

Minutes

CURRICULUM & QUALITY COMMITTEE

Date:	23 June 2025	Time:	4.00 PM
Chairperson:	Chris Wilson (CWi)	Location:	The Hart Room

Members	Name	Present	Role
	Lee Probert (PCE)	*	Principal & Chief Executive
	Sally Osmond (SO)	*	External Member
	Chris Wilson (CWi)	*	External Member & Chair
	Khushi Ashwin (KA)	*	Student Member (19+ & HE)
	Debbie Ferguson (DF)	*	External Member & Vice Chair
	Lesley Black (LB)	*	External Member
Apologies:	Professor Gavin Brooks (GB)		External Member
Absent:	Malcolm Baggot (MB)		Staff (Teaching) Member
	Tom Pegler (TP)		External Member (SEND)
	Jadean Havenga (JH)		Student Member (16-19)
In Attendance:			
	Jo Houghton (JH)	*	Vice Principal – HE & Skills (VPHEs)
	Lee Jamieson (LJ)	*	Deputy Principal
	Heather Large (GP)	*	Governance Professional (GP)
	Jatinder Matharu (JMa)	*	Director of Safeguarding and Support (DSS)
	Cathy Wright (CWr)	*	Vice Principal – Central Services (VPCS)
Quorum:	3 required		Meeting Quorate

AGENDA ITEMS

Item No.		Reports
1.	APOLOGIES FOR ABSENCE Apologies were received and accepted for Professor Gavin Brooks. It was noted that Malcolm Baggot, Tom Pegler and Jadena Havenga were absent.	Verbal
2.	DECLARATIONS OF INTERESTS There were no declarations of interest received or declared in any of the agenda items.	Verbal
3.	NOTIFICATION OF ANY URGENT BUSINESS TO BE DISCUSSED <ul style="list-style-type: none"> Review for Board Approval Curriculum and Quality Terms of Reference <p>The Committee asked the Clerk to make a slight amendment to No. 17 of the Terms of Reference. Scheme of Delegation will be forthcoming at next Board meeting.</p>	Paper - 3

	Action: The Clerk will update the Curriculum and Quality Terms of Reference and forward to the Chair for approval.	
4.	MINUTES OF THE PREVIOUS MEETING To approve the Minutes of the meeting held on the 3 March 2025 The Committee unanimously approved the Minutes of the 3 March 2025 subject to minor wording changes.	Paper - 8
5.	MATTERS ARISING FROM THE MINUTES <ul style="list-style-type: none"> • VPFEK to investigate if early sight of the staff recruitment position can be provided for the next meeting. Complete • EDI Policy to be reviewed by VPHEK and returned back to the Committee. Complete • GP to bring revised Terms of Reference to the next Committee meeting Complete • VPFEK to provide annual professional external organisations reporting list to the next Audit Committee meeting in June 2025. Complete • VPHEK to bring Medication Policy and Procedure to the next meeting. Complete 	Paper – 15
6.	INSPECTION READY The Committee were updated on further progress made for the Ofsted inspection by the PCE.	Verbal
7.	SAFEGUARDING The Committee noted: <ul style="list-style-type: none"> • Safeguarding Culture and key developments • Mental health and wellbeing: this included the launch of the AOC Wellbeing Charter, which includes reflective supervision and support for safeguarding and wellbeing team. In celebration of Mental Health Awareness Week, which focused on small ways to enhance wellbeing within the college community, collaborating with external support agencies. Staff and students have participated in various activities, such as wellbeing walks, webinars, and informal events, all aimed at fostering connection, reflection, and learning about mental health • Student Safeguarding: the Committee were informed of the increase in open safeguarding cases, there are 56 cases open this term which is down from last term (87) of students identified as vulnerable who are receiving monitoring and support from the safeguarding and wellbeing service. • The Online update • Behaviour and Attitudes: noting there were 87 behaviour logs which indicated a 19 % increase in comparison to the last academic year. 36 stage 3 disciplinaries were held of which there were 9 compulsory withdrawals (formerly known as exclusions). There are currently 51 Stage 2. That indicates 59% of students were retained following a serious stage 3 incident and interventions from the support teams. • Student Enrichment: the College will showcase the enrichment offerings during Taster Day and Welcome Week to enhance student engagement for September 2025. • Careers Support: the College successfully secured the Matrix Accreditation in May 2025. This aligned with College PPD modules last term, which focus on career readiness. In addition, 	Paper – 16

	<p>College purchased Career Pilot to ensure every student has access to quality careers advice through this platform</p> <ul style="list-style-type: none"> • Half termly Strategic Safeguarding meetings to incorporate staff and student safeguarding and site security. • AOC Wellbeing charter and 15 MHFA trained staff • Improved transition for vulnerable students this year • Better support for adult learners including online learner(s) • Improved visible ID amongst students • Attendance remains a concern, especially in light of end of term • Measure of Impact for the PPD programme and review of PPD moving forward aligned with the restructure of the PDD tutor functions. • The Committee were informed about offsite provision and acknowledge that work is still in progress. <p>The Committee asked:</p> <ul style="list-style-type: none"> • If the College can track individual online activity. This was confirmed and the processes were explained in detail. • How confident was the College that all safeguarding issues from offsite providers are being recorded. 	
7.1	<p>To receive Link Governor Safeguarding Report The Committee duly noted and reviewed the Link Governor Safeguarding Report.</p>	Paper - 22
8.	QUALITY	
8.1	<p>QUALITY IMPROVEMENT STRATEGY The Committee were informed of:</p> <ul style="list-style-type: none"> • The strategy is designed to deliver significant improvements and strengthen the College's position by enhancing Ofsted Readiness: Key quality activities are explicitly designed to mirror Ofsted's inspection methodology, ensuring the organisation is well-prepared for external scrutiny. • Improving Teaching Quality: the strategy embeds a consistent pedagogical approach (the "Super 7") and supports it with a robust cycle of developmental observations and targeted CPD, ensuring all teaching staff are equipped to deliver high-quality learning. • Strengthening Accountability: a clear, termly cycle of performance reviews (Curriculum Monitoring Meetings, Faculty Performance Reviews) creates a direct link between improvement actions and their impact on performance data, holding leaders to account. • Embedding Reflective Practice: the annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) process is cascaded to the curriculum level, fostering a culture of critical self-evaluation and shared ownership of quality. • Integrating Stakeholder Feedback: the strategy formalises the collection and review of feedback from learners, employers, and staff, ensuring their views directly inform quality improvement priorities. • Inspection Timeline: with an Ofsted inspection anticipated between November and December 2025, there is a very limited window to fully embed these comprehensive quality processes and for their impact to become demonstrably evident across the College. <p>The Committee asked:</p> <ul style="list-style-type: none"> • If the College is ready for Ofsted? This was confirmed by Deputy Principal who explained the processes and plans in progress. The 	Paper - 24

	<p>Committee were informed of the issues in ranking the College as Requires Improvement and the perception and difficulties this can pose.</p> <ul style="list-style-type: none"> • Suggestion was made of Governors meeting in November to discuss Ofsted. • If there will be metrics for deep dives? This was confirmed. • What improvements are being made in parent/carer communications? Deputy Principal agreed this needs improvement and outline current strategies to address this. • Performance Review of staff, will these feedback into the appraisal system? Deputy Principal confirmed it is a work in progress. • Questioned the depth and ambition of the Curriculum. Deputy Principal confirmed the ongoing work and strategies. <p>Meeting was adjourned at 17: 11 hours Meeting recommenced at 17:30 hours</p>	
8.2	<p>QUALITY IMPROVEMENT PLAN The Committee were informed of:</p> <ul style="list-style-type: none"> • The College has maintained strengths in student retention, with the overall retention (91.0%) meeting the national average (89.9%). • Progress is evident in some areas, including improvements in the predicted pass and achievement rates for a range of underperforming programmes – however, these programmes remain under the national average for achievement. • The key Work Experience weeks have been planned for the final two weeks of the academic year. This will be reviewed for 2025/26 to better integrate work experience into the overall programme of study. • Attendance has shown some in-year improvement but remains significantly below target. • The gap between vocational and English/Maths attendance on Study Programmes has not reduced. <p>The Committee asked:</p> <ul style="list-style-type: none"> • For an overview of Work Experience. VPFEC outlined the concerns she had on this and the impact it was having in trying to secure places amongst the locality. 	Paper - 43
8.3	<p>PERFORMANCE QUALITY DATA To receive a report on 2024/25 performance of 16-19, adults and apprenticeships including outcomes for Summer 2025 The Committee were informed of:</p> <ul style="list-style-type: none"> • Distances students have to travel for apprenticeships • At risk learners • Improvements in the CEIAG being led by the programme leader • T Level programmes • Retention levels in comparison to other Colleges <p>The Committee asked:</p> <ul style="list-style-type: none"> • Why the best case achievement data was the same as predicted data? This was duly noted by the Deputy Principal • For more information around the curriculum managers. The Committee were informed data now works in a termly cycle. Each term Committee will notice begins with some broad gathering information so deep dives, thematic reviews and learning, as well as stakeholder voice. That information will be share at C & Q meetings. 	Paper - 50

	<p>Staff will attend curriculum monitoring meetings, so there's clear accountability for the individual curriculum managers for what's been found over that term of quality cycle activities. This will get combined again and delivered the following week to a faculty performance review. The new heads of faculty are then held to account by the Deputy Principal, and then that information will come to the Board. There is a single line of accountability all the way down through the organisation, from governor to teacher and support worker. This is an important feature of this plan.</p>	
8.4	<p>English Maths & Pastoral and Personal Development To receive the termly reports on:</p> <ul style="list-style-type: none"> • Outcomes and Attendance • Progress made in PPD <p>The Committee were informed of the Summer 2025 exams that are now complete, with 371 English and 398 Maths exams sat over multiple sites with a high level of attendance.</p>	Paper – 53
8.4.1	<p>Link Governor Report on English and Maths The Committee noted the recommended improvements of:</p> <ul style="list-style-type: none"> • Students to be able to see their own timetables electronically as currently using paper timetables • Introduction of Century Tech • Students to be able to see M&E targets on EILP (electronic individual learning plan) or similar. • Help to design and deliver a subject based CPD programme. 	Paper - 54
8.5	<p>Quality of Teaching and managing under-performance Please see Agenda Item 8.1</p>	Verbal
9.	CURRICULUM DEVELOPMENT	
9.1	<p>Curriculum Development and Planned Courses 25-26 To consider a report on current and planned developments in the curriculum offer The Committee were informed on:</p> <ul style="list-style-type: none"> • A new L6 Product Design Degree Apprenticeship with an integrated EPA positions the College as a leading-edge provider. • The Artificial Intelligence for Engineering course directly targets an emerging and critical skills need for local employers. • A new L3 T Level in Marketing addresses a local skills gap and will be run efficiently alongside the established Business T Level. • Reintroduced L2 & L3 Carpentry programmes provide a robust alternative following the national withdrawal of the Construction T Level. • Detail on specific targeted adjustments to our curriculum for 2025/26. The vast majority of the College's established and successful programmes are unaffected by these changes. The core curriculum remains robust and stable. • Some Higher Education programmes, including the L6 CMDA and L7 Engineering Masters, have been withdrawn due to persistent low recruitment. • AAT (Association of Accounting Technicians) qualifications are currently under review, pending analysis of enrolment figures. <p>The Board asked:</p>	Paper -57

	What is new about the product design going integrated and non-integrated and were informed this is a change in degree apprenticeships and not a new course, it was a 2016 one.	
9.2	<p>ACCOUNTABILITY STATEMENT To review the College Accountability Statement 25-26 The Committee noted that last year the Accountability Statement was not submitted on time so this would need approval by the 30 June and it was proposed that the Clerk ask the Board to sign off via written resolution. The Committee duly recommended the Accountability Statement for Board approval.</p> <p>Action: GP to send our Written Resolution asking for Board approval of the Accountability Statement for submission to DfE by 30 June 2025.</p>	Paper - 61
9.3	<p>STUDENT APPLICATIONS To receive an update on Student Applications for 25-26 The Committee received the data and asked:</p> <ul style="list-style-type: none"> • If applications were down on last year and were informed there is a slight rise, they are on track. 	Appendix 1
9.4	<p>College Outcomes To review and approve proposed KPIs for student outcomes, wellbeing, skills and learning The Committee were informed these would be presented at the next meeting.</p>	Verbal
9.5	<p>Curriculum Efficiency To receive an update on Curriculum Efficiency The Committee were informed that:</p> <ul style="list-style-type: none"> • The College wants to be in a position where it can plan more effectively for next year, so that it can then have efficiency targets around contribution, which may be lower than what's previously been reported because the College are not basing it on courses but on curriculum areas. Then it will be able to hold those areas to account for their efficiency. • The FD is producing management accounts that will allow College to see and measure curriculum area by curriculum area, which Governors have not historically had. This will enable College to be able to produce contributions reports that are based on actuals that come out of the system. 	Verbal
9.6	<p>Student Feedback To receive an update on Student Feedback This was covered under Agenda Item 7</p>	Verbal
10	POLICIES	
10.1	<p>The Committee reviewed:</p> <ul style="list-style-type: none"> • Access and Participation Statement - Ratified • Student Protection Plan - Ratified • Complaints - Ratified 	Paper – 82
11.	<p>AI within Curriculum and Quality Committee To consider AI features The Committee were informed of:</p>	Paper - 104

	<ul style="list-style-type: none"> • Direct Responsibility: Both the DfE and JCQ place ultimate responsibility on the College and its leadership to manage the risks of AI, set clear policies, and ensure the authenticity of student work. • Regulatory Oversight: Ofsted and Ofqual will assess the College's use of AI through the lens of their existing frameworks, meaning our current standards for quality of education, fairness, and safety will be applied to this new technology. • Policy Tension: There is a significant operational tension between the DfE's encouragement of innovation and the JCQ's strict, risk-focused regulations on assessment. This creates a challenging environment for the College to navigate. • Resource Implications: Implementing the necessary staff training, developing robust policies, and adopting new authentication procedures may require different ways of working, new procedures and investment in new tools. <p>The Committee acknowledged:</p> <p>This report did not make a recommendation but instead demonstrates the complex, ever-changing landscape that Newbury College needs to navigate to produce its AI in Curriculum position. The voices of government, regulators, and awarding bodies are all critical inputs. The primary focus is to enable the College to identify the curriculum position within the policy contests that govern our work. An AI strategy will require further work to address a number of technical and cyber security related factors. In short, AI is changing the workplace and all organisations involved in education and skills are moving to reflect that. However, they are moving at different speeds and their policy positions are not always consistent with one another. It is through careful navigation of these competing factors and voices that the college can begin to make the best decisions around AI for its learners and the community it serves.</p>	
12.	<p>Inspection Ready To discuss Ofsted/DfE/Organisational Inspection Readiness The Committee were informed that:</p> <ul style="list-style-type: none"> • Personal development should be everywhere. The Deputy Principal explained the process around lifting personal development out of the curriculum and to make it meaningful for learners. Deputy Principal has started to visit each of the team meetings and has given them some good examples that he has seen from inspections around personal development from Ofsted. It will not be too dis-similar to how Safeguarding is judged. • Concerns around work experience being planned for the final couple of weeks for the year and how that might impact the Ofsted inspection. 	Verbal
13.	EXTERNAL GOVERNORS DISCUSSION	
13.1	<p>Staff Members, Student Members and SLT left Subject to a confidential Minute</p>	Paper – 108
14.	<p>AOB The Committee discussed</p> <ul style="list-style-type: none"> • DfE Policy updates for Student Freedom of Expression and Speech 	Verbal

	<ul style="list-style-type: none"> • DfE Policy updates on sexual harassment and making sure the College are compliant on the website • Questioned if training on sexual harassment is conducted for the new in-take and student body and if HE students receive it as well. This was confirmed. 	
	<p align="center">Date of next meeting Monday 6 October 2024 at 4pm in The Hart Room</p> <p align="center">Meeting Closed at 18:25 hours</p>	

Signed:



(Chair) Date:

Chris Wilson (Oct 14, 2025, 1:56pm)



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