

## Curriculum, Skills & Quality Committee MINUTES

<b>Date</b>	26th February 2026	<b>Time</b>	14:00-17:00
<b>Venue</b>	Room EC205, ECAT House, Eastbourne Campus		
<b>Chair</b>	Ann Potterton		

**Membership:** Ann Potterton (Committee Chair), Priscilla Kendall (Committee Vice Chair), Rebecca Conroy (CEO & Principal), Kim Byford, Ian Mehrtens, Amanda Odhesa, Kirsty Reid, Jack Woodgate

**In Attendance:** Nick Backstrom (Deputy Principal), Fenella Potterton (Assistant Principal – Safeguarding & Inclusion), Mark Allen (Assistant Principal – International), Belle Howard (Director of Governance), Claire Alexander (Governance Assistant – *Minutes*), Rachel Robson (Stone King, External Board Review – *Observer*)

**Quorum:** The meeting was quorate throughout.

**Apologies:** Priscilla Kendall, Kim Byford

#	Item	Action
<b>Pre-Meeting</b>		
-	<p><b>LEARNING WALK</b> <span style="float: right;"><b>14:00</b></span></p> <p><b>0.1 Lewes Campus – Performing Arts and English &amp; Maths</b></p> <ul style="list-style-type: none"> <li>• Governors participated in a learning walk, which included observations of the Performing Arts and English &amp; Maths provisions at the Lewes campus.</li> <li>• The following reflections arose from the learning walk: <ul style="list-style-type: none"> <li>○ The Performing Arts provision was observed to be of a high standard, with strong student engagement and positive learning environments.</li> <li>○ Governors reflected on the inclusivity and accessibility of Performing Arts, noting the potential value of a Level 2 offer to broaden access and progression.</li> <li>○ The English provision was also viewed positively, with students reporting improved understanding, confidence and clarity about expectations compared with previous school experiences. Students were particularly positive about their prospective GCSE results, attributing this to a teacher who had provided clear feedback and a markedly different approach from their prior learning experience.</li> <li>○ In contrast, students articulated greater challenge with Maths, particularly around scaffolding, feedback and clarity of improvement steps.</li> <li>○ Governors noted the value of direct learner voice in highlighting pedagogical differences between English and Maths delivery.</li> <li>○ Overall, the learning walk was considered valuable for identifying both strengths (such as positive student-teacher relationships in English) and areas for improvement (notably in Maths teaching methods).</li> <li>○ These reflections informed subsequent discussion under English &amp; Maths and Quality Improvement items.</li> </ul> </li> </ul>	

#	Item	Action
<b>Standing Items</b>		
1)	<p><b>WELCOME, APOLOGIES &amp; DECLARATIONS OF INTEREST</b></p> <p>1.1 The Curriculum, Skills &amp; Quality (CS&amp;Q) Committee Chair opened the meeting at 15:02 with a warm welcome to colleagues. The Chair also welcomed Rachel Robson who would be observing the meeting as part of the ongoing External Board Review process.</p> <p>1.2 Apologies were received and accepted from Kim Byford and Priscilla Kendall.</p> <p>1.3 There were no new declarations of interest received.</p>	15:02
2)	<p><b>MINUTES OF LAST MEETING</b></p> <p><b>2.1 Approval</b></p> <ul style="list-style-type: none"> <li>Governors considered the minutes from the Curriculum, Skills &amp; Quality Committee meeting on 25<sup>th</sup> November 2025.</li> <li><b>Governors agreed that the minutes were a true and accurate record of the meeting.</b></li> </ul> <p><b>2.2 Matters Arising</b></p> <ul style="list-style-type: none"> <li>Governors noted that all actions from the last meeting had been successfully completed.</li> </ul>	15:03
3)	<p><b>INTER-COMMITTEE REFERRALS</b></p> <p><b>3.1 International Provision – Curriculum Pathway Progression</b></p> <ul style="list-style-type: none"> <li>The Assistant Principal – International presented the following update: <ul style="list-style-type: none"> <li><b>Impact</b> – International Pathways generated significant value to the College, equating to approximately £1.4m of income annually. The provision also diversified the student population, enabled a broader curriculum offer and delivered broad economic and cultural benefits to the College and the local area.</li> <li><b>Approach</b> – the College operated a mature and well-regulated international model, supported by specialist admissions, compliance and accommodation staff. Consequently, the College held British Council accreditation and had a long standing national and international reputation for quality and student care.</li> <li><b>Reach</b> – the provision operated as a specialist ‘college within a college’, recruiting mainly Level 3 and English language students from the Far East, Europe and South America, with consistently high attendance (97%) and strong national reputation.</li> <li><b>Challenges</b> – recent visa and immigration policy changes presented key constraints, limiting progression routes within the college and restricting expansion into HE, vocational and T-level provisions, leading to a cautious approach to new markets.</li> <li><b>Progression</b> – clear international progression pathways were in place, with most students either returning home after English Language or Study Year programmes or completing Level 3 study before progressing to UK universities.</li> <li><b>Strategy</b> – a ‘win/win’ strategy had been adopted, aiming to integrate international students more fully into the mainstream provision, building cultural capital for all learners and creating a distinctive college USP around global engagement.</li> </ul> </li> </ul>	15:04

#	Item	Action
	<ul style="list-style-type: none"> <li>• The following discussion then occurred:               <ul style="list-style-type: none"> <li>○ <b>Market Intelligence</b> – Governors queried how the College monitored country-level risk, particularly linked to human rights issues. The Assistant Principal – International advised that intelligence was routinely gathered through English UK (the trade association for British Council accredited English language teaching centres), the Association of Colleges, and a wide network of over 100 agents. These agencies provided direct market updates, with additional but less reliable information also sourced from the Department for Business &amp; Trade.</li> <li>○ <b>Managing Risk</b> – Governors sought assurance that risk exposure was being actively managed, and it was confirmed that a comparatively cautious recruitment strategy had been employed, focused on established markets.</li> <li>○ <b>Inclusion</b> – Governors discussed the challenges of integration, noting both the benefits and practical difficulties of supporting students transitioning from different cultures and education systems. Governors also emphasised the importance of maximising the wider curriculum and cultural benefits of international students, not solely the financial contribution.</li> <li>○ <b>International Markets</b> – In response to a question about proactive international market analysis, the Assistant Principal – International advised that the College had limited capacity, as business development staffing teams were predominantly focused on maintaining current partners rather than exploring new global markets.</li> <li>○ <b>Destinations</b> – when asked how many international A-Level students progressed through the College’s HE pathway provision, it was confirmed that only a very small number did so, as most were ultimately drawn to large universities despite positive experiences at the College.</li> <li>○ <b>Outlook</b> – future opportunities were noted, including potential partnerships with French and Swiss institutions to diversify recruitment markets. Governors welcomed the clarity provided, noting that the discussion addressed previously identified gaps in understanding regarding international student progression.</li> </ul> </li> <li>• <b>Governors noted the report and received assurance that the College’s International provision was strategically managed, of high quality and appropriately risk assessed.</b></li> <li>• <b>Action 3.1.1</b> – Cascade a copy of the ‘<i>International Provision</i>’ presentation to CS&amp;Q Committee Members.</li> </ul> <p><b>3.2 Careers &amp; Skills Ambassador Report – Recommended Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• The Deputy Principal referenced the related paper and shared the following update:           <ul style="list-style-type: none"> <li>○ <b>Recommendations</b> – the paper had responded to five areas for improvement identified within the Careers &amp; Skills Ambassador Report (November 2025). It set out actions already underway and direct alignment with the Quality Improvement Plan (2025–26) was also confirmed.</li> <li>○ <b>Careers Provision</b> – the consistency of careers delivery across campuses had improved through the My Career Plan framework and Navigate tracking, with high participation and placement planning rates. However, the quality of tutorial delivery remained variable, with targeted interventions now in progress.</li> </ul> </li> </ul>	<p style="text-align: right;">BH</p>

#	Item	Action
	<ul style="list-style-type: none"> <li>○ <b>SEND Equity</b> – this was being addressed through flexible, supported work experience models and tailored employer engagement, with participation levels on track and a realistic baseline established to enable year-on-year improvement.</li> <li>○ <b>Sector Engagement &amp; Employer Involvement</b> – levels of engagement were strong and expanding. With over 212 active employers, the introduction of Sector Panels, and targeted growth at the Eastbourne campus, curriculum relevance and progression pathways across multiple levels had been ensured.</li> <li>○ <b>Participation</b> – placement sufficiency had improved overall, with 90% of students having planned virtual or in person placements. However, external placements for Level 1 students remained a key weakness, requiring further intervention through live briefs and Skills Week activity.</li> <li>○ <b>Continuing Professional Development</b> – staff development was planned for the summer, focusing on embedding careers learning consistently across curriculum areas, with clear mechanisms in place to measure impact through quality cycles and assurance processes.</li> <li>● The following discussion then occurred: <ul style="list-style-type: none"> <li>○ <b>Work Experience Participation</b> – Governors acknowledged the scale of the challenge in providing meaningful work experience for approximately 5,500 students across a predominantly SME based local economy. Governors sought comparative context for work experience participation.</li> <li>○ <b>Work Experience Model</b> – A flexible model had been introduced to accommodate the challenges of placing students, especially those in SEND and level 1 provision. The model included micro projects, employer-led activities, and a target of 15% workplace placements for inclusive learning students, with approximately 50% of mainstream students currently accessing in person placements.</li> <li>○ <b>Impact &amp; Outlook</b> – Governors emphasised the importance of capturing the impact of work experience models, not solely participation volumes. In response to a query on how Level 1 learners may secure more external placements, the Deputy Principal explained that the College had introduced flexible options such as micro-projects and short placements, though external opportunities remained challenging given the prevalence of small local employers.</li> <li>○ <b>Cross-Campus Approach</b> – Governors discussed the importance of consistency across campuses and the need for improved data alignment to monitor impact.</li> <li>○ Governors noted progress against the recommendations arising from the Careers &amp; Skills Ambassador’s report and agreed that the actions were appropriately embedded within the Quality Improvement Plan.</li> </ul> </li> <li>● <b>Action 3.2.1 – Update the Inter-Committee Referral log and report back to the Board and the RC&amp;I Committee on the related discussion on the College’s International Provision and the Careers &amp; Skills Ambassador Report.</b></li> </ul>	<p style="text-align: right;">BH</p>

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4)	<p data-bbox="178 300 1385 331"><b>CURRICULUM, SKILLS &amp; QUALITY REPORT</b> <span style="float: right;"><b>15:43</b></span></p> <p data-bbox="178 365 379 396"><b>4.1 Key Updates</b></p> <ul style="list-style-type: none"> <li data-bbox="229 432 1385 463">• The Deputy Principal referenced the associated papers and presented an update as follows:           <ul style="list-style-type: none"> <li data-bbox="325 499 1385 674">○ <b>Regional Governance &amp; Devolution</b> – the external policy context had shifted significantly, with devolution of the Adult Skills Fund, apprenticeship reform under Skills England, and Ofsted’s new framework. The College had aligned its curriculum and skills priorities with the Sussex Local Skills Improvement Plan (LSIP) focus on construction, digital, health and manufacturing.</li> <li data-bbox="325 710 1385 916">○ <b>Performance</b> – overall attendance at 84.5% was above the previous year’s outturn, though English &amp; Maths attendance remained a key outlier. Retention was strong to exceptional across most provision types. Predicted achievement at 87.6% represented a significant improvement on the prior year, with the Adult and Inclusive provisions performing particularly strongly. Teaching, Learning &amp; Assessment observations were on track, with 92% completion against target.</li> <li data-bbox="325 952 1385 1050">○ <b>Attendance</b> – this remained a key risk area, particularly English &amp; Maths (69.8%) and some Level 2 and Pathways provision, although overall attendance (84.5%) was above last year’s outturn and early interventions were beginning to take effect.</li> <li data-bbox="325 1086 1385 1220">○ <b>Inclusion &amp; High Needs</b> – these provisions remained a key area of strength, with very high retention, strong predicted achievement, and evidence that the College’s Priority First approach was beginning to improve outcomes for vulnerable groups, though Free School Meals attendance continued to require targeted support.</li> <li data-bbox="325 1256 1385 1431">○ <b>English &amp; Maths</b> – outcomes remained a strategic concern, with variable GCSE resit performance across campuses (Maths at the Hastings campus, a particular weakness) and Functional Skills predicted achievement at 58.3%, remaining a QIP priority area. A comprehensive reset was planned for 2026 27, including smaller class sizes, clearer groupings, earlier recruitment and additional classroom support.</li> <li data-bbox="325 1467 1385 1601">○ <b>Apprenticeships</b> – achievement levels were improving but remained low in absolute terms, with overall achievement forecast at 60.5%. Timely achievement was a significant risk (23% internal, 5.1% subcontracted), driven by high numbers of apprentices past planned end dates and increased accountability pressure.</li> <li data-bbox="325 1637 1385 1771">○ <b>Higher Education (HE)</b> – overall quality was secure, with positive external assurance from the validating partner (University of East Anglia), strong student satisfaction, and encouraging recruitment levels for 2026–27, including the successful validation (subject to conditions) of the College’s first Level 7 master’s programme.</li> <li data-bbox="325 1807 1385 1942">○ <b>Safeguarding</b> – demand had continued to rise, with a 13% year-on-year increase in referrals, driven mainly by mental health and home-related issues. Students continued to report feeling safe, but sustained multi-agency support and capacity was essential.</li> <li data-bbox="325 1977 1385 2112">○ <b>Quality Assurance &amp; Teacher Development</b> – systems had been embedded, with improvements in teaching observations (now 92%), high engagement in CPD and qualifications, and growing use of diagnostic learning walks. However, the completion of check-ins was behind schedule and posed a delivery risk.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ <b>Student Experience &amp; Employability</b> – this area had strengthened, with sharp growth in employability participation, strong enrichment uptake, and clear themes emerging from student voice (food, estates, IT, communications and wellbeing) that were shaping ongoing improvement priorities.</li> <li>● The following discussion then occurred: <ul style="list-style-type: none"> <li>○ <b>Quality &amp; Impact</b> – Governors commended the visible impact of sustained investment in the quality infrastructure and linked these findings to learning walk observations, emphasising the importance of scaffolding and feedback. Governors also reflected on the need to clearly evidence impact, particularly in high-risk areas ahead of inspection.</li> <li>○ <b>Attendance</b> – Governors queried how Priority First learner attendance compared with previous school attendance levels. The Deputy Principal advised that attendance levels were significantly better at the College, with those who had attended school the least, showing the strongest improvements.</li> <li>○ <b>Apprenticeships &amp; Subcontracting</b> – Governors congratulated the College on having seven national finalists in the Apprenticeship &amp; Training Awards. Governors also welcomed the planned cessation of the GFTS subcontract as a positive risk mitigation step.</li> <li>○ <b>Safeguarding</b> – Governors were reassured by strong reporting of students feeling safe and by proactive partnership working with external agencies.</li> <li>○ <b>Benchmarking</b> – in response to a query about benchmarks, the Deputy Principal clarified that strong work experience programmes typically achieved around 70% external placement rates, which the College was working toward from its current position of approximately 50%.</li> <li>○ <b>Staff Development</b> – when asked whether staff felt confident in guiding learners on non-university routes, the Deputy Principal acknowledged that confidence levels varied, as many staff came from academic backgrounds. Consequently, further staff development on this area was being planned, with the tutorial model also being redesigned to move away from a one-size-fits-all approach and to include clearer alternatives such as apprenticeships and employment routes. In response to concerns around the sustainability of the 92% observation rate, it was confirmed that this was manageable due to an increase in quality staffing, structured cycles, and strong CPD engagement.</li> <li>○ <b>Internal Progression</b> – Governors queried whether the College could better promote its HE options internally. The Deputy Principal acknowledged that this was currently under-communicated and committed to embedding HE information into the forthcoming Skills Week event and A Level tutorials.</li> <li>○ <b>Report Format &amp; Approach</b> – Governors welcomed the clarity of the new reporting format and requested trend-based analysis to continue. Governors also noted that the next report would include an update on the early impact of embedding Functional Skills delivery into vocational areas.</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• <b>Action 4.1.1</b> – In readiness for the next meeting, enhance the Curriculum, Skills &amp; Quality Report to include:               <ul style="list-style-type: none"> <li>○ Comparative attendance data for Priority First learners (school vs college).</li> <li>○ An update on the effectiveness of subject teacher delivery of English &amp; Maths.</li> </ul> </li> <li>• <b>Action 4.1.2</b> – CS&amp;Q Committee members to undertake a deeper discussion on the SWOT section of the CS&amp;Q Termly Report at the next meeting.</li> </ul>	<p>NB</p> <p>NB</p>
5)	<p><b>QUALITY IMPROVEMENT PLAN UPDATE</b> <span style="float: right;"><b>16:27</b></span></p> <ul style="list-style-type: none"> <li>• The Deputy Principal presented the following update on the Quality Improvement Plan (QIP):           <ul style="list-style-type: none"> <li>○ <b>Overall Progress</b> – this had been positive, with 22 of 30 QIP actions (73%) on track, six showing mixed progress and two actions rated as serious concern, both within English &amp; Maths.</li> <li>○ <b>Pathways</b> – a strong impact was evident for vulnerable learner outcomes and teaching quality, including a marked turnaround in Pathways attendance and achievement. There had also been improved outcomes for priority groups, and teaching indicators had exceeded targets following coaching support.</li> <li>○ <b>Employer Engagement &amp; Work Experience</b> – the infrastructure was established, with over 200 active employers, high levels of student participation in employer-led activity, and 90% of Study Programme students having a planned placement.</li> <li>○ <b>English &amp; Maths</b> – this remained the most significant risk, with large campus variation in Functional Skills Maths performance and a widening FSM achievement gap, both moving away from QIP targets and requiring targeted intervention.</li> <li>○ <b>Teacher Development &amp; Digital Innovation</b> – significant investment in teacher development has resulted in 101 staff enrolled in teaching qualifications and widespread adoption of digital and AI training modules, with immersive suites supporting both teaching and student tutorials.</li> <li>○ <b>Outlook</b> – several amber actions required sustained focus, including apprenticeship timely achievement, consistency of A Level standardisation and tutorial delivery, gaps in Digital/AI and employer-engagement CPD, and very low levels of external work experience for Level 1 learners.</li> </ul> </li> <li>• The following discussion then occurred:           <ul style="list-style-type: none"> <li>○ Governors welcomed the decision to amalgamate overlapping actions to improve clarity and focus.</li> <li>○ Governors also recognised the ambition of the QIP and the tangible evidence of impact in multiple areas.</li> <li>○ Governors emphasised the need to maintain focus on the two red actions and ensure clear accountability.</li> <li>○ <b>Governors thanked the Deputy Principal for a comprehensive update, noting the significant progress that had been made year to date.</b></li> </ul> </li> </ul>	

#	Item	Action
6)	<p><b>STUDENT GOVERNOR UPDATE</b></p> <p><b>16:33</b></p> <p><b>6.1 Careers Advice &amp; Support for Students</b></p> <ul style="list-style-type: none"> <li>• The Student Governor presented the following update: <ul style="list-style-type: none"> <li>○ Feedback had been canvassed on the College’s careers advice and support, primarily drawn from A-level students, with some wider input from other subject areas.</li> <li>○ Strengths identified included strong support for university applications, early introduction of post-18 planning in Year 12, and effective use of progress reviews to help students consider future options.</li> <li>○ Areas for improvement focussed on ensuring greater visibility and clarity of careers support, with some students unclear about how to access careers appointments or available guidance.</li> <li>○ Students felt that alternative progression routes (such as apprenticeships and employment) needed to be more clearly promoted, so that non-university pathways felt equally well supported.</li> <li>○ Recommendations included more targeted careers workshops, increased engagement with external speakers, and better promotion and use of online careers tools to widen awareness and access.</li> </ul> </li> <li>• The following discussion then occurred: <ul style="list-style-type: none"> <li>○ Governors welcomed the insight and noted alignment with earlier agenda items.</li> <li>○ The Deputy Principal confirmed that the Skills Week and Futures Week events would address several of the identified gaps.</li> <li>○ Governors emphasised the importance of supporting tutors to confidently discuss non-university and internal HE routes.</li> </ul> </li> <li>• <b>Action 6.1.1 – At the next meeting, share an update on progress against the recommendations arising from the Student Governor presentation on ‘Careers Advice and Support for Students’, particularly focussing on efforts to improve the promotion of non-university careers pathways and the College’s HE provision.</b></li> <li>• <b>Action 6.1.2 – Cascade a copy of the Student Governor presentation on ‘Careers Advice and Support for Students’ to CS&amp;Q Committee Members.</b></li> </ul>	<p>NB</p> <p>BH</p>
<b>Annual Reports</b>		
7)	<p><b>ANNUAL REPORTS</b></p> <p><b>16:43</b></p> <p>7.1 Governors noted that there were no annual reports currently due for review.</p>	
<b>Policy Review</b>		
8)	<p><b>POLICIES &amp; KEY DOCUMENTS</b></p> <p><b>16:43</b></p> <p>8.1 Governors noted that there were no policies currently due for review.</p>	

#	Item	Action																														
<b>Close</b>																																
9)	<p><b>ANY OTHER BUSINESS</b> <span style="float: right;"><b>16:44</b></span></p> <p>9.1 The following discussion occurred:</p> <ul style="list-style-type: none"> <li>The Director of Governance advised that an inter-committee referral item related to the Eastbourne campus land sale proposal and the related re-provision of the Kings Building had been raised by the Capital Development Board and would be an agenda item at the next meeting.</li> <li><b>The Chair noted that this would be the last CS&amp;Q Committee meeting for Staff Governor, Amanda Odhesa. Governors thanked her for her significant contribution to the work of the committee throughout her term of office on the Board.</b></li> </ul>																															
10)	<p><b>DATE OF NEXT MEETING</b> <span style="float: right;"><b>16:46</b></span></p> <p>10.1 Governors noted that the next meeting of the Curriculum, Skills &amp; Quality Committee had been scheduled for <b>13<sup>th</sup> May 2026, 15:00-17:00, which would be a virtual meeting.</b></p>																															
11)	<p><b>LIVE COMMITTEE SELF-ASSESSMENT</b> <span style="float: right;"><b>16:47</b></span></p> <p>11.1 Four survey responses were received from Governors, as follows:</p> <table border="1"> <thead> <tr> <th>#</th> <th>ASSESSMENT QUESTION</th> <th>RESULT</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Was the agenda sufficiently balanced between core governance business and strategic priorities?</td> <td>100%</td> </tr> <tr> <td>2.</td> <td>Were the papers succinct, with clarity in the information being communicated and the action required by Governors?</td> <td>100%</td> </tr> <tr> <td>3.</td> <td>Did you have all the information you needed to fully participate in discussion and decisions?</td> <td>100%</td> </tr> <tr> <td>4.</td> <td>Was there sufficient time to debate priority items in depth?</td> <td>100%</td> </tr> <tr> <td>5.</td> <td>Were you satisfied that decisions were arrived at in a proper manner?</td> <td>100%</td> </tr> <tr> <td>6.</td> <td>Was the student experience at the heart of decision making?</td> <td>100%</td> </tr> <tr> <td>7.</td> <td>Did the Chair facilitate the meeting effectively, enabling adequate focus on strategic priorities and creating an environment where a range of perspectives were considered?</td> <td>100%</td> </tr> <tr> <td>8.</td> <td>Were opportunities created to invite input from Student and Staff Governors?</td> <td>100%</td> </tr> <tr> <td>9.</td> <td>Any comments or suggestions?</td> <td>None</td> </tr> </tbody> </table>	#	ASSESSMENT QUESTION	RESULT	1.	Was the agenda sufficiently balanced between core governance business and strategic priorities?	100%	2.	Were the papers succinct, with clarity in the information being communicated and the action required by Governors?	100%	3.	Did you have all the information you needed to fully participate in discussion and decisions?	100%	4.	Was there sufficient time to debate priority items in depth?	100%	5.	Were you satisfied that decisions were arrived at in a proper manner?	100%	6.	Was the student experience at the heart of decision making?	100%	7.	Did the Chair facilitate the meeting effectively, enabling adequate focus on strategic priorities and creating an environment where a range of perspectives were considered?	100%	8.	Were opportunities created to invite input from Student and Staff Governors?	100%	9.	Any comments or suggestions?	None	
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12)	<p><b>CLOSE</b> <span style="float: right;"><b>16:48</b></span></p> <p><b>12.1 The meeting closed at 16:48.</b></p>																															

### Action Summary

Item	Owner	Action	Due Date
3.1.1	BH	Cascade a copy of the ' <i>International Provision</i> ' presentation to CS&Q Committee Members.	<b>Complete</b>
3.2.1	BH	Update the Inter-Committee Referral log and report back to the Board and the RC&I Committee on the related discussion on the College's International Provision and the Careers & Skills Ambassador Report.	23 <sup>rd</sup> March 2026
4.1.1	NB	In readiness for the next meeting, enhance the Curriculum, Skills & Quality Report to include: <ul style="list-style-type: none"> <li>• Comparative attendance data for Priority First learners (school vs college).</li> <li>• An update on the effectiveness of subject teacher delivery of English &amp; Maths.</li> </ul>	13 <sup>th</sup> May 2026
4.1.2	NB	CS&Q Committee members to undertake a deeper discussion on the SWOT section of the CS&Q Termly Report at the next meeting.	13 <sup>th</sup> May 2026
6.1.1	NB	At the next meeting, share an update on progress against the recommendations arising from the Student Governor presentation on ' <i>Careers Advice and Support for Students</i> ', particularly focussing on efforts to improve the promotion of non-university careers pathways and the College's HE provision.	13 <sup>th</sup> May 2026
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