

**MINUTES OF THE MEETING OF THE QUALITY AND STANDARDS COMMITTEE
HELD: 16.00 on Thursday 7 October 2021 in 4F07- DHB Boardroom**

Present	In Attendance
Billy Khokhar (Chair)	Craig Tupling (Vice Principal Quality & Student Experience)
Fiona Thompson (Vice Chair)	Sarah Applewhite (Director of Quality & Information Services)
Cath Orange	Asa Gordon (Vice Principal Curriculum)
Chris Webb (CEO)	Dawn Leak (Vice Principal Development & External Relations)
Shezad Aslam	Brigid Baker (Assistant Principal Student Service)
Cllr Kyle Green (co-opted member)	Chris Malish (Vice Principal Finance & Corporate Services)
Jevgenija Mironova	Sarah McKenzie (Clerk to the Corporation)
Apologies	Allison McEvoy (Assistant Clerk to the Corporation)
Richard Woods	
Emmanuel Osei Boateng	
Habiba Shiraz	

The quorum was 4 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 Richard Woods, Emmanuel Osei Boateng and Habiba Shiraz.	
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 7 July 2021	
3.1	RESOLVED: The minutes of 7 July 2021 are approved to be signed by the Chair as an accurate record of the meeting.	
4.	Matters Arising	
4.1	The Matters Arising Report was reviewed.	
	4.2 Attendance deep dives	

4.2	<p>The Committee agreed that attendance is still an area of concern and noted that the Covid pandemic had been a contributing factor. Governors felt there was more they could do to support this area.</p> <p>ACTION: The VPQ&SE to provide an update on attendance so that the Committee can review and pro-actively support and contribute in this area.</p> <p>J-KG</p>	VPQ&SE
Impact on Student Experience		
5. 5.1	<p>Data Dashboard including 2020-21 results</p> <p>Governors reviewed the Data Dashboard. The key points to note were:</p> <ul style="list-style-type: none"> • Overall Achievement has slightly improved on 19-20 by 0.6% to 86.3% - representing a four- year improvement trend of 5.7%. • Retention has risen by 3.3% over four years to 94.6% and pass rates at 91.1% has currently dipped by 1.3% however this is forecast to increase following delayed assessments. • High grade rates now stand at 39.2%, a 13.7% increase – recovering the decline recorded in 18/19 to deliver an overall 17.9% increase over the last four years. • 16-18 overall achievement has declined slightly on 19-20 by 2.5% this is primarily down to poor retention in A level provision. Retention overall has risen by 0.2% and pass rates is forecast to be in line with the previous year. High grades (for all courses with high grade potential) have risen significantly to 35.7%, an 11.4% rise on the previous. • Improvement is forecast in 19+ achievement on 19/20 currently at 88.5% but forecast to rise to 93.3% once all delayed assessments have been completed and claimed. These results will continue the four-year rising trend to assure the College’s strength in this overall position. Similarly, high grades have risen year of year; with an overall total of 56.5% in 20-21 a 21.4% increase on the previous year. • Against the backdrop of another challenging year for Apprenticeships in year success is currently 65.4%, with a best case of 75.3%. Overall success at the end of 19/20 was 61.9%. The success rate for 20/21 rate is above benchmark for all institutions based on published success rates of 64.2% across 19/20. 	
5.2	<p>Q. Do we compare the 16-18 retention in A- levels with national benchmarks and are there any specific areas the Committee needs to be looking at?</p>	

<p>5.3</p> <p>5.4</p>	<p>A. We do use national benchmarks but retention remains an issue with students dropping out in year 1 and 2.</p> <p>Governors noted that it was good to see the forecasts so close to the outcomes. It was also acknowledged that the uplift in the apprenticeship figures should reflect accurately the progress made and the environmental impact and context. Governors agreed that there were some excellent results.</p> <p>The Committee considered the 20-21 outcome data and noted areas of improvement and areas of concern that will influence Learning Teaching Assessment and learner support strategies through 21-22.</p>	
<p>6.</p> <p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p>	<p>Key Updates:</p> <p><u>6.1 FE Self-Assessment & Quality Improvement Plan</u></p> <p>The Committee reviewed the draft FE Self-Assessment & Quality Improvement Plan and had a detailed discussion around the self-assessed scoring. It was noted that due to an element of cautiousness, both because of the comments made by Ofsted in its last report and differing views on sustained improvement, the figures did not always reflect as positively as perhaps they could.</p> <p>ACTION: It was agreed that the Committee would await the outcome of the external SAR validation panel in November 2021 (of which Governors were going to be invited to be part of) before presenting the final version of the document to Corporation for approval.</p> <p><u>6.2 Student Recruitment/ marketing update</u></p> <p>The VPD&ER gave an update on the figures presented since the paper had been written, adding that:</p> <ul style="list-style-type: none"> • 16-18 enrolments are just below 3,700. • To date there have been 141 withdrawals. The next 3-4 weeks are traditionally where the highest volume of withdrawals take place. • There had been some data from the district which advises that 16-18 enrolments across the piece are down. • There are currently 1,800 people on the 'Kick Start' programme in Bradford which has affected enrolments. • AEB is much more complex this year due to devolution. 	<p>Committee</p>

6.5	<ul style="list-style-type: none"> • HE continues to be the biggest challenge- a deep dive needs conducting to look into issues around the offer and environment. • Apprenticeships is expected to deliver on target. There had been a strong performance at Q1 and a healthy number of apprentices still on programme. • UCAS applications are reducing but the number of direct applications has increased. <p>Q. How does failure to recruit affect the student experience? A. It could be class size or not being able to run that particular programme due to not enough students.</p> <p>The Committee commented on the need for greater creativity in the way the curriculum is offered, part-time modules etc. It was also suggested that the College may want to take the decision to consider if it still wants to be a HE provider in the future.</p> <p>The Q&S Committee received the report and noted the risks to income that were identified.</p>	
6.6	<p><u>6.3 Learner Support Impact (Retention and Achievement)</u></p> <p>The APSS provided an update on Learner Support Impact, highlighting:</p> <ul style="list-style-type: none"> • Students are fully engaged and enjoying being back on site. • Focused on student retention and helping students back into College. • Increased the front of house service across all sites so there is a better visible presence every day. 	
6.7	<p>Q. Do you have any concerns about students returning to college and the conversion to hybrid working? A. As a team we are constantly reviewing the situation, students are delighted to be back in college. We are working with students and staff face to face to ensure they are adjusting to the return.</p>	
6.8	<p>Q. Do you feel as a team that you are agile enough to deal with any upcoming changes? A. We are very well prepared, changes over the last year or so have been well rehearsed and received positive response. A hybrid model was created to assist in on site and remote delivery.</p> <p>The Chair added that the College’s performance in learner support during Covid had been excellent.</p>	

	Governors noted the content of the report.	
7.	Curriculum Update, Planning, Development and Target Setting	
7.1	<p>The VPC highlighted the following key points:</p> <ul style="list-style-type: none"> • 14-16 continues to be an area of success for the College and strategic objectives that were set are being achieved. • 96 Schools provision learners enrolled in newly refurbished Victoria Building. • The College is putting employers at the heart of post-16 skills, providing the advanced technical and higher technical skills the nation needs. • The College is starting the T-levels transition programme in readiness for the College being able to deliver T-levels. <p>In response to the national HGV driver shortage, the College has 60 people on an HGV programme. The College has been approached to provide a further 100 people to go through the programme.</p>	
7.2	<p>Q. How confident are you that we are delivering skills for the local economy?</p> <p>A. Any employer could approach us and we would respond with confidence. We have 6 hubs who meet monthly, chaired by employers, helping us to ensure that we have the right curriculum offer and plans in place. The local skills agenda is key to our decision making in 16-19 and Adult. We need to now do the same in HE.</p>	
7.3	<p>Q. Can we take the learning we have done in FE and apply it to the HE model?</p> <p>A. We are looking at modularised programmes already in various curriculum areas of HE.</p> <p>Committee members with a HE background offered their support and assistance with a review of the HE curriculum offer.</p>	
7.4	<p>The CEO highlighted to the Committee an issue relating to resourcing in construction and engineering. The courses are oversubscribed and the machinery is not up to date. There is a direct impact on the College not being able to be responsive to employer's needs. Governors noted the need to balance the curriculum needs with the with financial decisions made at Corporation.</p>	

	Governors noted the contents of the report	
8.	Learning, Teaching and Assessment	
8.1	<p>The VPQ&SE presented a report providing Governors with an update on the key actions and activities relating to the drive to improve Learning Teaching and Assessment (LTA) and the measures taken during the lockdown period, including updates on:</p> <ul style="list-style-type: none"> • The implementation of the blended learning model - there is some tweaking that needs to happen with it now that students are returning to face to face teaching. • Observations commence w/c 11 October 2021. • The College has received confirmation that the £492k funding that was part of a bid through the WYCC has been approved and will bring around £70-80k into the College to support the learning teaching and assessment area. • There is also £172k from a project with Sheffield and East Kent Colleges to support the induction of staff. 	
8.2	<p>Q. In terms of the blended learning model, are you receiving any pushback from any areas?</p> <p>A. Entry level and level 1 staff are finding that they need more face to face time with the students</p> <p>There was lengthy discussion around student forums, what happens with the captured data, how the feedback loop is closed etc.</p>	
8.3	<p>ACTION: The VPQ&SE will consider how to include governors in the student forums.</p> <p>The Q&S Committee reviewed and noted the content of the Learning Teaching and Assessment (LTA) report.</p>	VPQ&SE
9.	Student Feedback:	
9.1	<p><u>Annual Student Complaints Report 20-21</u></p> <p>The APSS provided an overview, including:</p> <ul style="list-style-type: none"> • A key theme for Further Education complaints were: • Tutor engagement and online learning (12). • Complaints about fees or additional costs relating to courses (7) • Complaints about course transfers / course admissions (7). 	

<p>9.2</p>	<ul style="list-style-type: none"> • A key theme for Higher Education complaints were also tutor engagement and online learning (12). • The majority of FE complaints were resolved at the informal stage of the procedure (96.9%). • The majority of HE complaints were resolved at Stage 1 of the procedure (92%). <p>The Committee commented on the overall low level of complaints and noted the areas of concern and the diversity data presented. There were no immediate concerns relating to the report.</p> <p><u>NSS Survey</u></p> <p>The DQ&IS provide the key points of the survey including:</p> <ul style="list-style-type: none"> • Nationally, overall satisfaction in the survey fell 9.0% to 74.89%; meanwhile for the College the equivalent figure rose to 75.00%. Whilst a small improvement in absolute performance, of 0.2%, this reflects a marked swing against the national trend. This is the first time the College has been above the national average. • There has been a rise in 142 places in the league table. • The College performance sees satisfaction diverge significantly and the overall results are impacted by a couple of declared courses. • Some of the comments received have reinforced the need to close one of the courses (the BA(Hons) Business, Management and Entrepreneurship). • Areas for improvement have been added to the HE Quality Improvement Plan. <p>Governors noted the report and agreed to monitor improvements via the HE Quality Improvement Plan.</p>	
<p>9.3</p>	<p><u>Student Voice Plan 21-22</u></p> <p>The APSS advised the Student Voice Plan was created 2 years ago and is now working in combination with the Student’s Union. Departments elect their Student Representatives, once elected they are trained to carry out their role effectively. They then liaise with the staff at the Student Forums to voice any issues and collate feedback. If there are any outstanding issues discovered in a department, they are brought into the Performance Reviews for discussion and resolution.</p>	

<p>10.</p> <p>10.1</p> <p>10.2</p> <p>10.3</p>	<p>OfS Assurance/ Access and Participation Plan</p> <p>The DQ&IS presented a paper on OfS Assurance/ Access and Participation Plan.</p> <p>The OfS are currently consulting on a variety of proposals for revision to the regulatory framework and conditions of registration, the pending outcomes are highly anticipated across the sector. The changes will likely impact on the responsibilities of the Q&S Committee, SLT and of the Academic Board.</p> <p>Q. Is the teaching and HE excellence framework aligned to teacher's performance?</p> <p>A. It is in terms of target setting, objectives and appraisal documentation.</p> <p>The Committee had a lengthy discussion around performance reviews, measures and the impact and consequences of an individual's poor teaching performance and requested more clarity on the mechanics of the appraisal system and the differentiation in the HE and FE observations.</p> <p>ACTION: The DPS to provide a paper on the mechanics of the appraisal system.</p>	<p>DPS</p>
<p>11.</p> <p>11.1</p> <p>11.2</p>	<p>Annual Safeguarding Report 2020-21</p> <p>The VPQ&SE provided an overview of the Annual Safeguarding Report 2020-21.</p> <p>It was noted that the total number of interventions had tripled since 2019.</p> <p>The Safeguarding team have been pro-active in running campaigns which have led to a spike in demand.</p> <p>The Governors welcomed the report and recognised that it is a strong area for the College.</p> <p>RECOMMENDATION: That the Annual Safeguarding Report 2020-21 be shared with the Corporation.</p>	
<p>12.</p>	<p>Risk Monitoring</p>	

12.1	<p>The VPQ&SE provided a narrative against the three strategic risks for which the Committee is responsible for monitoring.</p> <p>The Committee reflected on the risks and the mitigations and agreed that there were no changes to suggest.</p>	
13.	Policies:	
13.1	<p>13.1 <u>Safeguarding Policy& Procedure</u></p> <p>The VPQ&SE presented the Policy & Procedure advising that the document has been updated in line with the latest release of Keeping Children Safe in Education (KCSiE) 2021.</p> <p>The Q&S Committee scrutinised the Safeguarding Policy & Procedure and 2 changes to the procedure were suggested.</p>	
13.2	<p>ACTION: The following changes were suggested:</p> <ol style="list-style-type: none"> 1. <i>You should inform the student that [who’s duty?] have a duty to tell the Safeguarding and Wellbeing Team. (page 4 -bullet point 10)</i> 2. <i>Staff [clarify which members of staff?] must personally report to the police cases where they discover that an act of FGM appears to have been carried out. (page 8- bullet point 5.9- final paragraph)</i> 	VPQ&SE
13.3	<p>RECOMMENDATION: That the Safeguarding Policy & Procedures be recommended to the Corporation for approval subject to the changes identified.</p>	
13.4	<p>13.2 <u>Equality, Diversity & Inclusion Policy</u></p> <p>The VPQ&SE had carried out the annual review of the ED&I Policy, there were no suggested changes.</p>	
13.5	<p>It was noted that the College is currently looking to recruit a Director of ED&I.</p>	
13.6	<p>RECOMMENDATION: That the unchanged ED&I Policy be recommended to the Corporation for approval.</p>	
Governance		
14.	Academic Board – Terms of Reference/effectiveness	

14.1	The Academic Board had reviewed its effectiveness resulting in a number of proposed changes reflected in the proposed revised Terms of Reference and composition.	VPQ&SE
14.2	Members had a number of concerns relating to the proposed updated Terms of Reference including the differentiation between quality and standards.	
14.3	ACTION: The VPQ&SE to work with an experience governor in HE on reviewing the Academic Board Terms of Reference and bring back to the next meeting.	
15.	Internal Audit Reports*	
15.1	The Safeguarding Internal Audit Report, rated as Strong assurance was provided for information.	
16.	Academic Board Minutes	
16.1	The Academic Board minutes for 11.05.21 and 15.07.21 were provided for information.	
17.	Items for report to the Corporation	
17.1	<ul style="list-style-type: none"> • Meeting minutes of 7 October 2021 • The Annual Safeguarding Report 2020/21- for information • Safeguarding Policy & Procedure- for approval • Equality, Diversity & Inclusion Policy- for approval 	
Any other business		
18.	Any other business	
18.1	The APSS was retiring. The Chair thanked the APSS for all the great work she had done during her time with the College, noting that she had led very positive and successful areas. On behalf of the Governors the Committee wished the APSS well in her retirement.	
18.2	The Chair reflected on his first meeting as Chair and thanked members for the level of detailed scrutiny that was given across all of the agenda items.	
18.3	The Chair closed the meeting at 18.20.	

19.	Meeting Evaluation	Assistant Clerk
19.1	Meeting evaluation form to be circulated via email.	

Signed by the Chair
 Billy Khokhar
 Date 03.12.2021

No	Minute	Item	Action	Who?
1	4.2	Matters Arising	The VPQ&SE to provide an update on attendance so that the Committee can review and pro-actively support and contribute in this area.	VPQ&SE
2	6.3	FE Self-Assessment & Quality Improvement Plan	It was agreed that the Committee would await the outcome of the external SAR validation panel in November 2021, before presenting the final version of the document to Corporation for approval.	Committee
3	8.3	Learning, Teaching and Assessment	The VPQ&SE will consider how to include governors in the student forums.	VPQ&SE
4	10.3	OfS Assurance/ Access and Participation Plan	The DPS to provide a paper on the mechanics of the appraisal system.	DPS
5	13.2	Safeguarding Policy & Procedure	Amends to (page 4 -bullet point 10) & (page 8- bullet point 5.9- final paragraph)	VPQ&SE
6	14.3	Academic Board – Terms of Reference/effectiveness	The VPQ&SE to work with an experience governor in HE on reviewing the Academic Board Terms of Reference and bring back to the next meeting.	VPQ&SE
7	19.1	Meeting Evaluation	Meeting evaluation form to be circulated via email.	Asst Clerk