

## Minutes of the meeting of the Curriculum and Quality Committee

on Wednesday 3<sup>rd</sup> December 2025 from 4.00pm – 6.15pm via Microsoft Teams

### **57/25 APOLOGIES AND WELCOME**

The Vice Chair took the Chair for this meeting in the absence of the Chair. She welcomed Members to the meeting.

Apologies were received from Dr Angela Buckley and Mrs Sandie Paice.

With the agreement of the Chair the agenda was taken out of order.

### **58/25 HEAD OF LEARNING (HOL) REPORT - CONSTRUCTION**

The Head of Learning for Apprenticeships and Vocation presented her report which provided an overview of performance for the 2024/25 academic year and progress to date for 2025/26.

She reported that provision across Construction remained mixed. There was strong provision in some areas; however, ongoing difficulties were noted in Brickwork Level 2 and Plumbing. Processes were being strengthened to improve monitoring of learners, attendance, and overall progression, with the aim of driving improvement and supporting learners more effectively.

The Chair raised concerns regarding low pass rates and queried whether learners recorded as failures had genuinely been retained, or whether some learners had effectively disengaged without being formally withdrawn. The Head of Learning advised that both were factors. She explained that a number of Construction learners are in employment. Historically, the structure of the curriculum and timetabling resulted in inconsistent attendance, as learners often changed employment and attendance subsequently declined. Learners frequently remained enrolled but were unable to successfully complete their course due to poor attendance.

For the current academic year, the introduction of a clearer three-day timetable has had a more positive impact, enabling learners to better align work commitments with study. She reported increased confidence that attendance issues were being addressed earlier and that more robust and honest conversations were now taking place with learners who were unlikely to complete or achieve.

The Chair asked whether online assessments had commenced. The Head of Learning confirmed that Plumbing examinations had recently taken place; outcomes were below expectations, but enhanced monitoring arrangements were now in place to allow earlier identification of emerging patterns. She highlighted a wider issue with learner comprehension, compounded by non-attendance at English lessons. Consideration was being given to embedding English more effectively within vocational delivery. In Plumbing, all learners receive a revision session prior to their first examination, and those who fail are allocated additional tutor support.

A Member asked about overall Self-Assessment Review (SAR) grades for the department. The Head of Learning confirmed that outcomes varied by provision area as follows: Painting and Decorating – Good; Wood Trades – Good; Electrical – Inadequate; and Plumbing - Requires Improvement.

The Member requested clarification regarding comments on page three of the report concerning Electrical provision, including staff recruitment challenges and the removal of certification at Levels 1 and 3. The Head of Learning explained that for Level 1 Electrical learners, certificates could not be claimed despite course completion, as issues were identified during external quality assurance (EQA) relating to the quality of portfolio evidence. While agency staff were confident in learners' knowledge and skills, practical evidence was insufficient to meet awarding body

requirements, resulting in the temporary removal of certification claims. These learners have progressed into 2025/26, with work ongoing to support portfolio completion and successful completion of the EQA process. The Head of Learning confirmed confidence that learners have completed the required learning and that certification will be achieved.

The Member described this as a significant failure.

The Chair asked whether the issue related to awarding body or EQA processes. The Head of Learning confirmed that the EQA was not happy with the portfolios but was confident in learner knowledge.

A Member asked whether the issue impacted funding. The Head of Learning confirmed that it did not.

Regarding Level 3 Electrical Apprenticeships, The Head of Learning explained that the cohort was split into two components. While the competency element was secure, portfolio issues arose due to staffing instability. As learners were on a three- to four-year programme, no individual learners were directly disadvantaged at that stage and overall impact was minimal.

A Member expressed concern regarding the student experience and the potential impact of these issues. The Head of Learning acknowledged that there had been a negative impact and that learners were justified in feeling that they had not received the best possible service. She assured the Committee that staffing was now more stable, provision improving, and that student experience should improve over time, although employer confidence would take longer to rebuild.

The Member asked how employers were being kept informed. The Head of Learning confirmed that communications had been issued via email, and that Team Leaders and Assessors were undertaking employer visits to ensure improvements were embedded in practice.

A Member commented that the report lacked clear attendance and retention targets.

A Staff Governor asked whether comparative national data was available and whether performance reflected national trends or a local profile. The Head of Learning confirmed that achievement rates in Brickwork, Plumbing, and Electrical were currently below national benchmarks, while Wood trades were in line with national rates and Painting and Decorating were above national achievement rates.

A Staff Governor referenced proposals for new Plumbing and Electrical provision. The Head of Learning confirmed that Level 1 courses were not currently running; instead, learners were enrolled on a Level 2 Multiskills Construction qualification, allowing unit selection across Plumbing and Electrical Level 1 content. Expansion was planned for 2026/27, with the intention of delivering a larger Multiskills Construction offer.

The Chair welcomed the approach, noting that downsizing or restructuring qualifications to improve achievement appeared positive.

A Member supported the focus on ensuring learners were placed on the right programme at the right time and welcomed the emphasis on constructive conversations with learners about progression and suitability.

The Head of Learning added that the “swap, don’t drop” approach was central to the Multiskills offer. The department was also seeking to grow Level 3 provision and improve progression pathways across all areas, addressing low aspiration in some disciplines.

The Assistant Principal (Curriculum and Skills) reiterated that Level 1 Electrical learners were expected to achieve certification once sufficient evidence was approved by the awarding body and that the current position should not prevent qualification achievement.

A Member commended the College and The Head of Learning for developing a broad-based curriculum offer, supporting learners who may otherwise disengage, and exploring mentoring as a means of improving retention.

The Chair thanked the Head of Learning for her report and responses to questions.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

The Head of Learning left the meeting.

The agenda returned to order.

#### **59/25 DECLARATIONS OF INTEREST**

There were no declarations of interest.

#### **60/25 APPROVAL OF THE NON-CONFIDENTIAL MINUTES OF THE MEETING OF 25 SEPT 2025**

The non-confidential minutes of the meeting held 25 September 2025 were approved as a true record.

#### **61/25 MATTERS ARISING FROM THE MINUTES OF 24 SEPT 2025**

The Director of Governance reported on Matters Arising. All items had been completed as detailed with the exception of one item relating to reporting due for 2025/26 to be presented in September 2026.

The Committee were ASSURED on Monitoring of actions and Matters Arising to December 2025.

#### **62/25 BALANCED SCORECARD AND IN YEAR REPORT**

The Assistant Principal (Curriculum & Skills) presented the Balanced Scorecard and In-Year Progress Report. She apologised for the late circulation of the report and provided a summary of key highlights.

Student intake had increased across most provision areas, with 16–19 provision in a strong position. The 14–16 provision was currently capped at 65 learners. Higher Education (HE) learner numbers currently stood at 75, broadly in line with the previous year, with plans to increase participation through additional short courses. Adult provision was reported to be strong, with improved face-to-face delivery. Significant improvement was noted in Free Courses for Jobs delivery. While only 42% of the annual target was achieved in the previous year, focused activity over the summer had resulted in performance reaching 122% of target. The Committee noted this achievement positively.

Apprenticeship performance was also highlighted, with 88 new starts to date compared to 56 in the previous year. A particular focus had been placed on Foundation Apprenticeships, it was reported.

Attendance remained below target overall, with some curriculum areas, notably Construction, showing lower attendance for main aim. Work was underway to address this, including a three-stage attendance escalation process supported by formal correspondence. Re-engagement activity had resulted in approximately 120 learners returning to English and Maths provision. Additional staffing capacity has been introduced, including two roles focused specifically on attendance, with increased engagement with parents and carers.

Discussion took place regarding Foundation Learning attendance figures. It was clarified that Foundation Learning includes a mixed cohort, including learners from alternative provision and NEET (not in education, employment or training) prevention programmes, and should not be viewed as solely SEND (special educational needs and disabilities) provision. Pure SEND provision continued to demonstrate high attendance levels, it was confirmed.

Teaching, Learning and Assessment were discussed, with the Assistant Principal confirming that two-week observation periods had concluded the previous week. Early outcomes indicated that approximately 92% of provision demonstrated strong teaching and learning, with a small number of staff requiring formal support,

ncluding two new staff from industry. Structured support included weekly meetings with line managers, documented actions, peer observations, and bespoke training where required.

The Committee discussed the use of Canvas as the College's Virtual Learning Environment (VLE). The Assistant Principal outlined a strategic focus on improving consistency of use to support formative assessment, student engagement, and transparency of learning activities. Inconsistent use had been identified and was now included as a specific focus within lesson observations.

The Welcome Survey was reviewed. While response rates reached 75%, this remained approximately 3% below the external benchmark. Areas of lower scoring were primarily linked to students' sense of safety, particularly where building works have required movement between blocks. It was noted that perceptions were likely influenced by early-stage transition anxiety. A follow-up student survey is planned later in the academic year, and induction processes have been reviewed with input from the Student Executive.

Health and Safety reporting has increased. It was noted that this reflected improved reporting of near misses, which is viewed positively. Further analysis by curriculum area would be undertaken, recognising that some areas (eg those involving machinery) were expected to generate higher incident reports.

Work placements were discussed, with strong progress reported for T Level placements. Employer-set projects were not currently being utilised. In response to questions regarding future placement requirements for new technical qualifications known as V Levels, the Assistant Principal confirmed that government guidance remained provisional. Sector-wide discussions were ongoing, she reported including engagement between the AoC (Association of Colleges) and the DfE (Department for Education), and further clarity was awaited.

The Chair requested that a paper on work placements be brought to the next meeting. The Assistant Principal confirmed this would be provided.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

### **63/25 DRAFT COLLEGE SAR (SELF-ASSESSMENT REVIEW)**

The Assistant Principal (Curriculum and Skills) presented the Draft College Self-Assessment Report (SAR). She advised that overall performance across the College was uneven, with some areas demonstrating strong performance, others developing, and a small number assessed as poor or inadequate. The current profile indicated five curriculum areas graded Outstanding, twelve graded Good, seven graded Requires Improvement, and a small number graded Inadequate. There was a strong focus on areas graded Inadequate, particularly English and Maths, Motor Vehicle, and Electrical, where rapid improvement is required and reflected within the Quality Improvement Plan (QIP). The Assistant Principal confirmed that individual curriculum area QIPs have been developed to ensure clarity of actions and accountability. Based on the overall balance of performance, the College has self-assessed as Good.

The Chair requested further discussion regarding Level 1 provision, inclusion, and the expectations of the new Ofsted framework. It was noted that Level 1 provision can have a negative impact on outcomes due to the complexity of learner needs, including poor prior attendance and engagement at school. The Chair welcomed the increased flexibility within Construction provision and asked what further developments were planned for Level 1 learners. The Assistant Principal confirmed that changes had already been implemented within Construction, including the introduction of Multiskills provision to support traditional and technical trade pathways. Across the College, Level 1 provision was closely aligned with the inclusion agenda, with significant Head of Learning oversight. Multiskills Level 1 programmes allow learners to rotate across curriculum areas, focusing on life skills, employability skills, confidence building, and tasters, alongside English and Maths. These changes are intended to support learners who are uncertain about career pathways and to improve attendance and engagement.

The Assistant Principal (Education, Progress and Student Support) emphasised that English and Maths remained a significant inclusion challenge for the College, with approximately 46–47% of learners requiring support in these

subjects, which is significantly above sector norms. Additional recruitment was underway to provide targeted English and Maths support within timetables. The Assistant Principal (Curriculum and Skills) confirmed that curriculum planning was being reviewed to ensure Level 1 learners could realistically achieve alongside English and Maths requirements.

A Member raised two points: firstly, that Appendix 6 on attendance by curriculum area referred to colour coding, which was not visible, and suggested this would be helpful in a document of this nature. Secondly, she asked whether a summary of grades by curriculum area could be included to clearly identify performance “hot spots”. The Assistant Principal confirmed that this information could be shared and included as an appendix.

A Staff Governor queried student destination data, noting that employment outcomes appeared low and questioning whether this was expected given progression into further education. The Assistant explained that predicted destinations indicated 17% progression into employment, while actual destinations showed a reduction of approximately 12%, partly due to learners recorded as NEET or unknown. While there were no individual numerical targets, the College’s focus was on ensuring positive destinations and significantly reducing unknown outcomes through improved tracking and processes, she reported.

The Committee CONSIDERED the report and RECOMMENDED the Draft College SAR for approval by Corporation.

#### **64/25 DRAFT COLLEGE QIP (QUALITY IMPROVEMENT PLAN)**

The Assistant Principal (Curriculum and Skills) presented the Draft College Quality Improvement Plan (QIP).

In response to questions regarding apprenticeships, The Assistant Principal advised that although improvement had been achieved, overall performance remained approximately 1% below the accountability framework threshold and may be subject to further fluctuation. Key issues included inconsistency between standards, variability in the quality of reviews, and ongoing staffing challenges affecting assessment, marking, and quality assurance. These factors had contributed to weaker employer feedback. An employer satisfaction survey has shown a 4% improvement; however, overall satisfaction remains below the level expected. It was acknowledged that employer confidence takes time to rebuild, particularly where previous experiences have been poor. Feedback indicates that while improvements are being recognised, some employers have experienced an extended period of dissatisfaction.

The QIP places a strong emphasis on improving the consistency and quality of reviews, setting clear expectations for apprentices and Heads of Learning, and ensuring timely achievement. Employers are being more actively involved in the review process to drive measurable improvement. It was noted that performance varies significantly across curriculum areas and is closely linked to staffing stability.

Structural changes have been implemented, including the introduction of Skills Coaches. Many staff are new to roles and have transitioned from industry; consequently, targeted training and development form a key element of the QIP, with a focus on improving review quality and consistency across apprenticeship delivery.

End Point Assessment (EPA) capacity was discussed. The Assistant Principal confirmed that there was currently a four-month waiting period, requiring assessments to be front-loaded to avoid delays to timely achievement. While improvements were being made, it was acknowledged that some timely achievement issues currently fall outside scope. The expectation is that all provision would be compliant and within scope by Christmas, with any remaining non-timely achievement areas treated as priority concerns.

Clarification was sought regarding the staff recruitment target referenced on page 14 of the QIP. The Assistant Principal confirmed that the target referred to 5 December 2025.

A Member queried the reference to “FESIT”. The Assistant Principal clarified that this related to the new Ofsted framework and its shortened terminology (Further Education Skills Inspection Tool). The Member further requested clarification of terminology including “LANDG” and “PANDD”. The Assistant Principal agreed to include explanatory interpretation within the document.

The Committee CONSIDERED the report and RECOMMENDED the Draft College QIP for approval by Corporation.

#### **65/25 SUBCONTRACTOR SAFEGUARDING PROCESS**

The Assistant Principal (Education, Progress and Student Support) gave a verbal report regarding subcontractor safeguarding processes, following a safeguarding discussion held with the Designated Lead Governor for Safeguarding.

The Assistant Principal reported that the College's franchise provision includes UKSA as the largest subcontractor, which followed safeguarding systems and processes similar to those of the College, albeit with different providers. Another franchise provision, Platform One was currently reviewing its safeguarding systems and processes. It was noted that the safeguarding landscape is rapidly evolving, particularly in relation to digital recording, website monitoring, and filtering requirements. A number of discussions have taken place with Platform One regarding available systems; however, progress had been slower than desired. The Assistant Principal confirmed that a further meeting was scheduled to review filtering, monitoring, and recording processes in more detail. While systems were in place, assurance was required regarding their effectiveness, consistency, and appropriate recording against agreed thresholds. Additional safeguarding considerations discussed included safer recruitment, building access controls, and the implications of Martyn's Law and the Prevent duty. The Assistant Principal advised that these matters could be incorporated into the wider safeguarding report.

The Designated Lead Governor for Safeguarding confirmed that the update reflected her meeting with the College Safeguarding Leads. She also asked whether the Committee was adequately capturing oversight of subcontractor quality alongside safeguarding. The Chair suggested that a summary of subcontractor quality performance would be helpful for the Committee. The Assistant Principal (Curriculum and Skills) confirmed that quality information could be included within Committee reporting. She advised that, based on the previous year's performance, UKSA achieved a 92% achievement rate and Platform One achieved 91%, indicating strong outcomes. It was agreed that a quality update could be included either as part of the annual reporting cycle or as a separate paper. The Designated Lead Safeguarding Governor requested that subcontractor safeguarding and quality assurance be reported annually, noting that safeguarding limitations could restrict inspection grades. The Committee agreed that an annual paper would provide appropriate assurance. The Chair requested R14 achievement data to be included.

The Principal left the meeting at this point.

The Committee NOTED the verbal report for ALERT to Corporation.

#### **66/25 TERMLY SAFEGUARDING REPORT**

The Assistant Principal (Education, Progress and Student Support) presented the Termly Safeguarding Report. She provided an update on recent *Keeping Children Safe in Education* (KCSIE) changes and confirmed that safeguarding categories in the *My Concern* system have been refined to align. *Early Help* cases were highlighted as an increasing area of concern. It was noted that baseline social work assessments previously passported to other providers were initially expected to be low in number; however, revised data indicates a higher volume than anticipated. Meetings have been held with the Local Authority, and further follow-up action is planned. The Assistant Principal advised that the introduction of refined reporting categories would enable clearer analysis once the next data cycle was complete.

An overview of vulnerable learner data was provided. Vulnerable groups had now been moved to full monitoring arrangements, which has resulted in improved achievement outcomes across all groups except young offenders, where challenges remain due to a range of external factors. Safeguarding activity continues to focus strongly on early identification and work with Youth Justice services.

The Committee received updates on statutory safeguarding duties, including Prevent and Martyn's Law, noting that Royal Assent has been granted with implementation expected by 2027. Preparatory work is underway, including lockdown procedures and "Run, Hide, Tell" training. The Single Central Record (SCR) and safer recruitment processes are in place, with an audit completed and pending formal write-up. Assurance was also provided regarding oversight of external contractors on site, including spot checks of identity and access arrangements.

One referral to the Local Authority Designated Officer (LADO) was reported for the year to date, which remains an active case.

The Assistant Principal provided an update on safeguarding training and the new Ofsted inspection toolkit, noting that safeguarding was now a limiting judgement. Failure to meet safeguarding requirements may result in inspection pauses or adverse inspection outcomes.

A Member thanked the Assistant Principal for the detailed report and asked whether wellbeing and behaviour data indicated issues within specific learner cohorts. The Assistant Principal confirmed that a triage system was in place to ensure wellbeing concerns that do not meet safeguarding thresholds were appropriately referred. While no single cohort has been identified, there is a generally elevated level of mental health need and anxiety among learners, reflecting national pressures and stretched external services, including CAMHS (Child and Adolescent Mental Health Services). Mitigating actions include work by the Student Executive on developing “chill-out” spaces, mentoring support, external professional engagement, and lunchtime support groups for anxious learners.

A Student Governor queried mandatory training compliance and whether this indicated staff had not commenced training. The Assistant Principal clarified that outstanding records largely reflected expired training requiring refresh, and checks were made to confirm staff availability (eg maternity leave) to ensure appropriate follow-up.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

#### **67/25 TERMLY TEACHING, LEARNING AND ASSESSMENT REPORT**

The Assistant Principal (Curriculum and Skills) presented the Termly Teaching, Learning and Assessment Report. Differences were identified between this report and the Balanced Scorecard, which reflected a snapshot from November, and the Assistant Principal confirmed that the information presented in the report represented more recent data.

The Assistant Principal highlighted a specific focus on Canvas, the College’s virtual learning environment (VLE). Areas not met were highlighted and it was reported that these had been aligned with priorities already identified within the Quality Improvement Plan (QIP).

A Staff Governor queried the observation numbers, specifically referencing 71 observations and asking how many individual staff this represented. The Assistant Principal confirmed that the figure of 71 related to individual observations. 127 staff were being observed overall and she confirmed that this would be checked to ensure that no individual has been included more than once.

The Chair raised questions regarding Canvas work scrutiny and techniques, emphasising that effective techniques help learners to embed learning more deeply. Discussion followed on the importance of making clearer connections between pass rates and the quality of teaching and learning activity, with the Assistant Principal noting that this was to be driven through Heads of Learning.

The Chair raised a question regarding whether there was a direct correlation between use of Canvas and pedagogical expertise. The Assistant Principal clarified that the key issue prompting review was inconsistency of use, and the resulting inconsistency in learner experience. Whilst Canvas is not pedagogy in itself, it should support effective teaching and learning, she concluded. The Assistant Principal added that some areas were using Canvas very effectively, while others are either not using at all or using poorly, which was having a negative impact on students.

A Staff Governor highlighted that Canvas was also central to supporting independent learning. It was noted that when students do not have appropriate materials on Canvas, it becomes more difficult for the Learning Resources Centre to support learners effectively.

A Member observed that staff use of the VLE often reflects how comfortable they are with the system. He suggested that it may be beneficial to further develop a structured, team-based approach to Canvas, providing clearer frameworks to make it easier for staff to input information consistently. The Assistant Principal confirmed that a Canvas template had already been created, although scope for further development remained.

A Student Governor added that some teachers find Canvas difficult to use. He suggested that additional training to support staff confidence would be beneficial. The Assistant Principal confirmed that all teaching staff receive Canvas induction and highlighted the positive work being undertaken by the Learning Resources Centre team in supporting this area. She confirmed that upcoming training would place a stronger focus on effective use of Canvas to support teaching and learning.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

### **68/25 TERMLY INCLUSION REPORT**

The Assistant Principal (Education, Progress and Student Support) presented the Termly Inclusion Report. She provided an overview of achievement and retention data, setting this within the context of inclusion, and with reference to the Ofsted framework. Overall performance across vulnerable cohorts was reported as generally good. The Assistant Principal presented analysis by curriculum section. For students eligible for free college meals, overall achievement and retention were reported as being broadly in line with College averages, although achievement rates were noted to be lower in some areas. English and maths achievement gaps were highlighted. The Assistant Principal outlined the current Key Performance Indicator (KPI) priorities and confirmed that reports would be adjusted going forward to align more closely with the key aspects of the updated Ofsted framework.

A Staff Governor queried why Motor Vehicle provision appeared frequently within the report and asked what specific interventions had been put in place to support both students and staff. The Assistant Principal (Curriculum and Skills) responded that investigation had identified poor attendance and outcomes linked to achievement issues at Level 1. The Assistant Principal (Curriculum and Skills) confirmed that units have since been changed to more appropriate Level 1 provision. Specific teaching support interventions have been put in place within the area, and the teaching team is working to relevant action plans, including targeted training requirements. Similar issues had also been identified within Electrical provision, relating to certification. It was noted that one mandatory unit had been omitted from a City & Guilds specification document, meaning it was not delivered. This was identified through the review process, and students were subsequently required to return to complete the missing unit. The Assistant Principal (Curriculum and Skills) reported that the External Quality Assessor (EQA) had been very empathetic, confirmed that all other aspects were satisfactory, and that the issue had been rectified, with all affected students completing the required work.

The Chair requested that an update on awarding body sanctions be included within the Teaching, Learning and Assessment Reports going forward. The Assistant Principal (Curriculum and Skills) confirmed that a paper could be produced, noting that there were currently only two relevant cases. The Chair welcomed this and confirmed it would be helpful for the Committee to review collectively within the Teaching, Learning and Assessment report.

A Staff Governor referred to destination data on page 2 of the report and suggested that it would be helpful for this to be split by level of qualification. The Assistant Principal (Education, Progress and Student Support) confirmed that this could be done.

The Committee NOTED the report for ASSURANCE and ALERT to Corporation.

### **69/25 INCLUSION POLICY**

The Assistant Principal (Education, Progress and Student Support) presented the draft Inclusion Policy, which replaces the previous Equality, Diversity and Inclusion (EDI) Policy. She confirmed that a full review had been undertaken to bring the policy into alignment with the Ofsted framework, with a clear emphasis that inclusion is the responsibility of all areas across the organisation. The key objectives of the policy were outlined, with a strong focus on pedagogy, adaptive teaching, and inclusive learning methods. The Assistant Principal highlighted that the first tranche of trauma-informed behaviour training was delivered in October 2025 and was very well received across all staff cohorts. The Policy summarises how this and other initiatives support alignment with the Ofsted framework.

A Staff Governor queried why former students were included within the scope of the policy. The Assistant Principal explained that this reflected the Ofsted framework and the value of former students in informing inclusive practice.

Examples included feedback gathered through exit interviews and alumni engagement, which helps identify positive changes and areas for improvement based on lived experience.

The Staff Governor referred to page 4 of the policy and queried the wording relating to student responsibilities. The Assistant Principal agreed that this section could be strengthened, for example by clarifying expectations around student contribution to an inclusive environment and appropriate behaviours.

The Staff Governor also commented that within the staff responsibilities section, the first bullet point felt overly broad, while the second was overly specific and potentially misplaced, particularly in relation to monitoring responsibilities. The Assistant Principal agreed that this section could be restructured, with responsibilities more clearly split by cohort and clarity around where accountability lies.

The Staff Governor noted that Appendix C appeared to contain the core operational detail of the policy and felt that this was “hidden away”. The Assistant Principal explained that the intention was to mirror the structure used in policies such as Safeguarding, with appendices clearly linked and accessible, allowing the main body of the policy to remain concise while providing direct access to detailed processes when required. She acknowledged the feedback and confirmed that references and links to appendices would be strengthened.

A Governor suggested that curriculum and assessment co-creation should be included more explicitly within the policy, particularly in relation to consultation. The Assistant Principal agreed and confirmed this would be added.

A Staff Governor commented that sections 8–10 appeared underdeveloped and read as draft, with opportunities to expand and provide greater clarity. The Assistant Principal agreed to review these sections and enhance them, including the addition of appropriate links.

The Staff Governor also noted that while neurodiversity was referenced, this was largely limited to definition. The Assistant Principal agreed to review the wording.  
Next steps and approval.

The Committee CONSIDERED the report and RECOMMENDED the draft Inclusion Policy for APPROVAL by Corporation subject to the amendments requested.

#### **70/25 AOC NETWORK MEETING FEEDBACK**

There was no feedback from Governors. The Assistant Principal (Curriculum and Skills) reported that she had attended a Directors’ focus on attendance meeting. 20 colleges had submitted data with attendance at English and maths standing at 68%. The Chair noted that this was a common issue. In response to a query from the Chair, the Director of Governance clarified that this standing agenda item allowed for feedback from Governors who had attended specialist Association of Colleges (AoC) network meetings to ensure Governors were kept up-to-date on developments.

#### **71/25 DRAFT 3AS REPORT TO CORPORATION**

The Director of Governance explained that this would form the Committee’s report to Corporation of those items that the Committee wished to alert Corporation to, assure Corporation on, and recommend for approval or action. The report would be drafted in consultation with the Chair and SLT (Senior Leadership Team) leads and circulated to Members for comment and approval prior to inclusion in the board pack.

#### **72/25 SELF-ASSESSMENT OF MEETING**

The Chair led Members in a self-assessment of the meeting. A Member commented that the meeting had gone well and noted that there was a substantial volume of data to review. He congratulated staff and the College on the quality and breadth of the reports produced, describing them as very informative.

A Staff Governor also expressed satisfaction with the meeting, noting that it remained on schedule and was well managed against the timetable.

The Assistant Principal (Curriculum and Skills) reflected that the questions and queries raised during the meeting were particularly useful for the Senior Leadership Team (SLT), providing valuable insight and “food for thought” in relation to adapting and refining future reporting. She further noted that the Committee format allowed for a greater breadth of discussion than had previously been possible when reporting solely to Corporation, which was considered beneficial.

**73/25 ANY OTHER BUSINESS**

There was no other business.

**74/25 DATE OF NEXT MEETING**

Wednesday 11<sup>th</sup> March 2026