

**MINUTES OF THE MEETING OF THE QUALITY AND STANDARDS COMMITTEE
HELD: 16.00 on 2 December 2021 in A17 Lister Building**

Present	In attendance
Billy Khokhar (Chair)	Craig Tupling (Vice Principal Quality & Student Experience)
Fiona Thompson (Vice Chair)	Asa Gordon (Vice Principal Curriculum)
Cath Orange	Sarah McKenzie (Clerk to the Corporation)
Chris Webb (CEO)	Allison McEvoy (Assistant Clerk)
Jevgenija Mironova	
Emmanuel Osei Boateng	
Habiba Shiraz	
Cllr Kyle Green (co-opted member)	
Apologies	
Shezad Aslam	
Richard Woods	
Sarah Applewhite	
Dawn Leak	

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 Disclosures of Interest	
1.1	The Chair welcomed all to the meeting.	
1.2	Apologies were made for Dawn Leak, Richard Woods, Shezad Aslam and Sarah Applewhite.	
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 17 October 2021	
3.1	RESOLVED: The minutes of 17 October 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	In reviewing the agenda, Governors noted that they would like to hear more on the Student Voice.	VPQ&SE/ Clerk

4.3	<p>Staff Appraisal System</p> <p>This was an action from the Quality and Standards Committee Matters Arising Report of 7 October 2021 the Committee had requested a summary on the mechanics of the college appraisal process. The update report was noted.</p>	
4.4	<p>Q. Does the appraisal system consider student performance?</p> <p>A. Staff are given individual targets for their performance on each course and the student performance is reflected in those student outcomes.</p>	
Impact on Student Experience		
5.	<p>5.1 FE Self-Assessment Report & Quality Improvement Plan</p> <p>The VPQ&SE advised that the FE Self-Assessment Report & Quality Improvement Plan validation had taken place on 26 November 2021, with some changes to the draft version submitted to Committee in October. Since the October meeting, the Ofsted visit had taken place and it was noted that its report was imminent but that the self-assessment gradings were different to those arrived at by Ofsted. The Committee agreed that the self-assessment exercise, although not mandatory, is good practice but should remain relevant to the college and its own development rather than having to fit into the Ofsted framework.</p> <p>5.2 RECOMMENDATION: That the FE Self-Assessment Report & Quality Improvement Plan be recommended to the Corporation for approval prior to being submitted to Ofsted.</p> <p>5.3 ITE Self-Assessment & Quality Improvement Plan</p> <p>The VPQ&SE advised that the report was in draft format and was scheduled to go to the School Annual Monitoring Self-Assessment Review (SAMSAR) panel on Thursday 16th December, with a validation panel scheduled for early 2022 where the proposed grades will be scrutinised. It was also noted that an Ofsted visit was likely imminent.</p> <p>5.4 HE Self-Assessment & Quality Improvement Plan</p> <p>The VPQ&SE advised that the report was in draft format and scheduled to go to a validation panel in early January, where the judgements will be scrutinised. It was explained that the self-assessment is based on the QAA quality framework.</p>	

5.5	Governors recognised that the College had a self- awareness around HE and that there is a need to look closer at this area, a deep dive will be arranged in early 2022.	
5.6	ACTION: Clerk will liaise with the VPQ&SE and the HE Link Governor to arrange a deep dive in to HE.	VPQ&SE/Clerk
6.	Data Dashboard	
6.1	The VPQ&SE provided an overview of the Data Dashboard, highlighting that attendance remains a challenge. Governors noted the content of the report and agreed to discuss the issue of attendance further down the agenda.	
7.	Key Updates:	
7.1	<u>7.1 Student recruitment & Marketing Update</u> The VPC presented the report, highlighting the following points: <ul style="list-style-type: none"> • 16-18 is expecting to recruit approx. 3400 students (Subject to R06 submission to ESFA). This will be approx. a 300- student number growth on last year and may allow for in year growth funding request with the EFSA of approx. £1.5m. • Adult recruitment is a mixed picture; AEB is expected to deliver the target allocation, Adult Learning Loans are oversubscribed, however the Skills Guarantee programmes are recruiting slower than expected. • Higher Education has seen a further drop in recruitment and a differing profile of students and their choices. This is a highest risk to income in year and in terms of potential growth moving forward. • Apprenticeships are on target to deliver their recruitment plan. At Q1 the apprenticeship numbers are at 133% of target with 268 new apprentices recruited. • FE internal progression has been extremely positive, however FE to HE progression requires improvement and continuation particularly on level 4 provision had declined. 	
7.2	Q. How significant is the impact on the ITE numbers due to the change of mode with people moving in to the school-based apprenticeships?	

7.3	<p>A. It has impacted the HE student numbers with 62 moving from traditional HE PGCE to the L6 Apprenticeship, employed directly by schools but the full impact remains to be seen.</p> <p>The CEO advised that the College had received confirmation from the West Yorkshire Combined Authority that the £170k administration fee for the AEB had been waived.</p>	
7.4	<p><u>7.2 Catch up funding- update (quality impact)</u></p> <p>The VPC provided an update on the funding the College received to provide additional support through small group tuition for 16 to 19 students in English, maths, and other courses where learning has been lost or disrupted due to the pandemic.</p> <ul style="list-style-type: none"> • This is the second year of funding. • Activity has already started in English and Maths with the Achievement Intervention Mentors (AIMs). • There are now 2 separate Maths and English success centres. • There is continued use of Century Tech, the online Maths and English module. • This was promoted heavily during the Ofsted visit to show the impact on students learning outside of the classroom. • There is a strategy in place for increased assessments. 	
7.5	<p>Q. How sustainable is the funding and what impact might this have on the student experience?</p> <p>A. The sustainability will depend on what decision central Government makes regarding a third year of funding.</p>	
7.6	<p><u>7.3 Work placement report</u></p> <p>The VPC highlighted the following points:</p> <ul style="list-style-type: none"> • 1547 students have engaged with Work Experience Officers in preparation for their work experience. • To date 189 (12%) students have started their work experience. • To date 154 (50.4%) students have started their Industry Placement as part of the CDF project. • The College now has a fully inclusive offer for FE work experience. • There is more work to do on HE work-experience. 	

7.7	<p>Q. What if the employer disappears and what is being done to mitigate that risk?</p> <p>A. We are constantly evaluating the relationships, we are monitoring the situation all of the time.</p>	
7.8	<p><u>7.4 English and Maths</u></p> <p>The VPQ&SE updated the Committee on the following key points:</p> <ul style="list-style-type: none"> • The number of students who attend Bradford College without both their English and maths qualifications is 15% higher than the sector. • Whilst attendance has slightly improved against last year it is still too low at 70% for English and maths programmes. • Staff are working relentlessly to combat the attendance problem. • The 3 key actions agreed by SLT for the College to work on are rewards, initiatives and the timetable policy. 	
7.9	<p>Q. Are staff able to see if their attendance intervention methods are making a difference?</p> <p>A. They can look at the impact on a weekly basis.</p>	
7.10	<p>Q. How do you know what works and what doesn't?</p> <p>A. We have done some sessions with curriculum areas using best practice, it is not a one size fits all solution.</p>	
7.11	<p>Q. Do we work with schools to create a philosophy on attendance before the students start to attend college?</p> <p>A. That is something for us to take away and look at.</p>	
7.12	<p>Q. Is Century Tech employed to assist a student's transition from school in to the college?</p> <p>A. We do have some pre-induction assessments with the students but Century Tech is not implemented until they arrive for the September term. We can assess where a student is before they arrive by using the UMS (Union Marks Score) from their GCSE grades. This enables us to assess the learning level of a student. Unfortunately, we are not equipped financially to run a transitional summer programme.</p>	
7.13	<p><u>7.5 Attendance update</u></p> <p>Governors had an in-depth discussion about the issue of attendance, they agreed that it is multi-faceted. It was agreed that timetabling is a major key to helping solve the issue. Also,</p>	

7.14	<p>that there needs to be a differentiation between attending a class and being present. Governors felt that there was a need to work out what the attendance issue was and then look to appropriate solutions. It was noted that poor attendance not only impacts on student outcomes and the wider student experience but it can also impact the College's funding and reputation.</p> <p>ACTION: There will be a deep dive in to attendance carried out in early 2022 involving governors.</p>	VPQ&SE/Clerk
<p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p>	<p>Curriculum Update, Planning, Development</p> <p>The VPC presented a paper and highlighted the actions that the College was taking to;</p> <ul style="list-style-type: none"> • Ensure the College is able to progress students from L2 programmes to L3 on the fast track programme. • Ensure that all employment sectors are effectively covered and are employers involved in the design of your curriculum. • Continue its 2 pathway offer for A Levels for 22/23. • Commence delivery of T Levels in Digital, Early Years and Engineering from the 23-24 academic year. • Ensure Adult provision has a very responsive strategy. • Develop new Higher- Level Apprenticeships. • Grow HE recruitment to develop the curriculum offer to ensure it meets the changing needs of students and employers. <p>Governors also heard about the new <i>Disruptive Curriculum programme</i>, which was in development for piloting in 2022-23. The programme will allow students across different courses to come together to work on shared critical skills to contribute to student's readiness for the workplace.</p> <p>Governors welcomed the developments being made in this area and noted that the <i>Disruptive Curriculum programme, in particular</i> will enhance the College's offer and unique selling point.</p>	
<p>9.</p> <p>9.1</p>	<p>Learning, Teaching and Assessment</p> <p>The VPQ&SE provided the following updates:</p> <ul style="list-style-type: none"> • The LTA team had played a fundamental role in preparing staff and students for the recent Ofsted visit. 	

9.2	<ul style="list-style-type: none"> • 91 Observations had been scheduled for October and November. • The Ofsted inspection had played a part in the success of conducting all of these observations. • During November the College invited in an external quality assurance consultant to quality assure the observation team. • Over £100K external funding has been allocated to the team to support improvement in learning, teaching and assessment. <p>Q. How did the quality assurance team observations go? A. They went very well, we received some push back from the UCU regarding lesson observations. Our ambition is to eventually reach an open- door policy when it comes to the lesson observations.</p>	
<p>10.</p> <p>10.1</p> <p>10.2</p> <p>10.3</p>	<p>Student Feedback:</p> <p><u>10.1 Student Survey</u></p> <p>The VPQ&SE provided a brief summary of the Student Survey feedback.</p> <ul style="list-style-type: none"> • Overall the response to the Post Induction Survey has been positive with the response rate exceeding the College target and the levels of satisfaction comparing well with external benchmarks. • All areas for improvement are captured at departmental level and department managers complete a series of ‘You Said...We Did’ activities to ensure students are informed of positive changes made as a result of their feedback. <p>Q. Do HE students do a mid-module review? A. They do a module review but not a mid-module review.</p> <p>It was noted that performing a mid-module review would highlight any immediate problems that were coming through and allow for any action to be taken much earlier.</p> <p><u>10.2 Complaints</u></p> <p>Governors reviewed the Complaints report and felt that the level of complaints was still low considering the size of the college. Governors were reassured though the response to specific questioning in the student surveys, that students understand how to complain.</p>	

11.	OfS Assurance	
11.1	<p>The VPQ&SE presented the report highlighting key challenges in HE:</p> <ul style="list-style-type: none"> • The College still awaits the definitive results of the OfS consultation into all aspects of their regulatory framework. • The College has met all of the current regulatory activity. • The College is on schedule for the outcome survey. • Risk associated with minimum performance indicators exists, together with increased scrutiny of public information, student protection and graduate outcomes. 	
11.2	The Committee agreed that it was a well written and honest report and welcomed the proposed deep dive into HE.	
12.	Draft Annual Equality Diversity and Inclusion Report (including SEND) 2020-21	
12.1	<p>The VPQ&SE presented the draft ED&I Annual Report 2020-21 and welcomed Committee members to offer any comments or amends.</p> <p>Governors were interested to understand how the report changes year on year, influenced by internal developments and regulatory requirements.</p> <p>The Committee suggested that the term sex and gender are used to make it fully inclusive and allows the College to be beyond the requirements of legislation.</p> <p>Governors welcomed the detail offered in the data but questioned if some of the interpretation was correct in the report.</p>	
12.2	<p>Q. Is the single equality scheme and single equality strategy the same?</p> <p>A. yes, they are the same thing.</p>	
12.3	ACTION: To circulate the single equality scheme to Committee members.	VPQ&SE
12.4	ACTION: VPQ&SE to review the ED&I report in light of comments given by the Committee.	VPQ&SE

12.5	RECOMMENDATION: That with the changes identified, the Annual Equality Diversity and Inclusion Report 2020-21 is recommended to the Corporation for approval and publication on the College's website.	
13.	Risk Monitoring	
13.1	The Committee reviewed the Strategic Risks for which it has oversight. The VPQ&SE suggested that the controls relating to SR4 and SR7 are reviewed following the recent Ofsted inspection and to reflect the challenges ahead.	
13.2	ACTION: That the risks for which Q&S Committee have oversight are reviewed for the next meeting.	VPQ&SE
Governance		
14.	Policies:	
14.1	<u>14.1 FE Admissions Policy 2022-23</u>	
14.2	<u>14.2 HE Admissions Policy 2022-23</u> Both of the updated policies were reviewed by the Committee. It was felt that there was a conflict of interest regarding the document owner also being responsible for student recruitment. Governors would like to see student recruitment and admissions being kept separate, it was agreed that the VPC will take ownership of both policies going forward.	
14.3	APPROVED: The updated FE and HE Admissions policies are approved.	
15.	Academic Board minutes*	
15.1	The Academic Board minutes for 14.09.21 and 12.10.21 were provided for information.	
16.	Items for report to the Corporation	
16.1	<ul style="list-style-type: none"> • Meeting minutes of 2 December 2021 • FE Self-Assessment Report & Quality Improvement Plan – for approval • Annual Equality Diversity and Inclusion Report 2020-21 – for approval • Deep dives into HE and Attendance – for information • OfS Assurance – for information 	

17.	Any other business	
17.1	The Chair closed the meeting at 18.23	
Any other business		
18.	Meeting Evaluation	Assistant Clerk
18.1	Meeting evaluation form to be circulated via email.	

Approved by the Committee:

B. Khokhar
Signed by the Chair

30.3.22
Date

Agreed actions

No	Minute	Action	Who?
1	4.2	In reviewing the agenda, Governors noted that they would like to hear more on the Student Voice.	VPQ&SE/Clerk
2	5.6	Clerk will liaise with the VPQ&SE and the HE Link Governor to arrange a deep dive in to HE.	VPQ&SE/Clerk
3	7.4	There will be a deep dive in to attendance carried out in early 2022 involving governors.	VPQ&SE/Clerk
4	12.3	To circulate the single equality scheme to Committee members.	VPQ&SE
5	12.4	VPQ&SE to review the ED&I report in light of comments given by the Committee.	VPQ&SE
6	13.2	That the risks for which Q&S Committee have oversight are reviewed for the next meeting.	VPQ&SE
7	18.1	Meeting evaluation form to be circulated via email.	Assistant Clerk