

Date Of Meeting : 12th May 2026 Time 9:15-11:15am via TEAMS

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## Governance Board

### Present:

Cllr S Wilson (SW) - Chair -  
Angela Padfield (AJP) – York Learning Head of Service  
Colette Gray (CG) &/or Sarah Robson – York Learning Strategic Manager /  
High Needs Provision  
Kerry Harris (KH) - Quality Representative - High Needs Provision  
Lisa Coggin (LC) – Hull Adult Learning Service  
Ben Westerman - East Riding Adult Learning Service  
Simon Copper (SC) – United Response - - Sub Contracting Partner  
Tracey Brooks (TBB) – Employer representative  
Will Harris (WH) – York Learning Curriculum Manager & Manager Rep  
Carrie Mitchell – Learner Representative  
Tracy Cunningham(TC) – Learner Representative  
Angela Whitehall (AW) – Blueberry Academy - SafeGuarding Lead  
Connor Lambert (CL) - Joseph Rowntree Housing Trust - business rep  
Guest -  
Kerry Johnson - Tutor Representative

(Link to Shared

Area:-[https://drive.google.com/drive/folders/1gFWCwLoyu4uwEE\\_-NaxR52LsAxZT3UN9?usp=sharing](https://drive.google.com/drive/folders/1gFWCwLoyu4uwEE_-NaxR52LsAxZT3UN9?usp=sharing)

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| 1.0 | <b>Welcome and Introduction - Chair</b><br>Thank you to Sharon Gamble, Tracy Roberts, Tracy Cunningham along with Kerry Johnson stepping down as Tutor Representative for their support and commitment during their time on the governance board. We understand Sharon has now retired and we wish her lots of enjoyment in retirement. |  |
| 2.0 | <b>Apologies</b><br>A Padfield, Cllr. Wilson, Lisa Coggin, Tracey Brooks, Angela Whitehall                                                                                                                                                                                                                                              |  |
| 3.0 | <b>Approve Previous Minutes</b><br>Minutes were approved                                                                                                                                                                                                                                                                                |  |

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| 4.0 | <p><b>Accountability Agreement</b></p> <p><b>Overview:</b><br/>Members considered the Accountability Statement outlining York Learning's statutory duties, values, and strategic role.</p> <p><b>Decision:</b><br/>The Board approved the Accountability Statement, agreed that this document fulfills the statutory Local Needs Duty and agreed it be submitted to the Executive.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CG/WH |
| 5.0 | <p><b>Essential Skills – Update</b></p> <p><b>Overview:</b><br/>An update was provided on Quality Improvement activity, early performance indicators and the impact of the move to the TQUK awarding body. Fuller achievement data will be available after summer exams and November resits.</p> <p><b>Q&amp;A:</b><br/><b>CG:</b> highlighted the importance of contextualising achievement data where cohort sizes are small, noting that low learner numbers can disproportionately affect percentage outcomes. She also emphasised the growing scale and complexity of access arrangements and the significant logistical planning required to support learners through exams and assessments.</p> <p><b>SR:</b> agreed and confirmed that additional contextual detail could be included to support interpretation of the data.</p> <p><b>Remarks:</b><br/><b>WH:</b> The Board should review this item again at a later meeting (Spring term), confirming timing with AJP on her return.</p> | SR    |
| 6.0 | <p><b>Apprenticeships EPA (end point assessments) issues</b></p> <p><b>Overview:</b><br/>Members considered issues arising from the move to NCFE, including first-time outcomes, assessor capacity and limited feedback, alongside mitigation actions.</p> <p><b>Q&amp;A:</b><br/><b>CG:</b> asked whether feedback had been received from other providers working with NCFE following the transition.</p> <p><b>WH:</b> advised that NCFE had previously been positively reviewed by other providers, but that York Learning was among the first to reach EPA at some</p>                                                                                                                                                                                                                                                                                                                                                                                                                         | WH    |

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|            | <p>levels, potentially exposing early system issues. He confirmed further sector intelligence would be sought.</p> <p><b>CL:</b> asked for clarification on the relatively low learner numbers shown in the EPA data.</p> <p><b>WH:</b> explained that apprentices enrol continuously throughout the year and that the figures reflect only those learners who have reached Gateway and EPA stage, with total programme numbers being significantly higher.</p> <p><b>KH:</b> added that overall achievement following resits has improved compared to previous years, despite first-time assessment challenges.</p> <p><b>Remarks:</b><br/> <b>WH</b> to provide a further progress update to the Governance Board in the Autumn term, once full-year achievement data is available.</p> |    |
| <b>7.0</b> | <p><b>Inclusion</b></p> <p><b>Overview:</b><br/> Members reviewed progress against the Inclusion Quality Improvement focus, noting strengths in early identification of learner need and areas for development regarding consistency of data capture, tracking of specific learner groups and standardisation of processes.</p> <p><b>Q&amp;A:</b><br/> <b>CG:</b> asked how success would be measured for identified learner groups and whether learners themselves would contribute to reviewing inclusion approaches.</p> <p><b>KH:</b> confirmed that success would be measured through comparative achievement and retention data and that learner voice would be captured through induction and ongoing review processes.</p>                                                       | KH |
| <b>8.0</b> | <p><b>High Needs program overview and signoff for year</b></p> <p><b>Overview:</b><br/> Members reviewed the High Needs programme, subcontracting rationale and governance arrangements, including the proposed 2026/27 management fee uplift.</p> <p><b>Q&amp;A:</b><br/> <b>SC:</b> asked about the potential long-term impact of proposed SEND reforms on High Needs provision.<br/> <b>CG:</b> advised that no short-term changes are anticipated, and that longer-term impacts remain dependent on the Local Authority's SEND reform delivery plan.</p>                                                                                                                                                                                                                              | CG |

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|  | <p><b>SC:</b> asked about the potential long-term impact of the Government's planned SEN and EHCP reforms on High Needs provision.</p> <p><b>CG:</b> advised that no short-term changes are anticipated and that longer-term impacts remain unclear pending the Local Authority's SEN reform delivery plan.</p> <p><b>Decision:</b><br/>The Board agreed the High Needs programme overview for 25-26 and the increase in subcontracting management fees for 26-27 and recommended that the proposed arrangements and associated report proceed to the Executive for approval.</p> |  |
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