



**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD
ON WEDNESDAY 3 DECEMBER 2025 AT 9.30 AM IN T108, THE BOARD ROOM AT
THE ROUNDHOUSE**

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MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD ON WEDNESDAY 3 DECEMBER 2025 AT 9.30 AM IN T108, THE BOARD ROOM AT THE ROUNDHOUSE

Present: Alan Brady (Chair), Sue Bradley, Andrew Cochrane, Nikol Daskalova, Guy Hodgkinson, Jane McNeil, Mandie Stravino

In attendance: Jo Clifford, Aaron Denton, Roberta Hall, Heather Kelly, Melanie Lanser, Brian Malyan
Rose Matthews (Clerk to the Corporation)

The meeting had been preceded by a tour of Routes Provision, which supported students to develop skills to progress onto a Level 1 course.

	Action	Date
<p>14/25-26 WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE</p> <p>Apologies for absence were received and accepted for Jill Matthews and Anju Virdee.</p>		
<p>15/25-26 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM</p> <p>All members were eligible, and the meeting was quorate. There were no new declarations.</p>		
<p>16/25-26 MINUTES OF THE MEETING HELD ON 22 OCTOBER 2025</p> <p>RESOLVED: The minutes of the meeting held on 22 October 2025 were formally approved as a true and accurate record.</p>		
<p>17/25-26 MATTERS ARISING</p> <p>07/25-26 Governors had attended a tour of Routes provision prior to the meeting.</p> <p>10/25-26 The Clerk confirmed she had shared the inset day recordings on AI with Members.</p>		
<p>17/25-26 EQUITY, DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT AND STATEMENT</p> <p>The Vice Principal – Student Experience presented the Equity, Diversity and Inclusion (EDI) Annual Report and Annual Statement. The College had a statutory duty to publish the Annual Statement.</p> <p>He shared the key headlines from the report, broken down by gender, ethnicity, disability and age, which compared the student, employee and governor representation against the city population.</p>		

Objectives for 2025 were to focus on autism and dyslexia; reduce attainment gaps for disadvantaged and care-experienced students.

The Chair questioned disclosure relating to employee disability, with 6% declaring a disability and asked what the likely reason for that would be. This was being reviewed as an action and could possibly relate to the age bracket in terms of disclosure. Some may be reluctant to disclose.

The Chair referenced diversity in Leadership and Management roles in the College, which had been highlighted as an area for improvement. The College recruitment process does not include any identifiable information to avoid unconscious bias and has done for some time.

Members also discussed age distribution trends with age 60+ groups growing and asked if more people were remaining due to the changing pension age. Only a small number of employees remain past state pension age, with only around four employees over the age of 70. There had been a shift from the 50-59 age bracket to the 60-69 group.

Opportunities for succession planning and engagement were referenced and members noted the promotion of individuals in the organisation, internal management recruitment and the College talent management programme.

RESOLVED: The Committee recommended the Corporation accept the EDI Annual Report and approve the EDI Statement for publication.

Chair 11/12/25

18/25-26 **LITTLE EXPLORERS SELF-EVALUATION FORM**

The Nursery Operations Manager presented her report, highlighting key development and achievements.

Safeguarding training had been strengthened in light of the changing framework and through bespoke training.

The inclusion approach had been broadened to consider family background needs.

The vision and values had been developed as a formalised statement – BEACON (Belonging, Exploration, Curiosity, Outdoor and Nurturing, which reflected the best practice and strengths of the provision.

There had been positive engagement through the Stronger Practice Hub.

The Nursery Operations Manager said the new Inspection Toolkit was a reflective tool to guide practice and indicated the changes were positive.

RESOLVED: The Committee accepted the SEF update.

DCG SELF-ASSESSMENT 2024-25 AND QUALITY IMPROVEMENT 2025-26

The Vice Principal – Quality of Education shared DCG Self-Assessment Report for 2024-25, which provides an analysis of DCG’s educational performance in the academic year 2024-25 leading to judgements against the 2019 EIF and quality improvement priorities.

The College self-assessed as ‘good’ in all areas, with outstanding for personal development in education programmes for young people. This is evidenced following the quality assurance and improvement process following 32 academy validations.

The VP shared the context and the community of the College with 31% of students identifying as ethnically diverse against the city statistics of 25%. Disadvantaged students had increased to ease 39% vs 32% last year, High needs students rose from 540 to 621 and more students were declaring learning difficulties (32% YP, 21% adults). Derby’s NEET rate was 7.2% vs 3.2% national.

The Committee Chair asked how auto enrolment would work.

The College were still unclear as the detail had not yet been released. It was ambitious to think all NEETS would all enrol by September, it could take time to filter through that not all students were on roll, it could be October or later. **The Committee Chair asked if the figures related to those on roll at schools or wider.** They could relate to children who have been lost to education or home educated or absent from education for years, the local authority would be likely to have that information and it was likely to increase.

GH said that another delay could be risk assessments for those who had not been in school for a long period. With autoenrollment the College could see children who they had no historic records for in terms of risk. It was agreed that needed to be fed back to the local authority. Discussions went on to EHCPs and the reliance on the honesty of other services in providing information.

Key strengths were shared. Achievement had improved by 3%; pass rates >96%. Apprenticeship achievement had increased to 69.3% (+5.8 points). Achievement gaps narrowed for disadvantaged and looked-after students and teaching quality improved significantly with strong curriculum planning and feedback practices.

Robust improvement processes had been introduced and almost all the academies requiring improvement from last year had shown some kind of improvement. The only one that hadn’t moved, but had moved within its grade was Hair and Beauty, which was still inadequate. **The Committee Chair asked what was being done to improve** and it was noted a stronger leadership team had been put in place which was having a positive impact and attendance was at 92%. **The Committee Chair went on to ask if there had been staff changes.** A teacher had been removed but there was still a lot of development work with the new teaching team. Behaviour and attendance had improved in that area.

Health and Social care had improved their pass rates but their retention was lower, work had been undertaken to make sure the students on the programme were the right students and more robust improvement processes introduced.

It was also noted the leadership team had been strengthened by the introduction of the Vice Principal of Technical and Vocational who was confident Hair and Beauty would improve.

It was noted the apprenticeship figures had been impacted by the Rolls-Royce learners which had moved and affected the retention rates.

There had been huge engagement in CPD which had impacted.

Analysis had taken place of white working class outcomes, which was a government focus and made up a quarter of EPYP students and the group trailed behind other students in retention and pass rates. **The Committee Chair asked if there had been any conclusions from this report.** This cohort would make up one of the demographic figures that can be built into performance review to focus on. It was also noted that the Leadership team had carried out some analysis and provided information for the inquiry in terms of assessment and also presented some areas for improvement.

There had been an increase in students with autism etc., with a focus on adaptive teaching for SEND (dyslexia, autism). **The Committee Chair said would be good to hear more about Voice 21 and it was agreed the Clerk would invite Debbie Painter to the next meeting.**

Clerk 25/02/26

Safeguarding and governance was effective.

RESOLVED: The Committee supported the Self-Assessment for 2024-25 and the Quality Improvement Plan for 2025-26 and recommended to the Corporation for approval.

20/25-26

ORGANISATION PERFORMANCE MANAGEMENT REPORT (OPMR) INCLUDING KEY PERFORMANCE INDICATORS (KPIs)

The Vice Principal – Quality of Education went on to present the Organisation Performance Management Report (OPMR), which provided early review and analysis of in-year 25-26 DCG progress. In line with the focus on Provision type in the EIF (November 2025).

Members were pleased to note there was 100% compliance with markbook tracking. The Learning Walk cycle had commenced with a more informal approach and identified strong teaching.

Student voice was discussed, with investigations taking place in relation to feedback around teacher expectations. **The Corporation Chair noted 94% of students felt safe, but asked about the other 6%.** The staff governor who was also the Safeguarding Manager said that in some cases students may have misread the question and it may relate to issues outside of the College environment. **The Safeguarding Lead Governor pointed out if someone had an issue at home they may be triggered by a question. She said**

	<p>she was reassured from her visits that all those flagged were being followed up and receiving pastoral support.</p> <p>Business had the highest number of pre-42 day withdrawals. Attendance was overall at 92%, with gaps in Level 1 and some academies, but there were emerging gaps for young carers and SEND students. Attendance had increased for all levels except Level 1 and STEPs was lower than this time last year. Maths and English had attendance gaps. Adult education attendance was lower than last year and mental health issues were the main reasons impacting attendance.</p> <p>Teacher development was shared. The Committee Chair asked the difference between probation and mentoring and it was clarified that every new teacher was mentored.</p> <p>The academies in rapid improvement were digital, adult and community and professional construction, with oversight on STEPs.</p> <p>The Corporation Chair questioned retention from partnership apprentices and what how that had happened. The CFO explained the College only worked with two apprenticeship partners and this related to the early years childcare provider who had a higher than normal set of withdrawals. They had been taken over by a larger organisation. There were challenges with retaining people entering into childcare and nursery work. She said they were monitoring them very closely.</p>		
	<p>Members also questioned the 16.7% decline in Engineering and automotive. It was noted there were huge volumes in this area, it wasn't a huge number but that was being kept under review. The Chair asked if there was a specific insight into what was causing this. Once further insight and analysis had taken place it was requested this be revisited and reported to the Committee.</p> <p>The CFO outlined the achievement of the 2024-25 KPIs which had been picked up through the self-assessment feedback. There had been very strong performance across the Corporation KPI and it was noted that whilst the College did not always hit the targets, that was due to the challenging targets set to drive improvements.</p> <p>The next achievement tables would not be published until February/March 2026 at which point the 2025-26 KPIs will be presented for approval.</p>	VP-QE	25/02/26
21/25-26	<p>CURRICULUM RISK REGISTER</p> <p>The Vice Principal – Quality of Education shared the Curriculum Risk Register which had undergone a full review and ranked by risks. This feeds into the Corporate Risk Register.</p>	Chair	11/12/25

RESOLVED: The Committee accepted the Curriculum Risk Register.

22/25-26 **HIGHER EDUCATION ANNUAL REVIEW**

The Head of Higher Education presented the HE Annual Review, which reflected the last academic year's performance.

Overall, this presented a provision which had undergone a rigorous review process.

The provision had stable numbers, evidenced strong student experience and outcomes. There was a need to ensure there was an inclusive curriculum in higher education which aligned with local employer needs.

There were no significant demographic gaps in success rates.

JM reflected that in terms of student success the review provides really good assurance that there are minimal demographic gaps for attendance, continuation and overall pass rates, but she asked if the College were monitoring the proportion of high grades awarded by demographic group and referenced the OfS expectation around closing awarding gaps.

The Head of HE responded that in terms of student success, the success rates are so high there are no gaps. It is monitored if they fit into any of the demographic categories and reported, but probably needed to be brought out further in the report for the future.

JM went on to ask about graduate outcomes, she noted the report mentioned 85% progression to employment or further study and mentioned the College were above B3 thresholds but she couldn't clearly see the breakdown around progression to graduate level employments by course or demographic area.

It has been difficult to capture where students are going on exit of the qualification. The OfS looks at progression onto suitable graduate level employment 15 months down the line and that shows up on the OFS dashboard, but the data is two year out of date. The College want more immediate data and have been working with the Director of Student Experience and his team to ascertain more robust destination data earlier. This system is due to go live on Monday. **Members asked what the timeline was between now and finishing the data capture.** It was live so real time data capture, which will be picked up in 12 months for a more accurate picture.

RESOLVED: The Committee recommended the Annual Review to the Corporation for approval.

23/25-26 **POLICY REVIEWS**

- **HE ACADEMIC MISCONDUCT POLICY**

The HE Academic Misconduct Policy had undergone an internal review with no significant changes. The Committee were informed for information.

RESOLVED: The Committee acknowledged an internal review had been undertaken of the HE Academic Misconduct Policy.

24/25-26 **DATE OF NEXT MEETING**

The Chair thanked everyone for their attendance and confirmed the next meeting would be held on 25 February 2026.

The meeting finished at 11.15 am.