

Quality & Learners' Committee MINUTES

**TUESDAY 4 NOVEMBER 2025 16.30
TO BE HELD ON TEAMS**

Members: **Christian Norman** (Chair), Sarah Atkinson (Vice Chair), Paddy Reilly, Helen Russell, Sheila Salmon, Naomi Hiskett (student member), Nadia Themis (staff member), David Warnes (Principal), Doug Zeeman (co-opted member);

Attendees: Debbie Garroway, Sarah Hamilton, Penny Petch, Alan Burgess, Phil Clark, Rebecca Leech

MATTERS		ACTION						
1.	<p>Apologies for Absence and welcomes to new Members Apologies had been received from Helen Russell, Nadia Themis and Doug Zeeman. The Chair welcomed Naomi Hiskett, the new student governor, and thanked Helen Russell for agreeing to act as her mentor/buddy.</p>							
2.	<p>Declarations of Interest and to notify any confidential Items There were no new declarations of interest.</p>							
3.	<p>To approve the minutes of the meeting held on 20 May 2025</p> <p>AGREED: THE COMMITTEE AGREED THE MINUTES OF THE MEETING HELD ON 20 MAY 2025 WERE A TRUE AND ACCURATE RECORD.</p>							
4.	<p>Matters Arising The following updates were noted.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Item</th> <th style="width: 40%;">Action or matter arising</th> <th style="width: 50%;">Follow up and status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5.</td> <td> <p>Monitoring of QIP 2024-25</p> <p>SLT to revisit the actions suggested by the Governing body on improving attendance and draft a report on how much has been done and what the impact was. Continued focus will be reported in the SAR in the new Autumn term.</p> </td> <td> <p>Internal report created impact on high level attendance minimal. Discussed at SAL (senior academic leadership and SLT. College Priority 1 of 3.</p> </td> </tr> </tbody> </table>	Item	Action or matter arising	Follow up and status	5.	<p>Monitoring of QIP 2024-25</p> <p>SLT to revisit the actions suggested by the Governing body on improving attendance and draft a report on how much has been done and what the impact was. Continued focus will be reported in the SAR in the new Autumn term.</p>	<p>Internal report created impact on high level attendance minimal. Discussed at SAL (senior academic leadership and SLT. College Priority 1 of 3.</p>	
Item	Action or matter arising	Follow up and status						
5.	<p>Monitoring of QIP 2024-25</p> <p>SLT to revisit the actions suggested by the Governing body on improving attendance and draft a report on how much has been done and what the impact was. Continued focus will be reported in the SAR in the new Autumn term.</p>	<p>Internal report created impact on high level attendance minimal. Discussed at SAL (senior academic leadership and SLT. College Priority 1 of 3.</p>						

	<p>SLT to discuss best practice sharing on attendance with Waltham Forest College and report back to the November 2025 Committee meeting.</p> <p>SLT to contact New City College which might also be approached as they have demonstrated excellent practice in English and maths.</p> <p>Update on Support & Challenge Plan</p> <ul style="list-style-type: none"> Penny Petch to have discussion with tutors in areas facing challenge to see, discuss any common themes or areas for improvement and feedback to the next committee meeting 	<p>DPC&Q has engaged with the senior executive at Waltham Forest. Attendance an issue for them. Have introduced Chelmsford College Way. Engagement with other colleges in the Eastern Region. Contact made with New City but further engagement to be planned. Have made changes to strategy.</p>	
<p>6.</p>	<p>Curriculum planning for 2025/6</p> <p>The Board to consider strategy for over-recruitment which potentially may not be funded in year and discuss at the June Board meeting.</p> <p>SLT to provide modelling of associated costs of potential over-recruitment to inform Board deliberations before the June 2025 meeting.</p> <p>Directors of campus and heads of department should ensure that timetables are managed robustly and that communication is improved</p>	<p>This had been discussed at the June 2025 Board meeting.</p> <p>Complete</p> <p>The introduction of the new MIS system had created some issues which the College is working on resolving.</p>	
<p>8.</p>	<p>Student performance</p> <p>The Committee will monitor the effectiveness and impact of the introduction of</p>	<p>Status of Reviews in January for Electrical: 38% within 12 weeks 62% past 12 weeks or blank</p>	

	<p>apprenticeship coaches going forward.</p> <p>SLT to look at all actions to encourage the 28 learners who did not attend the first maths exam, to attend exams going forward.</p> <p>SLT is scrutinising withdrawal data to see if there are any trends and any links to attendance. This will be reported back at the next meeting.</p>	<p>Status of Reviews in May for Electrical: 99.38% within 12 weeks 0.62% past 12 weeks</p>																					
	<p>10. Risk register and academic KPIs relating to Q&L</p> <p>Debs Hurst to add risk of over recruitment to Board risk register before the June board meeting.</p>	<p>This was complete.</p>																					
TO DISCUSS AND APPROVE																							
<p>5. i</p>	<p>Self-Assessment and Improvement Plan a. Self-Assessment Report 2024-25</p> <table border="1" data-bbox="331 1397 1257 2072"> <tr> <td>Overall effectiveness</td> <td>Good</td> </tr> <tr> <td>Four Key Judgements</td> <td></td> </tr> <tr> <td>Leadership and Governance</td> <td>Good</td> </tr> <tr> <td>Inclusion</td> <td>Good</td> </tr> <tr> <td>Safeguarding</td> <td>Met</td> </tr> <tr> <td>Contribution to meeting skills needs</td> <td>Good</td> </tr> <tr> <td>Provision Types</td> <td></td> </tr> <tr> <td>Education programmes for young people</td> <td>Good</td> </tr> <tr> <td>Adult learning programmes</td> <td>Good</td> </tr> <tr> <td>Apprenticeships</td> <td>Requires Improvement</td> </tr> </table>		Overall effectiveness	Good	Four Key Judgements		Leadership and Governance	Good	Inclusion	Good	Safeguarding	Met	Contribution to meeting skills needs	Good	Provision Types		Education programmes for young people	Good	Adult learning programmes	Good	Apprenticeships	Requires Improvement	
Overall effectiveness	Good																						
Four Key Judgements																							
Leadership and Governance	Good																						
Inclusion	Good																						
Safeguarding	Met																						
Contribution to meeting skills needs	Good																						
Provision Types																							
Education programmes for young people	Good																						
Adult learning programmes	Good																						
Apprenticeships	Requires Improvement																						

Provision for learners with high needs	Good
--	------

- This is still a draft document and will go to the Board on 5 December 2025. It will be uploaded although this is not a requirement.
- The judgements within the College SAR have been aligned to the previous Education Inspection Framework (EIF) criteria, albeit using the report card headings from the renewed Education Inspection Framework.
- The recommendation is to grade the overall effectiveness as **GOOD (2)**. Although there is no direct correlation with the new EIF, this would likely equate to **'Meets Expectations'**

AGREED: THE COMMITTEE AGREED TO DELEGATE REVIEW OF THE FINAL VERSION OF THE SAR TO CHRISTIAN NORMAN AND SARAH ATKINSON AS CHAIR AND VICE CHAIR FOR RECOMMENDATION TO THE BOARD.

Quality Improvement Plan 2025-26

The Annual Operational Plan (known as Quality Improvement Plan QIP) is created following the completion of departmental self-assessment reports (SARs) and the whole college SAR. Areas for improvement are identified at senior level and are monitored by the relevant members of the Senior Leadership Team.

The content of the QIP is structured around the key priorities for 2025-2026:

Priorities – 2025-2026	
1	Priority 1 High attendance is paramount to success
2	Priority 2 Apprenticeship standards are outstanding
3	Priority 3 Teaching, learning and assessment is exceptional for everyone

Each week, the Senior Leadership Team have a 'deep dive' review into the impact of actions outlined in the QIP, which is a 'live' document and updated continuously.

During 2025-6, the Quality and Learners' Committee will be asked to support and challenge the college executive on these three priorities and the progress and impact being made.

ACTION: DG to ensure future meetings will cyclically have deep dives into these themes.

	<p>AGREED: THE QUALITY AND LEARNERS' COMMITTEE AGREED TO RECOMMEND THE QUALITY IMPROVEMENT PLAN FOR 2025/6 TO THE BOARD AT ITS MEETING ON 5 DECEMBER 2025.</p>	
<p>6.</p>	<p>Annual safeguarding report & update The College recorded 223 safeguarding incidents in 2024-25, with 132, excluding transfers, showing active engagement and vigilance.</p> <p>There are effective partnerships with collaborative work with external agencies which remains a key strength. In 2024-25:</p> <ul style="list-style-type: none"> • 39 cases involved Mental Health Services • 21 with Social Care services • 20 with Police <p>The College responded to:</p> <ul style="list-style-type: none"> • 109 mental health-related cases, 91 (excluding duplication) including 33 involving suicidal ideation and 32 involving self-harm, reflecting the growing complexity of student needs and the College's proactive response. • Of the 91 learners enrolled at the start, 83% achieved their main qualification (59 learners of 71 retained) 12 learners also achieved the Level 1 Awards before leaving the College demonstrating some achievement. <p>Governors asked if the College is receiving the information it needs from schools. There have been nearly 700 reports thus far and College is following up information which is still to arrive.</p> <p>Governors noted that there were a number of areas requiring action. They asked how the compliance with mandatory training is addressed through CPD and HR and within what timelines. Within the first three months all new starts receive face-to-face training and this is being adjusted in line with Home Office guidance and updates as required. The three yearly review for all staff has now been revised to biennial in line with Health and Safety reviews. Staff awareness of KCSIE and safeguarding audits resulted in the recent introduction of scenario-based training and quiz. It was noted that the Board members had also completed this quiz. Human Resources will follow up to ensure compliance.</p> <p>The Committee asked How are YAC (Young Adult Carers) are being supported and what form this takes. In 2024/5 the College had a designated teacher for YAC learners and worked with wellbeing to ensure positive interventions were in place for aspects such as bursaries, counselling, well being and attendance. This academic year that person has left so this role is split between wellbeing team leader, admin person and Rebecca Leech, Director of learner experience and essential skills. This is working well albeit a learning curve and regular updates are received.</p> <p>The Chair asked if the College is affected by the recent change to the DBS systems. There had been no particular impact.</p> <p>Paddy Reilly continues to act as the link governor for safeguarding and has no concerns about the Safeguarding processes and work at the College. The committee thanked him and the College team for this work.</p>	

AGREED: THE QUALITY AND LEARNERS' COMMITTEE AGREED TO RECOMMEND THE ANNUAL SAFEGUARDING REPORT TO THE BOARD AT ITS 5 DECEMBER MEETING.

Naomi Hiskett joined the meeting at 16.50. The Chair welcomed her to her first meeting of the Committee as student governor.

7. **Student experience**

a. Attendance update

The reliability of attendance data has been significantly affected by a combination of system limitations, timetabling inconsistencies and operational challenges. The College has worked to manually override this.

The Systems Team has worked hard to draw the following data:

- Average attendance of 73.6%
- Data will be cleansed
- Reliable data will be presented at a later date

Paddy Reilly joined the meeting at 16.55.

It was noted that when the governors did the learning walks in the October Development Day there had been very few comments about the MIS system. Debbie Garroway said that there are concerns around the MIS system not supporting the efforts of the SLT and College to give full focus to attendance. Currently the system is not reliable but a walk round the College shows that it is very busy so the percentage recorded does not appear to be accurate and is due to incomplete registers rather than low attendance. There is now work ongoing to ensure that teachers comply to make sure that the registers are up to date and accurate. Visibility walks are required to provide back up whilst the system is sorted out.

Governors asked how the learning engagement team and progress tutors were receiving the information they need to support learners. A progress tutor can see that they have an overarching picture of their tutor group. The unreliability of the data is disconcerting at the top level but at the class level data is available.

The Chair asked Naomi Hiskett if she was aware of the issues with the MIS system or around attendance in general. She commented that some fellow students do not attend but these are followed up by tutors.

In response to these challenges, a series of targeted actions have been implemented to improve data accuracy and learner monitoring, including:

- The Learner Engagement Team has been expanded, and is being used to remove barriers learners may have issues in attending regularly
- Timetabling workshops, led by Directors of Campus have been introduced to address structural issues and ensure greater clarity and consistency in scheduling.
- Campus Officers are actively supporting learners in getting to lessons and are informing Leaders when classes are not being held or are

awaiting a teacher.

- Progress Tutors are playing a vital role by calling learners to monitor changes in cohort composition and ensure that those not attending are safe and accounted for.

b. Induction survey of learners 2025-26

This was held off until some of the timetabling issues were resolved. The SLT conducted face to face meetings during this interregnum.

The survey was rolled out in Life Skills Lessons and reaped a 25% response rate. SLT also conducted face to face surveys (7 questions) with students with positive outcomes.

- In the main, learners report feeling a strong sense of belonging, feeling welcomed and safe at the College. This is a direct reflection of the dedication and hard work that staff have continued during a turbulent term.
- A key area for development relates to learners wanting greater clarity on how they will be assessed and how they are progressing. These are easily addressed through consistent approaches such as Learner Review Weeks and regular formative feedback.
- A high proportion of the results demonstrated that most learners are satisfied with their experience so far
- The majority of learners reported a positive experience of induction, with 78.8% feeling more prepared for college life.
- 91.7% of respondents felt welcomed at the start of their lessons, highlighting the importance of a warm and inclusive classroom environment.
- Despite 34.8% experiencing issues accessing timetables via CEDAR, learners remained optimistic and engaged.
- Feedback on the QR Code Hunt and Freshers Fair was less favourable, with 59.6% not finding the hunt helpful and 84.4% not attending the fair.

Governors welcomed the generally good feedback but expressed concern around the clarity of purpose and targets and assessment. This had been amplified by the Governor learning walks on 10 October 2025. It was suggested that best practice be shared from courses with others. There will be a learning review week, and this will be reviewed shortly to see what impact has been gained. Heads of department are working on gaps, and all directors are supporting this.

c. Learner Experience Strategy 2025-26

- Introduced to staff on 18th August 2025.
- Sets out a clear and values-driven approach to supporting learners in their personal development, behaviour, and attitudes.
- Central to this strategy is the Behaviour for Excellence framework, which encourages learners to be Ready, Respectful and Safe. This is embedded in the [Ready, Respect, Safe Behaviour Policy](#)
- A strong induction is recognised as a vital starting point for every learner's journey.
- Following induction, learners continue to develop through Progress Tutorial sessions
- The strategy also integrates a range of LifeSkills programmes, including EDF Destination Renewables, the National Talent Academy and themed Ready, Respect, Safe Weeks.
- Beyond the classroom, learners are encouraged to engage with community social action and explore their global responsibilities, with

	<p>activities aligned to the UN Sustainable Development Goals (SDGs).</p> <ul style="list-style-type: none"> • A programme of enrichment opportunities further supports learners in discovering new interests, building confidence and connecting with others. • Preparation for the world of work is another key focus. <p>Governors noted this positive programme and offered their congratulations to the team.</p> <p>The Chair commented that the Governors had been told that T level students are facing challenges securing work experience. Earlier this year, the previous stakeholder advisor left the College; however, a new advisor has since been appointed and has successfully secured a significantly greater number of T Level work experience opportunities since Governors were informed of the issue on 10 October 2025.</p>	
8.	<p>Teaching and training Annual report on TL&A (2024-25) 2024-25 Executive summary:</p> <ul style="list-style-type: none"> • 181 Learning Walks have taken place with 86% judged as secure or mastery. This is 8% higher than the outcome of 2023/24 when 78% were secure or mastery. • College achieved 92% at secure or mastery level, (only counting each teacher’s best performance). This is 9% higher than 2023-24 and is above the College KPI of 90%. This does not include teachers who are not yet qualified (29% of staff) or agency staff. • Out of the 8 departments, six departments are above the College KPI of 90%. The two areas under the KPI are Digital and Creative/ Professional Studies and Business and Built Environment and Sustainable Technologies/ Engineering and Electrical. • Of the 8 teachers still ‘developing’, 4 are unqualified, 3 have left the College and 1 is qualified but new to the College. • There remain a significant number of unqualified teachers who are observed via the teaching training process. Agency staff receive classroom visits to monitor performance and progress. • Some changes to the Learning Walk process have been introduced this academic year to try to encourage more visits to classrooms including visits to agency staff. • The Chelmsford College Way has been introduced, outlining the way to structure sessions. • As of the 14th of October, 61 classroom visits have taken place • Learning Walks commenced the week beginning the 12th of October. <p>The Chair commented that obviously the higher number of unqualified teachers presents a risk to teaching quality and monitoring is critical but he recognised that this is in place. Excellent progress has been made in all other areas and the number of teachers securing mastery shows that the strategy is working. He offered the Committee’s thanks to the team.</p> <p>B - Observation process 2025-26 and current status</p> <ol style="list-style-type: none"> 1. The Learning Walk Handbook for 2025-26 outlines the expectation that the delivery of teaching, underpinned by ‘Ready, Respect, Safe’ will follow the ‘Chelmsford College Way’. This outlines the ‘Lesson Sandwich’ 	

	<p>of a:</p> <ul style="list-style-type: none"> • Strong Start • Assessment • Wrap Up. <p>A lesson is completed by a Smart Stop and learners leave the classroom/workshop /salon area as they would wish to find it.</p> <ul style="list-style-type: none"> • Teachers will have at least one formal learning walk (rather than three). If 'secure' or 'mastery' is achieved, a second formal Learning Walk is not required. However, classroom visits must take place to ensure that good and improving practice is taking place. If the Learning Walk is 'developing' further walks will take place. • As of the 14th of October, 61 classroom visits have taken place across the college involving Heads and Deputy Heads of Departments and the Teaching, Learning and Skills Academy. Agency staff have been included in this process. Formal Learning Walks commenced the week beginning the 12th of October. <p>Debbie Garroway explained that from the perspective of quality improvement, these changes are crucial to focus support for colleagues who are not performing at the required level. This couples flash monitoring with the flash coaching in place.</p>	
9.	<p>Curriculum planning 2026/7 – to approve</p> <p>a) Curriculum Intent Strategy 2026-27</p> <p>Debbie Garroway reminded the Committee that the constantly developing national curriculum schedule is making the environment challenging.</p> <p>The document is an outline for 2026-7, the main themes will not change but the granularity will reflect national developments. Stakeholder engagement is key to continuing development of the plan moving forward.</p> <p>The curriculum assessment report is due out on 5 November 2025.</p> <p>The Chelmsford College curriculum intent strategy for 2026–27 is a dynamic, annually reviewed framework that aligns with:</p> <ul style="list-style-type: none"> • Local, regional, and national priorities, including the Local Skills Improvement Plan (LSIP) • Labour market intelligence (LMI), and stakeholder insights from engagement events and the Stakeholder Scrutiny Committee <p>Established in the College's mission and values, the strategy supports the aspirations of learners, apprentices, and stakeholders, including employers across the College and for priority sectors that include:</p> <ul style="list-style-type: none"> • Health and social care • Digital technologies • Construction, including clean energy <p>The College is also working in partnership with the Technical Excellence Centre for Construction and whilst the specifics aren't known there is a ten million pound budget, this means potential opportunities for the College in 2026-27.</p>	

In response to national reforms, including the skills agenda moving to the Department for Work and Pensions, the strategy will also align to cross-sector priorities including:

- Youth Guarantee (Get Britain Working), including Sector-based Work Academy Programmes (SWAPs) and Skills Bootcamps
- The imminent SEND white paper
- NEET (not in Education, Employment or Training) programmes which remains a significant agenda for Essex and will be key as part of the inclusion inspection focus.
- Modular Higher Education provision aligned to the Lifelong Learning Entitlement (LLE)
- Flexible and modular Apprenticeships aligned to the Growth and Skills Levy (to be introduced in April 2026)

The strategy also recognises the growing number of learners facing barriers to education, beyond those with EHCPs or high needs funding, and commits to further curriculum adaptations for learners from all funding streams, including apprenticeships and the new Foundation Apprenticeships. It is vital to provide inclusive education to citizens of Essex.

New provision for 2026 includes:

- Performing Arts, to meet creative industry demand and broaden learner choice, with a focus on employability, production skills, and interdisciplinary collaboration.
- The College is also embedding a new approach to curriculum enhancement through competition-based pedagogy, using challenge-led learning, employer-set briefs, and sector-specific contests to boost engagement, resilience, and real-world readiness.

David Warnes added that this is a strong document centred on a co-development piece responding to sector-need to support growth. This was drafted before the white paper and the Curriculum Assessment Report – it will therefore need to be reviewed in light of these once the SLT has reflected. One such example is the College's offering provision of A levels and V Levels which will need to be considered. He suggested that the Board should consider this item at the February Development Day as it has a considerable impact on the College.

Sarah Atkinson welcomed the inclusion of performing arts and expressed a hope that production arts will also be included. The Chair said that the regional LSIP includes the creative industries so this would be appropriate. Sheila Salmon added that over twenty thousand people are employed in health in the region and the health and social care focus is therefore vital to the employers. There is an executive chief people officer meeting with David Warnes and the SLT scheduled later this month to talk about the entire broad range of skills required to support the local NHS. This co-design and production will lead to a strong curriculum supporting both 16-19 and adult training.

AGREED: THE QUALITY AND LEARNERS' COMMITTEE AGREED TO RECOMMEND THE CURRICULUM INTENT STRATEGY 2026-7 TO THE BOARD AT ITS MEETING ON DECEMBER 5, 2025.

10.	<p>English and maths update</p> <p>Phil Clark, Director of Campus for Princes' Road noted that the College is in the first and second quartile for most national metrics for English and maths outcomes for 2024-5 which is a testament to the team.</p> <p>For this year, the concerns with timetables which have meant correct grouping and staffing for maths and English students has been a challenge. The start has been as positive as possible and for maths and English consistent improvement continues despite the challenges with the College teams pulling together with hard work to address issues.</p> <p>There are concerns on attendance and maths and English staff are working closely with curriculum team and working with Shaun Parker, Director of MIS and Digital Transformation's team.</p> <p>A governor welcomed the overall improvement since 2024 but commented that the biggest challenge was to raise grade 3 to grade 4 and asked if additional support could be given. The College is embedding maths and English into vocational studies as much as possible and offering context for learners. David Warnes added that the College has introduced English and maths hubs so learners can receive one-to-one support to improve their grades and it also offers holiday clubs. A report on the impact of these initiatives will come to a future meeting. BKSb is used to give support. The jump from grade 3 to grade 4 is a huge leap and the College looks at the point score and helps the learner to see what progress is being made. Phil Clark said the College is aware that focus on English and maths is going to be amplified going forward so is working even harder to support improvement.</p> <p>The Chair noted that an array of support can be given to individuals via BKSb. Alan Burgess said it is vital that the distance travelled should be recognized to motivate students as many learners who have not achieved level 4 English and maths and arrive at College disillusioned and without confidence.</p>	
11.	<p>Analysis of complaints and compliments</p> <p>Complaints 2024/25</p> <p>A new process had been adopted in 2024/25, which resulted in a significant increase in the number of formally recorded complaints. This was predominantly due to the process being unclear with many departments forwarding complaints to the Feedback email inbox despite handling them independently at curriculum or departmental level already. The College has since updated the flowchart within the policy to provide greater clarity around the complaints process.</p> <p>Of the 100 recorded complaints for 24/25, data indicates that:</p> <ul style="list-style-type: none"> • 42 were related to Teaching and Learning. (Electrical/Engineering and Health & Social Care with the highest) • 5 Course Management complaints linked to lack of response, concerns around teaching and learning, or teachers not demonstrating improvement. • 6 apprenticeship complaints, relating to AAT, Construction, and Engineering. • 10 complaints cited unfair treatment or discrimination. As mentioned earlier, 	

some of these were escalated to the Feedback inbox, although others may have been resolved through the College Behaviour Policy, which addresses discrimination and has been robustly reinforced in the new Ready, Respect, Safe Behaviour Policy.

- There was 1 complaint that was escalated to Essex Safeguarding Board and the Department for Education (DfE) which was swiftly resolved as no further action.
- No compliments were recorded but it is not thought that none was received.

Complaints 2025/26

A more robustly monitored process is now in place to manage all stages of a complaint. The Director, Learner Experience, along with the Executive Assistants, regularly reviews and follows up with managers to ensure complaints are responded to within the timeframe outlined in the policy.

To date in 2025-6, 39 complaints have been recorded. This is considered reasonable given the turbulent start to the term.

- 24 Teaching and Learning complaints have been reviewed, responded to, and closed swiftly. HS and Public Services are the most evident areas requiring intervention. Both Campus Directors are working proactively to address these concerns.
- 3 Enrolment complaints were received, primarily concerning rudeness or the inappropriate sharing of information in front of others. These incidents mostly involved temporary enrolment staff, indicating that future training for temporary staff may be necessary.
- 1 complaint regarding discrimination was closed swiftly. It was submitted following a learner's suspension pending disciplinary action. The disciplinary process addressed the parent's concerns, and the complaint was subsequently closed.
- 2 complaints were inherited by Directors, from the previous academic year. These had not been resolved and were at risk of escalation to Awarding Organisations or the DfE. The College believes these complaints have been resolved before escalation.
- 2 compliments have been recorded, both relating to Tracy Fielder, SENCO manager and her team. They were commended for fostering inclusiveness and belief in their learners, who have gone on to achieve great success at university.

The Chair noted that the two complaints carried forward from the prior year were resolved so swiftly and also that the compliments were welcomed.

A governor commented that when reviewing the 2024/5 complaints, the Committee had suggested that it would be prudent to ascertain a better understanding of what the definition 'closed' means and also if the complaint was relevant and justifiable.

Rebecca Leech explained that 'closed' means resolved by whichever action was required. So far, there has been no assessment of the appropriateness or relevance of complaints; this process will be considered for future reports.

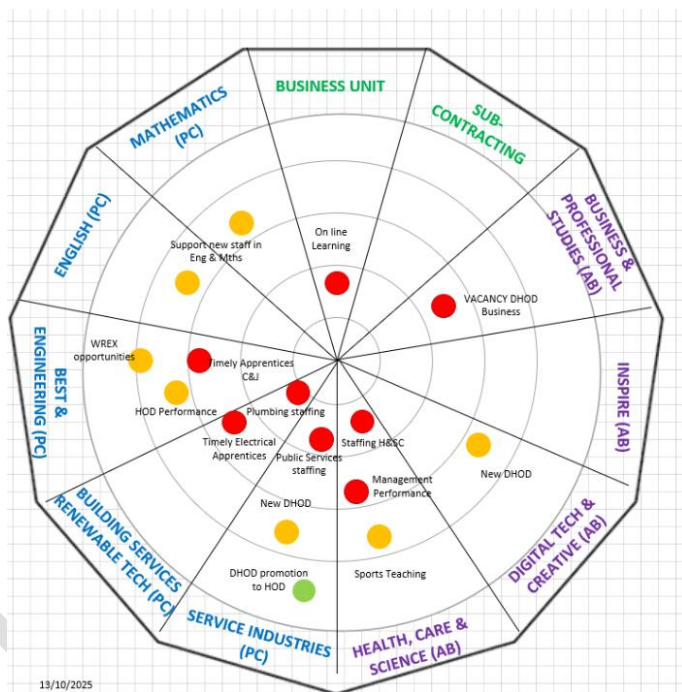
ACTION: RL to review the complaints tracker and add a column indicating an assessment of the appropriateness or relevance of each complaint.

	<p>Debbie Garroway added that currently this system was not well developed, and review continues. The College will respond to the complainant explaining what has been done and if no action is taken, why this is the case. David Warnes agreed that this is worth considering and suggested that it would be worth recording any vexatious complaints separately. Governors recognized that the nature of the system meant it can't be perfect but welcomed the developments on the report.</p>	
12.	<p>Risks pertaining to Quality and Learning from the risk register</p> <p>This report is a sub-set of the overall College risk register which pertains to Quality and Learners' Committee. There are some overall college risks with the implementation of the new MIS system (the most significant risk) which are not represented in the dashboard but should be noted.</p> <p>Risk Assessment Summary The dashboard categorises risks across 11 curriculum areas including the Business Unit using a traffic-light system:</p> <ul style="list-style-type: none"> • Red – High Risk • Yellow – Medium Risk • Green – Low Risk <p>High-Risk Areas (Red)</p> <ul style="list-style-type: none"> • Health & Science: Staffing shortages impacting delivery and quality which reflects the national trend. • Health & Science: Middle leadership concerns. • Business & Professional: Vacancy in Deputy Head of Department (DHOD) role is diluting the current management resource and impacting on staff morale. • Building Services & Renewable Tech: Plumbing staff vacancies. Timely completion of Electrical Apprenticeships. • Service Industries: Public Services staffing vacancies and sickness absence. • BEST & Engineering: Timely completion of Carpentry & Joinery Apprenticeships. <p>Medium-Risk Areas (Yellow)</p> <ul style="list-style-type: none"> • English & Mathematics: Support needed for new staff as they transition into college. • Health & Science: Sports teaching quality is below expectations. • Digital Tech & Creative: New DHoD transitioning into college requires support. • BEST/Engineering: WREX opportunities need planning and communicating to learners. <p>Low-Risk Areas (Green)</p> <ul style="list-style-type: none"> • Building Services & Renewable Tech: Promotion of previous DHoD is making a smooth transition to the HoD role. <p>College Risk to be noted:</p> <ul style="list-style-type: none"> • Implementation of new MIS system, particularly, timetabling, English and mathematics enrolments and the reporting of attendance. (Red) • New members which constitute 50% of the Senior Leadership Team therefore having a learning curve (Yellow) 	

Strategic Implications

- Leadership & Staffing: Immediate recruitment and support strategies are needed for high-risk departments, particularly in Health and Science, Business and Professional, and Service Industries.
- Apprenticeship Delivery: Timeliness and quality of Electrical and Carpentry and Joinery apprenticeships require urgent review and intervention.
- Professional Development: Continued investment in online learning platforms and induction support for new staff will help mitigate medium-level risks. Continued coaching and mentoring through the Teaching, Learning and Skills Academy.
- Performance Monitoring: Enhanced oversight of management performance is recommended to ensure accountability and improvement for leadership in Health and Science
- MIS implementation: Immediate internal classroom audit to support implementation of new MIS system, support from UNIT-E support team.

Governors suggested that retiring police staff or military positions might be interested in the Public Services opportunities.



13.

Governance matters

I. Committee self-assessment outcomes

- Response rate from the Committee was good
- Suggestions and requests have been incorporated to the Governance Improvement Plan for 2025-6

II. Notes of the Quality and Learners' Committee informal meeting

These are in the appendices – the common ask was for an overall update paper akin to that of the CEO report at Board at the start of each meeting with key metrics against targets.

14.	<p>Policies Safeguarding policy, prevent policy and prevent policy action plan. The safeguarding and prevent policies have recently been updated in line with new legislation. Significant changes had been expected to KCSIE (keeping children safe in education) but these have been delayed until 2026. However there have been updates made to flowcharts to represent new roles at the College.</p> <p>Prevent Action Plan: The Prevent Action Plan was updated in May 2025 with colleagues from the safeguarding committee with PREVENT responsibility and awareness. This provides the Committee with evidence that all aspects of the policy are being effectively managed, and any potential risks are being mitigated.</p> <p>AGREED: THE QUALITY AND LEARNERS' COMMITTEE AGREED TO RECOMMEND THE SAFEGUARDING POLICY, THE PREVENT POLICY AND THE PREVENT STRATEGY ACTION PLAN TO THE BOARD AT ITS 5 DECEMBER 2025 MEETING.</p>	
15.	<p>Any other items notified the Director of Governance in advance of the meeting There were none.</p>	
16.	<p>Date of next meeting</p> <ul style="list-style-type: none"> • Tuesday 10 February 2026 at 16.30 • Tuesday 19 May 2026 at 16.30 <p>The next meeting will respond to the request from the September Board asking the Committee to discuss the risk around safeguarding of students and extremism. This will be put on the February agenda.</p> <p>ACTION: RHB to add the risk around safeguarding and prevent to students from extremism to the February 2026 agenda.</p> <p>The meeting ended at 17.55</p>	