

**Minutes of the Quality and Curriculum Committee  
held on Tuesday 10 February 2026 at 17:00-19:00, Jorvik Suite**

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| <b>Present:</b>       | Dr Ann Lees<br>Helen Crews<br>Ian Looker<br>Sheila Willis<br>Ken Merry<br>Oskar Mordal<br>Ziemowit Hibner                                                                                                                              | Chair<br>Independent Governor<br>Independent Governor<br>Independent Governor<br>Principal/Chief Executive<br>Student Governor<br>Student Governor                                                                                                                                                                               |
| <b>In Attendance:</b> | Victoria Lindberg<br>Carolyn Barker<br>Joy Kettle<br>Katharine Dent-Jones<br>Liam Garside<br>Abby Parkin<br>Rose Guy<br>Philip Curtis<br>Jackson Armstrong                                                                             | Director of Quality of Education<br>Director of Governance<br>Deputy Principal & CEO<br>Director of Curriculum: Further Education<br>Director of Student and Apprentice Services<br>Head of Learning & Innovation<br>HE Manager<br>Chief Operating Officer<br>Director of Curriculum: Higher, Technical & Professional Education |
|                       | <b>Welcome</b>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                  |
| <b>Item 1</b>         | <b>Apologies for Absence / Declarations of Interest</b>                                                                                                                                                                                | <b>Action</b>                                                                                                                                                                                                                                                                                                                    |
| 1.1                   | Apologies were received from Charlie Barnes.<br><br>There were no declarations of interest.<br><br>The Chair of the meeting was Ann Lees. Notice of the meeting was given at least 7 days in advance. The meeting was quorate.         |                                                                                                                                                                                                                                                                                                                                  |
| <b>Item 2</b>         | <b>Minutes and Matters Arising</b>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |
| 2.1                   | <b>Minutes of the Previous Meeting</b><br>The minutes of the meeting held on 25 November 2025 were approved and accepted as an accurate account of the meeting's proceedings. Accepted the minutes.                                    |                                                                                                                                                                                                                                                                                                                                  |
| 3.1                   | <b>Actions Summary</b><br>It was noted that there were three actions closed from the previous meeting with two remaining open. No comments or queries were raised by members.<br><br><i>The Committee noted the update on actions.</i> |                                                                                                                                                                                                                                                                                                                                  |
| 3.2                   | <b>Any Other Matters</b><br>No additional matters were noted.                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                  |
| <b>Item 4</b>         | <b>Student Union (SU) Update</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |
| 4.1                   | The committee agreed to move this item to be incorporated within the Student Experience Report section of the agenda (8.2).                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |

| Item 5 | Line of Inquiry – AI/Digital and Use of Technology to drive efficiencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
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| 5.1    | <p>The Committee received a deep dive presentation facilitated by Abby Parkin, Head of Learning and Innovation. The purpose of the session was to explore how artificial intelligence (AI) can enhance teaching, learning and the wider student experience, improve learner outcomes, and identify associated risks, mitigation strategies and future opportunities for the College.</p> <p>Abby provided an update on the College’s current position in relation to AI adoption. She outlined that the College is in an exploratory phase, adopting a managed and phased approach to integration so as not to overwhelm staff or students. The focus remains on <i>guidance over restriction</i>, recognising the prevalence of AI tools in everyday student life. The College continues to monitor developments and remain aligned with emerging guidance from the DfE, Jisc, JCQ and awarding bodies.</p> <p>The Committee noted the College’s approach to responsible adoption, which is guided by leading frameworks and based on clear expectations, oversight, and incremental rollout. Generative AI was identified as presenting the greatest risk to the College, particularly in relation to academic integrity and the accuracy of outputs.</p> <p>Abby provided an overview of support available to staff and students, including guidance materials, PPD sessions, drop-in sessions at the Learning and Research Centre, ‘Just One Thing’ initiatives, Communities of Practice, and support from Innovation and Digital Coaches. Over 50 whole-college training sessions have been delivered within the last two years.</p> <p>The session explored the impacts and benefits of AI, including enhanced personalisation of learning, opportunities to empower learners, and improved efficiency in teaching and resource creation. Examples included differentiated learning materials, SEND support, and tools such as Copilot and NotebookLM to aid revision and research.</p> <p>During discussion, the Chair asked how AI would change teaching and learning at the College and whether a clear implementation plan existed. Abby emphasised the importance of classroom interaction, with AI supporting knowledge acquisition outside the classroom and face-to-face sessions used to test and apply learning. This approach enables staff to respond to learner cues and behaviours to support the learning process.</p> <p>Governors queried staff attitudes towards AI adoption. Abby reported a mixed response across departments. Some staff have embraced AI enthusiastically, while others remain more cautious. Restrictions have been put in place regarding what data may be used in Copilot, and staff choosing to use external AI tools do so at their own discretion and cost. Positive staff experiences are slowly influencing wider adoption, though uptake varies by curriculum area.</p> <p>Governors sought clarification on the use of AI tools outside the recommended Microsoft environment. Abby confirmed that the College advises staff to use specific tools for activities involving personal data, noting that data control cannot be assured when using external platforms. Governors also asked about the accuracy of AI outputs; Abby confirmed that staff are required to carry out sense-checks and maintain human oversight before any AI-generated content is shared with students, as set out in the policy.</p> |  |

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|               | <p>The Principal highlighted the risk of diminishing creative thinking, emphasising the need to encourage staff and students to personalise AI outputs and maintain critical thinking. He noted that the practice of second-checking AI outputs would become second nature over time.</p> <p>Governors asked whether some curriculum areas demonstrated higher levels of adoption. Abby reported that AI use in Maths had been more challenging, whereas practical areas were making use of immersive technologies. She also reiterated key risks including plagiarism, copyright, and the rapidly evolving nature of AI. The integrity of assessment remains the biggest risk, and the Director of Student and Apprentice Services confirmed that monitoring systems such as Smoothwall support oversight.</p> <p>Governors queried the policy framework in place. The Director of Quality of Education confirmed that the College has a dedicated AI Policy and that associated policies have been updated to reflect AI-related considerations. She added that awarding bodies need to progress to enable colleges to adopt alternative assessment approaches that reflect AI-enabled learning while ensuring validity and rigour.</p> <p>Abby left the meeting at 17:45.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Item 6</b> | <b>Strategic Plan Implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| 6.1           | <p><b>Quality of Education KPI Scorecard and update</b></p> <p>The Committee received the Quality of Education KPI Scorecard, presented by the Director of Quality of Education, who drew the Committee's attention to key performance themes. She reported that attendance remains a challenge, though week-by-week improvements are being seen. The Committee noted that this reflects a wider sector trend, with comparable feedback noted from other colleges.</p> <p>Retention was reported as holding well across provision types, with the exception of Higher Education, where rates are slightly lower than the previous year due to early leavers whose official end dates fall within this academic cycle.</p> <p>The Director of Quality of Education confirmed that the on-programme student survey is currently underway, with an increase in the number of students completing the survey. Governors asked whether any themes had emerged from the mid-year survey activity. The director noted that early themes are most apparent in curriculum areas that experienced staffing challenges at the start of the year. She expressed optimism that the on-programme survey results may reflect improvement as staffing stabilises.</p> <p>Governors asked for an update on apprenticeship recruitment projections for the remainder of the year. The Director of Curriculum: Higher, Technical &amp; Professional Education advised that performance is currently strong and that the team is "comfortable with 5.2" (referring to £5.2m recruitment income), supported by a significant reduction in apprenticeship withdrawals, being halved compared with the previous year. This is expected to support stronger on-programme numbers and an outturn above target. A new Account Manager has been appointed to strengthen employer engagement. The Principal confirmed that performance remains in line with budget expectations.</p> <p>Governors requested an update on the skills levy. The Director of Curriculum: Higher, Technical &amp; Professional Education reported that</p> |  |

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|               | <p>further national information had been expected that day. In the meantime, the College is exploring opportunities to market modular short courses to employers and is considering increased use of levy transfer to support additional apprenticeship starts with small and medium-sized employers.</p> <p><b><i>The Committee thanked the Director of Quality of Education for the report.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| 6.2           | <p><b>Strategic Risk Monitoring</b></p> <p>The Committee received the Strategic Risk Monitoring Update, presented by the Principal, who highlighted the current position across key strategic risk areas.</p> <p>He reported that the Safe Community risk continues to reflect wider trends in the community rather than issues originating within the College. He noted that mitigations remain strong, supported by the recently restructured Safeguarding and Wellbeing team, strengthened Health &amp; Safety arrangements, and ongoing awareness campaigns and external partnerships. Recent external safeguarding reviews have also been positive, awarding the College Gold Standard.</p> <p>Turning to Core Purpose, the Principal emphasised that a significant volume of activity is underway to mitigate the risk, which continues on a downward trajectory. He referenced the annual curriculum planning cycle, strengthened workforce planning for critical skills areas, robust KPI monitoring processes, implementation of the Digital Strategy, and the widened student voice mechanisms that are now enhancing the richness of reporting to SLT.</p> <p>He noted that, as the Director of Quality of Education referenced earlier in the meeting, there remain challenges visible within the KPI Scorecard, particularly relating to attendance and certain aspects of student satisfaction, but these are being monitored closely through SLT oversight and the College's BPM processes.</p> <p><b><i>The Committee noted the update.</i></b></p> |  |
| <b>Item 7</b> | <b>Student Destinations and CEIAG Report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| 7.1           | <p>The Committee received the Student Destinations and CEIAG Report, introduced by the Director of Quality of Education, who noted several typographical errors in the cover sheet and apologised.</p> <p>She provided a summary of Higher Education (HE) progression data from the September 2025 cycle. She reported a slight reduction in UCAS applications (642 compared with 666 in 2024), though numbers remain above 2023 levels. She drew attention to the increase in students progressing to higher-tariff universities, including Russell Group institutions, with 23.1% securing places compared with 22.6% in the previous year. She highlighted the value of mapping the impact of UCAS decisions across different qualification routes, noting a shift: fewer HE acceptances from A-level-only programmes and more from mixed or alternative qualification pathways, including T-Levels.</p> <p>A significant increase was noted in students progressing to health-related degrees, reflecting strong outcomes from the College's Health T-Level provision. Early indicators for the 2026 intake suggest that applications are up, with York St John University again attracting the highest number of applicants, followed closely by York University. She suggested this rise</p>                                                                                                                                                                                                                                                                  |  |

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|               | <p>may be linked to increased student confidence during the application period.</p> <p>She confirmed that overall positive destinations now stand at 85.6%, supported by a substantial reduction in unknown destinations (from 21% to 14%). It was also reported that destination tracking processes have improved, giving the College a clearer picture of student pathways. More regular data collection is expected to enhance future analysis.</p> <p>Governors welcomed the improved outcomes and the greater depth of analysis. The Chair asked how the data was informing the work of the Careers Team. The Director of Student and Apprentice Services explained that the team is now able to track trends more effectively. Among approximately 2,000 students, 54 had expressed uncertainty about their next steps, and although uptake of one-to-one guidance appointments was initially low in November and December, he expects demand to increase as students approach decision points. Ensuring well-informed choices remains the priority.</p> <p>Governors asked whether destinations could be broken down further by employment sector, noting its relevance to local skills planning. The Director of Student and Apprentice Services confirmed that this information is collected and can support future analysis of alignment with regional workforce needs. The Director of Quality of Education added that this level of detail will be valuable when preparing the College's Annual Accountability Statement.</p> <p><b><i>The Committee thanked the Director of Quality of Education and the Director of Student and Apprentice Services, noting that the item would be revisited once further data becomes available.</i></b></p> | VL/LG |
| <b>Item 8</b> | <b>Quality and Student Experience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
| 8.1           | <p><b>Themed Quality Report</b></p> <p>The Committee received the Themed Quality Report, which the Director of Quality of Education introduced and invited members to take as read. The report provided updates across key provision types and quality assurance activity which included -</p> <p><b>Education Programmes for Young People</b></p> <p>The Director of Quality of Education reported that retention is higher than last year, despite a greater number of withdrawals overall because of a larger starting cohort. Current study programme retention stands at 94.7%, slightly above the same point last year. She confirmed that leaders are monitoring withdrawals closely, supported by work underway as part of Progress Check 3, which is identifying students flagged as at risk and determining appropriate interventions.</p> <p><b>GCSE Resit Outcomes</b></p> <p>She summarised the November resit season, noting over 850 entries across English and maths. Attendance was 85%, which, though slightly below summer levels, remained positive. English results were particularly strong, with the highest grade 4+ achievement in a decade, while maths outcomes showed more modest improvement, with some uplift following remark requests. Leaders intend to review the entry and support process to refine it for next year.</p> <p><b>Adult Provision</b></p> <p>The director thanked Charlie Barnes for contributing to the update, highlighting strong performance in adult programmes. Adult income is</p>                                                                                                                                                                                                                 |       |

tracking positively, and the College is within 8% of the full-year budget at this stage. The second Askham Grange cohort had been well received in the community, and Access provision remains strong with plans to expand further.

### **Higher Education**

KPIs for Higher Education remain challenging, with recruitment and retention below target but above national benchmarks. Semester 1 Boards will take place shortly, and work continues to monitor the quality of HE provision. A review of the Initial Teacher Education offer is also underway to ensure future fitness for purpose.

### **Apprenticeships and High Needs**

Apprenticeship KPIs were described as strong, and the team has “stemmed the flow” of withdrawals in High Needs provision. Retention among students with EHCPs has stabilised and is now in line with College-wide retention. Leaders continue to focus on transition arrangements and early support for EHCP learners.

Governors queried the increase in withdrawals in certain areas, particularly A-levels and Hair & Beauty, compared with last year. The Director of Curriculum: Higher, Technical & Professional Education noted that the figures represent raw numbers, not percentages, and contextualised the challenges, including behaviour concerns in motor vehicle and construction, transitions for students joining from small institutions, and the specific needs of home-educated learners. Recruitment and enrolment processes for September are being strengthened to support better course matching. The Director of Curriculum: FE added that some students struggle with the environment and transition to college life. It was also noted estates and staffing pressures in highly practical areas, remain a challenge.

The Director of Student and Apprentice Services highlighted efforts to standardise the questions used during support planning to ensure students receive consistent and appropriate interventions.

### **Quality Improvement Plan (QIP)**

The Director of Quality of Education presented the updated QIP, noting that all areas for development identified through the self-assessment process are now uploaded to CollegelP and linked to SLT leads. She explained that this is a live document and future Q&C Committees can receive reports generated directly from CollegelP.

### **Teaching and Learning**

All professional observations are due for completion, with staff showing pride in demonstrating their work. Early evidence indicates generally good practice across the College, supported by targeted intervention in areas such as Alevel Maths and Digital & Media. Over 250 staff are involved in Just One Thing projects, feeding into the Festival of Learning. Leadership changes were noted, with Abby Parkin moving into the role of Head of Learning and Innovation, supported by revised team structures.

### **Progress Check 3 and Achievement Data**

The Director of Quality of Education reviewed the in-year data, noting high completion rates for progress check grades (98.8%) and largely positive pass and achievement outcomes. However, it was acknowledged that 41.8% of students are below their target grades, albeit with improvements expected once Progress Check 3 data is received.

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|     | <p>Governors raised concerns regarding ALPS data showing approximately one third of students below target in February and questioned whether this should raise alarm. The director agreed the figure is too high, explaining that English and maths often influence this picture. She expects improvement following the next progress check. Governors asked whether performance recovery would be “too late”; the director reassured the Committee that two further progress checks remain, and mock exams will inform more accurate predictions. The Director of Curriculum: FE added that mock exams provide a clearer view of student capability and likely outcomes.</p> <p>The committee chair expressed her thanks for the recent curriculum visit and noted staff welcomed governor engagement with students.</p> <p><b><i>The committee resolved to note the report.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 8.2 | <p><b>Student Experience Report</b><br/>The Committee received the Student Experience Report, presented by the Director of Student and Apprentice Services, who was accompanied by two student governors to provide direct feedback on student life and engagement.</p> <p><b>UCAS and Progression</b><br/>The director highlighted that UCAS activity is progressing strongly, with 672 applications submitted, representing an increase of 40 compared with the previous year. This reflected improved internal processes and greater confidence among students applying to HE.</p> <p><b>Bursaries and Retention</b><br/>Updated bursary data showed notably improved retention:</p> <ul style="list-style-type: none"> <li>• 16–19 bursary retention: increased from 77.5% to 89.3%</li> <li>• Adult discretionary retention: 94.1%</li> <li>• HE bursary and hardship retention: 100%</li> </ul> <p>These improvements indicate that bursary support is functioning effectively, reducing barriers to student continuation.</p> <p>A digital bursary management system (Pay My Student) is being prepared for rollout to address delays and provide a clearer, more accessible process for learners.</p> <p><b>Curriculum Forums and Student Voice</b><br/>The director reported strong engagement in the first cycle of Curriculum Forums, with an average rating of 4.06 out of 5 and over 350 actionable improvement points identified. Key themes for development, which will be escalated to SLT, include, for example:</p> <ul style="list-style-type: none"> <li>• Consistency in timetabling and induction</li> <li>• Reducing bursary processing delays</li> </ul> <p>The next cycle of forums will begin next term.</p> <p><b>Enrichment and Student Union Activity</b><br/>Enrichment continues to broaden, with a high level of participation in themed events and club activities. Highlights included:</p> <ul style="list-style-type: none"> <li>• International Men’s Day</li> <li>• Competitions Week</li> <li>• Expansion of football and basketball activities</li> <li>• Broad club offer including LGBTQ+, K-Pop, D\&amp;D, music ensembles, debate and more</li> </ul> |  |

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|     | <p>Student representatives described recent Student Union activities, including:</p> <ul style="list-style-type: none"> <li>• Fundraising for children's charities</li> <li>• Christmas craft events</li> <li>• Movember fundraising</li> <li>• Bake sales and charity stalls</li> </ul> <p>The Student Union (SU) now oversees two student-led clubs, with ambitions to expand further. Plans for Culture Week (23–27 March 2026) were outlined, featuring food events, musical performances, faith-based community stalls, and involvement from exchange students to strengthen cultural integration.</p> <p>Governors asked whether the SU was working collaboratively. Student representatives confirmed the team meets frequently, uses shared action trackers, and works cohesively across projects.</p> <p><b>Careers, Guidance and Pastoral Support</b></p> <p>The director outlined further developments in student support:</p> <ul style="list-style-type: none"> <li>• Creation of a UCAS monitoring group to improve ongoing application processes</li> <li>• Improved tracking of students unsure about their next steps, with 54 students identified and targeted for appointments</li> <li>• Development of the Future Founders Enterprise pathway for students aspiring to self-employment</li> </ul> <p>Governors asked how well the report reflects the lived experience of students. The student governor confirmed that the report accurately represents activity but that there is more to do to increase peer engagement.</p> <p>Governors commented positively on the depth of student voice data and encouraged sharing this intelligence across wider governance forums. The Chair echoed interest in understanding the layers of support available, with the director reporting progress supported by external funding from York St John University to reduce barriers to HE progression.</p> <p><b><i>The committee resolved to note the report.</i></b></p> |  |
| 8.3 | <p><b>Safeguarding Report</b></p> <p>The Committee received the Safeguarding &amp; Wellbeing Report presented by the Director of Student and Apprentice Services, who highlighted the significant level of demand being managed by the College's safeguarding and wellbeing teams.</p> <p><b>Safeguarding and Wellbeing Demand</b></p> <p>The director reported exceptionally high case volumes, with 506 CPOMS cases triaged between 3 November 2025 and 19 January 2026, averaging 11 referrals per day.</p> <p>Despite the volume and complexity, 99% of referrals were triaged on the same day, demonstrating strong responsiveness.</p> <p>The Committee noted that mental health demand continues to rise, with anxiety, low mood, suicidal thoughts and self-harm among the most frequent presenting issues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**Multi-Agency Working and Team Visibility**

The director advised that there is strong, ongoing collaboration between the College and key external agencies, including children's services, police, safeguarding bodies and wellbeing partners. A high number of students are currently supported by Children's Social Care, and the team is handling several serious safeguarding cases, including those involving sexual harm. The College also continues to receive frequent domestic abuse notifications through established multi-agency channels.

The team's visibility has been enhanced, with all PPD staff receiving up-to-date safeguarding information to pass on to students.

**Wellbeing and Preventative Support**

The Committee noted a range of wellbeing initiatives:

- Daily Open-Door sessions
- Expanding Mental Health First Aid (MHFA) capacity
- A developing self-esteem programme in partnership with the NHS
- A Wellbeing & Sexual Violence Awareness Week scheduled for February
- A new "What's On" guide distributed across the College
- York Mind counselling referrals (69 to date) with wait times of 6–8 weeks

The director emphasised that the team is increasingly adopting a whole-college approach to safeguarding and wellbeing.

Governors commended the report as "hugely impressive," noting the scale and complexity of issues being addressed and the professionalism of the team. Governors expressed appreciation for the clear evidence of impact.

The director shared that demand is continuing to increase and that a paper will be brought to SLT regarding staffing resource to ensure the service can remain responsive.

The interim safeguarding link governor reported on her recent meeting with the Safeguarding Manager and the director. She highlighted:

- The phenomenal range of support available
- Concern about the volume of open cases (approx. 400), double the number last year
- The need for potential triage or administrative support to free leaders from operational pressures

She also noted that CPOMS is only as strong as the information supplied by schools and other agencies.

The Principal responded that opportunities may exist to redirect existing resource, though he was not yet convinced that additional resource was required. The committee chair wished to note that the Committee had formally raised the issue for SLT consideration.

**Case Studies**

The Committee's attention was drawn to case studies in the report demonstrating:

- Effective information-sharing leading to the identification of an adult in a position of trust, resulting in a LADO referral and police action
- Safeguarding intervention that supported a student facing homelessness and subsequently disclosing sexual abuse

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|     | <p>Both cases reflected strong professional curiosity, partnership work, and rapid safeguarding response.</p> <p>The Committee thanked the Director and team for their thorough report, acknowledging the consistently high safeguarding standards, strong multi-agency working, and robust processes maintained despite increasing demand. They noted the clear, positive impact these efforts are having on student safety and wellbeing.</p> <p><b><i>The committee noted the report.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 8.4 | <p><b>High Needs Students Report</b></p> <p>The Committee received the High Needs Students Report, presented by the Director of Student and Apprentice Services. He reported that demand for High Needs support had continued to increase this year, with the College supporting a significantly larger cohort than in previous years. The College has received confirmation of an uplift in core High Needs place funding, with top-up (Element 3) funding still awaited, though discussions with the Local Authority are progressing and the position is more favourable than at the same point last year.</p> <p>He noted that specialist spaces such as The Sanctuary are being consistently used by learners and have become an integral part of the College's wellbeing and SEND support infrastructure, helping students regulate and transition more effectively between lessons.</p> <p>The Committee received an anonymised case study illustrating the impact of a multi-faceted, collaborative approach involving Learning Support, curriculum teams and families. The example demonstrated how personalised strategies and consistent expectations had contributed to significant improvements in a learner's behaviour, regulation and engagement.</p> <p>The director also highlighted the appointment of a Learning Support Training Coordinator, who will work with curriculum areas to strengthen inclusive practice. A programme of training sessions is being developed to support staff in better meeting the needs of learners with a broad range of SEND, and a carousel of training is planned for staff and students.</p> <p>Governors welcomed the inclusion of case studies, noting that they effectively bring to life the lived experiences of High Needs learners and highlight the complex challenges the College is supporting.</p> <p><b><i>The committee noted the report.</i></b></p> |  |
| 8.5 | <p><b>Safeguarding Link Governor Update</b></p> <p>The update was covered under item 8.3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| 8.6 | <p><b>HE Update</b></p> <p>The Committee received an update on Higher Education, following the HE Strategy shared with Governors last year. The director for HE introduced Rose Guy (HE Manager), who had authored the report and is leading current HE developments.</p> <p>She summarised the key points, noting that the College continues to refine and strengthen its HE provision. She reported that the business unit remains financially contributory, with work underway to review staffing costs and better understand the full financial picture. Strategic priorities for the coming year include:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

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|               | <ul style="list-style-type: none"> <li>• The revalidation of all HE programmes, alongside preparation for future programme development and potential new curriculum growth areas.</li> <li>• Ongoing quality monitoring, which will involve adjustments as the College transitions to working with a new validating partner.</li> <li>• Continued focus on raising the profile of HE, both internally and externally, to strengthen recruitment and conversion.</li> </ul> <p>She noted that applications are beginning to come through, including later-cycle applicants, and early indications highlight potential areas where recruitment may be more challenging. She also confirmed that the team is working with marketing colleagues to better understand programme-level recruitment patterns. One area requiring further attention is Early Years, where the College currently has no candidates for the year.</p> <p>The director highlighted that the manager is driving forward improvements, including close collaboration with the Director of Quality of Education's team on the upcoming quality and revalidation work. He also noted that York College's HE offer is comparatively weaker in construction than some regional competitors, although the College is well positioned to strengthen its provision in this area.</p> <p>The HE Manager added that fees have remained largely static for several years, and a review is planned to ensure the College is positioned appropriately within the local and regional market. This will support broader strategic work on understanding market demand and York/North Yorkshire growth areas.</p> <p>Governors observed that the update aligns closely with the direction outlined in the previously approved HE Strategy. Governors welcomed the revisit and asked whether the College has a clear understanding of the HE landscape for higher-level qualifications locally. The director noted that several colleges offer similar higher-level pathways, and while York College has strengths in certain areas, there is further opportunity to develop HE, particularly where strong Level 3 progression routes exist.</p> <p>The Chair thanked the director and manager for the update and apologised for the slight overrun in time.</p> <p><b><i>The committee resolved to note the update.</i></b></p> |  |
| <b>Item 9</b> | <b>Policy and other matters</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| 9.1           | <p><b>Safeguarding Policy</b></p> <p>The Committee received the updated Safeguarding Young People and Adults at Risk (Child Protection) Policy, which had been reviewed to align with the latest statutory requirements, including <i>Keeping Children Safe in Education (2025)</i> and other relevant legislation.</p> <p>The interim safeguarding link governor noted that only minor updates had been required within the policy, mainly reflecting updated statutory references, refined terminology, and updated staffing information. She advised that the policy remained robust and compliant, with enhancements included around online safety, emerging risks, homelessness, recruitment practices, and Prevent-related considerations.</p> <p><b><i>The Committee agreed that the policy was fit for purpose and recommended its approval to the Governing Body.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

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| 9.2            | <b>Committee Terms of Reference</b><br>The Committee received the updated Terms of Reference for the Quality & Curriculum Committee. The revisions reflected recent regulatory expectations, the committee chair's comments, and alignment with the College's strategic priorities.<br><br><i><b>The Committee agreed to recommend approval to the Governing Body.</b></i> |  |
| <b>Item 10</b> | <b>Key Meeting Outcomes and/or Actions</b>                                                                                                                                                                                                                                                                                                                                 |  |
| 10.1           | <b>Matters for report to the Governing Body (if any)</b> <ul style="list-style-type: none"> <li>- Student voice</li> <li>- AI deep dive</li> <li>- Safeguarding policy</li> <li>- Committee Terms of Reference</li> </ul>                                                                                                                                                  |  |
| 10.2           | <b>Matters for report to the Audit Committee (if any)</b><br>There were none to report.                                                                                                                                                                                                                                                                                    |  |
| <b>11</b>      | <b>Summary matters</b>                                                                                                                                                                                                                                                                                                                                                     |  |
| 11.1           | <b>Any Other Business</b><br>There was no further business.                                                                                                                                                                                                                                                                                                                |  |
| 11.2           | <b>Date of next meeting</b> – Tuesday 19 May 2026                                                                                                                                                                                                                                                                                                                          |  |