

LEEDS COLLEGE OF BUILDING

QUALITY, CURRICULUM & PERFORMANCE COMMITTEE

Minutes of the meeting held on Tuesday 21 October 2025 at 4.00pm, Meeting Room 1, North Street / Microsoft Teams.

PRESENT:

Sandra Burnhill (SB)	Chair & External Governor
Nikki Carthy (NC)	Staff Governor
Nikki Davis (ND)	Principal & Chief Executive (<i>attended via Teams</i>)
James Dunford (JD)	External Governor (<i>attended via Teams</i>)
Mick Norton (MN)	Staff Governor (<i>attended via Teams</i>)
Julie Tolley (JT)	External Governor

ATTENDANCE: 6 / 8 = 75% (KPI 80%)

Cumulative attendance: 41 / 62 = 66%

IN ATTENDANCE:

Rob Holmes (RH)	Vice Principal – Curriculum, Quality & Innovation
Steve Connell (SCo)	Assistant Principal – Study Programmes
Chris Tunningley (CT)	Assistant Principal – Adults & Apprenticeships
Menna Bailey (MB)	Head of English (Agenda Item QCP-25-159)
Costina Babanau (CB)	Head of Maths & Digital Skills (Agenda Item QCP-25-159)
Jamie Francis (JF)	Head of College Experience, Behaviour & Engagement (Agenda Items QCP-25-160 & QCP-25-161)
Jane Taylor-Holmes (JTH)	Director of Governance
Nancy Fearnside (NF)	PA to Strategic Leadership Team (Minutes)

Min. Ref.	Minutes	Actions
	QCP-25-153 – Appointment of Chair & Vice Chair	
451.	JTH commented that SB and JT had confirmed their nominations for the roles of Chair and Vice Chair for 2025/26 respectively.	
452.	Resolved: SB was appointed Chair of the Committee for 2025/26 and JT was appointed Vice Chair of the Committee for 2025/26.	
	QCP-25-154 - Apologies for Absence	
453.	Apologies for absence were received Steve Carmody (External Governor) and Dave Russell (External Governor).	
	QCP-25-155 - Determination of Observers / Attendees	
454.	Members agreed attendees at the meeting as per the attendance list above.	
	QCP-25-156 – Declaration of Interests in any Agenda items	
455.	There were no declarations of interest.	
	QCP-25-157 – Minutes of the previous meeting	
456.	Resolved: The minutes of the previous meeting held on 1 July 2025 were accepted as a true record.	

Min. Ref.	Minutes	Actions
	QCP-25-158 – Matters Arising	
456.	Members noted the updates recorded against the matters arising.	
457.	Item QCP-25-141 (346) – CT commented that he had spoken to Steve Carmody regarding supporting individuals who wanted to pursue professional membership (Chartered Engineering and Masters). A discussion had taken place as to whether there was anything the College could offer, such as mentorship or guidance. CT noted that at this stage, the College's focus remained on degree programmes but this would be considered for the future.	
458.	Item QCP-25-128 – SB raised the question of employer feedback; JTH confirmed that a report would be presented to the December meeting.	
	QCP-25-159 – Spotlight on English and Maths	
459.	Committee members welcomed Menna Bailey (MB), Head of English and Costina Babanau (CB), Head of Maths & Digital Skills to the meeting. MB and CB provided a PowerPoint presentation on English and Maths and gave an overview of MIDES data, Achievement data, Attendance & Punctuality, Staff development, increase in student numbers, Grade profile 25/26 -v- 24/25, Success stories and Opportunities / threats 25/26.	
460.	<p>Performance Overview</p> <ul style="list-style-type: none"> GCSE English pass rate declined from 9.8% (previous year) to 7.2%, despite a successful November resit period. Progress between grades was lower than expected, though some positive progress occurred within grades. GCSE Maths pass rate improved slightly to 11%, though still below the national average of 16%. National pass rates for English have declined for a third consecutive year, reflecting a wider issue across FE providers. 	
461.	<p>Contextual Challenges</p> <ul style="list-style-type: none"> High proportion of students entering with very low starting points; initial assessments show 57% at Entry 1–3, despite GCSE grades suggesting higher ability. Significant numbers of students with SEND and access arrangements; 700 students identified with SEND, including 54 high-needs learners and 102 EHCPs. Many learners lack the progression incentive seen in A-level programmes, as vocational progression does not require English/Maths achievement. 	
462.	In response to comments from Committee members the importance of context and being able to identify disadvantaged learners was acknowledged, it was noted that a significant number of students were classed as disadvantaged due to the students not coming with prior achievement of grade 1 or 2 in Maths and English. RH referred to the Ofsted focus on context and how this would be presented to Inspectors.	
463.	<p>Curriculum & Delivery</p> <ul style="list-style-type: none"> Continued use of Pearson 2.0 for GCSE resits, chosen for accessibility and relevance. However, increased national uptake has changed the competitive landscape, as schools were entering boundary students only. Positive student feedback on curriculum relevance and engagement; CPD delivered on adapting to Gen Z learning styles. 	

Min. Ref.	Minutes	Actions
464.	JT queried what the reason was for the College doing less well this year than the year before. MB commented that this could be the impact of full transition to Pearson, changes in initial assessments and absence of AQA cohorts that previously enhanced overall results.	
465.	<p>Attendance & Engagement</p> <ul style="list-style-type: none"> Maths Attendance & Punctuality 24/25: 72.80% and 80.38%. This was currently 76.67% and 88%. Maths Exam attendance 24/25 improved to 93.1%, up 8.7% from the previous year. English Attendance & Punctuality 24/25: 72.09% and 85.02%. This was currently 75.62% and 91.12%. English Exam attendance 24/25 improved to 93.1%, up 9.5% from the previous year. Lesson attendance and punctuality also improved year-on-year. 	
466.	Members commented that if attendance did not continue to increase, it would be hard to see any impact on results. Members emphasised that there should be a sustained focus on attendance.	
467.	MB commented that there were strong outcomes at Level 2 Functional Skills, particularly for Level 2 Apprentices and Entry to Employment. MB explained that Apprentices aged 19 or older did not have to participate in Functional Skills in order to achieve their Apprenticeship.	
468	<p>Staff Development</p> <ul style="list-style-type: none"> Investment in CPD, including maths mastery training and collaborative projects with vocational teams. Increased moderation and standardisation sessions to address skills gaps. 	
469.	SB raised the question of Professional Growth Observations (PGO). MB stated that 60% of PGOs undertaken confirmed that those observed had met the expected standard on the first observation, where necessary staff were supported to meet the expected standard.	
470.	JT questioned whether staff were motivated this year. Assurance was provided that staff remained committed, supported by positive learner feedback and visible progress.	
471.	<p>Success Stories</p> <p>Individual learners achieving significant progress (e.g. Grade 2 to Grade 4) were highlighted as evidence of effective teaching and learner engagement. Committee members commented on the use of effective role models for students and asked about student perception surveys. SB commented that she had observed an English lesson as part of her SEND Link Governor role visit, where students were comparing the content of horror films. The students were well supported in all lessons, student engagement and attendance was good.</p>	
472.	JD agreed with the comments regarding Pearson 2.0 and commented that the school he worked with typically used this with their lowest set and tried to keep the number of students as small as possible. However, over the past couple of years it had been extended to students around the 3-4 grade boundary and a decline in success rates had been noticed. JD asked if the previous cohort mentioned with slightly higher English results were also enrolled on the AQA course; MB confirmed that they were.	

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473.	JD commented that the course in question was the largest in the country in terms of entries, so it did need careful consideration. JD commented that whilst attendance had shown an upward trend, sustained improvement was essential; if attendance did not continue to rise, achieving meaningful progress would be challenging.	NF Oct. 2025
474.	SB thanked MB and CB for their presentation; JTH confirmed that the presentation would be uploaded to the Governor Hub. MB and CB left the meeting at this point.	
475.	Resolved: Committee members received the presentation and update on English and Maths.	
QCP-25-160 – Spotlight on Safeguarding & Prevent		
476.	Committee members welcomed Jamie Francis (JF), Head of College Experience, Behaviour & Engagement, to the meeting. It was noted that the Safeguarding Annual Report had been presented to the Board in September. JF provided a PowerPoint presentation on Safeguarding & Prevent and gave an overview of current safeguarding cases, local risks, and measures implemented by the College to ensure student safety and compliance with statutory requirements.	
477.	JF commented that Safeguarding cases have increased during the first half of the term, which aligned with national trends and the increase in student numbers. Reporting systems had been strengthened, and all staff had been inducted on CPOMS and received safeguarding awareness. Referrals had risen from 124 last year to 173 this year. JF referred to the increase in students participating in the Rail Engineering course and the additional support required from the Safeguarding team for these students.	
478.	JF commented that average attendance among students with safeguarding concerns was approximately 73%, which was below the College target. Contributing factors include complex personal issues, EHCPs, and socio-economic deprivation. Targeted support is being planned to improve attendance rates.	
479.	JF outlined the local safeguarding risks in Leeds, which included child sexual exploitation, child criminal exploitation, and organised crime. Project Shield, led by the police, had been set up to address these issues. Additional concerns included hate crime, firearm offences, and drug-related crimes. While these risks were prevalent in the city, JF explained that the College had not experienced incidents of gang activity or weapon possession. SB asked specifically about knife crime; JF confirmed that thankfully, this was not present in the College. It was confirmed that the College had a comprehensive tutorial programme in place to ensure that key matters were raised and discussed with students.	
480.	JF explained that the College had introduced several initiatives to strengthen safeguarding, including: <ul style="list-style-type: none"> • Call It Out; a button has been included on the student's homepage to report any discrimination, harassment, bullying or abuse. In response to a question, JF confirmed that this was not anonymous at the point of reporting but the identify of the student reporting would not be disclosed to the alleged perpetrator. 	

Min. Ref.	Minutes	Actions
	<ul style="list-style-type: none"> CPOMS Engage to securely transfer safeguarding and pastoral records from schools and other settings, giving staff instant access to key student information. Collaboration with Luminate and their police officers for intelligence sharing. Support from Youth Justice. Weekly meetings between safeguarding and student development managers. Regular tutorials and awareness sessions on safeguarding / emerging risks. 	
481.	In relation to Prevent, it was noted that British Values remained a focus for Today's talks and tutorial sessions. The College was active in Prevent Silver group meetings to share intelligence.	
482.	RH commented that the College had finalised its Business Continuity plan and would be testing this with support from the College insurance company and to test and practice evacuation plans. It was noted that this was particularly challenging over three buildings and with large workshop spaces.	
483.	JF commented that external speakers were vetted to ensure compliance with the Prevent duty and there was also consideration of the requirement of free speech. Staff received guidance and debrief opportunities to provide support when responding to challenging matters.	
484.	JF commented that key actions for the upcoming term included: improving attendance among vulnerable students through targeted interventions, promoting the reporting system to increase student disclosures, continued collaboration with external agencies to monitor local risks.	
485.	In response to a question in relation to accommodation, it was noted that this remained on the risk register and was being monitored.	
486.	JF commented that there were a number of Prevent training sessions that were available to Governors; details were included in the presentation.	
487.	SB thanked JF for his presentation on Safeguarding & Prevent. JTH confirmed that the presentation would be uploaded to the Governor Hub.	NF Oct. 2025
488.	NC requested clarification on the regular safeguarding sessions and asked if these sessions were included in all tutorials and available to every student, including Apprentices. JF stated that C Duffy (Student Safeguarding Manager) would be delivering those sessions. JF explained that the College was aware that safeguarding provision needed improvement, and a response plan was discussed last week. The goal was to ensure that every student received safeguarding information consistently, starting from the beginning of their programme.	
489.	Resolved: Committee members received the presentation and update on Safeguarding & Prevent.	
	QCP-25-161 – Student Induction / Student Voice	
490	JF provided a PowerPoint presentation on Student Induction & Student Voice and gave an overview.	

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491.	JF commented that a standardised induction process was implemented this year for all students to ensure consistency in messaging and provide every student with the same essential information. Topics covered included: <ul style="list-style-type: none"> • College Values (emphasising how the values relate to day-to-day College life). • Opportunities in the construction industry and future career pathways. • Expectations for attendance, punctuality and professional conduct (linked to workplaces). • Support for students in accommodation and wellbeing guidance. • Use of Call it Out button to report discrimination, bullying or abuse. • College stance on abuse and sexual harassment (zero tolerance), including online abuse and inappropriate messaging. • The College's commitment to diversity, inclusion and student success. 	<p>ND/JTH Dec. 2025</p> <p>RH Dec. 2025</p> <p>NF Oct. 2025</p>
492.	JF commented that a revised awards programme had been introduced, which would reward students with improved attendance, not just 100% attendance, and recognising effort.	
493.	JF commented that Student Voice meetings were scheduled throughout the year to gather feedback on the induction process and other areas; the first of which were currently underway. Governors would be invited to future meetings to allow Governors to observe the process and contribute specific areas of focus for the sessions. This year, Daniel Grimes (DG), Head of Quality, would consolidate all learner feedback from various sources (e.g. PGOs, learning walks) into a single report for better visibility and action tracking.	
494.	SB commented that she had met with DG; the meeting had been very positive. SB questioned how actions were closed off from student feedback; RH commented that he would ask DG to feedback on this through the report.	
495.	SB thanked JF for his presentation on Student Induction & Student Voice. JTH confirmed that the presentation would be uploaded to the Governor Hub. JF left the meeting at this point.	
496.	Resolved: Committee members noted the update on Student Induction / Student Voice.	
QCP-25-162 – Quality Report (2024/25 Achievement and 2025/26 KPIs)		
497.	SCo provided an overview of Education & Training performance for 2024/25. SCo commented that the data remained unvalidated at this stage, although only minimal changes were anticipated.	
498.	Overall Achievement rate (all ages) increased by +4.8% to 84.1%; Pass rate increased by +1.4% to 95.8% and Retention rate increased by +3.8% to 87.8%. Level 2 Achievement showed significant improvement from 76.2% to 82.4% (+6.3%).	
499.	16-18 Achievement rate increased by +4.9% to 82.7%, Pass rate increased by +2.2% to 95.4% and Retention increased by +3.1% to 86.6%. 19+ Achievement rate increased by +2.9% to 88.2%, Retention rate increased by +4.8% to 91.1%; however, Pass rate decreased by -2.1% to 96.8%. Level 3 Achievement had increased by +2.86% to 94.4%.	

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500.	SB asked if there were any reasons or learning which could be shared in relation to the large increase in Level 3 Achievement. SC stated that this could be attributed primarily to improvements in Electrical provision (e.g. better learning materials, enhanced exam preparation and overall stronger delivery). It was agreed that this narrative would be shared with Ofsted.	
501.	Members noted that this represented the second consecutive year of significant improvement, reflecting the impact of strategies implemented over recent years.	
502.	JT queried gaps in gender and high needs learners; it was acknowledged that while improvements had been made, other groups had improved at a faster rate. A narrative was included in the main report. The increase in high needs learners was noted and RH referred to the work undertaken to better understand and support students who had additional support needs.	
503.	SB commented on the Ofsted focus on inclusiveness and emphasised that this would form a part of the new inspection framework. It was agreed that information on disadvantaged groups, such as those on free school meals / care leavers was also required. This would be provided to a future meeting.	RH Dec. 2025
504.	SCo stated that a Dashboard was being developed to track KPIs across categories. JTH confirmed that this would be introduced and demonstrated to Governors at the Governor Training Event on 11 November 2025.	Governor Training Event Nov. 2025
505.	CT provided an overview of Apprenticeship performance for 2024/25. Overall Achievement rate was 64.7% (+4.7% above national average); this figure may reduce slightly due to pending withdrawals.	
506.	A breakdown by Faculty was detailed: University Centre – 71.4% (+12.9%), Construction Crafts remained stable at 61.7% (below the predicted 70% due to staffing issues and End Point Assessment (EPA) delays, which had extended some completions into 2024/25), Sustainable Building Services reported 55%, impacted by legacy data and the length of four-year apprenticeships; improvement was anticipated next year.	
507.	Committee members welcomed the improvement in apprenticeship achievement rates but commented on the need for continued focus, noting that current performance, while above national average, could be further improved.	
508.	Committee members requested future Apprenticeship reporting by Programme Standard, rather than by department, to provide clearer insight into performance needs. CT would action this for the next report.	CT Dec. 2025
509.	CT commented that a new Curriculum Manager had been appointed in Sustainable Building Services and one of their first tasks would be to analyse the data and address issues at both on-programme and EPA stages.	
510.	Members noted positive performance among some ethnic groups and learners with disabilities, although it was acknowledged that small cohort sizes could distort percentages.	
511.	CT commented that mental health and social-emotional needs remained a growing concern and claiming more funded support in this area was being explored.	

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512.	CT commented that overall Attendance for 2024/25 was 85.4% (target 86%), with EPYP at 86% (compared to 79% in 2023/24).	<p>JTH Nov. 2025</p> <p>RH Dec. 2025</p> <p>SB/RH/JTH Nov. 2025</p>
513.	CT commented that the Adult funding allocation of £1.281m was projected to be slightly exceeded, with a variance of around £10k, reflecting strong engagement in adult learning.	
514.	The College Self-Assessment Report (SAR) timeline was detailed, with the plan for the final SAR being presented to the Board on 16 December 2025. The SAR would be presented to the Quality, Curriculum & Performance Committee on 2 December 2025 and members requested that more time was given to this at the meeting to review the SAR which RH confirmed was being developed under the new Ofsted report card framework. RH suggested that this could replace the usual Spotlight item, this was agreed.	
515.	ND commented that, in terms of Apprenticeship data, it was not that a third did not achieve, they just did not achieve in the right year. Committee members queried whether the data presentation could better reflect late apprenticeship achievers who completed after the academic year-end. It was confirmed that full up to date data was available for Ofsted. During previous Ofsted inspections, this was included within the context. The impact of those completing after the academic year was noted in particular, if counted some areas (e.g. Construction) would have met targets.	
516.	The Committee also discussed the inclusion of teaching, learning and assessment data (within the quality report and the dashboards) and aligning performance review themes with QC&P meeting agendas for greater coherence. This was agreed; it was agreed that SB, RH and JTH would discuss the 'spotlight' agenda item for future meetings.	
517.	Committee members commented that the report reflected a positive position, with strong performance improvements across most areas and clear evidence of sustained progress over a three-year period. However, the importance of sustaining improvement, particularly in English & Maths, was emphasised.	
518.	Resolved: Committee members received the Quality Report.	
QCP-25-163 – HE updates and OfS requirements		
519.	CT presented Agenda Item QCP-25-163 and provided an overview on the Higher Education provision delivered through the University Centre which spanned Levels 2 to 6. The College maintained strong partnerships with major employers and universities, including London South Bank University, Leeds Beckett University and Leeds Trinity University.	
520.	Apprenticeship achievement rates stood at 71.4%, an increase of 12.9% compared to 2023/24. Non-apprenticeship achievement rates were 82.97%, an increase of +4.4%. The T-Level cohort achieved 100% success, with 50% progressing on to university and 50% entering employment.	
521.	JD queried whether the strong first T-Level cohort could be replicated and asked about recruitment strategies. CT commented that strategies included careful interviewing to ensure suitability and maintaining high entry grades. CT commented that provision had expanded to two groups of T-Levels this year. A discussion took place regarding the success of recent promotional activity for T-Levels and the challenge of securing nine-week work placements as T-Level student numbers grow.	

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522.	CT commented that key improvements included enhanced support for Apprenticeships, particularly around End Point Assessment (EPA), through webinars, mock interviews, tutorials and drop-in sessions.	Governor Training Event Nov. 2025
523.	CT commented that all degrees had transitioned to LSBU for greater flexibility and removal of student number restrictions. Validation of five degrees had been completed. CT commented that a growth strategy included diversifying provision beyond apprenticeships to include adult access, evening, online, and full-time HE routes.	
524.	CT commented that a number of risks had been identified regarding dependency on university partners and potential impact of leadership changes. Staff succession planning was also required due to planned retirements of specialist staff.	
525.	Members acknowledged the importance of maintaining strong relationships with university partners and diversifying provision to reduce vulnerability.	
526.	ND referred to the Post-16 Education and Skills White Paper and the potential changes to OfS powers and responsibilities, it was noted that the Governor training session on 11 November would also provide Governors with further information on this.	
527.	JT asked who managed the relationship with LSBU. CT confirmed that he and the UC team looked after this. NC commented that the UC had mirrored LSBU's discipline arrangement and aligned the College's processes with theirs.	
528.	CT commented that the National Student Survey (NSS) results confirmed an excellent student experience with strong performance across all seven themes. Two areas for improvement were identified: Library resources (-9.2% below benchmark) and Student Union representation (-16.8% below benchmark). CT outlined the actions underway to address these.	
529.	CT commented that the College continued to make strong progress towards full compliance with the Office for Students (OfS) conditions. The report detailed all the OfS conditions. CT commented that the majority of areas were green; the amber areas related to final policy approval, implementation and public information publication. CT commented that the two policies would be presented to the next QC&P meeting for approval (i.e. Sexual Harassment Misconduct and Student Protection Policy). Details regarding compensation would require further review, as highlighted in the Student Protection Policy.	
530.	SB commented that she understood that the final report included a suggestion regarding the need to enhance governance. CT did not think governance was a problem, but he would look at this.	CT Oct. 2025

Min. Ref.	Minutes	Actions
531.	CT commented that the first Level 6 Degree Award Ceremony took place this week at the Carriageworks, Leeds. The event had been very successful and was well attended. Governors expressed concern that they had not received any notification regarding this. JT commented that it was important for Governors to support such events. CT apologised for this oversight. It was agreed that Governors would be invited to future graduation events.	
532.	CT commented that the College had been awarded the Construction Apprenticeship College of the Year 2025, at the recent Construction Apprenticeship Awards; this recognised the hard work, commitment and support provided for Apprentices. Committee members congratulated staff and students on the achievement.	
533.	Resolved: Committee members received the HE and OfS update.	
	QCP-25-164 – Quality Improvement Plan	
534.	RH presented Agenda Item QCP-25-164 and provided an update on the Quality Improvement Plan (QIP). RH commented that the QIP builds on outcomes and progress from 2024/25 and identified areas through the Self-Assessment process, feedback from staff / students and performance data.	
535.	RH commented that the format of the QIP was the same as last year, with the exception of aligning the judgement areas against the provision types.	
536.	RH commented that nine key areas had been identified for development that will be monitored through the QIP throughout the academic year, as previously each action will have updates, RAG and risk ratings to support oversight and progress.	
537.	RH explained that potentially some of the targets/strategies within the QIP would be sharpened over the next couple of weeks as the SAR validation and final data was received.	
538.	RH commented that the QIP would be delivered to the wider College week commencing 3 November, with scheduled face-to-face and online presentations planned.	
539.	RH commented that three actions had been included from the 2024/25 QIP relating to English & Maths high grades, Attendance, Punctuality & Engagement and finally meaningful encounters with the world of work. This was to ensure sustained improvements were continuing in these areas.	
540.	JT commented that not all priorities were equal and felt that English & Maths needed to be a key priority, this was agreed.	RH Oct. 2025
541.	SB queried the wording of the first action, asking how success would be measured and suggested refinement to ensure clarity and alignment with Strategic KPIs. SB suggested that all actions should be explicitly linked to the College's Strategic Aims and KPIs, potentially via an additional column in the QIP. This was agreed.	RH Oct. 2025
542.	Members commented that teaching and learning improvement was not sufficiently represented and suggested the inclusion of actions to strengthen this area. SB questioned the College's current position in terms of teaching, learning and assessment; RH commented that all staff would be reviewed this year through the PGO process and confirmed that this data would be included in future reports to the Committee.	

Min. Ref.	Minutes	Actions
543.	SB raised the question of progression data. RH commented that the data was good and would be included in the SAR; it was not included in the QIP.	
544.	The Committee acknowledged the progress within the QIP and would continue to monitor updates at future meetings.	
545.	Resolved: Committee members received the Quality Improvement Plan update.	
	QCP-25-165 – Diversity, Equity, Inclusion & Belonging (DEIB) Annual Report 2024/25	
546.	RH presented Agenda Item QCP-25-165 and provided a brief overview.	
547.	RH commented that the DEIB Annual Report aimed to demonstrate progress throughout 2024/25 academic year, aligning with the DEIB Strategy which was agreed in October 2024 by the Board. The report also referenced progress against the DEIB 2024/25 action plan, which was approved in July 2025.	
548.	RH commented that the report provided an overview of the student context and signposted detailed data would be available in the 2024/25 SAR. The report also referenced external research undertaken last academic year, forming part of the Social and Economic Impact Report.	
549.	RH commented that the report provided an overview of progress against the four strategic strands: Inclusive Culture, Workforce Diversity, Student Inclusion and Accessibility & Empowerment.	
550.	RH explained that Sections 7 & 9 of the report detailed the challenges, risks and priorities that the DEIB Committee would align the 2025/26 DEIB action plan against. RH commented that the overarching strategy remained unchanged as it provided comprehensive coverage.	
551.	Members acknowledged the positive progress and coverage of strategic strands. No substantive questions were raised; members expressed satisfaction with the clarity and signposting approach.	
552.	Resolved: Committee members received the Diversity, Equity, Inclusion & Belonging (DEIB) Annual Report 2024/25.	
	QCP-25-166 – Ofsted update	
553.	RH provided a verbal update regarding Ofsted.	
554.	RH commented that Ofsted was launching a new inspection framework from 1 November 2025, with inspections starting from 10 November 2025.	
555.	RH explained that the Report card would see the College judged against 16 areas with the expectation being 'expected standard'; this was a high bar of performance. The areas will be judged as: <ul style="list-style-type: none"> • Urgent Attention • Needs Improvement • Expected Standard • Strong Standard • Exemplary Standard 	

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556.	RH commented that the key change was that Ofsted had moved from a best fit model to a secure fit model – this meant that the College would need to meet everything in ‘Expected’ in order to move into ‘Strong’.	JTH Oct. 2025
557.	RH commented that Governance came under ‘Leadership and Governance’, which would be tested throughout the Inspection; he did not believe that there would be any real change for Governors and their involvement in the process.	
558.	RH explained that Inclusion would be key throughout the Inspection and would be looked at through both provider and provision type level.	
559.	RH commented that work was on-going and had been since June to prepare teams across the College for the new Framework. Each area had a lead who was working with key leaders and managers across the College to develop the context and evidence base. This would be tested when a presentation was given to the Strategic Leadership Team week commencing 10 November and again week commencing 15 December. RH explained that this followed a similar format to the College’s preparation for the Monitoring Visit.	
560.	RH commented that the College would receive six days’ notice as before and would be inspected before October 2027. No College would receive an ‘overall effectiveness’ judgement but would receive judgement against the 16 areas covered in the Inspection.	
561.	RH commented that the 2024/25 SAR would align to the new report card format and self-assessed and validated judgements were being made through this process against each of the 16 areas.	
562.	JT asked where English and Maths would be inspected. RH explained that these were included in EPYP within the Inspection Framework.	
563.	JTH explained that there had been an Ofsted YouTube video created on inspections, and it was agreed that this would be circulated to Governors.	
564.	Resolved: Committee members received the update regarding Ofsted.	
	QCP-25-167 – Diversity, Equity, Inclusion and Belonging (DEIB) Policy	
565.	RH presented Agenda Item QCP-25-167 and provided an overview.	
566.	RH commented that there were no changes to the Policy, apart from the title change to Diversity, Equity, Inclusion and Belonging Policy.	
567.	Resolved: Committee members recommended the Diversity, Equity, Inclusion and Belonging (DEIB) Policy to the Board for approval.	
	QCP-25-168 – Behaviour & Relationship Management Policy	
568.	RH presented Agenda Item QCP-25-168 and provided an overview.	
569.	RH commented that the key changes mainly related to strengthened statements and wording. A new appeals process was outlined, together with the introduction of the Call It Out button for reporting discrimination, bullying or harassment.	
570.	Resolved: Committee members approved the Behaviour & Relationship Management Policy.	

Min. Ref.	Minutes	Actions
	QCP-25-169 – Consideration of Risks relating to the Committee	
571.	JTH presented Agenda Item QCP-25-169 and commented that the risk register was reviewed at the last meeting. JTH commented that the risk register would be developed further in the new year.	
572.	JTH commented that one area which required attention was the difference between the current risk score and the target risk score; actions needed to be identified to reduce risks and monitor any changes, whether increases or decreases, over time. R Lindley, Governor, had emphasised the importance of aligning the risk register with the strategic plan; this would be critical to ensure consistency and effective risk management.	
573.	Resolved: Committee members noted the risks relating to the Committee.	
	QCP-25-170 – Committee Self Evaluation – Terms of Reference	
574.	JTH commented that, following review of the Terms of Reference, she had assessed that all elements and responsibilities had been discharged and achieved and were marked as green. Item 3.2 did not require any action during 2024-25.	
575.	JTH asked members to consider any training needs for the Committee or for the full Board. The Governor Training sessions would include Performance Monitoring Dashboards, the FE White Paper, Health & Safety, Sustainability, Safeguarding & Prevent, DEIB, Partnerships & Skills, Teaching and Learning, FE Landscape and Accountability Statement. Diary invites would be sent to Governors for these. It was suggested that Ofsted training for all Governors could be included in the Governor training plan, it was agreed that this would be considered.	ND/RH/JTH Dec. 2025
576.	Resolved: The Committee approved the Review of Committee Performance for 2024-25 against Terms of Reference.	
	QCP-25-171 – Matters to be reported to the Board	
577.	Action for the Board to take Approve the Diversity, Equity, Inclusion and Belonging (DEIB) Policy.	
578.	Assure the Board That the Committee had received a spotlight on progress within Maths and English and were assured that the challenges in this area were understood. In particular, the link between attendance and achievement was discussed. The Committee had also received a spotlight on Safeguarding and Prevent, noting the increase in Safeguarding cases and received assurance around the initiatives introduced to strengthen safeguarding. The College involvement in the local Prevent agenda was also discussed. The Committee received a presentation on Student Induction & Student Voice and were assured by the consistency of the approach to student induction. The plans in relation to Student Voice were noted along with how Governors were able to get involved in the process.	

Min. Ref.	Minutes	Actions
	<p>The Committee had received the Quality Report and were assured around progress being made following the embedding of various initiatives over the last two years. The introduction of a dashboard had been discussed and it was agreed that this would be shared with Governors (along with an update on the Post-16 Education and Skills White Paper) at the Training session on 11 November.</p> <p>The Committee had received the HE update and a review of compliance against OfS requirements. The Committee were assured by the achievement in the HE area particularly in relation to T-Levels and the assessment of compliance with OfS requirements. The Committee had received assurance that the relationship with university partners was well managed.</p> <p>The Committee had received and reviewed the Quality Improvement Plan agreeing that the prioritisation of some areas, such as Maths and English and the linking of the areas to KPIs and the strategic plan, would be considered. The process for SAR validation had been noted, and the Committee were assured that the process would enable the draft SAR to be reviewed by the Committee and the Board in December.</p> <p>Committee members had noted positive progress and coverage of strategic strands in the Diversity, Equity, Inclusion & Belonging (DEIB) Annual Report 2024/25.</p> <p>An update on the new Ofsted inspection framework was provided, and the Committee were assured that the team were undertaking training and had robust plans in place to respond to the notification of an inspection.</p> <p>Committee members had approved the Behaviour & Relationship Management Policy.</p> <p>Committee members had reviewed the Committee compliance with the Terms of Reference and were satisfied that all responsibilities included within these had been appropriately discharged. The Committee had suggested that Ofsted training for all Governors could be included in the Governor training plan.</p>	
579.	<p>Alert the Board No items to report.</p>	
580.	<p>QCP-25-172 – Any Other Business No other items of business were raised.</p>	
581.	<p>QCP-25-173 – Date of next meeting / Workplan for 2025/26 The next meeting was scheduled for Tuesday 2 December 2025 at 4.00pm (North Street).</p>	
582.	JTH presented Item QCP-25-173 and provided a brief overview. JTH explained that this detailed a Committee Work Plan for the forthcoming year.	
583.	Resolved: Committee members approved the Committee Workplan for 2025/26.	