Minutes



Meeting	Quality and Standards Committee
Date	Tuesday 11 March 2025
Time	17:00-19:00
Venue	Google meet

Attendees:	Donna Clifford (Chair); Katie Asgari; Simon Ashton; Jason Austin; Sally Gillborn; Jack Pike; Ian
	Sutherland; Fatima Sabir; Carol Stanfield; Louise Woodcock
In attendance:	Tracey Mace-Akroyd (Deputy Principal/CEO); Lucy Barnwell (Director of Learner Recruitment
	and Marketing); James Godsell (Director of Business Development and Apprenticeships);
	Cheryl Martin (Director of Quality and Academic Standards); Laura Reid (Director of
	Safeguarding and Student Support); Mark Ryan (Vice Principal Curriculum);
	Dan Stanbra (Director of Adult Education and Contracts); Sarah Connerty (Director of
	Governance and minute taker)

		Action
	Welcome, introductions and apologies	
1.	The Chair welcomed colleagues to the meeting. The student governors did not attend the meeting.	
2.	Declarations of interest	
	There were no declarations received.	
	Minutes of the meeting held on 19 November 2024	
3.	RESOLVED: The minutes of the meeting held on 19 November 2024 were agreed as a true and accurate record.	
	Matters arising	
	All actions are completed or in progress as follows:	
	Action 1 – CLOSED: Higher Technical Qualifications (HTQs) and Degrees is on the agenda at item 10	
	Action 2 – CLOSED: USP of the University Centre is on the agenda at item 8	
	Action 3 – CLOSED: Hayley Tingle and Margaret Cobb have joined the E&M task and finish group	Dir of Quality and
4.	Action 4 – in progress: the Director of Quality and Academic Standards is working with Hazel Roe to bring a HE student on the HE Strategy and Focus Group	Academic Standard
	Action 5 – CLOSED: Donna Clifford was appointed as Chair of the Quality and Standards Committee at the December 2024 Board	
	September 2024 actions	
	Action 2 – CLOSED: google capabilities to support the Committee – Jason Thomas is running a	
	session prior to the strategy day on the 26 March 2025	DCEO
	June 2024 actions	DCEO

Action 2 – **in progress** - impact KPI on transition to positive impact for care experience learners – the DCEO reported that work is underway at the EDI and Safeguarding working group and an update will be presented to the next meeting.

Action 4 and 5 – in progress as action above - correlation across attendance and achievement, including a look at low attendance/high achievement and the support learners receive.

Safeguarding and Prevent

The Committee noted the Safeguarding update and Prevent action plan. The Director of Safeguarding and Student Support took the report as read and a number of key points were considered including:

Safeguarding

During the first half term, the Safeguarding and Wellbeing team have supported 2231 unique learners. There have been 600 safeguarding interventions to date. There are four learners on Child Protection Plans, 26 learners on Child in Need Plans and 49 learners with Early Help workers across the Group. There are a higher number of Child in Need learners, (+10) and more learners being supported under Early Help (+20). This is in line with schools and colleges both locally and nationally. The team has development partnerships with the Early Help teams in Rotherham to manage this increase and has received training on the Early Help offer.

Looked after children

71 LAC learners are enrolled across the Group, working with 12 Local Authority/ Virtual Schools. There has been an increase in criminal disclosures from previous years and safeguarding concerns continue to be high for this cohort.

[confidential item]

Critical incident policies

These are being updated following the tragic death of a school boy in Sheffield. Support has been offered to staff and students who may have been affected by this incident. The Personal Development team have organised for guest speakers with real life experience to attend all sites in March.

5. Online safety

Smoothwall continues to be used to monitor students' safety on college devices. The personal development team provides learning opportunities on online safety and raising awareness of how to keep yourself safe and this is working well.

Prevent [confidential item]

Wellbeing

The Wellbeing Mentor team is fully staffed, with an increased capacity to offer targeted intervention for individuals and to offer more group sessions. This is a new offer and will develop over the year, with the Mentors working alongside the Personal Development Coordinators to maximise enrichment and wellbeing support.

Health Practitioner

This role commenced in October, and to date 55 learners have been supported with health-related concerns. This support is a mixture of one off and regular intervention, covering health issues such as anxiety, self-harm, diabetes and weight management. This work is alongside Mentors, the Safeguarding Team and Curriculum Teams to support those with mental and physical health concerns. **ACTION:** The role will be reviewed at Easter for impact and reported back to the next Committee.

Trauma Informed Practice

Trauma Informed Practice was delivered to central management team colleagues (CMT) in January to support managers understanding student behaviours. A Restorative and Relationship strategy is being developed, including a training schedule for all staff. The Chair noted that the team seems really busy and is working well with external agencies.

Dir of Safeguar ding and One governor asked for clarification on the timings of the number of access support increases and the Director of Safeguarding and Student Support confirmed it is from the start of the year.

Student Support

One governor asked about the increase in criminal declarations and mental health of students and asked what is being done to manage that risk. This refers to care experience students and a lot of partnership work takes place with external services around NEETs and virtual schools. It is about continuing to work and strengthen links with external services and getting the right information to support the right people.

The DCEO explained that when students on programme have a criminal disclosure a panel meeting takes place with key staff and the curriculum manager of the area to conduct a risk assessment. Actions and support in place are dependent on the severity of risk, for example learners can be moved onto online learning before a court case. It is about trying not to disrupt learning and there is assurance that a full risk assessment and documentation is available. The Chair noted that it is useful to hear that people get a second and third chance at the Group.

The team are working really hard with external services, and when college is not right at that time there is early help for a smooth transition elsewhere so it is right for the learner. One governor noted the support available through the North Notts Bid including a walk safe app and a crime partnership where the police come into to speak to the learners. **ACTION:** Sally Gillborn to share support with the Director of Safeguarding and Student Support who noted that this is really helpful, and the more links and support available will allow the Group to support its learners and keep them safe

ACTION: The Chair noted that Safeguarding, Prevent and EDI training is mandatory for governors biannually and asked that all governors who were unable to attend the sessions complete the online refresher training.

Sally Gillborn

Equality, Diversity and Inclusion

The Committee reviewed the update report, the FREDIE Action Plan 2024-2025, the FREDIE EDI Data, and Personal development schedule and report. The Director of Safeguarding and Student Support reported that the Action Plan has been created based on the recommendations, which will be managed by a task and finish group, feeding into the FREDIE and Safeguarding Management Group. Simon Ashton and Sohil Zokari as safeguarding and SEND and EDI link governors sit on the Committee.

Governor s

Key discussion points raised included:

- Retention remains strong: Overall retention rates are high (97-98%), with no significant gaps between different learner groups.
- There is effective support for 16-18 learners: 16-18 learners with LAC, High Needs, or EHCPs and these cohorts showed higher achievement than those without support needs, suggesting that the support provided is effective.
- There is excellent learner engagement: 100% of learners participated in personal development activities, with a significant increase in overall engagement since December 2024.
- There is a diverse range of activities covering various topics, including safeguarding, finance, careers, and awareness events, ensuring there's something for everyone.
- There is positive impact learners report increased confidence, improved skills, and a
 better understanding of critical issues, with strong employer engagement and
 successful international experiences further enhancing the programme's
 effectiveness.

One governor noted that there is a lot going on in the action plan and asked how things are going. **ACTION:** it was agreed to bring an update to the next meeting on how personal

development is working, the experience so far, and if activities are having the intended impact.

One governor asked about item 3 around eliminating barriers and how the learning communities are introducing inclusive practice. The Director of Quality and Academic Standards reported that for the first half term the learning community work was around supporting staff to feel comfortable. This half term is show and tell and looking at what has been learnt, the marginal gains, and the early learning support. It is about discussing ways to better support learners to get that small incremental progress, for example supporting a hearing-impaired learner with visual communication cards to make support more effective. The Director of Quality and Academic Standards noted that Learning Support Assistants do not teach but have engaged really well and there have been great work flows from one place to another.

Dir of Safeguar ding and Student Support

One governor suggested that the 16-18 category could useful be included in the analysis as it has a higher proportion based on numbers than the Bangladeshi cohort.

One governor asked when activities happen. Activities are now offered on a rolling basis, with tutorials through the week across the three campuses to hit a broader number of learners. The team are working with curriculum to find the best times for their learners. Where learners can't access sessions, they are being recorded to access through tutorials. There are activities on the google classroom for staff to pick out. The aim is to provide personal development in as many ways as possible.

One governor asked about work experience which is low and a big concern across the sector. One governor asked about the virtual access to placements through Springpod and whether this is recorded. It was noted that it is included navigate as work readiness. **ACTION:** One governor to send through a link for virtual work experience to the Director of Safeguarding and Student Support

The Director of Safeguarding and Student Support gave assurance that work experience is a regular conversation across the Group who are competing with other colleges and schools and there is close working with the curriculum. Planned placement are increasingly difficult to find.

Simon Ashton

The Chair thanked the Director of Safeguarding and Student Support for the update and the amount of work that is being carried out across the Group.

Quality Improvement Plan (QIP) 2024/2025 and Risk Report

The DCEO reported on the QIP and risk report.

In addition to the Group QIP priorities, the KEY areas of focus and priority for the spring term are:

- A. Staffing/recruitment in curriculum areas to fill vacant roles and/or provide high quality TLA e.g., Aviation (RC), Electrical (RC), maths (Group), learning support staff to meet increased numbers of learners with EHCPs (Group) and wellbeing support staff (RC) and Brick staffing/TLA pedagogy (RC),
- B. Curriculum areas with CTL and/or tutor sickness absence e.g., Business & Aviation (RC), Plumbing (RC)
- C. Rebuilding reputational relationship with a large local employer (Engineering Apprenticeships)

The Committee considered the good news stories at each campus and the Chair noted how important it is to hear about the successes of our staff and students and passed on congratulations (good news stories included at appendix one).

There are a total of three Strategic priority risks relating to Ofsted, OFS and Safeguarding and these will be monitored through the new Risk Register Working Party. [ACTION: after note: The 4risk system is now up and running and the updated risk register will be included going forward.]

Dir of Gov

The QIP identifies six big hitters which will have the biggest impact on the journey from good to great. These are all rag rated as amber with the exception of the Student Union (green) and animal care and land-based provision (red):

- 1. English & mathematics Provision: Further improve the quality of education, support for learners and learner outcomes
- 2. High Needs/SEMH/EHCP Provision: Further improve the quality of education, student outcomes on accredited qualifications and positive progression to high level study or work
- 3. Level 1 Provision: Further improve the quality of education, support for learners and learner outcomes
- 4. Teaching, Learning & Assessment: Empower tutors to embrace innovation and take informed risks in their pedagogical practice
- 5. Student Union: Establish a group wide Student Union which empowers learners and ensures their voices are heard
- 6. Animal Care & Land Based provision at DVC: Swiftly improve the quality of education and learner experience so that it meets leaders high expectations for performance.

[confidential item]

One governor asked about where the highest proportion of learners with high needs and EHCP are in and this is in FLEX, digital and animal care. **ACTION:** It was agreed to add this figure into future reporting.

The VP Curriculum noted that there were also issues in Level 1 Construction due to staffing retirement and staff turnover and an action plan was put in place with a good amount of progress achieved to date.

DCEO/VP Curriculu

One governor asked about the attend to achieve meetings. The VP Curriculum noted that there are four a year, the first two and third looking at attendance and third and fourth at achievement. This applies to all study programme learners and a narrative is provided if attendance is below 85% with the reasons why, any support, careers advice and guidance required. The meetings include vocational staff and E&M and there is very good collaboration between teams. Impact is being seem with increased attendance. Meetings are currently underway and include predicted achievements and staff are accountable. By the close of play next week all the data will be received to report on up to date predicted achievements. There are panel meetings for study programme learners and a desk top study for all other areas.

ACTION: One governor noted that it would be useful to see a high-level report on what are the risks and predicted achievement and the Director of Quality and Academic Standards agreed to look at the scheduling for next year so that reporting feeds into the March Committee.

DCEO/VP Curriculu m

One governor noted that the areas included in the QIP make sense and are all of the areas talked about at the Board strategy day.

Higher Education

1. USP of the University Centre/ Higher Education/Higher Level Skills Strategy Proposal Paper

The DCEO noted that Louise Woodcock and Donna Clifford sit on the Higher-Level Skills Strategy Group to support the Group and share their expertise.

The strategy aims to move away from traditional HE courses to higher level skills and offer flexibility to learners. A support package is needed to wrap around, HE and the Group is in discussions with a number of universities and wider agencies around ideas and the use of the University Centre Rotherham (UCR) building. Key points discussed included:

• The HE/Higher level skills (HLS) Strategy has a focus on sustainability through achieving strategic aspirations, high quality and flexible curriculum, growth in

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- HE/Higher level skills income, meeting needs and transforming lives of local people, stakeholders and communities.
- Collective agreement is that to achieve success and growth the HE/Higher Level Skills
 offer must be flexible/agile, personalised, inclusive, supportive and equitable to
 develop both academic, work and personal skills.
- As of March 2025, the Strategy and HE/HLS Strategy Group have identified seven priority areas to explore for development and decision making:
- UCAS applications
- 2. Fees
- UCR USP
- 4. Support for students
- 5. Digital campus
- 6. Collaboration with HEIs
- 7. Curriculum including short micro credential programmes.

2. HE Self-Assessment Document

The Director of Quality and Academic Standards explained that the self-evaluation document (SED) evaluates the performance of the Group's Higher Education (HE) provision for the period September 2023 through to August 2024 and includes final performance data for 2023/24. It has been through the Senior Leadership Team (SLT) for scrutiny and incorporates SLT and Exec comments. Key points discussed included:

- The Office for Students (OFS) Teaching Excellence Framework (TEF) awarded the Group a Silver rating overall and an aspect rate of Bronze for Student Experience and Silver for Student Outcomes (2023). The Group's Higher Education performance and outcomes continue to improve and have achieved much improved NSS data which is above sector averages.
- The Group has experienced a 40% decline in traditional HE enrolments over the course of the last three years.
- During 2023/24, the Group experienced a trend to its HE student demographic where
 it saw a 5pp increase in the number of students residing in POLAR quintile 2 areas, a
 10pp increase in the number of part-time students and a 5pp increase in the number
 of students declaring a disability. This demonstrates the Group's commitment to its
 outreach activities and providing HE programmes for students from underrepresented groups, in line with the commitments made as part of the Access and
 Participation Plan (APP).

The Committee considered the SED and the following points were raised:

- Page 4 why was Huddersfield not mentioned. This is an oversight and will be included
- Page 13 –table 5 and what the data refers to is confusing and page 15 on areas of focus and why apprenticeships is not on there because the figures listed on page 13 look like it would be a risk area. There was assurance that discussions are underway with the Director of Apprenticeships and Business on how to present both the table and the focus on apprenticeships in a better way
- Student experience and areas of focus for improving the survey response rates. The
 response rates are part of the story and the Group is looking to maintain good
 performance levels so it would be useful to include this
- Page 20 on areas of focus and why there is no mention of BAME students recognising the small numbers of the cohort

RESOLVED: The Committee recommended to approve the HE Self-Assessment Document (SED) to the Board subject to taking on board the Committee's feedback

Dir of Quality and Academic Standard

The Chair thanked the Director of Quality and Academic Standards and her team for all the **Marketing and Learner Recruitment Report** Applications and Enrolments 2024-25 – the Committee noted the current applications and the separate table for T Levels. The Director of Learner Recruitment and Marketing took the report as read and Committee considered the following: Adults HE part time is down but accepted offers are up Applications and enrolments are positive and shows that CEIAG, website information, schools information is working effectively 9. More skills focused course application information is now being reported on including higher level apprenticeships. There is work to do on sharing skills courses and it has not been promoted well nationally Open event attendance information is really positive at 25% up on previous year. People are wanting to come along and see the facilities and meet with staff. The new style open events going into classrooms and engaging is working well. The Committee passed on thanks to the Director of Learner Recruitment and Marketing and her team noting that marketing has come on such a long way over the last three years and the reporting into the Committee is really helpful. Curriculum Planning including Higher Technical Qualifications and Degree Apprenticeships The Committee considered the report and the Vice Principal Curriculum noted this is the curriculum planning update for stage 3 - detailed planning, and raised the following key points: Each campus has delivered round 1 of curriculum planning and a register of actions for each campus has been provided in preparation for round 2 (stage 4 of the Curriculum Planning Strategy). It is aligned to local regional needs Current contribution is subject to further development in round 2 Overall contribution = 57% (25/26) v 53% (24/25) DVC = 56%, NNC = 60%, RC = 59%, Cross College = 51%, Apprenticeship = 59.1%) T Levels are being maintained in areas where appropriate and in line with the U-turn of the qualification reforms. Staff have continued undertaking CPD, insight days and acquiring support from AoC, Education & Training Foundation (ETF) and Awarding Organisations in relation to the changes to qualifications 10. There is a consistent approach to FLEX, Entry 3 and Level 1 across each campus The Group have redesigned the Entry 3 and Level 1 provision in support of the increased number of students that are EHCP, EHE, Social Emotional Mental Health (SEMH), partial timetabled at school or have entered the organisation with no formal qualifications. The Group is working with the Council for support. A project-based approach will be implemented utilising DVC and Idle Valley campuses, with a focus on progression into vocational programmes and stepping stone English and maths within the academic year Development of HNC/D in Computing, Early Years Professional Leadership, Business and Health Care Professions, Creative Enterprise, along with Higher Technical Qualifications (HTQ) ready for 2025-26 delivery in the following area: Modern Methods of Construction Higher National Flex (HN Flex) is at the forefront of the Group's flexible approach to higher skills which allows students the opportunity to build the credits and purposeful units in supporting their skills and opportunities for higher paid roles. These will be offered flexibly and as infill, asynchronous or hybrid

- The Group continues to offer higher level apprenticeships within Higher Level Skills across Leadership and Management, Engineering and Health
- The Group is aligning to non-prescribed higher level with programmes including Aesthetics and non-medical Beauty. There will be removal of Games and Animation, Fine Art and Music, due to lack of demand
- Higher skills promotions remain a priority for RNN Group through a multitude of mediums to maximise the opportunity of reskilling and upskilling by employer engagement.

ACTION: One governor noted that the Board is aware how much work is done to ensure the curriculum meets local skills needs but this is not explicit in the paper. Following the discussions at the last strategy day and the challenges from the facilitator about ensuring that the educational character of the Group is aligned to employer needs this could be added as a risk and be more explicit in the strategy.

VP Curriculu m

One governor asked whether courses are being removed due to lack of student demand and what impact does this have on employment opportunities and on staff. The VP Curriculum explained that it is around lack of engagement in the curriculum areas and the running of staff efficient models. Where possible RES staff are utilised and staff are often working across curriculum areas with cross collaboration.

The Chair thanked the VP Curriculum and his team for all the work.

Employer Engagement Report including update of Stakeholder Engagement Strategy 2022-2027

The Director of Business Development and Apprenticeships reported that he has reviewed the Stakeholder Engagement Strategy and is confident that the categories are appropriate and link into Ofsted. The Strategy sets out the clear objective of leading innovation and skills in our communities and is designed to both identify our key stakeholders and provide timely actions to build communication links.

Actions relating to the role of the Committee, and new authorities have been included. The SLT work with an extensive list of stakeholders and these will be relooked at and plans for engaging with them agreed.

There are two areas – in the community and the staff survey which requires a review, as this was taken forward in a different way, but neither is an area of concern and both have been effective.

There are areas of the national and regional landscape that have changed, for example the significant declines in hair and beauty due to the changes to NI.

ACTION: One governor noted that it was difficult to consider the Quality and Standards actions in the strategy and it was agreed to consider these further at the next Committee. The Committee considered and raised the following points:

The reflections and updates seem sensible and it is positive to have assurance on the amount and quality of stakeholder engagement

Dir of Business Dev and App

• To include the North Notts bid in the Strategy

- Evaluating the effectiveness of the approach of stakeholder engagement is important. It is implicit in curriculum planning, in the QIP around meeting stakeholder needs, and only by having a strategy can the Group align to meet local needs and make progress for learners and apprenticeships
- Reviewing the Strategy is a key focus for this Committee to give triangulation. The DCEO noted that it is a basic starting strategy and there have been so many developments since it was drafted that it is right to review and bring to the next Committee
- One governor asked if we need a link governor to bring the employer and stakeholder work together. David Grimes the business expert on the Board is currently on sabbatical. The Director of Governance noted that as part of the review of the AoC

Code of Good Governance the Search, Governance and Remuneration Committee has identified stakeholder engagement as an area for further work to be led by the incoming Chair and included as an item on next year's Governance Improvement Plan

ACTION: All of the above areas will be reviewed with a revised Stakeholder Engagement Strategy ready for April and coming to the next Committee.

ACTION: It was agreed that this links very closely to the next Strategic Plan and the after the next Committee the updated Strategy will go to the June Board

Dir of

Business Dev and

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The Director of Business Development and Apprenticeships provided an update on apprenticeships. There is a target growth of 3% with income on target for 9.8%. The Committee reviewed the income trend:

	£
2021/22	2,622,706
2022/23	2,635,302
2023/24	2,930,946
2024/25	2 400 000 /5 11

2024/25 3,480,000 (Full year target)

This demonstrates a £1m growth over 3 years. There is a risk around numbers with 420 enrolled and a target of 500.

If Level 7 is defunded a commercial avenue is ready to go, linked with CMI and mapped into the diploma at Level 7. It is a competitively based qualification and will be made as practical as possible to support employers.

Enrolments 2024/25

The apprenticeship profile of 352 apprenticeship starts to be enrolled by February to ensure projections remain in line with budgeted position.

The apprenticeship provision is predicted to grow by £300k in 24/25 and will reach 1000 funded apprentices by April 25.

As of 12/02 there are 308 apprentices enrolled and a further 96 being enrolled imminently,

Curriculum Planning 25/26

The employer advisory boards have been concluded for 24/25 and robust feedback has been provided on both industry and college trends. Key actions for March and April will be to ensure the actions from employers is demonstrated in both curriculum intent and our teaching, learning and assessment (TLA) planners.

The Chair thanked the Director of Business Development and Apprenticeships and his team for all the work.

Careers Information, Advice and Guidance Strategy Update

The Committee considered the report and the VP Curriculum raised the following key points.

- The Group has realigned the CEIAG team across the campuses which has resulted in advisors based at a specific campus. Impact has displayed a consistent approach on campus for staff and students
- Employer interactions and continued development of Employer Academies has been
 a focus within the year and continues. 100% of curriculum areas have at least 1
 Employer Academy. Employers are continuing to help shape and develop curriculum
 design and implementation, linked to careers and next steps.
- HeppSY (Higher Education progression Partnership South Yorkshire) 12-month grant funding has been acquired to work with students that have been identified via A2A, SEMH, low levels of attendance, prior attainment and referral.
- Each curriculum area has undertaken Industry/skills week, with career opportunities, skills and behaviours required, progression opportunities, qualifications, salaries and upskilling (tasters).
- Navigate utilisation has increased significantly within 12 months and visibility across the Group has improved

- National Apprenticeship week took place in February 2025 which celebrated opportunities post 2025. The theme for 2025 was 'skills for life', reflecting how apprenticeships and skills help individuals develop rewarding careers, and employers to develop a workforce with future-ready skills.
- Each campus is fully prepared for the delivery of Careers Week, featuring a comprehensive programme of activities. This includes approximately 80 workshops delivered in collaboration with a diverse range of speakers, employers, and employer academies. Across the three campuses, 42 interactive stalls will provide students with valuable opportunities to engage with key stakeholders and industry professionals, enhancing their career awareness and employability skills.
- The strong and collaborative relationship between the Vice Principal and the Link Governor continues to be highly effective, providing valuable insight, challenge, and support in driving improvements across CEIAG. There has also been governor training in relation the CEIAG strategy and how CEIAG is the golden thread of curriculum.
- The CEIAG team is enhancing its expertise through the integration of AI-driven career support tools, providing students with greater opportunities.
- The group were recognised for developments within CEIAG at the South Yorkshire
 Leading the Way event for the following:
 Most Gatsby Benchmarks Progress Award -This award acknowledges the institution
 that has made the most progress with achieving the Gatsby Benchmarks this year.
 RNN group in the space of one academic has gone from achieving 100 in just one
 benchmark to now achieving 100% in all 8 benchmarks
 Meeting All 8 Gatsby Benchmarks This award recognises the institutions who have
 consistently achieved all 8 Gatsby benchmarks this academic year.

The Committee agreed that there is lots of good work going on and the Chair thanked the VP Curriculum for the comprehensive update.

High Needs Curriculum

13.

The DCEO reminded the Committee about the news presented at the last strategy day around high needs performance and learners' achievement on accredited qualifications for learners with EHCPs and High Needs and FLEX provision not meeting high expectations. The Group has been working at pace since this time. Outstanding areas of good practice seen at another college have been brought into the provision. The previous management structure did not work and an interim manager is in place to implement changes and a permanent role will be advertised. The SEND promise and three-year plan is in place alongside KPIs and the key point is ensuring that every person who comes through the door will have an appropriate programme and that will be in place by September. This ties in with the work being done on trauma informed practice and restorative relationships. Recruitment and interview processes will change and there will be Education and Healthcare panels through the summer to ensure all three-year plans are in place and challenging. There is an assurance that plans are in place to move high needs provision towards outstanding.

One governor noted the good and quick response by the Group and the inclusive curriculum for all in line with their starting point. It was confirmed that supported internships are in place, with high needs in vocational and FLEX provision. It was agreed that ensuring that plans are in place to avoid NEETs is a priority. The DCEO explained the Group is working on a proposal of sharing information with local schools and Rotherham Council have taken this on with a team of apprenticeships working to embed information in MIS systems. This will provide information on key stage 4 experiences. A one to one interview and a three year plan will be developed for each learner and if this works the plan would be to do this for every Level 1 student next year. It is a training and development need for staff.

The CEO and Principal noted that this had been shared with the ESFA and the FE Commissioners' Team at the Annual Strategic Conversation and they were positive about the changes and will include this in the Group's action plan.

The Group QIP identifies 5 key High Needs objectives for 2024/25:

- Review the curriculum offer, delivery and progression outcomes including FLEX;
- Implement an enhanced curriculum focused on a personalised 3-year education and skills plan;
- Enhance teaching and assessment pedagogy including the capturing and use of incremental progress;
- Develop the skills and resilience of staff/students focused on trauma informed/restorative relations practices;
- Recruit and retain sufficient Job Coaches to meet the requirements of Supported Internship programme.

Work will continue at pace to achieve the targets of the Group's QIP and progress will be reported to the Committee and the Board.

Teaching, Learning and Assessment Report

The Director of Quality and Academic Standards took the report as read and it was agreed a number of the points had been considered under items 6 and 7.

Key point raised included:

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- The quality of Teaching, Learning & Assessment (TLA) is good with tutors using engaging and varied strategies that consider learner's starting points and build knowledge and skills.
 There is timely feedback, the curriculum is industry relevant, with work placements and there has been investment in digital to support learning. While most teaching is good, inconsistencies exist across some Level 1, FLEX, English & maths provision and Animal Care provision
- Learning Community Project: This is underway (discussed under item 6 and 7)
- Work is ongoing to design and deliver bespoke CPD sessions to curriculum teams, focusing
 on identified areas for improvements in TLA, and to maximise opportunities such as "show
 & tell" activities, learning walks and dip and deep dive activities to assess the impact of the
 Learning Communities.

The Chair thanked the Director of Quality and Academic Standards for the report and update on all the work being done.

Quality of Education Reports

1. 16-18 (including High Needs)

The VP Curriculum reported that attendance (including T Levels) has improved which links directly to interventions in place. Retention has declined slightly. Achievements are being monitored and predictions are being managed much earlier in the year. Progression in teaching and learning is positive and staff are talking about T&L a lot more. The CEIAG strategy is working well and there are less referrals from teachers and team leaders. Action plans are in place for big risk areas.

2. Adults (including detailed subcontracting)

The Director of Adult Education and Contracts reported on the positive trend for attendance for adults. There has been a marginal decline in retention. Predictions are being processed and will be available next week. Retention and progress are a focus and strategic priority. The Group is expecting to maintain high levels of achievement for subcontracting and is maximising engagement with high quality partners. Any concerns have appropriate actions in place. There is an effectiveness of stakeholder engagement and a high ongoing four-year trend in improving adult outcomes. AEB has been realised, there is ongoing growth, and the Group is on track to spend all grant allocations. This has resulted in an increase of a further £100k for Free Courses for Jobs to meet local needs at Level 3.

Dir of Adult Educatio n and Contracts

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One governor asked about the high volume of adult learners who didn't declare a learning need and how do we support those learners. There is a rigorous approach at onboarding and because of the broad demographic it can be difficult. Any identified needs are picked up by tutors and referred as appropriate. Full use is made of financial support, pastoral care and careers guidance for learners.

One governor asked about the risk areas for subcontractors and the red rating and it was noted that actions have been taken and there have been improvements. Subcontracting management is rigorous and there are a variety of funding streams for adults.

There is a red flag for retention for English and maths related to Rotherham United who deliver their own provision. This is not indicative of a quality concern but is around the retention of learners and the team are arranging onsite visits, scrutiny and triangulation.

ACTION: A further update will come to the next meeting.

3. Apprentices

The Director of Business Development and Apprenticeships reported that apprentices remain green in all accountability measures.

Over a quarter of learners are at gateway, and there is confidence that all learners will come in

There is an advisory board for every area, and a suite of value-added options have been developed in line with employer feedback. Most of these can sit with internal teams, there are some areas with a cost and this will be added to curriculum planning.

There is a modest improvement in achievement rates of just over 1%, based on the number of withdrawals during Covid. Outstanding apprenticeship areas are business and brick. The team are on top of predictions for the next academic year and it is all moving in the right direction.

The Committee noted that apprenticeships have come a long way, particularly with out of funded (OOF) learners and congratulations will be passed to the team.

The CEO and Principal noted that at the recent Annual Strategic Conversation the ESFA and FEC noted they are considering using the improvements in apprenticeships at the Group as a case study.

4. HF

The Director of Quality and Academic Standards reported that retention and attendance is above last year.

Access and Participation Plan (APP) data is being reviewed and one gap has been identified around students with disabilities which relates to learners withdrawing two years ago and is being followed up.

The HLS strategy group has oversight of the new APP which will come to their next meeting in June and then onto the Committee and Board. This is a significant piece of work and an external consultant is supporting. Focus groups will take place with learners as soon as the work on the National Student Survey (NSS) is completed.

5. English & Maths

The Director of Adult Education and Contracts and E&M reported that attendance is positive. There is a negative decline in retention and this is indicative of a positive trend of earlier intervention and removal of non-engaged learners. There has been a concerted effort to improve teaching, learning and assessment and advanced teacher roles to drive improvement.

The English and Maths Task and Finish Group has been highly productive to drive improvements in E&M. There are actions underway to recruit and retain high quality staff and an E&M strategy is being developed and will come to the next meeting on the 28 March.

Policies

DCEO/Dir of Gov

- 1. Admissions Policy (this item was carried to the next meeting)
- 2. Student Voice Strategy

	The Director of Safeguarding and Student Support reported that the Strategy shows the work	
	the colleges are starting to put in place this year. One governor asked if students have been	
	consulted and it was confirmed that the strategy has been reviewed by class reps and the	
	Student Union.	
	RESOLVED: The Committee approved the Student Voice Strategy	
	3. Student Union Constitution	
	The Director of Safeguarding and Student Support confirmed that students have been consulted on the constitution.	
	RESOLVED: The Committee recommended to approve the Student Union Constitution to the	
	Board	
	4. English and Maths Task and Finish Group terms of reference	
	RESOLVED: The Committee recommended to approve the English and Maths Task and Finish	
	Group terms of reference to the Board.	
	English and Maths Task and Finish Group minutes	
17.	The Director of Governance noted that the E&M task and finish group minutes are out for	Dir of
	approval and will be circulated to the Committee by email and added to the Board papers for	Gov
	information. It was agreed that the key points had been discussed earlier in the agenda.	
	Any other items	
	There were no items raised in advance.	
18.	The Chair thanked colleagues for well written and clear reports which has enabled good	
	discussions. There has been a golden thread through the meeting discussions and reports to	
	all the key risks in the QIP.	
19.	Date of next meetings:	
13.	Tuesday 10 June 2025, 17.00 start	

Admissions Policy – carried to the next meeting

Meeting closed: 18.47

Appendix one – Good news stories Rotherham Campus

- Northern Rail- Art and design students are providing bespoke artwork for all train stations in Yorkshire. Students have visited various townsA to gain an understanding of the area to transfer in to the artwork that will be displayed
- Henry Boot partnership has officially launched with a student committee, cross Group competition, CEIAG, guest speaks, site visits and placements. Initial activity to commence in February.
- Students studying creative subjects have participated in the 72 hour film project
- Student collaboration across Hair and Barbering, Make up and Beauty has led to the successful production of several pantomimes and shows over the Christmas period with very positive feedback from stakeholders
- One of our catering students celebrated silver at the World Skills competition despite challenging personal circumstances. We also placed in the top third in the country for Media Make Up competition
- Students studying Arts and Graphics HE programmes are working with Rido to launch small businesses relating to their products of work. All of these students will be nominated and invited to the Young Persons Business Awards.
- One of our barbering students regularly competes in UK and International latin dance championships and recently took home first prize.

North Notts Campus

- 28 Construction learners undertook a full training day with Westville on wall insulation, the learners from brick and joinery received presentations from BDC, Wellaby Insulations and a practical task on insulation from Westville
- T Level Nursing learners have been undertaking health screening for all staff since 4th November on the campus
- Laing O'Rourke visited the Engineering and DSP learners to give them a valuable insight into the industry and what career opportunities are available in the sector, this presentation has inspired the next generation of talent.
- Early Years learners volunteered their time to pack toys for local disadvantaged children on behalf of From the Heart Charity
- The FLEX (High Needs) Christmas market was a success with a variety of gifts for sale resulting in the learners raising £328 which will be used to fund an education trip.
- Learners from H&B and FLEX supported Worksop's Got Talent event, helping set up, running a raffle, and glamming up the contestants ready to step onto the stage
- One of our Health and Social Care students recently competed at the England Boxing Youth Development Programme Championships, taking home a bronze medal
- In partnership with Matrix Academy and Bassetlaw District Council, we have launched the Green Skills Programme, offering free renewable technology training for 31 apprentices, a further intake is due to take place in February.

Dearne Valley Campus

- All (100%) of learners enrolled onto the Leadership Skill Foundation Level 2 Programme have achieved and received certificates presented by Kalam Neale Head of Education at British Esports on 6th February and there are 30 new enrolments commencing January 2025. This is a major coup for the College as we are one of the first in the Country to complete this qualification
- Demonstrating a continued commitment to excellence in Esports education, 13 Dearne
 Valley College learners were invited by British Esports to participate in the prestigious BETT
 UK 2025 event at Excel London from 22–24 January
- Land based learners have been invited to participate in a transformative Design Competition supporting the Lighthouse Homes with Hope charity initiative.