

**MINUTES OF THE MEETING OF THE QUALITY AND STANDARDS COMMITTEE
HELD: 16.00 via Microsoft Teams on Thursday 3 December 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)
Emmanuel Osei Boateng	Chris Malish (Deputy CEO)
	Brigid Baker (Assistant Principal Student Service)
	Sarah McKenzie (Clerk to the Corporation)
	Allison McEvoy (Assistant Clerk to the Corporation)

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 Cllr Naveed Riaz	
1.3	There were no disclosures of interest.	
2.	Chairs Action	
2.1	There had been no use of Chair's actions since the last meeting.	
3.	Minutes of the meeting on 1 October 2020 and matters arising. The Committee observed that thanks to the Vice Principal Quality & Student Experience and team had not been recorded and that the minutes should be updated to reflect the thanks given.	
3.1	ACTION: Clerk to amend minutes to incorporate thanks to the Vice Principal Quality & Student Experience and team.	Clerk
3.2	RESOLVED: Subject to the amendments, the minutes of 1 October 2020 are approved to be signed by the Chair as a correct record of the meeting.	
3.3	The Matters Arising Report was reviewed.	
3.4	The interim Ofsted Report was formally received and thanks given to the team for their efforts that had been reflected in the report.	

	The VPQ&SE advised that if Ofsted do return to full inspections in January, it is likely that they won't be giving any judgements. The Committee expressed its disappointment as this would elongate the time the college is labelled as 'requires improvement' and the impact this has on the College's ability to access funding streams and qualifications which will impact on students. The College awaits formal announcement from Ofsted regarding its plans for inspections beyond January 2021.	
4.	Feedback from attendance deep dives	
4.1	The Committee Chair gave a brief summary about the attendance deep dives that took place in November involving governors. Governors noted that there are a number of different approaches used across the organisation to monitor attendance, some more effective than others. Governors were reassured by some curriculum areas but had concerns about others. Overall, governors found that tutor led attendance monitoring was more effective than the attendance monitor model.	
4.2	ACTION- Governors to return to areas of concern at a later date.	Members
Impact on Student Experience		
5.	HE Results	
5.1	The VPQ&SE provided a brief overview of the Higher Education student results for 19-20.	
5.2	Governors had concerns around the measures that the College was using as these will not be what are used in the league tables. In terms of the data, there was some concern about the curriculum offer as reflected in some of the continuation rates. There was some discussion about the part time offer and the potential for intermittent studies.	
6.	Data Dashboard	
6.1	The VPQSE provided an overview of the Data Dashboard, items covered were; <ul style="list-style-type: none"> ● FE retention and attendance ● HE retention and attendance ● Apprenticeship achievement ● Retention for 16-18 is 94.5%, which is 1.5% above the college target. 	

6.2	<ul style="list-style-type: none"> • At level 2 further work on GCSE English and Maths provision within progression to Learning and Work will see a positive impact on retention for PR2. • Retention for 19+ is 97.9%, which is 1.6% above the college target and remains good. • Overall FE attendance is too low at 83.4%, primarily due to 16-18 attendance on all aspects of their study programme. • The 12% gap between female and male attendance is extenuated by the Construction & Engineering department. <p>In terms of maths and English attendance, it was noted that there is a need to ensure that timetabling needs to be right to support students to attend. There is a need for a greater focus on ensuring students are settled quickly. Attendance to be reviewed again at the February 2021 Quality and Standards Committee meeting.</p>	
7.	<p>Self-Assessment and QIPs</p> <p>7.1 Self- Assessment Further Education</p> <p>The VPQ&SE advised that the curriculum self-assessment reports will be subject to final validation by a panel on 16 December, before presenting the final version to the Corporation on 17 December for approval before submission to Ofsted.</p> <p>7.2 The self-assessment reports could be strengthened by being more prescriptive about the weighting of the language used i.e. explaining the weighing when using the terms ‘majority’ and ‘minority’.</p> <p>7.3 Governors were very pleased with the outcome ‘good’ and offered a ‘well done’ to the VPQ&SE and team.</p> <p>7.4 ITE QIP</p> <p>The VPQ&SE advised that this is the first time a self-assessment and QIP has been developed for ITE. Governors were pleased to see that it was being addressed. A validation panel date is to be determined.</p>	
8.	<p>Student Recruitment/ marketing update</p> <p>8.1 The Vice-Principal Development & Growth presented an update report on in year student recruitment, stating that:</p> <ul style="list-style-type: none"> • Numbers for 16- 18 and HE are down 	

	<ul style="list-style-type: none"> • Adults is year on year holding its own at the moment • There are more students staying in sixth form this year • NEETs is up very slightly • There is an increase in claimants in the 18- 24 age range at Job Centre Plus. • We continue to see a growth in the priority sectors • There is a large growth in Teaching and Education this year • The sectors where jobs are retained have been strong • We are currently not recruiting students in to retail, hospitality and leisure sector areas • The rise in logistics is driving a demand for digital skills • Internal progression has risen from last year at 48% to 58% this year • Progression needs to be better and we are looking at improvements for next year • Our applications were up and a positive is that our direct applications were better • A level recruitment is low due to the enhanced and enforced entry criteria • Construction numbers are good • The second lockdown seen caused a small impact on Apprenticeships • There is an increase in level 3 due to the centrally assessed grades being up 	
8.2	<p>Q. Is the enhanced entry criteria across all levels?</p> <p>A. In terms of the A-levels it is enhanced to a minimum score of 5.1 and the associated grades. If you were studying a pathway that say had economics in it, you would need a maths at level 6.</p>	
8.3	<p>Q. Is the splitting of the enhanced criteria sector wide?</p> <p>A. 5.1 is too low an average point score for students to be doing A-levels, it is just above a C grade, the average A-level scores across local colleges is a 6.2.</p>	
8.4	<p>Q. How would you reconcile the need to grow the business and manage academic expectations?</p> <p>A. Students coming in on less than 5.5 are given 2 choices. The first is an option to choose a more vocational route. The second is a 3- year programme rather than usual 2-year A-levels, where we can improve their academic skills, capacity and capability to cope with studying 3 A levels.</p>	
8.5	<p>Q. What happened to the ‘Swop don’t Drop’ attitude that we had? Are we becoming a selective college?</p>	

<p>8.6</p> <p>8.7</p> <p>8.8</p> <p>8.9</p>	<p>A. No, we are recruiting with integrity, getting the right students onto the right course will help to build our reputation over time through the student experience.</p> <p>Q. Are all colleges being impacted by the enhanced criteria issues?</p> <p>A. No, there is growth in other colleges, this is a Bradford problem. The College has faced a number of issues, relating to Enrolment, COVID and staffing. The VPD&G is carrying out a deep dive to uncover all of the issues so that we can learn from this. We are currently recruiting a new Director of Student Recruitment.</p> <p>Q. Have we got any plans for picking up the students that have been put on A-level programmes for which they are not suited?</p> <p>A. We expect that we will recover about 100 of those learners.</p> <p>Q. In terms of A-levels, how do we get under the numbers and understand what the real issues are?</p> <p>A. There is a whole raft of data that is triangulated. Student feedback, staff feedback, student surveys, lesson observations. Learning and teaching in this area is just not good enough in this area and needs to significantly improve. We conduct 5 student progress reviews over the year. Together this is helping us to build a more informed picture of the situation.</p> <p>The Chair thanked the VPD&G for the report adding that it was much more in depth as had previously been requested.</p>	
<p>9</p> <p>9.1</p> <p>9.2</p>	<p>Catch up funding- update (Quality Impact)</p> <p>The 16-19 Tuition Fund project is designed to support 16-19-year-old students who were adversely affected by the pandemic. The funding is focused on supporting students continuing to study at College completing GCSE Maths and/or English qualifications and also vocational study programmes. Support is also available for students with Special Educational Needs and Disabilities (SEND), particularly where they have experienced additional disruption to learning as a result of their specific needs and disabilities.</p> <p>The College is a little behind where they would have like to have been in terms of the level of support. Further action has taken place since the report was circulated and it is anticipated that there will be significant progress to report at the next meeting.</p> <p>Q. Are we spending the allocated money?</p>	

	A. Yes, we have reallocated all of the finances to different departments based on what the original plan was.	
10.	OfS Assurance (Continuation rates and APP Update)	
10.1	The APHE provided a report outlining the steps the College has taken to ensure it continues to remain compliant with the Office for Student (OfS), Quality Assurance Agency (QAA), Office of the Independent Adjudicator (OIA) and Competitions & Market Authority (CMA) regulations and requirements throughout the COVID period.	
10.2	Q. Does the ethnicity profile represent the local or regional population? A. Yes, our ethnicity profile in the Access and Participation Plan is much more diverse than the regional population.	
10.3	Q. Do you count Eastern European students as white or a minority ethnic? A. The BAME category now includes our Eastern European students. White refers to white British.	
11.	Update reports:	
11.1	<u>Work Experience Report</u> The VPQSE advised of the significant impact of COVID on work placements. The ability to send students out to employers has been very limited. There have been only 40 students placed this term instead of a typical 400. The Committee noted that the College is putting in place the following mitigating actions: <ul style="list-style-type: none"> • A revised plan has been completed with curriculum to timetable placements from January to June. • Worked closely with the HOD of Health and Safety to ensure the safety of students completing placements. • A work experience marketing campaign to promote utilising the college • The College has increased its engagement with employers in the digital sector. • We have started to develop the T-level pilot. 	
11.2	Q. How are we placing students that require a placement for their license to practise etc? A. We have an engagement process with the employers where we talk through fears around placing students with them in the current COVID climate. Until things improve most employers are	

	<p>asking us to come back to them in the next 2-3 months to discuss again. We are really challenged in the Health and Social Care area, they are rightly nervous about anyone going in to their settings. We are engaged with CASH (the awarding body) who are waiting for further guidance themselves.</p> <p>It is a national issue and very disappointing for all.</p>	
11.3	<p>ACTION- An update will be provided at the next Quality and Standards Committee meeting.</p>	
11.4	<p><u>English and Maths</u></p> <p>The Committee received a report and noted the following headlines:</p> <ul style="list-style-type: none"> • Self- assessment in the English curriculum are being maintained at a Grade 2 ‘good’ • There has been an improvement in Maths due to a shift in culture • The long- term sickness in the English and Maths department has been addressed • We have a new HOD of English and Maths that is having a positive impact • 48% of students had neither Maths or English at GCSE Grade 4 they joined us, this compares to the 31% sector average which is 17% higher • Attendance is too low and we are working to significantly improve this prior to the winter break • The COVID Tier 3 status has impacted attendance for the Autumn resits • Maths and English department have a robust system in place to monitor students during their GCSE course <p>The CEO offered an anecdote from a recent lesson observation to demonstrate the distance that some of the students need to travel to in their learning. It was noted that it is a very challenging area for the teachers. Nationally there is a shortage of maths teachers, which could be impacting on learning and progression at primary and secondary.</p>	
11.5	<p>Q. Do you get to speak to the Heads of the Statutory Education Bodies regarding this? A. Yes, the VPD&G attends those meetings.</p>	
11.6	<p>Q. How long will the college wide model be carried on for?</p>	

	<p>A. The 16- 18 model will continue for the next year or two.</p>	
11.7	<p><u>Curriculum Update, Planning and Development</u></p> <p>The Vice-Principal Development & Growth provided a report updating members on the curriculum and plans for development:</p>	
11.8	<p><u>Curriculum planning including market share</u></p> <ul style="list-style-type: none"> • The curriculum we have is still quite old and tired and doesn't really meet the needs of our students and employers • We are moving in to a 3-year planning cycle • In January 2021 we will be going through a curriculum planning validation process which we invite Governors to join • We will be looking at increasing market share, progression routes through the qualifications and through to the employment. We will be looking at some of the new industries, new technologies. Our mode of delivery, particularly how we can offer flexible approaches to learning. • We will also need to respond to the re-train agenda that is being promoted as a result of the economic impact of COVID. 	
11.9	<p><u>T-Level Developments</u></p> <ul style="list-style-type: none"> • The application window opens in December 2020 • A detailed plan and timeline will be developed and shared with Governors 	
11.10	<p><u>Work Placements</u></p> <ul style="list-style-type: none"> • Continue to be a challenge in the current climate • Placements for Teacher education are continuing due to Education not being restricted 	
11.11	<p><u>Update of progress against the curriculum strategic action plan</u></p> <ul style="list-style-type: none"> • The curriculum planning cycle commenced on 16 November 2020 and Heads are presenting a 3-year curriculum plan mid-January 2021. 	
11.12	<p><u>Phase 3 - Covid plan of Learning</u></p> <ul style="list-style-type: none"> • Phase 3 now categorises students in to groups by definition • The Phase 3 plan comes in to effect on 5 December 2020 • The next review point for the plan will be April 2021 	

	The Committee found the report very informative and thanked the VPD&G.	
12.	Customer Feedback	
12.1	<p><u>Student Survey</u></p> <p>All students on a full time FE course are surveyed at the beginning, middle and end of their course (alongside Ad-hoc surveys that cover all short courses, distance learning and apprenticeships). Students on HE courses are surveyed at the start of their programme and at the end of each year. Surveys are analysed by an external company, QDP, who provide the College with reports and benchmarking data against other similar colleges. It is the second academic year of doing surveys online and the College continues to target all students rather than a sample.</p> <p>The Chair drew attention to areas of significant improvements in Teaching and Learning, Safety and Wellbeing and the overall rise in response rates. It was noted that the response was very encouraging particularly during the current situation with COVID.</p> <p>The CEO commented that the content of this report is very important as this is what the students tell us. He also noted that there is a gap appearing between FE and HE which needs to be looked at.</p> <p>The Committee offered thanks and congratulations to the APSS and team.</p>	
12.2	<p><u>Complaints</u></p> <p>The APSS provided an overview of FE and HE complaints over the PR1 reporting period (1 August to 31 October 2020). It was noted that complaints are reported by department, demographics and theme. Complaints and issues are flagged, investigated and resolved in the shortest possible timeframe. Issues are raised in the Performance Review process and are addressed through the QIP.</p>	
12.3	The Chair thanked the APSS for the comprehensive report.	
13.	Learning, Teaching and Assessment	
13.1	The Committee received an update report and noted that:	

	<ul style="list-style-type: none"> • The Learning teaching and assessment policy has been reviewed. • Learning walks have begun, with over 100 scheduled • Pedagogy is being developed to address digital delivery 	
14.	2019- 20 Equality Diversity and Inclusion Annual Report (including SEND)	
14.1	<ul style="list-style-type: none"> • The VPQ&SE provided presented the draft ED&I Annual Report 2019-20. It was noted that the report, if approved by Corporation will be published on the College’s website. That the action plan will be monitored by the ED&I Committee and SLT. <p>It was also noted that, the College will be taking part in the Investors in Diversity Quality Standard.</p> <p>Members were pleased with the data provided and the intersectionality included but noted that there was a need to get the staff data analysis to the same standard and level of the student data.</p> <p>The Committee look forward to future reports that show where there has been demonstrable change as a result of the actions put in place.</p>	
14.2	RECOMMENDATION: That the ED&I Annual Report 2019-20 be recommended to the Corporation for approval.	
Governance and Risk		
15.	Strategic Risk Monitoring	
15.1	There was a brief discussion about the level of risk and it was agreed that this should be review the February meeting.	
15.2	ACTION: It was agreed that an overview paper will be provided to demonstrate the rationale for any change in risk level.	VPQ&SE
16.	Items for report to the Corporation	
16.1	<ul style="list-style-type: none"> • HE results- to note • Self assessments and QIPs- to approve FE • Student recruitment- to note • Customer feedback- to note • ED&I annual report- to approve 	

16.2	RECOMMENDED: That the items listed be presented to Corporation as part of the Chair's update.	
Any other business		
17.	Any other business	
17.1	It was noted that there has been a significant improvement in papers over the last year – well done all involved.	
18.	Meeting evaluation	Assistant Clerk
18.1	Meeting evaluation form to be circulated via email.	
18.2	The Chair closed the meeting at 18.20	

June Durrant 05.02.2021
Signed by the Chair Date

No	Minute	Item	Action	Who?
1	4.2	Attendance deep dives	Governors to return to areas of concern at a later date.	Members
2	15.2	Strategic risk monitoring	It was agreed that an overview paper will be provided to demonstrate the rationale for any change in risk level.	VPQ&SE
3	18.1	Meeting evaluation	Meeting evaluation form to be circulated via email.	Asst Clerk