

**MINUTES OF THE MEETING OF THE QUALITY & STANDARDS COMMITTEE**  
**HELD: on Thursday 6 March 2025 at 16:00 in 4F07- DHB Boardroom**

<b>Present</b>	<b>In Attendance</b>
Billy Khokhar (Chair)	Sarah Applewhite (VP Quality, Teaching & Learning)
Fiona Thompson (Vice Chair)	Chris Malish (VP Finance & Corporate Services)
Chris Webb (CEO) (via MS Teams)	Alina Khan (VP Equality, Diversity & Inclusion) (via MS Teams)
Lynette Leith (via MS Teams)	Jess Leech (Designated Safeguarding Lead)
Richard Woods	Allison Booth (Governance Director)
Shahnaz Anwar-Bleem	Rachel Henry (Deputy Governance Director)
Umar Rafique	
Adam Faisal (via MS Teams)	
Maqadas Bashir (via MS Teams)	
<b>Apologies</b>	

The quorum was four committee members

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

<b>Item</b>		<b>Action / Report Item</b>
<b>1.</b>	<b><u>Introductions, Apologies for Absence and Disclosures of Interest</u></b>	
1.1	The Chair welcomed everyone to the meeting.	
1.2	There were no apologies for absence.	
1.3	There were no disclosures of interest.	
<b>2.</b>	<b><u>Chair's action</u></b>	
2.1	There had been one use of Chair's actions since the last meeting; taken to approve amendment of dates in the HE Fees Policy 2025-26.	
<b>3.</b>	<b><u>Minutes of the meeting held on 28 November 2024</u></b>	
3.1	<b>RESOLVED:</b> The Minutes of the meeting held on 28 November 2024 were approved as an accurate record and would be signed by the Chair.	
<b>4.</b>	<b><u>Matters Arising</u></b>	
4.1	The Matters Arising Report was reviewed and it was noted that all matters would be covered in the meeting could be closed off.	
4.2	<b>11.2 – The Clerk to consider a Terms of Reference for the deep dive panel and SLT to make arrangements for its deployment.</b>	

	The VPQT&L advised that the planned HE Review, which would encompass, income, curriculum and quality, as well as consideration of the wider regulatory landscape, would commence in September 2025.	
<b>5.</b>	<b><u>Executive Summary</u></b>	
5.1	<p>The VPQT&amp;L presented a report which highlighted key areas of focus on the agenda, drawing members' attention specifically to the following reports:</p> <ul style="list-style-type: none"> <li>• Stakeholder Engagement Update</li> <li>• Assess and Participation Plan</li> <li>• How well are local needs met? (Draft Accountability Statement 2025-2026)</li> </ul>	
<b>17.</b>	<p><i>J/UR</i></p> <p><i>Item 17 was discussed under item 5.</i></p> <p><b><u>Student Union Report</u></b></p> <p>17.1 A report had been provided by the Student Union President on the Students' Union and Personal Development Team activity that had taken place for students and future planned activity:</p> <ul style="list-style-type: none"> <li>• Students' Union Elections 2025-26</li> <li>• Course Representatives Update</li> <li>• Joint Student Council Meeting</li> <li>• Student Executive Team Update</li> <li>• Reclaim the Night</li> <li>• Advice &amp; Advocacy</li> <li>• Personal Development and Enrichment 2024-25</li> <li>• Clubs and Societies</li> <li>• Student Engagement Officers</li> </ul> <p>The Chair commended the vast number of registered Course Reps and noted that it was wonderful to see so many students invested, which would provide invaluable feedback. The Student Governor advised that a number of additional activities had already been started up as a result of feedback received.</p> <p><i>J/AK</i></p> <p>17.2 <b>Q. Did you receive any feedback from the Student Union representatives who attended the Strategic Planning Event?</b>  A. Yes, the students expressed that it had been very beneficial because they had felt their voices were heard and had valued the</p>	

	<p>opportunity to speak to those who were able to support them on their journey.</p>	
17.3	<p><b>Q. Do we provide any dedicated mental health support?</b></p> <p>A. We do not have mental health specifically trained staff because this would be a clinical service but Wellbeing Officers provide low level mental health and wellbeing support and link students to other services where necessary. If further needs or elements of crisis are evident, external interventions would be signposted and access facilitated. Mental Health First Aiders are available on site.</p>	
17.4	<p><b>Q. Over what time period were the 71 students supported by the SU advice service?</b></p> <p>A. Since the beginning of September; uptake has been extremely positive.</p>	
17.5	<p><b>Q. How do you pick up themes within the data collated from the 3,271 student interactions and what action is taken to feed this into improving the student experience?</b></p> <p>A. The Student Engagement Officers identify the needs of the students and signpost them to various interventions and activities. There has been substantial uptake of enrichment activities as a result of this work. Disruptive behaviour is targeted and regular checking of timetables is undertaken to ensure students know where they need to be and when, which impacts attendance.</p>	
17.6	<p>The Chair commended the use of the electronic screens throughout DHB which publicised various clubs and ensured brilliant visibility of the activities on offer.</p> <p>Members thanked the Student Governors for their excellent report and commended the great work done.</p> <p><i>L/AF, MB &amp; AK</i></p>	
<b>6.</b>	<p><b><u>Data Dashboard</u></b></p>	
6.1	<p>The VPQT&amp;L provided an overview of the Data Dashboard, advising that predicted achievement and intended destination data had now been included, as previously requested by members.</p>	
6.2	<p><b>Q. Do you expect the percentage of 14-16 students who progress direct to Level 2 or above to increase from 22% as the year progresses?</b></p> <p>A. This percentage may increase, however the target of 20% was set based on achievement data collated in previous years and reflects the demographic of the cohort. This includes a number of home-educated students and those passed on to us from other schools,</p>	

	<p>invariably due to their challenging behaviour. All of our 14-16 students have an intended destination and the vast majority are intending to progress at College. However, if previous trends continue, we expect a relatively low number to progress directly onto Level 2; some will progress into our PLW provision.</p>	
6.3	<p><b>Q. Do you expect the percentage 19+ Achievement rate to rise within Q3 to meet the target?</b></p> <p>A. We have just finished Q2 reviews, and on analysis and consultation with the Adult Skills department, it appears likely that the target will be met by the end of the year.</p>	
6.4	<p><b>Q. What is the reasoning behind the decline seen between Q1 and Q2 in English and Maths attendance?</b></p> <p>A. This year we made attendance at Success Centres compulsory in recognition of the value they had added in previous years. The fall in Maths and English attendance is predominantly driven by attendance at these Success Centres. Those who are engaged are still attending, however, since January, a large number of students have decided against continuing for various reasons.</p>	
6.5	<p><b>Q. What are the various reasons linked to the attendance decline?</b></p> <p>A. The model had delivered improvements in the November resit series but we are currently struggling to keep certain students engaged. The change from the Success Centres being a value-added opt in model to compulsory seems to have had an impact. The expectation that students complete entire days of English and Maths is significant, particularly depending on the student cohort. The lowest attendance is seen amongst our PLW and Level 1 students who can present complex behavioural, commitment and engagement issues and who are struggling with this new model. We have therefore adapted the model and delivery in the Success Centres; this is based on student feedback.</p>	
6.6	<p><b>Q. What interventions have you implemented to mitigate this?</b></p> <p>A. A whole-college approach has been adopted. Our Programme Leaders are responsible for the attendance of their students and are constantly following up and investigating reasons for non-attendance, as well as putting interventions in place.</p>	
6.7	<p><b>Q. Do you expect to see improvement in this area in Q3?</b></p> <p>A. Yes, we are hoping so. Dips in attendance in English and Maths are common within Q2 which captures the period between the end of November and beginning of January, between the November resits and release of resit results. We are working with the English and Maths team to implement strategies to re-engage students and to give them confidence to re-enter the classroom. Century Tech</p>	

	provides an additional strand to our strategy which gives learners the option to self-study in a quiet environment.	
6.8	<p><b>Q. Is attendance at Success Centres part of the core hours or is it additional?</b></p> <p>A. Attendance at Success Centres is part of our core hours this year however, attendance data between classroom and success centre hours can be split and presented at the next meeting.</p>	VPQT&L
6.9	<p><b>ACTION:</b> The VPQT&amp;L to split attendance data between classroom and Success Centre attendance and present at the next Q&amp;S meeting.</p>	
6.10	<p><b>Q. Do you expect the percentage of FE students engaged in work experience or experience of work to follow the current trajectory?</b></p> <p>A. Yes, we expect this to continue to rise. There are areas of challenge, however, we are confident that this target will be reached by year-end.</p>	
6.11	<p><b>Q. What is being done to increase the percentage of students who agree that they know what actions the College takes as a result of their feedback?</b></p> <p>A. This has been picked up in Q2 reviews and work is being done within a number of departments to ensure that students better understand the improvements that have been made as a result of their voice.</p>	
<b>7.</b>	<b><u>Stakeholder Engagement Update</u></b>	
7.1	<p>The VPQT&amp;L presented the Stakeholder Engagement Update, which provided an overview of current stakeholder engagement activities. These were presented within a revised Skills Judgement Position Statement, which responds to the Ofsted criteria for meeting skills needs.</p> <p>The number of employers that the College works with had continued to grow. Positive progress had been seen in the increasing number of Tier 1 employers the College was engaging with. These are the employers who meet every element of the Ofsted criteria around Skills.</p> <p>The reinvigorated relationship with Chamber of Commerce was also seen as positive and had brought about increased visibility of the work of the College in the community. The College had co-designed a survey with the Chamber of Commerce which aimed to provide insight into the non-perishable skills that employers want. The results of this could be used in future to demonstrate the College's contribution to wider skills, rather than those that were purely</p>	

7.2	<p>vocational. The outcomes of the survey would be used to inform the revision of the Stakeholder Engagement Update and would be presented in October.</p> <p><b>ACTION:</b> The VPQT&amp;L to provide a verbal update on the outcomes of the survey at the next meeting in June.</p>	VPQT&L
8.	<p><b><u>Access &amp; Participation Plan</u></b></p> <p>8.1 The VPQT&amp;L presented the Access and Participation Plan 2025-2029 and advised that this had now been approved by the Office for Students (OfS).</p> <p>The Committee will monitor progress towards the delivery of the Plan as the College moved forward with implementation. Assurance of progress would be provided through papers received at each Committee meeting for the 2025/26 academic year onwards. The Academic Board would manage the operational delivery and evaluation of the Plan.</p> <p>Members acknowledged the extraordinary amount of work involved in the Plan and commended all who had contributed.</p>	
9.	<p><b><u>How well are local needs met?</u></b></p> <p>9.1 The VPQT&amp;L presented the Draft Annual Accountability Statement that demonstrated how the curriculum was meeting local, regional and national skills needs following the production of the Local Skills Improvement Plan (LSIP).</p> <p>9.2 Limited updates had been made, with more substantive changes expected next year, following publication of the new LSIP.</p> <p>9.3 Members agreed that it would be useful to hear more on the approach to AI, not only within the curriculum but also in relation to assessment; with details provided on how the integrity of assessments would be maintained.</p> <p>9.4 <b>ACTION:</b> The VPQT&amp;L to provide a report on the approach to AI particularly in relation to maintaining the integrity of assessments.</p> <p>9.5 <b>Q. Will we see an update on the actions from the previous Annual Accountability Statement?</b> A. This will be included prior to submission to the Corporation.</p> <p>The Committee agreed the draft statement, subject to a number of suggested amendments.</p>	VPQT&L

9.6	<b>RECOMMENDATION:</b> That subject to the suggested amendments, the draft Accountability Statement be recommended to the Corporation for approval prior to submission to DfE.	
<b>10.</b>	<b><u>Predicted Achievement</u></b>	
10.1	The VPQT&L presented a paper which provided predicted achievement outcomes across all cohorts for the 2024/25 academic year. The predicted achievement rates would be closely monitored through the remaining academic year and adjusted, if required, based on quality review activities. Improved outturns across all cohorts and rapid improvement across areas for improvement identified in the self-assessment report 2023-24 was expected.	
<b>11.</b>	<b><u>OFS Assurance</u></b>	
11.1	<p>The Committee were provided with an update on the College's compliance with Office for Students' conditions of registration.</p> <p>The VPQT&amp;L advised that since the submission of supporting evidence on the computing provision to the OfS in October 2024, no further contact had been received from the OfS on the matter.</p> <p>Reports to the Committee would continue to offer assurance of compliance with conditions of registration and any response to sector changes and challenges.</p>	
<b>FE, HE, Apps, Adult Programmes</b>		
<b>12.</b>	<b><u>Curriculum Update, Planning, Development</u></b>	
12.1	<p>The VPQT&amp;L presented a paper which summarised the key strategic changes to the curriculum for the 25/26 academic year, following Business Planning activity, together with planning for the next three-year cycle.</p> <p>The College would be seeking ITT accreditation for 2026 delivery through the DfE process. Leeds Trinity University had agreed to support the College in this application and appropriate resource had been allocated to the work involved.</p>	
<b>13.</b>	<b><u>Learning, Teaching &amp; Assessment</u></b>	
13.1	The VPQT&L presented a summary of Learning, Teaching and Assessment (LTA) activity across the college in the second quarter of 24/25. It detailed the roll-out of the RAISE programme for all curriculum staff to date and also highlighted the ongoing work to	

<p>13.2</p> <p>13.3</p> <p>13.4</p>	<p>ensure the Quality of Education across all curriculum areas through the QER procedures, mapped to the Ofsted Framework.</p> <p><b>Q. What is the correlation between the quality of LTA and student behaviours?</b></p> <p>A. One of the elements of outstanding learning and teaching is being able to maintain learner focus and behaviours and attitudes in class. There is clearly a correlation between behaviour, engagement and therefore outcomes, that is driven by outstanding learning and teaching. The more outstanding learning and teaching we can provide our students, the more purposeful and positive their behaviours will be.</p> <p>Members recognised the significant improvements that have been made since the implementation of RAISE in FE, Apprenticeships and latterly in HE.</p> <p>The VPQT&amp;L drew members attention to the digital innovation section, which provided an update on SO7 and information on the impact of digital innovation on learning and teaching.</p>	
<p><b>14.</b></p> <p>14.1</p>	<p><b><u>Student data – demographics and courses</u></b></p> <p>The VPQT&amp;L outlined current student demographics and provided a breakdown of courses studied by demographic group. Sector-recognised demographic splits and Subject Sector Area classifications had been used to define the shape and size of the student cohort.</p> <p>Whole College Characterisation was provided for the following categories, for each academic year between 2020 and 2025:</p> <ul style="list-style-type: none"> <li>• Sex</li> <li>• Learning Difficulty or Disability</li> <li>• Ethnicity</li> <li>• Deprivation</li> <li>• 16-18 Free Meal Eligibility</li> <li>• 16-18 High Needs</li> </ul> <p>The VPQT&amp;L drew members attention to significant increases in the following cohorts over the last 5 years:</p> <ul style="list-style-type: none"> <li>• IMD Q1 Students</li> <li>• Students with a Learning Difficulty or Disability</li> <li>• BAME Students</li> </ul> <p>Through exploring the intersections and interactions between demographics across the College community, members agreed that</p>	

	the report provided a clear picture of the communities the College served and the opportunities and challenges this presented. It was acknowledged that the data collated informed all areas of College strategy including curriculum design, estates, financial and support strategies and SO1 metrics.	
<b>15.</b>	<b><u>Mid-year Student Survey</u></b>	
15.1	<p>The VPQT&amp;L provided Governors with a summary of stakeholder feedback gathered during the second quarter of the 2024/25 academic year. This presented the results of the Student Middle of Course Survey 2024/25 for Further Education provision, together with an analysis of performance against external benchmark and previous years.</p> <p>The participation rate for student surveys had slightly declined compared to the previous year, with an overall return rate of 84%. Overall satisfaction was high, with the College scoring in the upper quartiles for most questions. The report provided detail of areas of strength and areas for improvement that had been highlighted through the survey. It also articulated the way the College would use the data collated as a key component of its quality cycle.</p> <p>Members agreed that the survey provided a reassuring picture overall.</p>	
<b>16.</b>	<b><u>Mid-year Outcomes</u></b>	
16.1	<p>The VPQT&amp;L gave an overview of the achievement outcomes to date for the 2024/25 academic year.</p> <p>The November resits had resulted in the following pass rate outturn for English and Maths GCSEs:</p> <ul style="list-style-type: none"> <li>• 83.7% for English 16-18, compared to 80.0% in 23/24</li> <li>• 70.8% for Maths 16-18, compared to 74.2% in 23/24</li> <li>• 96.4% for English 19+, compared to 76.3% in 23/24</li> <li>• 85.2% for Maths 19+, compared to 72% in 23/24</li> </ul> <p>While significant progress had been made for English in terms of achievement, high grades and progress, Maths progress measures were lower than in the previous year. Maths would therefore be an area of scrutiny throughout the remainder of the academic year and towards the summer exam series.</p>	

	<p>Improvement had been seen in the percentage of students from all cohorts gaining High Grades for English and Maths, however, it was hoped that this would increase further.</p> <p>Members commended the reduction in the non-submission rate within HE.</p> <p>In-year Apprenticeship achievement currently stood at 63.2% (compared to 61% at this point last year) with a retention (of starts) at 82.2% (compared to 81% at this point last year). The College was tracking confidently above the National Rate for 24/25, which was 57.8%.</p>	
<b>Student Voice &amp; Experience</b>		
<b>17.</b>	<b><u>Report from the Student's Union</u></b>	
17.1	<i>This item was discussed under Item 5.</i>	
<b>Policies</b>		
<b>18.</b>	<b><u>Policies</u></b>	
18.1	None	
<b>Governance &amp; Risk</b>		
<b>19.</b>	<b><u>Risk Monitoring</u></b>	
19.1	The Committee reviewed the strategic risks for which it has oversight. Commentary on SR7 and SR8 had been added which would be submitted to the Corporation for approval.	
19.2	<b>SR7 – Increasing number of unqualified teaching staff (particularly in construction and engineering) who are not supported adequately in their teaching practice present a risk to the quality of LTA</b>	
19.3	<p><b>Q. Do we not offer CPD and support unqualified teaching staff?</b></p> <p>A. Yes, we offer various different strands of support. The aim for all our staff is either to either have their teaching qualification or are beginning to work towards gaining this within 2 years of starting.</p>	
19.4	Members requested details on sources of assurance and measures taken to mitigate this risk be added to the risk register.	
19.5	<b>ACTION:</b> The VPQT&L to add details on the mitigation of the risk related to the increasing number of unqualified teaching staff to the risk register.	<b>VPQT&amp;L</b>

19.6	<b>SR8</b> - <i>The removal of mandatory functional skills for Adult apprentices presents a risk to adult progression to highly skilled employment and social mobility</i>	
19.7	<p><b>Q. What is the rationale behind removing mandatory functional skills for Adult apprentices?</b></p> <p>A. The Government have decided to hand the decision of whether adult apprentices study functional skills over to the employer. Adult apprentices are therefore not always being presented with the opportunity to upskill in English and Maths, as this has become the employers' prerogative to choose.</p>	
19.8	<p><b>Q. What is the College's plan in delivering functional skills to adults going forward?</b></p> <p>A. Yes, we will continue to deliver functional skills courses, developing an opt in/opt out approach and will continue to provide Maths and English development opportunities to adult apprentices. We will adopt a positive, proactive approach to reach out to employers to reiterate the importance of English and Maths studies. The Apprenticeship HoD is putting together a plan of engagement with employers in this area.</p>	
19.9	The VPQT&L advised that reference to the HE Review would be reworded and added to the Risk Register under SR5.	
19.10	<b>ACTION:</b> The VPQT&L to add reference to the HE Review to the Risk Register under SR5.	<b>VPQT&amp;L</b>
<b>20.</b>	<b><u>Academic Board Minutes – 18 September 2024 &amp; 21 November 2024*</u></b>	
20.1	The Academic Board minutes for 18 September 2024 and 21 November 2024 were provided for information.	
<b>Any Other Business</b>		
<b>21.</b>	<b><u>Items for report to the Corporation</u></b>	
21.1	<p>The Chair advised that there was now a requirement to be very prescriptive in what matters were taken to Corporation, due to the new running order of the agenda. Members agreed that key issues must not be lost in the new streamlined reporting for Corporation. It was agreed that any such issues would be provided in a summary report by the Q&amp;S Chair and be signposted by the Committee via the Data Dashboard. Items to report were:</p> <ul style="list-style-type: none"> <li>• Minutes of meeting – 6 March 2025 – for information</li> <li>• Draft Accountability Statement – for approval</li> </ul>	

	<ul style="list-style-type: none"> <li>Risk Register – for information</li> </ul>	
<b>22.</b>	<b><u>Any other business</u></b>	
22.1	There was no other business.	
22.2	The Chair closed the meeting at 17:31.	
<b>23.</b>	<b><u>Meeting evaluation form</u></b>	
23.1	To be circulated by the Deputy Governance Director.	<b>DGD</b>

Approved by the Committee:

.....**F. Thompson**.....  
Signed by the Chair

.....**26.06.25**.....  
Date

### Agreed actions

No	Minute	Action	Who?
1	6.9	The VPQT&L to split attendance data between classroom and Success Centre attendance and present at the next Q&S meeting.	VPQT&L
2	7.2	The VPQT&L to provide a verbal update on the outcomes of the survey at the next meeting in June.	VPQT&L
3	9.4	The VPQT&L to provide a report on the approach to AI particularly in relation to maintaining the integrity of assessments.	VPQT&L
4	19.5	The VPQT&L to add details on the mitigation of the risk related to the increasing number of unqualified teaching staff to the risk register.	VPQT&L
5	19.10	The VPQT&L to add reference to the HE Review to the Risk Register under SR5.	VPQT&L
6	22.1	Meeting Evaluation to be circulated by the Deputy Governance Director	DGD