

**MINUTES OF A MEETING OF THE BOARD OF
LEICESTER COLLEGE CORPORATION:
SPECIAL MEETING OF THE CURRICULUM
STRATEGY AND QUALITY IMPROVEMENT
COMMITTEE HELD ON 14 MAY 2026**



Present: Jackie Rossa (Chair)
Kyle Cameron
Lesley Giles
Sue Hopewell

Shabir Ismail
Neil McDougall
Jude Mellor
Nicky Randall
Kyle Cameron

In Attendance: Randeep Sami
Louise Hazel
Kully Sandhu
Andy Cookson
Zoe Butler*
Jody Kerrod**

Deputy Principal, Curriculum and Quality
Director of Governance and Policy
Vice Principal
Assistant Principal
Director of Student Services and Marketing
Head of Quality, Teaching, Learning and
Assessment
Governance and Policy Officer

Matt Widdowson
(Minutes)

* *present for items 3 and 4*

** *present for item 7*

1 DECLARATIONS OF INTEREST

1.1 There were no declarations of interest.

2 APOLOGIES FOR ABSENCE

2.1 Apologies were received from Shawn George

Zoe Butler joined the meeting.

3 STUDENT EXPERIENCE STRATEGY

3.1 The Director of Student Services and Marketing presented the Student Experience Strategy. The following points were highlighted.

3.1.1 The previous strategy had been focused on student services, whereas this draft strategy took a whole College approach.

3.1.2 Students had been involved in producing this strategy with high level objectives discussed with the Student Council and at meetings of the Student Liaison Committee.

3.2 **Governors made the following comments.**

- 3.2.1 **This strategy was comprehensive and included recognition of the wider context.**
- 3.2.2 **There was an aspiration for a single system. What would this look like?** The College already possessed a wealth of information about students, but the ability to view a complete picture was difficult. The aspiration would be to provide an overview of each student including inclusion aspects. This would be a large piece of work though.
- 3.2.3 **What were the barriers to developing a single system? Were there financial constraints or were there technical problems to overcome?** The College had already acquired the necessary modules from Tribal as part of the transformation project. The challenge was finding enough time at the right time to implement such a large project.
- 3.2.4 **Did the strategy have the right blend of support between curriculum and student services?** There was already a good working relationship between student services and curriculum areas which was why there had been the confidence to present this strategy. The previous EBS transformation project had proven that student services and curriculum were able to work together to complete large projects.
- 3.2.5 **With regards to gathering all the information, what would this look like from a teacher's perspective?** Consultation throughout the process would be key and had been the approach taken during the rebuild of the core system. There were always teaching staff who could be relied upon to provide honest feedback. This work would also align with quality, and collaboration across the whole College was key.
- 3.2.6 **Who was the target audience for this strategy document?** The strategy was drafted to be accessible to everyone in the College. There had been an effort to avoid too much jargon and to use active language. The aim was to be able to take this to the Student Liaison Committee and report on progress to students.
- 3.2.7 **A lot of work had gone into all the strategies, but there was a concern that, as these were lengthy documents, they might not be read by many students. It was also unclear from this strategy that undertaking a large IT project was proposed.** An executive summary could be written explaining the key points. All these strategies fed into the Strategic Plan which would appear in different publications aimed at students. Inductions would also be a key vehicle for communicating the messages from these strategies to students.
- 3.2.8 **Governors might want these strategies condensing rather than being faced with several 25-page documents. However, it would still be important to bring everything together in a single document to ensure that actions were included and implemented.**
- 3.2.9 **The various strategies needed to align. It had been noted that inclusivity had not been mentioned in some of the strategies.** Strategies were still being developed and there would be further work to ensure that they were aligned.
- 3.2.10 **These strategy documents were more structured than had previously been the case.**

3.3 **Governors noted the Student Experience Strategy**

4 **STUDENT AND APPRENTICE INCLUSION STRATEGY**

- 4.1 The Director of Student Services and Marketing presented the Student and Apprentice Inclusion Strategy. The following points were highlighted.
- 4.1.1 This work had begun a year ago as the development of a SEND strategy. However, as work progressed, it had become clear that the strategy should be wider than just teaching and learning and should become a wider inclusion strategy.
 - 4.1.2 Work on this strategy commenced prior to Ofsted's increased focus on inclusion and had aimed to be an honest assessment of where the College was at, and where it wanted to be.
 - 4.1.3 SEND reforms had little impact on the strategy as it already mirrored the requirements.
 - 4.1.4 This was an ambitious strategy that had already been before the EDI Committee and SLT.
- 4.2 **Governors made the following comments.**
- 4.2.1 **A lot of the KPIs relied on student voice. If this was voluntary, then there was always the danger of receiving feedback from students who wanted to respond. How would the College ensure that everyone's voice was heard?** KPIs would not rely solely on survey responses as there was a wider student voice ecosystem which included initiatives such as Hear My Voice and Leaders Unlocked.
 - 4.2.2 **The Student Union was able to provide valuable insight to the College through its role as student advocates.**
 - 4.2.3 **There were two section ones in this document.**
 - 4.2.4 **There was a contradiction in that there was mention of there being too much focus on barriers and then further mention on overcoming barriers.**
 - 4.2.5 **The length of these strategy documents could obscure the key messages.**
 - 4.2.6 **There was not much information about what was going to be done.** This was a broad strategy document which set out the vision. An action plan would follow on from this.
 - 4.2.7 **Implementing this strategy would be a huge piece of work. Would there be an action plan that would go before the CSQI Committee?** Once the strategy meetings had taken place with governors, there would be operational meetings with the teams involved.
 - 4.2.8 **How would this strategy translate at ground level?** There would be steering groups which would work on developing how this would translate at ground level. The Quality Team would also be working on how the strategy was embedded.
 - 4.2.9 **The CSQI Committee would be monitoring this through QIPs.**
 - 4.2.10 **It might be a good idea to incorporate some of the key measures, including level 1 attendance, into the action plan.**
 - 4.2.11 **Some improvements could not be measured on a termly basis due to various constraints, including financial constraints. There could be more thought to the timing of measuring KPIs.**
 - 4.2.12 A mapping exercise would need to take place across all strategies and there would need to be work on determining the key priorities for the QIP.
 - 4.2.13 **It felt like this strategy addressed a lot of the current issues, although it was not explicit in the document.**

4.3 **Governors noted the Student and Apprentice Inclusion Strategy.**

Zoe Butler left the meeting.

5 CURRICULUM STRATEGY

5.1 The Vice Principal and Assistant Principal presented the draft Curriculum Strategy. The following points were highlighted.

5.1.1 This was the overarching College strategy under which sat the sector specific strategies.

5.1.2 The Curriculum Strategy had been developed by the Vice Principal, Assistant Principal and five directors of curriculum since December 2025. It had then been shared with the other directors of curriculum to inform their sector strategies.

5.1.3 The key challenges identified were:

5.1.3.1. EPYP: attendance, curriculum reform (including the introduction of V Levels) and NEETs.

5.1.3.2. Adult Skills: funding, policy reforms, the cost-of-living crisis, the removal of opportunities at L3, devolution and the uncertainty around the Adult Skills Fund.

5.1.3.3. Higher Education: recruitment, difficulties in attracting and retaining specialist staff, and changes to TEF ratings.

5.1.3.4. Apprenticeships: challenges around the Growth and Skills Levy, economic factors impacting on employer recruitment.

5.1.3.5. The growth in Private Training Providers.

5.1.4 Key opportunities included:

5.1.4.1. The College's partnership with LAs to provide places for high needs students including foundation level provision.

5.1.4.2. The opportunity for a strategic partnership with the University of Leicester.

5.1.4.3. The removal of the Equivalent Learning Qualification (ELQ) barrier by the introduction of the Lifelong Learning Loan (LLE).

5.1.4.4. The opportunity that the LLE provided in respect of modular learning.

5.1.5 The Curriculum Strategy presented an opportunity to pull all areas together, to identify growth areas and look at realignment.

5.1.6 There was a continued focus on improving teaching and learning as it was recognised that this could vary across the College. A more robust quality system would assist with consistency.

5.1.7 There was not an overarching employer engagement strategy, but there would be actions relating to co-designing the curriculum with partners and building on previous examples of how strategic relationships had been formed.

5.1.8 The risks had been mapped across to the risk register. It had been recognised that different risks might have different impacts on curriculum areas.

5.2 **Governors made the following comments.**

- 5.2.1 **L1 attendance had previously been the subject of a lot of discussion, and foundation learning could be an important development in this respect. However, it would be important to take care not to dilute the curriculum or progression, and to continue to recruit with integrity.** There had been a lot of discussion around this and whether students were being held back due to not having the correct IAG and stepping stones. It was important to get IAG right. There was also a lot of learning which could be gained from the experience of Launchpad which already used specialist staff, including key workers and learning mentors, to build the right relationships. Foundation learning would be a fundamental strategic shift and ELT would need to understand what assurances would be sought by governors.
- 5.2.2 **This was a complex and comprehensive document which referenced evidence. However, some of the evidence could be more detailed and there was the need for triangulation between national priorities and the sector evidence. It would also be a good idea to identify what were national priorities and what was distinct to the local area.**
- 5.2.3 **TECs were not mentioned in this document.**
- 5.2.4 **The government was starting to look at the priorities for LLE, and the strategy could mention where these align.**
- 5.2.5 **There was a real opportunity to secure more employer engagement on the back of the industrial strategy and sector plans. The Curriculum Strategy would need to reference industry bodies as well as national organisations.** Some of the key partners were named in the strategies.
- 5.2.6 **There was a question around whether the College's distinctive offer stood out in this document. Was the College trying to do too much due to the tension between local priorities and funding?**
- 5.2.7 **The strategies discussed growth, but there was a question around what would happen if there was contraction.**
- 5.2.8 **There was not much around the changes to apprenticeships.** The Director of Curriculum had looked at modular apprenticeships, but the College did not meet the conditions for the initial rollout. Market research was underway to assess the demand for these.
- 5.2.9 **The Migration Advisory Committee's work was being published in July 2026 and would identify critical jobs and training.**

5.3 **Governors noted the draft Curriculum Strategy.**

6 DRAFT SECTOR STRATEGIES

6.1 CONSTRUCTION

- 6.1.1 The Deputy Principal presented the Construction Sector Strategy. The following points were highlighted.
 - 6.1.1.1. The vision was for Leicester College to become the number one regional provider for education and training.
 - 6.1.1.2. This was still an area for strategic growth and was closely

aligned with skills shortages.

6.1.1.3. Recruitment demand was strong in this area.

6.1.1.4. The estate, staffing and employer availability were identified as key challenges.

6.1.2 **Governors made the following comments.**

6.1.2.1. **It would be helpful if common issues across the sector strategies were identified.**

6.1.2.2. **There was not much around teaching and learning in either the Construction Sector Strategy or the Engineering Sector Strategy. There needed to be a focus on high quality teaching and learning.** Consideration would be given to how to embed this.

6.2 ENGINEERING / ADVANCED MANUFACTURING

6.2.1 The Deputy Principal presented the Engineering Sector Strategy. The following points were highlighted.

6.2.1.1. The vision was for the College to be a leader in engineering and advanced manufacturing.

6.2.2 **Governors made the following comments.**

6.2.2.1. **There had been a lot of work on setting out clear progression pathways.**

6.3 FINANCE, PROFESSIONAL AND BUSINESS SERVICES

6.3.1 The Deputy Principal presented the Finance, Professional and Business Services Sector Strategy. The following points were highlighted.

6.3.1.1. Aligning the curriculum with the labour marketing and LSIP had been identified as a key strategic objective.

6.3.2 **Governors made the following comments.**

6.3.2.1. **Was the issue of staff recruitment due to external factors?**

The adoption of new technologies meant that highly skilled workers were being absorbed by industry early in their careers. The College would be looking to work with the University of Leicester on graduate opportunities at the College. There were also ongoing issues around pay which was particularly the case for Construction.

6.3.2.2. **Teaching was a less physical role than working in industry and could attract older employees.** Industry was now retaining staff in other, less physically demanding roles, to retain their experience.

6.3.2.3. **There was a question of whether colleges should be teaching subjects for which there was a lack of resource, in this case, experienced staff.** It had been the case that some provision had relied on a single member of staff.

- 6.3.2.4. **There was increased competition from private providers.**
Independent providers were able to adapt and pay more.
However, larger institutions such as Leicester College were able to offer a better, wrap-around service and were often a better place for a lot of students.
- 6.3.2.5. **Sector bodies must have a view on staffing. This was an issue that needed to be addressed at a national level.**

6.4 SERVICE INDUSTRIES

- 6.4.1 The Deputy Principal presented the Service Industries Sector Strategy. The following points were highlighted.
 - 6.4.1.1. This was a high performing area with Hospitality being a market leader.
- 6.4.2 **Governors made the following comments.**
 - 6.4.2.1. **It was agreed that this was already a high performing area.**
Agreed. In fact, some of the programme areas that had performed less well had seen a lot of improvement in the last year.
 - 6.4.2.2. **This strategy read well and was aspirational.**

6.5 CREATIVE INDUSTRIES

- 6.5.1 The Deputy Principal presented the Creative Industries Sector Strategy. The following points were highlighted.
 - 6.5.1.1. It was acknowledged that the impact of artificial intelligence would be significant in this sector.
- 6.5.2 **Governors made the following comments.**
 - 6.5.2.1. **Creative arts training was an expensive market to enter, and Leicester College already had great facilities.** Costs were a major barrier to entry for a lot of providers. It was also highlighted that the College had the Sue Townsend Theatre which was a great resource.
 - 6.5.2.2. **Leicester College had never appeared to be a 'creative place,' and the focus had always seemed to be on trades.**
 - 6.5.2.3. **It would be interesting to find out what Loughborough College's objectives were for this area.**
 - 6.5.2.4. **It was interesting to note that while the creative arts were a national priority, hospitality was not. Hospitality was driven by local demand.**
 - 6.5.2.5. **The table in appendix 1 tried to view the curriculum in terms of sectors. However, some of the items listed were not sectors, such as English and maths.**
 - 6.5.2.6. **Hair and Beauty was an example of an area where, if the College did not offer provision, then a lot of the students would be at risk of becoming NEET. Hair and Beauty offered students the opportunity to learn a lot of**

transferrable skills.

6.6 HEALTH AND LIFE SCIENCES

6.6.1 The Deputy Principal presented the Health and Life Sciences Sector Strategy. The following points were highlighted.

6.6.1.1. The ambition was to establish a regional centre of excellence in health, social care, sports, and science.

6.6.1.2. It was acknowledged that there was still work to do on sports with regards to the reliance on external partners for facilities.

6.6.1.3. As with other areas, there were risks around staffing and estates.

6.6.2 **Governors made the following comments.**

6.6.2.1. **This strategy encompassed a large area.** This meant that the challenges were different between programme areas.

6.6.2.2. **What happened to areas that did not fall under sector plans?** All areas either directly or indirectly aligned with sector plans and there was no delivery outside of this.

6.6.2.3. **Were ESOL and English and maths cross-cutting?** Yes, and students also progressed into specific sector areas.

6.7 **Governors noted the Draft Sector Strategies.**

Jody Kerrod joined the meeting.

7 QUALITY IMPROVEMENT STRATEGY

7.1 The Head of Quality, Teaching, Learning and Assessment presented the Quality Improvement Strategy. The following points were highlighted.

7.1.1 This strategy was student focused and considered staff workload.

7.1.2 The process of drafting this strategy had included receiving a lot of feedback from various sources including Ofsted consultants, discussions with colleagues from Birmingham Metropolitan College and trade unions.

7.1.3 The student journey was key to this strategy.

7.2 **Governors made the following comments.**

7.2.1 **What was the difference between quality development and quality improvement?** Quality development included all the factors that made up good quality, and quality improvement were all the factors that would improve that quality. There was a lot of overlap between these.

7.2.2 **This strategy would create a lot of work.** Much of the activity was already underway. This strategy would realign it and place the focus back on curriculum areas. The strategy made it clear what the objectives were.

7.2.3 **Would this strategy lead to a better understanding of where a student was on their journey?** Yes.

7.2.4 **There was an impressive amount of work in this strategy.** The work

- had already started to be embedded, and this would provide the opportunity to assess how impactful the changes had been.
- 7.2.5 **How would this be sold to teaching staff?** Staff were keen to improve programmes and had seen this as a tool they could use to receive support. In the past Quality had tried to own processes which should have been distributed to curriculum areas. Curriculum would now own responsibility for quality with the Quality Team able to provide support.
- 7.2.6 **Curriculum would need to be made aware of what they would be expecting from the Quality Team.**
- 7.2.7 **In terms of the Schemes of Work, weeks 49 and 50 would need to be freed up to complete these.** There would be a curriculum leadership group meeting to discuss the distribution of the workload.
- 7.2.8 **Some courses were run over more than one year. How would it be ensured that there was not a lag or lost learning?** There would be an initial diagnostic assessment to identify lost learning over the summer. It was also acknowledged that there was a long time between Y1 PP4 and Y2 PP1 which would need to be considered.
- 7.2.9 **There needed to be flexibility to accommodate two-year programmes and apprenticeships.** A parallel quality scheme was being developed for apprenticeships.
- 7.2.10 **Would there be flexibility built-in for curriculum areas?** Yes.
- 7.2.11 **Would there be the ability to notice patterns early on and put in place actions?** All measures would be analysed on a weekly basis using the dashboard.
- 7.2.12 **It would be important to have all information available in one place. Had a decision been made on how to do this?** The main platforms currently were Promonitor and Markbook, but there were ongoing conversations about bringing this information together. It would also be important to train staff to access and interpret data.
- 7.2.13 **Which staff received mentoring?** Mentoring was currently for PGCE students.

7.3 **Governors noted the Quality Improvement Strategy**

Jody Kerrod left the meeting.

8 **STRATEGIC COMMITMENTS AND KPIS**

8.1 The Deputy Principal and Director of Governance and Policy presented the Strategic Commitments and KPIS. The following points were highlighted.

- 8.1.1 While it appeared that there were a lot of KPIS, there were fewer than there had been previously.
- 8.1.2 These KPIS had not yet been mapped across all the strategies.
- 8.1.3 Governors were asked to consider whether any KPIS were missing or not set at the right level.
- 8.1.4 These KPIS were high level and would vary by curriculum area.

8.2 **Governors made the following comments.**

- 8.2.1 **Was the Carbon Footprint KPI achievable? There was no point in setting this up to fail.**

- 8.2.2 **Collaboration was included, but it must be remembered that employers were only part of this.** There had been discussions around how to measure the impact of collaboration. A regular CEO's report might be a way to capture the subtleties of this.
- 8.2.3 **There were two references to Ofsted. It was not clear how this could be a KPI as it was not within the College control. This should be around the self-assessment or preparation for inspection.**

8.3 **Governors noted the Strategic Commitments and KPIs.**

9 DATES OF NEXT MEETINGS

- 18 June 2026