Minutes

CURRICULUM & QUALITY COMMITTEE

Date:	8th December 2025	Time:	4.00 PM
Chairperson:	Chris Wilson (CWi)	Location:	The Hart Room

Members	Name	Present	Role
	Chris Wilson (CW)	*	External Member, Chair & Safeguarding Governor
	Lesley Black (LB)	*via Teams	External Member & Wellbeing Governor
	Steve Dixon (SD)	*via Teams	External Member and SEND Link Governor
	Debbie Ferguson (DF)	*	External Member & Vice Chair
	Matt Jones (MJ)	*	Staff Member (Curriculum)
	Louise Muijen (LW)	*	External Member
	Sally Osmond (SO)	*	External Member
	Lee Probert (PCE)	*	Principal & Chief Executive
	Lilly Reid (LR)	*	Student Member (16-19)
	Ella Ward (EW)	*	Student Member (19+)
Apologies:			
In Attendance:			
	Jo Houghton (JH)	*	Executive Director, Governance, Standards & Projects (GP)
	Lee Jamieson (LJ)	*	Deputy Principal (DP)
	Julian Tucker (JT)	*	Executive Director, Finance (EDF)
	Cathy Wright (CWr)	*	Executive Director, Corporate Services (EDCS)
By Invitation:	Sam McCurdy (SM)Item 6.1 only		Head of Quality (HoQ)
	Rachael Elsey (RE) Item 6.2 only		Head of Faculty Further Education (HoFE)
	Florin Ioras (FI) Item 6.3 only		Head of Faculty Further Education (HoFE)
Quorum:	Forty percent		Meeting quorate

AGENDA ITEMS

Item No.		Reports
1.	**Apologies for Absence and Introductions** No apologies were received. **Introductions: Student Governors** Lilly Reid – Student Member (16-19) Ella Ward – Student Member (19+)	Verbal Verbal

2.	**Declarations of Interest** 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** There were no items of Urgent Business.	Verbal
4.	**Minutes of the Previous Meeting** The following items were raised: • Check the timings of 'DF' joining and leaving – this was corrected to 'EDF'. • Typo on point 5. • On point 7.1 there was a question about knowing the impact of marketing activities. This is reported to the Finance and Resources Committee, the Curriculum and Quality Committee would like this information. **The minutes were approved with the above amendments made.** **Action:** **For the Curriculum and Quality Committee to receive a summary of the impact of marketing activities.**	Paper – page 4
5.	**Matters Arising from the Minutes** To consider the Action Log The following items were raised: • DP confirmed the learner survey was now closed and that the results will include the number of students who completed it. • All actions are complete apart from the learner survey action (Action no. 4/Au/CQ). • Would governors like a report on MIDES? It was confirmed they would. The Chair provided feedback on the meeting with the chair of BCoT regarding their pilot Ofsted. It was reported to be a very useful discussion, including nothing that governors had not already been alerted to. Staff wellbeing is high on the agenda of new inspections. The College needs to record staff wellbeing and discuss it in Committee and Board meetings.	Paper – page 9
6.	**QUALITY**	
6.1	DP explained that key members of staff had been invited to presents to the Committee. **Thematic Review 2** **Presented by Sam McCurdy, Head of Quality** Sam presented a summary of the Thematic Review on personal development and shared a document outlining the strengths and areas for development. The following questions and feedback were discussed: • The Chair thanked the authors of the papers for their clarity and succinctness. • The Chair praised and shared appreciation for the work that had gone into the pack.	Paper – page 11

	- The Chair mentioned consistency and asked how many classes were observed. SM confirmed that several different activities were undertaken, half a dozen if not more. He met with development coaches and used evidence from the Deep Dives that had taken place. - Is there a plan for improving consistency? This is included in the next presentation. - How much place-based provision was used for this review? It was confirmed that place-based provision have access to a student development coach, and although he didn't go offsite to see the activity, they follow the same scheme of work. - It was noted that there is good evidence on LinkedIn of a number of speakers coming into the College. This increase was congratulated by the Committee. - The Committee mentioned it would be useful to have the ability to measure where students are and where they are moving towards. DP confirmed that the Deep Dive provides a snapshot of a moment and the Thematic Review is the second process. These both become management tools to be used within teams. The 'to' and 'from' are then included in the Quality Improvement Plan.	
6.2	**Head of Faculty Presentation – Further Education** **Presented by Rachael Elsey, Head of Faculty Further Education** Rachael delivered a presentation on quality improvement progress in the Further Education Faculty and highlighted the Committee towards the following points: - This presentation is to present the progress that has been made since the monitoring visit. - The goal this year is for achievement to at least meet the national average. - This area is identifying and supporting high needs learners. - A Deep Dive on formative assessment is in progress. - There is potential for a trial of Century Tech to take place for specific learners – the Committee were pleased with this. The following questions/points were discussed: - What is the College's position on mobile phone use in lessons? It is varied - some lessons students need to use them, in Maths and English it affected focus, so they aren't to be used. There are phone boxes that can be used until the lesson has finished. There was discussion regarding how managing phone usage is preparing students for the workplace. - The Chair thanked RE for providing information and examples of standardising and consistency. Sharing good practice was praised. - The journey of PPD was discussed – the positive impact it has had on attendance.	Verbal

	• The student governors were asked their opinion on whether students are wearing their ID in lessons.	
6.3	**Self-Evaluation Review (SER) 2024-25** **Presented by Florin Ioras, Head of Faculty Higher and Adult Education** The following points were highlighted: • The importance of working effectively with employers and meeting skill needs – the College curriculums are designed to meet these. • The new partnership with Bournemouth University. • Apprenticeship enrolment has increased by 28%. • Companies are offering bursaries to support students – the experience of a governor in other places highlights the need to ensure bursaries are in place early in the course. It was noted that even a few hundred pounds can make a difference. • The Chair commented that the high-level grades are impressive. • The Chair stated the importance of the preparation the College do with students before they start their courses – ensuring they are on the right courses helps them to succeed. Page 38 in the board pack – point 7 was questioned, regarding the PFI not being the only factor. It was agreed that this sentence will be re-written. **Action:** **Point 7 on page 38 to be re-written.** **The Self Evaluation Review was recommended to the Board.**	Paper – page 31
6.4	**Start of Term Report Briefings** This covers apprenticeships, higher education, enrolments, performance of new courses and under-recruiting courses. Prior to the discussion, a question was asked about a comment on page 55 – regarding the engineering students IT comment – is the College doing enough to support this? Feedback from the student governor is that specialist software needs to be installed at the start of term. It was discussed that sometimes there are delays with updates to software, but it is a significant point being raised and requires action. **Action:** **For the software availability issue to be investigated.** The following points were raised: • Level 1 recruitment is very strong. • T Level recruitment is lower than expected. The Committee asked if the College knew why this was? It is a combination of things. The College needs to become stronger at articulating the value of a technical education in schools – this is not just a College issue, it seems common for the surrounding area. There are strong 6th forms in the area and there is a lack of	

	- understanding of T Levels for both parents and university admissions. - In relation to the Achieve programme (page 59), is there parity with that course and the West Berkshire Training Consortium study programme? Is it comparable? DP confirmed that conversations have happened regarding strategic swap with other local providers. - The Committee felt it was aligning well the local needs. - The market share of the College has been improving over a number of years.	
6.5	**Quality Improvement Strategy Termly Report** This includes quantitative trend data on curriculum performance and qualitative data from the quality cycle activities. The Chair complimented DP's plan for deep dives and the work that has been achieved. DP presented this paper. The following areas were highlighted/discussed: - Attendance is a theme that runs through this. - This report is a report on the progress the College has made regarding the FEC Recommendation to bring the College back to national average levels or better. - How easy would it be to get data in a useful format, reporting English and Maths by curriculum area? Reporting of data is a challenge, however, a post has been created to support IT and MIS to help with reporting. - Were there any reflections from the interim manager in English and Maths? The feedback has been given; we now need to work with the teams to clarify what needs to be improved. - A question was asked about the timetabling of English and Maths – there is still some inconsistency in timetabling, these is more work to do. - A question was asked about whether streaming was still happening? There is still some streaming within curriculum areas.	Paper – page 64
6.6	**College Quality Improvement Plan** DP presented the Term 1 update, outlining that what is new to the plan is that the College is trying to track progress and impact. It shows the impact of the quality improvement strategies and the student development coaches. The following improvement areas were discussed: - Closing the gap between vocational attendance and English and Maths attendance. This is linked to cultural challenge – to develop a 'we're not going to leave any student behind' mindset. - Vocational managers have responsibility for English and Maths in their areas.	Paper – page 74

	• Is the failure to get the Growfar system going a technological one? The work is further along than was reported.	
6.7	**Governor Visit Feedback** Governors were invited to visit the College as part of the quality process. LM reported the following: • Visits were in cookery and hairdressing. • Cookery was a Level 3 group of students – they demonstrated they understood their development journeys. • Students mentioned space being quite cramped and the importance of having up to date equipment. • In hairdressing, there was discussion about confidence, finding placements and the importance of going to Maths. • There was a lovely mix of students and a positive environment. CW reported the following: • He visited a Level 3 apprentice group. • They spoke positively and were well supported by their lecturer. • They described English and Maths as ‘ok’. • Also visited a degree apprentice in Engineering lesson. • There was a high level of Maths, good sequencing, very positive with good questioning. The Committee were informed that there were two sets of these visits per year. Governors also attended SAR panels. It was commented that advance notice of these dates is better for governors. **Action:** **To add dates of these visits to governor timetable for the year.**	
7.	**EXCELLENCE IN SUPPORT**	
7.1	**Equity, Diversity and Inclusion Annual Report 2024/25** This was presented by EDCS. The following areas were highlighted/discussed: • The input of DF was beneficial. • Why did 7% of staff not feel safe at work? This was linked to stability and security of job role, linked to the restructure. Also, the loss of someone on reception – there was uncertainty about what this meant. • Do we collect data on different groups? This is something that that is being looked into. • Are you reviewing the classification of ‘vulnerable’? Yes. • Page 95 – the ‘points’ have been mixed up with %. **Action:** **To correct the %/points error before the report goes to the Board.** • The table on page 118 – career academy – should say ‘all’. **Actions:** **To correct this before the report goes to the Board.**	Paper – page 84

	To add more on support in the narrative (page 118). **The Committee recommended the report to the Board with above actions corrected.**	
8.	**CURRRICULUM**	
8.1	**Curriculum Risks Review** There was a question around integrating this into the Risk Register so for future this item can be removed. The following items were discussed: • Regarding UCN numbers, will we get to a point where UCN isn't viable? It was felt that this was a 1-year blip with Bournemouth last year. Students are there and the provision will run next year. • Looking into what the College looks like for the future, there is a plan to enliven the UCN offer. • The English and Maths gateway qualifications to higher qualifications.	Paper – page 126
8.2	**Skills Agenda** This report shows how the College is adapting its curriculum to meet current and future skills demands, including data on local employment trends and business partnerships. The following was discussed: • The College has a good 16-18 market share in most areas. • Good links to the accountability statement. • Future areas where we can build further curriculum. • Warehousing was mentioned – skill sets they are looking for include teamwork and physical strength, which links to our sport curriculum.	Paper – page 129
8.3	**Financial Contributions Report by Curriculum Area** This is the first time this report has been presented to the governors. DP presented this report. Points of note: • Year to date budget breakdowns therefore may change – this shows what was planned. • Given the timing of meetings, data in these reports may be historical. • The cost of curriculum managers and investment in equipment is not included. • Foundation learning was discussed – the negative number is a timing issue. • We are used to seeing English and Maths factored into curriculum areas – have we considered doing that? DP explained how this would be calculated. • It is important for managers to see contribution with and without English and Maths.	Paper – page 135
8.4	**Final Enrolment and Targets Report** DP presented this report.	Paper – page 140

	There were questions around a large employer stopping Level 3 students – they are using another provider. The issues have now been resolved.	
9.	**OTHER**	
9.1	**Safeguarding Update** The Chair asked for any questions or observations: • Local reporting relates to the local authority – they still use My Concern • Place based provisions use College internal systems. • Thanks were given to the safeguarding manager for the report.	Paper – page 145
9.2	**Complaints Update Report** DP presented this report. Points of note were: • This is a year-to-date report. • There is an increase in complaints, this is largely down to growth, but some are also AI generated. This trend is shown in other organisations. • EDCS is attending training to investigate how to deal effectively with AI complaints and grievances. • The complaints policy has been updated. • Is the College able to respond to complaints effectively? It was confirmed that currently the College can do this.	Paper – page 149
9.3	**Policies for review** • Safeguarding policy The use of names in the policy was questioned by the Committee, but it was confirmed that this meets local authority guidance. 23.3 There was discussion over governors receiving information on page 201, it was confirmed this would be kept in the policy. **Action:** **To change EDCS's title.** **Recommended to Board with Action completed.** • Positive Behaviour Policy P232 Para-holistic trauma informed approach, this should be in our approach rather than at the beginning. It also needs a qualifier to state when we would use this approach. **Action:** **To amend paragraph on page 232.** **Recommended to the Board with the above amendment.** • Extenuating Circumstances Policy **Recommended to the Board.** • Quality Strategy **Recommended to the Board.** • Freedom of Expression and Freedom of Speech	Paper – page 153

	A question was asked about whether this included both FE and HE. It was confirmed that this applies broadly to all members and activities of the College. It was noted that on page 278 the responsibilities section was blank. **Action:** **To amend page 278.** Code of Practice for Governors was discussed. There was discussion regarding the references to anti-Semitism. It was confirmed that the letter from the OFS was prescriptive regarding the addition of anti-Semitism within this document. **Recommended to Board.**	
9.4	**Risk Register Review** This item had already been covered.	Paper – page 285
9.5	**AOB** There were no items in this section.	
10.	**External Governors discussion*** Staff Members, Student Members & SLT left 10.1 To approve the Confidential External Members Curriculum and Quality Minutes of 6 October 2025 **These minutes were approved by the Committee.**	

*Confidential items

Signed: **(Chair)** **Date:** 17 Mar 2026

Chris Wilson (Mar 17, 2026, 2:50pm)

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