



THE WINDSOR FOREST COLLEGES GROUP

MINUTES OF A MEETING OF THE QUALITY & CURRICULUM COMMITTEE

Tuesday 25 November 2025 at 5.00pm (online via Zoom)

PRESENT:	Signe Sutherland	Committee Chair
	Kerry Blandin	Governor
	Jo Croft	Chair of Corporation
	Jacob Clay	Teaching Staff Governor – Sixth Form
	Nathan Garat	Governor
	Rob Lewis	Governor
	Sam Marshall-Davies	Governor
	Gillian May	Group Principal & Chief Executive
	Antonia Spinks	Governor
	Sarah Waller	Teaching Staff Governor - FE
	Alison Wheatley	Staff Governor
APOLOGIES:	Riley Campisi Dignan	Student Governor FE
	Ketija Oyeniran	Student Governor Sixth Form
IN ATTENDANCE:	Gary Dixon	Principal FE (elect)
	Anne Entwistle	Principal FE (incumbent)
	Tracy Reeve	Group Director of Governance
	Karen Griffiths	Acting Deputy Group Principal
	Sinead O'Donoghue	Principal Sixth Form
	Nicole Onyett	AP Curriculum (FE) <i>(Item A only)</i>

MINUTE

No

A. Presentation from Assistant Principal Curriculum: Risk of NEET Indicator

Assistant Principal FE, Nicole Onyett (NO), gave the meeting a presentation on a new initiative which had been introduced across the two FE Colleges. This was a Risk of NEET Indicator (RONI). Governors were reminded that NEET referred to young people who were 'Not in Education, Employment or Training'. This new report which was available to all teaching staff enabled them to identify students who were at risk of withdrawal and was based on weighted risk factors which would be reviewed and updated on an annual basis. NO highlighted the value of this new report as it gave the Heads of Department (HoDs) and curriculum teams clear visibility on risk factors and flagged students where they needed to focus additional attention. The meeting noted the detailed criteria considered and the scoring; it was noted that this data automatically updated from student individual learner plans (ILPs). NO confirmed that the additional learning support team were using the same RONI report as curriculum staff so that both aspects of student support were working from the same data.

The Committee Chair (SS) commended the very useful report and the meeting agreed that it was an excellent new tool for teaching staff. Governors (RL) sought clarity on whether this had been developed by WFCG or whether it was widely used within the FE sector. NO confirmed that she had seen the concept in use at another FE College (Sparsholt) but it was not used widely. The concept had then been developed for WFCG use to make it more automated and to enable risk factors to be amended based on any new trends. NO highlighted the importance of this clear focus on 'at risk' students in relation to the new Ofsted framework and the heightened focus on inclusivity. The meeting sought, and was given, confirmation that all students were included including ESOL learners. The meeting noted that the recent Landex Peer review was very impressed by the model and had asked WFCG to share the initiative at the Landex conference in spring 2026. The Acting Deputy Group Principal (KG) reminded the meeting of the importance of reducing the NEET population which had been flagged as a key objective in the recent Post-16 White Paper. This new focus predicated on actual data at WFCG was very timely. The Committee Chair suggested that an update on this new data report should be brought to the Quality Curriculum Committee in autumn 2026 once the year-end impact could be seen.

[Nicole Onyett left the meeting.]

ACTION

MINUTE**No****ACTION**

1. **Apologies for Absence**
Apologies had been received as shown above. The Group Director of Governance (TR) informed the meeting that Antonia Spinks would be slightly late joining due to a prior commitment.
2. **Notification of any other urgent business**
There was no other business notified.
3. **Declarations of Interest**
No member declared a conflict of interest with the agenda.
4. **Minutes of the previous meeting held on 12 June 2025**
The Minutes of the previous meeting held on 12 June 2025, having been previously sent to members, were agreed as a true record and would be taken as signed by the Chair.
All Members were agreed.
5. **Matters Arising from the Previous Meeting Held on 12 June 2025**
The Group Director of Governance presented a report which confirmed that all matters arising had been actioned or would be covered within the current agenda.
NOTED
 - Use of Apprenticeship levy across WFCG
The meeting noted an update on the use of the apprenticeship levy across the College Group. The current levy fund balance was £245,446 with a total levy of £59,673 having been utilised since November 2024. Acting Deputy Group Principal (KG) confirmed that the apprenticeship levy continued to be an important though underutilised mechanism for supporting staff development. SLT had been considering how the pot could be fully utilised to support succession planning and recruitment through funded apprenticeship pathways. To date, the pot had been used by individuals rather than for a specific cohort. However, plans for 2025/26 included the launch of a level 3 leadership course that would allow HoDs to access training. The meeting supported this new initiative and the move to use levy funds more widely.
The update was NOTED
6. **Curriculum Risk Register (RR)**
The Deputy Group Principal (KG) presented the updated Curriculum Risk Register for 2025/26, summarising key risks to curriculum quality, delivery, compliance and growth. Governors were assured that the risk register aligned with the strategic priorities and Quality Review Board outcomes. KG confirmed that the curriculum risk register continued to reflect both acute (immediate) and chronic (long-term) risks affecting curriculum and quality performance. Governors were assured that overall risk levels remained stable, with enhanced controls in several key areas including recruitment, data integrity, and attendance.

The meeting considered the two new risks:
 - Risk 5: Safeguarding, Equality & Inclusion Compliance (Risk score of 12 'green'): This had been introduced to ensure clear Board visibility of regulatory and reputational risks arising from safeguarding and EDI compliance. The meeting noted that new assurance measures included the integration of safeguarding KPIs into quality reporting and an annual external policy review. The new senior structure with a Group Vice Principal covering this work across all four colleges would also ensure consistency and monitoring across the group.
 - Risk 9: Digital Transformation and AI Adoption (Risk score 9 'green'): Added to reflect the growing strategic importance of digital and AI capability in teaching, learning, and assessment. Mitigations include staff CPD, digital literacy for learners, and oversight by the Digital Transformation Board. This was now a key area of risk across the FE sector and had been referenced in the new Ofsted inspection framework and the Post-16 White Paper.
Improved or Controlled Risks were noted as:

- ***Risk 6: Curriculum Reform & T Level Implementation (Risk score down to 9 'green')***: This risk had reduced following successful early curriculum redesign and strengthened staff training and CPD. KG confirmed that nothing coming out of the ongoing work was surprising and the college had managed the risks around T Levels well. The ongoing poor recruitment to T Levels was a national issue. Governors were reminded of the positive impact of the T Level capital funding which had been used to great effect across the college group.

- ***Risk 7: Teaching and Learning Consistency (Risk score remained at 8 'green')***: Kept at lower severity due to positive impact of observation moderation and leadership development. KG highlighted the need for more consistent reporting across the college group from January 2026; data would be a key focus for Ofsted under their new framework.

The CEO and Group Principal highlighted the ongoing key risk in relation to the recruitment and retention of staff. This chronic risk was number one on the WFCG risk register and remained an 'amber' risk with a score of 16.

Supported internships: The meeting noted an update report on supported internships from Group Vice Principal FE (LP). In the absence of LP, Principal FE (AE) presented this paper and took questions. The meeting noted that Supported Internships were an effective route to progress towards paid employment for many young people with Education, Health and Care Plans (EHCPs). They were designed to enable young people with special educational needs & disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work, through learning in the workplace. Internships normally lasted for an academic year and included unpaid work placements of at least six months. Wherever possible, the young person was supported to move into paid employment at the end of the programme. At WFCG there were 548 EHCP learners across all four sites, most of which were located at BCA and Slough and Langley College. AE confirmed that all Local Authorities had to agree to support costs before students start their Supported Internship to ensure that WFCG was able to provide the required support. However, GM reminded the meeting of the uncertainty in relation to securing all the contracted funding from local authorities. The WFCG initiative used three distinct models, each designed to cater to varying levels of independence, these models aimed to provide a tailored environment that met the diverse needs of students:

- The Delta Marriott Hotel Supported Internship programme.
- Ways into Work Routes to Recruit
- BCA in-house model

The meeting commended the strong feedback from employers and students over the last two years that the programme had been running. The meeting noted that if more funding was available the College could deliver more places but the current level limited the risk of financial exposure.

The Curriculum Risk Register was NOTED and RECEIVED.

7. **Annual Safeguarding Update**

This agenda item was deferred to the Corporation meeting on 10 December 2026.

NOTED

AE

8. **Quality Update: Self-Assessment Report (SAR) 2024/25 and QIP 2025/26**

The Deputy Group Principal (KG) informed the meeting that the formal Self-Assessment Report was not yet finalised as the cycle of Quality Review Board's had just finished. Instead KG presented a summary of headline quality data relating to the academic year 2024-25 and an update on quality processes.

KG confirmed that headline performance across the Windsor Forest Colleges Group (WFCG) had demonstrated expected sustained good outcomes in most provision. However, Apprenticeship achievement fell in 2024-25 and was below the national benchmark of 60% overall, with underperformance in 10 out of 32 apprenticeship standards. While BCA land-based apprenticeships continued on a largely upward trajectory, standards with more than 50 learners remained below benchmark and performance variation across the Group presented a clear quality and funding risk requiring urgent intervention. Learner voice and safeguarding

remained good across the group and employer engagement continued to inform curriculum intent and delivery.

The RAG rated headline dashboard was discussed by the meeting.

Area	Performance	National Benchmark	RAG
Attendance	83–86%	90%	Amber
Retention	87–95%	89.7%	Amber
Achievement (16–18)	82–89%	82.8%	Green
Achievement (19+)	84–97%	84.4%	Green
High Grades L3	36–41%	36%	Green
Destinations	88–92%	86%	Green
Apprenticeship Achievement	51%	60%	Red
HE Achievement	97%	88%	Green
Adult Achievement	82%	88%	Amber

KG confirmed that the withdrawals for apprentices affected the retention which had been flagged as amber to retain a clear focus. The retention benchmark was being met for mainstream 16-18 and 19+ provision. The HE achievement was also worthy of note and was at a 'gold standard'.

➤ **Further Education Self-Assessment**

The Principal FE talked to the data for the two FE colleges.

BCA (14–19 Study Programmes)

	2022/23	2023/24	2024/25
16 - 18	90%	89%	89.5%
19+ (Foundation learners)	92%	89%	82.8%

- Achievement had improved in 12 of 13 curriculum areas with the majority now sitting above or close to 90%.
- Foundation studies outcomes were 85.6% (87% in 2023/24). This was due to disappointing maths exam results which impacted 19+ results in Foundation learning.
- The English and maths provision 2025/26 had been reviewed to ensure that all learners were placed on the appropriate level of qualification.

Slough and Langley College 14–19

	2022/23	2023/24	2024/25
16 - 18	80%	82%	80%
19+	80%	82%	80%

- Outcomes at Slough and Langley improved significantly in six of eleven curriculum areas with achievement reaching 90% (upper quartile) in four (Early Years, Health, Travel and Aviation and ICT)
- Achievement rates for four curriculum areas were below 80% and lower than 2023/24 (ESOL, Construction, Hair and Beauty and Foundation studies -English and Maths only). AE confirmed that ESOL outcomes had dropped by 10% which reflected a 10% drop in retention. This was largely due to the number of unaccompanied asylum seekers where behaviour or attendance was problematic. Construction was also a challenging area with regard to exam success.

Governors (RL) sought additional clarity on the reasons for the drop in maths and English outcomes. Staff Governor SW (FE college lead for maths and English) confirmed that attendance was the issue. SW confirmed that WFCG was in the top quartile for progression measures. The other issue was in relation to functional skills (FS) where achievement was hard to secure, they were not a useful stepping stone for learners. SW informed the meeting that in 2025/26 the college would only use FS for lower level entry units. AE informed the meeting that management had made it very clear at the recent QRBs that the Heads of

Department were accountable for their English and maths data; the responsibility did not sit with the English and maths Team.

➤ **Sixth Form Self-Assessment**

Principal Sixth Form (SO'D) presented the sixth form data

Strode's College

	2023/24	2024/25
Pass rate	94.4	93.6
High grade	38.7	41.1
High grades A*-C	64	67.9
U grades	43 (4.5%)	52 (5%)
BTEC pass rate	97.55	97.55
BTEC High grades	29.7	35.3
GCSE Maths 9-4	32.8	40.7
GCSE English 9-4	61.8	52.1

Windsor College

	2023/24	2024/25
Pass rate	95.4	92.1
High grade	23.6	22.7
High grades A8-C	50.3	46.5
U grades	19 (4.3%)	28 (7.3%)
BTEC pass rate	98.4	99.3
BTEC High grades	39.4	41.2
GCSE Maths 9-4	45.3	25.3
GCSE English 9-4	53.7	68.1

- At Strode's 14 out of 32 subjects achieved 100% pass rate which was a decrease from the previous year (22/ 34).
- At Windsor 14 out of 22 subjects achieved 100% pass rate which was an improvement from the previous year (10/ 21).
- At Strode's the number of A Level entries increased from 939 (2024) to 1026.
- At Windsor there was a decrease in A Level entries from 437 (in 2024) to 383 possibly reflecting more vocational qualifications being chosen.
- GCSE English at Strode's and GCSE Maths at Windsor have seen declines – departments are examining results carefully and cross college collaborations are in place.

The Chair sought more clarity on action being taken in response to the increase in 'U' grades. SO'D confirmed that the action plan included a closer review of mock exams as well as looking at teachers' marking, feedback and intervention during the year.

The meeting sought assurance on the reason for and action being taken in relation to the big drop in GCSE maths performance at Windsor College. SO'D confirmed that there had been a real issue with achieving consistent teaching due to staff absence. Although now improved SO'D confirmed that this was still an area for focus in 2025/26.

➤ **Adult Education**

KG presented the data for this area of provision.

Southall

- Achievement 97.1% - which is above national benchmark and upper quartile.
- Retention 98.7% - which is above national benchmark of 94.6%
- Attendance 81%.
- High learner satisfaction and digital learning access.

Slough & Langley Adult / ESOL

- Achievement 81% (ESOL 84%) vs national 88%.
- Retention – 93.8 vs national 94.6
- ESOL Attendance- 87% vs 88% national.
- MESL attendance – 87% an improvement of 2% from the previous year
- Learner satisfaction is 96%
- Mobility of asylum seeker cohorts significantly impacts retention.

Strode's & Windsor Adult

- Achievement 76% vs national 88%
- Retention 87% vs national 94.6
- Attendance 86% vs 88% national
- 96% learner satisfaction.
- Curriculum rationalisation to improve viability.

KG highlighted the excellent achievement and retention at the Southall outreach centre where college staff were working in the community centre delivering the GLA funded provision. The meeting was reminded that this area was graded 1 at the recent QRB and this outreach work was having a real impact on people lives. The meeting was reminded that unfortunately, the budget for this GLA work had been cut for 2025/26.

The dip in Strode's and Windsor adult provision reflected a general decline in take-up due to decreased demand. KG confirmed that some of the provision had moved over to Slough and Langley for 2025/26 as there was more demand.

The Chair sought additional detail on whether the College was looking to expand the short course commercial portfolio. KG confirmed that delivery of Greenskills and commercial courses continued at pace. Bootcamps had also increased with 6 in 2024/25 and 15 planned for 2025/26. Management were just receiving the information for wave 7 of the Bootcamps which was focussing on construction and green skills so WFCG was in a good position.

➤ ***Apprenticeships self-assessment and improvement plan***

The meeting noted that Group apprenticeship performance had declined in 2024–25 and was below the national benchmark of 60% overall. Achievement varied significantly between standards (from 0% to 88%) indicating inconsistency in programme quality, learner experience and curriculum readiness for End Point Assessment (EPA). BCA's apprenticeship provision was on a slow upward trajectory and had previously been propped up by Slough & Langley results but this was not the case in 2024-25. KG confirmed that this represented a significant performance, funding and reputational risk if not addressed urgently. The meeting took the detailed break-down of achievement by standard as read.

The key risks had been identified as:

- Early withdrawals, indicating poor Information & Guidance (IAG), particularly noticeable is SEND withdrawals.
- Weak historic EPA readiness and gateway performance
- Attendance and engagement concerns impacting timely achievement

Actions in place were as follows:

- Action plan against every standard
- Strengthened EPA preparation and mock assessment protocols
- Enhanced tracking and early intervention

KG confirmed that the major impact had been caused by the larger apprenticeships as noted earlier. Governors were assured that the college group had written to the relationship management team at DfE to flag the dip in performance. Support had also been sought from the FE Commissioner's Team and their lead on apprenticeships would be working with management in early 2026 to support them in developing an improvement plan. The meeting was assured that previous issues with IAG and on-boarding had already been improved for 2025-26. KG informed the meeting that the Plumbing standard had now been given back direct-claim status so that could now progress. However, management were mindful that this would not be a quick fix.

The committee chair (SS) who was the link governor for Apprenticeships explained the historic issue around a lack of resources e.g. for gas assessment. The WFCG provision was now better resourced. The meeting discussed the need for more capital funding for apprenticeships delivery. KG confirmed that the associated capital costs were now clearly identified for any new courses before they were approved.

The committee chair flagged this area of provision as a key focus for future meetings.

➤ **Higher Education (HE) self-assessment**

The meeting noted the strong HE performance in 2024-25, key metrics were as follows:

- Achievement 97% (above 88% national benchmark).
- Strong progression, high student satisfaction, strong external examiner assurances.
- Consistent teaching and assessment quality.
- Preparing for Lifelong Learning Entitlement alignment.

The HE lead for the college group and staff governor (AW) flagged the positive impact of the strategy to develop Windsor College as a centre for Stage Screen and Design; high grades had gone up by 20% predicated on Windsor College outcomes 2024-25. AW commended the strong HE staff team who had worked flexibly during a time of high turnover. GM flagged the achievement rate of 97% which was in the upper quartile nationally. The destination data was also 'gold star'. This was the fourth or fifth year of consistently outstanding HE performance which was graded as 1 at the recent Quality Review Board. AW highlighted the work done collaboratively with university partners; this would be important moving forward as it was a focus of the recent FE and Skills White Paper. The committee chair confirmed that the recent QRB for HE had been excellent; she cited the objective of growing the provision across WFCG. AW confirmed that the Marketing Team had recently worked hard and the college would now have an additional January 2026 cohort in the HTQ Business.

➤ **Learning Walks and Teaching Quality**

The data on teaching quality was noted.

Sixth Form

- 96% of teachers met all teaching standards in 2025/26.

Adult Learning

- 96% teachers met all teaching standards - demonstrated strong subject knowledge and learner engagement.

BCA and Slough and Langley

Teaching and learning (T&L) priorities were set at the start of the year following learning walk (LW) feedback and learner voice.

Priorities were judged: Exceeds Expectations (EE), Effective (E), Requires Some Development (RSD), or Requires Urgent Development (RUD). Any lesson considered as 'requires urgent development' resulted in an automatic action plan and follow up observation. Further informal LW's were then ongoing during 2025-26. To encourage a developmental approach, these were recorded and managed separately by Heads of Department. **The meeting agreed that a focus on consistency in relation to teaching and learning would remain a focus for 2025-26.**

➤ **Emerging themes from Quality Review Boards (QRB)**

The meeting noted the key emerging themes from the QRBS.

Teaching, Learning and High-Grade Outcomes

- Teaching quality is not consistently aspirational at Level 3, particularly in securing high grades
- Intervention strategies are sometimes inconsistent
- Membership of the Education & Training Foundation (ETF) has been well received for the future academic year to support ongoing CPD.

Attendance, Retention and Student Experience

- Attendance decline is impacting outcomes, particularly where mental health needs and anxiety levels are high.
- Good pastoral and support structures across all sites with learner wellbeing remaining a priority

Curriculum, Employer Engagement and Skills

- Employers are engaged and supportive, but involvement in shaping curriculum and co-design is inconsistent across areas.
- Curriculum intent is clearly understood and aligned to regional and national skills needs, especially at BCA.
- Growing enrichment and oracy development at Slough and Langley, though not yet consistently embedded. Strode's have been involved in an oracy pilot project with RHUL.

Learner Needs, Behaviour and Inclusion

- Significant increase in EHCP and undiagnosed SEND students, particularly in Animal Management and Creative Arts, requires further adaptation and specialist expertise.
- Increasing behavioural challenges becoming harder to manage, with some parental reinforcement of poor behaviour.
- CPD and collaborative working improving capacity to meet learner need

Assessment

- Centralised tracking of progress and Minimum Target Grades is inconsistent.
- Coursework submission issues persist in multiple departments.

KG confirmed that these would form the basis of the WFCG self-assessment report (SAR) 2024/25 and the Quality Improvement Plan (QIP) 2025/26. The committee chair sought confirmation on the timeline and process for approval of the SAR and QIP. KG confirmed that management were working on the SARs and QIPS to go to Board in December; the paperwork would be circulated to Q&C Members in advance. It was noted that the college would use the 'old' Ofsted format for the SAR and QIP but the QIP would be reviewed in February 2026 to reflect the new Ofsted framework.

Governors who had attended QRBs commended the process. SMD had attended QRBs at BCA and found them to be well-managed and positive. SMD suggested that HoDs might be used to undertake peer reviews across the Group; this would also help with improving consistency between curriculum areas. **AE confirmed that peer review was undertaken at HoD meetings but it would be a good idea to use this cross-departmentally in advance of QRBs.**

SLT

➤ **Key QIP Priorities 2025–26**

These would be finalised for the QIP but current thinking had identified the following:

- Attendance uplift to 90%. Departments were keen to explore positive incentives.
- Raise outcomes where below benchmark, particularly apprenticeships.
- Improve consistency of teaching expectations and measurement across sites, focusing particularly on challenge, aspirational modelling and timely intervention.
- Standardise digital learning and Individual Learner Plan (ILP) usage in all provisions to ensure consistent monitoring and timely interventions.
- Continue to support provisions to seek opportunities to engage in employer supported curriculum design.
- Ensure a sustainable Adult Learning offer.
- Work with all staff to adopt practices that support incoming curriculum reform.

The meeting commended the thorough and interesting quality report which provided key highlights and areas of concern for governors to be aware of.

The Quality Update was NOTED and RECEIVED.

KG

ACTION: Whole College Self-Assessment Report (SAR) 2024-25 and Quality Improvement Plan 2025-26 to be taken to the Board for approval (10 December 2025).

MINUTE**No**

9.

Annual Complaints Report 2024/25

The CEO and Group Principal (GM) presented the annual complaints report for WFCG 2024/25 which had been prepared by the College Data Protection Officer (YHM). Governors were reminded that the College strategic priorities placed a high priority on the management of learners' experience, in particular learner satisfaction and its likely impact on the teaching and learning experience. The College therefore regarded complaints to be one of the key elements of the learner voice.

The meeting noted that there was an increase in the number of complaints but this was due to a change in reporting which now ensured that all complaints – across all four campuses - were accurately recorded. Of the 65 complaints received, 24 were upheld – 13 curriculum related and others in customer service and exams. The main areas of concern had been course management (14), student support (22) and teaching & learning (14). The meeting was assured that complaints were being dealt with in a timely and effective manner although 15 complaints had only been resolved outside the 10-day target window due to complicating factors and external involvement. The meeting noted the data split by campus; the FE Colleges had the highest number of complaints but this reflected learner numbers. The EDI data breakdown in relation to the complaints was noted; there were no trends within this data.

The meeting took the detailed appendix as read but suggested that upheld complaints should be flagged in this report and that it should be enhanced with the addition of any change or action that was implemented by the college as a result of the complaint. The meeting commended the very detailed report which provided assurance for governors that timely action was being taken and that no trends or consistent themes for complaints were emerging.

The Complaints report was NOTED and RECEIVED

ACTION: *The Complaints Reporting would be further developed for 2025/ 26 to include the following additions to the detailed Appendix 1*

- i. Flag upheld complaints*
- ii. Add any actions or changes to process implemented as a result of upheld complaints.*

ACTION

YHM

10.

Landex Review (BCA) and Membership

The meeting noted a paper which provided governors with an update on Berkshire College of Agriculture's (BCA) membership of Landex and recent peer and curriculum reviews undertaken during 2024/25. Governors were reminded that BCA continued to benefit from full membership of Landex, which provided sector-wide Representation, quality assurance, and professional development opportunities.

The Landex Peer Review (December 2024) confirmed good progress since Ofsted (March 2024) and recommended continuation of full membership. Two Curriculum Reviews (March 2025 and June 2025) provided developmental feedback, particularly around preparation for T Level delivery, strengthening employer engagement and maximising the use of farm and estate resources for teaching and learning. Confirmation had been received in September 2025 that BCA continued to meet the criteria for 'Designated Specialist Land-Based Provider' status and would retain full membership of Landex. Landex membership provided significant value through sector representation, CPD, quality assurance, and access to resources and networks; the annual subscription was £6,750 including learning materials.

The meeting noted the key findings and opportunities from recent quality reviews. Peer Review (December 2024) and Curriculum Reviews (March and June 2025) had confirmed the strength of provision and highlighted areas for further development:

- Strong teaching and learning, with opportunities to move from 'good' to 'outstanding' through consistent pedagogy.
- Development of the farm and estate masterplan to maximise student projects and employability skills.
- Preparation for T Level delivery, with a focus on project-based learning and employer engagement.

The meeting noted that there was a further Landex peer review taking place in November 2025 (the report would be brought to the next Q&C meeting). The meeting commended the

assurance provided by the outcomes of the Landex reviews and the continued membership benefits.

The Landex membership update was NOTED.

11. **Education and Skills White Paper**

The meeting noted several briefing documents, including a letter from the Education Secretary to FE leaders, a letter from DfE to HE leaders and an AoC Briefing paper in relation to the recently published *Post-16 Education and Skills White Paper*. *The Group Director of Governance highlighted that she had also included a link to the full White Paper in the board pack. This had been published in mid-October 2025 and set out the government's commitment to "building a world-class skills system – one that breaks down the barriers to opportunity, meets the needs of students and employers, drives economic growth and improves lives across the country."*

KG highlighted the challenge of needing to further support NEETs but having no additional funding allocated for this work. There was also a clear challenge for FE and HE to work more collaboratively. The Group Principal and CEO informed the meeting that Strategy Governance & Search Committee had asked her to prepare a strategic paper looking at the changes in the White Paper, the new intervention regime across FE and the impact on governance (to be presented to SG&S in March 2026).

The briefing was NOTED and RECEIVED.

12. **Letter from Office for Students: Emerging HE Sector Risks**

The meeting noted a letter from the new Chair of the Office for Students (OfS), Edward Peck, which had been sent to Chairs of FE Corporations who were registered with the OfS. The letter dated 5 November 2025 outlined the emerging risks that were affecting the UK Higher Education sector. The meeting agreed that many of the themes detailed in the letter had been a factor within FE for a number of years. Key factors were noted as: the impact of changes in international funding; issues with overseas provision, relationships and undue influence, and off-campus delivery issues. GM reminded the meeting of the move to more collaboration between FE and HE heralded in the FE and Skills White Paper.

The OfS letter was NOTED

13. **Briefing – AI in FE (MKAI Works)**

The meeting noted a briefing looking at the opportunities and challenges provided by AI within the FE sector. This report was taken as read. GM reminded the meeting that WFCG was very much front and centre of the new AI developments in the sector – the college had hosted a national AI conference at the end of October 2025 which was well attended and very well received.

The AI briefing was NOTED

14. **Dates and Times of Future Meetings** *(All to be held online via Zoom.)*

The draft meeting dates for 2025/26 were noted as:

- Thursday 5 March 2026, 5.00pm
- Thursday 11 June 2026, 5.00pm

NOTED

15. **Any Urgent Business**

➤ **Dispute with UCU**

GM informed the meeting that – as outlined in an earlier e-mail to all governors – the college was now formally in dispute with the UCU union who had notified the college of three days of strike action taking place from 14-16 January 2026. However, union membership was low and the maximum number of staff involved would be 58 across the four colleges. GM assured governors that the executive team were actively in discussion with UCU to resolve the dispute.

NOTED

➤ Retirement of Principal FE

The committee chair reminded the meeting that this would be retiring FE Principal – Anne Entwistle’s - last Q&C committee meeting. SS thanked AE for her commitment to BCA and WFCG over the last 20 plus years. The meeting agreed that governors had appreciated AE’s clarity and energy and her contribution to Q&C Committee over the last 10 years. The meeting wished her well for a happy retirement. AE thanked the meeting for their kind words and confirmed that she loved her role as FE Principal at WFCG and had always enjoyed the debate at Q&C Committee.

A minute of thanks was recorded for Anne Entwistle

There was no other urgent business notified.

The meeting ended at 6.35pm

Chair

Date