

**MINUTES OF THE MEETING OF THE QUALITY AND STANDARDS COMMITTEE  
HELD: 16.00 on 24 March 2022 in 1F06 Victoria Building**

<b>Present</b>	<b>In attendance</b>
Billy Khokhar (Chair)	Craig Tupling (Vice Principal Quality & Student Experience)
Fiona Thompson (Vice Chair)	Chris Malish (VP Finance & Corporate Services)
Cath Orange	Sarah Applewhite (Director of Quality & Information Services)
Chris Webb (CEO)	Asa Gordon (Vice Principal Curriculum)
Jevgenija Mironova	Sarah McKenzie (Clerk)
Emmanuel Osei Boateng	Allison McEvoy (Assistant Clerk)
Habiba Shiraz	
Richard Woods	
Shezad Aslam	
<b>Apologies</b>	
Cllr Kyle Green (co-opted member)	
Marc Gillham (Vice Principal of Data & Funding)	
Craig Tupling (Vice Principal Quality & Student Experience)	

The quorum was 4 committee members

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

<b>Item</b>		<b>Action</b>
<b>Housekeeping</b>		
<b>1.</b>	<b>Welcome, Apologies for Absence and Disclosures of Interest</b>	
1.1	The Chair welcomed all to the meeting.	
1.2	Apologies were made for Kyle Green, Craig Tupling and Marc Gillham.	
1.3	There were no disclosures of interest.	
<b>2.</b>	<b>Chairs action</b>	
2.1	The Q&S Chair had given final approval of the Annual ED&I report, following a number of amendments discussed at the previous Quality and Standards Committee meeting.	
<b>3.</b>	<b>Minutes of the meeting on 2 December 2021</b>	
3.1	A couple of minor amendments were requested at 8.1 and 9.2.	
3.2	<b>RESOLVED:</b> Subject to the changes, the minutes of 2 December 2021 were approved to be signed by the Chair as an accurate record of the meeting.	

<b>4.</b>	<b>Matters arising</b>	
4.1	<p>The Matters Arising Report was reviewed.</p> <p>It was noted that at the Governor training session on 7 April, the VPC will bring the data on demographics of the curriculum and the VPD&amp;F will focus on the figures.</p> <p>Governors discussed how they might get to hear more of the student voice and agreed that spending time with the students at the strategic away day had been invaluable to their understanding of the student perspective. It was agreed that alongside continuing to develop opportunities for governors to spend time with students it was agreed that the Committee should receive regular report from the Student’s Union.</p> <p>It was noted that the single equality scheme had not been circulated to Committee members. The Clerk explained that the College did not have one and that it was no longer a requirement, this had been reflected in the final version of the Annual Equality Diversity and Inclusion Report.</p> <p>Governors queried if the ED&amp;I Annual Report should also be scrutinised at F&amp;GP Committee.</p>	
4.2	<b>ACTION:</b> Clerk to liaise with the VPED&I on where ED&I will sit in the governance structure.	<b>Clerk</b>
<b>5.</b>	<b>Destinations data</b>	
5.1	<p>The DQ&amp;IS advised that the purpose of the report was to provide Governors with sustained destination data for 2020-21. The data is collated in the following ways:</p> <ul style="list-style-type: none"> <li>• Enrolment data was taken from Bradford College ILR dataset</li> <li>• HE data was derived from the UCAS data set.</li> <li>• Students who had completed their studies were surveyed approximately six months after they had left through a 3rd party agency</li> </ul> <p>The overall positive sustained destination rates are 90% and 80% for young people and adults respectively. This compares to 87% and 54.5% in 2019-20. This is a three-year improving trend for Positive destinations for young people. For adult there has been a significant improvement in positive destinations which</p>	

	<p>can be attributed to improved work opportunities and increased progression into further study. 95% of apprentices remained in employment with 50% gaining a promotion after completing their programme.</p> <p>The following measures have been developed to increase positive sustained destination:</p> <ul style="list-style-type: none"> <li>• Earlier and improved internal progression procedures</li> <li>• Improved outcomes in qualifications including English &amp; maths</li> <li>• Improved, timely support for students applying to Higher Education.</li> <li>• Careers information Service mapped against Gatsby benchmarks</li> <li>• Student Progress Review process has been revised to ensure that there are key actions and milestones for all students throughout their programme focused on the planned destination</li> <li>• Sector Work Academy Programmes (SWAPs) have been utilised to create more employment opportunities for adults.</li> </ul> <p>Governors commented on some of the positive outcomes and sought assurance that these would be used in marketing.</p> <p>SA/J</p>	
<b>Deep dives</b>		
<p><b>6.</b></p> <p>6.1</p>	<p><b>Feedback from deep dives (verbal discussion):</b></p> <p><b>6.1 Attendance deep dive</b></p> <p>A deep dive in to attendance had been carried out by the Governors on the 16 March 2022. They heard about 3 key actions being used to support the cross-college drive to improve attendance:</p> <ul style="list-style-type: none"> <li>• More detailed analysis of attendance data to identify gaps and show trends to support decision making and actions.</li> <li>• Development of rewards and incentive scheme to encourage student engagement and continue to develop a methodology to capture wider student engagement with learning.</li> <li>• A comprehensive review of the timetabling policy and process to ensure students are given the best support to attend.</li> </ul>	

6.2	<p>Governors fed back that they were reassured that the College was responding to this area of concern with the necessary strategies but noted that it may take some time before the benefits will be realised.</p> <p><b>6.2 HE deep dive</b></p> <p>Three Q&amp;S Committee members had each undertaken shadowing of a HE student in order to gain a better understanding of the HE student experience. All had found it insightful. There was an in-depth discussion on HE provision as witnessed in the deep dive V's the messages that the data and other papers were giving to governors. The Committee questioned why the College continues to provide HE?</p> <p>It was agreed that the purpose of HE at Bradford College should be discussed at an extraordinary meeting of the Committee.</p>	
6.3	<p><b>ACTION:</b> CEO and Clerk to liaise over a date for the extraordinary meeting to discuss the purpose of HE.</p>	CEO/ Clerk
<b>Student Experience</b>		
7.	<p><b>7.1 ITE Self-Assessment &amp; Quality Improvement Plan</b></p> <p>The DQ&amp;IS report provided the Committee with an update on the ITT Self-Assessment Report validation process and the Quality Improvement Plan. In addition, it provided assurance to the Committee of progress towards the reaccreditation of provision. The Committee were asked to consider the proposed grading for the ITE provision.</p> <p><b>7.2 HE Self-Assessment &amp; Quality Improvement Plan</b></p> <p>The DQ&amp;IS provided the Committee with an update on the HE Self-Assessment validation process and the Quality Improvement Plan. The Committee were asked to consider the proposed grading for the HE provision.</p>	
7.1		
7.2		
7.3	<p><b>RESOLVED:</b> The ITE and HE Self- Assessment &amp; Quality Improvement Plans were approved with the grading presented.</p>	
8.	<p><b>Data Dashboard</b></p> <p>The Committee reviewed the Data Dashboard.</p> <p>It was agreed that the attendance reporting on English and Maths be broken down in to engagement with Century Tech figures and actual physical attendance. This year, this would be</p>	
8.1		

8.2	<p>provided as additional data in a separate report as the data dashboard targets had already been agreed for the year.</p> <p>It was noted that attendance remains a cross college issue.</p> <p><b>ACTION:</b> The VPC and DQ&amp;IS will liaise with the VPS&amp;SE to determine the reporting arrangements.</p>	<b>VPC/ DQ&amp;IS/ VPQSE</b>
<p><b>9.</b></p> <p>9.1</p> <p>9.2</p>	<p><b>Catch up funding- update (Quality Impact)</b></p> <p>The VPC provided an update on the actions undertaken by curriculum departments to support students whose studies were impacted by the pandemic over the last two academic years.</p> <p>The College has been allocated funding by the ESFA 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.</p> <p>Students will receive additional support to improve English and maths skills, as well as any other vocational skills that students were not able to develop during lockdown.</p> <p>The College had been allocated £624,006 in additional funding to support eligible students. A project group of Curriculum HODs, supported by staff in the finance and projects department had been set up to manage the allocation of funds and monitor activity.</p> <p><b>Q. Is the catch- up funding time limited?</b> A. It is additional funding and has been guaranteed again for next year.</p>	
<p><b>10.</b></p> <p>10.1</p> <p>10.2</p>	<p><b>Curriculum Update, Planning, Development</b></p> <p>The Committee reviewed the Curriculum Update, Planning, Development report which summarised the curriculum developments proposed as part of the Business Planning process.</p> <p><b>Q. Are the T- Level September 2023 figures both for internal progression and external direct entry?</b> A. Yes, we expect it to be 80% progression and 20% new starters.</p>	

10.3	<p><b>Q. Is there a plan to expand the disruptive curriculum across all provision eventually?</b></p> <p>A. We see this as an alternative to the T-level provision. We are working with various curriculum areas to determine</p> <p>Governors welcomed the update and noted the good work being carried out to continue to develop a curriculum that meets the needs of students, employers and local communities.</p>	
<p><b>11.</b></p> <p>11.1</p>	<p><b>Learning, Teaching and Assessment</b></p> <p>The VPC provided Governors with an update on the key actions and activities relating to the drive to improve Learning Teaching and Assessment (LTA). Governors welcomed the update and noted the colleges desire to move to a more open-door policy around assessments.</p>	
<p><b>12.</b></p> <p>12.1</p>	<p><b>OfS Assurance</b></p> <p>A comprehensive paper was presented by the DQ&amp;IS, covering:</p> <ul style="list-style-type: none"> <li>• Condition of Ongoing Registration</li> <li>• The Teaching Excellence Framework</li> <li>• Access and Participation Plans</li> </ul> <p>Governors felt overwhelmed by the burden of additional regulation being developed in HE and the pace at which they were being introduced.</p>	
<p><b>13.</b></p> <p>13.1</p>	<p><b>Student Voice</b></p> <p>A report was provided with the results of the Middle of Course Student Survey forFE.</p> <p>It was noted that the overall return rate has continue to improve with an overall return rate of 87% return rate, the highest achieved over the past three years. Overall satisfaction was high, with the College scoring in the upper quartiles for most questions.</p>	
<p><b>14.</b></p> <p>14.1</p>	<p><b>Policies:</b></p> <p><b>Centre Quality Assurance Policy &amp; Procedure</b></p>	

14.2	<p>The Centre Quality Assurance Policy &amp; Procedure had been developed in response to arrangements arising out of the pandemic. It was explained that the College would like to continue to adopt the policy and procedure. The Clerk explained that it no longer required governor approval going forward and so it was agreed that it would be reviewed and updated at SLT level in future.</p> <p><b>RESOLVED:</b> The Centre Quality Assurance Policy &amp; Procedure is approved.</p>	
<b>Governance &amp; Risk</b>		
15.	<p><b>Risk Monitoring</b></p> <p>15.1 The Committee reviewed the strategic risks for which it has oversight. The following changes were proposed, discussed and agreed by the Committee:</p> <p><b>SR4 becomes:</b> Failure to ensure the key performance indicators for external bodies including: Ofsted, Office for Students and QAA impacts on the College’s ability to achieve good or better outcomes through external validation processes and inspections.</p> <p>The proposed risk rating change for the risk is impact 4 and likelihood 2 therefore reducing the risk score from 12 to 8 and consequently amber to Green.</p> <p><b>SR5 remains:</b> Failure to ensure the curriculum is relevant and innovative to meet the needs of learners, employers and communities and to address equality gaps. The current risk rating remains at 12.</p> <p><b>SR7 remains:</b> Failure to improve the quality of learning, teaching and assessment. The proposed risk rating change for the risk is impact 4 and likelihood 2 therefore reducing the risk score from 12 to 8 and consequently amber to Green.</p> <p>15.2 <b>RECOMMENDATION:</b> That the proposed changes to the risk register are recommended to Corporation for approval.</p>	
16.	<p><b>Academic Board Terms of Reference</b></p> <p>16.1 The Academic Board Terms of Reference had been reviewed in an off-line meeting between two Committee members and the Executive.</p>	

16.2	<p>Governors suggested that the Academic Board should be able to consider any application for Taught Degree Awarding Powers and felt that this could be done through the facility to create a task and finish group.</p> <p><b>RECOMENDATION:</b> That the updated Academic Board Terms of Reference are recommended to the Corporation for approval.</p>	
<b>17.</b>	<b>Academic Board Minutes*</b>	
17.1	The Academic Board minutes for 17.12.21 and 17.1.22 were provided for information.	
<b>18.</b>	<b>Internal Audit Reports*</b>	
18.1	<p>The Student Experience Internal Audit Report -October 2021 was provided for information.</p> <p>The Committee noted it's thanks to the teams for the STRONG assurance being offered by the report.</p>	
<b>Any other business</b>		
<b>19.</b>	<b>Items for report to the Corporation</b>	
19.1	<ul style="list-style-type: none"> <li>• Minutes of meeting – 24 March 2022</li> <li>• Feedback on attendance and HE deep dives (verbal)</li> <li>• OfS Assurance</li> <li>• Student Voice</li> <li>• Academic Board Terms of Reference</li> </ul>	
<b>20.</b>	<b>Any other business</b>	
20.1	<p><u>Complaint</u></p> <p>The Clerk explained that an anonymous complaint had been received by parent listing a number of items of concern relating to disruption in the College by other students. The Clerk has shared the complaint with the Chair of Corporation, Chair of Q&amp;S Committee and with the safeguarding lead governors, who had all undertaken to visit the college unannounced to observe student behaviour.</p> <p>It was noted that there were some issues with the design of the DBH building and that the spaces provided for student study, did not always prove to be quiet. It was also noted that some students were boisterous but that this was generally good natured.</p>	



20.2	<p>A new student common room had been introduced which was providing the College with some much-needed recreational space that was supervised. Greater supervision was also being introduced throughout the building.</p> <p>It was agreed that there was more work to be done around ensuring that there are sufficient quiet areas for students to study.</p> <p><u>Tour of Victoria Building and the 14-16 provision</u></p> <p>The Committee recorded its thanks to Tracy Wilkinson for providing an informative tour of the Victoria Building prior to the meeting.</p> <p>The Chair closed the meeting at 18.40</p>	
21.	<b>Meeting Evaluation</b>	
21.1	Meeting evaluation form to be circulated via email.	<b>Assistant Clerk</b>

Approved by the Committee:

B. Khokhar  
Signed by the Chair

01.07.2022  
Date

### Agreed actions

No	Minute	Action	Who?
1	4.2	Clerk to liaise with the VPED&I on where ED&I will sit in the governance structure.	Clerk
2	6.3	CEO and Clerk to liaise over a date for the extraordinary meeting to discuss the purpose of HE.	CEO/ Clerk
3	8.2	The VPC and DQ&IS will liaise with the VPS&SE to determine the reporting arrangements.	VPC/ DQ&IS/ VPQSE
4	21.1	Meeting evaluation form to be circulated via email.	Assistant Clerk