

CURRICULUM AND QUALITY COMMITTEE

13 November 2025

16:30 - 18:30

Colchester Campus

ATTENDANCE

PRESENT

Adam Fair

Ali Davies

Alison Andreas

Alison Bennett

Angela O'Donoghue

Caroline Williams

Chris Coe

Lisa Blake

Mark Emerson

nicola jay

Sally Messenger

Suzanne Kinsey

ABSENT

Gary Horne MBE

lee.bingham@tiptree.com

Marco Iciek

Oyinkansola Adelani

1. APOLOGIES FOR ABSENCE

Decision item Speaker: Chair

To receive and APPROVE any apologies for absence.

Apologies received from:
Sanjeev Arya
Oyinkansolaadesewa Adelani

Apologies were received and **ACCEPTED** from Sanjeev Arya, Marco Iciek and Oyinkansolaadeswa Adelni.
Lee Bingham was not present.

Chris Coe was welcomed to the meeting as an observer.

2. DECLARATION OF ANY CONFLICTS OF INTEREST

Information item Speaker: Chair

Members and Staff are asked to declare the nature and extent of any financial, or other interests, in the business to be discussed.

None.

3. ANY OTHER URGENT BUSINESS

Decision item Speaker: Chair

To APPROVE the discussion or any urgent items that cannot wait until the next meeting

None.

4. CICCQ25401 MINUTES OF THE PREVIOUS MEETING

Decision item Speaker: Chair

To RECEIVE and APPROVE the minutes of the meeting held on 26 June 2025.

CICCQ25401, Minutes of the meeting held on 26 June 2026, were received and **APPROVED** as a true and accurate record.

5. CICCQ25402 ACTION SHEET AND MATTERS ARISING

Discussion item

Speaker: Chair

To DISCUSS any outstanding actions and matters arising from previous minutes.

CICCQ25402, CQC Action Sheet, was **RECEIVED** and it was noted that there was one outstanding action, CICCQ2517, due in January 2026.

6. CICCQ25403 SELF ASSESSMENT REPORT 2024-25 (TO INCLUDE APPENDIX OF QIP ROUND UP FOR 2024-25)

Decision item

Speaker: Deputy Principal

To APPROVE for recommendation to Board

*NOTE: THIS SECTION WILL BE RECORDED AS CONFIDENTIAL PRIOR TO PUBLISHING ON WEBSITE

CICCQ25403, , Self-Assessment Report (SAR) 2024-25 (including the Quality Improvement Plan (QIP) round up for 2024-25) was **RECEIVED** and **DISCUSSED**. The Deputy Principal explained that:

The Self-Assessment for 2024-25 has been completed against the Education Inspection Framework (EIF) which has been superseded by the new Toolkit (November 2025).

The College has self-assessed as Good in all aspects except for Apprenticeships which have been self-assessed as Outstanding. The College remains at least Good in all aspects of provision. Skills continues to be self-assessed as 'Strong'.

Good progress is being made against all areas for improvement identified in the 2023/24 SAR and at the October 2024 Ofsted Inspection.

The Chair recognised that the SAR was well written, sets out clear judgements and trends supported with good examples, all of which triangulate with information presented to the committee throughout the year.

Quality of Education:

It was noted that whilst overall adult achievement rates have improved, the achievement rate for adult learners at level 3 is declining. Governors **ASKED** whether there was a specific reason for the decline. The Deputy Principal reported that attendance rates on online courses have been lower than expected and advised that, following a review, these courses will no longer be offered.

Overall retention has gone up slightly from the same point last year.

Early indicators for the current year show that learner attendance in GCSE English and Maths is higher at this point in the year than it was at the end of the previous year. However, achievement of grade 4+ in both subjects remains below target.

Governors **ASKED** whether if the level of attainment in these areas is common across colleges. It was explained that performance is dependent on the learner cohort. Learners entering with a grade 2 typically make strongest progress, whereas those starting at grade 3 are less likely to convert to a grade 4. Attainment in English and mathematics remains a key area for improvement. Several new staff have been appointed to support delivery of the new requirement of an additional 100 hours of study per year.

The Committee agreed that this reflects the College's ambition for all learners. A Governor **ASKED** whether learners who narrowly miss a grade 4 are entered for November re-sits, given the evidence that this approach is effective. The Assistant Principal confirmed that this has been piloted.

Governors **COMMENTED** on the low numbers of learners progressing to apprenticeships. The Committee was informed that a substantial number of apprentices attend the College directly from their workplaces in order to further develop their skills.

Governors **QUESTIONED** the reference to 95% of staff being judged as secure or at mastery in Teaching and Learning. It was noted that outcomes from the T&L observations at the end of July 2025 showed only 6% to be judged at secure or mastery. Governors challenged the accuracy of the 95% figure, saying it appears very high and does not align with grades, particularly in English and Maths. The Committee stated that if this figure is included in the document, the methodology should also be provided. Governors cautioned against referring to the percentage of staff as 'developing,' as this could imply that the remainder have no further need for development, and asked the Deputy Principal to review the language used. It was agreed that the factual result requires additional context. The Committee noted that this aligns with broader observations made throughout the year but highlighted the need to be mindful of this point.

Behaviour and attitudes:
Nothing challenged

Personal Development:

Governors **QUESTIONED** whether a judgement on work experience should be included in the SAR. The Deputy Principal agreed to review this.

Action: Deputy Principal to consider the reference to work experience within the SAR

A question was raised regarding the reference to student voice not being secure within the College, and what specifically indicates inconsistency in learner voice. The Deputy Principal explained that the new structure currently being implemented is not yet fully embedded and said clarification on this could be added to the document.

ACTION: Deputy Principal to add an explanation to the SAR to clarify that learner voice processes are not yet fully embedded due to the new structure being in implementation.

Leadership & Management:

It had been noted earlier in discussions that work is ongoing around Wellbeing. Governors requested that the reference to Governance is strengthened to include judgement phrases.

ACTION: Reference to Governance in the SAR to include judgement phrases.

Safeguarding:

There were no additional comments from Governors.

Meeting Skills Needs:

Governors commented that the section is very thorough with strong examples

Adult Learners:

Discussion took place regarding Adult Learners with EHCPs, noting a 9% gap between those who start and those who achieve.

Apprenticeships:

DP reported that the Quality Team undertook observations of all assessors at the end of the 2024/25 year.

Governors **QUESTIONED** how confident the College Executive (CE) is that each statement within the SAR could be evidenced if challenged by an external inspector. The Deputy Principal stated that all statements in the document can be evidenced.

Governors **ASKED** whether there are any consistently weak curriculum areas. Two curriculum areas were identified as requiring additional support: Foundation & Supported Learning, and Early Years, based on last year's outcomes. Governors noted that this is not reflected in the SAR, and it was agreed that such context should be added.

ACTION: Context to be added to the SAR around curriculum areas that require additional support.

Governors commented positively on the clarity and accessibility of the data pack. Achievement by curriculum area was noted, with some areas performing lower than others; The Deputy Principal assured the committee that investigation has taken place in those areas to establish where the issues are and ensuring all area QIPs are live documents. Achievement rates by ethnicity were noted, with this being the first time such data has been provided.

The Committee **APPROVED** the Self-Assessment Report 2024-25 for **RECOMMENDATION TO THE BOARD** for approval.

DECISION: Self-Assessment Report 2024-25 to be presented for recommendation to the Board for approval at the 12 December meeting.

7. CICCQ25404 QUALITY IMPROVEMENT PLAN (QIP) 2025-26

Decision item

Speaker: Deputy Principal

To APPROVE for recommendation to Board

CICCQ25404, Quality Improvement Plan (QIP) 2025-26, was **RECEIVED and DISCUSSED**.

The Quality Improvement Plan has been developed to respond to the requirements of the new Inspection Framework, the Ofsted Toolkit, which has a renewed focus on inclusion which is defined as any barrier to learning.

A working group is considering how to actively capture information on learner and apprentices who have declared barriers to learning and how learners and apprentices needs are being addressed through the use of adaptive teaching strategies.

Workload and wellbeing will also have a stronger emphasis in the new inspection framework and are therefore being incorporated into the QIP.

The Artificial Intelligence section in the previous QIP has been removed and broadened, following the introduction of the Digital Strategy, to cover all forms of digital innovation.

Teaching and Learning: Governors **CHALLENGED** the figure reported for “all learners,” noting it is likely unachievable, and commented that no supporting information was included. It was agreed that measurable targets should be incorporated into the QIP.

ACTION: Deputy Principal to include measurable targets in the QIP

'Participation' was explained to be a combination of Personal Development and Attitudes to Learning.

Governors **QUIRED** the whether the QIP included all emerging areas requiring improvement in terms of the new Ofsted Toolkit. The College Executive confirmed that horizon scanning has been conducted.

The Committee **APPROVED** the QIP 2025-26 for **RECCOMENDATION TO THE BOARD**.

DECISION: QIP 2025-26 to be presented for Board approval at the meeting on 15 December 2025.

8. CICCQ25405 UPDATE ON ENROLMENTS BY PROVISION TYPE

Discussion item

Speaker: Deputy principal

To DISCUSS the update on enrolments across provisions

The Deputy Principal reported that it had been a positive start to the year in terms of enrolment. It was reported that:

- 4155 full time learners on a study programme, which is 9pp above last years position (as of 6/11)
- 430 apprentices against a target of 432 for Quarter 1. The College continues to recruit and expects to achieve the fully year target.
- 981 adult learners, 13pp below last years position. Adult Learners continue to recruit good numbers.

Governors ASKED whether the college has the staff and facilities to deliver to the increased number of learners recruited to the curriculum areas that had recruited higher numbers of learners. DP confirmed that the number of learners recruited matched the target numbers in the curriculum plan.

9. CICCQ25406 COMPLIMENTS AND COMPLAINTS 2024-25

Information item

Speaker: Deputy Principal

To RECEIVE and NOTE a summary of compliments and complaints received during the 2024-25 academic year

CICCQ25406, Complaints and Compliments 2024-25, was **RECEIVED** and **CONSIDERED**.

Governors were informed that a new team is in place to more closely monitor complaints and compliments and work is underway to better distinguish what is a complaint and what is a concern.

It was reported that no complaints have been escalated to the EFSA.

Governors were informed that all complaints are used as a learning tool, whether through whole-college training or targeted action within specific areas or individuals.

Governors commented that, for an organisation the size of the College, the number of complaints received is low, and **ASKED** how this compares with the previous year. The Deputy Principal said that 66 complaints had been recorded in the previous academic year against the 76 recorded in this year..

Governors **ASKED** about the complaints relating to EHCPs. The Deputy Principal explained that two of the three were not College issues, but were addressed by the College. The third was a College issue. The Committee was assured that College processes are robust.

Governors **ASKED** whether compliments are routinely shared with the College Leadership Management Group (CLMG) and the Marketing team. The Deputy Principal confirmed that they are.

10. CICCQ25407 TEACHING AND LEARNING ASSESSMENT REPORT

Discussion item

Speaker: Deputy principal

To DISCUSS the Teaching and Learning Assessment Report

CICCQ25407, Teaching and Learning Assessment Report, was was **RECEIVED** and **CONSIDERED**.

It was noted that this is the first time report on teaching, learning and assessment had been received by governors as a result of the work that has been ongoing through the year on Teaching and Learning. Governors **ASKED** who undertook the learning walks. The Deputy Principal explained that it is the Area Heads and SLT. Governors **ASKED** about the figure of 76% of learners being present at start of lessons. The Assistant Principal explained that further

investigation has taken place and areas have been asked to provide detail confirming where learners are expected to be at the start of their lesson to ensure those carrying out learning walks know where learners in each area should be as it may not always be the classroom. Governors **ASKED** how those carrying out learning walks know what they are looking for in relation to adaptive teaching. It was confirmed that they have all received training in this area.

Governors **ASKED** whether the Expert Practitioners are new to college. The Deputy Principal explained that one is new to the College, with the rest being existing college staff. All expert practitioners teach one day per week, allowing them to evidence what they are teaching, and are also available to support any member of teaching staff.

The Deputy Principal went on to say that curriculum area judgements are more critical than cross college judgements in the first round of assessments.

11. CICCQ25408 LEARNER SURVEYS

Information item

Speaker: Deputy Principal

To RECEIVE an update on:

- NSS (National Student Survey) 2024-25
- FE Induction Survey 2025-26
- Apprenticeship Induction Survey

CICCQ25408, FE Induction survey, was **RECEIVED** and noted.

Governors were advised that the learner induction survey achieved a 79% response rate. Of the 27 questions included, 20 received positive responses of between 90–100%. Newly introduced questions also achieved positive responses within the 90–100% range. There was one question with a significant decline in satisfaction and that was “my career options,” which saw a reduction of 22 percentage points. The Deputy Principal explained that last year the survey took place later in the academic year and, due to lower engagement, was conducted over a longer period. This year the survey took place earlier. The earlier timing meant that subject areas, such as careers, had not yet been covered. Going forward the survey will be streamlined to include fewer but more focused questions. Governors **COMMENTED** on the strong engagement rate of 79%.

Where outcomes have fallen below expectations, the data is being reviewed in Quality Monitoring meetings. Foundation and Supported Learning results were lower than in previous years, which has been attributed to changes in the delivery method of the survey in that area.

Apprenticeships:

Survey results for apprenticeships were reported as very positive.

National Student Survey (NSS) 2025:

It was explained that the NSS 2025 survey, surveyed the views of final year degree students only. Of the 57 eligible students 48 took part - 84% response rate, 15% points up on the previous year.

The Board were assured that:

- There was year on year improvement in all but one category

- Results were better than the average for England in all but one category.
- Teaching and the support provided to students are highly valued by students
- There has been continuous improvement over a five-year period in all categories
- That the poor response on resources was from Creative Arts where respondents were all on courses in 'teach out'.
- The current final year of Fine Art students are very content with the resources provided this year as they are studying in the First Site Gallery in Colchester.
- This third consecutive year of strong and improved outcomes will prepare CI well for future TEF applications.

12. CICCQ25409 ANNUAL SAFEGUARDING REPORT FOR 2024-25

Information item

Speaker: Deputy Principal

To RECEIVE and NOTE the annual safeguarding report for 2024-25

CICCQ25409, Annual Safeguarding Report 2024-25, was **RECEIVED** and noted.

The Deputy Principal reported that the current compliance rate for safeguarding mandatory training is 96%. Governors were informed that four new staff members had not yet completed mandatory training. Going forward, compliance figures will be broken down to distinguish between new-starter training and refresher training.

Governors **QUIRED** the 73% return rate for self-declarations and were assured that outstanding returns continue to be actively followed up.

Governors noted that three DBS checks were outstanding and sought assurance that staff awaiting clearance are not undertaking regulated activity unsupervised. The Deputy Principal confirmed this, adding that currently only one DBS check now remains outstanding.

Governors **ASKED** whether the compliance figures include governors. The Deputy Principal replied they do not, and confirmed that governor compliance is 100%. Governors requested that either the governor compliance figure or an explanation of where this will be reported, be included in future reporting.

13. POLICY REVIEW

Decision item

Speaker: Deputy principal

13.1 CICCQ25410 SAFEGUARDING POLICY

Decision item

Speaker: Deputy Principal

To AGREE for recommendation to Board

CICCQ25410, Safeguarding Policy, was was **RECEIVED** and **REVIEWED**.

The Committee was advised that in response to a question submitted by the FE Student Governor regarding support available outside of College hours, an additional reference would be included to inform that out-of-hours support is available via the "You Matter" section of the College website. The Staff Governor asked whether the policy should reference the use of coloured lanyards. It was agreed that this could be incorporated.

Subject to the agreed amendments, the Committee **APPROVED** the Safeguarding Policy for recommendation to the Board for approval.

DECISION: Safeguarding Policy to be **RECOMMENDED TO BOARD** for approval

13.2 CICCQ25411 UCC QUALITY ASSURANCE POLICY 2025-26

Decision item Speaker: Principal

To APPROVE the UCC Quality Assurance Policy 2025-26

CICCQ25411, UCC Quality Assurance Policy 2025-26, was **RECEIVED** and **REVIEWED**.

Governors were advised that the main change is the removal of the Learning and Teaching Committee (which previously reported to the Academic Board). The small and flat management structure in UCC had resulted in the same staff meeting twice (once at Learning and Teaching Committee and again at Academic Board) to cover, largely, the same agenda. These two committees have therefore been merged. Enhanced Programme Quality Meetings will ensure that no rigour or content is lost from the revised process.

The Committee **APPROVED** the UCC Quality Assurance Policy 2025-26 for recommendation to the Board for approval.

DECISION: UCC Quality Assurance Policy 2025-26 to be **RECOMMENDED TO BOARD** for approval

13.3 CICCQ25412 UCC TEACHING AND LEARNING POLICY FOR HIGHER EDUCATION

Decision item Speaker: Principal

To APPROVE the UCC Teaching and Learning Policy for Higher Education

CICCQ25412, UCC Teaching and Learning Policy for Higher Education, was **RECEIVED** and **REVIEWED**

The Committee **APPROVED** the UCC Teaching and Learning Policy for Higher Education for recommendation to the Board for approval.

DECISION: UCC Teaching and Learning Policy for Higher Education, to be **RECOMMENDED TO THE BOARD** for approval

14. REVIEW OF MEETING

Discussion item

Speaker: Chair

The Committee is asked to:

- Agree the items/papers to be reported to the next Board meeting.
- Consider whether any matters discussed should be treated confidentially.

The Committee agreed the following items to be reported to the 15 December meeting of the Board:

- Safeguarding Policy
- Recommending SAR 2024-25
- Recommending Summary of QIP 2024-25
- Recommending summary of QIP 2025-26

The Committee considered that the SAR will remain confidential to the organisation.

15. MEETING DATES

Information item

Speaker: Chair

To note the 2025-26 meeting dates as being:

29 January 2026

30 April 2026

23 June 2026