

Minutes of the Curriculum and Quality Enhancement Committee Meeting held on Tuesday 3 December 2024 at 4:00pm at Bishop Burton College

Corporation Members	Appointed as	Chair/Vice	Apologies
Susan Hamer	Independent Member	Chair	
Chris Henson	Independent Member		
Danny Metters	Ex-Officio		
Adam Milner	Independent Member		
Gray Towse	Independent Member		
Laura Woodhouse	Staff Elect		

In Attendance			
Beth Curtis	Vice Principal Riseholme and Business Development		(VPRBD)
Michaela Ginn	Assistant Principal Quality and Exams		(APQE)
Sharon Mansell	Vice Principal Quality of Education and Skills		(VPQES)
Ann Paling	Assistant Principal Safeguarding and Residential Services	(from end of minute (2425.1) 5.3 until 4.36pm)	(APSR)
Sallyanne Pearson	Director of Governance		(DG)
Sarah Reynolds-Golding	Assistant Principal Higher Education		(APHE)
Rachel Richardson	Assistance Principal Further Education	Until (5:02pm)	(APFE)
Helen Wooldridge	Vice Principal Growth, Planning and Performance		(VPGPP)

In advance of the Committee Meeting being formally convened, Governors were invited to attend a presentation from Beth Curtis on Apprenticeships and the Accountability Framework. The PowerPoint Presentation is saved in the Meeting's record as: Tabled Item 1: Presentation: Apprenticeships and the Accountability Framework

(2425.1) 1	Welcome and Apologies for Absence	
	<p>The Chair welcomed everyone to the Meeting and noted the Committee was operating under a revised set of Terms of Reference. A summary overview of the Committee's purpose was outlined and reference was made to the newly developed Link Governor Programme and the areas which Committee Members were aligned to.</p> <p>It was confirmed that the APHE would join the Meeting but was engaged, unavoidably, on a long-standing engagement.</p> <p>The APSRS was explained to be in a meeting and would attend when possible.</p>	
(2425.1) 2	Declarations of Interest	
	<i>Reference was made to the Register of Corporation Members & Clerk Interests included in the Agenda Pack.</i>	
(2425.1) 2.1	To consider and declare , as required, amendments to the Register of Interest	
	Nothing raised.	
(2425.1) 2.2	Items to be raised as part of the evening's business	
	Nothing raised.	
(2425.1) 3	Minutes of the Previous Meeting and Actions Arising	

(2425.1) 3.1	<p>Minutes & Actions Arising from the Meeting held on 11 June 2024</p> <p><i>Reference was made to the Confidential and Non-Confidential Minutes of the Meeting included in the Agenda Pack.</i></p> <p>The Committee RESOLVED the Minutes as a true and accurate record and were APPROVED.</p>	
(2425.1) 3.2	<p>The Committee were asked to receive and resolve the Action Summary and Matters Arising</p>	
	<p><i>Reference was made to the Action Summary included in the Agenda Pack.</i></p> <p>The Corporation reviewed the Action Summary and its updates. Actions were RESOLVED and are detailed in Appendix 1 to these Minutes.</p> <p>Matters Arising were as follows:</p> <p>Action Point 23.20(a): the monitoring of quality and satisfaction in respect of apprenticeships was taken as part of the Agenda Item (2425.1) 7.6.</p> <p>Action Point 23.34a(i): a discussion was opened on the effectiveness and impact of the FE Curriculum Restructure which took place in the 2023/24 academic year. The Chair noted this had been superseded by the appointment of the new Principal and Chief Executive and subsequent restructures. The Principal confirmed that was correct.</p> <p>Action Point 23.35: a Governor referred to the Apprenticeship PowerPoint and the data provided as part of the Action Summary. A Governor noted that the most significant improvement in performance was for 19 to 23 year olds and the 24+ provision but 16 to 18 year olds remained below national average (although improvements had been made). Further detail on the size of each cohort was requested to allow a greater understanding. The VPGPP noted the information would be sourced during the course of the Meeting. The Principal acknowledged the challenge and explained that the College was engaging the FEC Commissioner’s support on Apprenticeships and meeting with representatives the following week. The Principal outlined actions already in place to drive up performance. The Principal is to provide a copy of the guidance and advice to the Committee, once received.</p> <p>ACTION: Outcome/Guidance from the FEC Commissioner on the College’s Apprenticeship provision to be provided to the Committee when available</p>	Principal
(2425.1) 3.3	<p>Minutes from the Special Meeting held on 12 September 2024</p> <p><i>Reference was made to the Minutes of the Special Committee Meeting held on 12 September 2024 included in the Agenda Pack.</i></p> <p>The Committee RESOLVED the Minutes as a true and accurate record and were APPROVED.</p>	
(2425.1) 3.4	<p>Actions arising from the Finance and Resources Committee Meeting held on Thursday 10 October 2024</p> <p>Governors put forward that it was not clear why the matter had been referred. It was summarised that the Finance and Resources Committee had requested the Committee to explore student retention and withdrawals within the first six weeks of the academic year with a focus on whether the student experience and/or journey from application could be improved and to ascertain the reasons behind it.</p> <p>It was reported that the number of withdrawals had reduced in comparison to 2022/23 and an analysis undertaken on withdrawal data. The APFE outlined key themes including students returning to Sixth Form Colleges to undertake A Levels having achieved higher than anticipated, the reality of travel to and from the College, mental health and illness alongside a number of students who had enrolled but never attended. The APFE is to provide the analysis for circulation to the Governors.</p> <p>ACTION: DG to circulate the six-week student withdrawal analysis to the Committee</p>	F&R DG
(2425.1) 4	<p>Access and Participation Plan: Update</p>	
	<p><i>The item was taken out of order owing to the APHE not yet being in attendance.</i></p>	

(2425.1) 5	Curriculum Development	
(2425.1) 5.1	<p>Key Updates on Curriculum Reforms and Potential Impact</p> <p>The VPQES provided an update on feedback provided to government representatives regarding technical qualifications and T levels. The Committee expressed concerns about the lack of flexibility in T levels, the need for greater recognition of the land-based sector and the uncertainty in the level and provision of courses which could be provided/marketing to potential students. The Principal emphasised the importance of “having a seat” at the table for such discussions.</p>	
(2425.1) 5.2	<p>Feedback from Skills and Employer Advisory Group</p> <p><i>Reference was made to the report entitled “Update on Skills and Employer Advisory Group” included in the Agenda Pack.</i></p> <p>The VPRBD fed back on meetings undertaken by the Skills and Employer Advisory Group. A written update from the meeting at the Riseholme campus and a verbal update on Bishop Burton’s meeting was provided. Cross college themes emerging included the importance of employability skills such as resilience, timekeeping, professional and personal confidence and communication skills which were themes also being reflected through LSIPs. The Committee discussed the need to embed these skills in the curriculum as well as a holistic approach to developing curriculum vitae skills, providing opportunity of industry experience and capitalising on developing and embedding real working environments through the College’s facilities. The Executive Team acknowledged the same and confirmed that the cross-cutting themes were being embedded into the College’s new phase of curriculum planning. The Committee also noted the importance of increasing the diversity and size of the Advisory Groups to maximise engagement. The Principal confirmed that virtual engagement opportunities were now being explored.</p>	
(2425.1) 5.3	<p>Validation of new HE Programmes</p> <p><i>The item was taken out of order owing to the APHE not yet being in attendance.</i></p> <p><i>Ann Palin entered the Meeting</i></p>	
(2425.1) 11	Safeguarding, Equality, Diversity and Inclusion	
(2425.1) 11.1	<p>Termly Safeguarding Report</p> <p><i>Reference was made to the Termly Safeguarding Report included in the Agenda Pack.</i></p> <p>It was confirmed that the Committee would receive a termly Report on Safeguarding. The APSRS presented the Report, highlighting quantitative data on referrals to the safeguarding service and themes including emotional and mental health. The Report included updates on compliance to induction processes and training and the importance of engaging with external partnerships. The APSRS explained that the Safeguarding Team had recruited a full-time administrator to help facilitate and develop the significant administrative practice required.</p> <p>A Governor referred to the metrics provided for the Bishop Burton campus and a notable uplift in the number of referrals provided for the same period of time for 2023/24 and 2024/25 and requested an update as to why that was. The APSRS explained the differential was an administrative issue in the electronic logging of incidents on a centralised system during a period of operational staffing change. The APSRS provided assurance that all appropriate actions and controls in safeguarding had been in place effective. Actions, including recruitment, had been implemented to</p>	

	address administrative process. The Committee welcomed the Report, which is to be developed further to include, for example, the impact of interventions.	
(2425.1) 11.2	Annual Safeguarding Report for the previous year <i>Reference was made to the 2023/24 Annual Report included in the Agenda Pack.</i> The paper was taken as read and for information having already been provided to the Corporation Meeting. <i>Ann Palin left the Meeting: 4:36pm.</i>	
(2425.1) 6	Quality of Teaching and Learning	
(2425.1) 6.1	<p>Quality of Education Improvement Strategy <i>Reference was made to the Quality of Education Improvement Strategy included in the Agenda Pack.</i></p> <p>The Committee reviewed the Quality of Education Improvement Strategy which consolidated the College’s previous Teaching and Learning and Quality Assurance Strategies. A summative rationale for the revised approach was provided along with the confirmation of the strategy’s correlation to the “Policy for Monitoring Of Teaching, Learning And Assessment for All” which was provided to the Committee for its approval, also.</p> <p>A Governor commented that sections 4 and 11 of the Strategy both dealt with KPI’s; noting a discrepancy between the two sets and asking whether both paragraphs were required. The APQE provided an explanation but confirmed that it would be clearer if the two paragraphs were consolidated and is to amend the strategy.</p> <p>ACTION: APQE to amend the Quality of Education Improvement Strategy to consolidate the two KPI paragraphs</p> <p>A Governor referred to FE Student Retention KPI of 93% and enquired, by way of comparison, what the metric was for the College in 2023/24. The APQE confirmed that it was 90%. Following consideration, a Governor commented that in May 2023/24 retention was 94.5% and queried why this had dropped between the short period of time from May to the end of the academic year. The Principal explained this was linked to curriculum design adding that once students had sat their exams, despite having a timetable, they did not always continue to attend College meaning, for example, internal assessment works were not always completed. The Committee noted the same and a Governor enquired how that impacted on progression/continuation given that the students did not complete in full. It was reported that some students did return to the College and were required to retake the missed assessments. The Principal confirmed this was being addressed.</p> <p>A Governor queried the length of the strategy. It was confirmed to be an annual document which would serve its purpose over the period of change and flux in the educational landscape. The Committee discussed the importance of being ambitious in driving the quality of education and, although acknowledging the shifting educational landscape, put forward that from 2025/26 the College needed to be looking at a longer-term trailblazing strategy for the quality of teaching and learning. Discussion was undertaken and a consensus with this approach agreed.</p> <p>Discussion moved on to the importance of register compliance and the impact of actions implemented to drive up compliance and improve student attendance such as providing portable devices to mark registers when administering tutorials outside of a standard classroom setting.</p>	APQE

	<p>Discussion continued around the quality of teaching and learning. A Governor commented that the College’s outcomes and performance in the 19+ cohort remained an area of development; noting the anticipated educational reforms targeted towards them. It was queried whether the Executive Team were confident that it understood its challenges and barriers around this cohort’s performance and was implementing required actions and interventions to drive-up and stabilise outcomes and performance before any further changes. The APQE explained that, internally, 19+ students had performed well and improved but the overall outcome had been adversely impacted by partnership arrangements which impacted the data set as a whole. A review of the College’s approach to utilising the Adult Skills Funding to develop the internal 19+ provision was outlined including a “tailored learning” approach which would help support local engagement/skills and generate interest in further study and engagement with the College.</p> <p>The Committee RESOLVED to RECOMMEND to the Corporation the Quality of Education Improvement Strategy for a one-year period pending the amendment noted.</p>	Corp
(2425.1) 6.2	<p>Attendance Summary and Actions to Improve</p> <p>The APFE explained that the Attendance Action Plan introduced had not had the level of impact envisaged and had been revised. Key points revisited included, register compliance, providing a clear structure for tutors to utilise consistently when dealing with attendance and increasing student engagement through, for example, reviewing expectations in the Student Charter and introducing attendance QR Codes for student to use.</p> <p>Other initiatives introduced were outlined such as free meals, monthly attendance awards and prize draws and lunchtime queue-busting passes. Reference was also made to improving student experience whilst on campuses and the works of the Student Association which will feed student voice into initiatives and strategies to be implemented.</p> <p>Attendance Intervention Plans have been introduced for students with less than 85% attendance supported through development works with MIS.</p> <p>Parental engagement with attendance was also discussed and the importance of engaging parents to supporting attendance through, for example, parent welcome events and distributing information about attendance policies and campus rules. It was reported, however, that some parents still exhibited a lack of commitment and a Parent Charter is to be implemented to communicate expectations for parents also.</p> <p><i>The APFE left the Meeting: 5:02pm</i></p>	
(2425.1) 6.3	<p>Feedback from Link Governor Visits</p> <p>The Committee noted that Link Governors will report their findings to the Committee and learning points forwarded to the Corporation. This process aims to close the loop between data analysis and on-the-ground triangulation.</p>	
(2425.1) 7	External Quality Assurance	
	The Committee were asked to consider and monitor the following:	
(2425.1) 7.1	<p>EQA Reports and Action Plans</p> <p><i>Reference was made to the External Quality Assurance Summary Report included in the Agenda Pack.</i></p> <p>The Report was summarised and the various types of reports and assessments conducted by awarding bodies highlighted. The Committee noted the significant</p>	

	<p>number of visits and reports which require management. Discussion was undertaken around the introduction of the new advisory visits for T levels and the intended supportive nature which provided valuable feedback and recommendations for improvement which the College had engaged fully with. The Committee also reviewed the risk ratings from External Quality Assurance Reports, focusing on areas with high-risk ratings and the steps being taken to mitigate these risks, where appropriate.</p>	
(2425.1) 7.2	<p>External Examiner Reports</p> <p><i>Reference was made to the External Examiner Reports included in the Agenda Pack.</i></p> <p>A summative overview was provided. The Committee acknowledged the key findings which highlighted strengths in teaching, learning, and assessment, as well as areas for improvement such as assessment methods. The continuous need for improvement in teaching and learning practices to align with academic standards and industry needs was noted.</p> <p>The Committee noted the positive feedback in most areas, particularly in teaching, learning and assessment. However, the ongoing need to refine assessment methods to reduce the burden on students and staff while maintaining academic standards was noted.</p>	
(2425.1) 7.3	<p>Compliance with HE OfS Regulations</p> <p><i>The item was taken out of order owing to the APHE not yet being in attendance.</i></p>	
(2425.1) 7.4	<p>Summary of HE Academic Misconduct</p> <p><i>Reference was made to the report entitled “ HE Academic Misconduct 2023-24 Summary (Final data as of Nov 2024)” included in the Agenda Pack.</i></p> <p>The APQE provided a summary overview, noting nine reported cases (representing a slight increase from previous years), primarily involving plagiarism and collusion. The use of Turnitin software to detect plagiarism was discussed as was the challenges of identifying AI usage in student work. The College is exploring new mechanisms to detect AI and improve assessment practices to reduce opportunities for misconduct.</p> <p><i>Sarah Reynolds Golding entered the Meeting</i></p> <p><i>Items were taken out of order</i></p>	
(2425.1) 4	<p>Access and Participation Plan Update</p>	
	<p>The Committee were asked to consider the update provided on Access and Participation Plan</p> <p>The APHE reported that the Access and Participation Plan had been submitted on time and feedback, as anticipated, had been received from the Office for Students (OfS) which related to points of clarity. Further feedback is awaited which is likely to be received after Christmas.</p> <p>The Committee NOTED the same.</p> <p><i>Items continued out of order</i></p>	
(2425.1) 5	<p>Curriculum Development</p>	
(2425.1) 5.3	<p>Validation of new HE Programmes</p> <p>The APHE reported no ongoing HE validation. It was explained that titles of existing programmes were being reviewed alongside possible adjustment to content in conjunction with appropriate Universities. It was explained however that even</p>	

	<p>amendment to course titles required a lengthy, time consuming, process which meant all changes needed to be made at the same time.</p> <p><i>Items continued out of order</i></p>	
(2425.1) 7	External Quality Assurance	
(2425.1) 7.3	<p>Compliance with HE OfS Regulations</p> <p><i>Reference was made to the report entitled “OfS Compliance Risk Tracker” included in the Agenda Pack.</i></p> <p>The Committee were asked to consider and advise the Corporation on the adoption of the OFS Compliance Tracker</p> <p>The APHE explained that the Compliance Risk Tracker detailed all of the College’s conditions of registration with the OFS. The APHE proposed that compliance be monitored and updates provided to each Committee Meeting. The Committee’s attention was particularly drawn to Condition E6 (Sexual Harassment and Misconduct) and cross-college actions were noted as required to meet this condition by August 2024. The approach and the recommendation to the Corporation was acknowledged</p> <p><i>Items continued out of order</i></p>	Corp
(2425.1) 8	Student Outcomes	
(2425.1) 8.2	<p>Results & Participation Rates from HE Induction Survey, including EDI analysis</p> <p><i>Reference was made to the report entitled “HE Student Induction Survey Summary 24-25” included in the Agenda Pack.</i></p> <p>The APHE explained an annual like for like comparison was not possible owing to the survey having been amended prior to the APHE joining the College. It was noted that the survey, in its current form, could not provide an EDI analysis but this could be looked at going forward. Metrics from September 2024 were referenced; a higher rate of response was noted although only 25% of engagement was noted from Level 7 students (predominantly, post graduate distance learners) which is an area of focus. The APHE outlined actions required. An induction “mop-up” is to take place to collate reflective feedback from Higher Education Academic Leads with a view of integrating the principles of the Belonging Framework into pre-entry and induction process to promote and enrich student experience to increase retention and completion rates.</p>	
(2425.1) 8.5	<p>NSS Results & Action Plan 2023/4</p> <p><i>Reference was made to the report entitled “NSS 2024 (Outcomes and Actions)” included in the Agenda Pack.</i></p> <p>An annual, incremental gain was noted against individual questions (demonstrating an improving picture) except for organisation and management which was circa 20% below sector average and has been a focus during induction. Management and consistency of communication to students and availability and accessibility to learning resources are being explored alongside a proactive approach of taking resources to student through the Life Coach and Study Skills teams. Assessment and Feedback and the Student Mental Health and Wellbeing Support scored strongly and were above sector averages.</p> <p><i>Reporting returned to Agenda Item 7.5</i></p>	
(2425.1) 7.5	<p>Summary of HE Mitigating Circumstances</p> <p><i>Reference was made to the report entitled “HE Mitigating Circumstances Summary Report” included in the Agenda Pack.</i></p>	

	<p>The APQE provided a summative overview of the Report provided.</p> <p>The APQE explained that 29 requests had been made; 90% of which were successful. The number of requests has reduced comparatively to the previous year. The highest number of requests were received in Animal (being the College’s largest cohort of students at Higher Education) and Canine. Reasons for applications of mitigating circumstances were outlined with an increase in the number for mental health.</p>	
(2425.1) 7.6	<p>Apprenticeship Accountability Framework update</p> <p><i>Reference was made to the report entitled: “Apprenticeship Accountability Framework update” included in the Agenda Pack.</i></p> <p>The Committee’s attention was drawn to the live dashboard (correct as of the date of the Report). The Committee noted the same. This item also taken in part under Minute (2425.1)3.1. The Executive referred to the earlier request for the breakdown of performance for each of the apprenticeship cohorts and reported as follows: 16–18-year-olds: 101 apprentices; 19- to 23-year-olds: 38 apprentices; 24+ year olds: 38 apprentices. It was noted that the highest proportion of apprentices were the 16- to 18-year-olds which remained below national average. The Committee noted that they looked forward to receiving detailed reporting on apprenticeships.</p>	
(2425.1) 8	<p>Student Voice and Student Experience</p>	
(2425.1) 8.1	<p>The Committee were asked to consider and monitor the following:</p> <p>Results & participation rates from FE Induction Survey, including EDI analysis</p> <p><i>Reference was made to the report entitled “FE Student Entry and Induction Survey Report – 2024/25” included in the Agenda Pack.</i></p> <p>The APQE provided a summary overview. Overall student satisfaction has risen by 2% and participation increased by 6%. Key strengths identified included students' sense of fairness and equality, their understanding of expected behaviour and a strong awareness of personal responsibilities for environmental issues. Areas for improvement were also noted including the need to increase the awareness of financial support available, engagement in extracurricular activities and induction. The Committee discussed the need for clear communication and support for students, particularly those transitioning from smaller, more contained environments to the larger college campus. The importance of ensuring that students were fully informed and supported at such an early stage in their student experience was emphasised. The Executive Team reported that a Campus Life Coordinator role had been created and appointed and would be responsible for student experience including the Student Association to drive up and enhance student engagement and their voice across the College. It was noted that the Campus Life Coordinator had already made a positive impact, with an increasing number of students expressing interest in leadership roles within the Student Association.</p> <p>The Committee noted the comparatively small number of students noting safety concerns and sought an update on actions taken to address these. The Principal confirmed these had been addressed and appropriate measures and support put in place.</p> <p>A Governor referred to paragraph 4 of the Report; noting the number of students at each of the Bishop Burton and Riseholme Campuses did not equal the number of responses detailed. The APQE is to look into this. A Governor asked whether the survey had been developed in-house or whether the survey was a standardised sector format which would allow benchmarking to other Colleges. It was confirmed that it was an in-house document.</p> <p>ACTION: APQE to review the metrics set out in paragraph 4 of the FE Student Entry and Induction Survey Report – 2024/25 and ensure they are accurate</p>	APQE
(2425.1) 8.2	<p>Results & Participation Rates from HE Induction Survey, including EDI analysis</p> <p><i>Item taken earlier in the reporting.</i></p>	
(2425.1) 8.3	<p>Feedback from Student Association</p>	

	<p><i>Reference was made to the report entitled Student Association Feedback included in the Agenda Pack.</i></p> <p>The positive appointment and impact of the Campus Life Coordinator since the start of term was noted. The VPGPP explained that elections for the role of student president had gone live and it was hoped that a Student President (who would become a Student Governor of the Corporation) would be announced shortly. The VPGPP explained that it was anticipated that only one President/Student Governor would be appointed this academic year as opposed to the three envisaged. The Committee noted the same. Discussion was undertaken and it was agreed that the Student Governor (once known) be invited to attend the Corporation Meeting to be held on 17 December 2024. The Committee requested that the Campus Life Coordinator be invited to the next Curriculum and Quality Committee Meeting.</p> <p>Action: DG and VPGPP to arrange for the Campus Life Coordinator to attend the next Curriculum and Quality Enhancement Committee Meeting</p>	DG / VPGPP
(2425.1) 8.4	Annual Complaints and Compliments Report	
	<p><i>Reference was made to the report entitled; "Customer Feedback Impact Assessment" included in the Agenda Pack.</i></p> <p>The Committee reviewed the Annual Complaints and Compliments Report, noting a decrease in complaints compared to the previous two years. A summary overview was provided with the largest proportion of complaints arising from full time FE Students which centred around students understanding course expectations. Discussion was also undertaken around complaints raised around staff behaviour and this was questioned more closely by the Committee. Actions and strategies arising from the outcomes of complaints were outlined, Accolades were referenced and outlined.</p>	
(2425.1) 8.5	NSS Results & Action Plan 2023/4	
	Item taken earlier in the meeting.	
(2425.1) 9	Student Outcomes	
	The Committee were asked to consider, monitor and advise the Corporation, as appropriate, on:	
(2425.1) 9.1	Final Qualification Achievement Rates for FE and Apprenticeships for previous year, including EDI analysis	
	<p>Key points noted, included:</p> <p>Overall Achievement:</p> <ul style="list-style-type: none"> Overall achievement has improved at 81.9% (76.6% the previous year) and is +2% above the national average of 79.8%; <p>16 to 18 year olds: Achievement</p> <ul style="list-style-type: none"> Level 1 has improved at 82.7% (60% the previous year) and is +4%. above the national average of 77.7%; Level 2 has improved at 81.5% (79% the previous year) and is +3.4%. above the national average. It was noted that the Maths and English data is factored into this achievement and the adverse impact that the changes to the grade boundaries had on this; Level 3 has improved at 86.8% (82% the previous year) and is +4.8%. above the national rate; <p>19+ learners: Achievement</p> <p>The 19+ learner cohort continues to present challenges, with only a slight increase in achievement rates.</p> <ul style="list-style-type: none"> Level 1 has improved at 75% (61% the previous year) and is +3.8%. above the national rate; Level 2 has improved at 79% (77% the previous year) and is +2% above the national rate; Level 3 has decreased at 74% (71% the previous year) and is -4% below national rate; 	

A key issue identified with this cohort was the retention of students on two-year programs who turn 19 before completion. This demographic has shown significant retention challenges and targeted interventions have been implemented.

Apprenticeship

- Apprenticeships achievement was noted as per previous discussions.

EDI Analysis:

- Males are outperforming females at Level 1 whilst females are outperforming males at Level 3. The data showed a higher percentage of females at Level 3 and more males at Level 1. At Level 2, where there is an equal split of male and female students, both genders are achieving at similar rates.
- No Difficulty/Disability and Difficulty/Disability: 5% achievement difference: no difficulty/disability are achieving higher outcomes
- EHCP / No EHCP: 12% achievement difference: no EHCP Students are achieving higher outcomes
- Bame / None BAME: 2.8% achievement difference: none BAME Students are achieving higher outcomes
- Students (FSM eligibility) / Students (No FSM eligibility): 3.1% achievement difference: Students not eligible for free school meals are achieving higher outcomes

It was outlined that mechanisms were being put in place to bring the tolerance level down across the piste to 1.5%.

English and Maths (GCSE Resit)

- English: 21% of students achieved a grade 4 (or above) (27% the previous year) being a -1% against the national rate.
- Maths: 15% of students achieved a grade 4 (or above) (21% the previous year) which is on par to the national rate.

Functional Skills achievements rates were also outlined and the Committee.

(2425.1) 9.2	HE Continuation Rates and Achievement Rates for previous year, inc EDI analysis	
	The Committee noted that the data was not available in the Agenda Pack. The APHE is to provide the data to the DG for circulation, as appropriate.	
(2425.1) 9.3	<p>ACTION: DG to circulate the OFS Dashboard Performance Data</p> <p>Agree College Achievement Rate Targets for current year</p> <p>The VPQES referred to the Strategic Objective and Priorities Document (SOP) which detailed KPIs for the current year. The targets were set as follows: 88% for attendance, 93% for FE retention, 83% for FE achievement, 62% for apprenticeship achievement, 70% for HE completions and 75% for continuation.</p>	DG
(2425.1) 10	Self-Assessment and Quality Improvement Plans	
	The Committee were asked to consider, monitor and advise the Corporation, as appropriate, on	
(2425.1) 10.1	<p>Final update on FE QIP from previous year</p> <p><i>Reference was made to the FE Quality Improvement Plan 2023/24 included in the Agenda Pack.</i></p> <p>The APHE provided a summary overview noting significant improvements in certain areas, such as the achievement rate for extended certificates in English and Maths and construction Level 1.</p> <p><i>Part of this item was taken as confidential</i></p>	

(2425.1) 10.2	<p>Draft FE Self-Assessment Report for previous year</p> <p><i>Reference was made to the Draft College SAR - 2023/24 included in the Agenda Pack.</i></p> <p>Discussion opened on the draft FE Self-Assessment Report. A Governor raised concerns about the duration of time remaining in the meeting to allow appropriate, adequate, levels of discussion and scrutiny to ensure a thorough validation process of the document. The lateness of the document provided to the Committee and the ability of the Governors to review this in full was noted. Discussion was undertaken and it was RESOLVED that comments prepared from a Governor would be provided to the Executive Team for consideration (<i>noted in the record as tabled item 2</i>) and a Special Meeting convened to allow for detailed review and discussion before presentation to the Corporation. The Committee concurred that the document required further scrutiny and the DG is to convene a Special Meeting. Gray Towse is to chair the Special Meeting. The Principal explained that the internal operational process around the validation of the SAR was being reviewed.</p> <p>ACTION: DG to convene a Special Meeting of the Curriculum and Quality Enhancement Committee and circulate the Governor’s comments on the SAR to the VPQES</p> <p>The Committee RESOLVED that Items 10.1, 10.2, 10.3 , 10.4, 10.5 and 10.6 be taken as part of the Special Meeting of the Curriculum and Quality Enhancement Committee.</p>	DG
(2425.1) 10.3	<p>Draft FE QIP for current year</p> <p><i>Reference was made to the Draft College SAR - 2023/24 included in the Agenda Pack.</i></p> <p>To be taken as part of the Special Meeting.</p>	
(2425.1) 10.4	<p>Final update on HE QIP from previous year</p> <p><i>Reference was made to the HE Quality Improvement Plan 2023/24 included in the Agenda Pack.</i></p> <p>The APHE noted, in summary, that leadership continuity had adversely impacted against the implementation of all actions. It was explained that the paper provided an evaluation and update on actions undertaken by the current APHE and identified those actions which would be carried forward into the 2024/25 cycle. The APHE explained that a revised format for the HE QIP, which aligns to the OfS Life Cycle, was to be taken forward. Module Survey results are to be included, once analysed.</p> <p>ACTION: Module Survey results to be included in the HE QIP once analysed and shared with the Committee</p>	APHE
(2425.1) 10.5	<p>Draft HE Self-Evaluation Report for previous year</p> <p><i>Reference was made to the Draft HE Self-Evaluation Report for the previous year, included in the Agenda Pack.</i></p> <p>To be taken as part of the Special Meeting of the Curriculum and Quality Enhancement Committee.</p>	
(2425.1) 10.6	<p>Draft HE QIP for current year</p> <p><i>Reference was made to the Draft HE QIP for the previous year, included in the Agenda Pack</i></p> <p>To be taken as part of the Special Meeting of the Curriculum and Quality Enhancement Committee.</p>	
(2425.1) 11	<p>Committee Self-Assessment</p> <p><i>Reference was made to the Committee Self-Assessment for the previous year, included in the Agenda Pack</i></p> <p>The Committee were asked to receive, consider and discuss the Committee Self-Assessment and advise the Corporation as appropriate</p> <p>The Committee reviewed the Self-Assessment and noted that some of the improvement works identified had already been implemented. The Committee agreed to continue evaluating the effectiveness of these changes and make further adjustments as needed. The importance of timely document distribution was emphasised to allow Governors</p>	

	sufficient time for review and preparation. The DG thanked the Committee Members for their input noting the continued investment in self-assessment questionnaires would allow the Committee to direct and continuously monitor its performance and improvement.	
(2425.1) 12	Policies	
	<i>All policies noted were included in the Agenda Pack.</i>	
(2425.1) 12.1	The Committee were asked to consider and advise the Corporation, on the approval , of the:	
(a)	Academic Admissions Higher Education Policy (2024/25) The APHE confirmed that the policy was signed off at the beginning of her tenure and would be reviewed within a 12-month cycle rather than the standard 24 months	
(b)	Teaching, Learning and Assessment Policy The Committee referred to the wording set out in paragraph 4.4 which appeared incomplete. The need for minor revisions to ensure clarity and completeness was noted. It was RESOLVED that the policy would be approved and recommended to Corporation pending the amendment noted. ACTION: Paragraph 4.4 of the Teaching, Learning and Assessment Policy to be amended	VPQES
(2425.1) 12.2	The Committee were asked to consider and approve the following:	
(a)	Alcohol and Substance Misuse Policy Discussion was opened around paragraph 2 of the Policy Statement and whether this was sufficiently clear in its purpose. The VPGPP is to review this and provide alternate wording. ACTION: VPGPP to review paragraph 2 of the Alcohol and Substance Misuse Policy	VPGPP
(2425.1) 12.3	Any other Urgent Business	
	The Chair thanked everyone for attending the meeting noting the length of the Agenda had resulted in an overrun. This is to be reviewed going forward.	

There being no further business, the meeting closed at circa 6:10pm

Chair _____

Name _____

Date _____

Appendix One

Min Ref	Title	Action Point	Person/s Responsible	Action Taken
28 November 2023				
23.8(a)	To consider and advise the Corporation on the Teaching and Learning Observation Strategy	Update (as of 11 June 2024): <ul style="list-style-type: none"> Teaching and Learning Observation Policy : Complete Teaching and Learning Strategy: Carried Forward. Proposition Statement circulated; feedback received. 	APQE APQE	Complete The Teaching and Learning Strategy and the Quality Assurance Strategy have been merged into the Quality of Education Strategy, (On Agenda),
23.13(c)	Policies	Update (as of 11 June 2024): <ul style="list-style-type: none"> APHE and MISD to provide the Academic Admissions Higher Education Policy to SLG w/c 17/06/2024 for review and make the policy available to the Committee in the Autumn Term. 	APHE and MISD	On Agenda
12 March 2024				
23.20(a)	Further Education, Higher Education and Apprenticeships: Apprenticeships	Update (as of 11 June 2024) Apprenticeship Manager and APQE to liaise and ensure all student satisfaction questionnaires survey are circulated to apprentices (and participation increased) and included in the quality and governance cycle	APQE/ Apprenticeship Manager	Verbal Update
11 June 2024				
23.29	HE: APP	APHE to provide timeframe and scope of work required to draft the APP	APHE	Complete
23.34a(i)	FE: Quality Improvement	<ul style="list-style-type: none"> Update to be provided on the effectiveness and impact of the FE Restructure Operational lead to be aligned to each QIP Action APQE to provide an update on whether actual achievement can be rag rated against a forecasted achievement 	DPHROS APQE APQE	Verbal Update Complete On Agenda: Included on SAR
23.35	Apprenticeships	APBD to include three years of outcome data in reporting to Governors	APBD	Provided. To be included going forward.
23.26	Accountability Agreement	<ul style="list-style-type: none"> APQE to liaise with the Principal around the inclusion of “retro fitting” and provide a completed draft to the DG DG to circulate the revised draft Accountability Agreement to Corporation for their comment in advance of liaising with the Chair of the Corporation to seek final approval through delegated authority 	APQE DG	Complete Complete
23.38	Policies	<ul style="list-style-type: none"> MISD to amend the Academic Admissions Further Education Policy 	MISD	Complete. Approved at Corporation on 9 July 2024

