

**Approved Minutes Teaching & Learning Committee
Held on Tuesday 3 June 2025 at 5.30pm Via Teams**

Present		In Attendance
Gaynor Cheshire (Chair) Michelle Dowse (Principal) Jane Britton (Governor) Adam Hall (Governor) Julie Hurlston-McKeown (Staff Governor) Allen McConaghie (Governor) Donna Gibson (Clerk to the Corporation) David Ash (Chair of Corporation (Observing)) David Wright (NLG)(Observing)		Simon Kibble (Deputy Principal) Matt Gower (Vice Principal, Quality) Mo Horan ((Vice Principal, Apprenticeships, Partnerships & Skills) Peter Robinson (Vice Principal, HE, Adult & Curriculum Development) Julia Breakwell (Vice Principal, Student Experience & Support)
Item		Action For:
6.1	Welcome & Apologies Apologies were recorded from Steve Stanier. The Clerk advised that with no other apologies the meeting was quorate. The Vice Principal, HE, Adult & Curriculum Development (VP, HEACD) advised that they would need to leave the call to meet with some students but would rejoin.	
6.2	Declarations of Interest There were no items of interest to be declared.	
6.3	Approved minutes of the previous Meeting The minutes of the meeting for 4 March 2025 were noted. The Clerk will arrange for them to be added to the website.	Clerk
6.4	Matters Arising The Clerk confirmed that the actions from the previous meeting were either complete or were on the current agenda. The Chair asked whether progress and impact would be covered within the meeting, noting that these were mentioned at the previous meeting as needing to be discussed. The Principal observed that they may be covered when forecast outcomes was discussed, but also directed to the Committees attention to the Impact Report in the Reading Room.	
6.5	Determination of Any Other Business The Clerk confirmed that one item of business had been added to AOB and was in relation to the updated Careers Guidance.	
6.6	Ofsted Consultation The response to the consultation was taken as read. The Committee were advised that it had also been shared with the AoC, who had fed back that it was a very useful documents and some of the points had been added to the AoC's own response which would represent all the sector,	
6.7	Post Inspection Action Plan (PIAP) Feedback from the FEC was that the direction of travel was encouraging. As a result of and in response to their feedback about demonstrating the impact of the PIAP, a new PIAP Impact Report had been produced. The report details the issues, targets up to next inspection, key actions and the impact. Governors were reminded that there had been no baseline to start from at the time of the last full inspection. Now, and because of changes made, 92% of lecturers meet the expectations for the quality of the teaching delivered.	

<p>The achievement rates for 16-18 and 19+ are above the national rates. There are still some areas that are challenging, and Governors have been advised of those on previous occasions – 16 to 18 Entry Level and 19+ Level 3. Governors noted that with improved careers advice, new initiatives / strategies in place and destinations being recorded, Management are confident that we are ready to for our next full inspection.</p> <p><i>The Chair acknowledged all the work that has taken place and recognised that there was very little in place previously. They had observed upon re-reading the PIAP the recording of actions at either Green or Amber. Referring to a previous meeting where the PIAP was becoming a to do list, they asked whether the time has come to combine the PIAP and the Impact Report in preparation for 25/26, being mindful of the impending inspection?</i> In response they were informed that it had been discussed with the FEC. The question was put to the committee if the Impact Report meets the needs of the Committee, or should it go into the PIAP? The view of ELT being that the Impact Report may serve as a better option.</p> <p><i>A Governor noted that a lot of work has taken place but stated that they felt not enough focus is being placed on the actual learning and not enough is being seen to show progress and achievements in lessons. They questioned how we know that the teaching is having any impact.</i> In response Management reiterated that impact is being seen via improvements in achievements and many areas are heading towards being above national rates.</p> <p><i>A Governor question whether Management felt like the plan was making a difference, is there a sense of change being detected, are outcomes the same across sites, are there quantitative measures?</i> In response Management responded that learning walks and lesson visits consider the 6L's. Staff are focusing on starting points and asking questions of learners in class to ensure that they are making progress. Management acknowledged that how this is communicated to Governors in the various reports may need to be revisited so that Governors can be reassured that learners and their progress is being looked at.</p> <p><i>A Governor stated that they struggle to see the evidence in the reporting. If the work mentioned is being undertaken, then the staff should be recognised for doing the work well, and Governors want to be able to express their acknowledgement and recognition of a job well done. However, the Committee needs to see tangible evidence to back it all up.</i></p> <p>In response, Management acknowledged that the questions being asked are good, but wondered what content are Governors looking for? Various reports and metrics are provided, and the College is in a similar position to other colleges. The direction of travel is positive.</p> <p><i>Governors confirmed that they want the appropriate assurance that learners are making progress. Governors acknowledge the progress being described but it needs to be clearer what the statements Management make are based on.</i></p> <p><i>The Chair noted that the College has a new Data Manager in post and that a presentation at the workshop in September would be a good opportunity for Governors to gain a wider understanding about data.</i> The Principal agreed that this could be facilitated but also that the Impact Report could be updated and re-issued to the Committee to see what they think, and ensure it was providing assurance.</p> <p><i>A Governor suggested that including stories and anecdotes would help to support the data and the numbers.</i></p> <p><i>The Chair noted that this could be the last Committee meeting before the inspection.</i></p> <p><i>A Governor wondered whether there was any likelihood of any amber areas moving to Green before the term end but suggested that this may not be possible with the exams that are taking place.</i> The Principal assured Governors that if an action had not turned green it is because evidence is required to back up the rating. Without the appropriate evidence and detail actions cannot move to green.</p>	<p>Workshop: Principal, Deputy Principal, Clerk</p> <p>Reissue of Impact Report: Deputy Principal, Clerk</p>
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	<p><i>A Governor asked about the 85% of EYPYP learners who have had two or more work encounters and questioned what was happening with the remaining 15%? Management responded that this will increase to 100%, incorrect reporting being entered to the dashboard had resulted in the 85% figure.</i></p> <p><i>A Governor asked about the 30% of learners who could not articulate about Prevent (radicalisation) in the corridor conversations, could this be improved? Management confirmed that another round of conversations has just taken place; the THRIVE tutorial has been revised and Prevent questioning takes place at the end of terms as a reminder. The figure may reduce as a result. An observation was made by a Governor that some of the professionals who attend adult classes had demonstrated a lack of knowledge around the subject and wondered if it is how the question is asked, so it could be as simple as that.</i></p> <p><i>A Governor questioned where there figures for expected outcomes come from? They were informed that they come from the lecturer's knowledge of the learner and the learners individual forecast, this is a professional judgment made by the lecturer and it comes with accountability and follow up actions if it is not within the judgment. The scrutiny review meetings support what is being done to support learners, more works needs to be undertaken to get assurance throughout the year.</i></p> <p>Management acknowledged that some elements of the reporting require clearer presentation.</p> <p><i>The Chair referred to intervention, the plan refers to intervention but stops there. The Chair wanted more detail, was intervention successful.</i></p> <p><i>A Governor surmised that Ofsted would want to see accurate forecasting when they come in for inspection.</i></p>	
6.8	<p>Curriculum & Quality KPIs</p> <p>The Deputy Principal reported that in year retention remains on track to meet the year end targets. The retention extract from 30 April showed the three areas reported as Green. The attendance extract from 30 April shows a mix of Red, Amber and Green. The College will not meet the attendance target set for 16 to 18 and Adult (19+).</p> <p>There are some areas that are still challenging but they are not expected to have a negative impact at inspection.</p> <p>Attendance and retention forecasts are RAG rated against KPI targets and achievement is RAG rated against the national rate. The forecast achievement outcome position is positive, continuing the upward trajectory.</p> <p><i>The Chair asked why some of the national data had been redacted? They were advised that there is no national data, so the boxes are greyed out. As has been reported before, AoC data that is recorded does not reflect the whole sector, just those who self-reported to the AoC.</i></p> <p><i>A Governor questioned how targets are set if there is no national data available? They were given contextual background to clarify how the data - such as that reviewed by Ofsted - is selected and evaluated. It was also explained that the pandemic had a significant impact on reporting, and the sector is still in the process of recovery. When setting targets, a range of factors are considered, including value-added measures, in-year forecasts, achievement rates, and student grade profiles.</i></p> <p>The Principal confirmed that the FE Provider Dashboard currently displays data from the 2021/22 academic year. During that period, too few learners progressed to the next level, and this issue was not addressed at the time. To ensure this historical issue is now resolved, currently, staff are being held accountable and are actively questioned when learners are not progressing as expected.</p>	

	<p><i>A Governor asked where the data in the blue column comes from? They were advised that the information comes from Pro-Achieve which looks at national rates /data in the public domain and calculates the information.</i></p> <p><i>The Chair questioned an attendance target of 90% and whether it is an appropriate target. Management stated that they would be interested to see what the Governors view is on the target, noting that it is intended to be aspirational.</i></p> <p><i>A Governor expressed that in their opinion there is no excuse for low attendance. Similarly, with adults. They appreciated that there may be additional issues or challenges to be addressed by these learners due to other responsibilities. Management responded that a lot of work has been done with attendance and agreed that a target of 100% would be preferable, but many of the learners who arrive from schools are already at a low starting point. There is also an increase in younger people needing to contribute towards the family household and this impact on their attendance. In summary, for a lot of absent non-attenders from school 60-70% attendance as an achievement is huge progress for them.</i></p> <p><i>A Governor stated that it is right to be ambitious, learners need to be work ready, attendance is a basic expectation of employers. They suggested that Management continue as they are doing but be prepared to explain and justify to others why a higher expectation and aspirational target has been set.</i></p> <p>The Principal agreed that it is essential for everyone to clearly articulate both the rationale behind setting aspirational targets and the reasons for not meeting them. During the last inspection, there was no satisfactory explanation for the low attendance figures, nor clarity on the whereabouts of the absent learner. The College is in a very different place now.</p> <p>It was noted that consideration needs to be given to whether we have become too accepting towards attendance for adults and them not attending.</p> <p><i>The Chair wondered whether a task should be undertaken in the future to review timetables to identify anything that impacts on students' attendance.</i></p> <p><i>A Governor recalled something similar had been undertaken in the past but with so many buildings, each with their own complexities there had been no significant improvements.</i></p> <p><i>A Governor wondered if the challenging areas could be reviewed at a more granular level.</i></p> <p>Management advised that a lot of work had been done on timetabling for 2024/25, and that there was analysis at a granular level. An example that had not worked regarding timetables was that learners from Alliance House had been having some of their English/maths provision at the Peakman Campus. It had not been successful, and the decision was being reversed for 2025/26.</p> <p>Data Pack It was noted that the data pack was in the reading room for information.</p>	
6.9	<p>Curriculum Planning 2025 / 2026 The Committee received an update on the recent curriculum planning process and noted:</p> <ul style="list-style-type: none"> • Discussions are underway with the NHS regarding a new T Level in H&SC – Adult Nursing • The College continues to develop its partnership and collaboration with University of Worcester • The various new offers that respond to needs locally and further afield were noted, along with some of the provision that has been withdrawn. 	

	<p><i>A Governor asked if Management could remind them if we have any worries regarding BTECs. Management confirmed that there has been a partial reprieve from DfE and funding has been extended to 2026 or 2027 depending on the subject area. The T Level is still perceived by Government as the gold standard. The College currently has no concerns about them or any impact on its offer.</i></p> <p><i>Governors recognised that there is a lot of work being done on curriculum. They were advised that the curriculum planning process is evolving. The CEFSS review had been critical of the former process, and we have responded with a new process and a balanced scorecard approach.</i></p> <p><i>A Governor asked how does provision end up on the list. Management explained the process whereby areas present curriculum plans of what they wish to run, and the offer evolves from that process and their usual considerations are taken into account such as what is on the horizon that will become relevant – for example green skills and technology or construction.</i></p> <p>Governors were advised that employers are engaged to support the curriculum process, with at least 3 employer engagements to help shape the curriculum,</p>	
6.10	<p>Apprenticeships The Committee received an update on apprenticeships.</p> <p><i>The Chair expressed their concern around the statement “All measures on Apprenticeship Accountability Framework are ‘Green,’ ‘On Track,’ with the exception of achievement and retention for 23/24”. Management advised that the data comes from the DfE on a monthly basis and that the exception was relating to last year.</i></p> <p>Governors noted that in terms of the framework measures excluding achievement and retention rates for 23/24) the College achieved 59% against a national benchmark of 60%.</p> <p>Management assured Governors that based on our ILT everything is on track for 24/25.</p> <p><i>The Chair asked if the reporting is based upon 560 apprentices? Management advised that it is and that some of the figures are cumulative.</i></p> <p>The areas of concern were noted:</p> <ul style="list-style-type: none"> • 30 (7%) apprentices are passed planned end date by more than 90 days • 22 (6.5%) apprentices overdue for a progress review <p>Governors noted that a new forecasting tool is being used, highlighting those at risk of achieving and predicting the year end outcome. This prediction currently stands at 65% and may be higher.</p> <p>Governors were advised that the College has no control over the survey that the DfE uses to obtain employer feedback.</p> <p>Governors were reminded that apprenticeship dates changes on an almost daily basis and is the reason that the active applications changes.</p> <p><i>A Governor confirmed that in their experience understanding and interpreting the data is difficult and requires an understanding of all the various components that sit behind the data.</i></p> <p><i>A Governor noted that in the going well section of the report the 65% figure suggests that 35% are not doing well and what is happening to those should be reported on. Management explained that 65% achievement is not good enough and we are striving for improved results, although the national benchmark should be considered and there are numerous reasons why apprentices do not stay on programme including loss of employment.</i></p>	

	<p><i>The Chair asked what is being done about the 22 apprentices that are overdue for a progress review?</i> Management advised that they are targeted and investigated. It can be attributed to factors such as employers delaying the review, the apprentice may need to sit their maths exam or something else has got in the way and knocked it off track. Governors can be reassured that the College is aware of the reasons for each of the 22 apprentices.</p> <p><i>The Chair asked why the Early Years starts were paused?</i> Management advised that there were concerns around the quality of the experience in College. A new staff member is now in post and reviewed the provision. The decision was appropriate at the time as the numbers were small.</p>	
6.11	<p>Rapid Improvement Group Update Governors received an update that showed the Colleges RAG rated position against the national rate and also those areas in the RIG process.</p> <p><i>A Governor questioned why Functional Skills Maths 16-18 was Amber and not Green?</i> They were advised that it is below the 64.9% figure. There has been some dramatic improvement from last year and it is forecast to increase by 42% to the 63.5%.</p> <p><i>A Governor questioned Creative Media and what has happened there?</i> Management advised that there were historical issues of learners not on the right programme and some impact of neurodiversity. More robust IAG is now being delivered.</p>	
	Julie McKeown left the meeting	
6.12	<p>Quality Update – including Term 3 Teaching & Learning Update; 24/25 Self-Assessment Process; Final HoW Teaching & Learning Strategy The Quality Report was received and provided a summary of quality activity and performance for the year and Governors noted:</p> <ul style="list-style-type: none"> • With learning walks and lesson visits, staff had 3 or 4 points of feedback – including support and constructive challenge. • Most tutors are responding positively to feedback and showing commitment to improvement. • A lot of good practice is being observed across the sites. • CPD days continue to take place and with themes. • Collaborative visits have taken place with two other colleges. <p><i>The Chair commended the work done and asked what steps have been taken regarding staff who are not improving?</i> They were advised that a small number of staff are under performance management.</p> <p><i>The Chair enquired about the SAR process.</i> Management explained the various steps of the processes for the curriculum SAR process and the wider College SAR process. The validation process with an external peer, will include Governors who will be invited to join in the November meeting.</p> <p><i>The Chair asked what is the biggest area to focus on now?</i> They were advised that it would be improving stretch and challenge; getting the best possible outcomes; progressing engagement with employers and improving the quality of resources for lessons as there are still some average lessons taking place.</p> <p><i>The Chair asked how are the assessors being moderated?</i> They were advised that the Leaders of Learning Forum has been used, staff have paired up to do the same lessons and compared notes afterwards and there has been interaction with other colleges.</p> <p>The Teaching and Learning Strategy was acknowledged as a great example of progress, given there was nothing that was particularly robust in place previously. <i>The Chair questioned whether it would become a policy.</i> Management responded that they did not think so as it is supported by the 6L's, improved quality processes and lesson essentials.</p>	

6.13	<p>Equality & Diversity Impacts Measures</p> <p>Governors noted the progress against the Equality & Diversity objectives and the EDIMs.</p> <p><i>A Governor asked if there was much impact falling out from the recent Supreme Court ruling?</i> They were informed that the revised guidance had not been published yet. Internal knowledge of staff and students had identified a small number who would be affected by the ruling. However, the College is fortunate to have a flexible toilet situation and will await the guidance to get more detail.</p>	
6.14	<p>Accountability Statement</p> <p>Governors received the statement, noting that it is with stakeholders now. The Committee agreed to recommend that Corporation approved the final draft of the Accountability Statement and Local Needs Duty.</p> <p>The Clerk advised that they had reviewed the process for last year and would be communicating with Governors the process for this years approval.</p>	Clerk
6.15	<p>Learner Destinations & Progressions Update</p> <p>Governors received an update and were advised that there are 2738 learners in scope for destination collection this year, an increase from the 2553 in 22/23. In early May, 71% of destinations were 'known', with the rest of the month to run for further contact with leavers to be made. Therefore, the figure is likely to increase. Management acknowledged that there is still work to be done.</p> <p><i>A Governor asked how the information is collected.</i> They were advised that there are 3 points where contact is made with the learners, including calls being made of an evening.</p> <p>The Principal reiterated that the proportion of learners with unknown destinations has remained too high for too long and emphasised the need to see a reduction in this figure.</p>	
6.16	<p>Verbal update on plans for more frequent reporting to Committee in 2025/2026</p> <p>The Committee agreed that Safeguarding is a significant area that the entire Corporation should be appraised of. Agendas for Teaching & Learning Committee fill up quickly and it would be appropriate for the Board to monitor this area. The consensus of the Committee was that it would be appropriate for the Lead Governor for Safeguarding to present an update at each Corporation meeting. This had worked well at the April Corporation meeting and the Lead Governor had presented a very good summary.</p> <p>The Clerk confirmed that the item would be added to the Corporation agendas under the Lead Governor Update section.</p> <p>The Vice Principal Student Experience and Support will continue to ensure that the Safeguarding Lead Governor receives the information they need to enable them to update the Board and provide assurance that the obligations of the Corporation are being fulfilled.</p>	<p>Clerk</p> <p>VPSE&S / Lead Governor Safeguarding</p>
6.17	<p>Committee Membership 2025 / 2026</p> <p>The Clerk provided an update for information that summarised the membership for 2025/2026 and advised that recruitment for a member to join with experience of the FE sector (Teaching & Learning) was ongoing. Options are being explored and a member could be co-opted, a process which would enable the addition of a member with expertise that will boost the skills and expertise of the Committee.</p>	
6.18	<p>Cycle of Business For Committee for 2025 / 2026</p> <p>The Clerk presented the cycle of business for 2025/2026. The document had been reviewed with ELT to ensure that ownership of items was correct, and that reporting would occur at the appropriate point in the year.</p> <p>The Clerk advised that following on from the previous discussions at the term 1 and term 2</p>	

	<p>meetings, data has been added as a specific agenda item so that the appropriate data can be reported across the year. The Student Arrivals and Satisfaction Surveys have been moved to the main Corporation agendas so that the reporting can align with those meeting dates, and to enable all the Corporation to note the outcomes of the surveys in a timely manner.</p> <p>The cycle of business would be received at July Corporation for approval.</p>	Clerk
6.19	<p>Committee Terms of Reference for 2025 / 2026</p> <p>The Clerk reported that the Terms of Reference included some minor revisions. As the scope of the Committee evolves a review may be required later to ensure they remain fit for purpose for the Committee.</p> <p>The Clerk will correct the minor typographical errors and the cycle of business will be received at July Corporation for approval.</p>	Clerk
6.20	<p>a) Summary of Activity Covered In Year</p> <p>The Clerk reported that this had been included because the Committee is at the end of its second year and a lot of activity has taken place across the three termly meetings. The summary was intended to reflect of all the activity undertaken, which as the summary shows, has not just been confined to the scheduled meetings,</p> <p>b) Meeting Effectiveness & Reflections</p> <p>The Clerk acknowledged that the meeting had been lengthy but noted that there had been substantial challenge from Governors, met with reasonable pushback from Management. Governors had expressed a desire to see more anecdotes and real-life examples to support the data being reported.</p> <p>The Principal agreed that there had been a good balance of support and challenge.</p> <p>The Chair of Corporation had attended the meeting as an observer. They reiterated that the Committee are aware of criticisms mentioned by Ofsted at the 2023 inspection. Since then, the meetings had moved on and now demonstrated the willingness of Governors to go into items in more detail, challenge where necessary but still be supportive of ELT.</p> <p>A Governor felt that the meeting had been well chaired and thanked the Committee Chair for navigating such a long agenda.</p>	
6.21	<p>Any Other Business</p> <p>Revised Careers Guidance</p> <p>Governors received a brief verbal update on steps being taken to respond to the new guidance and noted:</p> <ul style="list-style-type: none"> • It was guidance that had been issued and not a statutory requirement. • Some things are already being addressed for example: enhanced parent engagement. • Grofar will help with tracking and monitoring. • The Careers Strategy will be updated, so it may come back to Corporation sooner for approval. <p>There were no immediate concerns to report, Management would continue to review the guidance and will report any significant matters to the Board.</p> <p>The Chair of Corporation thanked David Wright for attending the meeting and asked if there were any observations that could be shared. David thanked those on the call for the opportunity to join the meeting and made the following observations:</p> <ul style="list-style-type: none"> • There is evidence of strong progress being made. • The direction of travel is clear. 	

	<ul style="list-style-type: none"> • Governors are clearly on board. • Honesty and transparency were very evident. • There were examples of good practice. • The journey for the College is long and continuous. • The meeting had been a good opportunity to observe. <p>The Committee Chair thanked all for their participation and noted the next meeting is on 4 November 2025.</p> <p>The meeting ended at 8.22pm.</p>	
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