

Approved Minutes of Teaching & Learning Committee
Held on 4 November 2025
at 5.30pm via Teams

Present:

Jane Britton (Chair)
 Michelle Dowse (Principal / Governor)
 Gaynor Cheshire (Governor)
 Adam Hall (Governor)
 Allen McConaghie (Governor)
 Wesley McGlinchey (Co-Opted Member) (Via Teams)
 Tomas Yates (Co-Opted Member) (Via Teams)
 Donna Gibson (Governance Professional)

In Attendance

Simon Kibble (Deputy Principal)
 Peter Robinson (VP, HE, Adult & Curriculum Development)
 Matt Gower (VP, Quality)
 Mo Horan (VP, Apprenticeships, Partnerships & Skills)
 Julia Breakwell (VP, Student Experience & Support, DSL)

Observing:

David Ash (Chair of Corporation)
 Sarah Warwick (Student Governor)
 Chris Hazlewood (Head of MIS)
 Marina Gaze

Item No	Item	Action For:
7.0	Welcome & Apologies The Chair of Corporation advised members that the Governance Professional had put in place the process to find a Chair for the meeting if the Chair had not been able to attend the meeting. This was in order and in line with Standing Orders. Jane Britton would be the Chair for the meeting. The Governance Professional confirmed that the meeting was quorate. The Chair welcomed all to the meeting and welcomed Wesley and Tomas to their first Committee meeting. Marina Gaze, David Ash, Sarah Warwick and Chris Hazelwood had joined the meeting as observers. The Governance Professional confirmed that apologies had been received from Julie Hurlston-McKeown. The Chair advised that papers would be taken as read.	
7.1	Declarations of Interest There were no interests to be declared.	
7.2	Approved minutes of the previous meeting on 3 June 2025 The Committee noted that the approved minutes were received at the July Corporation meeting and did not require any action at this meeting.	
7.3	Matters Arising The Committee noted that there were no outstanding matters arising from 3 June 2025.	
7.4	Determination of any other business There was no other business to be discussed.	

7.5	Ofsted The Committee received a verbal update on Ofsted preparations within College and noted: • Following the new toolkit, ELT are working on an 8-week plan, pending the call. The plan includes checking and gathering evidence against each of the judgement and assigning leads. • Staff CPD Day on 17 November will focus on the theme of Inclusion. • The SAR Validation exercise is due to be completed imminently. • The VP, Quality is continuing their Ofsted training. • ELT are confident that the College is suitably prepared. <i>The Student Governor asked if students be involved in the inclusion day?</i> The VP Quality advised that this it was a staff CPD day but assured the Student Governor that the student voice is being considered by way of the student surveys, student focus groups. The VP Quality would be happy to receive any further input as to how students can be involved. <i>A Governor observed that it is good to hear the plans in place and asked about staff wellbeing, and are they prepared?</i> They were advised that staff are not overly stressed but know that expectations are high. Some pressure is being felt but staff know they are supported and that it is Managers and Leaders who will be taking on most of the pressure. The Principal advised the Committee that the pressure is because everyone is engaged in wanting to do a great job and get a great outcome.	
7.6	Curriculum and Quality KPIs a) Key Performance Indicators (KPIs) for 2024 – 2025 The Committee noted the final position for the 2024/25 KPIs, with 19 targets met or exceeded, 16 not met, and 4 progression targets remaining <i>TBC</i>. Attendance and achievement continue to present challenges, particularly in Functional Skills English and Maths, which will enter a Provision Type RIG. The apprenticeship survey target was not measured due to the timing of the internal survey, and members were reminded that no national attendance comparator exists. Governors received assurance that underperformance in Functional Skills English reflected a combination of data presentation changes for learners aged 19+, workforce challenges, and the use of non-specialist staff. Management confirmed that mitigating actions are in place, including enhanced quality oversight, staff support, and strengthened recruitment expectations. Governors were reassured that the issues are understood and are being actively addressed. Management confirmed that performance is now tracked more robustly, enabling earlier identification of risk, with the RIG process providing enhanced oversight. All areas not meeting target remain a priority. Governors noted that approximately 400 learners were affected by weaker Functional Skills outcomes, with some having progressed to GCSE or Level 2 pathways. The Principal confirmed that English and Maths delivery is under review for 2025/26, while maintaining a focus on supporting current learners through completion. The Committee noted apprenticeship attendance at 87% and confirmed that closed 2024/25 KPIs have informed the setting of KPIs for 2025/26. Key Performance Indicators (KPIs) for 2025 – 2026	

	The Committee reviewed the proposed targets for 25/26. Three new KPIs are proposed for 25/26 – Progression Entry Level to Level 1; Achievement for a 16 -19 English progress measure and Achievement for a 16-19 maths progress measure. A further four KPIs are proposed for removal, there is no external accountability for those measures and delivery will be provided by different teams. Nine KPIs have been renamed to give clear clarity when reporting on their outcomes. The Committee noted that the KPIs are presented in the new format, and they are being asked to recommend approval of the Future KPIs. Attendance will remain a challenge based on the previous outcomes, school attendance figures in the region, and the proposed targets aim to get learners “work ready” and to improve achievements. <i>A Governor observed that there is a lot to take in on the KPI spreadsheet, their understanding is that targets remain ambitious. The same Governor had taken assurance from them being linked to work readiness.</i> <i>A Governor agreed with the proposed changes, noting that in their own experience attendance across a college can be so different. Have different targets for different levels been considered?</i> They were advised that we are cautious about going to a granular level for targets. The LEOP considers individual circumstances for learners. <i>A Governor noted that the additional clarity in reporting will be useful. Will all the reporting be green?</i> In response they were advised that we must demonstrate achievable challenge and will continue to challenge. It will not all be green, but the Committee will be advised why areas are red (linked to attendance). Reporting can be for specific cohorts if required. The Principal acknowledged that we will always set ambitious targets rather than setting targets that are unattainable. They are communicated to the Board so that they can be endorsed and put into practice. Management will share with the Committee what is shared with learners – a decimalised grade approach using Century. This will help Governors to see the progress made. <i>A Governor requested that the KPIs being removed have more detail added to them for Corporation.</i> The Committee agreed to recommend the approval of the KPI targets for 2025/2026 to Corporation for approval.	SK SK
7.7	Draft Quality Improvement Plan (inc the former PIAP) The Committee note that the PIAP has been merged into the QIP that encompasses wider quality improvement activity, as reported at the last Committee meeting. The new template for the QIP had been shared in the reading room and subject to the outcomes of the upcoming SAR validation would be populated with milestones and KPIs and assigned leads with oversight of the actions. The Committee noted the areas with underperformance that are not meeting national rates – Functional Skills, Automotive and Electrical Installation. The presentation of the QIP will help towards the 16 areas of the Ofsted framework and the expected standard judgment.	

	Any inclusion achievement gaps are being addressed, and any new gaps are being included within the Colleges EDI planning. <i>A Governor noted that it is a good document and consistency will be key. There are many references to not yet consistent, do we have a consistency issue?</i> Management advised that historically it had been a big issue. Now the majority of what is done is good and we are working on any inconsistencies, so we are not yet at a completely consistent level in every area. New teaching staff are joining the College every week and they are being provided with the best resources possible to deliver consistently good teaching. The document will be checked before the SAR exercise to review the frequency of the use of the word consistent as it doesn't reflect the current position with just a small area of inconsistency. Subject to the SAR validation exercise the Committee agreed to recommend the QIP for approval by Corporation.	SK
7.8	a) Apprenticeships Update The Committee noted the update on the performance of the apprenticeship provision for the College. The updated included things going well such as achievement rates above the national rates (17 out of 26 standards) and a reduction in the number of apprentices past their planned end date. Areas of concern included Mathes Functional Skills results being significantly lower than English and Engineering Apprenticeships remaining in RIG. <i>A Governor asked what is the RIG process?</i> Management advised that areas that require significant improvement are identified at many levels, and the departments attend a monthly meeting chaired by the Quality Team and with the manager present. One reason Engineering Apprenticeships is in RIG is the inadequate achievement rates. <i>The Governor asked whether RIGs are reported to ELT.</i> They were advised that they are. The Lead Governor for Apprenticeships confirmed that they meet the ELT lead regularly and have discussed emerging issues, the impact of the move to the DWP and what shape the levy and provision may look like. The Principal advised that the question was asked at the Autumn conversation with the DfE, and they did not know the impact of the more DWP at this stage. <i>A Governor asked whether the apprenticeships would be shorter.</i> They were advised that they could be between 8 and 12 months. <i>A Governor observed that there were some great achievements but noted the FS English and Maths were low and wondered why?</i> Management advised that one individual had been teaching both subjects, support had been in place and improvements are anticipated. <i>The Governor was reassured that it was in hand.</i> b) Employer Satisfaction Survey 2024/25 – Internal The Committee received the update on the College's own Employer Satisfaction Survey. The VP for Apprenticeships advised that Committee that the survey would be open all year so that feedback can be monitored on a monthly basis, which will help to make improvements in year. The Committee acknowledged the high employer satisfaction and that most would recommend the College.	

	<i>A Governor requested a clearer introduction on the Apprentice Employer Satisfaction Report to explain the stars and the excellent rating. The Governor wondered why there were 2 different measures. Management explained that our internal rating is 5 stars. The Governor requested that this be clear for the Corporation and requested that the 46 responses (+2) be expanded on as well.</i> <i>A Governor acknowledged the positive feedback and asked if we go back to those employers whose experience may not have been so good? They were advised that we do, they receive personal telephone calls and are kept in touch with. The Governor asked if we contact those who do not complete the survey? Management responded that this is an area that can be picked up moving forward.</i>	MH
7.9	Subcontracting Quality Report 2024 – 25 The Committee noted the report for 2024-25 and provided an overview of activities in 24/25 for the College's subcontracted provision and the outcomes of the compliance checks undertaken across the nine subcontracting partners. The report also set out the planned reporting planned for 25/26. The Committee noted the report provided a positive picture overall noting that there are some improvements to be made and initiatives to be launched or embedded. The Committee expressed their thanks to the Richard Grindey for his work on the report. The Committee were informed that the College DSL / DDSL have contact meetings with the Safeguarding Lead within each subcontractor company. <i>A Governor observed that it is a good report and requested the addition of a short summary to define the green items from the other items. The Governor suggested that the report could perhaps be presented in a dashboard style.</i> The Committee noted that at the time of the last inspection nothing was in place so to be in this position now is encouraging.	MG
7.10	Teaching & Learning Quality Report The Committee received the report which provided a comprehensive summary of key quality activities and performance. The report provided Governors with details on progress, areas for improvement, strengths and data on learning walks (over 400 conducted and some staff undertaking at least 2). The Committee were encouraged by the lesson visits information, staff CPD events and the positive feedback on progress from the FEC and Ofsted. The Committee noted the key developments proposed for 25/26. <i>A Governor noted the increased in CPD activity and the transformation since previous discussions.</i> <i>A Governor acknowledged that the report was good and outlines the needs to focus on being aspirational.</i> <i>A Governor questioned whether learner progress is a measure that is considered on learning walks? They were advised that learners will be seen responding to questions and being able to demonstrate skills learnt and show work that has been done. The Governor</i>	

	<i>asked whether subject specialists do any learning walks.</i> Management confirmed that Curriculum Managers and Directors carry out learning walks. <i>A Governor observed that the colours on the learning walk chart are difficult to read and asked for the colours to be revisited.</i> <i>A Governor questioned if there is a policy in place that dictates when staff should be observed? And how many staff are unqualified?</i> Management confirmed that new staff should have two lesson visits before probation is signed off and a learning walk within the first two weeks. There are several unqualified staff, and they are monitored under the NEST scheme. NEST meetings include HR and identify staff who require any support or intervention. <i>A Governor commended the planning discussion process and asked how confident are Management that it is contributing towards improvements.</i> Management responded that the process is robust, paired observations take place, there is feedback from external colleagues and audit documents. All of these provide assurance and confirm that the process is informing improvement. <i>A Governor asked if there is any way of seeing the impact on staff and what happens if they are not meeting the standards.</i> They were informed that observations are not graded, they are logged as part of intervention and reported to ELT. The Committee could receive anonymised information in future reporting. <i>The Governor noted this and confirmed it would be useful for Governors to be aware of any" areas of concern.</i>	MG
7.11	Learner Progress Updates The Committee received an update on target setting for learners (previously Study Programme Target Setting) and noted that the 24/25 pilot for Own Your Future had been revised and was now in place for 25/26. Targets are clearer, forecasting is improved and there is a focus on supporting at risk learners and triangulating achievement forecasts. The Committee noted that the three pillars are staying – Qualification Outcomes; Career Ready and Work Ready (5 C's). The learner's minimum expected grade is the least that should be achieved. There will be triangulation, and teachers understand the need for accountability. The overall approach is a checkpoint and process approach to target setting. A list of learners at risk of not progressing will be compiled and support provided as part of the process. <i>A Governor asked if we work with the parents?</i> Management advised that parents receive notification if the learner is on the list for being at risk of not progressing. This does not apply to SEN learners.	
7.12	National Student Survey (NSS) The Committee received the outcomes of the survey and note the impact on the student experience. They noted: • Outstanding satisfaction rates – including learning resources at 96.6%. • A completion rate of 84% • Minimal areas requiring improvement. The VP for HE confirmed that they were delighted with the results, they demonstrate that the HE Academic Board had made the right decisions.	

	The Committee expressed thanks to Adrian Price for the report and to the wider teams who have contributed to the results.	
7.13	Accolades & Complaints Report 24/25 The Committee noted the report for 24/25 and noted: • Complaints are down to 23 from 31 (23/24) • All complaints were resolved in line College procedures. • Key themes identified were staff behaviour; failures in communication; discrimination or policy issues; support, course quality/delivery. • There were 391 nominations for HoW moments (250 individual staff) • 16 external accolades and 4 internal accolades were received. The Committee were assured that the processes in place are robust and transparent.	
7.14	Complaints Procedures a) Student FE Complaints Procedure b) Student HE Complaints Procedure The Committee reviewed the procedures and recommended them for Corporation approval subject to some minor revisions. <i>A Governor observed that some informal complaints had not been recorded and suggested that a record be kept of those.</i> <i>A Governor suggested that the procedures be very clear in their definition of informal. Matters could be received at a low level but could progress. It is important that individuals understand the process and that there are some limitations on the outcomes available.</i> Management confirmed that if a complaint is received by the Quality Team they are logged. Informal could be as simple as a disgruntled parent calling in, but their points could still be valid. as The Committee were advised that HE follows slightly different protocols. As an example, the VP for HE confirmed that the OfS do not recognise informal as part on their conflict resolution.	MG
7.15	Careers Strategy 2025 - 2028 The Committee reviewed the updated strategy which was last approved in July 2024. The updated strategy includes the updated guidance issued in the Summer. The Committee noted the stronger emphasis on the Gatsby benchmarks and the proposed updates and changes for 26/26 and the additional enhancements to the original actions. The Committee agreed to recommend the strategy to Corporation for approval.	

7.16	Equality, Diversity & Inclusion a) EDI Annual Report 24/25 The Committee received the EDI Annual Report. <i>A Governor noted the orange badge scheme and was pleased to see its inclusion. They asked about neurodiversity and whether we accommodate individual learners. Can we tailor the support we have to meet their needs?</i> Management confirmed yes, they are being developed and training for staff has started such as applying specific strategies. <i>The Governor asked if the support goes beyond the EHCP definition.</i> Management confirmed that it does. The Principal reported that the SEN Reform may have some impact, and the Government will drive those reforms forward. <i>A Governor asked if it staff can identify those students experiencing poverty?</i> Management confirmed that they are identifiable on the systems via a flag. <i>The Governor asked if specific issues can be addressed?</i> They were advised that individual issues can be addressed. b) Equality & Diversity Action Plan & Equality & Diversity Impact Measures (EDIMs) The Committee reviewed the progress of the Equality & Diversity objectives and EDIMs. <i>A Governor asked if extra resources can be made available – IT kit, internet access?</i> They were advised that in some cases we can provide resources, we also provide free meals and travel assistance. The Principal reminded the Committee that the purpose of the buildings being open to students on Fridays is so that they have a safe and warm place to go to. <i>A Governor asked whether there are targets for addressing achievement gaps. They were informed that these targets are included in the action plan, with gaps over 4% reviewed, and occasionally those between 3% and 4%.</i>	
7.17	Prevent Strategy, Risk Assessment & Action Plan 24/25 The Committee considered the strategy, risk assessment and action plan and noted that it had been reviewed by the West Midlands Regional Prevent Co-Ordinator for extra assurance. <i>A Governor asked how confident are Management that students understand British Values and Prevent.</i> Management confirmed they were extremely confident that students know what to do if they feel unsafe, less so about their ability to articulate Prevent. It is covered on the action plan and curriculum areas cover it as well. Whisper Reporting is promoted across the College. <i>The Governor acknowledged that such an approach is a good way to address it and promotes continuous improvement.</i> <i>A Governor referred to the corridor conversations and wondered how the topic is addressed now?</i> Management confirmed that students have Q and A weeks that follow when the topic is covered to ascertain what they have remembered. Engagement has been strong, and improvement has been evident. The Committee agreed to recommend that Corporation approve the strategy.	
7.18	Safeguarding Annual Report 24/25	

	The Committee reviewed the report and its contents which reflect the safeguarding practices across the College. The Committee noted that reporting includes retention and achievement data for identified learner groups. Safeguarding cases have increased by 10%. 90.3% of students with a safeguarding concern were retained in year – resulting in 81.8% achievement. <i>A Governor noted that the % of learners feeling safe was in the high %, is anything done to follow up with those that do not feel safe. Do we know why they feel unsafe and what has been done to follow up.</i> In response they were advised that they are followed up, there was nothing significant that resulted from in College, the majority were to do with issues outside of College. The Principal noted that students do pick up on things and referenced a recent knife incident of which they were aware. <i>A Governor observed that there no reference in the report to Governors, should there be a section for Governance?</i> The Governance Professional advised that any annual reporting would include a standard paragraph tailored to the topic of the report and summarising the involvement of Governors, including Lead Governors and policy approval. The Committee agreed to recommend the policy to Corporation for approval.	Governance Professional
7.19	Equality, Diversity & Inclusion Policy The Committee noted that the revisions made to the policy reflected the new Ofsted framework. The Committee agreed to recommend the policy to Corporation for approval.	
7.20	Meeting Effectiveness & Reflections The Committee reflected on the effectiveness of the meeting, considering whether there was sufficient challenge and if the discussions provided an appropriate level of assurance for Governors and noted: • The presentation of the papers was excellent. • The Chairing was excellent • The meeting was organised and well prepared • There had been a good deal of challenge especially on areas where the College needs to improve. • Papers were well written and clear and allowed for questions to be asked • The links provided are useful and make navigation of the papers simple • The passion and determination of the staff is evident through the papers • The Governance Professional will review the placement of items on the agenda, particularly those items for approval • Although the meeting had gone over the allotted time there was good use of the time • The format of the meeting papers is helpful in the way it is presented and the referencing that comes with it	Governance Professional

	The Committee considered whether the meetings need to be extended, the Governance Professional did not think so, but suggested better use could be made of the time between meetings	
7.21	Any Other Business There was no other business to be considered.	
7.22	Date of next meeting: 10 February 2026 at 5.30pm via Teams	