its cost-effectiveness in generating images. • There are websites where we can showcase our work and build an online presence. These web hosting sites are also used for sharing portfolios with potential employers and Universities. • Several students advised that they had progressed from the College's level 2 as they wanted to develop their skills further or specialise more in design as liked the creative side of it. • The resources at the College were good and met the course requirements and were set up as a workshop. Not all work was done on screen; we also created pieces using pencil drawings and drew inspiration from our surroundings. <p>The students and lecturer were thanked and they left the meeting.</p>		

QC/25/03/4	To approve the minutes of the last meeting of the Quality and Curriculum 6 2 2025 and any other matters raised previously not otherwise included in the Agenda.	
	The minutes of the last meeting of the Quality and Curriculum 6 2 2025 were agreed as a true record.	
QC/25/03/5	Rolling Action Log	
	<p>The Action Log was reviewed and it was noted where the actions were not due.</p> <p>The action related to achievement and progression data on SEND learners was discussed in detail. The Deputy Principal advised that additional reports were being developed to provide trend analysis by department, course, and student, and these flags where a student has an Education, Health and Care Plan (EHCP). The Assistant Principal Student Services & SEND commented that there was a need to be specific on what was required if all those with additional needs were included such as those with exam adjustments or self-declared needs it would be the majority of the College.</p> <p>The Committee agreed that the data needed to show a comparison between those with SEND support and those without to ensure that those supported students were making at least equal progress to help demonstrate that the support was working.</p>	
QC/25/03/6	Quality and Curriculum Update - Curriculum Plan	
QC/25/03/6.1	Curriculum Progression Charts	
QC/25/03/6.2	Course Validation	
	<p>The Deputy Principal presented the report and advised how the Strategy had been developed into the draft three-year plan and annual Accountability Agreement. All curriculum areas have developed a course validation which includes an employer sponsor and progression charts as part of the curriculum planning and planning has been based on the revised Curriculum Development & Planning Strategy (QD009). The progression charts are also to be used for marketing and shared with schools. Funding details by provision and any potential changes to study programmes for the 2025/26 academic year have not yet been announced which is late to make changes.</p> <p>The Principal advised that the funding rates for 16-18 had increased by 3.6% but there was to be no increase for apprenticeships and a potential cut for adults. This would mean that efficiencies and rationalisation is required and this work is being led by the Assistant Principal responsible for apprenticeships and would also consider the apprenticeship reforms.</p> <p>The Committee discussed the apprenticeship changes and how this would affect the provision at the College. The Deputy Principal advised that the maths and English changes would not have a material impact on the majority of the College's apprenticeship offer. The risk to apprenticeships was the increase in rate to that of the minimum wage as it means there is now no financial advantage for an employer to take on an apprentice.</p> <p>Governors questioned the role of the employer sponsor in course validations. The Deputy Principal explained that the sponsor's involvement was to facilitate the co-creation of the curriculum, ensuring it included regional context and provided real-world experiences.</p> <p>Governors reviewed the progression charts and emphasised the need for consistency and clarity of what point a learner could enrol at. They suggested adding a column to indicate career progression, highlighting available employment opportunities. The employment opportunities could be used as the starting point. There was also a need to include varying degree and apprenticeship opportunities and not just the College's offer.</p> <p>The Deputy Principal explained that the charts serve dual purposes: mapping curriculum planning and aiding in marketing and school liaison. A professional learning day was to be</p>	

	<p>arranged for school teachers to go through the progression charts and have a taster day of our offers.</p> <p>Governors discussed the qualification levels listed on the progression charts, noting the potential risk of deterring applicants. They emphasised the importance of considering individual skills and alternative knowledge and the wide opportunity that the College could offer. However, this needed to be balanced with maintaining transparency about the qualifications required for each level. The Deputy Principal advised that the schools were keen for the College to include the qualifications to serve as a motivational tool for students as they prepared for their exams.</p> <p>Governors challenged if the College was moving away from paper assessments to digital ones. The Assistant Principal advised that apprentices use one file to upload their evidence and create their portfolios. This includes a mobile app so that they are able to add evidence as work is completed. Other departments were using Teams but this did not give global access.</p> <p>Governors discussed consolidation of the curriculum and how this could be managed to avoid impacting students and recruitment.</p> <p>Governors agreed the following actions:</p> <ul style="list-style-type: none"> • Curriculum Progression Charts to be reviewed to ensure: <ul style="list-style-type: none"> ○ Consistency ○ Accessibility in plain and clear English ○ Inclusion of employment opportunities ○ Consistent qualification levels, with footnotes on English and maths requirements where necessary 	
<p>QC/25/03/7</p>	<p>Three Year Plan</p>	
	<p>The Deputy Principal advised that the three year plan had been updated following the Board's Away Day.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • Recommend the Three Year Plan to the Board for approval 	
<p>QC/25/03/8</p>	<p>Accountability Agreement (2025/26)</p>	
	<p>The Deputy Principal advised that the Accountability Agreement was in draft and needed the student achievement and successes in the year section updated. This needed to be approved by the Board before submission and publication on the website.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • Recommend the Accountability Agreement (2025/26) to the Board for approval, subject to the addition of student achievement and successes. 	
<p>QC/25/03/9</p>	<p>Curriculum Development & Planning Strategy (QD009)</p>	
	<p>The Committee resolved to:</p> <ul style="list-style-type: none"> • Recommend the Curriculum Development & Planning Strategy (QD009) to the Board for approval. 	
	<p>Background Information - Referenced Guidance, Strategies and Policies</p>	
<p>QC/25/03/10</p>	<p>Strategic Plan 2030</p>	
<p>QC/25/03/11</p>	<p>Statutory Curriculum Review - 2023-24</p>	
	<p>The Committee noted the Strategic Plan 2030 and Statutory Curriculum Review - 2023-24 which had been included for background information.</p>	
<p>QC/25/03/12</p>	<p>Agenda planning</p>	
	<p>The April meeting's focus would be quality. Areas for future meetings to include:</p> <ul style="list-style-type: none"> • Ofsted changes and consultation 	

<ul style="list-style-type: none"> • Apprenticeship changes and consultation • Personal development programme • Unloc and Leadership Academy • Learner voice structure 		
QC/25/03/13	Review of Meeting	
	<ol style="list-style-type: none"> 1. Confidential Items: None 2. Were Learners prominent in discussions: a focus of the Committee? Yes throughout 3. Risk Management: any issues discussed that may require an additional Assessment Funding and potential changes to study programmes 4. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: Reporting regarding those with SEND support and those without. 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 – there had been good coverage on the College's socials including case studies. 8. How did the meeting go? Good. 	