

**Non-Confidential Minutes of the Curriculum Quality and Enhancement Committee Meeting
held on Tuesday 14 October 2025 at 4:00pm**

Corporation Members	Appointed as	Chair/Vice	Apologies
Gray Towse	Independent Member	Chair	
Susan Hamer	Independent Member		
Adam Milner	Independent Member		
Danny Metters	Ex-Officio		<i>(by virtual attendance)</i>
Adam Milner	Independent Member		
Olly Nicoll	Independent Member		
Laura Woodhouse	Staff Elect		
Independent Member	VACANT		
Student Governor	VACANT		
Student Governor	VACANT		

In Attendance

Rebecca Brassington	Head of Higher Education		(HHE)
Kate Calvert	Chief People officer		(CPO)
Beth Curtis	Vice Principal Riseholme and Business Development <i>(by virtual attendance)</i>		(VPRBD)
Sharon Mansell	Vice Principal Quality of Education and Skills		(VPQES)
Sallyanne Pearson	Director of Governance		(DG)
Helen Wooldridge	Vice Principal Growth, Planning and Performance		(VPGPP)
Petra Williams	Interim Director of Teaching Excellence & Innovation		(IDTEI)

Rachel Robson Stone King Solicitors, External Board Reviewer *(by virtual attendance)*
(until end of Item 9.1)

In advance of the Committee Meeting being formally convened, Governors were invited to attend a Student Residential Tour of the College's Residential Provisions

(2025/26/CQE1)

1 Welcome and Apologies

The Chair opened the meeting and welcomed all attendees. Acknowledging the demanding agenda ahead, the Chair emphasised the importance of conducting the meeting efficiently. The Chair extended thanks to Susan Hamer for her previous contributions chairing the Committee Meetings and expressed a commitment to maintaining the high standards set. A warm welcome was extended to Rachel Robson, who was observing the Meeting as part of the External Board Review.

Apologies were received from Rachel Richardson who was unable to attend.
Danny Metters and Beth Curtis joined the meeting via virtual attendance.

It was noted that, due to the extended duration of the Student Residential Tour, there was insufficient time to deliver the Social Care Common Inspection Framework (SCCIF) Training Session prepared by the CPO. It was **RESOLVED** that this would be included as part of the Governor's Strategic Sprint on 5 November 2025.

ACTION: Social Care Common Inspection Framework Training Session to be included on the Strategic Sprint Agenda

2 Declarations of Interest

- (a) **Consider and declare, as required, amendments to the Register of Interest**
(the Register of Interest: Corporation Members, Executive and Director of Governance, was included in the Meeting Pack)

The DG confirmed that the annual reminder had been circulated to all Governors and the Register of Interest was being updated as and when responses were received. The Chair confirmed the Register of Interest was provided to every meeting and continually monitored.

- (b) **Consider and declare conflicts of interest to items arising as part of the evening's business**

Nothing raised.

3 Minutes and Actions Arising

(All minutes detailed and ancillary action summaries were included in the Non-Confidential or Restricted Confidential Meeting Pack)

- (a) **Minutes of its Meeting held on 10 June 2025**

The Non-Confidential and Confidential Minutes were **APPROVED** as a true and accurate record of the Meeting.

- (b) **Action Summary**

The Action Summary was discussed. Actions were noted as complete or included on the Meeting's Agenda. Updates were provided in respect of the following:

- **Action 6.1:** "VPQES to ensure standardisation of quality reporting across FE and HE" - this action remains in progress with standardisation ongoing.
- **Action 8:** "VPGPP to develop a Growth Strategy which includes demographic modelling and cross reference to a costed and sustainable Estates Strategy in readiness for discussion at the November Strategic Sprint" - it was reported that an update would be provided as part of the Principal's Update (Agenda Item 5) and included as part of the Governor's Strategic Sprint on 5 November 2025.

4 Safeguarding

(The Executive Summary Report entitled: "Safeguarding Report 2024/25 full year and 2025/26 update" and ancillary reporting were provided in the Meeting Pack)

The VPGPP presented the Safeguarding Report, noting there was not a significant amount of new information since the last update in June 2025. The VPGPP noted the number of referrals and emphasised the importance of differentiating between well-being issues and safeguarding thresholds. Training for academic staff on referral thresholds and improvements in reporting systems were noted. Shelley Newton was confirmed to have taken over the role of Designated Safeguarding Lead from 1 September 2025 and a Link Governor Visit from, Chris Henson, as the Corporation's Link Governor for Safeguarding, PREVENT and Residential was noted. The importance of the College's approach to continuous review and strengthening of communication between the Safeguarding and Residential Teams was acknowledged. It was confirmed that the Safeguarding Policy would be provided to the next Corporation Meeting for its review and approval.

A Governor requested an update on the proposal to bring two counsellors in-house at the College, specifically asking whether they had now been appointed. The Governor also followed up on previously discussed changes to the counselling service booking system, inquiring whether a new access model had been introduced. The VPGPP confirmed that two counsellors are now in post and are in the early stages of their roles. They will be reviewing the service delivery model, including how impact is measured. It was acknowledged that the previous sessional agency arrangement had limitations - particularly when students missed appointments - leading to inefficiencies and underused capacity. The new in-house model is expected to offer greater flexibility, enabling counsellors to be redeployed in response to demand. While it is too early to evaluate the full impact of these changes, the VPGPP stated that outcomes will be monitored, analysed, and updates provided.

Part of this item was taken as confidential

The Chair of the Committee proposed that the newly appointed Designated Safeguarding Lead be invited to Committee Meetings to present the Safeguarding Report. The VPGPP is to make arrangements to facilitate this.

ACTION: DSL to be invited to the C&QE Meetings going forward, to present the Safeguarding Reports

5 Growth Strategy - Curriculum Development and Strategic Sprint Proposal

(The PowerPoint entitled : “The Growth Strategy - Curriculum Development and Strategic Sprint Proposal Curriculum and Quality Committee Principal’s Update” was provided in the Meeting Pack for advance review by the Committee)

The Principal presented to the Committee.

A comprehensive update was provided on how curriculum planning is being aligned with the College’s new Strategic Plan. Due to time constraints and timetabling requirements, it was noted that curriculum planning had progressed in parallel with the strategic approval process to ensure timely implementation.

Part of this item was taken as confidential

The Committee supported the approach put forward; acknowledging that the emerging direction of travel reflected a shift towards “smart” growth which prioritised high-value, high-impact provision over volume-driven expansion. The Committee noted this approach as a positive step towards strengthening the College’s national profile and ensuring long-term resilience.

6 Self-Assessment and Quality Improvement Plans

6.1 Final update on 2024/25 FE QIP

(the Executive Summary Report entitled “Final FE Quality Improvement Plan 2024/25” and ancillary reporting was included in the Meeting Pack)

The VPQES summarised the outcomes of the 2024/25 Further Education Quality Improvement Plan (**2024/25 FE QIP**) to the Meeting; acknowledging the ambitious targets set for 2024/25. Progress was reported as variable with some areas showing improvement and others requiring further attention.

Key points reported, included:

Achievement

- Achievement rates for apprenticeships is strong, reaching 72% (a positive 11% increase from the previous year and 8% above National Average)
- Overall, FE achievement (excluding apprenticeships) was 81% (1% below the previous academic year and 4% below the National Average)
- Level 2 achievement has declined by 5% to 88% (now 3% below National Average) which was attributed largely to GCSEs components and the change in grade boundaries
- Level 3 achievement remained above National Average but have declined compared to 2023/24
- Level 3 EPYP pass rates remain above National Average but have declined compared to the previous year across all qualification types (BTEC, NCFE, C&Q)
- T Levels are strong at 96% achievement
- Adult Skills has increased to 81% (a positive increase of 6% from the previous year but 2% below National Average), indicating positive momentum

Attendance

Overall attendance was reported as 82%, being consistent with previous year’s performance but below the College KPI set at 88%. A new Attendance Strategy had been implemented to address inconsistencies in register marking, particularly for learners working remotely due to medical or other valid reasons. The strategy includes measures to better capture inclusive attendance data and ensure and reflective reporting.

Equality, Diversity & Inclusion (EDI)

The VPQES reported mixed achievement across EDI learner groups; some gaps have narrowed to 1.5% or less however gaps persist in some other areas and further work is required to ensure equity across all areas.

Teaching and Learning Standards

Teaching and learning quality were reported to remain high - with 90% of curriculum areas rated as ‘Good’. It was noted that the language would need to be updated in future iterations to reflect changes in the OFSTED Framework.

Staff and Student Satisfaction

Both staff and student satisfaction levels have increased compared to previous years, indicating positive engagement and morale.

Data Corrections and Clarifications

The VPQES noted several errors on the Executive Summary Report, as follows.

- the FE achievement rate should be noted as 1% below the last academic year and not “below target”
- Level 2 pass rates are 6% below the College KPI
- The final outcomes bullet point should reflect that achievement is 6% below target

A corrected Executive Summary Report is to be circulated. It was confirmed that the data set and observations within the summary are accurate.

ACTION: VPQES to provide an amended Executive Summary Report for the 2024/25 QIP for circulation to the Committee

The Committee **noted** the final position of the 2024/25 FE QIP

6.2 Draft 2024/25 FE Self-Assessment Report

(the Executive Summary Report entitled “SAR 2024/25 and QIP 2025/6” and ancillary documents were provided in the Meeting Pack)

The Committee reviewed the College’s 2024/25 Self-Assessment Report (**2024/25 SAR**), which was noted to have undergone a revised and comprehensive, whole-college, approach. The VPQES reported that the 2024/25 SAR was developed with significant contributions from the IDTEI the Principal and other Senior Leaders and underwent rigorous validation including external scrutiny by a consultant.

It was noted that the Committee’s Chair had also been involved in the review, scrutiny and development of the draft 2024/25 QIP and the draft 2024/25 SAR and 2025/26 Further Education Quality Improvement Plan (**2025/26 FE QIP**).

Key points noted, included:

Overall Judgement

It was reported that the College has self-assessed as “Good” under the current OFSTED Education Inspection Framework. Transition to the new framework is planned for the next cycle.

Key Strengths Identified

- Clear strategic vision and improved morale and culture across the College
- High-quality teaching delivered by well-qualified staff
- Strong partnerships with employers, particularly in specialist sectors
- Excellent specialist facilities supporting vocational and academic learning
- Effective support for high-needs learners
- Wide-ranging enrichment opportunities for young people
- Achievement rates above national averages in several areas

Key Areas for Improvement

- Improve attendance and pass rates for study programmes, particularly Level 2
- Ensure consistency in teaching quality and behaviour management
- Strengthen progress tracking and learner support mechanisms
- Expand employer engagement in green and emerging sectors
- Increase enrichment opportunities for adult learners and apprentices

The Committee took each category in turn; looking to collectively agree and recommend to Corporation a grading for each area.

The Committee **RESOLVED** to recommend the following gradings to the Corporation:

- **Quality of Education:** the provision was graded overall as “Good” with one area identified as “Requires Improvement”. An explanation was given regarding the incorporation of Maths and English GCSE components into the overall Level 2 achievement, highlighting the importance of improving outcomes in these subjects. **The Committee discussed the impact across all Colleges, noting the support required**

for students resitting GCSEs after not achieving the required grades at school. It was noted that some students lacked engagement, having previously struggled with Maths and English, but improving achievement in these areas is essential to raising overall Level 2 outcomes. The Principal noted that a grade boundary uplift in 2023/24 had led to more students entering further education in 2024/25 without the required Maths and English levels. A continued increase has been evidenced in 2025/26. The Principal explained that, in response, the College was developing targeted actions and initiatives to tailor the teaching and learning of Maths and English to better meet student needs.

The Committee continued its discussion on the critical impact of attendance on student achievement. It was noted that the current attendance rate of 82% falls significantly short of the College's target and is likely to negatively affect overall achievement outcomes. A Governor added that this was an issue that been raised and discussed extensively in previous Committee Meetings. A Governor noted that while remote support had been provided to students, it had not improved overall achievement. The Committee emphasised that the overall student experience - both in the college environment and in lesson delivery needed to be enhanced - to encourage greater physical attendance. It was further noted that without improved attendance, the ambitious achievement targets set for the 2025/26 academic year were unlikely to be met.

- **Behaviour and Attitudes:** The provision was graded as "Good" overall, with one area identified as "Requires Improvement". An explanation was provided, noting that under the current framework, a "best fit" of evidence relating to positive behaviour and attitudes would typically support a "Good" grade. However, under the new framework, the "best fit" approach has been removed, making this area a particular focus for improvement.
- **Personal Development:** The provision was graded as "Good" overall with strong evidence across all provision types. It was added that there was potential for an "Outstanding" grading, if enrichment for adults was improved.
- **Leadership and Management:** The provision was graded as "Good" overall with some Outstanding features. It was reported that the section included reference to governance and strategic oversight. It was added that the Overall Grading remained as "Good/Outstanding" which is an error and is to be amended too "Good".

ACTION: VPQES to amend the 2024/25 FESAR - the Leadership and Management Judgment is to be amended to "Good".

The Chair of the Committee noted that the external scrutiny involved in the validation process had been particularly robust, offering both constructive feedback and positive recognition of the College's unique context and practices. The Principal added that feedback from the Committee had directly shaped the revised format and structure of the 2024/25 FE SAR alongside the depth of scrutiny and challenge applied. The collaborative approach was acknowledged as a key factor in ensuring the 2024/25 FE SAR supported continuous improvement and accurately reflects the College's strengths and areas for development.

The Committee continued its discussion on the College's growing emphasis on measuring students' "distance travelled" or progress - specifically in terms of attendance - from their point of entry to the end of their studies. It was noted that this approach provides a more meaningful and personalised measure of progress for each student.

The Committee **RESOLVED** that the 2024/25 FE SAR was a fair and honest reflection of the College's performance. The document was formally **RECOMMENDED** to the Corporation for its **APPROVAL** with the Overall Grading of "GOOD".

6.2 Draft 2025/26 FE QIP

(Taken as part of Item 6.1)

It was explained that the draft 2025/26 FE QIP would be derived from the 2024/25 FE SAR's areas for improvement and other performance data and that the Committee would monitor updates its meetings. The VPQES added that the 2025/26 FE QIP had been stripped back to key priorities of focus and impact - with continuous monitoring in line with the overarching Quality of Education and Skills Strategy.

The Committee **RESOLVED** to **RECOMMEND** the 2025/26 FE QIP to the Corporation for its **APPROVAL**.

6.3 Final update on 2024/25 HE QIP

(the Executive Summary Report entitled HE QIP 2024-25 and ancillary papers were included in the Meeting Pack)

The Committee received an update on the reporting cycle for Higher Education (HE) noting the HE data was reviewed later due to the timing of external regulatory submissions. The update provided focused on the conclusion of the 2024/25 Higher Education Quality Improvement Plan (**2024/25 HE QIP**) and the transition into the 2024/25 Higher Education Self Evaluation Document (**2024/25 HE SED**) and the new 2025/26 Higher Education Quality Improvement Plan (**2025/26 HE QIP**).

It was acknowledged that a Special Meeting had been proposed in December to allow for the scrutiny of the 2024/25 HE SED and 2025/26 HE QIP.

The HHE provided a summary overview of the 2024/25 HE QIP to the Committee. Key points included:

- **National Student Survey (NSS) Outcomes:** The Committee was presented with a summary of the latest National Student Survey (NSS) results for final-year students. Key improvements were noted across several criteria:
 - Organisation and Management: significant improvement was noted in a historically challenging area
 - Student Union Engagement: positive growth following targeted initiatives - however further development is needed
 - Module Surveys: improvements were noted, with a focus on increasing participation rates to ensure more reliable and representative data.

The Committee acknowledged the importance of building trust in survey processes and using the data to inform targeted actions.

- **Office for Students (OfS) Dashboard Monitoring:** the Committee reviewed data from the OfS Dashboard, which included lagged indicators from the 2023 cohort. Key points included:
 - Continuation Rates: there has been an improvement in continuation rates which is now above threshold
 - Completion and Progression: these continue to track slightly below threshold and require a continued focus

The HHE emphasised that continuation and completion metrics were monitored closely in-year to ensure that moving forward - two years ahead – the College could be confident that these thresholds would be exceeded. It was also noted that these metrics play a critical role in qualifying for the Teaching Excellence Framework

Reporting continued on progression data, highlighting the need for the College to further develop the support mechanisms to assist graduates to their transition into professional roles. The Committee discussed the importance of ensuring that graduates are well-prepared for employment and that their post-study destinations reflect the value and relevance of their qualifications.

- **In-Year Continuation and Completion:** is currently above target at 87% but will be confirmed at the Special Meeting in December owing to a number of students falling within the mitigation process. Final engagement data will be confirmed in the December Self-Evaluation Document.
- **Attendance and Engagement:** attendance and engagement levels for HE students are consistent with previous years. However, the HHE noted there remained scope for improvement and that similar initiatives to those implemented by FE had been applied across both areas to drive consistency of expectation.
- **Access and Participation:** a refreshed dashboard is being implemented to improve monitoring and evaluation of progress against widening participation targets. This will provide greater in-year visibility and accountability compared to previous systems.

A Governor commended the directions of travel; noting that key areas were beginning to be impacted positively owing to sustained improvement efforts. It was recognised that fundamental improvements in areas such as student experience and satisfaction were essential for sustainable growth adding that students acted as ambassadors, attracting future enrolments. The Committee commended the NSS results which showcased the distinctiveness of the Bishop Burton and Riseholme student experience.

The Principal added that the structure of the HE QIP will align with the FE QIP for consistency. The reporting mechanism will include RAG ratings and will be presented at the Special Meeting in December.

The Committee **NOTED** the final position of the 2024/25 HE QIP

7 College Achievement Rate Targets 2025/26

(The Executive Summary Report entitled “College Achievement Rate Targets 2025/26” were provided in the Meeting Pack)

VPGPP presented the proposed achievement rate targets for the 2025/26 academic year, building on performance from 2024/25. The Committee was asked to approve the following headline targets:

- **Overall FE Achievement Rate:** 86% - remaining consistent with previous years and above the National Average threshold in recognition of the detailed analysis and actions for improvement detailed in the 2025/26 FE QIP
- **Apprenticeship Achievement Rate:** 73% - to reflect a modest increase, acknowledging the College's current position being significantly above the National Average

A Governor asked whether the targets applied to all age groups and whether more specific targets would be set for 16–18-year-olds and adult learners. The VPGPP confirmed that the targets were 'all age' and aligned with the Strategic Key Performance Indicator. It was noted that further breakdowns by age group (16–18 and 19+) and by curriculum level would be set separately.

A Governor referred to the analysis of why the Achievement Targets had not been met for 2024/25, highlighting concerns particularly around English and Maths GCSE outcomes for Level 2 students. The Governor asked what strategies and actions the College plans to implement in 2025/26 to address these areas for development and to prevent a further negative impact on achievement rates. The VPQES referred to the Quality of Education and Skills Strategy which had now been implemented and would drive quality improvement. Actions to be implemented, included:

- **Pedagogical Reform:** GCSE Maths and English will be taught through vocationally contextualised topics e.g. if the topic is percentages, it will be linked to relevant vocational applications enhancing relevance and engagement.
- **Curriculum Accountability:** Curriculum areas will be given specific achievement targets and held accountable for delivery.
- **Individualised Student Target Setting:** Students will receive personalised academic targets with milestone tracking throughout the year.

Part of this item was taken as confidential

- **Increased Delivery Hours:** In line with government guidance, delivery hours for Maths and English will be increased to support improved achievement.
- **Organisational Development:** A whole-college approach is being adopted, with emphasis on performance management, objective setting and cultural change to support student outcomes.
- **GCSE Attendance Strategy:** Measures are being considered to ensure students attend all GCSE papers, including targeted support for those at risk of non-attendance.

Following discussion, the Committee noted the response from the Executive Team and **RESOLVED to RECOMMEND** the College Achievement Rate Targets to the Corporation noting the assurance they remained achievable through the impact of the above actions/initiatives.

8 Quality of Teaching and Learning

8.1 Quality of Teaching and Learning Report

(the Executive Summary Report entitled "Observation of Quality of Teaching and Learning Approach 2025/26" and ancillary papers were provided in the Meeting Pack)

The VPQES summarised the new observation procedure and its alignment with the new Quality of Education and Skills Strategy. It was explained that the revised procedure aimed to address current challenges including achievement, attendance issues and the lack of momentum in last year's developmental observation initiative. The new framework introduces four key activities:

- Developmental Observations
- Probationary Observations
- Learning Walks *(formerly class visits, now aligned with sector standards)*
- Spotlight Reviews

The four key activities were summarised as follows:

- **Spotlight Reviews:** an overview of the Spotlight Review process was provided; which involves an in-depth analysis of curriculum areas using data to identify key lines of inquiry which will be explored in collaboration

with Curriculum Heads of Area. The reviews will assess student progress, attendance, retention and any emerging concerns at the curriculum level. The process includes engagement with staff and students and concludes with a report outlining recommendations. Curriculum areas will be graded using a BRAG rating system, with a focus on holistic performance rather than individual observations

- **Observer Training:** a new “licensing system” for observers is being introduced. Observers will undergo two hours of training, including feedback techniques and shadow observations. Successful participants will receive a licence and badge, ensuring a standardised approach across the institution. Only trained observers will conduct formal observations; senior leaders may conduct informal visits.
- **Strategic Impact:** the procedure supports strategic goals including curriculum and teaching excellence, inclusion, digital pedagogy, employer engagement and student success. A strategic impact table is included to measure outcomes.

The Committee **RECEIVED** the process/policy put forward for its consideration.

8.2 Quality of Education and Skills Strategy: Implementation and Impact

(the Executive Summary Report entitled Quality of Education and Skills Strategy: Implementation and Impact, was included in the Meeting Pack)

The VPQES explained that the Strategy had been rolled out through development days featuring expert speakers and internal showcases of best practice. "Key focus areas include high-impact teaching, inclusive practices, assessment for learning, and the application of universal design for learning principles. Improvements have been made to tutorial structures, including more effective SMART target setting and enhanced tracking systems. Staff compliance with these processes has also increased.

Progress Review Boards are to be held three times annually (November, February, May) with a revised, focused agenda.

Early progress has been strong, with managers actively engaged and aligned with expectations from the outset of the academic year.

The Committee expressed encouragement regarding the progress made and the clarity of the new procedure. Governors noted the importance of a shared language across HE and FE and the positive impact on staff confidence and teaching standards. A Governor also referred to the buy-in required from the Curriculum Managers who will act as the engine room for driving the implementation of the Strategy and its processes.

The Committee **RECEIVED** the update provided.

9 Student Recruitment, Voice and Experience

(the Executive Summary Report entitled “Student Recruitment Update” was provided in the Meeting Pack)

9.1 Student Recruitment Report

The VPGPP provided an update on student recruitment for the 2025/26 academic year. Key points arising, included:

- current enrolment is circa 90 students above allocation, down from 104 previously reported with some withdrawals occurring as expected. Recruitment remains live;
- the College is below the threshold for in-year growth funding (110 above allocation). Over-recruitment will benefit next year’s financial position;
- T Level recruitment fell short due to unmet grade requirements but students have been retained and realigned to appropriate alternative programmes;
- recruitment is around 50 students below last year. Projected income reduction is approximately £400,000, exceeding the £200,000 budgeted shortfall;
- growth areas were outlined including overall recruitment at the Riseholme campus and in land-based subjects which had met or exceeded their targets. Particularly reference was made to an increase in recruitment to Agriculture by circa 10 to 12%.

The VPRBD provided an update on marketing and recruitment activity; noting that late-stage FE enrolment continued and a summer campaign had spanned across radio and digital marketing. There is now a shift in focus to 2026/27 recruitment. Open days are scheduled at both campuses.

Governors reviewed the data provided and noted positively the College's efforts to increase recruitment in land-based subjects. In particular, they welcomed the reported increase of approximately 10–12% in agricultural student numbers, reflecting the positive impact of recent initiatives. Governors also noted growth in Level 1 and Level 2 enrolments in Construction, with the expectation that this will support progression into Level 3 provision and apprenticeships in future years.

A Governor referred to the growth of students at the Riseholme Campus noting this was predominantly in foundation studies. A query was raised around why this cohort had increased so significantly. The VPGPP explained that an executive decision had been made to restructure certain foundation courses. These courses will now be delivered as standalone Level 1 Awards under the Foundation Studies umbrella, rather than being embedded within existing curriculum areas. It was noted that this change means the current provision is not directly comparable to the previous year's structure. **Discussion continued around demographics; Governors queried whether there was any trends or pattern as to why there was a particularly growth this year.** The VPGPP explained that feedback suggested the positive level of wrap around care provided by the College; making them the College of choice.

A Governor referred to the 2025/26 position for retention and withdrawals; querying whether drop out rates were tracking similar to the 2024/25 cohort. The VPGPP explained that the College was tracking below the 2024/25 end point but added some withdrawals did still need processing. **A Governor queried whether the Executive Team had noticed any trends on why the students were withdrawing.** The VPQES reported there were none, in particular, but added that all withdrawals were reviewed and verified with increased scrutiny on ensuring that any areas identified which could be addressed by the College were being reviewed.

Part of this item was taken as confidential

The Committee **RECEIVED** the updated provided.

The Chair commented that the following items in Agenda Item 9, would be taken as read for information and requested with only questions or comments being raised for discussion.

Rachel Robson left the Meeting

9.2 NSS Results and Action Plan 2024/25

(the Executive Summary Report entitled "NSS Action Plan and Final Report" was circulated in the Meeting Pack)

Taken as read. No further questions arising.

9.3 Student Services Strategy: Implementation and Impact Update

(the Executive Summary Report entitled "Student Services Strategy Implementation Plan Progress Update" and ancillary papers was circulated in the Meeting Pack)

The VPGPP explained that that many of the strategy's measures were scheduled for evaluation later in the academic year. The successful completion of the college's Matrix reaccreditation, which overlaps with the Strategy's areas of focus, was reported.

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

9.4 EDI Strategy and EDIMs: Implementation and Impact Update

(the Executive Summary Report entitled "EDI Strategy and EDIMs – Implementation Plan progress update" and ancillary papers were circulated in the Meeting Pack)

The VPGPP explained that the Strategy had only recently been approved and confirmed the College's recent commitment to the Association of Colleges' EDI Charter. Progress and adherence to the Charter is being tracked through the Strategic Plan and Implementation Plan Tracker to ensure alignment across various initiatives.

A Governor noted, positively, the narrowing of the achievement gap between EHCP learners and their peers.

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

9.5 Complaints and Compliments

(the Executive Summary Report entitled "Customer Feedback Report Complaints and Compliments 2024-25" and ancillary papers were circulated in the Meeting Pack)

It was reported that the primary focus had been on closing off the 2024/25 cases and implementing recommendations from the previous report. Key actions include improving the accuracy and timeliness of complaint recording and ensuring the impact of resolutions is properly documented.

A Governor noted that receiving complaints could be seen as opportunities to support improvement of the student experience. A more detailed update is expected at the next meeting.

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

10 Update on the Student Association and Student Governor Recruitment

(the Executive Summary Report entitled Student Association and Student Governor Update were included in the Meeting Pack)

The Committee received an update on the revised approach, which was redesigned last year to better distinguish between Student Association roles and Student Governor appointments, with the aim of improving engagement and clarity.

The VPGPP confirmed that the College had attracted a strong interest in Student Association positions, particularly from returning students and had continued to fill roles. A new recruitment process for Student Governors has also been introduced, involving expressions of interest / self-nomination, followed by formal interviews conducted by the VPGPP and the DG. As a result, two student governors have been appointed. The term of office for Student Governors has been amended to align with their course duration meaning mentoring and succession planning to support continuity in student governance. Both Student Governors will be formally appointed at the Corporation Meeting and be appointed as members of the Committee.

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

11 Quality Assurance and Compliance

(the following reports were provided in the Meeting Pack: OfS Compliance Tracker for 2025-26; Access & Participation Plan Update for 2025-26; Academic Misconduct and Mitigating Circumstances Final Report 2024-25; External Examiner Response Report (To date) for 2025-26; External Quality Assurance Summary Report for FE 2024/25 (Further Education: External Verifier Summary Report); Update on Apprenticeship Accountability Framework)

The Committee received a comprehensive update on quality assurance and compliance matters across several areas. The Committee **ACKNOWLEDGED** and **RECEIVED** the updates provided.

Higher Education

The HHE provided a summary overview on the following:

- **HE Access & Participation Plan:** the development of a more interactive dashboard to improve data tracking and support gap-closing interventions is underway. Challenges in identifying students who self-declare were noted and efforts are underway to improve engagement through local networking.
- **Office for Students (OfS) tracker:** this reviewed, with most conditions rated green; however, it was noted that completion and progression rates remain slightly below threshold and the newly introduced E6 condition on sexual misconduct is still under evaluation due to the newness of introduction. Staff and students have received training, with further sessions planned.
- **HE 2024/25 Academic Misconduct and Mitigating Circumstances Report:** academic misconduct cases have increased, largely due to the use of generative AI. In response, the College has invested in AI detection tools and embedded preventative training from induction onwards.
- **External Examiner Reports received to date:** one remains pending from a university partner due to internal staffing delays, though verbal feedback has been received and actions are progressing.

Further Education

The VPQES provided a summary overview noting all EQA recommendations from the previous year have been completed, with no high-risk ratings.

Apprenticeships

The VPRBB provided a summary overview on the Accountability Framework noting all measures were rated green and the College had closed the year with a 72% achievement rate - an increase of 10%. **The Committee formally commended the Apprenticeships Team for their significant progress and asked that their endorsement be passed on to colleagues.**

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

12 Stakeholder Engagement

(the Executive Summary Report entitled "Update on Stakeholder Engagement Strategy" and ancillary papers were included in the Meeting Pack)

Stakeholder Engagement Strategy: Implementation and Impact Report

The Report was taken as read but it was noted that the first Skills and Employer Advisory Group Meetings of the academic year had taken place at both Bishop Burton and Riseholme campuses. It was reported that the meetings had generated valuable discussions and actionable outcomes, with formal minutes and follow-up actions currently being prepared.

Update and feedback from Skills and Employer Advisory Groups

The VPRBD reported that whilst attendance was lower than anticipated due to several last-minute apologies, the groups had become more diverse following targeted efforts over the summer to ensure representation across all subject areas. **A Governor commented that feedback from employers, particularly in the animal sector, highlighted a recurring issue: students often enter placements with a narrow understanding of career opportunities, such as focusing solely on working with, for example, dogs, which may limit their employability. It was put forward by a Governor participating in the Skills and Employer Advisory Groups that employers stressed the importance of broadening students' awareness of the full scope of the sector, including roles related to animal health and welfare across a much broader spectrum of animals etc. The Committee discussed the need to embed this broader perspective into curriculum design and careers guidance to better prepare students for a wider range of roles. It was noted that some employers receive upwards of 80 applications for a single role, underscoring the importance of equipping students with a flexible and realistic view of career pathways.**

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

13 Governance

(the Executive Summary Report entitled "Committee Self-Assessment and Annual Report" were included in the Meeting Pack)

The Chair summarised the key themes from the Committee's Self-Assessment Report and expressed appreciation to Governors for completing the survey. The Committee's dual role in both supporting and constructively challenging the senior leadership team was acknowledged, alongside the complexity and evolving nature of the sector. The self-assessment demonstrated a strong level of critical reflection and accountability in evaluating the Committee's performance. Several areas for improvement were identified, including the need to better manage time allocation across agenda items. The Chair noted that timing adjustments had been trialled during the current meeting to support more balanced discussion. While not yet optimal, this was considered a positive step forward. The Chair also commended the Executive Team for submitting papers on time, resulting in a single, well-organised bundle that significantly improved preparation and reading. This practice will be encouraged going forward. The Committee reaffirmed its commitment to streamlining agendas and acting on the findings of the self-assessment to further enhance governance effectiveness.

The Committee **ACKNOWLEDGED** the update and agreed to **RECEIVE** the report

14 Policies

(all policies noted were included in the Meeting Pack)

The Committee took the Policies as read and **RECOMMENDED** the following policies to the Corporation for its **APPROVAL**:

- Teaching Learning and Assessment Policy (1.01)
- Complaints Procedure (2.03)
- Policy for Reviewing and Providing Guidance in Relation to any Ethical and Welfare Considerations at Bishop Burton and Riseholme College (2.22)

The Committee is asked to consider and **APPROVE** the following policies

- HE Assessments Operating Procedure (including Extenuating and Mitigating Circumstances) (1.309)
- HE Academic Appeals Procedure (2.01) *(Retrospective Approval)*

There being no further business the meeting closed.

Chair

Name

Date

Confidential

**Confidential Minutes of the Curriculum Quality and Enhancement Committee Meeting
held on Tuesday 14 October 2025 at 4:00pm**

Corporation Members	Appointed as	Chair/Vice	Apologies
Gray Towse	Independent Member	Chair	
Susan Hamer	Independent Member		
Adam Milner	Independent Member		
Danny Metters	Ex-Officio		(by virtual attendance)
Adam Milner	Independent Member		
Olly Nicoll	Independent Member		
Laura Woodhouse	Staff Elect		
Independent Member	VACANT		
Student Governor	VACANT		
Student Governor	VACANT		

In Attendance

Rebecca Brassington	Head of Higher Education	(HHE)
Kate Calvert	Chief People officer	(CPO)
Beth Curtis	Vice Principal Riseholme and Business Development (by virtual attendance)	(VPRBD)
Sharon Mansell	Vice Principal Quality of Education and Skills	(VPQES)
Sallyanne Pearson	Director of Governance	(DG)
Helen Wooldridge	Vice Principal Growth, Planning and Performance	(VPGPP)
Petra Williams	Interim Director of Teaching Excellence & Innovation	(IDTEI)

Rachel Robson Stone King Solicitors, External Board Reviewer (by virtual attendance)
(until end of Item 9.1)

In advance of the Committee Meeting being formally convened, Governors were invited to attend a Student Residential Tour of the College's Residential Provisions

(2025/26/CQE1)

4 Safeguarding

(The Executive Summary Report entitled: "Safeguarding Report 2024/25 full year and 2025/26 update" and ancillary reporting were provided in the Meeting Pack)

This part of the item was taken as confidential

A Governor referred to paragraph 3.2 (PREVENT) of the Safeguarding Report; noting three safeguarding referrals and requested further detail, as appropriate, around these and how they were managed by the College. The VPGPP is to source further detail and provide an update to the Committee.

5 Growth Strategy - Curriculum Development and Strategic Sprint Proposal

(The PowerPoint entitled : "The Growth Strategy - Curriculum Development and Strategic Sprint Proposal Curriculum and Quality Committee Principal's Update" was provided in the Meeting Pack for advance review by the Committee)

This part of the item was taken as confidential

Key points noted, included:

- **Strategic Curriculum Development:** Senior Leadership and College Management Team development/training sessions have been run focused on identifying deliverable, sustainable curriculum programmes that support growth, align with national and regional skills priorities and reflect the College's land-based specialism. The planning framework is structured around four strategic pillars:
 - Quality of Education
 - People and Culture
 - Environmental Sustainability
 - Economic Growth

The Principal reported that the College was actively developing flexible delivery models, including modular and blended learning, particularly in Higher Education, to support the Lifelong Learning Entitlement (LLE). A pilot application for modularisation has been submitted, with an outcome expected by the end of November 2025. It was explained that while complexities - participation in the pilot is considered a strategic advantage.

- **Skills and Workforce Development** - the College continues to run Skills Bootcamps and opportunities have been identified which could lead to these being expanded as progression routes into broader qualifications. Strategic partnerships are being reviewed to maximise their role in curriculum design and workforce development. Innovative staffing models are being explored, including the use of employer social value contributions to address recruitment challenges in specialist areas such as agricultural engineering. This approach also supports employers in meeting their requirements through demonstrable community impact.
- **Market Intelligence and Demographic Trends** – demographic analysis, using ONS and Labour Market Information, has been undertaken which has identified a projected increase in Year 11 leavers between 2027 and 2029 that would then be followed by a period of decline - particularly in the Yorkshire and Humber region. In response, the College is refining its marketing strategy to target areas of growth, including outreach to Year 10 students to mitigate the anticipated downturn. Five to six priority local authorities, beyond the immediate travel-to-learn area, have also been identified to expand residential recruitment and access new student markets. Infographic maps were presented, showing the geographical distribution of residential students by home postcode and curriculum area (e.g., Equine, Sport, Agriculture, Animal) which will be utilised to inform the targeted marketing strategy to increase market share and optimise recruitment efforts.
- **Residential Provision and HE Growth** - the Principal explained that residential accommodation, at Riseholme, was currently at full capacity. To support HE growth, the College is in advanced discussions with Bishop Lincoln University to utilise some of their student accommodation and offer affiliate membership to their Students' Union. It was explained that this would enhance the HE student experience and address limitations in accommodation and social integration. A similar model is being explored with the University of Hull to further support HE students at Bishop Burton. The College's residential provision was recognised as a key enabler for curriculum development as well as commercial income generation outside of term time. The College is also exploring the use of residential facilities for short courses and external bookings to diversify income streams.
- **Apprenticeships and Validating Partnerships** - apprenticeship growth is to focus on land-based programmes that align with the College's educational character and attract higher funding weightings. The Principal explained that the College was reviewing its current validating partnerships and exploring new collaborations aligned with government skills priorities and devolution opportunities, supported by the College's representation on the Regional Skills Board.
- **Niche Market Development – Electively Home-Educated Students** – a potential niche market has been identified in recruiting electively home-educated (EHE) students. It was explained that the College currently recruited a significant number of EHE learners, which demonstrated strong achievement outcomes - often outperforming peers from mainstream schools. Circa 540 EHE Year 11 students in Lincolnshire alone had been identified and the College is exploring targeted support and transition pathways in collaboration with local authorities to target this market share. It was explained that the College's rural setting and supportive environment were particularly well-suited to the needs of this cohort.
- **Student Experience and Progression** - the College is continuing to enhance the student experience and support progression pathways from FE to HE. While the 14–16 cohort is smaller than in previous years, it remains a valuable feeder group. Efforts are underway to better utilise existing funding streams to support retention and progression, particularly from FE to HE.

The Principal explained that the next steps would be presented and discussed at the Governor's Strategic Sprint on 5 November 2025; providing a collaborate discussion opportunity to explore and provide assurance

on the triangulation of the Quality of Education and Skills Strategy, current curriculum planning works and the broader Growth Strategy.

The Committee expressed appreciation for the comprehensive update provided, noting the content was highly valuable and aligned with the request made at the previous meeting.

A Governor acknowledged previous concerns raised regarding the need for detailed analysis to underpin the College's Growth Strategy noting that the robust demographic work undertaken - was welcomed. Particular reference as made to the identification of the EHE cohort as a potential area for growth. It was noted that even a modest increase in EHE enrolments - such as an additional 10 students - could have significantly impacted the current year's growth figures.

The Committee particularly welcomed the development of the Overview, Opportunity and Priorities Matrix, which provided a strategic lens through which to assess regional and national opportunities. It was agreed that the College does not need to populate all potential areas of growth but should instead focus on a small number of high-potential national opportunities. It was put forward that these should then be developed into robust business cases, rather than short-term initiatives, to support longer-term strategic planning and financial sustainability. The Committee noted however that the College should not overcomplicate its approach and focus on a small number of nationally distinctive offers that align with its Mission

7 College Achievement Rate Targets 2025/26

(The Executive Summary Report entitled "College Achievement Rate Targets 2025/26" were provided in the Meeting Pack)

This part of this item was taken as confidential

- **Staffing and Wellbeing Measures:** Addressing previous staffing challenges in Maths and English, including high sickness rates and reliance on Agency Staff. The Principal confirmed that Staff Council discussions had led to considerations around wellbeing days and workload management.

9 Student Recruitment, Voice and Experience

(the Executive Summary Report entitled "Student Recruitment Update" was provided in the Meeting Pack)

This part of the item was taken as confidential

The CPO added that the academic restructure over the summer had also helped clarify roles and improved operational delivery.

The Committee **RECEIVED** the updated provided.

There being no further business the meeting closed.

Chair _____
Name _____
Date _____