



Minutes of the Curriculum, Quality and Student Experience Committee Meeting

held at 6.00pm on Wednesday 4 June 2025
at the College.

Present:	Ms R Turner (RT) Ms T Aust (TA) Mr J Bolt (JB) Ms A Gray (AG) Mr G Casley (GC)	Chair CEO/Principal
Apologies:	Ms B Bata (BB) Ms H Abdul Hakkeem (HAH) Ms C Zervoudakis (CZ)	
In Attendance:	Ms K Frost (KF) Ms M Gajewska-Kopczyk (MGK)	Head of Governance Vice Principal, Curriculum and Quality

14/25 **Welcome and Apologies**

The Chair welcomed everyone to the meeting. Apologies for absence were received and accepted from HAH, BB and CZ.

It was confirmed that the meeting was quorate.

15/25 **Declarations of Interest**

There were no declarations of interest relating to the items on the agenda.

16/25 **Minutes of the Last Meeting**

a) **Minutes of Last Meeting**

The minutes from the meeting of the Committee held on 25 February 2025 had been received in advance. (Paper 3). IT WAS DECIDED the minutes were a true record of the meeting and they were approved.

b) **Matters Arising**

An update on progress towards the actions agreed at the last meeting was received in advance and was noted.

17/25 **Risk Register**

The 'Risk Register June 2025 CQSEC Extract' (Paper 5) was received in advance of the meeting.

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The Committee discussed the risk register, highlighting 'Curriculum Reform' which continued to be the highest risk.

Oversight for the 'Competition for Students' risk, had moved from the Finance, Resources and Capital Projects Committee to the Curriculum, Quality and Student Experience Committee. The Committee considered the need for a report to better understand the marketing risks associated with student competition. The CEO confirmed that the Committee monitored this via Goal 2 of the Development Plan.

Governors asked about student applications and enrolments. The CEO explained that a third of applications converted to enrolments. The conversion rate was a critical metric for assessing the effectiveness of recruitment strategies. Governors said it was important to track students who did not convert from applications to enrolments to understand the reasons behind this and whether there were any significant patterns. MGK said that the College had reviewed the position two years ago and found that most of the students who didn't convert into enrolments had put in applications to two different colleges and picked the closer one. There had been no concerns identified in the past.

18/25 **Student Voice**

A 'Student Governor Report' (Paper 6) was received in advance of the meeting. Governors noted it was a positive report and that actions would be taken forward by the Student Voice team. Governors formally thanked HAH for all her work as a Student Governor, it had been much appreciated. It was noted that that HAH had also been a good student representative for the College and had played an active role in the Student Voice group.

19/25 **Digital Strategy**

A paper on the Digital Strategy 2025 (Paper 7) was received in advance of the meeting.

MGK summarised progress on the Digital Strategy, mentioning the formation of a working group which included members from various departments. The development of specific KPIs was underway to measure the success of the Digital Strategy. The strategy development process included plans to incorporate student input.

Governors asked about the level of staff digital skills and confidence. MGK said staff had varying levels of digital skills and confidence. Digital champions were being introduced to support with training. The second priority would be on building up staff confidence to deliver and use techniques. Feedback from staff was being collected to understand their confidence levels and identify areas where additional support was needed. Ongoing training would be essential to keep staff updated with the latest technological advancements.

Governors asked if the College had received any guidance about the use of AI from the awarding bodies. MGK said there had been changes in the regulations about the use of AI, in particular in terms of ensuring assessments methods were reliable and that students work was their own. The College was ensuring compliance with the regulations.

Governors said the focus around AI tended to be about plagiarism rather than how it could support staff with their wellbeing and how it could be incorporated into routine tasks. MGK said from a staff perspective, students producing work that wasn't their own was a major concern and as a result, new systems had been introduced to support with

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identifying any concerns. The College was in the process of adapting assessment methods away from written work to a mix of verbal, practical, demonstration and role playing. There was a focus on teaching students how to use AI ethically and how not to get into trouble.

Governors asked if the College was free to decide on the assessment methods. MGK said that awarding bodies were recommending the use of a range of different assessment methods but it was a significant amount of work. However, it was the best way of assuring that it was the students' own work.

Governors said there was a need to be sceptical about the results from AI as it could be wrong. MGK said one aspect that would be included in the strategy would be to help staff to see the limitations of AI so they were able to teach the students. AI outputs needed to be sense checked and verified as there were sometimes errors. Good formative assessment and good standards of teaching were important and this would be a focus of CPD. If teachers knew their students and used good assessment methods in class they would be able to see straight away if something wasn't the students' own work.

Governors raised the issue of digital literacy and digital inclusion. MGK said there were groups of students who had limited digital literacy. The College had processes in place to identify these students and ran courses to teach the basic skills.

Governors asked about support for students who didn't have access to devices. MGK confirmed that support was provided to students who lacked access to digital devices and the internet. This included lending devices and providing information about accessing public internet resources. Students had access to devices and the internet at College to enable them to complete their studies.

The Committee discussed the importance of considering digital inclusion alongside innovation. It would be important to ensure students weren't digitally excluded.

Governors asked if the College provided free laptops and internet connection to any groups of students. The CEO said some students were able to access equipment via Pupil Premium and social workers. The College also had a bursary that could be used to provide support and had created resources within the College to enable students to access the necessary equipment for their courses.

20/25 **Review of Performance**

a) **Data Dashboard KPIs**

The Committee reviewed performance against the relevant KPIs:

- **Teaching, Learning and Assessment:** The majority of learning walks had been completed. 62% were secure 32% consolidating 8% minimal. This placed the College on track to meet the target of 87% Good or Better. In terms of the individual criteria, the strongest was 'planning for learning'. A lot of work had been completed around sequencing curriculum and planning. Staff were confident to talk about input from employers in planning. There was work still to do around assessment for learning so this would form one of the targets for next academic year. There were inconsistent levels of embedding of English, maths, digital, and employability skills. Support would be targeted via the Skills Builder framework.

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- Attendance: Overall attendance was at 87.1% compared to the target of 88%. It was above the Association of Colleges benchmark of 85%. The figures were in line with the same point last year. The attendance tool kit was being reviewed to see whether anything further could be done to support students with attendance.

Governors asked whether the Committee should concentrate on English, Maths and 14-16 which had lower attendance figures. MGK explained the strategies the College used to try to improve attendance in English and Maths. It was noted that attendance levels in these subjects was higher than other Colleges. It had been improving over the last few years but teaching staff changes had impacted it. Attendance at GCSE exams had been notably high which was a positive indicator of student commitment and engagement in their studies. The CEO explained that 14-16 attendance data was measured in a different way. It was based on individual targets. It was noted that 14-16 attendance data wasn't included in the overall data. Governors said the 14-16 attendance data was above comparable provision.

- Achievement: The College was the number one college in London for achievement rates for 16-18 year olds and third for adult students last academic year. Predicted achievement for 16-18 year olds was in line with last year. There were some unknowns including the first T Level results and a much larger cohort taking GCSE exams. The predicted achievement for adults showed a slight drop, mainly due to ESOL students and the retention of students had been in temporary accommodation and were moved out of hotels. High needs achievement was predicted to be 91.6% and apprenticeships 61%. Governors congratulated the College on the results.
- Deep Dives: The Deep Dives had been completed resulting in 10 green, 6 amber and 1 red.

Governors asked which area was red and noted it was Travel, Sport and Public Services. There had been staffing issues but work was underway to minimise the impact on students.

b) Progress towards the Development Plan

A report on progress towards the Development Plan was received in advance of the meeting and was noted. (Paper 8e)

c) Apprenticeships Development Plan

The 'Apprenticeships Action Plan (Paper 8f) was received in advance of the meeting.

Governors asked about progress towards the sales and marketing objectives. The CEO said there was still work to do to ensure that curriculum planning for apprenticeships was based on evidence and data.

Governors asked about the relationship between the Careers Team and the Apprenticeship Team, particularly regarding the progression of internal students into apprenticeship opportunities. The CEO explained that while the Apprenticeship Team worked in conjunction with the Careers Team, internal students had not consistently been utilised as a pipeline for apprenticeship recruitment. The Apprenticeship Team was aware of current vacancies but had not routinely engaged internal students as a primary source of talent. It was noted that it was not solely the

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responsibility of the Apprenticeship Team to guide students through the entire process or deliver Careers Information, Advice and Guidance (CIAG). However, there had been limited coordination between the two teams in supporting students towards apprenticeships. This would be addressed next academic year.

Governors noted that the BBC offer apprenticeships and asked which team would support a student interested in this opportunity. MGK explained that it would be a joint effort. The College identified students' interests early on, and Student Learning Advisors (SLAs) played a key role in helping students understand potential pathways and determine their intended destinations. For example, if a student was interested in a media apprenticeship, employability sessions and SLAs helped guide their progression. CIAG sessions also provided information on apprenticeships and how to access them. It was noted that the Apprenticeship Team had not been fully utilising data, such as the list of students seeking apprenticeships. Moving forward, there was a need for closer collaboration between teams to ensure students were better supported in securing relevant opportunities.

Governors asked for a report on the number of apprenticeship starts that were internal students.

Action: MGK

21/25 **SAR Process**

A paper outlining the Curriculum SAR Process 2024-25 was received in advance of the meeting. (Paper 9/9b). It was noted that there had been no significant change.

Governors asked who would be responsible for carrying out the external scrutiny. MGK responded that the College would identify a suitable individual for the task. While a number of potential candidates have worked with the College previously, external scrutiny was not undertaken last year as it was not deemed necessary at the time. However, the College would now move forward with appointing someone with appropriate experience.

22/25 **Governor Monitoring Reports**

a) **Safeguarding Link Governor Report**

A report from the Safeguarding Link Governor visit held on 7 May 2025 was received in advance of the meeting. (Paper 10a). It was noted that the report provided assurance that safeguarding processes were in place.

b) **Careers Link Governor Report**

A report from the Careers Link Governor (Paper 10b) was received in advance of the meeting.

Governors asked whether the number of UCAS applicants was declining. MGK confirmed that the overall number of UCAS applicants was declining in line with national trends however the conversion rate of applications into offers had improved. The CEO added that the College was actively collecting progression and destination data to better understand students' post-college intentions. As a result, there had been a shift in delivery, with less emphasis solely on UCAS applications during Level 3 tutorials and more focus on presenting a wider range of progression options.

c) **Summary Report from Governor Curriculum Link Visits**

A summary report from the governor curriculum link visits held in 2025 was received in advance of the meeting. (Paper 10c).

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The recent developments in Supported Learning were noted. Preparations to accommodate an anticipated increase in students with SEND were underway. The Link Governor for Supported Learning said they had been shown the new classrooms which they found interesting and encouraging.

The CEO had recently attended a meeting with the Supported Learning team and highlighted the creative, inclusive, and collaborative work taking place. Staff feedback was positive, with a strong sense of ownership and enthusiasm in driving projects forward to ensure their success.

There was a positive outlook on the growth of SEND provision, with continued investment and staff actively contributing to its development. The recent opening of the Tesco shop was highlighted as a success, with potential for further partnerships in the future. Governors found this area of work particularly interesting and were pleased to see the progress being made.

d) **Student and Community Link Governor Report**

A Student and Community Link Governor Report had been provided in advance of the meeting. The Chair encouraged governors to attend meetings of the ET+ Student Voice Groups.

23/25 Arrangements for Obtaining the Views of Students and Staff

IT WAS DECIDED to approve the draft 'Arrangements for Obtaining the Views of Students and Staff' (Paper 11) that was received in advance of the meeting.

24/25 Committee Matters

a) **Terms of Reference**

The 'Draft Terms of Reference' (Paper 12a) was received in advance of the meeting. IT WAS DECIDED to recommend the terms of reference to the Corporation for approval.

b) **Discuss the Effectiveness of the Committee**

Committee members discussed the effectiveness of the committee over the last year making the following observations:

- The Committee had developed and grown in terms of confidence, making a contribution, supporting the College and offering the right level of challenge.
- In particular, there had been challenges around Higher Education and Apprenticeships and the Committee had managed to get below the surface data in these tricky areas.
- The Committee had a good breadth of skills.
- The Committee recognised how much of the College is 'Outstanding' and focused on areas that were not as good as others.
- It was felt that Corporation meetings could spend a greater proportion of time on curriculum items rather than the current focus on finance.

12/25 Key Points from the Meeting

The Committee reviewed the impact of the meeting and agreed the following key points to bring to the attention of the Corporation:

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- The Committee had reviewed progress made towards the Apprenticeships Development Plan.
- Predicted achievement was in line with last year. It had been confirmed that the College was number one in London for 16-19 achievement last academic year and third for adult achievement.
- The Committee received reports from a number of governor link visits. All were positive and provided assurance to the Corporation.
- Having a good student governor for the last academic year had a positive impact.
- Consideration should be given to having more focus on curriculum items at Corporation meetings.
- The Committee discussed issues around digital poverty including digital literacy and digital inclusion. The College had processes in place to support students with this.

13/25 **Date of the Next Meeting**

The date of the next meeting of the committee was Wednesday 1 October 2025 at 6.00 pm.

Summary of Actions

No.	Action	Lead	Target Date
20/25	Provide a report on the number of apprenticeship starts that are internal students.	MGK	Oct 2025

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Date: