

East Coast College Corporation

MINUTES of the Quality and Curriculum Committee held at 9.30am on Tuesday 15 October Lowestoft Sixth Form College Board Room

Present:	Robin Jackson (RJ) Paul Padda (Principal and CEO PP) Madeleine Moretta (MM) Rachel Kirk (Vice Chair RK) Vicki Paterson (VP)
In attendance:	Gary Jefferson (Deputy Principal) Wendy Stanger (Director of Governance WS) Paula Ottaway (Assistant Principal Student Services & SEND PO) Tom Roberts (Assistant Principal Curriculum and Quality) Holly Chase (Assistant Principal) Lee Nevill (Teaching and Learning Manager) and for part of the meeting Kerry Payne (Principal Lowestoft Sixth Form/Assistant Principal (Higher Education and Access)
QC/25/10/1	Apologies and Membership
Apologies Peter Lavender (Chair PL) Tina Ellis (TE) Kirk Lower (KL) and Mark Buckton (MB)	
It was noted that in the Committee Chair's absence, the meeting would be chaired by the Committee's Vice Chair.	
QC/25/10/2	Declarations of Interest
No declarations of interest were made in relation to the agenda.	
QC/25/10/3	Feedback from Informal Students Session – Lowestoft Sixth Form College
Governors took part in a walkthrough at Lowestoft Sixth Form College, talking to students in the social places about their views on the start of the new academic year.	
Student Feedback Summary Students shared a range of views about their experience at the College.	
Many were local and had not considered other educational establishments.	
Positive Experiences	
<ul style="list-style-type: none"> • Students felt safe and welcomed, and spoke highly of the College environment, facilities, and resources. • There were no concerns about behaviour, and students were generally aware of their academic progress. • Timetabling was not an issue, and students appreciated the support offered when lessons were missed due to ill health. • No issues were raised with transport, though it was noted that buses had been late on occasion. • Tutors were described as good, with positive relationships noted. 	
Areas for Development	
<ul style="list-style-type: none"> • While students were excited about their future and progression opportunities, many were still at an early stage of decision-making. Some were unaware of the College's Higher Education (HE) offer. • Students expressed a need for more time and space to consider their future options, and felt the College should avoid repeatedly asking about their plans. • Revision sessions were seen as insufficient by some, with requests for more support in this area. • Tutorials were considered repetitive, with content already covered at school. Students felt there was limited opportunity for discussion, and the scheduling over lunch created practical challenges (e.g. catching later buses). 	

	<ul style="list-style-type: none"> • Wi-Fi connectivity was inconsistent across the building, and College computers were described as slow to load. • Some tutors were noted to talk through slides without sharing them in advance, limiting students' ability to annotate or engage effectively. • While students were aware that support services existed, they were unclear about who to approach, and suggested that this information be shared more widely. • Students requested a more flexible catering offer, including options like pasta pots. <p>Governors agreed that the informal approach of engaging with students outside formal meetings had been effective. They discussed ways to build on this, including the possibility of holding future meetings at other College sites to broaden engagement and visibility.</p> <p>The Assistant Principal Student Services & SEND updated the committee on the tutorial programme, the role of the Success Coaches and the use of the 'Question of the Week' both in the tutorial sessions and on the white boards placed around the campuses.</p> <p>Governors challenged how the data from the 'Question of the Week' would be used, and the Deputy Principal advised that it would be used to focus the College's continuous improvement, assessed in reporting and to focus future 'Question of the Week.' The tutorial system was currently different to that of the rest of the College and this would be reviewed.</p>	
QC/25/10/4	To approve the minutes of the last meeting of the Quality and Curriculum 17 6 2025, and any other matters raised previously not otherwise included in the Agenda.	
	The minutes of the last meeting of the Quality and Curriculum Committee 17 6 2025 were agreed as a true record.	
QC/25/10/5	Rolling Action Log	
	<p>The Action Log was reviewed, and it was noted where the actions were in progress or not yet due.</p> <p>Action: VCE Consortium – the Deputy Principal advised that the Skills and Innovation Director was reviewing alongside funding landscape changes.</p> <p>Action: Senior Management Group to explore Community Interest Company (CIC) - the Deputy Principal advised that the Skills and Innovation Director was reviewing with the hope that this can be progressed. The Director of Governance advised that initial legal advice had indicated the proposal could be considered 'novel' and may therefore require formal approval. This would need to be considered as part of the ongoing review.</p> <p>Action: Curriculum Progression Charts - Governors raised that the data on the College's website needed to be sense checked.</p>	
QC/25/10/6	Self-Assessment Review (SAR)	
	<p>The Deputy Principal presented the Self-Assessment Review and advised on the process that had been followed to develop it. The College was self-assessing as good across all provision with reasonable contribution to skills needs.</p> <p>Governors commented that the SAR was clear and concise, and effectively fed into the Quality Improvement Plan.</p> <p>Governors discussed the areas of the College that needed to improve and the action that was being taken to support this. They queried the performance of the Sixth Form and the reasoning for re-introducing AS Levels. The Deputy Principal advised that the AS Levels had been re-introduced to provide a progress measure for staff and students and to provide certification if the students chose to leave or change direction. Unfortunately, the results had not been good</p>	

enough and reasons for this included in some areas the quality of teaching and learning and not enough formative assessment. There was a need to adapt the scheme of learning for the two years.

The Principal Lowestoft Sixth Form commented that overall, she did not disagree with the assessment of the Sixth Form in the SAR. Performance had been influenced by the level of teaching experience. However, there were also areas of strength, with some subjects performing above the national average, supported by improved A Level results and strong retention rates. To support improvements in teaching and learning, collaborative links have been established with Paston College to facilitate the sharing of best practices. Additionally, connections with examiners have been developed to enhance staff expertise in preparing students for examinations and improving pass rates.

The Deputy Principal advised that apprenticeship achievement rates were currently below the national average. However, this had been impacted by the closure of historical out-of-time apprenticeships and first time passes had improved. The majority of out of time apprenticeships had now been closed.

The Assistant Principals provided an overview of their respective areas of responsibility, highlighting that addressing inconsistencies remains a key priority for 2025–26. Curriculum planning adjustments are underway in several areas. For example, in Health and Social Care, the science component will now be taught over two years, with the exam scheduled at the end of the second year rather than the first. Plumbing experienced staffing challenges during the year, which adversely affected outcomes. This has been addressed through curriculum restructuring to ensure adequate team coverage, and staff absence is currently being managed. In Carpentry and Brickwork (Level 2), interventions for students falling behind were not implemented swiftly enough, impacting results. Planning and assessment in these areas will be reviewed as part of the Course MOT process. The Foundation provision continues to be outstanding; however, improvements are still needed in transition arrangements both into and out of the programme.

Governors discussed behaviour and attitudes and noted that it was positive overall and commented that there needed to be a consistent approach. The Deputy Principal advised that this had been covered at the Reset Day and it was reiterated that disciplinaries should not be used for classroom management.

The Principal noted that classroom management is becoming increasingly complex due to the diverse needs of students. However, he emphasised that this is a fundamental aspect of effective teaching and planning.

Governors discussed the new Ofsted framework's emphasis on inclusion. The Deputy Principal advised that the student application process would need to be adapted to ensure all required information is captured. This would help ensure that appropriate learning adaptations are identified and implemented, enabling students to achieve the best possible outcomes.

Governors queried how the contribution skills need was to be improved. The Deputy Principal advised that objectives were being discussed and set by the Curriculum Leadership Team and an enrichment log had been introduced.

The Deputy Principal advised that the Self-Assessment would be updated prior to the Corporation.

The Committee resolved to:

- **Recommend, subject to the update, the Self-Assessment to Corporation.**

QC/25/10/6.1	Quality Improvement Plan (QIP)	
<p>The Teaching and Learning Manager presented the QIP and advised that it is focused on three critical areas of intervention: Performance, Pedagogy, and Process. There needed to be a culture of compliance with better use of the College' systems.</p> <p>Governors sought assurance on how compliance was being monitored and maintained and whether the College had clearly set out the none negotiables. The Teaching and Learning Manager advised on the changes made. This has been launched at the 'College Reset' professional learning day held at the start of the academic year to help ensure that all staff were clear of the expectations and would be reviewed through early walkthroughs during Weeks 2–6. This would again be reinforced in the January Professional Learning Day. All staff would receive at least two learning visits in the year which would include a professional conversation, development and an action plan. The action plan would be reviewed at the next visit. If staff were not engaging with the action plan it could lead to performance management. Communities of Practice are also to be embedded to allow staff to work collaboratively, share ideas, and support each other.</p> <p>The Deputy Principal advised that all staff would have had a classroom visit by the end of November with an electronic form used to record the visit and to help identify areas for improvement and professional learning needed. Underperforming courses placed under Support to Improve with urgent actions. There are currently 28 courses under the 'Course MOT' process, which will remain under review for the duration of the academic year. Additional courses may be added if concerns are identified through for example data analysis, or classroom visits.</p> <p>Governors queried the frequency of attendance monitoring. The Teaching and Learning Manager confirmed that progress against the QIP is reported on a termly basis. Staff receive weekly updates on a page, which also enables management to identify and respond to emerging attendance trends.</p> <p>Governors queried the impact of the newly introduced Success Coach roles. The Deputy Principal advised that it was currently too early to evaluate their effectiveness. However, initial observations indicated a more structured approach, with Success Coaches actively visiting classrooms and following up on instances of non-attendance. Students were also aware that Success Coaches were a point of contact for support, suggesting visibility and engagement.</p> <p>Governors challenged whether the 'Swap Don't Drop' campaign had been impactful. The Deputy Principal reported that, due to improved initial recruitment and more effective curriculum planning, there had been a reduced need for students to change courses. However, where course changes were necessary, the campaign had proven beneficial in supporting appropriate course changes and maintaining student engagement.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Report on the role and impact of the Success Coaches to be considered at the February Committee meeting. <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • Recommend the Quality Improvement Plan to Corporation. 		<p>GJ</p>

QC/25/10/7	Early Recruitment Review		
<p>The Deputy Principal presented the update and advised on the recruitment by provision, highlighting those that had seen positive recruitment those where there were challenges.</p> <p>Governors challenged if the under recruitment in apprenticeships had been seen across the sector. The Deputy Principal advised that companies which typically recruit apprentices were not doing so due to current market conditions. Norfolk Apprenticeship Services had confirmed that this trend was consistent across the county. The Principal advised that nationally some colleges had seen an increase in apprenticeship recruitment. The College needed to consider its apprenticeship start dates to better align with industry needs and to market its offer to those already in the workforce.</p> <p>Governors commented that if Independent Training Providers went out of business the College needed to work with those businesses to secure the apprentices.</p> <p>Governors noted their concern that Lowestoft Sixth Form had not met its recruitment target and there was a need to understand what affected student choice. The Principal explained that part of the under-recruitment was due to Level 2 students not progressing as expected. Some had instead had a positive progression into an apprenticeship.</p> <p>The Principal updated the Committee on the transport project that had commenced, phase 1 was mapping recruitment against transport links, phase 2 gap analysis and options. This included looking at College transportation and partnerships. One example of this was a pilot being developed with Sizewell.</p> <p>The Deputy Principal updated the committee on the delay with maritime recruitment. The partnership with the University of West London had been agreed but agreement has not yet been received from UK Visas and Immigration (UKVI) for the visas needed for the students This has meant that there has been no September recruitment and the January cohort could potentially also be at risk.</p> <p>Governors challenged whether there was a risk that the visas would not be agreed and that there would not be a cohort to recruit. The Principal advised that the University of West London were positive that the visas would be agreed. In the meantime, to keep the potential students engaged online project based learning was taking place and bursaries were to be introduced. Maritime and Coastguard Agency (MCA) are being supportive and have approved the courses. Once UKVI have agreed the University of West London has ambitious growth plans.</p> <p>Governors discussed the ESOL provision and noted that 16–18 learner numbers had been affected by the decision not to relocate these students to the area. In contrast, Adult ESOL enrolments have increased, with a broader range of nationalities engaging since the opening of The Place. It was recognised that, in the current political climate, there is a need to ensure ESOL students feel safe and supported. To address this, resources were being provided to all teaching staff to facilitate discussions around current events and promote a safe and inclusive learning environment.</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Report on recruitment conversion rates to the December Committee. 			GJ
QC/25/10/8	Risk Register Review		
<ol style="list-style-type: none"> 1. Has the risk register been reviewed. Yes, 7th October 2025. 2. Is the Committee content that the risks are relevant and are being updated. Yes, with the risk appetites updated in this review. 			

<p>3. Is the Committee content that the risks are being mitigated? Yes, these had been updated at this review.</p> <p>4. Where a red risk, is the Committee assured that appropriate action is being taken. The red risks had been discussed as part of the agenda reports.</p> <p>5. Where does the Committee have significant concerns The main concerns were around adult, maritime and apprenticeships which were reflected in the risk register.</p>		
<p>QC/25/10/9</p>	<p>QD017 - Safeguarding Children and Vulnerable Adults</p>	
<p>The Assistant Principal Student Services and SEND presented the revised policy and updated on the changes.</p> <p>Governors noted that the policy was to give clear direction to students, staff, parents, carers, governors, volunteers and visitors about expected behaviour and our legal responsibility to safeguard and promote the physical, emotional and mental wellbeing of all young people and vulnerable adults at the College</p> <p>Governors agreed the following action:</p> <ul style="list-style-type: none"> • Include a note at the beginning of the policy to clarify that the term ‘Student’ also encompasses apprentices, where applicable. <p>The Committee resolved, subject to the minor amendment, to:</p> <ul style="list-style-type: none"> • recommend the QD017 Safeguarding Children and Vulnerable Adults Policy 2025 to Corporation for adoption. 		<p>PO</p>
<p>QC/25/10/10</p>	<p>QD105 Equality Diversity Inclusion and Belonging Policy</p>	
<p>The Assistant Principal Student Services and SEND presented the revised policy and advised that there had been minor changes.</p> <p>The Director of Governance advised that the policy had also been considered and agreed by the People Committee.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • recommend the QD105 Equality Diversity Inclusion and Belonging Policy to Corporation for adoption. 		
<p>QC/25/10/11</p>	<p>Annual Report</p>	
<p>The Director of Governance presented the Committee’s Annual Report.</p> <p>The Committee discussed and agreed the content.</p> <p>The Committee resolved to:</p> <ul style="list-style-type: none"> • recommend the Quality and Curriculum Annual Report to the Corporation and its subsequent publication. 		
<p>QC/25/10/11</p>	<p>Agenda planning</p>	
<ul style="list-style-type: none"> • Success Coaches – role and impact 3/2/26 meeting • Risk Deep Dive - attendance • Governor CPD session on Learning Visits 		

QC/25/05/13	Review of Meeting	
	<ol style="list-style-type: none"> 1. Confidential Items: Self-Assessment until agreed 2. Were Learners prominent in discussions: A focus always of the Committee. 3. Risk Management: No additional changes needed. 4. Equality & Diversity: any issues discussed which may require an additional Impact Assessment: Foundation learners – 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 – Need to look to have high profile visitors to the College that can be used to market the College 8. How did the meeting go? A positive meeting. The informal conversations with students worked well and to facilitate this for future meetings the committee should be held at different venues. 	