



**Minutes of the Curriculum and Quality Committee meeting  
held on Monday 10<sup>th</sup> February at 5.30pm on MS Teams**

<b>Present</b>	Josephine John	JJ	Chair
	Rob Bosworth	RB	Principal & CE
	Laurina Fox Smith	LFS	
	Michael Hambly	MH	
	Kathryn James	KJ	
<b>In Attendance</b>	Mark Wardle	MW	Group Deputy Principal Curriculum and Quality
	Paul Ramshaw	PR	Vice Principal Data, Funding and Compliance for item 5.1.2
	Rory Mason	RM	Vice Principal, Quality of Education
	Rebecca Barrington	RBa	Director of Student Experience/Designated Safeguarding Lead for items 4.4, 5.3.1 & 5.6
	Tian Bersey	TB	Clerk to Governors

		Action
<b>1.</b>	<b>WELCOME</b>	
	The Chair welcomed everyone to the meeting expressing pride in the result of the recent Ofsted inspection and congratulations to the Team.	
<b>2.</b>	<b>APOLOGIES AND DECLARATION OF INTERESTS</b>	
	Apologies were received and accepted from Tom Mainwaring Evans, Pat Wilde and Ellen Winsor.  The meeting was quorate. There were no further interests to declare.	
<b>3</b>	<b>MINUTES AND MATTERS ARISING</b>	
<b>3.1</b>	<b>Minutes</b> The minutes and confidential minutes of the meeting on 27 November 2024 were agreed to be a true and accurate record of the meeting and were approved by the Committee.	
<b>3.2</b>	<b>Matters Arising</b> The Committee noted the matters arising report. Data on work experience for high needs students and students with an EHC plan (4/24) was shared prior to the meeting.	
<b>4</b>	<b>QUALITY OF EDUCATION</b>	

<p><b>4.1</b></p>	<p><b>PERFORMANCE AND CURRENT POSITION</b></p> <p>The Group Deputy Principal presented his written report on performance and current position highlighting the following:</p> <ul style="list-style-type: none"> <li>▪ KPIs from the Balanced Scorecard.</li> </ul> <p>There is concern around attendance in 16-18 and English and maths. However, having tracked the data between November and February attendance does improve through intervention. New behaviours need to be developed when learners start at the college. Attendance is not impacting retention. A committee member suggested that the Ofsted result could be used to reinforce the connection between achievement and attendance. Curriculum Area Managers (CAMs) are following up attendance for the English and maths mock exams last week and emphasising that the development of skills and practice leads to higher achievement.</p> <p>The Principal reported that whilst the College does not wish to lose the ambition of 90% attendance the target in future balanced scorecards will be more nuanced. A committee member asked if any benchmarking data was available. A better understanding of other college's outcomes will be available in March 2025.</p> <ul style="list-style-type: none"> <li>▪ Curriculum Reform</li> </ul> <p>The results of Government's rapid review of curriculum were published in December 2024 and the majority of level 3 defunding was delayed until 2027. The Committee's discussion on the implications of the review for Cornwall College are noted in the confidential minutes.</p> <p>The DfE has also announced changes to the condition for funding of English and maths; the teaching hours for maths have been pulled back to 100 hours and the teaching hours for English increased to 100 hours. The College plans to build on the current pilot and further roll out the use of Century (online learning).</p> <p>A committee member asked about the future opportunities for the college in health and social care. Health is available through T-levels and social care through apprenticeships but there is a gap in the provision for adults and 16-18.</p> <ul style="list-style-type: none"> <li>▪ High Needs</li> </ul> <p>The full report from the independent consultant from the follow up visit in November to review the progress against actions identified in March is included in the papers. This will be presented to the meeting of the Joint ELT/Governor Strategy Group for SEND, Equity and Safeguarding at its meeting on Thursday 12 February 2025. The Ofsted grade is a huge testament to the people who have worked to address gaps and improve the provision.</p> <ul style="list-style-type: none"> <li>▪ Accountability Statement</li> </ul> <p>The Committee noted the progress against the strategic aims published in the Accountability Statement. Progress has been made in all areas with the exception of the 14-16 Academy to support the Agri-food sector which did not come together due to issues with available qualifications. Bootcamp delivery was a key focus of the Ofsted inspection and described as transformational.</p> <p>The Principal reported that the 2024/25 Accountability Statement needs to be signed off by the Board by June 30 2025.</p> <ul style="list-style-type: none"> <li>▪ Destination data</li> </ul> <p>A high number of learners had a positive destination. Course teams will use the destination data to review the curriculum. Ofsted reviewed the data by course and discussed the number of students who repeat</p>	<p>MW</p>
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	<p>level 2 with a different course. Destination data is difficult and expensive to track. The Director of Student Experience is coordinating the work to become reaccruited with the DfE's matrix Standard which supports the delivery of high quality guidance in the learner journey.</p> <p>A committee member asked if there were any concerns below the headline figures. The Group Deputy Principal reported that every learner needs to have a clear intent and this was evidenced well at Ofsted. English and maths is one element that needs to be worked on. For some learners broadening their experience at level 2 is not a bad thing.</p> <ul style="list-style-type: none"> <li>▪ Applications</li> </ul> <p>16-18 applications to date are strong, tracking above last year and continuing the 3 year trend. The news from Ofsted once published will support recruitment particularly at level 3 The Principal reported that arrangements for a breaking ground ceremony for the new build will include participation from two secondary schools.</p>	
4.2	<p><b>QIP PROGRESS</b></p> <p>The Group Deputy Principal Curriculum and Quality presented the progress against the Quality Improvement Plan (QIP) at the end of term 1. Progress will be reviewed at the end of each term, RAG rated and reported to the next Committee meeting. The QIP has also been tested externally and it was agreed that it outlined sensible actions for real problems.</p> <p>The Group Deputy Principal highlighted the following actions rated amber:</p> <ul style="list-style-type: none"> <li>▪ GroFar online system to track learner engagement</li> </ul> <p>The system has been introduced and was useful during Ofsted but there is more work to do on this objective.</p> <ul style="list-style-type: none"> <li>▪ Careers information and guidance for High Needs learners</li> </ul> <p>Funding has been secured from the Council to pay for an external company to deliver specialist careers advice which will start this term.</p> <p>A committee member highlighted the challenge for some High Needs learners in working with different staff and checked that learners are being appropriately prepared to work with the external company. This was confirmed. The College would like to deliver the advice in house but staff do not have the appropriate training and it will take time to train staff. The Group Deputy Principal will provide an update on the success of the project at the next meeting.</p> <ul style="list-style-type: none"> <li>▪ SEND training</li> </ul> <p>The focus on SEND during the Group Development Day in August was successful. The Group Head of Teaching, Learning, Assessment and SEND will now focus support on upskilling staff and set minimum expectations for staff training.</p> <ul style="list-style-type: none"> <li>▪ Teachermatic (AI tool)</li> </ul> <p>Following a year of activity, the use of Teachermatic is being reviewed.</p> <ul style="list-style-type: none"> <li>▪ Streamline systems and processes for apprenticeships</li> </ul> <p>Exploration of how to effect progress reviews in the most effective way and demonstrate apprentices and employers know what they need to do has been paused.</p>	MW

4.3	<p><b>RISK REGISTER</b></p> <ul style="list-style-type: none"> <li>• <b>Update on proposed risk management process</b></li> </ul> <p>The Principal updated the committee on plans agreed at the Audit and Risk Committee meeting to simplify the risk register to focus on key risks and work alongside the QIP, Ops &amp; Devs (Opportunities and Developments) Register and Balanced Scorecard. It is proposed that items highlighted in yellow in the current risk register are removed and items highlighted in orange are merged. Risks will be RAG rated.</p> <p>The Committee wholeheartedly supported the proposed approach.</p>	
4.4	<p><b>EMPOWER PROGRAMME</b></p> <p>The Director of Student Experience joined the meeting to present the paper on the Empower Personal Development Programme and highlighted:</p> <ul style="list-style-type: none"> <li>▪ The framework for the programme which is now embedded across the College</li> <li>▪ This was developed with feedback from both learners and employers</li> <li>▪ Tutorials are built around the framework</li> <li>▪ Each half term has a theme and wellbeing and safety feature throughout the year and in some cases through 1-1 meetings with the Student Experience Team</li> <li>▪ GroFar has been implemented to capture personal development as well as careers activity and report on it</li> </ul> <p>The Lead Governor for Safeguarding praised how the College is working to more effectively to understand what is happening for learners and asked how safeguarding information feeds into the programme. The Director of Student Experience gave examples of how the programme responds to different needs for example:</p> <ul style="list-style-type: none"> <li>▪ loneliness has been included in mental health and wellbeing sessions at Bicton</li> <li>▪ external agencies have been brought in to deliver sessions on misogyny across all campuses</li> <li>▪ specific workshops have been developed to address harassment and bullying</li> <li>▪ the CAMs in Games and Media are ensuring that learners understand the professional standards required for online interaction</li> </ul>	
5	<b>TEACHING LEARNING AND CURRICULUM</b>	

<p><b>5.1.1</b></p>	<p><b>PROVISION TYPE UPDATE</b></p> <p>The Group Deputy Curriculum and Quality and the Vice Principal Quality of Education reported the following updates:</p> <ul style="list-style-type: none"> <li>▪ <b>16-18</b> – Participation in Open Events is up 40% at Camborne and 16% at St Austell. The Cornwall Manufacturing Group recently held a Careers in STEM event at Camborne for schools.</li> <li>• <b>Apprenticeships</b> – Apprenticeships are now on track to hit target but work continues to ensure that starts between now and April come through; to understand income; to focus on achievements and ensure that end point assessments are booked and do not fall into the wrong year. Real progress has been made, employer engagement has increased and the College is upselling other products to the employers we work with on apprenticeships.</li> <li>• <b>Adult and Tailored Learning</b> – Every one of the 6 components: ASF (Adult Skills Fund), Tailored (community), Free courses for jobs, innovation fund, bursary and ALS (Additional learning support) have been reviewed and adjusted to maximise budget and avoid penalty. Further work is needed for tailored learning which is typical for most colleges.</li> </ul> <p>The Principal reported that the government announced a 2% funding cut on Monday which will be added to the risk register as we are the biggest provider of adult learning. Devolution may help the situation in Cornwall.</p> <ul style="list-style-type: none"> <li>• <b>High Needs</b> – The College has been successful in bidding for a Project Search contract for 8 learners on placement with Cornwall Council. This will be run alongside the Colleges own programme and has potential for growth.</li> <li>• <b>EHE</b> – Applications open on Friday 14 February 2025. The interview process has been updated asking candidates to apply for the course first followed by the 3 stage EHE interview process. This allows time to check the registration with the Councils and improves the applicant experience. Numbers are growing in Devon and Cornwall and the transition point is important and different for every learner. Retention is very good.</li> <li>• <b>14-16</b> – the menu has been finalised, offers multiple components and has been distributed to schools: Experiential courses for year 9 learners which helps to improve their attendance because if they work hard there is an outcome; Level 2 academies and Level 1 qualifications. The Thrive Group for school refusers is in the second year of the pilot and funded by Cornwall Council. The Council Plans are being made to expand at Camborne and to St Austell.</li> </ul> <p>The Committee reflected on the value that the college adds in taking everyone.</p>	
<p><b>5.1.2</b></p>	<p><b>Subcontracting</b></p> <ul style="list-style-type: none"> <li>• <b>Update</b></li> </ul> <p>The Committee received the subcontracting activity update. A committee member asked if subcontracting had been included in the Ofsted inspection. Subcontracting is reviewed as part of the quality inspection, Inspectors rang three sub contractors and met learners from two of them.</p> <ul style="list-style-type: none"> <li>• <b>Plan and Strategy for 2025/26</b></li> </ul> <p>The Committee noted the subcontracting plan and strategy for 2025/26.</p>	

<p><b>5.2</b></p>	<p><b>UPDATE ON ENGLISH &amp; MATHS</b></p> <p>The Vice Principal Quality of Education highlighted the following from his report:</p> <ul style="list-style-type: none"> <li>▪ A huge amount of change has been implemented.</li> <li>▪ The Condition of funding change was noted earlier in the agenda.</li> <li>▪ There is a tolerance of up to 5% on condition of funding and currently tracking at 0.8% which is a credit to the Team.</li> <li>▪ The Century pilot continues.</li> <li>▪ There is a change to the functional skills requirement for adult and apprenticeships. For 19+ learners there will no longer be an expectation that they study English and maths where they have yet to achieve the required standard. We await further guidance on this as to whether it applies to current or new apprentices and how it will impact funding.</li> <li>▪ The positive impact of the Themed Awards in Progression Pathways and activities to stretch learners.</li> <li>▪ Consideration is being given as to how to demonstrate progress in learning even if leave with the same grade. The incoming grades, diagnostic and baseline assessment, mock exams and final exam grades will all supporting this.</li> </ul>	
<p><b>5.3</b></p> <p><b>5.3.1</b></p> <p><b>5.3.2</b></p>	<p><b>STAKEHOLDERS SUPPORT AND VOICE</b></p> <p><b>Learner Voice update – Course Reps and CCSU</b></p> <p>The Director of Student Experience reminded Committee members that Course Reps meet once a term with the Head of Campus and throughout the term with the Student Union. The Heads of Campus will summarise the meeting with Course Reps into a report for their campus. The induction survey has been completed by learners.</p> <p>Learners have generally reported that they feel positive for the future, received a good induction and support and are happy with BRAG. 96% of learners feel safe on campus and the team have been exploring what issues exist for the 4% who don't. Crowds and behaviour at smoking shelters were highlighted as an issue and the shelters have been moved or staff supervision rotas have been put in place. Potholes when driving on Campus was also raised as was road traffic accidents and incidents at Bicton. Access to IT was an issue for learners particularly in Stoke where the laptop trolleys have been refurbished.</p> <p>MAPS learners reported that assessments were grouped too closely together. HE students reported that they were not receiving the weekly student notices Generally students wanted more guidance on staying safe online including fake news, scams and fraud. Increased cyber security training, fake news escape rooms and HSBC / Barclays talks on fraud have all been implemented as a result. The careers team have been trying to raise awareness of the support available.</p> <p>The student governor reported that course rep meetings were well attended but fewer learners attended the Student Union meetings in St Austell. The Student Union has requested smaller meetings and the Student Experience Coordinator will follow up with the student governor to explain more.</p> <p><b>Stakeholder and Employer Skills Cycle feedback</b></p> <p>The Vice Principal Quality of Education reported that Ofsted were very impressed with the Skills Cycle and it was positive to have it externally tested and validated. It is encouraging to know that inspections will continue to focus on skills and the content and design of curriculum working in partnership with local employers. 600 employers are currently engaged in 85 Advisory Boards across the Group. The next round of advisory Boards will focus on curriculum plans.</p>	

<b>5.5</b>	<b>POLICY</b> None.	
<b>5.6</b>	<b>SAFEGUARDING &amp; PREVENT</b> <ul style="list-style-type: none"> <li><b>Termly Update (external governors only)</b></li> </ul> <p>The Designated Safeguarding Lead presented her report and highlighted that she was pleased and reassured by the feedback from Ofsted. The work to increase the robustness of record keeping has improved the system and assurance.</p> <p>A summary of the data presented is available in the confidential minutes.</p> <p>The Prevent process is being reviewed and a significant update to KCSIE is expected in the summer. The online safety policy will be updated and rewritten and will be made a specific part of professional development. Supervision is increasing, all of the safeguarding team attend supervision at the end of each term with a technical supervisor.</p> <p>The Designated Safeguarding Governor highlighted the improved data available and the amount of work that has gone into improving process.</p>	
<b>6</b>	<b>COMMITTEE ACTIVITIES</b>	
<b>6.1</b>	<b>COMMITTEE TERMS OF REFERENCE</b> <p>The Chair reported that the updated terms of reference were created by streamlining the remit, benchmarking against other examples and using the style and pattern of other Committee's terms of reference.</p> <p>The Committee recommended the updated Terms of Reference to the Board for approval.</p>	
<b>6.2</b>	<b>BEYOND THE BOARDROOM</b> <p>A campus visit is being arranged for the 12 March at Bicton. Course reviews will also take place in March and dates will be shared with the Committee.</p>	
<b>6.3</b>	<b>ITEMS TO SHARE WITH BOARD/OTHER COMMITTEES</b> <p>Terms of Reference for approval by the Board</p> <p>The Chair thanked the executive for the excellent papers, hard work and outcomes for the College. She summarise the key points of the meeting:</p> <ul style="list-style-type: none"> <li>Government's curriculum reform</li> <li>QIP working well</li> <li>An updated risk register will increase understanding</li> <li>Reflection on the excellent outcomes from the Ofsted inspection</li> </ul> <p>She thanked the Committee for the rich conversation.</p> <p>The Principal highlighted the importance of the Ofsted for the community and thanked MW and RM for managing and delivering the result.</p>	
<b>7</b>	<b>DATES OF NEXT MEETINGS</b> 9 June 2025	