Minutes

Meeting	**Quality and Standards Committee**
Date	Tuesday 16 June 2026
Time	17:00-19:00
Venue	Google meet
Attendees:	Louise Woodcock (Chair); Katie Asgari; Simon Ashton; Jason Austin; Margaret Cobb; Alan Srilachai; John Revill; Carol Stanfield
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); Cath Mollart (Executive Director Strategic Planning and Corporate Services as required); Sarah Connerty (Director of Governance and minute taker)

		Action
1.	**Welcome, introductions and Apologies** The Chair welcomed colleagues to the meeting and John Revill and Margaret Cobb to their first Quality and Standards Committee. Apologies received from Dan Stanbra.	
2.	**Declarations of interest** There were no declarations received.	
3.	**Minutes of the meeting held on 10 March 2025** **RESOLVED:** The minutes of the meeting held on 10 March 2026 were agreed as a true and accurate record	
4.	**Matters arising** **Final Ofsted session from Tracey –** key messages – one session before the end of June (no. 4) – Monday 29 June, and a Q&A session on Tuesday 8 September. After these sessions learning walk dates will be circulated to governors. All actions are included on the agenda.	
5.	**Safeguarding and Prevent** *(actioned -1 -to include prevalent themes and trends in disclosures)* 1. Summer term update 2. Prevent Duty action plan The Director of Safeguarding and Student Support updated on key items for the Group: • There has been another increase since the last meeting in the number of disclosures and support in place for students • The Group has brought in a safeguarding administrator, the role is now established, and impact of the role will be reported next year	

- The systems move from Promonitor to CPOMS is a significant change, and work with staff will take place throughout the next academic year to ensure a smooth transition
- The Group has completed successful lockdown drills in response to the UK national threat level rising to severe
- Work is continuing on the three-year strategy to fully embedded trauma informed practice (TiP)
- With Me in Mind have supported the completion of the Whole School and College Approach Measurement Toolkit

Questions and discussion from governors:

What are the risks going forward and the mitigations?

A new system and an increased number of disclosures.

In terms of reporting mitigations are the timely interventions and accurate reporting and the administrator role has been brought in to support this.

In terms of the increased numbers this will be monitored in the first term to check the staffing is right. The new system will avoid duplication to reduce workload.

Thank you for including the trends and categories in disclosures data, are any more prevalent than others, noting that with inclusion groups there is heightened sensitivity to safeguarding?

Work has been done looking across the campuses and the highest category is mental health. The team are going to do more work on how to better categorise mental health to get better data by breaking it down further.

There is no difference between campuses.

The safeguarding team work very closely with the inclusion team. Care Experience and Looked After Children (LAC) sit under safeguarding and there are really complex needs.

Are we seeing any patterns across ethnicities?

The team break the caseloads down into different ethnicities, and disclosures are predominantly white British. The services are accessible to all, and work continues with FREDIE to access hard to reach groups.

The DCEO noted that the revised changes to the Ofsted toolkit include *an inclusion expected standard to clarify the role of leaders and other staff in supporting looked-after children, and having regard to personal education plans if any are in place* and that *appropriate safeguarding arrangements to ensure leaders and staff identify learners and apprentices who are at risk of harm from mental health issues developing into safeguarding concerns*. Data reporting on these areas will be included next year.

Is there anything on the new system that will come to this Group; it is operational but will support what the Committee is looking at strategically?

An update will come in the Autumn update to the Committee.

Can future papers make it clear on what the risks and mitigations are in the summary document.

The Chair noted that colleagues have done a lot of work already on how papers are presented so can pick up areas to further fine tune.

The DCEO noted that from next term alongside learning walks for governors there will be an opportunity for governors to experience case samples where they can follow through on learners, looking at the systems in place and student records to support governors' insight and triangulation. It was agreed that seeing first hand a learner's everyday lived experience through learning walks and following up with how students are monitored and supported will be really helpful.

	To note: Steve Bulley has taken over the safeguarding link governor role and is working with the Director of Safeguarding and Student Support and receives the Quality and Standards safeguarding and prevent reports. A date to review the single central record will be arranged. A number of questions were received offline and are included as an appendix for transparency.	
6.	**Equality, Diversity and Inclusion** *(2 - Actioned - A review of the action plan to ensure intended outcomes are clear of what the Group is trying to achieve)* The Director of Safeguarding and Student Support shared key points from the FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement) report and Action Plan which has been reviewed and aligns with what the Group is trying to achieve in equality, diversity and inclusion. • There is strong staff engagement. The FREDIE exchange: Ask/Tell the Principal has been launched with four responses to date which have been really useful and helpful. The CEO and Principal has met with staff where useful • All campuses are involved in Pride now led by the Student Union to promote positive dialogue and raise awareness • Student voice is strong. Single sex focus sessions took place with sessions on modern gender dynamics, digital influences, and mental health. **Questions and discussion for governors:** **What are the risks and mitigations?** If we don't have learners feeling they belong it affect attendance and retention. FREDIE is a golden thread through the organisation, and the Group continue to work on Investors in Diversity. **Are there any groups that do feel not included, or where there is an attendance issue?** All disclosures and concerns are shared with curriculum managers to pick up any concerns early. **What do you hope to achieve from utilising the FREDIE staff networks?** The Group has set up FREDIE networks, which is separate to staff voice. Meetings with several members of staff have taken place with feedback on what they want to change. A language matters toolkit, supporting staff to manage conversations, i.e. missed pronouns is being used to drive change positively. A You Said We Did from Ask the Principal sessions is being introduced so staff feel they are listened to. Feeding back where appropriate to HR is taking place. **Is there a reduction in grievances from staff? Or has the work opened an environment where people are more aware of issues?** There is no noticeable change yet. The work going on has enabled issues to be addressed more quickly.	
7.	**Marketing and Learner Recruitment Report - Applications, Enrolments and Destinations** The Committee considered the report and the Director of Learner Recruitment and Marketing noted that both progression and application numbers are higher this year. The planned increase in numbers is 500, and the curriculum plan was completed in early April. **Discussion and questions from governors:** **The numbers are not consistent across this and the Curriculum plan reports, which is the latest version for governors to refer to?** The VP Curriculum has used the latest numbers in his report, and going forward reports will be aligned. The VP Curriculum explained that students are continually monitored to ensure staff know where students are going to. This is updated at Attend to Achieve (A2A) meetings and work	

	is in place to ensure the progressing students are progressing. Enrolment has started for progressing students. Applications are tracked until the second week of October and everyone is really focused until the numbers are achieved. **There are a high number of people progressing and a large number moving on. It would be good to know destinations and where our students are going onto.** This is part of the A2A meetings, captured by course team leaders. **ACTION:** Destinations will be included in RO14 and come to the Committee in the autumn term. **It would be useful to know what the demographic numbers are, what the target is, and the % against the demographic.** When the Director of Learner Recruitment started in role it was a 24% market share and is now 33%. The Group is trying to retain that and tracks the cohort sizes of all 30 feeder schools. There is no drop off and numbers remain strong to 2030. The target is 4772 and the budget is set against this. The VP Curriculum noted that the target is higher than allocation. One governor noted that feeder schools have about 6000 students in year 11. **One governor questioned if destinations are always tracked through?** The DCEO explained that the Group has always been able to provide anticipated destinations and going forward will have even more accurate reporting. It has struggled in the past, when learners move on, they can be uncontactable, and a lot of resource has been spent chasing learners. **ACTION:** More details will come to the Committee in September on the closer working with careers and employers around destinations and tracking. Learners that have left, some from T Levels and apprenticeships to go straight into work after doing well on placements, which affects data but is a positive destination for learners. It was agreed this work has always been a focus for HE with the Office for Students (OfS) and the Teaching Excellence and Student Outcomes Framework (TEF) reporting and is now ramping up for FE. **One governor asked about the previous year's student numbers for comparison.** Last year -there were 1701 progressing and 1301 new learners. There were 4248 by day 42. This year 2490 are progressing to next year. It is a moving feast in terms of numbers, and the marketing team will match the numbers of 4722 in curriculum plan. Last year a rough guide to day 42 was created which was around 100 out. The numbers are conservative for this year. The Director of Learner Recruitment and Marketing reported on the Group's position to the government banning social media platforms for under 16s. The Group will support the ban, is changing its language, and gave reassurance that the digital side of the work marketing does will continue to support the Group and students.	VP Curriculum DCEO
8.	**Stakeholder Engagement Strategy** *(actioned 8 – demonstrate stakeholder engagement and a review of the Strategy)* The Director of Learner Recruitment and Marketing presented the Strategy and ran through a number of questions and suggestions on the Strategy that had been received. **Questions and discussion from governors:** **How does it relate to the previous strategy?** The updated Strategy includes specific information on roles and responsibilities, specific actions, strategic pillars, a breakdown of engagement activities, stakeholder tiers to ensure the relationship is managed, a focus on customer relationship management system, a more proactive approach, and inclusion of the DTEC and CTEC. The Director of Business	

	Development and Apprenticeships reported that the previous Strategy was around the Group trying to get onto boards and it is now leading on forums, the South Yorkshire Institute of Technology and the DTEC. It is more mature, is driving forward, has strategic ownership, a consistency of communication, is guiding and leading on engagement and partnerships and has an up-to-date stakeholder list. The revised Strategy is drafted to show this position. The Strategy is 20 pages (previously 27 pages). Updates are being made following suggestions about a greater emphasis in the purpose and objectives section on students, a streamlining of the section on governance, re working the NEET sentences for clarity, spelling out acronyms in full, proofing for consistency and typos. The DCEO explained that the first re write had been a lot longer and there was a debate around whether 20 pages is still too long. It was reviewed at SLT and Exec and agreed that as a working Strategy for teams to work with it is appropriate. The Group has moved on so far at a national level and the outcome is a more complex strategy. **ACTION:** The DCEO proposed a one-page high level highlights document to accompany the Strategy. The Director of Governance noted that the Chair of the Board is bringing a substantive item to the next Board meeting to demonstrate the importance of stakeholder engagement as part of the Board's focus. The Board's involvement and oversight is a key part of the Code of Good Governance and an item for further work in the Governance Improvement Plan so a high level one page document alongside regular reporting to the Committee would support governors to carry out these duties. The Chair noted it is helpful for the Committee to understand the ways the document is going to be used and understood that the teams need a document that covers every area of stakeholder engagement. It is clear a lot of work has been put into the Strategy, and it is important for the Board to take it forward, while having a version that is manageable and appropriate for monitoring stakeholder engagement. The CEO and Principal confirmed that the Strategy aligns to the Strategic Plan and the work and future work of the Group. One governor had a concern that if the team are already using the Strategy, it is important to recognise that the Committee has not had the time to discuss the Strategy is advance of its implementation. The Director of Governance explained that the Strategy builds on the previous Board approved version and is being brought to the Committee as a draft for discussion and governor's input and views prior to Board approval. A number of points have been shared already which will contribute to the final version. There is the opportunity to delay the approval of the Strategy if the Committee would like further time to consider. The DCEO explained that the Group continually works on engagement with employers and communities so any delay would not impact this work. The Chair asked for final views from the Committee. These included that the content and sentiment of the strategy is fine, the essence of the document is brilliant, and the document is in the right place for the team to be able to continue to progress its work on stakeholder engagement. It was agreed it had been helpful to spend time to work through and the Committee will consider stakeholder engagement regularly through 2026-7 with time to modify as required. **RESOLVED:** The Committee recommended to approve the revised Stakeholder Strategy, subject to final edits around consistency and accuracy, streamlining of the governance section and inclusion in the purpose on the focus on students, and a one page highlights summary The Director of Learner Recruitment and Marketing will attend the Board to present the Strategy.	Dir of Marketing and Learner Recruitment
9.	**Careers Information Advice Guidance Update** Including the Careers Impact Internal Leadership Review	

	The Director of Safeguarding and Student Support reported that the current biggest risk to CEIAG at the Group is the departure of the careers lead in July. To mitigate she has completed the careers leader training online and careers leadership will be held by the Director while the Group looks at the best structure for the role going forward and goes out for recruitment. L6 careers advisors is a known risk previously reported to the Committee and the Group is starting an internal training package to mitigate the risk. There is exciting progress on benchmarks for Gatsby with a strong average score of 84%, anchored by 100% scores in Benchmark 4 (linking curriculum to careers). The Group is unlikely to get 100% overall due to recent changes to benchmark criteria which means most providers are likely to receive a temporary drop in scores. The Careers Team will be co-located directly within the DTEC wing in the University College Rotherham. Two staff will rotate across the campuses. The whole Team will be trained in understanding DTEC roles to ensure that learners based at our other campuses can access these specialized defence career pathways and employer networks. There is close working and support from the link governor for CEIAG. Recently time was spent looking at the draft CEIAG strategy which was really helpful and will come to the Committee when finalised. The link governor receives the Committee papers on CEIAG and feeds comments into the Committee. **Questions and discussion from governors:** **Is there any specialist discreet SEND advice?** The Team does not have one person for SEND provision; all staff are trained to work with SEND and work closely with the inclusion team. **Is there a different approach for CEIAG for disadvantaged learners?** There is the option of internal placements, support to build confidence and financial support through bursaries. Work around promoting role models in non-traditional backgrounds, aviation linked to being an air hostess/pilot and student voice takes place. The Chair noted that EDI across all activities is evident in the Committee papers. The VP Curriculum noted the release of money with the DTECs. It is about how to do things differently, how to work with employers, and what CEIAG looks like for Level 2 and 3.	
10.	**Inclusive Curriculum update** *(actioned: including action 3 from March – inclusion of case studies, and action 3 from December - metrics on distance travelled)* The Director of Inclusive Curriculum highlighted key points from the report: • The Team continues to support a wide number of learners • There is strengthened collaboration between the Team and wider vocational colleagues with increased vocational transitional opportunities for learners • There is a strengthened partnership with English and Maths teams • The Engage model for 2026-7 is being reviewed and redesigned • An Inclusive Curriculum Book Club has been introduced • The Team continues to develop the 3 Year Skills and Progression Plans and transition activity • Achievement remains positive, and there are targeted intervention at DVC • Consistency and attendance are the primary challenges and there is strong distance travelled. The Team is working with MIS looking at nuances in data to demonstrate the positive impact and progression of learners • Success is around learners increasingly being able to belong, thrive and achieve. Other success outcomes are sustained achievement outcomes across all provision, improved attendance and learner engagement, positive learner progression, distance travelled and destination outcomes, increased consistency across vocational HUBs.	

	Questions and discussion from governors: **The link governor for Inclusion, SEND and EDI thanked the Director for the inclusion of starting points of learners and shared meeting learners at the last visit and learning walk.** **How do we work effectively with our partner agencies?** A lot of work is with the local authorities around health, safeguarding, CAMHS, EHCP reviews, feeding into agency meetings, staff engaging with agencies for safeguarding and progression matters. It is a big part of the Team's work. The Team sit on various panels to broaden their work, learn from best practice and support students to move them through. **Is there a consistency between different areas of provision and recognition different strategies are needed for different needs?** Yes this is a core part of the work. **The Team has a large remit covering everything from working with agencies, and reforms for SEND. There is a small allocation for mainstream funding, what is the next step?** The region is already looking at reforms for funding, and for learners with EHCPs. The mainstream SEND fund is £476k and the Group needs to identify in the Accountability Statement how it will use and prioritise the money. This will also be a focus in Inspection. The link governor noted that he is doing a lot of work with the DfE in his day job around the reforms and has shared the positive work on inclusion and SEND at the Group. The Chair asked the Committee if any additional information is needed to provide greater assurance on learner progress, distance travelled and preparation for adulthood outcomes? It was agreed that the report is excellent, and it is really helpful to see starting points and the case studies to bring to life what the work means and how it impacts students. There was assurance that there is sufficient oversight and intervention in place for areas of lower performance, including DVC achievement and Engage provision.	
11.	**Risk Report (including Quality Improvement Plan)** *(Action 4 - Individual bullets and rag rating to be included around E&M to demonstrate progress/impact)* **Quality Improvement Plan (QIP)** The Director of Quality and Academic Standards shared key items from the QIP (see QIP for full details). There are nine priorities for improvement. One is closed down, seven are on track to achieve or are showing positive impact. English and maths remains amber, particularly relating to provision at Rotherham College and there has been a lot of progress over the last half term with some positive movement. **Questions and discussion from governors:** A lot of work has been done, there are no reds and it is really great progress. It is positive to see the improvements in turnover of staff and English and maths. The summary report and tracking summary really highlights the good progress from a huge amount of work that has taken place and it is really good to see it coming to fruition. It is a really good document for a new governor and gives a good flavour of what is going on. It is really clear and the format is helpful to see what has been achieved and where the teams are focusing energies. The format has been employed by the English and maths task and finish group and is an excellent way for governors to have oversight and receive key updates. A suggestion to deploy in other areas of governance agendas. **ACTION:** it was agreed to follow up after the meeting to review how to make the best use of paper writers and governor time and improve the efficiency of meetings by making it easier to share important information. **Risk report** (see report for details) The DCEO shared highlights from the risk report: • Notable strengths and celebrations at each college, noting that this is just a snapshot and there are many other examples	Dir of Gov

	• Teams are working really hard to get students through and there are a number of additional key areas of focus that are not in the QIP: **A**-WBL Engineering outstanding actions completed to ensure apprenticeship are able to achieve their qualification on time **B-**SLT to ensure their teams swiftly respond to priority actions identified in the Quality of TLA report so that all staff receive personalised training and are well prepared to deliver high quality teaching & training in September. On the 26 June there is an all staff training day **C-**All staff must consistently update the curriculum (CERT) and English & maths trackers so that the Individual learner scorecard holds accurate 'live' data and consistently track the incremental progress of all learners **D**-Swift recruitment of staffing and support requirements to meet curriculum plan, teaching and quality demands for September. Staff are working really hard and 200 vacancies are out to recruitment. **E**-Apprenticeship enrolment for 26/27. The apprenticeships team are working closely with MIS to ensure the manual process doesn't create any delays. **F**-DTEC BID - establish the Adult Skills & Industry Innovation Hub & Spoke Model that responds to identified Defence Sector priorities. Everyone is working hard and are on top of their priorities and there are deadlines to hit for next week. **Questions and discussion from governors:** **What are the volumes of the engineering apprenticeships?** There are 12 learners, eight are expected to achieve this year and there is a clear action plan led by the Director of Quality and Academic Standards. Final moderation and dates for EQAs have come in and this risk has been mitigated and is being brought to a conclusion. **Consistency of tracking – are all staff engaged and are you confident this is taking place across the curriculum?** There are pockets where more is needed and that includes English and Maths. It is fully captured in different systems, but managers are trying to pull it together for a more holistic view. This is essential for self-assessment. If the Group were to receive an early inspection call it will need evidence for the students that have moved on in September. **Are the apprentices 16-18s?** Yes, the majority. The Chair noted there is assurance that the key focus areas for governors are included across the QIP and additional risks - the impact for students and consistency across the curriculum, the focus on getting students completed and any additional support required, the importance of incremental progress, and the swift recruitment of staffing and resources.	
12.	**Teaching, Learning and Assessment update** (see report for full details) The Director of Quality and Academic Standards explained to governors that this is a long report but she felt it was important to present details to the Committee because of the leadership and oversight in item 2 of the QIP: *2-LEADERSHIP & GOVERNANCE (Group level): Further enhance L&G capacity & effectiveness to ensure robust oversight of educational quality, professional learning & learner impact, alongside strengthened board practice, inclusive governance & strategic workforce planning.* The report provides a comprehensive and granular evaluation of every curriculum area and provision type across every campus, to provide governors with a transparent and highly detailed view of performance. **Questions and discussion from governors:**	

	It is a really useful report. Is there a marry up between the areas of risk and the curriculum plan for next year and is the Group looking to increase provision in some weak areas? In some instances, yes where there are assurances that positive changes are in place and in progress. Changes are being made to Hospitality and Catering at Rotherham College, positive work is happening with Electrical Installation and Plumbing at RC. Animal Care did change the curriculum and got it right, but had substantial issues in staffing. The Director of Campus for DVC and HR have worked hard to get the structure right because it is a growth space for adults and apprenticeships. Dog grooming is now recruited to. There is a slight growth with a couple of new starts, and positive progression through L2 and 3. The recent A2A meetings show some stability. Attendance and predicted achievement for Animal Care and Horticulture is significantly improved. For Engineering and Motor Vehicle the team at NNC are putting work in place for TLA. There is assurance that the Group is not increasing attendance in insecure provision. It is filling the sites to become more efficient. **This is a really good report and gives assurance that everything is known in TLA and provides useful granular detail.** **There is really good practice working towards strong and examples of excellent practice. What are you doing to push teachers practice and craft to continually improve?** This academic year a badging system has been introduced for teachers who are investing in their own professional practices and to share across the group. To date there have been 42 bronze, eight silver, and one gold. It is encouraging staff to keep their practice up to date. There is a TLA progress task and finish group. There are plans in place to deliver agile CPD for tutors progressing towards strong. CPD is starting now and will continue into October, followed by learning walks to test those areas. More staff than ever are delivering at TLA conferences, staff are feeling more motivated, and research and best practice is pushed out on a Thursday. The Chair passed on the Committee's thanks for a comprehensive report, which gives governors the information they need and confidence in the overall judgement of the quality of teaching and training.	
13.	**Curriculum Plan 2026-7** The VP Curriculum reported that there is significant growth and overall consistent growth across all sites. There is a big drive in terms of progression. The plan is aligned to learner demand, regional skills priorities, employer needs and long-term sustainability. Planned income is increasing to £49.2m, a growth of £11.3m from the 2025-6 forecast. Key drivers are: Increase in 16-18 provision; diversification of adult and commercial provision including skills bootcamps, commercial income, tailored learning, adult loans; strong momentum in HE and Higher-level skills provision. Apprenticeship provision remains strategically important despite the Group losing £250-280k in the defunding of leadership provision. The Plan remains as efficient as it can be and staffing has been included in the efficiencies. There is clarity in terms of managing capacity and to remain as efficient as we can be. **Questions and discussion from governors:** **Is the Group ready for the transition to the new V levels? The Group will need to give an intent on how it plans to take forward qualification reforms now.** The Group is showcasing and diversifying T Levels. The focus is on meeting employer needs. For example for Early Years there is a T Level or nothing at Level 3. To be inclusive and meet	

	employer needs a higher level 2 diploma is being introduced. There is assurance that conversations are taking place with eyes on 2027-8. The CEO and Principal reported that the VP Curriculum is leading on the qualification reforms and the Strategic Position Planning Statement will come to the Board on the 30 June 2026 for oversight and comment prior to its submission to the DfE. **In the headline summary table is the funding from the local authority included?** Yes, it is in the DfE income. **Do you risk assess all the income lines and what are the mitigations?** The Group goes through two rounds of curriculum planning, round three is sign off. A2A meetings align progressions into numbers for 2026-7. RES staff are a mitigation for efficiencies, there is a review of numbers at day 42 and staffing is adjusted accordingly. Each element is managed in terms of budget, staff, and consumables. **There is a significant increase of £8m income and what is the risk appetite, is the Group confident it is going to be achieved?** Yes, predictions have become consistent and planning is robust. There is always going to be a risk in HE and apprenticeship starts, and Exec and SLT have taken account of what that looks like as a forecast and it is managed from a financial perspective. The CEO noted that sensitivity analysis and scenario planning also take place. The CEO noted that the link governor for curriculum attended the final stage of the curriculum planning process. **RESOLVED:** The Committee recommended to approve the Curriculum Plan and Resources Strategy 2026-9 to the Board	
14.	**Sustainability in the curriculum** The VP Curriculum emphasised the significant progress in embedding sustainability across curriculum delivery, student experience and operational practice, reinforcing its commitment to preparing learners for a more sustainable economy and society. Sustainability is now increasingly integrated into teaching, learning and enrichment activity across all curriculum areas and campuses. The Group's approach aligns closely with the United Nations Sustainable Development Goals (SDGs), ensuring learners develop not only vocational and academic skills, but also the environmental awareness, behaviours and values required by modern industry and communities. (see report for full details on the work in curriculum areas in classrooms and community and environmental projects) The Committee noted the positive links to employability, leadership skills and regional skills priorities.	
15.	**Quality of Education reports** *(action 9 and 11 to avoid duplication from other reports on the agenda and to include notable events)* Due to the limited time on the agenda the Chair asked colleagues to pull out any areas they wanted to share with the Committee that had not been covered earlier in the agenda. i. **16-18** (including High Needs) A positive picture with strong recruitment. Retention is positive particularly on High Needs. DVC underrecruited against target in 2025-6. There has been a lot of internal progression for 2026-7 to Level 3. Positive work around the curriculum including live music and charity projects. **Questions and discussion from governors:** **The data is from April, are there any changes now two months on, including predicted achievement for High Needs, and is there a sense of how other inclusion groups are performing?** Retention is strong and consistent and will outperform 2024-5 High needs students are predicting even higher results.	

	What are other inclusion groups and parity? EDI gaps are less than 3%. **ACTION:** Inclusion groups and performance will be included in future reports. The DCEO noted that the Director of Safeguarding and Student Support reports on LAC performance and is doing some analysis on progression and transition. This is often lost when learners move to a different area. ii. **Adults** (including detailed subcontracting) There is assurance that the Group are working very closely with Rotherham United. Retention was around disadvantage and the culture of English and Maths. The DCEO reported that during the exams staff were very proactive, coaching and ensuring learners were sitting exams. Meetings with the new CEO/Director are taking place to plan expectations for next year. The CEO noted that the link governor for Adult Skills meets with the VP Adult Education, Commercial and Partnership Strategy regularly. There is assurance that support and mitigations in place at Rotherham United have been effective. iii. **Apprentices** (including High Needs) *(Action 10 - the next report to highlight the support provided for learners with Additional Learning Support (ALS)* This report was not reported on in the meeting due to time constraints. Summary from the report to the Committee: Overall, the apprenticeship provision remains financially stable and operationally on track, with improving attendance, stronger early-year quality indicators, and continued reduction in OOF learners. While apprenticeship reform and historical achievement challenges continue to present risks, current interventions and revised delivery models are beginning to show measurable positive impact. The biggest risk is the manual apprenticeship enrolment process. *[See report for details and Apprenticeships report also goes to Finance and Resources Committee tomorrow.]* iv. **HE** Retention and attendance are above last year for most students. The new Access and Participation Plan (APP) has been agreed and comes into force from 2026-7 to 2029-30. Work is already underway. The Director of Quality and Academic Standards is working on HE data reporting with the Higher Level Skills Group and MIS. [Director of Quality and Academic Standards departs 18.50] v. **English & Maths** (including E&M TFG minutes) Two governors sit on the English and Maths Task and Finish Group and the Group has introduced an impact grid which effectively monitors progress and areas of risk and success.	VP Curriculum
16.	**Policies** 1.**Admissions Policy** The Director of Learner Recruitment and Marketing explained that there aren't any major changes to the policy. Additional appendices focus on the 3 year skills and progression plan and subcontractors. In discussion with Directors of Campus a section on the declining of a place needs to be included. **ACTION:** The Policy will be circulated to the Committee once this has been updated. The Chair asked when the Policy will be ready? Work is continuing with the Information Governance Team and the Policy will be ready to circulate to the Committee by email prior to being included in the Board papers. This is a Board approved policy. 2.**Fees Policies:**	Dir of Marketing and Learner Recruitment

	The Committee noted that the FE Fees policy is on the agenda for the Finance and Resources Committee on the 17 June 2026 and the HE Fees Policy remains unchanged: *As set out in the Group's Access & Participation Plan 2026/27 to 2029/30 "we will not raise fees annually for new entrants"*	
17.	**Committee Governance** 1. **Terms of reference** **RESOLVED:** The Committee recommended to approve to the Board that the Quality and Standards Committee terms of reference remain unchanged for 2026-7. 2. **Cycle of Business review of 2025-6** The Committee noted that it is has covered all its remit with the exception of the Admissions Policy (pending circulation post meeting) and the FREDIE Policy which will come to the Committee next term. 3. **Cycle of Business 2026-7** **RESOLVED:** The Committee recommended to approve to the Board the Quality and Standards Committee Cycle of Business for 2026-7. The Director of Governance noted that the cycle contains all items under the Committee's remit and is designed to used flexibly and agilely to respond to Group and sector requirements and in line with the Group's Strategic Plan. **ACTION:** There is a continuing commitment to move to shorter agendas which provide more time for strategic discussion and the new Chair is taking this forward with the DCEO and Chair of the Board. 4. **Membership** **RESOLVED:** The Committee recommended to approve to the Board the Quality and Standards Committee membership for 2026-7: Louise Woodcock (Chair) Katie Asgari Simon Ashton Jason Austin Margaret Cobb John Revill Student governors The Director of Governance noted that the Search, Governance and Remuneration Committee is assured that there are very strong and relevant skills on the Committee, but with the departure of two experienced and longstanding educational governors succession planning is important. John Revill has recently been recruited for his educational FE background which will be of huge benefit to the Committee and Board. 5. **Review of effectiveness** **ACTION:** There have been three responses to date and the Director of Governance encouraged completion of the survey to support the Search, Governance and Remuneration Committee to improve committee effectiveness. Key feedback to date is included in the report and includes with examples of impact, some areas for further work, progress against last year's areas for change, and training attended by the Committee this year.	Chair/Dir of Gov/DCEO All
18.	**Governor links/link governor feedback** Governors have been involved in the following activities since the last meeting: Margaret Cobb – English and maths task and finish group. Carol Stanfield – Curriculum Planning Simon Ashton –Inclusion, SEND and EDI Margaret Cobb noted that she has spoken to the link governor for Inclusion, SEND and EDI to learn more and plan a visit with the lead for inclusion.	

19.	**Any other items** The Chair thanked Carol Stanfield for the time as a governor and support to the Group. Carol Stanfield passed on thanks for the amazing opportunity working alongside the Group. The resignation is not for lack of enjoyment and enthusiasm but not having the time to commit to carry out the role effectively. The CEO passed on his wider thanks from the Board, Exec and SLT to Carol who has been on the journey with the RNN Group and given so much support, time and contributions.	
20.	**Meetings for 2026-7:** Wednesday 7 October 2026 Tuesday 24 November 2026 Tuesday 9 March 2027 Wednesday 16 June 2027 All 17.00 start on google meet	

Updates from the 2025-6 cycle of business:

Carried from the last meetings:

- Stakeholder Engagement Strategy
- Sustainability in the curriculum
- Curriculum Planning

Carried to the next meeting:

- FREDIE policy

Meeting closed: 19.11