![Chelmsford College logo]

Quality & Learners' Committee
Minutes
TUESDAY 20 MAY 2025
MS Teams

Members: Christian Norman (Chair), Sarah Atkinson (Vice Chair), Amanda Montague, Paddy Reilly, Helen Russell, Bella Russell (student member), Nadia Themis (staff member), David Warnes (Principal), Doug Zeeman (co-opted member);

Attendees: Debbie Garroway, Penny Petch, Ra Hamilton-Burns

	MATTERS	Actions
1.	**Apologies for Absence and welcomes to new Members to note** Christian Norman welcomed everyone to the meeting and noted that this was Sarah Atkinson's first meeting as Vice Chair. He thanked Bella and Daniel for their contributions to the Committee during the year and noted that they will be standing for re-election in the Autumn term.	
2.	**Declarations of Interest and to notify any confidential Items** There were none.	
3.	**To approve the minutes of the meeting held on 11 February 2025** **AGREED; THE QUALITY AND LEARNERS' COMMITTEE AGREED THAT THE MINUTES OF THE MEETING HELD ON 11 FEBRUARY 2025 WERE A TRUE AND ACCURATE RECORD**	
4.	**Matters Arising to note** Ra Hamilton-Burns will offer a verbal update in Item 11.	R H B
	TO DISCUSS AND APPROVE	
5.	**Quality improvement plan 2024—25** – *to review, comment and note* *The Deputy Principal of presented a paper.* a. **Monitoring of QIP 2024-25** <table><tr><td>**Priorities – 2024-2025**</td></tr><tr><td>1 *Priority 1* Leaders need to ensure attendance and punctuality is consistently high across the College through regular monitoring, communication and effective actions with their teams. (L&M, B&A). **Progress: 10 amber, 2 red**- This is a key area of focus and although stabilised at 80% for full-time learners, this is still too low.</td></tr></table>	

2 *Priority 2 Apprenticeship outcomes need to be consistently good across all standards, providing apprentices with a good quality learning experience and a relevant pastoral programme that prepares them for their next steps. (L&M, QofE).* **Progress: 12 amber 2 red** – Progress has been made but this is a key area of focus and will remain so going forward as there is still a significant number of actions to improve on (see Support and Challenge update).	
3 *Priority 3 All teachers and work-based tutors will be supported to deliver inspirational learning to improve educational outcomes for all learners and apprentices. (L&M, QoE).* **Progress: 5 green 7 amber /green, 5 amber,** -This is the core business of the College, and it has measurable impact data to support the progress of this area. A robust framework is in place from January to support quality assurance and quality improvement.	
4 *Priority 4 The College community will be inclusive by design and recognise the need to adapt to support the learners/apprentices' development of technical skills and essential employability skills needed to succeed in life. (L&M, PD, B&A).* **Progress 6 green, 1 amber** – This has made good progress. Equality, diversity and inclusion (EDI) at the College is improving.	
5 *Priority 5 Leaders and managers need to provide a consistent work-related experience to all learners on a Study Programme, to support the development of essential skills, knowledge, and behaviours. (L&M, PD).* **Progress: 5 green, 2 amber, 1 amber/red**- This has made good progress. Work related activity is progressing well for the majority of actions.	
6 *Priority 6 All Governors and leaders to promote ambition within the college community, enhancing networks and partnerships as we progress on our journey to outstanding. (L&M).* **Progress: 2 green, 1 amber, 2 amber /red**– This has made suitable progress.	

Governors commented that the Committee has had many discussions on attendance and asked if colleagues had visited institutions where attendance was good to ascertain what best practice might be shared. Sarah Atkinson had recently visited Waltham Forest College who have 98% attendance, and she suggested that the team might reach out to share their good practice. David Warnes commented that three of the College team went there for their back to the floor day. Attendance has risen by an additional 0.5% which is the correct direction of travel. The Chair said it was positive to see attendance stabilize at this time in the year rather than deteriorate which is often the case and he congratulated the team.

ACTION: 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.

	ACTION: SLT to discuss best practice sharing on attendance with Waltham Forest College and report back to the November 2025 Committee meeting. **ACTION: SLT to contact New City College might also be approached as they have demonstrated excellent practice in English and maths** b. **Update on Support & Challenge Plans - to note** *The Deputy Principal, Curriculum and Quality presented an update for January 2025.* **Apprenticeships** - A new reporting structure for apprenticeships has been put in place and fortnightly updates are provided by the Executive Director of Innovation and Partnerships to the SLT. - Predicted achievement is 61% - 7% increase on 2023/4 It was noted on apprenticeships that Harlow only achieved one percent more and achieved good in their Ofsted inspection where Chelmsford College had been awarded 'requires improvement'. Debbie Garroway assured the Committee, that after her recent close involvement, that she now fully appreciates the position of College in apprenticeships and this knowledge will support improvements for this year's outturn. Christian Norman commended the team for all their hard work. Governors suggested that the senior team discusses with the teams any possible further interventions that might be made. **ACTION: PP 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.**	
6	**Curriculum planning for 2025/6** **Enrolment data.** Sarah Hamilton presented the paper and gave a summary: - Overall target is 2641 – 150 learners above the official allocation to allow for early withdrawals. - The actual target is 2489 - Beauty, public services and gateway are all higher than target - Sport is looking lower despite the football academy being popular 65% was the historic conversion rate. - This year's conversion rate is looking like 72% Construction level one and electrical level two have substantial starts yet to be processed, which will increase the numbers on this paper. The ELT is discussing the problem and what strategy will be going forward. Governors asked what kind of creative timetable modelling might be considered to accommodate learners. The RFA (Fashion Retail Academy) has moved to a two-day week to support students who need to work to support themselves through college. Different delivery models have been discussed but there are challenges in some areas. The summer period might be used for block work. Governors asked if the College is ready for the 264 learners and does the College have sufficiently qualified staff to support this number of additional students. They also asked	

if the classrooms and other spaces are adequate and appropriately equipped to handle number. David Warnes explained that the College is working with Leeds College of Construction and CITB to identify possible appropriate delivery models. He reminded the Committee that the Estates Strategy had illustrated that the optimum number for learners is 2600. However, there are concerns around workshops and this will be addressed. The team has been tasked to model timetabling that might accommodate the extra requirements and this is non-negotiable.

There is no decision from DfE if there will be in-year funding and it is possible that therefore the College might have to deliver for free in-year and await lagged funding. David Warnes explained that the Board should consider how many learners it should accept and give the senior team a steer. Governors said that there are indicative numbers in the enrolment paper and asked if the team can give a modelling of the associated costs of potential over-recruitment to inform such deliberations. Christian Norman added that this should include any potential drop out before the census date in November. Debs Hurst said a new member of staff would be circa £70k.

ACTION: The Board to consider strategy for over-recruitment which potentially may not be funded in year and discuss at the June Board meeting.
ACTION: SLT to provide modelling of associated costs of potential over-recruitment to inform Board deliberations before the June 2025 meeting.

Bella Russell, student governor, pointed out that overcrowding can leave to double booked rooms with lessons being cancelled or groups being moved. Debbie Garroway explained that the College is implementing a new system (Collegeip) that will manage the timetabling and it is hoped that, once this is embedded, the issues will be smoothed out. There are some incidents where a move is required to accommodate an exam, for example, but communication will be improved. Bella Russell commented that these changes can lead to poor attendance as learners do not like change and react badly to poor communication. Debs Hurst said the redundant kitchen at Princes' Road will become two classrooms. Ther is continuing work at Moulsham street to increase classrooms over the summer.

ACTION: Directors of campus and heads of department should ensure that timetables are managed robustly and that communication is improved

The Deputy Principal, Curriculum and Quality, presented a paper she had presented to the Board Development Day in February and outlined many of the unknowns. The College team continues to plan despite this:
- The process began in October 2024
- Local Market Intelligence (LMI), stakeholder engagement, prior achievement and other items are considered
- Funding statement did not arrive until late March or early April to allow alignment with plans
- The College Course File was signed off by SLT at the end of April 2025
- A buffer has been built into the study programme to allow for early withdrawals 25/26
- Alignment of the curriculum plan with the local skills improvement plan is critical
- Main areas of development:
  - introduction of higher technical qualification portfolio (four areas)
  - Further roll out of sustainability qualifications
  - Full review of Inspire curriculum SEND and NEET

	Governors asked if the ASF (Adult Skills Fund) had been cut. Debbie Garroway said it had dipped, but as the College had overshot the prior year this had been mitigated. David Warnes added that there had been a 6% cut but as a great proportion of the College provision is in high-value courses, the net effect has been an increase of £100k. Devolution is expected to bring additional challenges. The Chair commented that in a sector wide deteriorating position this is as good as might be hoped for.	
7	**Update on Safeguarding for Term 2 –** *to note* *A paper was presented by Rebecca Leech* The actions outlined were mostly those which had been discussed at prior Committee meetings, but the paper offered updates. This data was produced for the safeguarding committee two weeks ago and the current live cases have reduced since 8 April 2025. The team's new structure had improved consistency and accuracy in recording. Safeguarding training on 'What Makes a Good Safeguarding Referral', led by Cheryl Livesey and delivered by the team, has been partially held with full rollout to all curriculum areas planned this term. Paddy Reilly, the Safeguarding lead governor, said he is happy there is nothing significant to report. Governors asked how the 62% of students having an existing safeguarding record transferred from schools compares to other institutions. The transfer of information from schools and academies is not as smooth as desired and there should be a better resource to support how to get information sooner and ensure it is reviewed by Chelmsford College in a timely manner. Paddy Reilly explained that a team member needs to painstakingly review each of the transferred records, a lot of which is not urgent, but the import is that any vital information is picked up. Mostly the timing is out of CC control but additional resource to review this when the records do arrive is the best that can be achieved.	
8	**Student performance -** *to scrutinize, discuss and note:* Jo Styles presented the paper: **Executive summary:**	

Attendance:	Target: 90%	Actual: 80%
Retention:	Target: 90%	Actual: 91.9%
16-18 Achievement:	Target: 83.6%	Actual: 88.3%
19+Achievement:	Target: 89.6%	Actual: 93%

Destinations 2023/24:

96% of all learners had a positive progression outcome.

The largest percentage of learner's destination data indicates that they remained in College within Education 64% in total. With 52% of these learners continuing to enter Further Education with the College.

- 7% of learners (148) in total progressed into Higher Education.

- 2% of learners (52) in into college apprenticeship provision
- 1% of learners (31) into apprenticeship provision at another provider.
- 8% of learners (170) in total moved into employment not related to their course of study and 6% (133) moved into employment that did relate to their course.
- 19% did not provide an answer with concern to destinations.

Attendance had been discussed in detail in earlier items. Governors asked how the College is managing apprentices moving between employers to ensure they are looked after, and retention is secured. The College had not been agile enough in communicating with learners when they changed employers. Actions are now being put in place such a training session looking at collaboration on enrolment, teaching and learning and delivery. In construction, people move jobs frequently, but it is important to take a tailored approach to each sector. David Warnes said that a four-year apprenticeship in electrical for example the chance is that most learners will change employer and a timely review is key to monitoring the learner journey and putting in interventions when required. The key is a timely review on all the nuanced information and the College had doubled the resource of apprenticeship coaches in electrical this year to support learners. If this model works and is effective, it will be replicated in other areas. The paperwork and process also need to be efficient to support this.

ACTION: The Committee will monitor the effectiveness and impact of the introduction of apprenticeship coaches going forward.

Sarah Hamilton said that business development execs are going into classrooms to catch any changes to ensure that the paperwork is done correctly. The College is developing trust with the learners so they feel comfortable communicating changes which will secure success rates. Christian Norman said that from his own experience the volume of paperwork is considerable and all efforts to manage it were commendable.

The Committee asked if the predictions are good – Jo Styles said these are comparable with those of last year. There was 94% attendance for the first maths exam and this would indicate that an improved achievement could be expected. In terms of high grades there had been an improvement between the mocks in February and the actual exams.

ACTION: SLT to look at all actions to encourage the 28 learners who did not attend the first maths exam to attend exams going forward.

Any learners absent for the first paper are contacted to encourage them to attend the following two papers to increase their chances. Additionally on the day of the exam, learners are called to encourage them to attend if they are late.

Governors asked if the SLT is looking at the main causes behind the 4-5% fall in retention.
- For adult provision there had been retention issues in some specific areas and these will not be continued, as an example AAT.
- Some learners have significant social and emotional concerns – there was a key desire to get them through but withdrawal has still occurred.
- There has been a complete review of the Inspire team.

Governors noted that predicted achievements for both age groups are still above target.

David Warnes said that progression is strong in some areas but work is ongoing to

	improve it across all areas. **ACTION: SLT is scrutinising withdrawal data to see if there are any trends and any links to attendance. This this will be reported back.**	

9	**Teaching, Learning, and Assessment** to discuss, scrutinize and note
	Penny Petch presented the paper.
	
	    a. **Term 2 Report on TL&A (observations, CPD & Scholarly activity)**
	
	- Learning Walk data for term 2 is positive in comparison to this point last year. Of 140 learning Walks:
	    o **88% are 'secure' or 'mastery'** compared to 76% at this point last year.
	    o If everybody's best outcome is considered this increases further to 91% compared to 79% in May 2024.
	- The combined department of BEST/Electrical and Engineering (EE) has the lowest number of teachers with Learning Walk outcomes at 'secure' or 'mastery' (77%) but this is an improvement from 100% developing for EE at the end of academic year 2023-24.
	- Of the 7 teachers across the College still at 'Developing', two have left the College, four have not yet commenced their teacher training and one is about to commence the capability process.
	- Theme outcomes for approved Learning Walks indicate higher levels of 'developing' in planning and assessment areas. These issues are being addressed by the Teaching, Learning and Skills Academy in CPD sessions across the year.
	- Since the last Quality and Learners' Meeting, the College has undertaken a Professional Development Day and a 'Back to the Floor' Day (3 and 4 of April). Data regarding proposed impact of the 'Back to the Floor' Day is being gathered currently.
	- Planning is in progress for Professional Development Week and two days in August, and these will be a good opportunity to train the staff in using the replacement online systems and processes such as CollegeiP. In addition, there will be an afternoon pedagogical symposium where teachers will share best practice and their ongoing research.
	- A large number of teachers are undergoing teacher training and are not included in this data.
	
	The Committee congratulated the team on the marked improvements and positive impact. A governor asked how tutors in business and IT are kept up-to-date. The College has employers coming into the College and have a lot of stakeholder engagement. Governors asked if this is logged. Teachers should add this to their CPD in progress review systems.
	
	A governor asked if there is focus on ensuring that those staff who need to develop secure or mastery skills do attend mandatory sessions, There has been a great deal of significant improvement as those who were at developing have reduced from nine to two members of staff who are unqualified members of staff. Work continues for colleagues to support them. There have been two rounds of stakeholder knowledge exchange	

events which allow stuff to upskill. Though ASF funding the College has received a small pot of funds to buy in consultants for specific areas such as green skills and this will also upskill staff. The staff governor said she was not aware of such stakeholder events, and she suggested that there are business conferences that should be considered. She asked why colleagues are not trained in house rather than engaging consultants. The College does currently draw on the expertise of staff to train others.

Debs Hurst reminded colleagues that all staff are given ten days CPD each year and the individual is charged with self-reflection to identify what training needs they have for the following year. Budgets are limited but the College spends £90k a year on training, £30k of which is on external costs. Becky Leech said that as a head of department she is aware that the College works with Nick O'Connor at the ETF to upskill staff. The College has also been invited to the 'T Level on-demand' subject webinars and workshops. In IT the team and games design team have been out to Writtle and ARU ready for September so that they can deliver courses that they potentially have not studied since university themselves. The College has reflected on the back to the floor as staff were given free-reign on what to do that year and social action and community work featured highly. This my have not been appropriate for teachers as the idea is that they use that day for industrial updating. There are two back to the floor days – one closure day in March and a second more flexibly for staff to arrange with managers.
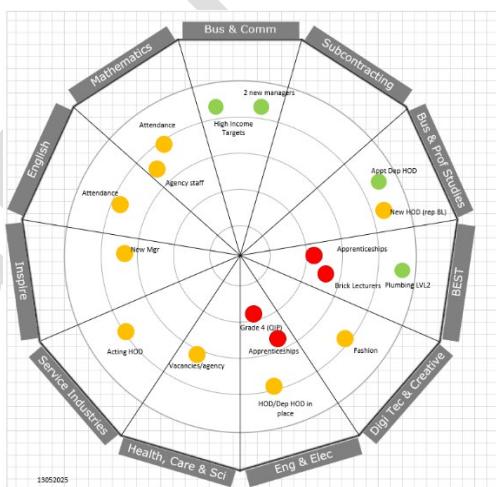
10	**Risk register and academic KPIs relating to Q&L –** *to discuss and note*	

Many of the risks have been discussed in the prior items but invited members to add any risks not listed.

The focus is on the red risks in apprenticeships and staffing in 'brick' and it should be noted that it has moved further from the centre as the situation has improved.

Debs Hurst is working on the overall risk register and the cost of over recruitment will need to be addressed.

ACTION: DH to add risk of over recruitment to Board risk register.
Bella Russell left the meeting at 17.45

Governors asked why fashion is listed – this is amber as there are unqualified staff members who are lagging behind in processes.

11.	**Governance matters – *to review, contribute to and recommend to the SGR Committee.*** **Committee Self-Assessment 2024/5**	
	The November meeting of the Quality and Learners' committee had discussed the low returns by members to the end of committee meeting surveys and instructed the Director of Governance to trial 'use of AI to summarise the impact of governors from each minutes.' Initial attempts to do this have not been successful and outputs have been meaningless. The Director of Governance has approached her colleague at Hull College who is further advanced in use of AI in governance and will redouble efforts.	
	In the interim, the Director of Governance has produced the duties of the Committee laid out in the Terms of Reference in tabular form and mapped the performance against it to date with a RAG rating column for the Committee to review and complete.	
	This exercise had identified two items that the Committee may wish to suggest to the SGR Committee are included in next year's ToR for Quality and Learners: • 'to receive, interrogate and support development of Safeguarding reports and activity'. • 'to receive and discuss the annual compliments and complaints report and to scrutinise the causes and College's response to them'	
	AGREED: THE QL COMMITTEE AGREED TO RECOMMEND THE ADDITION OF THE TWO ITEMS ON SAFEGUARDING AND COMPLIMENTS AND COMPLAINTS TO THE COMMITTEE TERMS OF REFERENCE.	
	The Chair noted that the governors had achieved significant impact as it hasbeen monitoring the safeguarding throughout to meet the safeguarding in College throughout and have additionally been scrutinising complaints and compliments.	
12	**Any other business reported to the Governance Professional in advance of the meting**	
	Matrix accreditation for information, advice and guidance. The three-yearly matrix assessment took place on 8 May and the College passed and has been renewed. The assessor was pleased with the top-down approach to careers advice, pleased to see the new premises for careers advice and footfall increase and inclusion of CAG in the strategic plan. A learner had commented to the advisor that the College CAG team removes their barriers. For development: • the team needs to develop and track the learner journey and hoping to use GroFar. • Peer-to-peer maturity model developed by careers enterprises – USP, SEC and CC met and created a hight level action plan	
	The Committee congratulated the College team for the hard work and positive impact that was evident from reports.	
	The meeting ended at 17.55	
	Christian Norman thanked all Committee members for their contribution during the academic year.	

| 13 | **Date of Next Meeting**
Tuesday 4 November at 16.30 on TEAMs | |