

**MINUTES OF THE MEETING OF THE QUALITY AND STANDARDS COMMITTEE
HELD: 16.00 via Microsoft Teams on Thursday 1 October 2020**

Present	In Attendance
June Durrant (Chair)	Dawn Leak (Vice-Principal Development & Growth)
Cath Orange	Craig Tupling (Vice Principal Quality & Student Experience)
Billy Khokhar	Naomi Sharples (Assistant Principal Higher Education)
Chris Webb (CEO)	Asa Gordon (Assistant Principal Further Education)
Naveed Riaz (Co-opted Member)	Chris Malish (Deputy CEO)
Guest	Brigid Baker (Assistant Principal Student Service)
Clive Howarth (ESFA)	Sarah McKenzie (Clerk to the Corporation)
Apologies	Allison McEvoy (Assistant Clerk to the Corporation)
Andrew Naylor (Observer)	

The quorum was three committee members

L/J Denotes the time any individual left/ re-joined the meeting.

Item		Action
Housekeeping		
1.	Welcome, Apologies for Absence and Declarations of Interest	
1.1	The Chair welcomed all to the meeting.	
1.2	Apologies were made for Andy Naylor.	
1.3	There were no disclosures of interest.	
1.4	Ofsted had carried out an interim inspection on 30 September/ 1 October and the VPQSE provided the Committee with a verbal update on the feedback received. The inspection focused on three themed areas: Theme 1: What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances? Theme 2: What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners? Theme 3: How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources? It was reported that the Inspectors had noted the richness of examples given as they explored the three themes, and noted that the College's strategic response to Covid could be seen	

	<p>throughout the College and had a positive direct impact on learners.</p> <p>Governors recorded thanks to all staff.</p> <p>Governors recorded thanks to the Vice Principal Quality & Student Experience and team.</p> <p><i>L – Clive Howarth</i></p>	
2.	Chairs Action	
2.1	Chairs action was taken to approve amendments suggested at the last meeting to the HE Admissions Policy.	
3.	Minutes of the meeting on 8 July 2020 and matters arising. Minutes of the Academic Board Meeting on 26 June 2020.	
3.1	RESOLVED: The minutes of 8 July 2020 are approved to be signed by the Chair as a correct record of the meeting.	
3.2	The Matters Arising Report was reviewed. (a) <u>Student destinations- third party targets to increase on contact - Minute 4.3</u>	
3.3	ACTION: Not yet been contracted, VPQSE will action.	VPQSE
3.4	(b) <u>To pick up previously paused deep dive attendance again at a suitable point- Minute 5.3</u>	
3.5	The Chair requested that the committee respond to the email that has been circulated regarding meeting to discuss deep dive attendance.	Governors
3.6	The minutes of the Academic Board were noted.	
Impact on Student Experience		
4.	Covid-19 update	
4.1	The VPDG provided a summary of the Covid update for the autumn term.	
4.2	<ul style="list-style-type: none"> • Staff and Students are steadily returning back to College. • 6 members of staff have tested positive for Covid, 20 have been isolated and 2 or 3 lots of learning moved online. • Enforcing social distancing is challenging, especially when moving around the buildings. 	

<p>4.3</p> <p>4.4</p> <p>4.5</p> <p>4.6</p>	<ul style="list-style-type: none"> • Generally, the plans have been implemented well and it is nice to see students back in college. <p>Q. Do any of our students use residential accommodation? A. No</p> <p>Q. Are the Health and Safety Committee meetings going ahead as planned? A. Yes. The DPS has now taken over as executive lead on the continuing Covid plans.</p> <p>Q. Are the Union Reps attending the Health and Safety Committee meetings? A. There are some issues around attendance and regional representatives have become involved. The new Head of Health and Safety is also in attendance at these meetings.</p> <p>Governors noted thanks to all involved in developing and implementing the plans for the re-opening of the college.</p>	
<p>5.</p> <p>5.1</p> <p>5.2</p>	<p>Data Dashboard: 2019-20 results</p> <p>The VPQSE provided an overview of the Data Dashboard 2019-20 results.</p> <p>It was noted that due to delayed assessment, the headline figures will be refreshed at the end of October following completion of outstanding assessments. Items covered;</p> <ul style="list-style-type: none"> • Delayed assessments impact • 16-18 Achievement • 19+ Achievement • Apprenticeships • HE Results delayed and will be presented at the next meeting • There is a three-year improving trend • There has been grade inflation this year as a result of the impact of the Covid arrangements • The ED&I Committee will consider the results from an ED&I perspective <p>ACTION: Data dashboard to be developed with KPIs stemming from the Strategic Plan.</p>	<p>VPQSE</p>
<p>6.</p> <p>6.1</p>	<p>Key Updates:</p> <p>(a) Self- Assessment & Quality Improvement Plan</p>	

<p>6.2</p> <p>6.3</p>	<p>There is a greater focus on learning as part of learning, teaching an assessment.</p> <p>The Committee considered progress against the SMART actions recorded in the Quality Improvement Plan and to note areas of concern as demarcated through RAG ratings.</p> <p>There was some discussion around blended learning and the challenge of monitoring engagement rather than attendance, as we move away from presentism. The college will want to consider how it uses analytics to inform this.</p> <p>Ofsted’s focus has historically focused on attendance as a means of ensuring that young people are ready for the work environment. The world of work and education has changed at such a pace since Covid, that there needs to be a refresh in thinking.</p> <p>ACTION: to regularly update the Committee on the issue of monitoring student engagement.</p> <p>(b) Student Recruitment / Marketing Update</p> <ul style="list-style-type: none"> • The COVID 19 restrictions are proving to have a challenging effect on this year’s pattern of Low recruitment in areas related to retail and travel • Areas recruiting well are in areas where there is anticipated sector growth • Campaign work is being carried out in areas with lower than anticipated recruitment • Apprenticeships has been adversely affected by Covid. Businesses are just coming back into full operation. The profile for this year was planned to expect new apprenticeship starts to be improving by November. Recruitment has been better than expected with 62 new starts mainly in the Health and Management sectors. • Apprenticeship activity is improving and the construction sector is providing new apprenticeship opportunities which will we see start over the next 2/3 months as the industry gets back into production. • There are significant plans in place to launch the teaching apprenticeship in January 2021 which will see a “bounce back” of the numbers. <p>There is a need to consider the how lower recruitment levels in some FE areas might impact on HE in future years, including from</p>	<p>VPQSE</p>
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<p>6.4</p>	<p>a quality and the student experience perspective, as a result of smaller cohorts.</p> <p>Q. how has the College responded to potential grade inflation in its recruitment?</p> <p>A. Catch up funding (£614k) has been allocated to the college and is being used to implement a number of measures, including a focus on English and maths. Individual students will have a robust initial induction assessment and they will be provided with a named tutor to provide academic support.</p>	
<p>6.5</p>	<p>ACTION: A full detailed student recruitment update to be provided to the next meeting.</p>	<p>VPDG</p>
<p>6.6</p>	<p>ACTION: Catch up funding updates with a focus on impact to be presented to the Committee throughout 2020-21.</p>	<p>VPQSE</p>
<p>6.7</p>	<p>(c) Learner Support Impact (Retention and Achievement)</p>	
	<p>Covid has resulted in a service that is more flexible and accessible for students. The new team is working well together with a focus of delivering an outstanding student experience.</p>	
	<p>The Committee noted the excellent work carried out by the team for students.</p>	
<p>7.</p>	<p>Curriculum Update, Planning, Development and Target Setting</p>	
<p>7.1</p>	<p>The VPDG advised that the Curriculum strategic action plan is built on national, regional and labour market intelligence, sector priorities and the changing face of curriculum. It is designed to move the curriculum offer over a four-year period to meet the needs and future skills demands. In particular it ensures that students are equipped to progress to further learning or employment opportunities. It focuses on key groups of students:</p>	
	<ul style="list-style-type: none"> • 14-16 	
	<ul style="list-style-type: none"> • 16-18 	
	<ul style="list-style-type: none"> • 16-24 SEND and EHCP 	
	<ul style="list-style-type: none"> • Adults (19+) 	
	<ul style="list-style-type: none"> • Community 	
	<ul style="list-style-type: none"> • Employers 	
<p>7.2</p>	<p>The key projects/ developments in 20/21 planned are:</p>	
	<ul style="list-style-type: none"> • Establish 14-16 direct provision in September 2021 	
	<ul style="list-style-type: none"> • Deliver a School engagement programme that generates career aspirations and supports progression into college, working in particular with the ICE Boards 	

	<ul style="list-style-type: none"> • Re-Development of the study programme offer that has critical work skills at the core of its delivery for implementation Sept 2021 • Re-evaluation of the current curriculum content in line with regions high priority based on the “new normal” for skills requirements and demand for delivery Sept 2021 as a result of the sector changes during COVID • Develop the plans for future vocational centres of Excellence linked to the Future Technologies Hub. Three to be developed for Sept 2021; Sustainable construction, sustainable transport and Allied Health and Meditech • Redesign pathways and entry criteria for A levels • Develop an offer of Foundation Degrees in all sector areas • Rationalise the Apprenticeship offer based on high value, high demand, high quality, economic impact, developing a plan which allows improvement in the number of apprenticeship programmes at L4 and 5 to support progression from L2/L3 or direct entry at L4 and above • Develop a wider professional and technical offer at level 4/5 to support CPD and progression to Higher Education or improved career outputs • Deliver the “Project Search” programme which supports SEND students into sustained employment with local employers. 	
8.	Teaching, Learning and Assessment	
8.1	The VPQSE provided a report outlining the approach to blended learning. A number of projects are being led by the LTA team to support the development of practioners. Impact will be measured through student outcomes, high grades, the percentage of staff who don't require a re-observation.	
8.2	It was noted that digital learning will continue to be a theme for learning walks this year. <i>L- Cath Orange</i>	
9.	Student Feedback:	
9.1	Annual Student Complaints report 2019-20 The VPQSE provided an overview of the Annual Students Complaints report 2019-20 A total of 87 Further Education and 27 Higher Education complaints were received in 2019-2020. In FE, 32 were upheld (37%), 19 partially upheld (30%) and 26 were not upheld (22%). In Higher Education, 11 Complaints were upheld	

	(41%), 3 partially upheld (11%) and 13 complaints were not upheld (48%). Complaints feed directly into Quality Improvement Plans.	
9.2	This report will be scrutinised by the ED&I Committee in terms of the protected characteristics.	
9.3	ACTION: Intersectionality information to be provided in future reports.	VPQSE
9.4	NSS Survey The APHE advised that the results were disappointing. All areas now have specific action plans, governors are welcome to take the role of a critical eye as part of the action planning process. It is clear that the student tutor relationship impacts greatly on student responses. It was noted that the NSS is currently under review at a national level.	
9.5	Student Voice Plan 2020-21 The APSS outlined the key element and activities of the Student Voice plan for 2020-21, including the reform of the Student Union. It was acknowledged that closing the loop with students and feeding back on outcomes was integral to student satisfaction rates. It was noted that student voice is to be integrated into the performance review process to ensure that actions are resolved to the satisfaction of students.	
9.6	ACTION: A termly SLT meeting will take place with course representatives. Governors to be invited to attend.	APSS/Clerk
9.7	ACTION: APSS to work with the Clerk on recruitment of student governors.	APSS/Clerk
10.	OfS Assurance/ Access and Participation Plan	
10.1	The APHE provided a paper updating on Access and Participation Plan. An associated action plan was provided, against which implementation can be monitored.	

10.2	<p>Q. Is the APP linked to funding/student fees? A. Yes, OfS require an APP for fees over £6k</p>	APHE
10.3	<p>Q. Where do the targets come from? A. OfS provide the targets based on data we provide to them.</p>	
10.4	<p>Q. Is mental health covered in the plan? A. It is not a target group, although OfS are encouraging all HE institutions to support student mental health.</p>	
10.5	<p>ACTION: explicitly include mental health in the action plan.</p>	
10.6	<p>An update was provided in relation to the Graduate Outcomes Survey. Key headlines:</p> <ul style="list-style-type: none"> • 19.4% of Bradford College alumni report neither paid employment or study 18 months after graduation, this compares to 11.4% nationally. This mirrors the situation across all levels of employment across the city. • The gap narrows and we outperform other colleges when looking at students in employment particularly high (66% v 48%), this is a result of our curriculum focus on professional programmes including Teacher Education, Social Work, and Ophthalmic Dispensing. • College students earn below the national average salaries, however compared to local institutions the picture is more nuanced, with the college broadly at, or above local levels. • Students generally feel that the work they are doing is meaningful and fits in with their career plans, and enables them to use the skills they gained on their programme. The average response to these aspects is 3.7% above the national rate at 83%. 	
10.7	<p>RECOMMENDATION: That the APP action plan be recommended to the Corporation for approval.</p>	
11.	<p>Risk Monitoring</p>	
11.1	<p>The VPQSE noted that the report summarises the key strategic risks relating to the delivery of the strategic objectives overseen by Quality and Standards committee.</p>	
11.2	<p>Q. Do we have any arrangements for remote exams? A. Not at the moment. The awarding organisations are looking at this and the college will engage as appropriate.</p>	
11.3	<p>There are no changes proposed to the strategic risk register.</p>	

12.	Annual Safeguarding Report 2019-20	
12.1	<p>The number of students accessing the safeguarding service has increased in the year 19/20 by approximately 407. This significant increase could be related to COVID-19 pandemic from two perspectives. Many students became more vulnerable and isolated during lockdown, the team were proactive in maintaining regular contact with students over the period.</p> <p>Overall retention of students engaged with safeguarding was 91.6% compared to 94.9% for the college overall.</p> <p>The Committee noted the report and the importance of the work carried out in relation to supporting students in this area.</p>	
12.2	RECOMMENDATION: That the Annual Safeguarding Report be recommended to the Corporation for approval.	
13.	<p>Policies:</p> <p>13.1 Safeguarding Policy and Procedure 13.2 Equality, Diversity & Inclusion Policy and Procedure</p> <p>The Policies were reviewed by the committee.</p>	
13.1	ACTION: That Equality Impact Assessments be attached to the Policy and Procedures for completeness.	VPQSE
13.2	RECOMMENDATION: That the Safeguarding Policy and Procedure and the Equality, Diversity & Inclusion Policy and Procedure be recommended to the Corporation for approval, with the Equality Impact Assessments attached.	
Governance		
14.	Committee Terms of Reference/evaluation	
14.1	The Clerk had reviewed the Committee Terms of Reference and updated a job title. In reviewing the Terms of Reference, the Committee did not identify any other changes required.	
14.2	RECOMMENDATION: That the Quality and Standards Committee Terms of Reference are recommended to Corporation for approval.	
15.	Items for report to the Corporation	
15.1	The Clerk provided the items to report to the Corporation as:	

15.2	<ul style="list-style-type: none"> • Ofsted feedback • 2019-20 results • Student recruitment – increase in level 3 and catch up fund • NSS Survey results and governor involvement • OfS Assurance/ Access and Participation Plan • Risk monitoring • Safeguarding Policy and Procedure • Equality, Diversity & Inclusion Policy and Procedure • Safeguarding annual report <p>RECOMMENDED: That the items listed be presented to Corporation as part of the Chair’s update.</p>	
Any other business		
16.	Any other business	
16.1	The VPCD advised that there will be an online Virtual Graduation Celebration on 2 December 2020. More information to be circulated in due course.	
17.	Meeting evaluation	Assistant Clerk
17.1	Meeting evaluation form to be circulated via email.	
17.2	The Committee acknowledged the high-quality papers provided and thanked all who had input.	
17.3	The Chair closed the meeting at 6.25 pm	

Approved by the Q&S Committee:

J. Durrant
Signed by the Chair

21.01.2021
Date

Agreed Actions

No	Minute	Action	Who?
1	3.2	Student destinations- third party targets to increase on contact. Not yet been contracted, VPQSE will action.	VPQSE
2	5.2	Data dashboard to be developed with KPIs stemming from the Strategic Plan.	VPQSE
3	6.2	To regularly update the Committee on the issue of monitoring student engagement.	VPQSE

4	6.5	A full detailed student recruitment update to be provided to the next meeting.	VPDG
5	6.6	Catch up funding updates with a focus on impact to be presented to the Committee throughout 2020-21.	VPQSE
6	9.3	Intersectionality information to be provided in future reports.	VPQSE
7	9.6	A termly SLT meeting will take place with course representatives. Governors to be invited to attend.	APSS/ Clerk
8	9.7	APSS to work with the Clerk on recruitment of student governors.	APSS/ Clerk
9	10.5	Explicitly include mental health in the action plan.	APHE
10	13.1	That Equality Impact Assessments be attached to the Policy and Procedures for completeness.	VPQSE