



**MINUTES OF THE CURRICULUM PERFORMANCE COMMITTEE MEETING HELD
ON WEDNESDAY 24 JUNE 2026 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 24 JUNE 2026 AT 9.30 AM IN T108, THE BOARD ROOM AT THE ROUNDHOUSE

Present: Alan Brady (Chair), Sue Bradley, Andrew Cochrane, Guy Hodgkinson, Anju Virdee, Mandie Stravino OBE

In attendance: Jo Clifford, Jon Collins (Agenda Items 54/25-26 and 55 25-26), Kate Cox (Agenda Item 58/25-26), Aaron Denton, Carol Dixon (Agenda Item 50/25-26) Heather Kelly, Brian Malyan, Rose Matthews (Clerk to the Corporation)

	Action	Date
47/25-26 WELCOME, INTRODUCTIONS AND APOLOGIES FOR ABSENCE		
It was Sue Bradley's last meeting and the Corporation Chair commenced the meeting by thanking Sue for the commitment and support to the College, in particular around safeguarding. This was echoed by the rest of the Committee. Apologies for absence were received and accepted for Jane McNeil and Jill Matthews.		
48/25-26 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM		
All members were eligible, and the meeting was quorate. There were no new declarations.		
49/25-26 MINUTES OF THE MEETING HELD ON 22 APRIL 2026		
RESOLVED: The minutes of the meeting held on 22 April 2026 were formally approved as a true and accurate record.		
50/25-26 STAKEHOLDER AND EMPLOYER VOICE OVERVIEW		
The Committee welcomed the Director of Employer Partnerships to the meeting and received a report outlining the scale and impact of employer engagement across the curriculum. It was noted that engagement included over 1,000 employers within curriculum areas, with additional engagement through apprenticeships and skills activity. Members were advised that employer engagement activity exceeded 1,600 interactions, with 301 employers were involved in curriculum design and 291 employers co-delivering elements of provision.		

Strong employer satisfaction data demonstrated high levels of work readiness and technical skills among students.

The development of a central CRM system was noted as enhancing tracking and evidencing employer interaction.

Employer engagement gaps were recognised in life sciences and plans were in place to establish a new skills board.

The Committee Chair sought clarification on how employers meaningfully contributed to curriculum design and how this was operationalised in practice. The Director of Employer Partnerships explained a range of methods were used including focus groups, project design, guest input and industry-specific teaching interventions. SMEs engagement required flexible and proactive approaches, including outreach at employer locations.

Members also asked how co-delivery is quality assured and whether employer-led delivery impacts learner engagement. This worked in a similar way to the curriculum design, the College developed their skills before putting employers in a classroom. **The Committee Chair went on to ask how students responded.** There was an acceptance they were part of the delivery team, but they had much more of an impact.

The Committee Chair went on to ask if digital, AI and green skills were coming through. They were the themes presented to employers to discuss, very often employers struggled to articulate technical skills and so focus is around the softer skills, such as resilience.

Members also questioned if any students progressed with employers they had been engaged with as part of their learning? It was common with 120 students managed into apprenticeships and part time work.

They also questioned the number of employers within the ESBs, for example, building services. It was explained it was very hard to get someone from an SME to take time out, meeting times had been adapted to suit their hours, but it was challenging. The College were fortunate in that the big corporates can do that, but the expectations on how they are engaged is different, such visiting them at merchants yards etc. It was also noted curriculum areas also had good links with employers and worked closely with them.

RESOLVED: The Committee discussed and accepted the report.

51/25-26 DESTINATIONS REPORT

The Committee reviewed the destinations performance for leavers.

It was noted that 92.8% of 16–18 learners progressed to positive destinations, the Overall response rate was 85.5%, with strong outcomes were recorded across Levels 2, 3 and T Levels.

Adult and apprenticeship destinations remained strong.

Targeted interventions were in place to support vulnerable cohorts, including young carers and EHCP learners.

AV asked why young carers were such a concern. They struggled not to get employment, but due to family pressure and caring responsibilities at home.

RESOLVED: The Committee discussed and accepted the report.

52/25-26 NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET) OVERVIEW

The Vice Principal – Student Experience and Inclusion delivered an overview of the College's activity to reduce the number of young people not in education, employment or training (NEET).

The Committee noted the range of bespoke provision in place, including Routes, Steps, Aspire and Lexis, alongside the Empowering Futures programme, which supported NEET learners to re-engage with education, employment or training.

Members were advised that enhanced transition arrangements, strengthened information, advice and guidance processes, and the use of tracking tools were supporting progression and helping to identify learners at risk at an earlier stage.

It was recognised that, without these interventions, a significant proportion of students would be at risk of becoming NEET.

The Committee challenged whether NEET levels were likely to increase in light of national trends and sought assurance on the mitigating actions in place. It will be higher in STEP and Routes with Youth Guarantee continuing, Lexis was the only area likely to reduce, which came from local authority intelligence.

The Committee was assured that reducing NEET remained a strategic priority and that new programmes, alongside strengthened information, advice and guidance processes, were designed to mitigate this risk.

RESOLVED: The Committee discussed the key themes and accepted the presentation.

53/25-26 ORGANISATIONAL PERFORMANCE MANAGEMENT REPORT (OPMR)

In the absence of the Vice Principal – Quality of Education, the Committee received a summary of performance and improvement activity across academies.

Members noted that significant progress had been made in areas previously requiring rapid improvement, with Hair and Beauty and Professional Construction expected to move out of rapid improvement. Tourism had also improved, although final achievement outcomes were awaited.

The Committee further noted that Health and Social Care and Digital continued to require further improvement.

Governors challenged whether the improvements in areas previously subject to rapid improvement were sustainable and sought assurance on the actions that remained outstanding.

Early Years had made excellent progress and had been in rapid improvement a few years ago. Out of 34 academies only three were in rapid improvement, showing a positive trajectory.

Members commended the progress made and welcomed the transparent reporting provided.

RESOLVED: The Committee discussed and accepted the report.

54/25-26 **SUSTAINABILITY IN EDUCATION**

The Committee received an update on sustainability activity across the College and noted the significant progress made over the previous four years.

Members were advised that this progress had been supported by dedicated resource and had contributed to DCG being considered ahead of many colleges regionally in relation to sustainability practice.

The Committee noted that staff engagement had increased significantly, with over 500 responses received to the staff survey.

Applications had also been submitted for Green Gown Awards, reflecting the strength and profile of the College's sustainability work.

Members recognised that engaging students consistently in sustainability initiatives remained a challenge, although the overall progress reported was welcomed by the Committee.

No significant challenge was raised, with members noting the strength of progress and the positive direction of travel.

RESOLVED: The Committee discussed and accepted the report.

55/25-26 **LANDEX PEER REVIEW**

Following receipt of the Landex Peer Review Report, the Vice Principal – Land-based provided a summary of the key findings and outcomes from the review.

The Committee noted that the review provided positive external validation of the College's land-based provision. Particular strengths were identified in relation to the quality of the learner experience, the relevance of provision to industry, strong feedback from learners and staff, high-quality health and safety practice, and effective partnership working.

Members further noted that the report identified areas for continued development, including improving consistency in timetabling and sustaining the ongoing improvement of teaching delivery.

Governors sought assurance on how the College would ensure that the findings from the peer review translated into sustained continuous improvement and that actions were embedded effectively. The Vice Principal – Land-based confirmed that the findings would inform the relevant improvement planning processes and would be monitored through the established quality assurance arrangements.

Members welcomed the positive findings and recognised the value of external peer review in providing assurance on the quality and direction of land-based provision.

RESOLVED: The Committee discussed and accepted the report.

56/25-26 CURRICULUM RISK REGISTER

The Curriculum Risk Register was shared. It was noted the Transition Plan had now been submitted.

RESOLVED: The Committee accepted the Risk Register.

57/25-26 HIGHER EDUCATION REPORT

The Committee received the Higher Education report, which provided an update on recruitment, programme viability and partnership activity within the College's higher education provision.

Members noted that recruitment to some programmes remained low, including equine, sport and digital provision. The Committee was advised that, notwithstanding these recruitment challenges, the College intended to continue the programmes for a further year in order to assess demand, support continuity for learners and enable further development work to take place.

The importance of continued collaboration with university partners was recognised, particularly with the University of Derby, as part of the College's approach to strengthening progression routes and sustaining higher education opportunities. Members also noted that wider national pressures affecting the higher education sector were impacting recruitment and demand locally.

Governors challenged whether the decline in recruitment reflected broader sector trends and sought assurance on the actions being taken to sustain viable provision. The Committee was advised that recruitment would continue to be closely monitored and that partnership working, curriculum review and targeted development activity would remain central to the College's response.

RESOLVED: The Committee discussed and accepted the report.

58/25-26 LITTLE EXPLORERS QUALITY IMPROVEMENT PLAN AND SELF-EVALUATION FORM

The Committee received a verbal update from the Nursery Manager in relation to the Little Explorers Quality Improvement Plan and Self-Evaluation Form.

Members noted the continued high quality of provision and the strong safeguarding culture embedded across the nursery. The Committee was advised that inclusive practice had been further strengthened and that curriculum improvements continued to be embedded effectively.

Members further noted the strong outcomes being achieved and the accelerated development demonstrated by children within the provision. The Committee also recognised that the nursery continued to attract external interest as a model of best practice.

Members commended the exceptional quality of provision and welcomed the positive assurance provided through the update.

RESOLVED: The Committee discussed and accepted the report.

59/25-26 POLICY REVIEWS:

- **STUDENT BULLYING AND HARRASSMENT**
- **SELF-ASSESSMENT AND CURRICLUM IMPROVEMENT POLICY**
- **ACADEMIC MISCONDUCT POLICY**
- **STUDENT VOICE POLICY**

Members discussed and accepted the updated policies. The Committee approved the Student Bullying and Harassment Policy.

The Self-Assessment and Curriculum Improvement Policy and Student Voice Policy were recommended to the Corporation for approval.

Members discussed the updates to the Academic Misconduct Policy, which reflected strengthened expectations regarding AI use and academic integrity and **questioned whether there was an increase in academic misconduct linked to AI and how effectively this was being managed within assessments and examinations.** There had been incidents and the College were clear in terms of training for students and staff and shared some examples where students had used AI and not declared it. Also there had been examples in recent GCSEs where students tried to access ChatGPT and AI during an exam.

The Committee Chair asked if this was addressed straight away, given exam conditions. Yes, it was addressed immediately during the exam.

The Committee recommended the Academic Misconduct Policy to the Corporation for approval.

RESOLVED: The Committee approved the Student Bullying and Harassment Policy.

The following policies were recommended for approval:

Self-Assessment and Curriculum Improvement Policy
Academic Misconduct Policy
Student Voice Policy (no change)

60/25-26 **DATE OF NEXT MEETING**

The Chair thanked everyone for their attendance and confirmed the next meeting would be held on 6 October 2026.

The meeting finished at 11.05 am