**Learning and Quality Committee meeting**
**9th June 2026 4:30pm**
**Cambridge campus boardroom**

**MINUTES OF THE MEETING**

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| **Present** | Chris Leeding, Chair<br>Heather Du Quesnay<br>Mark Robertson<br>Lesley Deacon<br>Bradley Dorrington<br>Frederique Anand<br>Michael Farrow-Killick<br>Mariam Abdaoui (Student governor) |
| **Apologies** | Vaishnavi Katta (Student governor) |
| **In attendance** | Corrin Hoyes, Kate Da Costa, Dario Taylor-Stevens, Matt Charlton |
| **Clerk** | Emily Baldwin |

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| **1.1** | Declarations of Interest<br>Apologies for absence |

There were no declarations of interest.

Apologies for absence were noted.

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| **1.2** | Minutes of the meeting held on 18th March 2026 |

Subject to the correction of a typo, the minutes of the meeting on 18th March 2026 were agreed to be an accurate record of the meeting.

C Hoyes updated the Committee on the action regarding the proportion of lessons which were identified as having issues in the Internal Quality Report on Supported Learning. She reported that there were issues with consistency in 4 of the 14 learning walks, and outlined the improved induction and mentoring processes now in place.

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| **1.3** | Student app demo |

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D Taylor-Stevens, Director of MIS and Exams, demonstrated the student app. He explained that approximately 3000 students had downloaded the app. He demonstrated a number of features of the app, such as timetables, targets, reviews, enrichment opportunities and a news feed. The app enabled the College to communicate with all students at the same time, and students were able to access links to all the key systems in one place.

Governors asked if it was possible for students to add comments to new feeds. D Taylor Stevens explained that this functionality was not enabled as it would need to be monitored. However, the news feed did include links to student surveys to gain feedback. Governors asked how students were encouraged to use the app, and whether it was accessible to all students. The Committee noted that it was open to all students with a college account, and that the strongest driver of usage was teachers' promoting it to students. The College was making a number of improvements to make it more relevant and use-friendly for students. Longer-term plans included a potential version for parents.

The Committee thanked D Taylor-Stevens for an informative presentation.

*D Taylor-Stevens left the meeting.*

| **2.1** | Teaching and Learning Termly Report |
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K Da Costa introduced the termly teaching and learning update.

The Committee noted the more detailed analysis of attendance levels in the report, which showed that attendance remained below target, while punctuality and retention remained strong. Governors asked about the reasons for the lower attendance levels, and noted that this was a trend that was apparent in all educational settings. A pattern of increased non-attendance and anxiety at schools was apparent since Covid. Governors noted the data on attendance for inclusion groups, and that the College put tailored support in place where appropriate. The College was looking at automating the process to notify students and parents when a student did not attend college.

Attendance levels in construction remained a concern, and the Committee asked how the department was being supported to make improvements. C Hoyes updated the Committee on management staffing changes in the area, and how the department was being supported with experienced agency staff while recruitment processes were underway.

*M Killick joined the meeting.*

The Committee noted the information on the ESOL programme which involved around 70 students, many of which had significant support needs. Attendance was similar to other groups, and the College had good relationships with the local authority to support the group.

The Committee noted the update on student behaviour and noted it was broadly in line with previous years.

The Committee noted that T Level delivery was stable, although applications for T levels at Huntingdon were lower than the previous year. This would continue to be monitored.

C Hoyes drew attention to the update on ACE and Century delivery. The Committee noted the data on students' self-assessment of how their skills improved using ACE projects, which showed evidence of the impact of the programme. Governors asked if the projects were individual or group projects, and C Hoyes confirmed it was the latter. Governors welcomed the data, but reported that there had been mixed feedback about ACE projects at the student boards and that the most successful projects appeared to be those that were more contextualised.

The Committee welcomed the information on student successes, and were particularly impressed by the recent news on the shortlisting of two students for a BAFTA.

*M Abdaoui joined the meeting.*

Governors **noted** the report.

| **2.2** | Subcontracting report |
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C Hoyes introduced the subcontracting report.

The Committee noted that two subcontractors delivered provision in 2025/26, both achieving strong forecast achievement rates of 99%. Robust quality assurance arrangements were in place, with the College meeting DfE subcontracting standards. The Committee noted the high quality of provision delivered, including external validation of performance.

No subcontracting was planned for 2026/27, with provision moving to direct delivery. Governors asked if the College's courses were likely to reach the same types of students as that of the sub-contractors. It was confirmed that this was the case, but it was also noted that there was a national reduction in the adult education budget.

Governors **noted** the report.

| **2.3** | Quality Improvement Update |
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C Hoyes introduced the quality improvement update.

The Committee noted the findings of the internal quality review on apprenticeship teaching and training, The review found strong subject knowledge, effective questioning, good use of digital portfolio systems and positive apprentice views of teaching and resources. Areas for improvement were noted, and actions included reviewing delivery plans, staff training to teach mixed levels more effectively and sharing best practice.

In response to a query from Governors, C Hoyes confirmed that internal staff had been used to conduct the internal quality review. Governors suggested that the College considered use of external reviewers in

the future on selected reviews in order to give independent assurance. It was noted that the next internal quality review was focused on inclusion.

Governors noted the updates to the quality improvement plan. Given the number of improvements, Governors queried whether any areas could be moved to a green RAG rating. C Hoyes said that she was waiting for achievement data in order to verify impact before a change was made.

The Committee noted staff development programmes, including digital and AI skills and cross-college CPD initiatives. The initiatives enabled staff to undertake analysis quickly and to tailor programmes to suit student needs. Governors asked about how staff were responding to the technological changes. While some staff were finding some of the changes challenging, most staff were now starting to see the benefits of a more integrated system.

Governors asked for more information on how quality systems had been updated to take account of the Ofsted criteria and its focus on inclusion. C Hoyes outlined how the criteria had been integrated into the PMB process. A new self-assessment template had been designed which aligned with the Ofsted framework. Staff had responded well to the changes. C Leeding agreed that she had seen evidence of the new approach in the PMBs that she had attended.

Governors **noted** the report

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| **2.4** | Curriculum update |

K Da Costa introduced the curriculum update, which included an overview of planned curriculum changes for 2026/27, including new provision, courses to be withdrawn and areas of change. It also outlined the significant impact of national curriculum and apprenticeship reform over the next five years, including qualification defunding, the expansion of T Levels, and changes to apprenticeship delivery and funding.

The Committee noted the requirement for a post-16 strategic transition planning statement for submission to the Department of Education. K Da Costa updated governors on the proposed responses to the questions set out in the statement. Governors noted the key risks and challenges associated with the changes. They suggested that a key challenge around lack of employer awareness of the changes be added.

Governors discussed the considerable amount of change involved in the new curriculum pathways. They asked what the key gaps were likely to be. K Da Costa responded that science was a potential gap, unless there were some changes to the reforms. As the College did not deliver A levels, it was unlikely to deliver V levels as currently configured, as these were designed to be delivered alongside A levels. This would continue to be reviewed as more detail on the reforms was clarified.

Governors advised that the curriculum reforms be added to the risk register. It was important to understand what the financial impact might be of the changes for the College, and how it could affect students' progression routes.

Governors also noted the recent changes to T levels, which did allow some more flexibility. The recent announcement that young adults could undertake T levels was welcomed. However, T levels were not

suitable for all students, and it was noted that some students might need to stay on Level 2 programmes due to a lack of suitable progression routes. There were also some questions over the level 2 pathways and whether students would be able to move between the two options.

The Student Governor underlined the importance of clear communication to students. K Da Costa agreed that this was important, and said that the College was already working with local schools.

The Committee **noted** the curriculum update. It was agreed that the presentation on the strategic planning transition statement be circulated to the Committee by email prior to submission.

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| **2.5** | Higher Education (HE) update – for discussion |

C Hoyes introduced the HE discussion paper. The paper provided an updated overview of the College's HE offer and highlighted the strategic considerations for 2026/27.

While HE enrolments had fallen, the Committee noted the plans to develop modular higher technical qualifications and flexible provision under the Lifelong Learning Entitlement. It was hoped that this would secure growth in higher-level technical pathways.

The Committee noted that there remained some uncertainty over the delivery of modules. While it enabled learners to access higher education flexibly, it was not clear how the funding arrangement would work when multiple providers were involved. The College was working with a number of providers in the Oxford-Cambridge arc.

The Committee welcomed the discussion paper and looked forward to a new strategy in the next academic year.

The Committee **noted** the report.

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| **2.6** | Learner satisfaction survey |

C Hoyes introduced the learner satisfaction survey.

The Committee noted the strong response rate and high overall learner satisfaction, with the majority of students recommending the College. The Committee noted the lower satisfaction rate for maths teaching, but also noted that progress scores had improved for maths.

The Student Governor drew attention to concerns over the behaviour of some students towards other students. She advised that the College could consider focusing more on personal skills, engagement and empathy in its enrichment activities the following year. The Principal underlined the importance of highlighting to staff any concerns about student behaviour. M Charlton updated Governors on a new activity called Body Swap which was designed to improve empathy amongst students. Governors thanked the Student Governor for her openness in raising the issue.

The Committee **received** the report.

*M Charlton left the meeting.*

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| **3.1** | Terms of Reference and Workplan 2026/27 |

E Baldwin introduced the review of the Terms of Reference, which had been updated to take account of the focus on CPD and inclusion in the Ofsted framework.

Governors discussed and agreed the workplan for 2026/27.

Governors r**ecommended** the updated Terms of Reference to Corporation for approval.

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| **3.2** | Any other business |

L Deacon, Governor lead for safeguarding, gave an update on safeguarding. She reported that she had met with the Designated Safeguarding Lead. Mental health issues amongst students remained a concern, in line with national trends. Financial pressures were causing domestic issues, which were affecting some students. There remained long waiting lists for mental health. L Deacon offered to forward on details of a mental health charity in case it was able to support students.

C Hoyes confirmed that there was appropriate training in place for the safeguarding team, and the College benefitted from the support of a number of local agencies.

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| **3.3** | Self-assessment of Governors' Performance |

Governors agreed that it had been a useful and open discussion.

There was no other business and the meeting ended at 6:45 pm.