LEEDS COLLEGE OF BUILDING

QUALITY, CURRICULUM & PERFORMANCE COMMITTEE

Minutes of the meeting held on Tuesday 10 March 2026 at 4.00pm, Meeting Room 1, North Street / Microsoft Teams.

PRESENT:

Sandra Burnhill (SB)	Chair & External Governor
Nikki Carthy (NC)	Staff Governor
James Dunford (JD)	External Governor
Fawzi Mohamad (FM)	Student Governor
Dave Russell (DR)	External Governor
Julie Tolley (JT)	External Governor *(attended via Microsoft Teams)*

ATTENDANCE: 6 / 12 = 50% (KPI 80%) Cumulative attendance: 22 / 30 = 73%

IN ATTENDANCE:

Rob Holmes (RH)	Vice Principal – Curriculum, Quality & Innovation
Steve Connell (SCo)	Assistant Principal – Study Programmes
Chris Tunningley (CT)	Assistant Principal – Apprenticeships & Higher Education
Daniel Grimes (DG)	Assistant Principal – Quality & Student Experience
Carly Sidebottom (CS)	Assistant Principal – Partnerships & Adults
Steph Goodlad (SG)	Head of Quality – observer (Agenda Item QCP/26/106)
Jane Taylor-Holmes (JTH)	Director of Governance
Nancy Fearnside (NF)	PA to Strategic Leadership Team (Minutes)

Min. Ref.	Minutes	Actions
	QCP-26-101 - Apologies for Absence	
1.	Apologies for absence were received from Phil Burgess (External Governor), Steve Carmody (External Governor), Nikki Davis (Principal & CEO), Sammy Lambert (External Governor), Mick Norton (Staff Governor) and Ethan Broadhead (Student Governor).	
	QCP-26-102 - Determination of Observers / Attendees	
2.	Members agreed attendees and observers as per the attendance list above.	
	QCP-26-103 – Declaration of Interests in any Agenda items	
3.	There were no declarations of interest.	
	QCP-26-104 – Minutes of the previous meeting	
4.	**Resolved:** The minutes of the previous meeting held on 2 December 2025 were accepted as a true record.	
	QCP-26-105 – Matters Arising	
5.	Members noted the updates recorded against the matters arising.	
6.	Item QCP-25-181 (662) – JTH commented that the next Board meeting was on 31 March and a Meet the Governor event could be discussed to consider how to progress this action.	**JTH/DG March 2026**

Min. Ref.	Minutes	Actions
7.	Item QCP-25-182 (681) – JTH commented that strengthening employer engagement would be taken forward by CS. The Committee discussed the need to clarify how the Link Governor would work with CS to support this. JTH explained that the action was scheduled for completion in the spring and would be reviewed within the agreed timescale.	
	QCP-26-106 – Curriculum Spotlight / Deep Dive – Quality of Teaching and Learning	
8.	Steph Goodlad (the newly appointed Head of Quality Improvement) attended the meeting and provided a deep dive into the College's Teaching and Learning landscape. The presentation followed the quality improvement cycle: Diagnose – Design – Deliver & Do – Deep Dive, demonstrating strong traction, visible impact and a maturing culture of shared pedagogical practice. SG explained that the overarching messages emphasised: • A forensic diagnostic approach to data • Responsive and evidence-based CPD • Rapid improvement in teaching quality, staff confidence, and student learning behaviours • A strong and deliberate thread of inclusion woven through all activity.	
9.	SG commented that Professional Growth Observations (PGOs) had increased from 36 teachers in January 2025 to 91 teachers in March 2026. 73% met expectations in March 2026, compared to 62% in January 2025. SG commented that 21 teachers received developmental observations; many of these were new staff. NC asked how many teaching staff the College had, DG stated that there were approximately 140 teaching staff.	
10.	SG outlined the key strengths identified through lesson visits, staff voice and student feedback: • Role modelling, belonging and positive learning environments; students reported feeling a strong sense of belonging, staff create calm, respectful classrooms. • Retrieval practice now widely embedded; this was particularly strong in Bricklaying and Gas, with the use of space retrieval, digital tools, QR codes and explicit discussion of cognitive principles. • Questioning significantly improved; this was more directed and probing, hot-seat questioning was used, together with a dramatic increase in "wait time" being used effectively. • Emerging variety in assessment for learning. • Growth mindset messaging increasingly evident. • Subject-specific knowledge remains a consistent strength across areas.	
11.	SG outlined the common development areas: • Attendance & punctuality; this had improved overall but pockets of inconsistency remained. • Readiness to learn; occasional reminders regarding hats / coats still required, but improving due to firmer corridor presence and meet-and-greet. • Assessment for learning - still a developing theme. • Today's Talks (tutorial content) - some staff were hesitant around difficult safeguarding conversations. SG commented that training was being developed to address this issue. • Additional learning support — staffing gaps were currently being filled through active recruitment.	

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12.	SG explained the action being taken to address developmental areas: *Targeted Coaching & Mentoring* • Staff not meeting expectations receive a 6-week intensive programme, extendable based on need. • Programme includes fortnightly lesson visits, coaching, developmental targets and reflective conversations. • Managers could request support for staff not flagged through PGOs. • All staff could request optional coaching to reflect on or refine practice. *Action-Plan Accountability* • PGO action plans were monitored closely to ensure support, progress and sign-off. *Work Scrutiny* • Deep-dive analysis of schemes of work, assessment tools, apprenticeships reviews, SMART targets, and use of next steps. *Responsive CPD* • A full suite of evidence-based CPD packages created to respond directly to diagnostic findings.	
13.	SG commented that a new Scheme of Work template had been launched which emphasised the high challenge / high support practice, scaffolding and differentiation, assessment and learning checks, employer engagement and sustainability. SG explained that a full transition to the new Scheme of Work template was mandatory by September 2026.	
14.	SG provided an overview of two CPD programmes that were being run for staff: • Brick by Brick - this focused on core teaching fundamentals, including ‘raising the roof on questioning’, ‘blueprints for progress’, ‘constructing strong routines’, ‘memory and recall’, ‘planning for success’. • Constructing Excellence – this deepened the focus on inclusive practice and literacy, including ‘built firmly on evidence’, ‘tools of the trade’ (language & literacy), ‘nail it!’ (feedback that builds momentum, ‘strength in support’ (SEND and success).	
15.	SG commented the impact of this CPD was clearly visible and feedback from staff regarding the programmes was very positive.	
16.	SG commented that the number of call-outs year to date had decreased by 53% (72 at North Street compared to 184 the previous year, with South Bank staying the same with 31 call-outs). SG explained that there was clear evidence of stronger routines, more settled classrooms, improved relationships and belonging and greater teacher confidence.	
17.	SG commented that the College’s inclusion strategy was research-driven, woven throughout CPD, Schemes of Work, coaching and core quality processes. SG explained that inclusion would be a priority at the July staff training day and September training week.	
18.	SG commented that the College was the CTEC regional lead. The next major event was taking place on 23 March 2026 and would focus on SEND and AI, colleges across the region were attending.	
19.	The presentation included future short-term, mid-term and long-term priorities.	

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20.	JD commented that he believed it was the right approach to mandate a Teaching & Learning structure across the College, with everyone involved in embedding this. DG commented that SG had delivered the entire CPD programmes across the College and this had been very well received, with positive feedback from staff.	
21.	SB reflected on an early meeting with DG where they had talked about teaching, learning and assessment, and agreed that this needed to be brought back to the centre of the College's work. SB commented that, given everything else happening in the College (other strategies, restructures etc.), the speed at which this had been achieved was impressive and was a testament to the efforts of DG and the Quality Team.	
22.	SB asked FM for his feedback on teaching and learning. FM commented that he enjoyed the practical elements of the course, such as workshop sessions and was also happy with the theory sessions. He felt the practical hours (around 10 hours per week) were sufficient and he felt supported by good tutors. FM highlighted a concern that some students were struggling during practical sessions, particularly in Electrical work. FM commented that he did try to help other students when he had finished the tasks but felt that additional staff support was needed to ensure all students received the help they needed to progress. RH agreed to consider this further.	**RH June 2026**
23.	SB thanked SG for her presentation and for her work in delivering the significant CPD programme.	
24.	**Resolved:** Committee members received the presentation regarding the Quality of Teaching & Learning.	
	QCP-26-107 – Student Voice / Student Feedback	
25.	DG presented Item QCP-26-107 and gave a brief overview. DG commented that over 3,000 responses had been received so far this year across the student survey, learner forums and some targeted work through Today's Talk activities. DG reminded members that *Today's Talk* was a short session at the start of every day, covering key personal development topics – such as Prevent, healthy relationships, and other safeguarding themes. Feedback was also gathered from students on their knowledge and understanding of those areas, including radicalisation and extremism.	
26.	DG commented that overall, student satisfaction was very high. Students' perceptions of safety was also very strong, and students consistently reported positive teaching and inclusion. 94% of students said that teachers took their needs into account, which was a positive score. Students also regularly commented on how safe they felt in College and how well embedded key practices were.	
27.	DG commented that the Inclusive Classroom model had now been in place for nearly three years, and feedback continued to be strong. The behavioural call-out system showed improvement too, with fewer call-outs. DG commented that this suggested quality of teaching and behaviour management was improving.	
28.	DG commented that students also talked positively about meet-and-greet practices; having someone greet them as they entered the College, a friendly face, made a difference. DG explained that these inclusive approaches, which had been in place for several years now, really contributed to students feeling safe and supported.	

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29.	DG commented that students were asking for more practical, scenario-based learning on topics like Prevent and the Personal Development team were already working on this.	
30.	DG felt it was important to highlight just how calm the environment was now. Three years ago, behaviour was a major challenge – which was why the College introduced Heads of College Experience, Behaviour and Engagement. DG commented that behaviour was consistently strong across the College and the level of incidents had decreased dramatically. DG commented that this had transformed the student experience; students consistently reported the significant difference in behaviour.	
31.	DG commented that the English team had met all their PGOs for the first time this year. They had been working with SG on coaching and mentoring, and that was clearly having a direct impact on the student experience.	
32.	DR thanked DG for his report and commented that the report was exceptionally clear.	
33.	NC referred to the fact that the English team had met all their PGOs this year and asked if any impact had been noted. DG commented that it was too early to ascertain any impact this year, given that the College had not yet gone through an exam cycle, however the indicators were very positive. DG commented that SG was running a structured mentoring programme with the team, alongside strengthening exam readiness.	
34.	JD commented that students were facing increasing online challenges all the time, this was reflected in an earlier presentation regarding AI and online content and was also coming through in the student surveys. JD commented that it was good to see these issues were being captured.	
35.	SB commented that the Student Rep meetings were another key part of the student voice. She noted JT had attended one of those meetings recently and asked for her feedback. JT commented that the meeting had been interesting and was a good forum to listen to student voices and opinions. A key activity in the meeting had been the voting process for student and Governor representatives. The next Student Rep meeting was scheduled in March. JT commented that her new link role, working with EPYP (16-18 year-olds), had created a natural link between her responsibilities and the themes emerging from the student forum.	
36.	SB commented that she had recently attended an HE student meeting and there had been a high level of engagement from HE students, with lots of good feedback noted. SB suggested that it could be useful for DG to be aware of this feedback. This was agreed.	**DG March 2026**
37.	FM commented that when Student Reps proposed activities it was sometimes difficult to gain trust from classmates without official confirmation or documentation from the College. He suggested that a letter from the College confirming such activities would be helpful. FM commented that students did enjoy the enrichment activities, e.g. paintballing, but felt that how enrichment activities were offered across different groups needed to be improved.	

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38.	SB raised the question of feedback to students, i.e. "you said, we did" and asked how this was shared. DG commented that the College was feeding back to students, but the current approach needed further refinement. Students appreciated receiving feedback on outcomes or changes but preferred detailed explanations rather than statistical data and consideration was being given as to how this could be presented.	
39.	RH commented that the College was moving away from printed posters and static displays as they quickly became outdated. Digital formats for internal communication and student information were being explored, e.g. interactive walls, high-quality projection displays etc.	
40.	DG commented that feedback was also gathered through Today's Talks and from Student Reps and fed back through this route. SB noted the section in the report regarding what students wanted next and asked that DG provided an update on progress at the next meeting.	**DG June 2026**
41.	**Resolved:** Committee members noted the Student Voice / Student Feedback report.	
	QCP-26-108 – Quality Report	
42.	SCo explained that the College overall attendance was 86.7%, nearly identical to the 86.6% recorded at the same point last year. This remained below the College's ambitious target of 89%. EPYP attendance was showing a modest improvement at 85.2%, slightly above last year's 84.9%.	
43.	SCo commented that attendance for English & Maths overall was 76.3% and 75% respectively, with EPYP attendance at 76.6% and 75.5% respectively. SCo explained that these rates sat around 10 percentage points below overall College attendance, which was consistent with sector trends, particularly in comparable construction-focused providers.	
44.	SCo commented that many EPYP learners came from highly disengaged or vulnerable backgrounds. Bridge Builder students, for example, may enter College after attending 0% of school activities but reaching 60% attendance at College, which was a significant turnaround and progress.	
45.	SCo commented that teaching and learning quality had improved, which had contributed to better behaviour and classroom engagement. Staff achieving their PGO target at the first attempt had also reflected on improved learner experience.	
46.	SCo commented that improvements were due to multiple, combined strategies, not one single factor, e.g. improved quality of teaching, targeted interventions, stronger pastoral and behaviour support, Faculty teams working more closely with cross-college colleagues, forensic attendance monitoring.	
47.	RH commented on the importance of case studies of students' journeys, which were powerful evidence for Ofsted. Teams were working to ensure each area had strong case studies available to demonstrate learner progress and impact. This was important to demonstrate context.	

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48.	SCo commented that currently the College attendance included 14-16 learners, even though their attendance was collated and reported by their school and they were not included in Ofsted data. SCo explained that the College intended to remove 14-16 attendance from reported figures to avoid distortion and provide a more accurate position. JD agreed that 14-16 attendance should be removed to avoid learners being double counted.	
49.	NC raised the question of whether attendance targets should be Faculty specific, rather than College-wide. SCo commented that College-wide aspirational targets created consistency, Faculties could still contextualise their performance, based on learner starting points. SCo commented that setting lower expectations for certain areas would not be the desired position, the focus needed to be on clearly explaining the learners' journey.	
50.	CS commented that attendance for adult learners was typically lower than 16-18 year-olds due to additional commitments, such as childcare, long working days etc. It was acknowledged that after working all day, some adults were reluctant to travel into Leeds to attend evening courses. CS explained that to address this, the team were exploring flexible start and end times and other supportive measures. This was part of an ongoing review focused on whether the adult curriculum was fit for purpose.	
51.	CS raised the question of whether the College was attracting the right type of learner; she noted that many referrals came via partner organisations, leading to increased numbers of disengaged learners with complex or chaotic home lives, which could further impact attendance.	
52.	CS commented that another barrier identified related to the physical environment, specifically at South Bank 2, where key facilities (such as the café and radio system) were shut by 4:00pm. This created an uninviting environment that may discourage adults from attending after work. This issue had been logged for further investigation, including the development of a business case to identify costs and assess whether improving availability of facilities could positively affect attendance. CS commented that, alongside improving the on-site environment, the team also discussed the importance of taking learning out to the adults and the possible use of online / remote learning, removing the assumption that adult learners would always travel onto campus.	
53.	CT commented that financially adult provision was performing strongly, despite attendance challenges. The team were now shifting focus towards improving progression into industry. To support this an additional construction skills package had been introduced which would enable learners to achieve the NVQ for Plumbing – a key qualification required for industry employment.	
54.	A discussion took place regarding flexibilities within ASF allocations; CS commented that some eligibility restrictions had been removed (such as previous Level 2/3 attainment rules). This change aimed to break down barriers and allow learners to progress from lower-skill roles into higher-skilled pathways. The changes were part of the broader strategy to support adult learners to gain skills that lead to meaningful, sustained and relevant employment, or enable them to progress to further learning.	
55.	A question was raised about the volume and profile of adult provision. CS confirmed that numbers were split between Construction Crafts and SBS, spanning trades such as bricklaying, plastering, electrical, and engineering, delivered across full-time programmes and some short courses; rail provision was particularly popular.	

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56.	Progression pathways were discussed, with emphasis on ensuring learners achieved the qualifications needed to be "competent" for industry. CS commented that many adult learners were referred via Jobcentre Plus, and progression often depended on the job coach's priorities. Whilst this could occasionally disrupt completion, the College was able to claim positive outcomes through WYCA, even where learners left for work prior to formal achievement - a measure that did not negatively impact headline achievement rates but was viewed favourably by WYCA.	
57.	SCo confirmed that there were no concerns to report in relation to High Needs. Oversight of this area was now significantly stronger compared to previous years, and current performance indicated stability and positive progression.	
58.	SB thanked the team for their report and welcomed the alignment with strategic aims, noting that cross-referencing to the strategic aims was clear and demonstrated that the College remained on track.	
59.	**Resolved:** Committee members noted the Quality Report.	
	QCP-26-109 – Stakeholder / Employer feedback report / update on Employer Boards	
60.	CS explained that she had intended to use the EPoC (Employer Perception of College) survey, but this had not yet been completed. As a result, the report drew on the Apprenticeship Employer Survey, which produced 41 responses (up from 36 previously). although this still represented low engagement. CS commented that despite the small sample size, overall feedback was positive.	
61.	CS commented that several recurring themes had arisen from the employer feedback, e.g. consistency of learner progression, inconsistency in employer experience etc. CS explained that recent staff investment had been made to improve these processes. The issues fed directly into the wider employer engagement strategy, particularly: • A consistent approach to engaging employers, • Clearly defined relationship ownership, • Stronger collaboration across faculties.	
62.	CS commented that the College did not currently have a centralised system for employer engagement. Multiple teams could contact the same employer independently, resulting in duplication and confusion. There was no single point of ownership for employer relationships, and multiple trackers and spreadsheets were being used across the organisation. This created inconsistency and reduced efficiency.	
63.	CS identified the need for a centralised Customer Relationship Management (CRM) system. CS commented that Collsys could provide a CRM-style solution, but this was likely to be two years away and would require significant development before an employer-facing function was fully operational. CS explained that the College was exploring interim solutions to manage employer contact, relationship-tracking and account management more effectively.	

Min. Ref.	Minutes	Actions
64.	CS commented that the Employer Committee would be the starting point for rationalising the College's approach. Faculty representatives and key partners would meet to: • Share intelligence about employer engagement, • Prevent duplication of contact, • Establish clear objectives for employer engagement, • Define what employer account management should look like, • Ensure both new business and existing relationships are managed appropriately.	
65.	Early employer conversations had already taken place with organisations such as Caddick, exploring how they worked with other colleges and how similar models could be replicated.	
66.	CS commented that the College did have strong relationships with many employers, who were involved in co-designing programmes, offering placements, providing masterclasses and meaningful engagement. However, there was currently no central visibility of this activity; while engagement was happening, it was largely anecdotal, difficult to present externally, and labour-intensive to collate.	
67.	A key risk was raised around the high number of apprentices with major employers. If any of these employers reduced or removed engagement, the College would face a significant performance and funding impact. To mitigate this: • A Business Development Strategy was being developed, • Recruitment is underway to expand the Business Development team, • There was a focus on diversifying the employer base, balancing large employers with a stronger Small & Medium (SME) network, • Work was ongoing with supply chains (e.g. B&K supply chain events at UKREiif) to broaden opportunities.	
68.	CS commented that all employers (large and small) should receive a consistent and proactive level of service. Currently, curriculum teams lead most employer review meetings, which was resource-intensive and created inconsistency. A dedicated employer engagement structure should ensure: • Regular employer review meetings, • Centralised coordination of employer feedback, • Reduced pressure on curriculum teams.	

69.	Governors expressed:
	• Encouragement regarding the new structure,
	• Interest in clearer visibility of employer feedback,
	• A desire to understand what work-placement employers were saying as well,
	• Willingness to attend employer stakeholder groups (HE and FE).
	They also offered support such as:
	  • Opening doors to employer contacts,
	  • Facilitating networks,
	  • Supporting profile-raising activities.
	CS welcomed this, stressing the importance of networking for business development.	

70.	**Resolved:** Committee members received the Stakeholder / Employer feedback report / update on Employer Boards.	

Min. Ref.	Minutes	Actions
	QCP-26-110 – Update on Apprenticeships	
71.	CT explained that the report was now based on Standards and had been RAG rated against national rates. SB commented that a number of these were Red rated. CT explained that the RAG ratings compared the College's performance to national outcomes, which skewed the overall figures. The College target remained to get performance as high as possible. CT commented that attendance and retention was good, which was positive.	
72.	CT commented that the Apprenticeship Accountability Framework had been changed, specifically around withdrawals and the past planned end-date rules. CT commented that 300 apprentices were still showing on the system from when Standards first began, a lot of those had now been cleansed. The PowerBI system had now generated a "passed end date" section which provided a list of apprentices who may be in their End Point Assessment (EPA) period, overdue or unknown. Previously there was a 180-day grace period but if the end date was yesterday and apprentices did not have an actual end date today, they would appear on the list. This information would be closely monitored an all Faculties were fully aware of this requirement.	
73.	SB commented that the key risk related to reviews. CT explained that this was a risk and remained a key focus. CT commented that a number of Apprenticeship Assessor & Compliance Coach (AACC) roles still needed to be recruited to, particularly in Sustainable Building Services (SBS). A new Apprenticeship Performance Coach had been appointed and would focus purely on reviews. CT explained that his next priority would be to complete a workload analysis for the AACCs, looking at caseloads, how they were managed and whether distribution was appropriate. CT commented he would also be looking at consistency and equality of practice with DG. CT commented that a quality process was now in place to check the quality of the reviews and this would start this month.	
74.	RH commented that, compared to the last Inspection, the College was in a stronger position with apprenticeship reviews; improvement was still needed but the trajectory was positive. CT commented that Apprenticeship achievement overall was improving and national rates were expected to rise.	
75.	CT commented that the key actions were detailed on Page 7 of the report and included: • Heads of Department had been targeted to reduce overdue reviews and this is being monitored regularly. • AACC recruitment is still ongoing. • Course tutors were completing reviews where AACCs were unavailable. • Weekly attendance and performance monitoring was now in place. • Improved compliance checks were happening. • Data accuracy was improving through tighter processes. • Apprentices going beyond 12 weeks without review were now automatically marked as overdue. • A new Apprenticeship Performance Coach has been appointed. • Quality assurance of reviews was underway. • Strata and PowerBi now provided much better oversight, the data was live, visible and easier to monitor.	

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76.	SB commented that the risks were clear and Governors were looking for impact on students. SB commented that the targeted interventions mentioned did sound appropriate. CT commented that during the recent Performance Reviews he had been impressed by how much curriculum staff now understood their apprenticeships, Standards were clearer and oversight had improved.	
77.	CT commented that the College had achieved Highly Commended for Best Partnership and Training provider at the recent ATA (Apprenticeship & Training) awards; the College was up against very strong competitors, so being recognised was a significant achievement. CT commented that the College was also shortlisted for Best College for Apprenticeships at the Group Training Association (GTA) Awards and one of the College's staff members was also shortlisted individually.	
78.	RH commented that more detail on the number of withdrawals would be provided for the next meeting. There were currently around 130-140 withdrawals and details of the breakdown by year, the impact on progression to industry, whether the withdrawals were clustered around certain Standards and whether they were on-programme withdrawals rather than EPA issues was required. RH noted that some withdrawals also related to the legacy cleansing. CT commented that he had asked Faculties to analyse withdrawals by Standard as there was a common assumption that apprenticeship problems only appeared around EPA but that was not always the case. A report would be provided at the next meeting.	**CT** **June 2026**
79.	**Resolved:** Committee members received the update on Apprenticeships.	
	QCP-26-111 – Quality Improvement Plan update	
80.	DG presented Item QCP-26-111 and gave a brief overview. The key areas to highlight were: • English and maths remained a concern, • Work placement tracking requires improvement, • RAG rating for expected progress had been added as required.	
81.	It was noted that progress overall against the QIP was positive and on track.	
82.	**Resolved**: Committee members received the Quality Improvement Plan update.	
	QCP-26-112 – Curriculum Offer	
83.	SCo presented Item QCP-26-112 and explained that the report detailed a list of all the courses offered by the College. SCo commented that the report highlighted the significant growth in EPYP numbers but also gave an overview of the different areas delivered by the College.	
84.	DR commented that this was an extensive list and provided an overview of the broad range of provision the College offered.	
85.	SB asked if there was anything missing that SLT felt the College should be doing. RH commented that some of the work commissioned through the CTEC initiative may identify where there were gaps n training. RH referred to the fact that there were no other providers delivering scaffolding and there was no apprenticeship provisions in scaffolding. RH commented that once areas had been identified a decision would be required, through the CTEC, on how the College could support any gaps in training or apprenticeships.	
86.	**Resolved:** Committee members noted the Curriculum Offer.	

Min. Ref.	Minutes	Actions
	QCP-26-113 – DEIB Action Plan update	
87.	DG commented that the DEIB Action Plan was on track, although there were still some risk areas, specifically around workforce diversity, data completeness and the ETF Diversity & Inclusion training. DG explained that all staff were asked to complete the ETF training and this had not yet been achieved; HR were monitoring this. DG commented that all outstanding areas had mitigations in place and were reflected in the plan.	
88.	SB questioned whether a Link Governor was in place for DEIB. JTH stated that a Link Governor for DEIB was still required and she would look at the Link Governor details prior to the Board meeting to ensure all the links were established, any gaps would be identified and progressed.	
89.	SB commented progress was positive and on track against the DEIB Action Plan. DG commented that the College was currently reviewing the staffing resource in this area; some specific recruitment had been considered to lead on this area and the DEIB Committee.	
90.	SB asked whether students were involved in the DEIB Committee; DG confirmed that two student members had been appointed.	
91.	**Resolved:** Committee members received the DEIB Action Plan update.	
	QCP-26-114 – HE/OfS update	
92.	CT commented that the University Centre's (UC's) performance remained very positive overall. CT highlighted several key areas of risk as follows:	
93.	Reliance on specific markets – the UC was heavily reliant on apprenticeships, large employers and university franchise partners. CT commented that this reliance was considered a strategic risk. Currently 396 out of 1,100 students were linked to large employers, losing only one major employer could have a significant impact. CT commented that there was a need to consider how the UC could diversity and strengthen its position.	
94.	Opportunities to deliver differently – the UC may explore management-cost models, greater use of online delivery and alternative delivery patterns. CT commented that the partnership with London South Bank University allowed easy movement between block release and day release models.	
95.	Risk if a franchise partner withdrew – this was discussed and if a franchise partner would no longer take students this would be a high impact and would challenge the UC's provision significantly.	
96.	CT commented that the College continued to make strong progress towards full compliance with Office for Students (OfS) Conditions of Registration. CT commented that the Fees and Refund Policy had now been revised.	
97.	CT commented that a major area of focus was Condition F (Transparency Information); this required publication of detailed information on the College website, including number of applications, number of offers made, number of acceptances, breakdown by gender, ethnicity, socio-economic background etc. CT commented that he was working with the Marketing regarding website requirements, but the work was not yet complete.	

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98.	Committee members discussed whether apprenticeship numbers should be included in the OfS data. DR commented the distinction between validated apprenticeships and franchised apprenticeships determined whether the UC should include apprenticeship data in the OfS transparency returns.	
99.	CT commented that the team were gathering materials with DIS and Marketing regarding website compliance and would refer to OfS template documents. CT commented that he had asked the Faculty to carry out a mock audit with the Quality Team to ascertain what would be required in the event of an internal review or updates to regulatory statements.	
100.	CT referred to a risk for the UC around staff capacity and succession planning. The workforce was ageing, many roles required highly specialised expertise and recruitment for such vacancies could be challenging.	
101.	CT commented that the partnership with London South Bank University allowed the UC to approve new tutors more efficiently, expand provision more flexibly and develop online delivery, reducing dependency on physical space.	
102.	**Resolved:** Committee members noted the HE and OfS update.	
	QCP-26-115 – Ofsted update	
103.	DG presented Item QCP-26-115 and provided a brief overview. DG commented that there were now five full inspection reports available for further education colleges; details of the early findings from the reports were included in the paper.	
104.	DG commented that he had included in the report the College preparations regarding Inclusion & Disadvantage.	
105.	DG commented that a governance video was available on Ofsted's YouTube channel regarding what Governors needed to know regarding an inspection. DG would forward the link to this to Committee members.	**DG March 2026**
106.	DG confirmed that he was now the College Ofsted nominee and SG would be the shadow nominee.	
107.	DG explained that preparations for an Ofsted inspection were well advanced. Regular meetings were in place with provision type leads, context forms for each area had been completed for immediate use once a visit was notified, an in-year Self-Assessment Report (SAR) was being developed with a strong emphasis on inclusion and identifying key learner groups. DG referred to a structured planning call presentation which had also been developed.	
108.	DG assured Committee members that the preparation for an Ofsted inspection was progressing well. There was clear evidence of strong leadership and governance engagement, improved preparation materials and readiness tools, alignment of internal processes with national inspection trends, strengthened inclusion strategy and curriculum preparation and enhanced focus on employer engagement, progression, and English & Maths.	
109.	SB asked if the key Ofsted themes were being reviewed and monitored. DG commented that from the recently published Ofsted reports and the feedback from Inspectors, attendance was an area of focus. DG commented that Ofsted had stressed in the recent webinar that they would take a contextualised approach to attendance.	

Min. Ref.	Minutes	Actions
110.	SB commented that the Ofsted risk still quoted "improve overall effectiveness grade to at least Grade 2" and felt that this needed to be updated to reflect the new framework, i.e. "expected standard". RH would action this.	**RH March 2026**
111.	**Resolved:** Committee members received the Ofsted update.	
	QCP-26-116 – CTEC update	
112.	RH commented that a full update had been provided at the Governor strategy session earlier in the day. RH explained that the College was taking an active role in monitoring supporting CTEC activity.	
113.	RH commented that a separate discussion would be arranged with SB regarding her role as Link Governor for CTEC.	**RH March 2026**
114.	The Committee discussed where governance oversight for CTEC should sit. Members acknowledged that CTEC activity did weave through multiple strategic areas and agreed that reporting should be directed to the full Board, rather than an individual Committee.	
115.	**Resolved:** Committee members received the CTEC update.	
	QCP-26-117 – Consideration of risks relating to the Committee	
116.	JTH presented Item QCP-26-117 and explained that C Duncan (CD), Vice Principal – Finance & Resources, was leading a piece of work to move the risk register into a new format. At this stage the work had primarily involved mapping the existing risks from the old format to the new one. JTH commented that the next step was to review and validate the scoring of each risk. JTH commented that CD would check all risk scores, ensure they fit within the new framework and make any adjustments where necessary.	
117.	JTH commented some risk descriptions would be reviewed and updated.	
118.	**Resolved:** Committee members noted the update regarding the risks relating to the Committee.	
	QCP-26-118 – Compliments, Complaints & Feedback Policy	
119.	DG presented Item QCP-26-118 and explained that no major changes had been proposed, and the Policy was recommended for approval by the Committee.	
120.	DR raised an observation regarding the Appeals section, where it stated that an appeal could be made on the grounds of disagreeing with the decision. DR commented that it was usual practice for appeals to be permitted only where new information was available that could not reasonably have been provided earlier or based on procedural grounds. DG acknowledged this observation and stated that he would look further at the wording in the Policy.	**DG March 2026**
121.	**Resolved:** Committee members approved the Compliments, Complaints & Feedback Policy, subject to review of the appeal section.	

Min. Ref.	Minutes	Actions
	QCP-26-119 – Matters to be reported to the Board	
	Action for the Board to take:	
122.	CTEC governance oversight – Committee recommends that CTEC reporting should sit with the full Board, not a single Committee. Link Governors – DEIB Link Governor still required; to be confirmed and formalised at Board level.	
	Action taken by the Committee	
123.	Compliments, Complaints & Feedback Policy – approved subject to revision of the appeals section to ensure it aligns with standard sector practice.	
	Assurance to Board	
124.	<u>Teaching, Learning & Quality</u> Significant improvement in teaching and learning, driven by: High uptake of Professional Growth Observations (PGOs). Clear improvement in PGO performance (73% meeting expectations). Well-received, high-impact CPD programmes. Strong evidence of inclusion being embedded in practice. 53% reduction in behavioural call-outs. Areas of focus: Teaching, Learning & Staff Capacity. Variability remains in: Attendance and punctuality. Readiness to learn. Assessment for learning. Staff confidence around some safeguarding tutorial topics. ALS staffing gaps due to recruitment delays.	
125.	<u>Quality Improvement Plan</u> Progress is positive and on track, with most areas improving.	
126.	<u>Student Experience and Voice</u> High student satisfaction. Students feel safe, well supported and included. Behaviour and calmness across the College have transformed over three years. Improved performance of English team in PGOs and mentoring.	
127.	<u>Performance, Attendance & Behaviour</u> Overall attendance stable year-on-year (86.7%). EPYP attendance slightly improved. Stronger teaching and behaviour management practices support a calmer environment. High Needs - Performance strong and stable, with no areas of concern reported. Areas of focus: Attendance. Attendance still below the ambitious College target, particularly in English & Maths (around 75–76%). Adult attendance being reviewed consideration being given to potential impact from environment, opening hours, and learner profile. Area of focus: Apprenticeships. Several Standards RAG-rated Red compared to national performance. Risk regarding timeliness and quality of reviews; recruitment to AACC roles still required.	

Min. Ref.	Minutes	Actions
	Need for clearer oversight of withdrawals; 130–140 withdrawals require analysis. Large proportion of apprentices linked to a small number of major employers – risk if one withdraws.	
128.	<u>Employer Engagement</u> Area of focus: No centralised Customer Relationship Management system; employer engagement activity currently fragmented and inconsistent. Response rates to employer surveys limit visibility of employer perceptions.	
129.	<u>Ofsted Readiness</u> Comprehensive preparations underway, including: Area context forms. In-year SAR development. Inclusion and disadvantage focus. Strengthened curriculum and employer engagement evidence. New Ofsted Nominee (DG) and Shadow Nominee appointed.	
130.	<u>HE/OfS Compliance</u> Strong overall performance of the University Centre. Progress made towards OfS compliance – including updated Fees & Refund Policy. Area of focus: Reliance on specific markets (large employers, franchise partners) poses strategic risk. Transparency (Condition F) website compliance still incomplete and may require further resource. Workforce succession risk in specialist HE areas.	
131.	<u>DEIB Action plan</u> – progressing well with many areas on target. Area of focus: Some risk areas remained around: Workforce diversity. Data completeness in relation to workforce. ETF diversity training completion.	
132.	<u>Risk Register</u> Risk register transitioning to new framework; risk descriptions and scores would change once validated. Board should be aware of upcoming changes.	
	Alerts to Board	
133.	None.	
	QCP-26-120 – Any Other Business	
134.	No other items of business were raised.	
	QCP-25-121 – Date of next meeting	
135.	The next meeting was scheduled for 16 June 2026 at 4.00pm (North Street).	
136.	**Resolved:** Committee members noted the updated Schedule of Business 2025/26.	