ST BRENDAN'S CATHOLIC SIXTH FORM COLLEGE
Governors' Teaching Curriculum Quality Committee
M I N U T E S   O F   M E E T I N G
Wednesday, 28 February 20240
Virtual Microsoft Office Teams Meeting (16:00–18:15 hrs)

GOVERNORS/MEMBERS PRESENT: Mark O'Sullivan [Chair] R*, Svetlana Bajic-Raymond R*, Bethany Channing-Cone R*, Marian Curran [Principal] R*, Margaret Harlock MBE R*, Paul Ryan R* [6]

ATTENDING: Stephen Clayson [Vice Principal Curriculum Quality Innovation] Paul Ryan R*, Vicki Haigh [Head of Teaching, Learning & Assessment] Paul Ryan R*, Peter J Harrison [Governance Professional] Paul Ryan R*, Professor Mary Malcolm [Ex ternal Governance Review] Paul Ryan R*.

APOLOGIES: None [0]

ABSENT Without Apology: None [0]

CIRCULATION: All Governors, College website

QUORUM REQUIRED: 3/6 (Voting Committee members)

Documents Circulated/Tabled* at Meeting: **Circulation:** All Governors, Governance Professional, Senior Leadership Team, & [College Website after signature].

Document [A] – 'St Brendan's Sixth Form College – The Evolving Landscape of Level 3 Reform y – Briefing' – tabled*
Document [B] – 'St Brendan's Sixth Form College – Student Progress Report'– circulated previously
Document [C] – 'Department For Education – Meeting Skills Needs – guidance on Annual Accountability' – circulated previously
Document [D] – 'St Brendan's Sixth Form College – The Digital Impact on the Curriculum Report' – circulated previously
Document [E] – 'St Brendan's Sixth Form College – Recruitment and Staffing Report' – circulated previously
Document [F] – 'St Brendan's Sixth Form College – Tuition Fund Report – circulated previously
Document [G] – 'St Brendan's Sixth Form College – Quality of Teaching and Learning and Continuous Professional Development Report – circulated previously
Document [H] – 'St Brendan's Sixth Form College – Self Assessment – Moving Towards Outstanding Report – circulated previously
Document [I] – 'St Brendan's Sixth Form College – Quality Improvement Plan 2023/2024 Update Report – circulated previously
Document [J] – 'St Brendan's Sixth Form College – Student Recruitment /Retention/ Attendance Report' – circulated previously
Document [K] – 'St Brendan's Sixth Form College – Risk Register Committee Extract Report'– circulated previously

Committee Briefing:

'The Evolving Landscape of Level 3 Reform'
Navigating Change
by Marian Curran [Principal]

Timeline of Reform–

- 2015: Shift to more rigorous A Level Reform and RQF introduction
- 2017 Onwards: T-Levels development aligning with industry needs
- 2025-2027: Introduction and discontinuation of AGQs and AAQs
- 2033 – Advanced British Standard
- General Election 2024: Pause and Review

There is a threat to existing BTEC and Applied General courses, leaving three options:

- A-Level
- Applied General
- T-Level

The College currently has the following percentages of students on the following options:

- Academic A-Level – 41%
- Applied General – 12%
- Mixed Programme – 47%

Several Applied General courses are being phased out or moved to A-Level, with significant impact on a mixed programme which is a very popular choice among our student cohort. As the College curriculum transitions the College offer includes:

- Extended Diploma A-Level
- Adapting AAQ
  - A-Level 3 option
  - A-Level 2 option
  - Applied General 1 with 2 A-Levels

The current College offer based on prior attainment of A-Level 1 and Applied General 2 does not meet the Department For Education [DFE] funding requirements

Implications for St Brendan's Catholic Sixth From College –

- Changes in student pathways with significant curriculum shifts
- Impact on student demographics due to phasing out qualifications which are attractive to students
- A need for a strategic curriculum re- evaluation to ensure growth and success

Curriculum Moving Forward –

- Focus on Extended Diplomas and A- level realignment

- Adapting to Academic Achievement Questionnaires [AAQ] based on their approval and availability
- Following Department For Education [DFE] guidance for curriculum and study programme adjustments

Local Context Competition –
- Positioning of St. Brendan's as a leading provider within the evolving criteria
- Comparison with local institutions and their adaptation strategies
- Adjustments in entry criteria to reflect the reform's impacts

Note: Comparative analysis of the College's entry criteria show they reflect the impact of the reforms

Curriculum Adaptation Strategies –
- Developing innovative diploma and AAQ combinations for key subjects
- Emphasizing areas such as Sports, Creative Media, and Health Pathways
- Aligning new curriculum lines with both industry and local, regional and national community needs

Entry Criteria and Course Adjustments –
- Establishing specific entry requirements for new and continuing courses
- Adapting to new baseline criteria and subject requirements
- Anticipating changes in student interest and course demand

Next Steps for Adaptation
- Ensuring comprehensive awareness among colleagues and subjects affected
- Continuing exploration of T- Levels and new AAQs
  Using data modelling to project changes in student numbers and adapt strategies accordingly
- Reviewing the Access to Level 3 provision

Implications for Pedagogy
- Adapting teaching methods to align with the new curricular structures
- Focusing on developing skills relevant to future job markets
- Engaging in continuing professional development to stay ahead of educational trend

Discussion –
[1] Ongoing discussion and review of the curriculum offer and student attainment
[2] Noting impact on local and national skills provision
[3] T-Level issues include reduced choice for students and especially for those with lower ability
[4] There appears to be a conflict between the character of Government funding and the need to meet local and national skills objectives, with consequent effects on the creation of appropriate pathways for students
[5] The Committee agreed it needs to have time to digest the information provided.

The Committee Chair thanked the Principal for her informative briefing.

ITEM	ISSUES RAISED IN DISCUSSION	AGREED ACTION
1. Welcome	1.1 Welcome: Mark O'Sullivan [Committee Chair] opened with the Prayer and a welcome to everyone to the MS Office Teams™ meeting. 1.2 Present: Mark O'Sullivan[R]*, Svetlana Bajic-Raymond [R]*, Bethany Channing-Cone [R]*, Marian Curran [Principal] [R]*, Margaret Harlock MBE[R]*, Paul Ryan[R]* [6] 1.3 Apologies: None [0] 1.4 Absent: None [0] 1.5 Quorum Required 3/6: The meeting was declared quorate. 1.6 Attending: Vice Principal [Curriculum Quality Progression], Head of Teaching, Learning & Assessment, Professor Mary Malcolm [External Review], Governance Professional Note – [R]* – remote attendance in MS Office Teams	
2. Declarations of Interest	2.1 Declarations of Interest: The members of the Committee confirmed there had been no change.	Next Agenda & Any Governor
3. Minutes Previous Meeting	3.1 Open Minutes Agreement [8 November 2023]: The Minutes were adopted as a correct and true record and passed for electronic signature and for publication on the website. **Action** – Governance Professional	Governance Professional
4. Actions Review [Agenda not itemised]	4.1 Self Assessment 2022/2023 Report [Minutes Nov § 9.1]: It was confirmed that this action had been completed, with the report having been issued in January 2024.	
5. Matters Arising	5.1 None.	

6. Curriculum Teaching Learning & Assessment		
	Document [B] – 'St Brendan's Sixth Form College – Student Progress Report'– circulated previously Document [C] – 'Department For Education – Meeting Skills Needs – guidance on Annual Accountability' – circulated previously Document [D] – 'St Brendan's Sixth Form College – The Digital Impact on the Curriculum Report' – circulated previously Document [E] – 'St Brendan's Sixth Form College – Recruitment and Staffing Report' – circulated previously Document [F] – 'St Brendan's Sixth Form College – Tuition Fund Report – circulated previously Document [G] – 'St Brendan's Sixth Form College – Quality of Teaching and Learning and Continuous Professional Development Report – circulated previously	Next Agenda – standing item

6.1 Student Progress [update]: The Vice Principal [Curriculum Quality Innovation] presented the report, in summary::

Year 13 –
- Students were making similar levels of progress to that the previous year
- Key subjects identified last year had not made demonstrable progress
- E and U grades continued to be high, and an area for further focus
- High grades had not improved compared to the same point last year
- Variance within courses remains a concern e.g. Photography, Media, Ex Cert Sport, Business Studies, Film, Geography, History, Mathematics, Sociology

A Level mock performance
- High grades (A*- B) were 3% below 2022
- Value added was –1.3, compared to –0.8 in 2023
- 69 'U' grades
- ALPS for whole college in-line with 2022 (ALPS 8). ALPS 9 areas for further investigation include: A Level English Lit; A Level Drama

Applied General courses: overall progress grade December 2023 vs overall progress grade Feb 2024:
- No significant improvement in overall progress grade from Dec 23 to Feb 24
- For some cohorts small improvements but Overall Progress Grade [OPG] [formerly KAG] remains significantly lower than expected
- 13 'U' grades

Actions
- Finalise priority student lists. For each course generate the list of students who we can shift up a grade to hit next A-Level Performance Level [ALP] target - at a student level exactly who

| Curriculum Teaching Learning & Assessment [Continued…] | are the students that need to improve by 1 grade. Communicate with each course team who is on the list; check and discuss with each teacher.
 ▪ Agree plans for 'U' grade students
 ▪ Course reviews to be completed by 1 March
 ▪ Curriculum reviews and content for teaching exam to be agreed
 ▪ Mock exam: 12-week plan to be launched on 4 March; all courses to be launched by 8 March
 ▪ Lesson observations to focus on priority Year 13 groups for UA subject areas; cross reference lesson observations against course reviews and priority students/actions.
 ▪ Teams to finalise grade boost/Easter revision plans/after College booster sessions
 ▪ Middle Leaders to quality check home learning set
 ▪ Engagement with and communication plan for parents/carers of underperforming students

 Year 12 –
 Summary (and actions)
 ▪ Monitoring assessments demonstrates that current internal assessment practice is an area for development. For A Level courses, an inflated projection of results has been identified, with most teachers overpredicting rates of student progress: this leads to higher-than-expected grade projections in year 12. However, monitoring of applied assessments indicates that current internal assessments *underpredict* student progress: this is based upon the unitized nature of the Applied General courses, with many courses reporting the current grade that each student is working at based upon the submitted coursework.
 ▪ Further training and development for teams in the construction, marking, moderation and standardisation of assessments is required.
 ▪ College assessment processes are to be reviewed as part of a peer quality review process in partnership with Wessex colleges.
 ▪ Gaps between cohorts of students have been identified for both A–Level and Applied General courses.

 A–Level progress
 ▪ A*-A grades are increasing across each of the data entry points and now at target
 ▪ A*-B grades are at 42%; this is lower than the December data entry point and lower than College target of 62%
 ▪ 103 'U' Grades
 ▪ ALPS 5 overall | |

| **Curriculum Teaching Learning & Assessment** [Continued…] | ALPS 1-3 include: Accounting; English Lan, English Lit, French, Spanish, Computer Science, History, Law, Criminology ALPS 8-9 include: Geography, Film and Economics Lowest performing: Free School Meals/SEND/Children in Care/High Needs Students/Low Attaining Pupils **Applied progress**
Whilst internal value-added scores are improving, the overall ALPS score remains at ALPS 8
ALPS 8-9 include: Health and Social Care, IT, Public Services, Business BTEC, Human Biology, Geography, Film and Economics
17 'U' grades
Lowest performing cohorts include BME (specifically Black African/ Black Caribbean /Black British and Mixed/Multiple Ethnic group), pupil premium, EHCP, HNS, EAL
Access to level 3
GCSE all subjects
Overall progress –0.8
1 'U' grade
All Maths classes are significantly below Maths GCSE levels; this has been affected by staffing problems
English, Biology and Sociology are broadly in-line
GCSE English retake (Summer 2023)
The College was ranked 13th out of 228 Colleges
Value added +0.69
Discussion –

[1] General Certificate of Secondary Education [GCSE] retakes results very encouraging again this year.
[2] Are areas of poor performance being targeted? Each faculty area has an action plan, with support for individual students and the option of a retest
[3] What has been the student reaction to the reported performance? That may depend on the individual student's ability and aspirations but generally it is felt that the College is improving
[4] Outcomes for Sport are not good: is there any known reason? Many students might select Sport but then realise it is not an easy option and maybe something they were never really interested in. This an issue to be addressed at enrolment.
[5] Examination conditions – Students do need more practice in writing an essay or addressing the questions | |

Curriculum Teaching Learning & Assessment [Continued…]	against a strict timetable, as the mock examination papers reveal that in many cases only half the questions were answered. This is continuing work for teachers and their support staff [6] 69 'U' grades is a disturbing number. Has this issue only been noted now, and why was it not picked up earlier? Staff have been challenged on this very point, and students have been set objectives, and progress will be closely monitored. In some instances, the student may abandon the course. It would be useful for the Committee to known what the outcome was for the 'Sixty-Nine'. [7] Higher Grades performance is broadly on a par with the previous results, but here again writing against the time available has been an issue for students. [8] In terms of attaining an improved ALPs level, are students aware of what is required? Each subject has a set of objectives to be achieved and staged though the year. These actions need to be followed up to ensure they are effective. The Committee noted the report. 6.2 Local Accountability and Skills Agreement: The Principal explained that the new guidance brings together the Annual Accountability Agreement with the Local Authority and the need to meet local skills needs. The report must be submitted in June 2024 and will be presented to the Board of Governors at the meeting on 27 March 2024 for adoption. The Committee noted the report **Action –** Principal & Governance Professional 6.3 IT Digital Impact on Curriculum: The Head of Teaching, Learning & Assessment presented the report in summary: - The College has established an IT Strategy Group with a focus on developing a 3–5-year plan of development including both software and hardware - The College also has a Digital Operations and Strategy Group with a focus on digital learning platforms and services to the different areas of the College's operations - Objectives include: - To ensure the digital offer is available to all - To work smarter and collaboratively - To ensure that the College platforms remain compliant with Cyber Secure and General Data Protection Regulations - To ensure all IT operations across the College are planned and implemented to an outstanding level - Key areas of strength identified: - Oversight of digital learning and compliance	Principal & Governance Professional

| Curriculum Teaching Learning & Assessment [Continued…] | College compliance with Joint Council for Qualifications [JCQ] requirements for the detection of managing plagiarism and for AI use in formal assessments The College has worked in partnership with the Joseph Chamberlain College and the Bristol Education Partnership to inform it about the use of AI in education, both from a teaching & learning and from an assessment perspective • Areas for Development: 2024-25 Continuing Professional Development [CPD] plan to include relevant training and support for teams on using AI to support workload In-year and cross-year training for students on appropriate use of AI in their work Completion of the AI in education working groups and development of the ~~formation of the next steps of the~~ implementation plan **Discussion –**
[1] In a brief discussion the Committee agreed that this important topic needs to be explored more fully by Governors, and in forming a strategy for the College.
The Committee noted the report
Action – Principal & Governors' Strategy Search Remuneration Committee.

6.4 Recruitment of Staff [update]: The Vice Principal [Curriculum Quality Innovation] presented the report. A summary provided details of the following work areas:
▪ Open Advertisements
▪ Scheduled Interviews
▪ Offers and Recent Starters
The Committee noted the report.

6.5 Tuition Fund [update]: The Head of Teaching, Learning & Assessment presented the report in summary:
▪ The 16-19 Tuition Fund is additional funding for the College to provide support and tuition to eligible students
▪ This includes students from what are classified as 'the most economically deprived areas of the country' – some 27% of students overall – who need catchup support. In the College this amounts to some 75% of our students
▪ The total allocation 2023/2024 is £89.5k [2022/2023 £115.6k] – to do more for less
▪ The number of academic coaches had to be reduced in 2023/2024 as a result of a reduction | Principal & Governors' Strategy Search Remuneration Committee |

| **Curriculum Teaching Learning & Assessment** [Continued…] | of the available funding
▪ By targeting enrolment, and maximising capacity in the sessions, around 200 students were enrolled at any one time, with the option of a drop-in support each day
Since September 2023 the figures were:
▪ Numbers enrolled – 378
▪ Number currently active – 161
▪ Number withdrawn [due to graduation or non-attendance] – 217
▪ Attendance overall – 63%
Discussion –
[1] In terms of academic coaching, what needs to be changed? The emphasis needs to be on what the student requirements are, and in that context to review the College's provision of the curriculum.
[2] It is evident that academic coaching is adding value in the support offered to students.
The Committee noted the report.

6.6 Development Sport Curriculum & Enrichment: The Vice Principal [Curriculum Quality Innovation] reported verbally:
▪ A funding grant is being utilised to provide equipment and to develop the facilities
▪ The Curriculum is being developed
▪ The new sport facilities are then being used to enhance the enrichment programme for business students and others
Discussion –
[1] What specific programmes of enrichment were being introduced? There were ongoing facilities involving engagement with local employers, and together with this activity the College curriculum would be changed.
The Committee noted the report.

6.7 Quality of Teaching and Learning – standing item: The Head of Teaching, Learning & Assessment presented the report in summary:
▪ The programme of lesson observation continues, for both new staff and existing teachers:
    o Total 219 including:
        ▪ 137 Lesson Visits
        ▪ 82 Lesson Observations
    o Evaluated as:
        ▪ Exceptional – 1
        ▪ Good – 5
        ▪ Development Need – 2 | |

Curriculum Teaching Learning & Assessment [Continued…]	o Lesson Observations do not include making judgements but are primarily about a coaching method of 'what went well' and action points
	▪ Areas of strength were noted
	▪ Developmental areas listed:
	  o Home learning
	  o Questioning
	  o Continuous Professional Development [CPD]
	  o Support for SEND/High NEEDS/ ECP Students
	  o Courses where additional attention and support may be required
	The report includes the action plan in Terms 1-3 and the details
	Discussion –
	[1] The importance of and reliance on staff assessment and observation was evident
	[2] The Committee appreciated the amount of work involved in preparing these reports and presenting the facts to the Committee
	[3] The outcomes in the end depended upon the students and their teachers
	[4] Sometimes, a student would lose interest in a subject or the relationship with the teacher might not suit, or there would be a variety of other personal reasons for that student's performance.
	[5] Was the College deploying its resources at the right time in the year? – a matter to keep under review
	The Committee noted the report.	

7. Quality Improvement Plan	Document [H] – 'St Brendan's Sixth Form College – Self Assessment – Moving Towards Outstanding Report – circulated previously Document [I] – 'St Brendan's Sixth Form College – Quality Improvement Plan 2023/2024 Update Report – circulated previously 7.1 Self Assessment Report [SAR] 2023/2024 [Update]: The Vice Principal [Curriculum Quality Innovation] presented the report, which was taken as read. The next steps and the use of an improvement partner were noted. The Committee noted the report. 7.2 Quality Improvement Plan [QIP] 2023/2024 [Update] [Minutes Nov § 9.2]: The Vice Principal [Curriculum Quality Innovation] presented the report, which was taken as read. The planned actions and those taken were noted. The Committee noted the report.	Next Agenda Next Agenda

8. Principal's Report	Document [J] – 'St Brendan's Sixth Form College – Student Recruitment /Retention/ Attendance Report' – circulated previously [Note – The Principal's Report aims to bring together items of business that can be dealt with quickly, while allowing discussion to take place as required]. 8.1 Student Recruitment 2024/2025: The Principal present the reports and updated the recent figures.	Next Agenda

	2022/23 @ End of Feb 2022	2023/24 @ End of Feb 2023	2024/2025 @ End of Feb 2024
TOTAL APPLICATIONS RECEIVED	230	2232	2444
TOTAL OFFERS	1499	1342	1878
TOTAL ACCEPTANCES	**1189**	**1090**	**1564**

The recruitment is promising and currently the College is 'catching up' with applicants who made the College their second choice. There is usually a late 'clutch' of late applicants through the summer.

Discussion –
[1] Were there any reasons for the improvement in recruitment? Largely the College had a positive reputation, good engagement with applicants, a holistic curriculum offer compared with its local competitors.
The Committee noted the report.

8.2 Student Retention/ Attendance Report 2023/2024: The Principal presented the report and commented that the figures varied between the different year classifications, which is some areas had improved

Student Retention February 2024		
Target 95%	2022/2023 Overall	2023/2024 1 Sep – 28 February 2024
From Enrolled	89.1%	91.7%

Principals' Report
[Continued…]

From Funded	958%	96.1%

Student Attendance February 2024		
Target 95%	2022/2023 Overall	2023/2024 1 Sep – 28 February 2024
Female	84.3%	86.6%
Male	83.4%	87.3%
Overall	83.9%	86.9%

Engagement with students and their and attendance in the Access to Level 3 cohort was an area for continuous work to improve.

The Committee noted the report.

8.3 Student Three-Year Trend: There was no discussion about three year trends at this meeting.
- Retention
- Attendance
- Punctuality
- Recruitment

The Committee noted the report.

8.4 Longer Term Strategic Thinking: The Principal explained that this item had already been covered in the initial briefing, but it was one that needed to be kept alive, in particular the effects upon:
- Student Recruitment
- Curriculum
- Developments

The key drivers were:

- Skills
- Development
- What Students want
- Student Choice

	▪ Marketing The Committee noted the report.	
9. Policy Review	9.1 None:	
10. Safeguarding/PREVENT	10.1 Safeguarding/PREVENT Committee Duty Review – standing item: The Vice Principal [Curriculum Quality Innovation] reported that all staff had completed the annual mandatory training apart from those on longterm absence. The procedure was organised by the Head of HR and a record of completion made. In the wider context, spotting potential radicalisation and issues relating to personal safety remained high on the agenda of action by staff. The Committee noted the report.	
11. Risk Register Review	Document [K] – 'St Brendan's Sixth Form College – Risk Register Committee Extract Report'– circulated previously y 11.1 Review of Risks Allocated to Committee [Update]: The Vice Principal [Curriculum Quality Progression] presented the report, which was revised in January 2024. The Residual Risks were all GREEN, with one exception. § 2.1 GREEN – 'Not maintaining or improving the OFSTED Inspection grade' – Following the recent Office for Standards in Education inspection this item now had a lower profile in terms of risk. However, involving local employers in the delivery of the curriculum continued. § 2.2 GREEN – 'College failure to meet Government priorities and Learner need' –The College was developing a robust recording system to capture student participation in the curriculum programmes § 2.4 GREEN – 'A fall in results could come from the failure to understand quality data' – A more consistent use of data for student assessment and an increased use of 6 Dimension data in 2023/2024 § 2.5 GREEN – 'Quality Management and System lack consistency' – Middle management leadership continues to develop a focus on progress in student attendance and retention § 4.2 GREEN – 'Failure to ensure staff understand and support College values and targets' – Staff training and communication with this focus continued § 4.3 GREEN – 'ESFA funding is reduced due to a lack of programme optimisation' – Currently no further action is required § 4.5 AMBER – 'Defunding of Applied General qualifications and consequent impact on	Vice Principal [Curriculum Quality Progression] & Next Agenda

Risk Register Review [Continued…]	College educational character and recruitment' – Curriculum review is ongoing, and a contingency plan is in place for 2025/2026 in case Applied General courses are withdrawn or defunded. **Discussion –** [1] How do items find a place on the Risk Register and how do they then work through the Governors' Committees and the Board of Governors for review? Essentially, the College has some essentials to focus upon: - Financial viability - Student/ Staff Recruitment - Government policy - Funding and other changes in educational environment - Need to mitigate adverse change [2] The denominational inspection [Section48] should be reflected in the Risk Register regarding the delivery of the College's wider curriculum. It is a Catholic College, and the Catholic ethos and values have a universal [catholic] value in our secular world. The Religion Philosophy Ethics [RPE] programme is an important feature of what the College has to deliver and of how it develops the life skills and values of the students as they grow into their adult lives. Student attendance at RPE is not good by all accounts, and Governors need to be more aware of this feature of life in the College. In the context of the wider curriculum and subjects offered, few would not be touched in some way by the input of Catholic Social Teaching and similar matters relating to moral and spiritual life. The Governors' Strategy Search Remuneration Committee might consider this matter. **Action –** Vice Principal [Curriculum Quality Progression] & Governors' Strategy Search Remuneration Committee & Governance Professional	Vice Principal [Curriculum Quality Progression] & Governors' Strategy Search Remuneration Committee & Governance Professional
12. Committee Business	12.1 External Governance Review: Professor Mary Malcolm [External Governance Review] thanked the Governors for their cooperation in the review process which is moving smoothly through the process pending the delivery of the draft report later in the year. 12.2 Committee Briefing Next Meeting: Given the potential for rapid change in the College's external environment, it was agreed that nearer the time the Committee Chair and the Vice Principal [Curriculum Quality Progression] would decide on a suitable topic. **Action –** Vice Principal [Curriculum Quality Progression] & Mark O'Sullivan 12.3 Report topics for Board of Governors: The following items were suggested:	Vice Principal [Curriculum Quality Progression] & Mark O'Sullivan & Next Agenda Mark O'Sullivan

Committee Business [Continued…]	▪ Curriculum Post-16 Reform ▪ Digital/AI Impact on teaching and learning ▪ Teaching and Learning developments **Action –**Mark O'Sullivan & Governance Professional 12.4 Committee Recruitment: A possible candidate for the Committee and one with educational experience is currently making his application for appointment as a Foundation Governor of the College. **Action –**Mark O'Sullivan & Governance Professional	Mark O'Sullivan & Governance Professional
13. Any Other Business	13.1 None:	
14. Correspondence [Not covered within the Agenda]	14.1 Correspondence: None	
15. Next Meeting	15.1 Date of Next Meeting: Wednesday, 15 May 2024 – at 16:00 [To be confirmed]	Clerk/ Governors
Minutes of Meeting Prepared	Friday, 1 March 2024 Peter J Harrison [Governance Professional]	
Minutes Agreed	**Minutes of Meeting agreed as true and accurate record** **Date: Wednesday, 15 May 2024** **Signed: _____ Committee Chair**	