CALDERDALE COLLEGE
CURRICULUM, QUALITY AND STANDARDS COMMITTEE MEETING

Minutes of the Meeting held on 12 June 2025, 17.00
Board Room, Calderdale College and via MS Teams

Present:

Diane Cothey	External Governor
Naz Mukhtar	External Governor (Committee Vice Chair and Chair of the meeting)
Suzan McGladdery	External Governor and Corporation Chair
David Malone	Principal & Chief Executive
Jenny Stocks	External Governor
Kai Mitchell	Student Governor
Harrison Rawson	Student Observer

In Attendance:

Karl Veltman	Deputy Principal – Quality, Curriculum Development and Student Experience
Lisa Brown	Head of Quality
Jane Taylor-Holmes	Clerk to the Corporation
For Curriculum Spotlight – Early College Transfer (14-16 provision)	Christine Eckersley, 14-16 & Foundation Learning Partnerships Manager Students – Beth Burrell, Pearl Rawnsley and Gabriel Zurek

Agenda: There were no items of other business.

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	Curriculum Spotlight – Early College Transfer (14-16 provision)	
1	Committee members welcomed Christine Eckersley, 14-16 & Foundation Learning Partnerships Manager and students – Beth, Pearl and Gabriel who were currently or had recently been studying within the Early College Transfer (14-16 provision).	
2	A presentation was provided from Mrs Eckersley highlighting the development and current delivery of the College's 14–16 provision. The session provided an overview of the journey from initial part-time school link	

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	programmes to the establishment of a robust, flexible curriculum offer tailored to the needs of younger learners.	
3	Mrs Eckersley explained that the provision began in 2013 in response to local schools seeking alternative education pathways for students at risk of exclusion. This was initially based on a five-day model, but the programme evolved into a four-day structure to better suit learner needs and timetabling constraints. Alongside this, the College continued to support a smaller cohort of school-linked students on an infill basis.	
4	In 2016, changes to government guidance enabled the College to admit home-educated students on a part-time basis. This led to the development of a discrete 14–16 programme, which had grown significantly and now supported approximately 90–100 learners annually. It was noted that the College was one of, if not the first to offer Early College Transfer to Elective home Educated students. Mrs Eckersley explained that the curriculum was designed to be flexible and learner-led, offering a range of vocational qualifications alongside English and maths, with students typically completing up to four Level 2 qualifications over two years.	
5	The current offer included qualifications in: Fabrication and Welding Animal Care Culinary Skills Creative Media Performing Arts Music (introduced in response to learner demand and being run alternately with Performing Arts)	
6	Mrs Eckersley commented that the programme was structured to allow progression either into post-16 provision or further study within the College, depending on individual readiness and aspirations. The College had worked closely with funding bodies to ensure compliance and to secure approval for qualifications that best meet the needs of this learner group.	
7	The Committee noted the success of the provision, its responsiveness to learner voice, and the strong demand evidenced by waiting lists with Mrs Eckersley confirming that the provision was full for the new academic year with timetabling complete. Committee members noted that students travelled to the provision from areas such as Rochdale, Todmorden and Staly Bridge.	

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8	The presentation concluded with student testimonials, offering personal insights into their experiences and progression.	
9	Gabriel Zurek shared his personal journey through the College's ECT provision, highlighting the transformative impact it had on his education and wellbeing. Gabriel explained that he left mainstream school prior to Year 10 due to anxiety and a lack of support, opting instead to complete his GCSEs through home education. While initially positive, the isolation of homeschooling led to feelings of loneliness and a desire for a more structured yet supportive learning environment.	
10	Gabriel enrolled in the College's ECT programme, beginning with a Level 2 BTEC in Business. Although the transition from home education to a formal timetable was initially challenging, he quickly adapted, citing the College's adult learning environment, increased autonomy, and respectful staff-student relationships as key factors in his positive experience.	
11	During his first year, Gabriel successfully completed his maths qualification and developed an interest in progressing to T Levels. He ultimately chose the Digital T Level (Software Pathway), aligning with his long-standing interest in programming and technology. His performance on an industry placement with Lloyds Banking Group led to a conditional offer for a Level 4 apprenticeship in Software Engineering.	
12	Committee members agreed that Gabriel demonstrated maturity and commitment by prioritising his final exams over an international volunteering opportunity in Bali, recognising the importance of securing his apprenticeship and future career prospects.	
13	It was agreed that Gabriel's story reflected the flexibility, responsiveness, and success of the ECT programme in supporting non-traditional learners to re-engage with education and achieve aspirational outcomes.	
14	Beth Burrell shared her reflections on her time as an ECT learner, highlighting both her academic and personal development. Having been excluded from mainstream school, Beth joined the College's ECT programme and enrolled in Fabrication and Welding Engineering. As the only female student on the course, she acknowledged the	

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	challenges but also recognised the confidence and resilience it helped her build.	
15	Beth described her previous school environment as unsupportive and detrimental to her self-esteem. However, her experience at College was markedly different. She praised the tutors for their balance of professionalism and approachability, which helped her thrive. She achieved a Distinction in her Level 2 qualification and a Grade 4 in maths, progressing to Level 3 where she again achieved a Distinction in practical assessments and a Pass in online exams.	
16	Beyond the classroom, Beth commented that she was an active member of the College's netball team, participating in both seasons during her time at College. She credited the team with helping her build friendships, improve her physical health, and boost her confidence. The team achieved third place in one season and fifth in another, competing against 16 other colleges.	
17	Beth also took part in the College's Turing programme, the international volunteering trip to Bali, which she described as a life-changing experience. She noted that the opportunity significantly strengthened her CV and contributed to her successful application for a three-year engineering apprenticeship with a major employer in Nelson, Burnley, starting in September.	
18	Beth concluded by expressing gratitude for the ECT programme, which she credited with enabling her to re-engage with education, gain qualifications, and secure a positive post-College destination. Beth expressed an interest in returning in the future to share her apprenticeship experiences with current learners.	
19	Pearl Rawnsley shared her reflections on her first year as an ECT learner, having joined the College from a fully home-educated background. Pearl explained that she was the fourth member of her family to attend the College through the ECT programme, all of whom had positive experiences and successful outcomes.	
20	Pearl described the transition from home education to a classroom environment as significant, particularly as she had never attended school. Despite initial apprehensions about her academic level and social integration, she found the College environment. She credited her tutor and the	

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	supportive atmosphere for helping her settle in and feel comfortable.	
21	During her year at College, Pearl studied English and Performing Arts. She chose Performing Arts specifically to challenge her social anxiety and step outside her comfort zone. While acknowledging occasional disagreements with peers, she described the overall experience as positive and valuable for her personal growth.	
22	Although Pearl would not be returning in the upcoming academic year, she explained that she planned to re-enrol the following year to pursue a Level 3 qualification in Art. She expressed appreciation for the opportunities the ECT programme had provided and was looking forward to continuing her educational journey at the College.	
23	Committee members expressed their admiration for the ECT students who presented their experiences, highlighting the confidence, maturity, and clarity with which they shared their journeys.	
24	Committee members commended the dedication and resilience shown by all students, acknowledging the unique pathways each had taken and the shared themes of personal growth, academic achievement, and future ambition. The breadth and flexibility of the ECT programme was praised for enabling such diverse destination outcomes, from apprenticeships to further study.	
25	Committee members described the students as inspirational and emphasised the importance of continuing to develop and expand the ECT offer to meet the evolving needs of learners.	
26	The Committee noted the value of hearing directly from learners as part of the curriculum spotlight.	
27	**Resolved** – Committee members received the update and shared their thanks to staff and students for providing their input to the meeting.	
	CQS/25/119 - Apologies for absence	
28	Apologies were received from Safia Kauser (External Governor & Committee Chair), Suzanne Griffiths (Staff Governor) and Adam Keating (Student Governor).	

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	CQS/25/120 – Confirmation of eligibility, quorum and declarations of interest	
29	No notice had been received of any member becoming ineligible to hold office. The meeting was quorate.	
	CQS/25/121 – Minutes of the meeting held on 20 March 2025	
30	**Resolved –** The minutes of the previous meeting held on 20 March 2025 were approved as a true and accurate record.	
	CQS/25/122 – Matters Arising	
31	The Matters Arising Matrix was considered along with progress updates.	
32	It was noted that all actions were complete, for completion at a future date or on the agenda.	
	CQS/25/123 – Performance Report	
33	Mr K Veltman, Deputy Principal – Quality, Curriculum Development and Student Experience presented the report.	
	Recruitment	
34	Mr Veltman reported a strong year overall. While Higher Education (HE) recruitment was slightly below target, both 16–18 and adult learner numbers exceeded expectations. The Adult Skills Fund and Free Courses for Jobs allocations were on track to be fully met against the new allocation. Additional learning support had also been effectively utilised.	
	Apprenticeships	
35	Although apprenticeship learner volumes were below target by approximately 50 learners, Mr Veltman explained that income targets had been exceeded due to a favourable mix of higher-value provision. Delays in planned starts with a major care sector employer and the discontinuation of certain programmes (notably in hairdressing and beauty) contributed to the shortfall. Mr Veltman referred to the decline in hairdressing enrolments and attributed this to sectoral changes, including a shift towards self-employment models. In contrast, construction and engineering apprenticeship numbers met or exceeded targets across most trade areas.	

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	Exam Attendance	
36	GCSE exam attendance had improved on the previous year, with attendance for the first maths exam reaching nearly 94%. Mr Veltman explained that whilst there was a slight decline across subsequent sittings, in line with patterns observed in previous years, attendance remained strong. The success was credited to coordinated communication efforts with students and parents, including engagement with local mosques to support attendance during Eid. Staff were commended for their seamless organisation and cross-departmental collaboration during the exam period.	
	Student Progress and Achievement	
37	Mr Veltman explained that the College was on track to meet or exceed progress targets for the majority of learners. Current efforts were focused on qualification completions and claims. Looking ahead, the College would underpin its achievement strategy with three core pillars: aspiration, attendance, and attitude. It was noted that a breakdown in any of the areas could significantly impact learner outcomes, and the pillars would form the foundation of the College's approach to raising achievement in the next academic year.	
	Progress and Induction	
38	The College was reviewing how it benchmarked learner progress against comparable institutions, ensuring comparisons were made with providers of similar size and demographic intake. A key area of development was the reform of the induction process, with an emphasis on accurately capturing students' starting points. This was seen as essential for setting meaningful progress targets, recognising progress and supporting learners effectively from the outset.	
	Marketing and Recruitment	
39	Marketing performance remained strong, with high levels of engagement across applications and open event attendance. While website traffic had slightly declined, Mr Veltman explained that this may be attributed to changing user behaviour, with prospective students increasingly accessing information via social media platforms. The marketing team had successfully adapted to this trend, significantly enhancing the College's online presence.	
40	Application and acceptance numbers for the upcoming academic year were above the same time in the previous	

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	year and significant growth was again forecast. It was greed that this presented both a positive recruitment outcome and a logistical challenge in ensuring all applicants were placed appropriately, ideally on their first-choice course.	
	Higher Education (HE)	
41	Targeted marketing initiatives were underway to support HE recruitment, including a "Golden Ticket" scheme offering eligible students a £500 fee reduction in addition to existing bursary support. The College was also hosting progression events and staff development sessions to promote HE recruitment and the unique offer.	
43	The Committee discussed the challenges of building a distinct HE identity within an FE setting, particularly in a competitive landscape where traditional universities were lowering entry requirements. Plans were in place to develop a dedicated University Centre space and to promote clear progression pathways from Level 1 through to Level 6.	
44	Mr Veltman commented that HE enrolment figures may temporarily dip due to smaller cohorts progressing through the pipeline, but this was expected to stabilise. Committee members were advised to anticipate this pattern as part of a longer-term growth strategy.	
	Apprenticeships and Employer Engagement	
45	The College was relaunching its apprenticeship offer to employers, supported by a refreshed marketing campaign aimed at encouraging businesses to take on apprentices. This was seen as critical to sustaining and growing apprenticeship provision, which was dependent on employer participation.	
	Upcoming Events	
46	Committee members were reminded of the upcoming Inspire Awards, scheduled to take place at the Victoria Theatre on Tuesday, 24th June.	
	Curriculum Initiatives	
47	The Committee received an update on recent and ongoing curriculum developments, with a focus on employer engagement, programme innovation, and functional skills support.	
	Employer Partnerships and Apprenticeships	

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48	Mr Veltman referred to the significant new contract to deliver electrical installation apprenticeships for Kirklees Council which had been secured, previously delivered by Kirklees College. This represented a notable achievement.	
49	In the professional trades area, the College had developed strong partnerships with major infrastructure employers, including Galliford Try and Perfective. These collaborations were providing substantial work experience opportunities, with every student in the department set to receive a minimum of 30 hours of work experience in the next academic year. Galliford Try had also committed to offering apprenticeships directly to students based on their performance during placements which was an unprecedented move for the company.	
50	Discussions were ongoing with YES Energy regarding the delivery of bootcamps and short courses in ground and air source heat pump installation, aligning with green skills priorities.	
	Revive Programme (formerly Prince's Trust)	
51	The College had restructured its former Prince's Trust provision, now relaunched as the Revive programme. Following a pause and review, it had been decided that the previous model was not meeting learner needs. The new pilot, now delivered on-site, had received very positive feedback from its first cohort. Further updates and potential student presentations were anticipated in the next academic year.	**Action: Revive as Curriculum Spotlight 2025/26**
	English and Maths Support	
52	A targeted programme was underway to support functional skills achievement. This included intensive revision and exam sessions, with vocational and academic staff working collaboratively to identify and support learners. The initiative aimed to maximise achievement rates and ensure timely qualification completions.	
53	The Committee received an update on quality assurance activities, with a focus on teaching and learning, staff development, and preparation for inspection. The Committee invited Ms L Brown, Head of Quality to provide the update.	
	Learning Reviews and SEND Focus	
54	Ms Brown explained that, since March, two cross-college learning reviews have been conducted, including a recent deep dive into SEND provision. This review was prompted	

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	by both internal feedback and the increased emphasis on SEND within the Ofsted framework. Findings from the review were now informing a targeted action plan, with progress to be monitored over the next three months to ensure timely and effective intervention.	
	Teaching and Learning Development	
55	The College continued to maintain a strong standard of teaching and learning, with a clear ambition to move from "good" to "great." A key investment had been the adoption of the HowTo platform, a research-based digital tool that supported staff with pedagogical strategies, including adaptive teaching and subject-specific approaches. The platform also included AI-assisted features and self-assessment tools to help staff identify and address their own development needs.	
	Staff Engagement and CPD	
56	A new Learning, Teaching and Assessment (LTA) strategy would be launched on 8th July, alongside the HowTo platform and the "Yellow Brick Road" quality timeline. The timeline would provide a transparent, month-by-month overview of quality assurance activities, supporting rapid improvement and the celebration of best practice.	
57	Weekly "LTA Takeaways" sessions continued to be delivered, with plans to make these more targeted in response to observational data. The College was also enhancing its induction programme to better support new staff, particularly those from industry backgrounds, with a stronger focus on SEND and barriers to learning.	
58	All CPD activity was now being recorded via the iTrent portal, creating a comprehensive log of staff development. The HowTo platform would also contribute to this record by tracking participation in both group and individualised sessions. It was agreed that a demonstration of the HowTo platform would be useful for Governors. It was agreed that this would be considered as part of a Governor Development Day.	**Action: Governor Development Day 2025/26**
59	**Observation Framework** The College was reviewing its observation framework to move away from binary "met/not met" judgements. The aim was to foster a culture of continuous improvement through developmental dialogue, encouraging staff to take risks and innovate in their practice.	
60	**Student Voice**	

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	Heads of Department continued to engage actively with student feedback, aligning actions with quality improvement plans monitored through the College's QIP processes. A key development in this area had been the introduction of the new student survey. The survey, delivered via the QDP platform, aimed to provide a significantly enhanced mechanism for capturing and analysing student voice.	
61	Ms Brown explained that the QDP platform enabled detailed demographic breakdowns and benchmarking against other providers, offering a much deeper insight than previous Microsoft Forms-based surveys. Initial reports had now been received, and early analysis was already informing both whole-College and departmental development priorities. The platform would also support the identification of strengths to be celebrated and promoted through marketing and communications.	
62	Plans were in place to integrate QDP findings into the College's quality improvement processes and to explore further engagement with governors through development sessions, offering a more detailed view of the platform's capabilities and impact. It was agreed that a demonstration of the QDP platform would be useful for Governors. It was agreed that this would be considered as part of a Governor Development Day.	**Action: Governor Development Day 2025/26**
63	Mr J Leng, Head of Digital Innovation and Transformation provided an update as follows;	
	Digital Engagement and Innovation	
64	The Committee received an update on the College's digital engagement strategy, with a focus on the student app, digital inclusion, and staff digital development.	
	Student App and Analytics	
65	The College continued to enhance its use of the student app, now entering its third year. While headline engagement figures remained strong, recent developments in back-end analytics had enabled the identification of individual students and staff who had not downloaded or engaged with the app. This would inform a more targeted approach to digital induction and support from September, including a new "tech check" at enrolment to identify and address digital access issues including digital poverty in students.	

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66	Mr Leng explained that plans were also underway to introduce reward-based engagement schemes, using app interaction data (e.g. attendance tracking) to support learner motivation and monitor individual learner journeys. The College was also working with the app provider to expand parental engagement features and had developed a pre-enrolment dashboard to support early engagement with prospective learners, including those attending Year 10 assemblies.	
	Digital Confidence and Staff Development	
67	Mr Leng explained that staff confidence in using digital platforms had grown significantly, following a strategy to prioritise skills development over rapid tech adoption. This approach had enabled the College to build a sustainable digital culture, with staff now actively engaging with tools and platforms introduced over the past year. This approach was commended by Committee members.	
	Digital Badging and CPD	
68	The College was launching a new digital badging framework to recognise and track staff engagement with digital teaching and learning. The framework included progressive levels; Digital Explorer, Digital Navigator and Digital Innovator and aligned with tailored CPD and supported by the College's Digital Champions. This initiative would provide curriculum leaders with both departmental and individual-level insights into digital development.	
69	The DIVE (Digital Innovation Virtual Environment) targets would guide CPD delivery, encouraging cross-departmental collaboration and knowledge sharing. The framework was designed to evolve over time, with future iterations incorporating emerging technologies such as virtual reality.	
70	Trust in Tech – Year One Outcomes; the first-year outcomes of the Trust in Tech initiative, supported by the work of the College's Digital Champions, had demonstrated significant progress in embedding digital learning practices across the institution.	
71	Mr Leng commented that at the start of the previous academic year, only 83 out of approximately 150 teaching staff had established Microsoft Teams pages for their Virtual Learning Environments (VLEs). This figure had increased to 157 staff. Of those, 82% now have sessions	

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	and resources uploaded, and 58% were actively using the online assignment features.	
72	Particularly notable improvements had been observed in the ESOL department, where staff had embraced the VLE to support entry-level learners in developing digital confidence. Similarly, the Maths department and the University Centre had shown strong engagement, with the latter successfully migrating all content from Moodle to Teams.	
	Safeguarding	
73	Mr Veltman confirmed that the College continued to operate a robust safeguarding framework, including; daily triage meetings involving Student Advisors and Safeguarding Officers to review emerging referrals and cases, a weekly WRAP panel (Prevent-focused) chaired by senior staff including the Head of HR, Head of Student Services, and the Designated Safeguarding Lead (DSL), with participation from safeguarding officers and the College Police Officer, all Student Advisors were now DSL-trained, with training being extended to Heads of Faculty to enhance safeguarding awareness across the College.	
74	The College had significantly improved its external partnership engagement, with positive feedback received from agencies including the Home Office. Active partnerships included local police, youth justice services, and community organisations such as Noah's Ark.	
75	Mr Veltman explained that there had been a rise in safeguarding referrals, primarily in the number of incidents rather than individual students, reflecting both increased student numbers and improved reporting mechanisms.	
76	Particular challenges remained in supporting vulnerable student groups, including Children Looked After (CLA) and young carers. Mr Veltman referred to the requirement to hold a minimum of two meetings per term for CLA students.	
77	Mr Veltman explained that, to strengthen capacity, the College had approved the creation of two new management roles within Student Services; a Student Safety Manager and a Student Experience Manager. These roles would enhance strategic oversight and operational delivery.	

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78	Security and reception staff would fall under the Student Services remit, with a focus on proactive student engagement rather than reactive enforcement.	
79	A Case Manager role was being introduced to provide targeted support for CLA students. Additionally, Student Advisors would begin to specialise in specific areas to streamline support.	
80	**Equality, Diversity and Inclusion (EDI)** The College was monitoring application-to-enrolment rates across protected characteristics. No significant disparities had been identified to date.	
81	Ongoing work with the Investors in Diversity programme would inform future reporting and development in this area.	
82	Committee members noted the comprehensive approach being taken and commended the team for their proactive and strategic response to increasing safeguarding demands.	
83	**Resolved:** Committee members noted the content of the Report.	
	CQS/25/124 – Higher Education update	
84	Mr Veltman provided the Higher Education update.	
85	Committee members were referred to the successful completion of the OU Institutional Review, following a substantial submission process and a two-day panel visit.	
86	Mr Veltman reported that the College met the required standards, with a number of recommendations issued. These had been addressed in full, with the final response submitted by the deadline of 3rd June. Relevant documentation had been included as external assurance for reference.	
87	As a result of the review, there has been a structural change within the HE team. Jo Lockwood had been appointed as Assistant Head of HE, and there was now a closer alignment between the HE and Quality teams to strengthen quality assurance and support mechanisms.	
88	Mr Veltman explained that the College was actively engaging with the Combined Authority to address sector-	

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	wide concerns, particularly around the erosion of Early Years education and the lack of progression routes beyond Level 3. This had implications for the quality of teaching and learning in the sector.	
89	The College was also advocating for capital investment through the West Yorkshire Combined Authority (WYCA), including funding to support the development of the University Centre.	
90	Mrs S McGladdery, External Member and Chair of the Corporation explained that she had met with Katie Walker, Head of Higher Skills on 5 June and agreed a number of actions for herself including; the promotion of the HE provision at all appropriate opportunities (on receipt of relevant links to the provision and enrolment information) and discussions with WYCA around Early Years and maintaining professionalism and the 18-19 funding gap and supporting access to HE/FE.	
91	The Committee was informed of the recent death of a university-level student, with the funeral scheduled for the following day. This followed a difficult year in which the College community had experienced multiple student losses. The impact on staff, students, and the wider community had been significant, and Mr D Malone, Principal and Chief Executive confirmed support measures were in place.	
92	The Committee noted the progress made in HE.	
93	**Resolved:** Committee members received the HE update report.	
	CQS/25/125 – Quality Improvement Plan (QIP)	
94	Mr Veltman provided the QIP as an appendix to the paper. The summary page provided showing RAG (Red-Amber-Green) ratings from March and updated ratings from June, highlighting areas of improvement and ongoing challenges and was directly linked to areas of improvement identified in the College Self-Assessment Report (SAR).	
95	In line with previous Committee recommendations, Mr Malone provided additional information on two specific actions:	
96	<u>1. Support for High Needs Students (Area of Challenge)</u>	

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97	Mr Malone explained that the College had made progress in improving support for high needs learners, particularly those with Education, Health and Care Plans (EHCPs).	
98	A new tracking system had been approved and implemented, enabling staff to monitor progress against EHCP targets throughout the academic year. This system allowed tutors, managers, and support staff to access and update learner progress in real time.	
99	While the initiative had been rated green for progress, its impact remained amber, reflecting the need for continued development and embedding of the new system.	
100	The initiative was part of a wider cross-college drive to ensure all students make expected progress, with SEND reviews contributing to this effort.	
101	<u>2. Apprenticeship Achievement Rates (Area of Strength)</u> Mr Malone explained that significant improvements had been made in apprenticeship achievement rates, particularly in technical areas where performance had previously declined.	
102	Legacy learners had now largely completed their programmes and predicted achievement rates for technical apprenticeships had risen to 50%, with overall College achievement rates projected at 65%, representing a 7% increase on the previous year.	
103	The College anticipated that this would place it above the national average, subject to final outcomes.	
104	Challenges remained around booking End Point Assessments (EPAs), which may affect final achievement figures.	
105	The improvement had been supported by the introduction of the Aptem system and investment in additional staffing.	
106	**Resolved:** The Committee noted the positive trajectory in apprenticeship outcomes and the response to challenges in high needs provision. The Quality Improvement plan was received.	
	CQS/25/126 – Curriculum Planning	
107	Committee members were referred to the Governor Development day on 8 May and the attendance by James	

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108	Hopwood, Curriculum Area Lead, Creative, Digital and Professional Trades who provided a presentation on the curriculum planning process and his 'pitch' for Professional Trades. Committee members present commented on James's enthusiasm for the area and the significant work being undertaken to provide meaningful employer engagement opportunities for students.	
109	Mr Veltman explained that the timetable had been drafted for 2025/26 and was being tested to make sure that this worked with different models for Maths and English provision.	
110	The College was at the final stages of agreeing additional investment in curriculum areas including capital and staffing to draft the final budget.	
111	**Resolved:** Committee members received the curriculum plan update.	
	CQS/25/127 – Code of Practice – Freedom of Speech – summary of use	
112	Mr Veltman presented the Code of Practice – Freedom of Speech summary of use paper.	
113	**Resolved:** Committee members received the report and noted the variety of topics and range of speakers.	
	CQS/25/128 – External Assurance	
114	Mr Leng referred Committee members to the Investors in Diversity report.	
115	A summary report was provided for information, highlighting key findings and next steps.	
116	Mr Leng explained that the feedback received from the Investors in Diversity review aligned closely with the College's own self-assessment, particularly around the need to improve staff awareness of their role in Equality, Diversity and Inclusion (EDI).	
117	Mr Leng commented that, in moving towards the Silver Accreditation, a new EDI Steering Group had been established, comprising representatives from seven core departments: Learning Centre, Quality, Data Services and MIS, Student Services, HR, Marketing, and Inclusive	

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	Learning. The group had planned to meet for the first time on 7th July.	
118	In response to a question from Committee members, Mr Leng confirmed that membership of the group had been deliberately drawn from non-managerial staff to encourage grassroots ownership of EDI actions and to embed inclusive practice across all levels of the organisation.	
119	The Steering Group would identify gaps in current reporting and communication practices, with early actions focused on improving internal visibility and signposting of existing EDI initiatives. It was recognised that many inclusive practices were already in place but may not be widely understood or recognised by staff.	
120	The report would also be reviewed by the People Group, with a view to identifying and implementing several quick wins based on the feedback received.	
121	Mr Leng referred to the introduction of a 'firebreak' in October which was being used to support staff following the start of the academic year.	
122	**Resolved:** Committee members received and noted the Investors in Diversity report.	
	CQS/25/129 – Ofsted preparation	
123	Mr Veltman provided an update on the current status of Ofsted's proposed reforms to the inspection framework.	
124	Mr Veltman explained that Ofsted had recently conducted a sector-wide consultation on proposed changes to the inspection process. Due to the high volume of responses, the publication of outcomes had been delayed until September, despite an initial commitment to release findings over the summer. Ofsted had indicated that it still intended to implement the reformed inspection framework from November 2025, prompting concern across the sector about the limited time available for providers to prepare.	
125	In response to sector feedback, Ofsted had committed to conducting increased pilot activity over the summer. However, concerns were raised about the feasibility of this approach given the reduced student presence during this period and ongoing staffing shortages within Ofsted itself.	

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126	Mr Malone confirmed that the College anticipated being included in the first tranche of inspections under the new framework and was preparing accordingly. Staff were being encouraged to develop a strong understanding of the new framework to ensure readiness and to be able to challenge inconsistencies if necessary.	
127	Feedback from the consultation suggested that parents were broadly supportive of the proposed "report card" format for inspection outcomes, citing ease of understanding. However, this view was challenged by Committee members, who expressed concern that the format lacked clarity and may not be easily interpreted by those outside the education sector.	
128	Concerns were also raised about the adequacy of training and preparedness of Ofsted staff for implementation in November.	
129	The Committee noted the uncertainty surrounding the rollout of the new framework and agreed that internal preparations should continue on the basis of a November 2025 implementation, while remaining alert to any further updates or delays.	
130	**Resolved:** The Committee received the update and noted that this would continue to be a standing item on future agendas.	
	CQS/25/130 – Policies	
131	Committee members received the Policies as follows; Safeguarding Policy Student Behaviour Policy Single Equality Scheme	
132	Safeguarding Policy - The policy was pending updates aligned with the forthcoming revisions to the Keeping Children Safe in Education (KCSIE) statutory guidance.	
133	It was agreed that approval of the updated policy be delegated to Chair's Action, once the national guidance is finalised (noting that the KCSIE guidance was unlikely to be available before the Board meeting on 10 July)	**Action: Chairs Action Summer 2025**
134	Student Behaviour Policy - The policy was currently under review. It was agreed that the revised version would be presented to the Corporation Board on 10 July for formal approval.	**Action: Board July 2025**

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135	Single Equality Scheme - In light of ongoing work related to the Investors in Diversity initiative, a full review of the Single Equality Scheme was underway.	
136	It was agreed that a draft revision would be prepared for consideration at the upcoming Governor Development Day.	
137	The Committee endorsed the proposed timelines and approval mechanisms for each policy.	
	CQS/25/131 - Risk Register	
138	Committee members considered the risks specifically allocated to the Committee.	
139	The Committee received the standard Risk Management Report, compiled by the Risk Manager, with updates reflecting recent discussions and actions taken by the Senior Leadership Team (SLT) around the inclusion and reference to third party assurance (OU institutional review and matrix accreditation) and a review of risk scores.	
140	The updated risk register included detailed commentary and progress updates for each risk area. Members were encouraged to review these updates in full.	
141	The report highlighted six amber-rated residual risks, with particular attention drawn to risks C10 to C13, which fall within the College's risk-averse appetite. These included; safeguarding and student support capacity, particularly in light of increasing student numbers, resource pressures, including staffing and infrastructure, readiness for Ofsted's new inspection framework, digital and technology utilisation, including systems development and cyber resilience.	
142	The Committee noted that many of the risks had been discussed during the meeting, with updates provided as to how the risks were being actively monitored and mitigated.	
143	No further amendments were suggested to the risk register.	
144	**Resolved:** The Committee received the Risk Register report.	
	CQS/25/132 – Items to be reported to the Board	

Min Ref	Minutes	Action
145	For onward presentation to the Board: ➢ Policies	
146	It was agreed that the following would be reported to the Board for information:	
147	The Committee had ➢ Received a presentation on the Early Transfer Scheme and was impressed by the stories of personal development from the students. Committee members had noted how the provision had grown and the breadth of the provision.	
148	➢ Received the full Performance report receiving updates on many areas, of particular note was the increase in student applications, pleasing improvement in GCSE attendance for the first exam, the steps being taken to develop the work to develop the achievement strategy with three core pillars: aspiration, attendance, and attitude, the update on the new technologies to support improvements in receiving and reviewing student feedback (QDP) and a research-based digital tool that supported staff with pedagogical strategies, including adaptive teaching and subject-specific approaches (HowTo platform, the Digital update in relation to staff development and progress in this area.	
149	➢ Received the HE update noting the progress to respond to actions arising from the Institutional review. Changes had been made to strengthen HE leadership and strategic engagement with the Combined Authority continued, particularly around Early Years education and capital investment.	
150	➢ Received and reviewed the Quality Improvement Plan focusing on Support for High Needs Students (Area of Challenge) and Apprenticeship Achievement (Area of Strength)	
151	➢ Noted the progress in relation to curriculum planning; that draft timetables had been developed and the College budget was now being finalised.	
152	➢ Noted the report on the Code of Practice – Freedom of Speech and the range and breadth of external interactions for students.	

Min Ref	Minutes	Action
153	➢ Received external assurance in the form of the Investors in Diversity report with a presentation on the progress made towards the Silver accreditation. A new EDI Steering Group has been formed, with cross-departmental representation to drive inclusive practice and improve internal communication.	
154	➢ Received an update from Mr Veltman in relation to Ofsted noting that there had been a delay in the publication of responses to the consultation and a subsequent delay in the commencement of inspections.	
155	➢ The Committee had reviewed risks specifically allocated to the Curriculum, Quality & Standards Committee and made no suggested amendments.	
	CQS/25/133 – Date of Future Meetings	
156	Curriculum, Quality and Standards Committee – 5.00pm on 27 November 2025; principally in person.	

Approved as a true and accurate record at the Curriculum, Quality & Standards Committee meeting held on 27 November 2025