Curriculum, Skills & Quality Committee
Terms of Reference – 2026-27

1. Purpose

Appendix A provides a one-page summary of the context and purpose of the Curriculum, Skills & Quality (CS&Q) Committee.

The CS&Q Committee is primarily focused on academic quality, learner outcomes and educational effectiveness. In fulfilling this role, it considers how the learning environment, including estates and digital infrastructure, supports curriculum delivery and the student experience, providing advice and assurance to the Board, as appropriate.

2. Composition

Core Membership	• The CEO & Principal (or designate) – *ex officio*
	• The Chair of the Board – *ex officio*
	• Up to seven further members of the Board, which may include Independent, Staff and Student Governors and of which, the following may also be a member (or invited to attend as needed):
	  ○ The Vice Chair of the Board – Curriculum & Student Experience
	  ○ Safeguarding & Prevent Ambassador
	  ○ Inclusion Ambassador
	  ○ Careers & Skills Ambassador

Co-opted Members	• Up to two Co-opted Members may be appointed for a two-year renewable term of office. • Co-opted Members may not be elected as Chair.
Committee Chair & Committee Vice Chair	• The Committee Chair and Committee Vice-Chair will be annually appointed by the Board. • In the absence of the Committee Chair and Vice-Chair, the CS&Q Committee may appoint another member to act as Chair for that meeting.
Lead Officers	• Deputy Principal • Assistant Principal – Safeguarding & Inclusion
Other Attendees	• The Director of Governance, who will act as Clerk to the Committee. • The CS&Q Committee may invite the Corporation's advisers or other third parties to attend meetings as appropriate. • Such persons shall be entitled to speak at the meeting, but not to vote.

3. Meetings & Quoracy

Frequency	• To meet **at least three times a year**, and as required.
Pre-Meetings	• Pre-meeting discussions may be scheduled to enable additional 'deep dive' discussion time as appropriate.
Quorum	• 40%, with **at least three members present**. • Co-opted Members have full voting rights and are counted as part of the quorum.
Minutes & Recommendations	• Meeting minutes (excluding confidential items) will be circulated to all members of the Board, via the Governor's portal (Diligent Boards). • Any recommendations for approval will be tabled for ESCG Board consideration at its earliest convenience.

4. Relationship With Other Committees

Resources, Culture & Impact Committee	• The CS&Q Committee focuses on educational impact and learner outcomes, while the RC&I Committee provides assurance on affordability, workforce sustainability and financial implications. • Where curriculum ambition and resource or workforce constraints intersect, matters may be considered jointly or escalated as appropriate. • Areas of shared interest include learner voice and inclusion, curriculum delivery models (including subcontracting), and workforce capacity as it relates to quality and student experience.
Estates & Major Projects Committee	• The CS&Q Committee provides insight on how estates, digital infrastructure and capital investment support curriculum delivery, learner experience and skills needs, from a curriculum and student-experience perspective. • The E&MP Committee retains responsibility for estates strategy, capital projects and procurement.
Stakeholder Engagement Panels	• The Stakeholder Engagement Panels are employer led advisory groups with a particular focus on the College's response to the local skills agenda. Insights from these forums will inform committee level discussion.

5. Responsibilities

Curriculum	• To monitor the quality of provision, achievement and progress of learners across all provision types, and to advise the Board on significant concerns identified through performance reporting, curriculum and course reviews, learner voice activity, inspection evidence and quality-cycle assurance. • To ensure oversight of the Curriculum Master Plan. • To receive relevant information on significant financial or workforce constraints that may affect curriculum delivery or learner outcomes.
Skills	• To ensure oversight of the College's contribution to the Sussex Local Skills Improvement Plan, with a view to assuring the Board that the curriculum offer is responsive to local, regional and national skills needs and aligned to employer demand. • To receive and advise the Board on reports on work experience and employability and to ensure oversight of the college's provision related to employability, work experience and industrial placements. • To receive and evaluate the opinions of stakeholders about the college in terms of the provision of courses and services.
Quality	• To provide assurance to the Board on the effectiveness, impact and continuous improvement of the College's education and training provision, with particular focus on learner outcomes, progress, inclusion and readiness for external inspection. • To monitor the quality of provision, achievement and the progress of learners. In doing so, draw assurance from the College's quality cycle, curriculum and course reviews, learner voice activity, performance reporting and inspection evidence across all provision types, identifying themes, risks and areas requiring Board attention. • To consider key performance indicators (KPIs) for academic performance and to make recommendations to the Board. • To review and advise the Board on reports of inspections. Similarly, to ensure oversight of inspection readiness, monitoring delivery of post-inspection and thematic action plans, and advising the Board on any emerging risks to the College's quality judgement. • To receive information to support the quality assurance of the provision delivered by college subcontractors.

	• To gain assurance that digital teaching, learning and assessment methods effectively support learner outcomes and skills development. This includes consideration of whether the learning environment and digital infrastructure (from a curriculum and student-experience perspective), are responsive to local skills needs and technological change. • To receive and advise the Board on summary reports from the college Quality Cycle. • To gain assurance that sustainability and carbon literacy has been effectively embedded into the curriculum to support technical and skills provision, and that this is being effectively promoted to students. • To undertake structured learning walks, deep dive discussions and curriculum visits as part of the Committee's quality assurance approach.
Student Experience	• To ensure robust systems for recording, storing and reporting student diversity, equity & inclusion data, as well as the effective monitoring of associated policies and procedures. • To receive information relating to student 'Safeguarding & Prevent'. • To receive reports on the student experience from student representative bodies and to review analysis of student responses to surveys/questionnaires. • To provide assurance to the Board that safeguarding, SEND and inclusion arrangements are effective, compliant and resilient, and that emerging risks to vulnerable learners are identified and addressed in a timely manner.
Governance	• To review the Committee's terms of reference at least annually. • To deal with any matters specifically referred to the CS&Q Committee by the ESCG Board. • **Cross-Committee Working & Inter-Committee Referral:** o The Committee will actively participate in structured inter-committee referral and reporting arrangements, ensuring that cross-cutting themes (including digital, cyber, sustainability and infrastructure) are appropriately considered across the governance framework. o In doing so, the Committee will: ▪ Initiate or respond to formal inter-committee referrals, where matters fall wholly or partly within the remit of another committee. ▪ Ensure that relevant insights, risks and assurance findings are shared in a timely and structured manner. ▪ Escalate cross-cutting issues to the Board where a holistic or Board-level view is required. • To obtain independent professional advice as necessary.

6. Non-Delegable Functions

The Board has responsibility for the following duties, for which the CS&Q Committee will consider and recommend:

Publishing arrangements for obtaining the views of staff and students on the determination and periodic review of the educational character and mission of the institution and the oversight of its activities.

7. Delegable Functions – Policies, Key Documents & Routine Reports

Whilst some functions are non-delegable, certain duties have been delegated to the CS&Q Committee for approval. The following table distinguishes between those reports, policies and key documents that have been designated for Committee level (rather than ESCG Board) approval, as indicated in **yellow/bold**:

Item	Joint Review	Approval Level	Frequency
Term Specific Agenda Items			
1. CS&Q Priority Board Key Performance Indicators	-	Board	Annual
2. CS&Q Committee Performance Indicators	**-**	**Committee**	**Annual**
Annual Reports			
3. Accountability Statement	-	Board	Annual
4. Diversity, Equity & Inclusion Report & Action Plan	RC&I	Board	Annual
5. Safeguarding & Prevent Report, including the Prevent Risk Register	-	Board	Annual
6. Self-Assessment Report & Quality Improvement Plan	-	Board	Annual
7. Subcontracting & Partnership Arrangements	RC&I	Board	Annual
Strategies & Master Plans			
9. Curriculum & Skills Master Plan	-	Board	Every 4 Years
10. SEND Master Plan	-	Board	Every 4 Years
11. Student Voice Strategy	-	Board	Every 4 Years
Policies & Key Documents			
12. Arrangements for Obtaining the Views of Staff & Students	RC&I	Board	Every 2 Years
13. Careers, Education & Guidance Policy[1]	**-**	**Executive Team**	**Every 2 Years**
14. Complaints Policy	-	Board	Every 3 Years
15. Diversity, Equity & Inclusion Policy	RC&I	Board	Every 3 Years
16. Safeguarding & Prevent Policy	-	Board	Annual
17. Student Union Constitution	-	Board	Every 3 Years
18. CS&Q Committee Terms of Reference	-	Board	Annual

9. Review & Approval

- Committee Review & Recommendation for Approval — 13th May 2026
- ESCG Board Approval — 9th July 2026

[1] *Operational policy approved by the Executive; oversight of impact retained by the CS&Q Committee.*

Summary of Changes

Version	Effective	Summary of Change	Prepared By	Approved By
1.	3rd July 2023	• New CS&Q Committee Terms of Reference	Director of Governance	ESCG Board
2.	8th July 2024	• Minor grammatical amendments. • Increase in the total number of Governors within the Committee's membership. • Inclusion of additional Governor role types within the Committee's membership. • Amendment to the list of Lead Officers. • Additional verbiage regarding the oversight of Diversity, Equity & Inclusion for students. • Additional verbiage related to oversight of the College's digital provision. • Additional verbiage regarding the embedding of sustainability and carbon literacy into the curriculum. • Joint oversight of the Annual DEI Report & Action Plan with the RC&I Committee. • New term specific KPIs, with Board and Committee level approvals.	Director of Governance	ESCG Board
3.	7th July 2025	• Removal of DEIB Ambassador as a required committee member. • Accountability Statement delegated to committee level approval *(subsequently ratified by the Board)*. • Reduced review frequency for 1 policy. • Inclusion of 3 new Master Plans.	Director of Governance	ESCG Board
4.	9th July 2026	• Minor amendments to the Core Membership and list of Lead Officers. • Clarified the purpose of the CS&Q Committee. • Explicitly articulated CS&Q's advisory and assurance role in relation to estates, facilities and digital infrastructure insofar as these affect curriculum delivery and the student experience. • Strengthened alignment with the revised ESCG governance structure by clarifying relationships with the RC&I Committee and the E&MP Committee. • Simplified 'Quality' responsibilities to reduce duplication and consolidate assurance activity around the College's quality cycle, performance reporting, learner voice and inspection readiness. • Refined wording on digital provision, sustainability and skills to improve clarity and accessibility while retaining scope. • Discontinuation of 'Local Skills Improvement Plan Contribution Report', which is now addressed in the Annual Accountability Statement.	Director of Governance	ESCG Board

Appendix A – Committee Context

Curriculum, Skills & Quality Committee

Strategic Ambition

- ***Curriculum & Skills:*** *We will enable all students to reach their full potential and thrive by designing and delivering inspiring and careers-led learning pathways.*



Local Skills

Establish a reputation for being responsive to local skills needs and emerging technologies, with accountability to the Sussex Local Skills Improvement Plan

Risk Management

Robustly monitor risks associated with the student experience, quality and recruitment.

Student Experience

Ensuring the 'student voice' remains at the heart of decision making, with emphasis on holding leaders to account for delivering an exceptional student journey to meet the college's needs and to ensure future success.

Curriculum Development

Ensure the college curriculum is accessible to all, meets the needs of stakeholders and has clear pathways for progression.

Strategic Focus

Adopt a 'future proofing' mindset to curriculum intent and delivery, with a particular focus on local skills need, stakeholder engagement and partnerships, whilst keeping the student experience at the forefront of decision making.

Quality

Holding executive leaders to account for the educational performance and quality of the college's provision.

Simplification of Information

Leverage a range of concise and targeted reports, key performance indicators and benchmarking data to identify trends and enable a holistic approach to decision making.