

**PUBLIC MINUTES OF THE
CURRICULUM AND QUALITY COMMITTEE
26 June 2025**

Present:

Mr M Burgess (Principal)
Ms S Dalby (Staff Governor)
Mr N Greenway (Student Governor)
Ms M James (External Governor) (C&Q Chair)
Dr H Moyes (External Governor)
Ms S Robertson (External Governor)
Mr M Williams (External Governor)

In Attendance:

Dr K Morris - Vice-Principal, Curriculum and Quality
Ms J Cosson – Head of Governance

Apologies:

Ms L Dance (Co-opted Member – SEND Link Governor)
Ms A Nutbrown (Staff Governor)
Mr D Kettlety - Director of Student Employment and Experience/DSL

Attendance: 77.8%

21/25 Opportunity for Private Business

None.

22/25 Apologies

MJ welcomed Members and noted apologies as above.

23/25 Declarations of Interest

None other than those currently recorded on the Register of Interests.

24/25 Confidentiality of Items (C)

As marked, for reasons of commercial sensitivity, for a period of two years.

25/25 Minutes of the meeting of 13 March 2025

Approved as a true record and signed by the Chair.

26/25 Matters Arising from the Minutes and Actions Matrix

Members reviewed the Actions Matrix and noted the status update.

27/25 Principal's Overview

MB gave a brief overview of highlights from the papers and activity at the College since the last meeting.

RESOLVED: The Committee noted the Principal's Update.

28/25 Destinations Annual Report (C)

KM presented the Destinations Annual Report which reviewed student progression data post-study.

Members were interested to see where students move on to once they have left the College.

Members discussed the progression gaps identified in the report. They noted that certain subjects, such as Beauty, Multi-skills, and Hair, showed high levels of 'no response' resulting in significant gaps in student progression data. They asked what the College is doing to collect the data.

KM explained the challenges in tracking students' destinations, particularly in the subjects with high levels of non-response which tend to be where study ends at Level 2. Efforts are being made to gather more accurate data, including using student mentors and surveys with incentives. However, small cohort sizes skew progression data and there is difficulty tracking the destinations of those who are expected to return but do not re-enrol. The Committee appreciated that the intention to collect data needs to be balanced with resource constraints in terms of how much more the data informs the College's provision.

There was a discussion as to whether the employment students enter into is related to their course of study. It was noted that in some areas, such as Hair, more students are moving into retail rather than hairdressing due to industry shifts (e.g., chair rental in salons meaning that hairdressers are increasingly self-employed). A Member confirmed that Construction students often move directly into employment, making tracking harder.

Members were pleased to note the positive progression in Early Years and Health and Social Care where most students go into relevant work.

The EDI Link Governor asked if any progression gaps were linked to ethnicity. They were informed that small numbers within a population can change the figures dramatically. It was agreed that this needs to be monitored.

Members wondered how the report is used within the College. KM replied that staff are particularly proud of what students go on to do and often use it to invite alumni back to the College e.g., in travel and tourism. Destinations is an important part of the Ofsted assessment of impact. However, it is not a requirement and Ofsted do not accept the College's own data. Most importantly, it is an indicator of whether or not the College's courses are meeting their intent and is used to make adjustments to delivery e.g., a couple of years ago it was noted that there was an increase in L3 Beauty students moving on to university because of a trend towards theatrical make-up and special effects which led staff to embed more of that



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content into the programme for the following year. The report also helps to inform the College SAR.

A Member asked if there is a link between the quality of work experience and destinations. MB replied that the soft skills acquired during work experience and the attendance and engagement have a significant impact and it is easier to capture destinations for those students.

RESOLVED: The Committee noted the Destinations Annual Report.

29/25 QIP Update and School RAG (C)

KM gave an overview of the progress made against the College QIP up to May. The paper also included a RAG-rating of each School.

The Committee reviewed the progress made in the Quality Improvement Plan.

KM highlighted improvements in discrete High Needs provision (now a solid Grade 2), Personal Development and first-time pass rates in Construction and Technology (attributed to the effective strategies implemented over the past year).

Ongoing challenges in English and maths were noted. Despite various sector-wide strategies and pilots being used, these areas continue to be problematic especially at the lower levels, and new approaches are being considered for the next academic year.

The Student Member expressed the personal view that there were not enough maths lessons during the week to engage students. KM replied that it is difficult to accommodate more within the week and also hard to achieve the right balance as some students want more lessons and some do not. The Workshop model aims to suit as many students as possible.

A Member asked if it is the same students who are missing both subjects and was informed that it generally is. ESOL has better attendance because of the value the students place on attending. The Staff Governor added that research shows that non-attendance is habitual, often starting in primary school.

It was noted that there has been an increase in attendance at the First Steps provision and at Quayside. This has had a positive impact on the data and attendance is a significant achievement there.

KM reported that staffing gaps in Hair and Construction continue to have an impact on those areas. This was noted at Performance Review. Hair has been flagged as borderline 'Requires Improvement' because attendance and retention are impacting outcomes, and Construction Technical Requires Improvement due to staffing issues. A Member confirmed that the quality of teaching can affect outcomes in Construction significantly. The College is monitoring these areas carefully. An internal review will be carried out in Hair next term and possibly an external review.

Members discussed attendance strategies generally, noting the significant drop in attendance among Level 1 learners, especially among 16–18-year-olds, which



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impacts overall attendance data. KM advise that strategies are being revisited to address this issue, focusing on understanding the specific needs of these learners.

The College plans to implement automated processes for tracking attendance by triggering emails from absences on the Register. These processes aim to make it easier for teams to manage and follow up on absences, improving overall attendance tracking and response times.

Members reviewed the RAG table at the end of the QIP. They were pleased to see many areas moving to/maintaining Outstanding RAG ratings (Computing; Catering and Hospitality; ESOL; Access to HE). It was noted that PS1 is close to Outstanding but there is a wide range of subjects within this area, and it is likely to fall within Good. KM advised that the final self-assessment of grades will depend on the outcomes of the summer assessments.

RESOLVED: The Quality Improvement Plan Update and School RAG were noted.

30/25 Internal/External Reviews (C)

KM provided an update on the programme of internal and external reviews.

External Review of Cross-College High Needs

KM reported that cross-college High Needs provision has undergone an external review initiated by the College based on emerging concerns, which highlighted the need for better quality assurance. Inconsistencies were found in demonstrating the achievements and support provided to EHCP learners, necessitating improved tracking and documentation processes.

A Member asked if the College has an idea of the number of children on an EHCP going through schools. KM replied that it is 1 in 5 and is only going to get higher. The SEND consultation going through at the moment will not change the number of learners who require support, but it may change the numbers who have a EHCP and therefore have associated funding. The College is expecting another 75 learners with EHCPs next year.

External Review of Art and Design

KM reported that the external review of Art and Design (AM1) was positive. The College had carried out an internal review of a subsection of AM1 earlier in the year, since the Head of School had identified that there were some areas for development. The College thought it important to bring in an external reviewer to look at a wider proportion of AM1 for reassurance that the areas for improvement were limited to those already identified. It was found that most issues were operational (e.g., workshop scheduling). The key actions from the report are already embedded into the AM1 school level QIP as identified by the HoS in their performance review.

RESOLVED: Members noted the Internal and External Review Reports.

31/25 Headline Progress Data including HE Partnerships (C)

KM reported on the quality and performance of the curriculum to the end of May.

There are no concerns with retention data. 16-18 attendance is slightly lower than YTD and below target and English and maths attendance remains low at and below target.

The report highlighted again the areas of concern from performance reviews in May.

KM also reported that significant progress has been made within HE partnerships and that, of the learner case studies, only one learner is not now with the College.

RESOLVED: The Committee noted the in-year update and the actions in place.

32/25 OIA Annual Statement

KM provided an overview of the College's OIA Annual Statement.

The annual statement published by the OIA refers to HE complaints where learners are not satisfied with the outcome of internal complaints procedures.

The OIA statement was set out in the papers as per the recommendation in the guidance that it should be shared with the governing body.

No complaints had been received by the OIA in relation to HE provision during the period covered.

RESOLVED: The OIA Annual Statement 2024 was noted.

33/25 Careers Update (C)

Members had received a report prepared by DK.

The paper provided an overview of recent developments in careers provision, including sector updates, internal restructuring, learner outcomes, and strategic planning for 2025/26. The update highlighted achievements such as Matrix reaccreditation, UCAS progression success, and innovations in digital guidance tools.

The Careers Link Governor confirmed that the report is underpinned by termly Careers Link Governor meetings.

Key sector updates referred to included updated statutory guidance from the DfE and the Ofsted thematic review on careers support for learners from lower socioeconomic backgrounds.



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Headlines from 2024/25 were the restructuring of Careers and Student Services, positive UCAS outcomes, careers service data and positive learner experience.

Members were provided with the report on the Matrix Accreditation which was achieved in April 2025 with positive feedback being received on learners, and it was noted that progress has been made with the Careers Impact Model framework and peer reviews.

Preparations underway for 2025/26 include producing a new Careers Strategy, increasing specialist SEND support for High Needs learners, and embedding any actions in response to the sector updates from DfE and Ofsted.

The College is considering how it risk assesses those learners in need of higher levels of careers intervention such as SEND and disadvantaged learners so that it can reach those in need of more support.

The Careers Link Governor raised the issue of resource within the team. KM agreed that this is an important consideration which the College is looking at.

RESOLVED: The Careers Update was noted.

34/25 Student Experience Update (C)

KM presented the latest report on learner experience prepared by DK.

The paper provided an update on the key themes impacting learner experience at the College, based on their feedback and complaints.

A Member asked KM to explain the significance of managing expectations around 'zero tolerance'.

KM explained that there had been misunderstandings among students regarding the College's 'zero-tolerance' policy, particularly in relation to the management of sexual harassment in accordance with OfS regulation E6. Learners expect immediate action against peers when concerns are raised (e.g., that the person complained of will be asked to leave the College) but the College has to manage their expectations and explain that investigations and due process are necessary to ensure fairness.

KM reported that Talkback feedback was mostly positive, but communication remains a recurring theme.

Members wondered about complaints regarding the admissions process and asked who makes these (parents or students) and what are the reasons behind the complaints. They were informed that the complainants vary and largely stem from communication issues around decisions on admission to courses such as late applications and learners being prevented from enrolling because of poor behaviour in the previous academic year. KM assured them that efforts are being made to improve communication with applicants to ensure clarity and transparency in the admissions decisions.



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RESOLVED: Members noted the Student Experience Update.

35/25 Safeguarding Update

KM presented an update prepared by DK on Safeguarding and PREVENT and progress with the Safeguarding Operating Plan.

It was reported that Safeguarding caseloads have increased significantly up by 56 more than this the last year (proportional to the number of extra learners) with more serious cases (e.g., self-harm, domestic abuse).

Members requested reassurance regarding the resource within the Executive Team and the Safeguarding Team.

RESOLVED: Members noted the update on Safeguarding and PREVENT.

ACTION: MJ and SR to meet with DK before he leaves the College.

36/25 Approval of Policies

- **Assessment Malpractice and Maladministration**
- **Learner First Quality of Education**
- **Learner First Quality of Standards for Support**
- **Student Assessment**
- **Quality Assurance and Improvement**
- **Scholarship and Research Ethics**

The Committee reviewed and approved the above policies, including a new policy on quality standards for Learning Support Assistants, which replicates the teaching and learning policy but is aimed at support staff to ensure clear expectations and consequences.

Members were pleased to see that a lot of work had gone into the AI update to the Assessment Malpractice and Maladministration Policy. A Staff Governor requested confirmation that the update had taken into account the second revision of the JCQ guidance on AI use in assessments published in April 2025. The Member also suggested that paragraph 6.7.1 be amended as there is no Head of Digital at the College.

RESOLVED: The policies were approved, subject to the clarification and amendment requested above.

ACTION: KM to confirm if Assessment Malpractice and Maladministration policy incorporates the latest (April 2025) version of the JCQ guidance on AI use in assessments and to amend the policy as above.

Post meeting note: KM confirmed that the April guidance was used.

37/25 Committee Matters

Self-Assessment

Members considered the Committee Self-Assessment against the Terms of Reference of the Committee. They noted that the Committee was compliant and had achieved its core purpose this academic year.

Terms of Reference

Members reviewed the revised Terms of Reference and proposed Agenda Cycle for next year. The Committee discussed the objectives and agenda for the next year, focusing on key items, risks, and the inclusion of special items and external speakers to enhance the meetings.

Meeting Format and Paperwork Streamlining

MJ mentioned the recommendations from the External Board Review last year and the ongoing efforts to reduce the quantity of paperwork for meetings and to focus on the key areas of teaching, learning and assessment, as well as the learner experience. These items are considered core to the meeting's objectives and will be given priority in discussions.

Authors have been asked to make executive summaries more concise and relevant with a clearer framing of agenda items as for assurance, decision, or challenge. MJ also intends to take papers as read and to treat routine papers as 'questions only'. This initiative aims to streamline the meeting process and ensure that key topics are given the necessary attention.

Appointment of Chair and Vice Chair

Members discussed the reappointment of the Chair and Vice-Chair, noting that HM is stepping down from the Board and a replacement Vice-Chair will be needed; succession planning is underway by GRS.

RESOLVED: The Self-Assessment was noted, and the findings confirmed.

The Revised Terms of Reference and Agenda Cycle were approved for recommendation to the Board.

It was recommended that MJ be reappointed as Chair of the Committee for 2025-25, for approval by the Board at their July meeting.

38/25 Key Items for Board including Risks or C&Q (C)

The Key Items report was discussed noting the risks to be added to/highlighted on the Risk Register.

Recommendations from C&Q to the Board

- C&Q ToR and Agenda Cycle.



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- MJ to continue as Chair in 2025/26.
- Possible additional Ofsted preparation meeting in autumn once new EIF is published.

39/25 Any Other Business

It was noted that this was NG's last C&Q meeting and that he is moving on to the University of Gloucestershire. NG was very complimentary about his experience at the College and was thanked for the insight he had brought to C&Q as a Student Governor during the academic year. Members wished him good luck with his future plans.

40/25 Date and time of next meeting

24 September 2025, Gloucester. Room tbc.

Signed *MP James*

Date *2nd October 2025*