Minutes of the meeting of the Curriculum and Quality Committee

on Wednesday 13th May 2026 from 4.00pm – 6.15pm via Microsoft Teams

19/26 APOLOGIES AND WELCOME
The Chair welcomed Members to the meeting. She thanked staff for the timely circulation of the papers and given that the agenda was full directed that papers would be taken as read to enable time for questions.

Apologies were received from Mrs Jessica Garbett, Professor David Ndzi, Mrs Bev Burgess and Hephzibah Biju.

20/26 DECLARATIONS OF INTEREST
There were no declarations of interest.

21/26 APPROVAL OF THE NON-CONFIDENTIAL MINUTES OF THE MEETING OF 11 MARCH 2026
The non-confidential minutes of the meeting held 11 March were approved as a true record.

22/26 MATTERS ARISING FROM THE MINUTES OF 11 MARCH 2026
The Director of Governance reported on Matters Arising. It was agreed that requests for reporting in 2026/27 would be discussed in the business cycle planning meeting. There were no questions.

The Committee were ASSURED on Monitoring of actions and Matters Arising to May 2026.

23/26 BALANCED SCORECARD AND IN YEAR PROGRESS REPORT
The Committee received the Balanced Scorecard and In-Year Progress Report. The Chair commended it as providing a clear overview of performance against key measures.

A Member noted the positive position of apprenticeships, particularly the improving achievement rates, and asked for management's assessment of the current direction of travel and when targets were likely to be achieved. The Assistant Principal (Curriculum and Skills) advised that significant progress had been made in reducing the number of apprentices requiring past planned end date (PPED) completion. Based on current tracking and monitoring arrangements, it was anticipated that further improvement would continue over the next year, with only a small number of outstanding cases remaining. The ambition was to eliminate these cases entirely. In response to a further question the Assistant Principal confirmed that the remaining challenges were largely concentrated within specific apprenticeship standards and were predominantly linked to previous staffing recruitment difficulties.

The Chair commented that the scorecard continued to improve with each reporting cycle and noted that the measures were becoming increasingly clear and effective through the ongoing refinement process.

A Member sought clarification regarding devolution and the College's position in relation to adult participation, face-to-face delivery, retraining and reskilling provision. The Assistant Principal reported that considerable planning work had taken place in preparation for devolution. A key priority was to increase delivery within Hampshire and Isle of Wight postcodes, reflecting the areas that would fall within the devolved funding arrangements. As part of this strategy, plans had been developed to increase the proportion of face-to-face provision. She explained that distance learning represented a decreasing area of activity as a deliberate consequence of devolution planning. Whilst distance learning had previously made a positive financial contribution, future delivery models needed to take account of additional staffing and material costs associated with expanding face-to-face provision.

The Assistant Principal further advised that, through membership of the Isle of Wight Local Skills Board, work was underway to develop a local skills action plan. It was noted that Dr Ruth Adams would be leading commissioning activity associated with pilot funding allocated to the Local Authority (LA). The Assistant Principal confirmed that distance learning could continue to be delivered within the devolved area where appropriate.

In response to a question from a Member regarding the reduction in distance learning, the Assistant Principal confirmed that the decline was intentional and directly aligned with preparations for the implementation of devolved adult skills funding arrangements.

The Committee noted the report and the positive progress being made across apprenticeship performance and the College's preparations for devolution.

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

24/26 DRAFT ACCOUNTABILITY PLAN

The Committee considered the Draft Accountability Plan. The Chair advised that, whilst the document had been prepared primarily to meet Department for Education (DfE) requirements, it also provided a useful strategic overview. Particular attention was drawn to the summary of key changes and the implications for governors, which the Chair suggested should be considered further outside the meeting.

The Principal reported that the Draft Accountability Plan would be presented to the Corporation for approval. Whilst the intention remained to meet the planned timetable, new guidance relating to inclusion and SEND (special educational needs and disabilities) reform had been received on the day of the meeting. This guidance required the College to reflect the anticipated reforms within its Accountability Statement. However, as the associated funding allocation had not yet been confirmed, it was not currently possible to accurately describe the expected impact within the document. She therefore highlighted that the final version would need to be updated once further information became available.

In response to a question from the Chair regarding submission deadlines, the Principal confirmed that the Accountability Plan was required to be submitted by 31 July 2026 and would be presented to Corporation on 20 May 2026. The Principal further advised that there was an additional dependency relating to the Local Skills Improvement Plan (LSIP), which had not yet been published and was not expected for at least a further month. It was therefore proposed that an Executive Leadership Team (ELT) review be undertaken before submission to determine whether any revisions were required.

The Principal reported that discussion at a Hampshire Governors' Forum meeting had highlighted the potential development of a Hampshire economic profile. Whilst it was not yet clear whether this would include the Isle of Wight, she noted that, if appropriate, it could potentially be incorporated into the Accountability Plan. The Chair commented that these factors were outside the College's direct control and that sector discussions appeared to indicate a desire for greater consistency in the approach taken by colleges. The Principal agreed that the document should be reviewed once the relevant information became available and updated where appropriate. The Chair observed that the document was already substantial and that the anticipated updates were unlikely to alter its overall direction. The Principal agreed and noted that the current version already reflected the key priorities identified to date. The Committee was assured that regional priorities, including areas such as agri-tech provision associated with Sparsholt, were appropriately represented.

A Member expressed particular interest in the inclusion and SEND Reform agenda and sought assurance regarding the College's capacity to manage the anticipated increase in demand. The Assistant Principal (Education, Progress and Student Support) reported that the College already supported a higher-than-average number of learners with Education, Health and Care Plans (EHCPs), with 239 learners currently identified and LA projections indicating that this number could exceed 330 by 2027/28. Discussions were ongoing with the LA to understand the implications for the College and to review future capacity requirements. The Assistant Principal advised that existing systems, including *eTracker*, would need to be reviewed to ensure they remained fit for purpose, and that greater clarity was

being sought regarding expectations and commissioning arrangements for specialist services such as occupational therapy and speech and language support.

In response to further questions from the Member about learner support capacity, the Assistant Principal advised that additional recruitment had already taken place within High Needs provision to strengthen admissions and accessibility processes. The safeguarding structure had also been revised, and further administrative support was being considered. The Assistant Principal noted that many safeguarding concerns were linked to wellbeing and mental health needs, and that the College was exploring additional support mechanisms, including enhanced mental health provision, assistive technology and related interventions.

Mr Dmytro Buyanov-Taylor joined the meeting at this point.

The Head of Quality advised that a further priority was ensuring that teaching staff possessed the skills and knowledge required to effectively support learners with additional needs. Plans were in place to deliver staff development activities focused on neurodiversity, including workshops on autism awareness, Makaton and other inclusive teaching practices.

The Teaching Staff Governor referred to the first page of the report and noted that the allocation for Adult Skills Funding (ASF) had been exceeded by 28% through adult learning activity. He sought clarification on whether this reflected a one-off increase in activity or whether future targets should be amended. The Assistant Principal (Curriculum and Skills) explained that this reflected a combination of factors. The College had intentionally increased the number of *Free Courses for Jobs* offered after not fully utilising its allocation in the previous year. In addition, a number of courses delivered over the summer period had been transferred into the *Free Courses for Jobs* programme, resulting in increased activity. The Assistant Principal advised that the College intended to seek growth in this area and would apply for an increased Level 3 *Free Courses for Jobs* allocation in future. It was noted that demand had been sufficiently strong that enrolments had needed to be capped during the year because the College would not have received funding beyond its existing allocation.

The Committee RECOMMENDED the Draft Accountability Plan for APPROVAL by Corporation subject to the caveats discussed regarding emerging inclusion and SEND reform requirements, consideration of the LSIP, and any consequential amendments identified through further review.

25/26 DRAFT CURRICULUM PLAN

The Committee considered the Draft Curriculum Plan. A Member sought clarification regarding Foundation Learning provision and asked whether there was an expected number of years that learners would typically remain within Foundation Learning programmes. The Assistant Principal (Education, Progress and Student Support) responded that discussions were underway regarding the development of two distinct progression pathways within Foundation Learning. However, it was recognised that exceptions would be required for some learners, such as those experiencing significant anxiety, where an additional transition stage may be beneficial to support progression into vocational programmes.

The Chair invited members to identify any particular areas they wished to discuss in greater detail. The Principal highlighted ASF and advised that further work was required in this area. She reported that following the annual strategic conversation, a request had been submitted for an increase in funding allocation. The Principal noted that, once devolution was implemented, funding would be consolidated into a single allocation rather than being distributed through multiple individual funding streams. However, she emphasised that the College did not wish to wait until 2027/28 to address the current funding gap and was actively seeking opportunities to increase allocation levels beforehand.

The Chair asked whether any additional funding was expected before the introduction of devolution arrangements. The Principal advised that this was not anticipated, explaining that significant resource was currently being directed towards developing the systems and methodologies that would underpin future ASF commissioning arrangements.

The Teaching Staff Governor referred to the section of the plan covering remote provision and asked whether there were any proposals to partner with mainland providers to facilitate examinations for online learners. The Assistant Principal (Curriculum and Skills) confirmed that the College's online programmes were designed in a way that did not require examinations and therefore no such arrangements were currently necessary.

Following consideration of the proposed curriculum priorities and associated planning assumptions, the Committee was satisfied that the Draft Curriculum Plan reflected the College's strategic objectives and future curriculum intentions.

The Committee RECOMMENDED the Draft Curriculum Plan for APPROVAL by Corporation.

26/26 HE STRATEGY

The Committee considered the Higher Education (HE) Strategy. A Member asked whether there was an indication of how the proposed modular delivery model would be received on the Isle of Wight and whether significant demand was anticipated for Lifelong Learning Entitlement (LLE) provision. The Assistant Principal (Curriculum and Skills) responded that there was likely to be demand for modular delivery within certain curriculum areas and noted that the concept had already been promoted through Chamber of Commerce events and employer engagement activities. Feedback from employers had been positive, particularly as the modular approach reduced the need for block release arrangements. She reported that a significant marketing campaign would be undertaken alongside a review of implementation arrangements. It was further noted that a number of partner universities, including Solent University, the University of Portsmouth and Arts University Bournemouth, were restructuring programmes into 20 and 30 credit modules, enabling easier transferability and greater flexibility within a modular delivery model. The Member welcomed the developments and commented that the approach appeared both innovative and exciting.

The Teaching Staff Governor referred to priority three within the Strategy, relating to workforce development and recruitment, and sought clarification regarding expectations for internal staff upskilling to support delivery of higher-level programmes. The Assistant Principal advised that the operational plan remained to be finalised and that workforce requirements would depend upon the curriculum areas ultimately selected for delivery. She explained that the College would first seek to utilise expertise within existing curriculum teams, noting that many staff were already capable of teaching at higher levels. Where additional qualifications were required, the College's preference would be to support existing staff to upskill and gain the necessary credentials.

A Member commented that the Strategy was ambitious, clearly articulated and set out a compelling direction of travel. However, another Member noted that a clearer definition of success measures would strengthen the document, particularly in relation to modular delivery and the long-term financial sustainability of the provision. The Assistant Principal welcomed the feedback and would amend the Strategy accordingly.

The Chair asked whether any new programmes were planned for 2026 and beyond. The Assistant Principal reported that the College had recently completed an initial validation panel with Arts University Bournemouth, a new higher education partner. Approval had been received subject to minor amendments for proposed Level 4 Photography and Level 4 Creative Industries programmes. These new programmes would provide learners with broad introductory exposure to a range of creative disciplines at Level 4. She further advised that two additional programmes were progressing through development. Documentation had been submitted to Solent University and UKSA (UK Sailing Academy) to support the introduction of a Foundation Degree in Operational Yacht Science, with a planned start date of September 2027, although the programme had not yet reached the formal validation stage.

The Chair referred to earlier discussion regarding marketing and asked whether management was confident that sufficient student demand existed to support the proposed provision. The Assistant Principal confirmed that there was confidence in the likely level of demand. Whilst some programmes could be financially viable with relatively small cohorts, potentially as few as 12 students, she emphasised that meeting local need was the more significant factor. The Strategy was considered to align strongly with the College's civic mission by providing HE opportunities for individuals who were unable or unwilling to leave the Island to study elsewhere. She also noted that the development of HE provision would contribute to greater income diversification for the College.

The Committee RECOMMENDED the HE Strategy for APPROVAL by Corporation subject to the amendment discussed.

27/26 TERMLY SAFEGUARDING REPORT

The Committee received the Termly Safeguarding Report and thanked staff for the significant work undertaken in relation to franchise provision. The Chair sought clarification regarding the data presented on page two of the report, noting that the columns were difficult to interpret. The Assistant Principal (Education, Progress and Student Support) explained that the formatting had become misaligned and confirmed that the three columns related to the three reporting periods covered within the academic year.

A Member noted the apparent reduction in incidents between terms one and two and observed that the report indicated 120 incidents to date in term three. She asked how this compared with the previous reporting periods. The Assistant Principal advised that referrals for triage had reduced; however, caution was required when interpreting the figures as the report reflected data snapshots taken at the point reports were prepared for the Committee rather than equivalent time periods. She explained that a higher volume of referrals was typically reported during the first term of the academic year, often reflecting students adjusting to college life and experiencing uncertainty rather than safeguarding risks. It was noted that wellbeing remained the largest category of referrals and that these issues were not necessarily safeguarding concerns but were appropriately triaged and supported through the Student Welfare Team.

The Member accepted this explanation and asked whether any trends were emerging in relation to suicide risk and mental health concerns. The Assistant Principal advised that no specific trends had been identified. However, a small number of cases had highlighted the influence of artificial intelligence (AI), which was an emerging concern. She reported that it was becoming increasingly common for young people to use AI tools as a source of counselling or advice, despite these systems being unsuitable for such purposes and capable of producing varying responses depending on the information provided.

The Chair asked whether the College was providing information and guidance to students regarding the use of AI. The Assistant Principal advised that the College was awaiting the publication of updated *Keeping Children Safe in Education* (KCSIE) guidance and anticipated a greater focus on online safety. The induction programme would therefore include content relating to AI, with associated themes being explored throughout the year within personal development activities.

A Member expressed particular interest in the distinction between wellbeing and safeguarding concerns and asked whether greater emphasis could be placed on lower-level interventions to prevent issues from escalating. The Member commented on the importance of ensuring that students felt able to identify and access a trusted adult within the College and suggested that wellbeing and behaviour might be considered separately when reviewing support arrangements. In response, the Assistant Principal advised that the Student Engagement Team was currently being remodelled based on student and staff feedback. The proposed approach would strengthen links between support staff and curriculum departments whilst retaining a central hub through which students could access support, decompress and be triaged where necessary. Work was also underway to strengthen staff understanding of behaviour management, de-escalation techniques and the identification of triggers within classroom environments. She reported that trauma-informed training had been delivered during the year alongside specialist behaviour management support. It was recognised that many behavioural incidents arose from multiple unmet needs and triggers that had not been addressed at an earlier stage. The effectiveness of the Student Engagement Team model would be reviewed during the first term to assess its impact on student engagement and support. Consideration was also being given to how support could be more effectively accessed by students who may be reluctant to visit the central hub but would feel more comfortable approaching a familiar contact within their curriculum area. The Assistant Principal added that demand for mental health support remained high, with counselling services reaching capacity as soon as appointments became available. These challenges reflected national pressures on mental health services; however, the College continued to provide effective signposting and support through its established partnerships.

The Teaching Staff Governor commented that the use of AI by students was an important issue and that some students may be more inclined to seek support from AI tools than from other people. It would therefore be important to ensure

that students understood both the opportunities and limitations associated with AI. The Assistant Principal agreed, noting that many students did not fully understand how algorithms operated or the risks associated with AI-generated advice. Whilst AI would form an important part of students' future lives and careers, students needed to be supported to use such technologies safely and appropriately.

A Student Governor added that, alongside educating students about public AI tools, the College may wish to explore opportunities to invest in and develop its own AI models or tools that could be safely deployed to support learning and engagement activities.

The Committee noted the report, the continued focus on student wellbeing and safeguarding, and the emerging risks and opportunities associated with the increasing use of AI by students.

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

28/26 TERMLY INCLUSION REPORT

The Committee received the Termly Inclusion Report and commended the clarity of the paper. It was noted that a conscious effort had been made to avoid the use of acronyms in order to improve accessibility and understanding.

The Assistant Principal (Education, Progress and Student Support) reported that inclusion remained a significant area of focus across the College and highlighted positive feedback received from both governors and students following the recent Governor Contact Day. The Assistant Principal and Head of HR (Human Resources, People and Culture) had subsequently been working together on the development of a Wellbeing and Belonging Strategy. A further draft was in development, and it was anticipated that the Strategy would shortly be finalised, enabling implementation of a range of associated initiatives. The Assistant Principal noted that the Student Executive continued to provide valuable feedback from the student body and had played an important role in discussions regarding social spaces across the College. Senior leaders had recently revisited this matter and were exploring opportunities to enhance outdoor spaces where students could relax and socialise.

The Chair asked how the Assistant Principal felt the College was progressing given the increased emphasis on inclusion within the emerging inspection framework and whether additional support was required. The Assistant Principal acknowledged that inclusion represented a substantial and evolving agenda. Historically, inclusion discussions had often focused on particular student groups; however, the emphasis of the emerging framework was broader and required colleges to embed inclusive practice throughout the organisation rather than treating it as a discrete initiative. She advised that the College was seeking to develop a consistent culture and staff framework that ensured inclusion was embedded within everyday practice and experienced across all aspects of College life. The Assistant Principal further noted that feedback gathered through governor engagement and other consultation activities had demonstrated that the concept of belonging meant different things to different people. The challenge therefore lay in identifying common themes that could inform a coherent College-wide approach. As with safeguarding, inclusion was increasingly being viewed as a standalone strategic priority. Considerable work had already been undertaken, but further refinement of systems, processes and approaches was ongoing.

The Chair commented on the significant progress made to date and highlighted the importance of ensuring that the experiences of underrepresented groups remained visible. She noted that issues relating to intersectionality and inequality would remain critical considerations as the work developed.

A Member referred to previous discussions regarding students studying English and mathematics and questioned whether this cohort should be tracked more explicitly as part of the College's inclusion reporting. The Assistant Principal advised that relevant datasets already existed relating to attendance, English and mathematics achievement, and higher-grade outcomes. Work was underway to determine how these metrics could be aligned to provide greater insight into impact and to support evaluation of teaching, learning and assessment practices. She added that attendance continued to be an area of particular concern for some vulnerable groups, including young offenders and other learners facing additional barriers to participation. The College was therefore seeking to ensure that data and reporting provided a clear picture of both day-to-day experiences and longer-term achievement outcomes. The

Assistant Principal noted that a significant proportion of the College population fell within one or more inclusion-related categories and that this complexity needed to be reflected in future planning and reporting.

A Member observed that inclusion should be considered across all areas of the College's work rather than being confined to dedicated reports. She suggested that every major report and paper presented to governors should include an assessment of its implications for disadvantaged, underrepresented or vulnerable groups. Whilst papers such as the Inclusion Report naturally addressed these matters, there was a need to ensure that consideration of inclusion became a routine and visible part of decision-making across the organisation.

The Committee noted the report and welcomed the ongoing development of the Wellbeing and Belonging Strategy, the increased focus on embedding inclusion throughout the College, and the commitment to ensuring that inclusion considerations are reflected consistently across governance and operational reporting.

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

29/26 TERMLY TEACHING, LEARNING AND ASSESSMENT REPORT

The Committee received the Termly Teaching, Learning and Assessment Report and welcomed the Head of Quality to the meeting. The Chair thanked the Head of Quality for her work to date and noted the improvements in the quality of lesson observations compared with the previous year.

The Teaching Staff Governor referred to the digital skills section of the report and noted that staff had self-assessed below 75% for digital skills and around 70% for confidence in the use of AI. He observed that, given the increasingly digital nature of education, higher levels might be expected and sought assurance regarding plans to address this through staff development. The Head of Quality responded that the introduction of new Learning Technologists had already played a significant role in supporting staff development. Future plans included the creation of a digital toolkit, with an initial focus on achieving mastery of core digital skills before expanding into more advanced areas. She also advised that a dedicated digital development day was planned for the following academic year, involving external specialists and workshops to further enhance staff capabilities.

The Chair noted that a number of programme reviews had identified similar areas for development and asked how effectively improvement actions were being addressed with individual teachers. The Head of Quality advised that the response from curriculum teams had been positive. Whilst there had initially been some uncertainty regarding how programme reviews would be received, staff had engaged openly with the process and had embraced the opportunity for improvement. She cited recent discussions with the Brickwork team, who had demonstrated enthusiasm for implementing new initiatives and addressing identified actions, whilst acknowledging that further work remained.

The Chair commented that the improvements being implemented were empowering staff and were already demonstrating a positive impact, noting that achievement rates within Brickwork had improved. It was recognised that the focus on teaching, learning and assessment was having a direct influence on student outcomes.

A Member asked how departments had been selected for programme review. The Head of Quality explained that reviews had initially focused on underperforming areas identified through self-assessment review (SAR) grades, although priorities had evolved throughout the year in response to emerging issues. The overarching aim had been to drive up standards across provision.

The Member further queried whether common themes were emerging across different types of provision and whether a broader whole-College approach should be considered. The Head of Quality responded that findings from programme reviews and learning walks had directly informed the Teaching Excellence Framework. She stated that there was a need to re-energise staff focus on pedagogy and ensure that it remained a key expectation. To support this, the College would be launching a revised set of teaching principles alongside a refreshed observation process, providing greater clarity regarding expectations and effective teaching practice.

The Chair commented that these developments would hopefully also contribute positively to improving attendance.

The Principal advised the Committee that the senior leadership team (SLT) had been working closely with the Head of Quality to establish the Teaching Excellence Team. Recruitment would shortly commence for four Teaching Excellence Coaches, each provided with allocated remission time to focus on driving improvements in teaching, learning and assessment standards across the College. She explained that workload reduction focus groups had identified opportunities for greater efficiency, whilst also highlighting gaps in digital skills. Feedback from students had similarly indicated inconsistency in learning experiences, with some lessons described as engaging and dynamic due to teachers' confidence with digital tools, whilst others were perceived as less engaging. The Teaching Excellence Team would seek to address these issues and provide support for both new and existing teachers.

The Chair welcomed the additional support being provided for teaching staff and thanked the Head of Quality for attending and contributing to the Committee's discussion. The Committee noted the report and the planned actions to further strengthen teaching, learning and assessment across the College.

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

30/26 STUDENT SURVEY AND ACTION PLAN

The Committee received the Student Survey and Action Plan and considered the key findings and proposed actions arising from the survey results. The Chair noted a number of findings within the report, including feedback relating to Horticulture, and queried whether some of the results may have been influenced by the small cohort size within certain curriculum areas. She asked whether focus groups had been undertaken to provide additional context to the survey findings. The Assistant Principal (Education, Progress and Student Support) advised that the results had not been particularly surprising and highlighted that performance had improved in several areas compared with the previous year. She confirmed that action plans had been developed for all areas that fell below benchmark levels and that focus groups had been conducted in each case to better understand the factors contributing to the results. The Assistant Principal noted that one area of particular interest was Pathways, where satisfaction with the curriculum had declined compared with the previous year. Feedback from students suggested that they would like greater emphasis on qualifications and less focus on wellbeing-related activities.

A Member requested further information regarding the feedback from Pathways. The Assistant Principal explained that further investigation was required to understand precisely what students valued and wished to see more of within the curriculum. Whilst the Pathways provision had a strong culture of co-creation with students, a second focus group involving a larger number of learners was currently being established to explore these issues in greater detail.

The Chair welcomed the use of focus groups as a means of gaining a deeper understanding of student feedback and identifying targeted improvements.

The Assistant Principal reported that the student survey had also been condensed following a previous recommendation from a Member. Going forward, consideration would be given to the use of additional targeted "pulse" surveys to gather more timely feedback from students.

The Teaching Staff Governor noted the importance of avoiding survey fatigue but questioned whether a termly approach to gathering student feedback should be considered, recognising that the student experience can change throughout the academic year. The Assistant Principal (Curriculum and Skills) responded that an induction and welcome survey had been introduced for the current academic year. She explained that the main student survey was undertaken in February, with end-of-year course reviews also providing opportunities for feedback. The Assistant Principal suggested that further survey activity could be developed to provide more targeted insight throughout the year.

The Assistant Principal (Education, Progress and Student Support) commented that the welcome survey required further review, as some of the findings had initially generated a number of focus groups, particularly in relation to safety concerns, when the issues raised were often linked to students becoming familiar with a new campus environment. She emphasised the need to evaluate the purpose of each survey, the information being sought, and the extent to which results could be effectively benchmarked if survey questions were amended.

The Head of Quality advised that a comprehensive review of the student survey approach was already under consideration and had been discussed. This review would consider the effectiveness of current surveys, the value of additional pulse surveys and any refinements required to ensure that student feedback continued to provide meaningful and actionable intelligence.

The Committee noted the report and welcomed the actions being taken to strengthen the collection and analysis of student feedback.

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

31/26 PARENT SURVEY PROGRESS UPDATE

The Committee received the Parent Survey Progress Update and discussed the challenges associated with obtaining meaningful feedback from parents and carers.

The Assistant Principal (Education, Progress and Student Support) advised that the parent survey was currently undertaken for the 14 to 16 cohort. Previous attempts to extend the survey to other age groups had resulted in low response rates. Despite the survey being issued through Teams at the time of review meetings, the current response rate for the 14 to 16 cohort stood at approximately 15%.

The Assistant Principal reported that the feedback received had been generally positive. Parents and carers highlighted strengths in teaching, learner safety and the overall student experience, particularly where learners had not enjoyed positive experiences in a school environment previously. Feedback had also identified a small number of areas where respondents would like to see further improvements. She noted that the low response rate highlighted the need to review how feedback from parents and carers is gathered. It was acknowledged that, particularly for learners aged 16 and over, parents often experience a significant change from the level of information routinely provided by schools to a more limited level of communication within further education. A range of alternative approaches were being considered, including short pulse surveys, the use of digital surveys during review meetings, and the possibility of providing paper-based surveys for completion at home.

The Chair suggested that focus groups could be considered as an additional means of gathering parental feedback. The Assistant Principal agreed that focus groups could be beneficial and noted that the College already received considerable feedback from parents of learners with SEND through annual reviews and other meetings. However, engagement from other parents and carers remained more challenging, with attendance at progress review meetings often low despite the introduction of twilight sessions. The Assistant Principal commented that expectations varied considerably, with some parents comfortable with the level of communication provided while others sought more regular engagement and information.

The Chair asked whether consultation meetings were delivered in person or through a hybrid approach. The Assistant Principal confirmed that a range of options was available to parents and carers. In addition, the College had introduced a new parent and carer induction event during the previous year, providing information on support services such as bursaries, transport and the parent portal. She noted, however, that usage of the parent portal remained lower than anticipated, reinforcing the need to review communication methods and identify the most effective ways of engaging parents and carers.

The Committee recognised the importance of ensuring that the views of parents and carers are effectively captured and agreed that further work should be undertaken to improve engagement and increase response rates.

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

32/26 PLASC REPORT

The Committee received the Pupil Level Annual School Census (PLASC) Report and noted the positive trends identified, including the College's population profile and market share position. The Chair welcomed the report and its positive outlook.

The Teaching Staff Governor commented on the population projections presented within the report and, from a statistical perspective, queried the distinction between the historical data and future projections shown within the graph. He noted that it was not immediately clear where the actual data ended and the forecast data began. The Assistant Principal (Education, Progress and Student Support) welcomed the feedback and explained that the projections were based on LA data derived from school year group populations. She highlighted the declining birth rate as a key consideration for future planning and advised that the anticipated reduction in the 16 to 18 population reinforced the importance of the College's strategy to grow adult provision and diversify its market. It was noted that the College would need to continue planning its curriculum and provision carefully in response to these demographic changes.

The Principal advised that the projections were considered accurate insofar as they were based on current school population data. The principal variables that could affect future numbers would be outward migration from, or inward migration to, the Island. She noted that planned housing developments may have a positive impact on future population levels, although significant fluctuations were not anticipated.

The Committee acknowledged the demographic challenges highlighted within the report and agreed on the importance of ensuring that future curriculum planning, recruitment strategies and provision development were aligned with projected population trends.

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

33/26 GOVERNOR CONTACT DAY FEEDBACK

The Committee received the Governor Contact Day feedback report. The Chair thanked staff involved in organising the day and compiling the feedback and commented positively on the information provided. She invited feedback from the Student Governors regarding the event and asked whether they had found the day beneficial. The Student Governors confirmed that the day had been useful and that they had valued the opportunity to participate and engage with students and staff across the College.

A Member commented that the day had worked particularly well, being combined with a Corporation meeting at the start of the day and had provided valuable opportunities for governors to gain first-hand insight into the student experience and College activities.

The Committee welcomed the positive feedback received and recognised the value of Governor Contact Days in supporting governor engagement, assurance and understanding of the College's work.

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

34/26 ANNUAL REVIEW OF COMMITTEE EFFECTIVENESS

The Committee undertook its annual review of effectiveness and considered whether governors felt adequately supported in keeping abreast of policy and regulatory developments. The Chair commented that there was an opportunity to further refine the Committee's approach and asked governors whether they felt sufficiently supported in understanding ongoing policy developments and changes within the sector.

A Member commented that she did not always feel fully confident in her understanding of current Ofsted expectations and would welcome additional support and development in this area. The Principal responded that, following recent discussions with the Chair of Corporation regarding governor development and Ofsted preparedness, consideration was being given to providing further training for governors. The Head of Quality had been asked to prepare a short briefing video outlining the proposed new Ofsted framework, which would be circulated to governors.

The Chair suggested that key Ofsted documents should be collated within the governors' resource area to support self-directed learning and ensure governors had easy access to relevant guidance and reference materials.

The Committee agreed that opportunities for governor training and briefing sessions should continue to be maximised to support governors in maintaining their understanding of sector developments, regulatory requirements and inspection expectations.

The Committee RECOMMENDED the Annual Review of Committee Effectiveness for APPROVAL by Corporation.

35/26 ANNUAL REVIEW OF COMMITTEE TOR

The Committee undertook its annual review of the Committee Terms of Reference and considered the proposed amendments.

The Teaching Staff Governor queried the rationale for the amendment relating to inclusion. The Director of Governance responded that the change was proposed to reflect updated terminology and ensure that the Terms of Reference aligned with current language and practice across the College.

The Committee RECOMMENDED the Annual Review of Committee Terms of Reference for APPROVAL by Corporation.

36/26 DRAFT 3AS REPORT TO MAY 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 circulated to Members for comment and approval prior to inclusion in the board pack. It was acknowledged that there would be a tight turnaround for circulation.

37/26 FEEDBACK FROM AOC NETWORK MEETINGS

There was no feedback.

38/26 ANY OTHER BUSINESS

There was no other business.

39/26 SELF-ASSESSMENT OF MEETING

The Committee undertook a self-assessment of the meeting and reflected on its effectiveness, strategic focus and overall conduct. The Chair commended the quality of the meeting papers and invited feedback from members on whether the Committee was maintaining an appropriate strategic focus or whether further improvements could be made.

The Principal commented that the meeting had been excellent and compared favourably with other Committee meetings attended. She noted that discussions had been engaging and constructive, with a healthy level of challenge and scrutiny throughout. It was evident that members had read the papers thoroughly, contributed pertinent questions and added value to discussions. The Principal further observed that, despite the breadth of business considered, the Committee had completed its work efficiently and within the scheduled timeframe.

The Head of Quality endorsed the Principal's comments and agreed that the meeting had been highly effective.

The Chair thanked members and officers for their contributions and the considerable work undertaken in preparing for the meeting.

A Member echoed the comments made by the Principal and praised the manner in which the meeting had been chaired. She noted that the meeting had been conducted at an appropriate pace, with all members being given the opportunity to contribute to discussions and express their views.

In closing, the Chair thanked members for their engagement and constructive contributions throughout the meeting, commenting that the Committee remained highly focused and effective in discharging its responsibilities.

The Committee concluded that the meeting had been well managed, appropriately challenging and strategically focused, and that it had enabled full participation from members.

40/26 DATE OF NEXT MEETING

Wednesday 30th September 2026