

Draft minutes



Meeting	Quality and Standards Committee		
Date	Tuesday 10 March 2026	Time	17:00-19:00
Venue	Google meet		

Membership:	Katie Asgari; Simon Ashton; Jason Austin; Alan Srilachai; Carol Stanfield (acting Chair); 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); Louise Turner (Director of Inclusive Curriculum); Dan Stanbra (VP Adult Education, Commercial and Partnership Strategy); Sarah Connerty (Director of Governance and minute taker)

		Time
1.	Welcome, introductions and apologies The Chair welcomed colleagues to the meeting. Donna Clifford has resigned as a Governor, Chair of Quality and Standards, and Vice Chair due to work commitments.	
2.	Declarations of interest There were no declarations received.	
3.	Minutes of the meeting held on 8 December 2025 RESOLVED: The minutes of the meeting held on the 8 December 2025 were agreed as a true and accurate record.	
4.	Matters arising Action 1 – Ofsted training for governors. The DCEO has run three sessions – introductory, inclusion, and challenging questions. A last session will be run after the DCEO has been out on an inspection in the week of 21 April. The last training will be about activities with inspectors, and the style of learning walks. The Chair noted that if governors have not yet attended/watched the sessions please do as they are really useful and informative. Learning walks – the Committee agreed with the DCEO that learning walks would be started for governors after the Ofsted sessions were completed. The DCEO reiterated that these will start after the last training session in April. There are three actions related to items on the agenda: Action 3 – inclusive curriculum - The next Inclusive curriculum report to include data on metrics to measure distance travelled by learners. The DCEO reported that there	

	is a lot of data included for this meeting and further work will be done for the next meeting. Action 4 – Risks and the QIP - The changes in focus in the new Ofsted framework and the work in the Group to support disadvantaged learners to be reflected in the agenda and papers coming to the Committee. The DCEO noted that the QIP does reflect the disadvantage. Action 5 - The Committee to lead the way in reporting clearly and correctly on % and %point. The DCEO reported that this work has been done.	
5.	Safeguarding and Prevent The Committee considered the Spring term update and the Prevent Duty risk assessment. Key points: • Safeguarding remains effective with a multi-agency approach • Social media trend on school wars. There is up to date information to keep everyone safe and clear comms for staff and students • Data indicates a year-on-year increase in disclosures (Unique Learners up from 824 in 23/24 to 1412 in 25/26) • To manage the increase the Group has approved a new Safeguarding Administrator role to triage the ProMonitor posts • The Group maintains a robust Prevent position via the Prevent Assessment Framework (PAF) to mitigate radicalisation risks • Condition E6 – there is a phased roll-out of Harassment and Sexual Conduct training for staff and HE students. A systematic review of corporate policies is ongoing to ensure reporting pathways are transparent and accessible • Trauma-Informed Practice (TIP) journey continues. Notable strengths include the bespoke training by Polly Harrow and the Art of Brilliance, specifically aligned with the 'Every Tutor is a Tutor of SEND' initiative. A governor briefing session is being held next week at the request of governors • A strategic review of the Pro Monitor system is underway to ensure it is effective around safeguarding • Strategic Partnerships: Strengthened links with the LADO, Police (Operation Spectre), and Talkzone (on-site counselling) has enhanced the Group's wrap-around support infrastructure, ensuring interventions are timely and expert-led • Impact Measures: Success will be measured through maintained "Met" safeguarding judgements, completion rates of mandatory training, and future data indicating improved response agility following the recruitment of the Safeguarding Administrator • There is full compliance with the Prevent Duty, with bi monthly update of the action plan and strategic engagement with regional co-ordinators. Discussion and questions from governors: This is a really good read. With the increase in incidents in unique learners, are we seeing any prevalent themes, and are there any groups that are particularly represented? There is assurance that there are no themes. If it is the broader environment we are working in, can we understand more about it, and break it down into areas?	

	Mental health is the one area that continues to grow, and the team want to do more work breaking this down. Drug use is a theme inside and outside of college. There are no worrying patterns being picked up, it is just that there are more risks out there and our culture is strong around picking up concerns. ACTION: The Committee asked that the teams work on trends is shared in the next report. When will the new structure around admin be in place and is early impact expected? The Group is interviewing on Monday and there are a positive number of candidates. The aim is that the role will allow the teams to do the more direct and proactive work as it is currently having to work quite reactively. The admin role ensure the teams are reporting accurately around welfare and potential safeguarding.	Dir of Safeguarding and Student Support
6.	Equality, Diversity and Inclusion The Committee considered the Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) progress report against the Investors in Diversity (IiD) framework and the broader FREDIE agenda, and the 2025-6 action plan. Key points: • The Group has successfully achieved IiD Silver status, meeting 8 out of 10 destinations. The focus has moved from establishing frameworks to demonstrating qualitative impact toward a fully embedded FREDIE culture • There is awareness across the Group of FREDIE plans. There is a strong perception of fairness in recruitment, career progression, and trust in senior leadership. • Success will be defined by evidence that FREDIE is a core pillar of our institutional DNA, active in every classroom and staffroom • Two destinations were Partially Met: Good Mental Health and Well-being and Effective Operational and Line Management of FREDIE. Some concerns raised include an inconsistent application of the hybrid working policy and a significant decrease (↓13.6%) in colleagues feeling included by one another. Planned Actions: • The survey results for the understanding of unconscious bias and staff uptake on internal training highlight the need for a renewed focus on this area. Continuation of 'You said, We did' communications. Discussion and questions from governors: The long-term goal is to continue transitioning the Group's policies into the actual lived experience of every person at the Group and there are ongoing opportunities for feedback from staff and students on this. Is there a connection between the decrease in colleagues feeling included by each other and the low percentage of staff reporting they feel safe at work (75%)? Gathering further information on this is necessary but it is difficult as it originates from a mixture of different questions within surveys. To address this the team is developing a staff FREDIE survey and looking for new ways to obtain staff voice, such as 'lived experiences and allies' and not specific to protected characteristics groups, as staff have not always fully engaged in surveys. Mental health is a continuing theme at the Group that is only partly understood, and whether it is it too early to integrate trauma-informed practice given its influence on mental health?	

	The survey results suggest that staff are not fully aware of the support available, however this is heavily promoted through HR. It may be that staff do not retain the information. Difficult at this stage to evidence impact from TIP on staff and student mental health but further work on a "culture of kindness" that runs through everything is underway. The appropriateness of mandatory unconscious bias training as a direct response to staff feeling less included. It was clarified that this was a drafting issue - the inclusion issue and the finding that there was low understanding and awareness of unconscious bias in the survey results were placed in the same box, but one action was not intended to solve the other. The importance of ensuring that any action taken is clearly linked to resolving a known problem to avoid wasted effort. ACTION: A revisit of the action plan to ensure that the intended outcomes are clear on what the Group is trying to achieve. Any further updates will come back to the Committee at the next meeting. RESOLVED: The Committee approved the updated FREDIE Action Plan, noting the focus the immediate interventions for Mental Health and Unconscious Bias. The Chair passed on thanks and congratulations to the team and the Group on the silver accreditation for liD.	Dir of Safeguarding and Student Support
7.	Inclusive Curriculum update The Committee considered the reports which provide an oversight of performance across Inclusive Curriculum provision: FLEX (including Horizons, Pre-Supported Internships and Supported Internships), Engage (EHE transitional provision), and Project Based Learning (PBL). Key points: • The Inclusive Curriculum supports learners with Education, Health and Care Plans (EHCPs), Social, Emotional and Mental Health (SEMH) needs, anxiety related barriers and disrupted education histories • The curriculum is designed to ensure learners thrive, belong and achieve, with progression into vocational pathways, employment and adulthood outcomes as the core measure of impact. Key data: • Enrolment v actual – is slightly below annual plan but a third cohort is planned to start after Easter • Retention is strong, with 100% retention for supported interns and pre-interns • Attendance and engagement remains a strategic focus, particularly in project based groups, which is expected due to learners having significant special educational needs and mental health (SEMH) needs and anxiety. • Progression remains a focus through the three year skills and progression plans to ensure learners have secure and suitable placements. Discussion and questions from governors: The report talks about concerns around placements in Construction and Care which are priority areas for meeting local skill needs. What is the issue and how does it affect our ability to deliver the student experience and meet our Strategic Plan? These issues arose from over-recruitment and staffing shortages in curriculum areas that hindered the planned operation of some vocational hubs. The team found a	

	solution by adjusting the transition for project-based learners to different days, creating a supported transition process that improved the situation. For next year there will be planned hubs and transitions consistently in place. The Group has recruited well for 16-18s and project based, will this be a challenge again next year? The changes put in place this year provide a really nice bridge between progression hubs and moving into curriculum areas. This would be something for the Committee to talk about further. What does progression data look like? This would be a really useful metric for this Group. There are good success stories, some students have moved across early, are working well and will achieve. The approach is being continually adapted and refined. There were 28 starts, 26 achieved, some moved over in term 2 and in cohort two there were some earlier transitions. A lot of work is done to make sure students are comfortable and settled and project-based staff can move across as part of the transition. Progression is a key focus. How the team can demonstrate the impact of their graduated approach—specifically, how they can show they are effectively assessing needs and tapering back support when students are ready? The report was originally seven pages and more data and case studies can be included to provide live examples of learner success. ACTION: It was agreed that appendices of case studies would be useful and will be included going forward. This links to action 3 from the last meeting for reports to include data on metrics to measure distance travelled by learners. Showing impact when we have done something different, allowing students at their own pace to progress, and a graduated approach is so important. It is about how can we show and be assured on the inclusion element and high level of support, and when do we know when we can step back. The programmes are about this graduated approach. The Committee agreed that it is really good to see what is going on in a very difficult and different cohort and being able to shout more about this way of meeting people's needs and sharing the practice is key. The link governor for inclusion, SEND and EDI is spending the morning with staff and students at Idle Valley to see this provision and how it is working.	Dir of Inclusive Curriculum
8.	Risk Report (including Quality Improvement Plan (QIP)) QIP The Committee considered the QIP and the three key areas: • Headline priorities for improvement-on track and positive impact • Contribution to meetings skills needs • English and maths provision Discussion and questions from governors: For English and maths retention is high and attendance is fairly low, what other actions can really improve where we are at? A member of the quality team who is an E&M specialist has been attached to E&M as an expert to support with T&L and emerging compliance issues. Learning walks in addition to those in October have taken place. A 7 week bespoke CPD programme is being delivered face to face and is specific to the teaching needs and areas coming out of the learning walks. The E&M TFG meets regularly and an impact grid with 11	

	points has been introduced for governors to monitor progress and impact against. A tracking tool integrated with Century Tech, an AI tool, monitors incremental progress against planned learning activities and mock assessments. A newly created learner scorecard that allows staff to track student progress is being piloted and will be rolled out in June, across every area in every curriculum. One of the concerns is consistently measuring the impact this year. The Group needs to find an effective way to identify small incremental progress and improvements. In the impact grid everything is amber and red. When will it expect to move and what will be the short term impact of these actions for current learners? The impact grid only started in January and it is hoped changes will be seen in March and April for some areas. For the ALS and exam concessions work needs to be done now for November as collaboration and buy-in from local schools is required. ACTION: The DCEO agreed to put in individual bullets for when items move to amber and green to show the Committee progress being made. In terms of the contribution to skills needs the Group is doing a lot and much more than at the last inspection. The area is still amber because employers are not delivering the curriculum across all areas and this a clear priority in the new inspection framework. The papers are now starting to link to strategic objectives and how well the Group is contributing to meeting local skills needs will be an area for discussion at the upcoming Strategy Day. Given the importance of E&M should there be a governor from this group on the Task and Finish Group? Risk report The Committee considered the risk report and welcomed the update on notable strengths of our students and staff including the 72 hour film project, the Henry Boot competition, the live simulation event with paramedics and media make up students, heritage skills training with construction students, and DVC student visits to a canine rehabilitation centre and stud farm. The Group is supporting middle managers through a number of actions, including covering agency posts for flexible working and management sickness. They have also implemented a coaching programme for new middle managers and deputies, particularly in the inclusive curriculum area from an experienced ex member of staff.	DCEO SGR Cttee
9.	RNN Group Self-Evaluation Document 2024-5 The Committee considered the HE SED which has been reviewed by the HE & HLS Strategy Group. The evaluation of 2024/25 HE, HLS, and Degree apprenticeship provision is a requirement from the Office for Students (OfS). The review has considered the effectiveness of: Quality Academic Experience, Student Resources & Support, Student Outcomes, Assessment & Awards, Sector Recognised Standards. This is the first time the document has incorporated all HE provision. Discussion and questions from governors:	

	On page 4 the report references historical low HE participation rates in our area, are they still low? Does this relate to traditional HE? What is the impact our provision is having on that? There is a lower-level participation from Level 4 and above which includes traditional and non-traditional. Our market share for HE is so low the figures are not included in the report. Numbers are growing but low, compared to local universities. The Group is bucking the HE enrolment trend, with more access to HE provision through the development of HNCs, HNDs, HTQs, and non-prescribed offerings planned for next year. RESOLVED: The Committee recommended to approve the RNN Group Self-Evaluation Document 2024-5	
10.	Applications and enrolments for 2026-7 The Committee considered the report. Key points: • Strong application number for Study programmes • Open events are strong. Rotherham College numbers are up on this time last year again • Strong offered accepted numbers across the four key areas • Strong HE Numbers for 2025/26 to buck the national trend • Variety of activity happening to support continued growth of learner numbers across all areas • Over capacity managed by frequent meetings with Curriculum managers and a new capacity management communication plan. • Working on lots of new innovative ideas including a bespoke digital prospective, which is more sustainable, launching an inclusive support for ESOL learners with the 'Recite me tool' in 136 languages, dyslexic, dyspraxic, application forms, looking at cohorts from year 7 upwards • The Group's pipeline is strong with no drop in demographics. Discussion and questions from governors: There is great activity, year on year and numbers are strong. What are we doing about capacity, and English and maths requirements? The ED Finance and Estates had charged the VP Curriculum and Director of Marketing and Learner Recruitment to look at capacity. They have reviewed the estate, carried out walk arounds from a qualitative viewpoint, and a capacity management comms plan has been drafted. This will only be activated if required and will be authorised by Exec. The Group has spent a healthy amount of money on marketing over the last few years and it is important that the Group has plans in place to accommodate an increase in student numbers. The student governor noted that the impact of the increased student numbers is noticed by students and raised in student union meetings. ACTION: The DCEO thanked the student governor for raising it. There was assurance that meetings are facilitated by Student Services, minuted and outcomes shared with curriculum teams to address any concerns and areas for further work and this will be followed up. The VP Curriculum explained that a curriculum planning tool is in place. Rotherham college was the most impacted by an increase in student numbers and health and safety	DCEO

	guidelines, being as efficient and effective with staffing and contributions, and ensuring that quality is not compromised by finance and vice versa are all priorities. The Directors of campuses and SLT continue to work hard to ensure the campus is fit for purpose, aligned to demographics, and ensures all facilities support the community we serve as anchor institutions. The Chair noted that this has been a really helpful discussion to think about what is this report coming to Q&S for. The Committee needs to understand that the work marketing is doing brings people to the door and they are getting a quality experience. There is the strategic objective of meeting local skill needs and how the marketing exercise is supporting that activity is really important for governors to know. How does all of this work help us meet local skills needs? In the school's team staff are constantly working with pupils on mock interviews and power skills and promotes a 'skills for employment initiative'. There are careers fairs talking to learners about careers and local opportunities, and these are all part of skills development for our learners. A lot of learners come to us because of our relationships with employers. Curriculum design, and the work promoting and engaging with stakeholders continues to improve, and working with our stakeholders has changed massively. The curriculum is showing a focussed direction, continuing to identify USPs that align with local regional and national skills priorities. The curriculum planning process ensures the curriculum aligns with regional and national strategic priorities, showing growth in high-demand areas like construction, engineering, and health. There are areas to continue to develop with employers and this work is ongoing and will be reported to the Committee.	
11.	Employer Engagement The DCEO noted that a focus on the Stakeholder Engagement Strategy will be included in the next report. The Committee considered the report. Key points: KPIs: Enrolments: 399 starts, slightly behind the target of 416, primarily due to staffing delays in plastering and electrical sectors. Finance: Income £3.7m (an 8 % point increase), though targets were revised downward from £4m due to a slowdown in 16-18 recruitment. • There is a national slowdown in recruitment for Level two apprenticeships, possibly due to the increase in minimum wage • The employer advisory boards highlight the importance of the Group focusing on soft skills like resilience, teamwork, and communication. Feedback is that many apprentices are not meeting employer expectations in these areas. A summer school to address these soft skills to help reduce apprenticeship withdrawals is planned • The government is consulting on withdrawing funding for all management apprenticeships, which could result in a significant financial impact of c£350,000 per year for the Group • The Group is preparing for April 2026 launches of "Green Skills" units, including Heat Pumps, Solar, and Digital/AI. It is hoped that future apprenticeships will include management to allow for staff reutilisation. There	

	is positive feedback from employers on the Group's management apprenticeships. Discussion and questions from governors: Is there any employer feedback on the new foundation apprenticeships? And is there an opportunity there for the Group? Nationally there have only been 50 foundation apprenticeships and the Group has completed ten. They are a massive opportunity for learners who are not ready for full time employment. Employers have fed back that they recognise Level 2 and 3 but are not fully aware of the foundation apprentices. Strategically it may be an opportunity. With the changes in accountability for Out of Funded Learners how concerned should we be? OOFs are currently at 95 and it is continuing to decline, with at least 20 apprentices going through the gateway next month. It needs close monitoring and is the number 1 priority in management meetings. The DCEO noted that there is too much of a focus on apprenticeships in the report and there needs to be a focus on how are we linking to the strategic indicators, the strategic plan and the QIP. It is about linking into meeting skills needs, employer engagement to move from amber to green, updates on the employer academies. A lot of work around business breakfasts, the Group's unique selling points, employer engagement and what that is telling us to inform our curriculum strategies is taking place which could be shared with the Committee. There are so many bids in at the moment that it would be timely to review the Stakeholder Engagement strategy. ACTION: A report to demonstrate stakeholder engagement and a review of the Stakeholder Strategy will come to the next meeting. Endorsement for pivoting apprenticeship provision toward Level 3 for the 26/27 profile, which is better funded than Level 2 provision was requested. Recruitment is more challenging due to the requirements of the job roles which require engagement with larger employers who can fulfil the scope of work. The plan would involve reducing Level 2 numbers, potentially using foundation apprenticeships to bridge any gaps, to increase the profitability of apprenticeships. It was agreed that the Group will still be delivering Level 2 which is critically important for students, but also responding to employer needs.	Dir of Business and Apprenticeships
12.	Careers Education, Information, Advice and Guidance The Committee considered the report. Key points: Update on the CEIAG team: a structural change where careers now falls under student support, sitting alongside the work experience team, and the team is now fully staffed. A key constraint is having only one Level Six trained careers advisor. Gatsby benchmark: shows a strong average score of 83.4%, with Benchmarks 4 (Linking Curriculum to Careers) and 5 (Encounters with Employers) achieving 100%. Recent national changes to criteria mean most colleges will see a temporary dip in scores; the Group is currently recalibrating evidence to meet these more rigorous requirements. Key Resource Gaps: -BM8 (Personal Guidance): Performance is at 56% due to a national shortage of Level 6 practitioners. Internal upskilling of Level 4 staff is now a strategic priority.	

	-BM6 (Workplace Experiences): Currently at 82%. Stringent new "meaningful experience" criteria require intensive curriculum mapping to maintain this standing. High-Impact Delivery: 'Careers and Skills Week' engaged 2,932 attendees. Notable curriculum successes include the Horticulture sensory garden project and E-Sports employer engagement events. Impact Measures: Success is evidenced by 320 1-to-1 IAG sessions and 271 UCAS applications. Apprenticeship impact is highlighted by the successful progression of Teaching Assistant cohorts into Higher Education/ or jobs. Discussion and questions from governors: Further details were requested on the difficulty of finding employers for work experience and ensuring all students, particularly vulnerable ones and those in foundation programmes, receive placements. How employers are linked with us? How do we get all students access to work experience? There is a funding compliance audit risk around study programmes and all students having work placements, so how do we get access to everybody? Securing placements is a massive challenge due to competition with schools and the time commitment required for T-Levels. Around 30 Employer Academies are committed to taking on placements (virtual or face-to-face). There are Employer Academies for all areas and work continues to increase the number of academies at all college sites. [after note: James Godsell and Simon Hartley are running a board briefing on Employer Academies for all governors on Monday 13 April]. There is a proposal to assign a person responsible for unlocking placement opportunities and improving wider employer engagement. Internal placements are often used as a first step to build resilience and help students develop soft skills like resilience and teamwork. Work is underway to change the mindset of staff to find relevant placement experiences for students in programmes like uniform public services, which might not involve conventional workplace settings but still teach valuable skills such as dealing with confrontation. Recording of work experience should include the full complement of activities that groups of students do, and adapting the rules of engagement in 1,2 and 8. 8 is always going to be a challenge. Discussions are ongoing with Compass on how we use professionals to give specialised advice and guidance and how we capture that. The DCEO reported that work is being done to provide 'inclusion on a page' and it would be helpful to provide a 'careers on a page' to show where our students are getting their careers guidance.	
13.	Teaching, Learning and Assessment The Committee considered the report. Key points: 1.Quality of Teaching & Training - Vocational Key Risks: An accurate view of the quality of teaching and training is not yet available as a result of Autumn Thematic Class visits not yet being fully complete. Notable Strengths: Over 200 learning walks provide oversight that provision typically meets at least the expected standard with some areas meeting strong. 2.Quality of Teaching & Training – English & maths	

	Key Risks: The quality of teaching and training, particularly at Rotherham College, is not consistently at the expected standard. Inconsistencies in the internal quality assurance of Functional Skills qualifications have created awarding organisation compliance risks. Opportunities: Senior leaders have responded decisively with an intensive and targeted improvement plan designed to secure rapid and sustainable gains. A Quality Team specialist is coaching the Head and Deputies of E&m Curriculum. 3.Impact of CPD & Professional Learning Notable Strengths: Nearly 250 hours' of CPD totalling 992 staff attendances, with professional learning deliberately aligned to themes emerging from learning walks and class visits. Impact: Improved vocational attendance, improved overall retention and predicted achievement, reduced disciplinaries, no gaps between learner groups and improved quality of teaching and training. Risks: Delays in completing all Thematic Class Visits may limit the precision of CPD planning. Opportunities: External recognition is growing and staff engagement initiatives are strengthening the culture, morale and ownership of professional learning. Discussion and questions from governors: 200 learning walks have been completed to date; is there confidence this is covering all areas? Not all visits are completed and further help is needed from Curriculum Managers to cover all areas. The plan is to complete all learning walks by the 23 March. At that point the team will triangulate information to support judgements being made and springboard to next round of CPD. Teaching and training progress meetings take place with the Directors of Curriculum every month. Case studies for inclusive learning to share best practice would be really helpful. From a quality perspective a member of the quality team has been linked to curriculum areas to analyse learning walks, best practice and inconsistencies. ACTION: Dir Quality & Ac Stds to produce case studies. Poor sequencing in a and b sessions for E&M, will changes to be made this academic year? A major consequence of the sequencing is attendance. There are not enough learners going to session a to maximise the individualised nature of session b. The DCEO stressed that, as leaders, managers must provide governors with an accurate oversight of teaching and training quality, regardless of how this is achieved.	Dir Qu & Ac Stds
14.	Quality of Education reports i. 16-18 There is strong recruitment aligned with skill priority areas, a 3.39% point year-on-year improvement in retention, and stable overall attendance. Retention for English and Maths is also up by three percentage points compared to the previous year. Rotherham's English and Maths attendance, along with a contract at Rotherham United Football Club, is lowering the overall English and Maths attendance figures. Discussion and questions from governors:	

	The Committee thanked the VP Curriculum for including high needs data, and notable strengths with an update on the heritage programmes. ACTION: The VP Curriculum noted the amount of work that goes on in the college around notable strengths and the Committee asked that these are included in reports to celebrate the work of our staff and students. ii. Adults (including detailed subcontracting) Recruitment for adult provision is on track to meet the end-of-year profile, with retention and attendance showing positive and consistent trends over three years. Subcontractor performance is positive, with specific action being taken to monitor and improve attendance in English and Maths for the 16-18 Rotherham United contract. Skills Boot Camps have been introduced this year, with good progress for logistics, but regional challenges in securing construction employers. Discussion and questions from governors: Clarification on the 80% target for intended destinations and the 22% of destinations pending completion. This is taken from Attend to Achieve meetings. A paper exercise to analyse intended destinations and how to capture outcomes beyond is underway, and the identified gaps are expected to be resolved. Where do we shift from intended to sustained destination? Tracking sustained outcomes post-completion remains a challenge due to the volume of learning aims and limited capacity. When will the Committee see the data from intended and actual destinations? Intended destinations are available from the start of the year. The Head of MIS is engaging with MCAs looking at how actual destinations are modelled and the best approach. This is acknowledged as a wider challenge across the region and data would realistically be available at the end of this year. iii. Apprentices Attendance has increased by 4% point on the previous year, meeting the strategic aim. Accountability measures are currently in the green, having been briefly over the 14% threshold for seven days, and they are continuing to increase both retention and achievement across all sites and age ranges. Learners with special educational needs and disabilities (SEND) are achieving at the same rate as learners without SEND. What do RNN Group do well with SEND learners, and could we offer apprenticeships to providers of ALS as a market growth area? ACTION: the next report to highlight the support provided for learners with Additional Learning Support (ALS) The Education advisory board discusses a lot about SEND and with the publication of the White Paper these discussions will increase. What happens with the data gathered from the feedback groups? ‘You said we did’ actions are implemented, and where suggestions are not possible this is fed back to employers. The same employers come back year on year because they can see their requirements being implemented and their views listened to. The Level 5 TA qualification may relaunch, and this will bring added value for our apprentices who want to progress to the next level. iv. HE	VP Curriculum Dir of Business and Apprenticeships
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	Retention and attendance are above the same period last year. There is really good progress on the Access and Participation Plan which has been agreed by the Office for Students (OfS). The biggest risk identified from an HE perspective is the need for improved data reporting. Currently data is reported on achievement, retention, and pass rather than the HE required terms of continuation, completion, and progression. Current retention, achievement, and attendance are above OfS thresholds, but formal data reports from Business Intelligence are not yet fully generated to 100% evidence this. This is a national issue impacting on the HE in FE sector. v. English & Maths It was agreed that English and maths had been thoroughly discussed early in the agenda. The VP Curriculum emphasised improved retention and attendance for high-needs learners. Governors discussed and asked the following questions: It was agreed that improvements and being able to demonstrate the trajectory for E&M is important, particularly since school. The QIP target is on improvement since prior attendance, and getting learners back into education and moving up. Governors discussed the risk posed by English and maths attendance as part of the participation and development framework. The DCEO explained that attendance is a focus across all provision types and this is why it is included on the QIP and a key focus for the E&M Task and Finish Group to move it forward and be more consistent. If the Group wants to achieve the strong standard this is essential. Governors agreed that context is very important and one governor gave the example of the recent inspection at Sandwell College. How can we evidence progression of our students? By developing attendance reporting further than outcomes of registers. There is a need to stay focused on every provision type. Scrutiny across all provision types and the much stronger triangulation of individual learner trackers will provide assurance. English and Maths Strategy 2025-9 RESOLVED: The Committee approved the English and Maths Strategy 2025-9 which included small updates to align with the Renewed Inspection Framework The Committee noted the E&M Task and Finish Group minutes from 26 February 2026.	
15.	Governor links/link governor feedback Updates will come to the next meeting when link governor visits have taken place.	
16.	Any other items The Director of Governance confirmed that the Search, Governance and Remuneration Committee will take forward succession planning for the Chair of Q&S Committee as a priority following the immediate resignation of the current Chair of Q&S Committee due to work commitments. The Director of Governance thanked Carol Stanfield for stepping up to Chair at short notice. ACTION: The DCEO asked governors for feedback for SLT and Exec colleagues on the new executive summaries. The Director of Governance noted that this has been	All

	added into the end of meeting survey which will be circulated by email for completion. Feedback from governors in the meeting was that the executive summary papers are good, and the prompt questions are very helpful to make governors think what are we doing here. The Chair passed on thanks to colleagues for writing the papers and for the really good discussions at the meeting.	
17.	Date of next meetings: Tuesday 16 June 2026 All 17.00 start	

Meeting closed: 19.00

Updates from the 2025-6 cycle of business:

The last meeting had a streamlined agenda, and the following items were carried: Teaching, Learning and Assessment, CEIAG, employer engagement, and the Stakeholder Engagement Strategy, FREDIE policy and action plan.