Bradford College

MINUTES OF THE MEETING OF THE QUALITY & STANDARDS COMMITTEE
HELD: on Thursday 26 June 2025 at 16:00 in 4F07- DHB Boardroom

Present	In Attendance
Fiona Thompson (Chair)	Sarah Applewhite (VP Quality, Teaching & Learning)
Chris Webb (CEO)	Chris Malish (VP Finance & Corporate Services)
Lynette Leith (via MS Teams)	Alina Khan (VP Equality, Diversity & Inclusion)
Shahnaz Anwar-Bleem	Liz Leek (Executive Senior Advisor)
Umar Rafique	Allison Booth (Governance Director)
Maqadas Bashir	Rachel Henry (Deputy Governance Director)
Mussarat Ali	
Apologies	
Billy Khokhar	
Richard Woods	

The quorum was four committee members

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

Item		Action / Report Item
1.	**Introductions, Apologies for Absence and Disclosures of Interest**	
1.1	Fiona Thompson had previously agreed to Chair the meeting when the Chair had given his apologies.	
1.2	The Chair welcomed everyone to the meeting.	
1.3	Apologies were noted for Billy Khokhar and Richard Woods.	
1.4	There were no disclosures of interest.	
1.5	The Chair reminded members that the purpose of the Q&S Committee was to strategically guide the SLT. It was acknowledged that at times, members veered in to operational matters and that the Committee had a collective responsibility to highlight this when it occurred during the meeting. The Chair reminded members that they could always offer the SLT any useful operational advice by email, outside of the Q&S meeting.	
2.	**Chair's action**	
2.1	There had been no use of Chair's actions since the last meeting.	
3.	**Minutes of the meeting held on 6 March 2025**	

3.1	**RESOLVED:** The Minutes of the meeting held on 6 March 2025 were approved as an accurate record and would be signed by the Chair.	
4.	**Matters Arising**	
4.1	The Matters Arising Report was reviewed: 7.2 – *The VPQT&L to provide a verbal update on the outcomes of the survey at the next meeting in June* – The VPQT&L advised that the results of the stakeholder engagement survey had not yet been made available; this was being followed up and would be presented at the next meeting. 11.2 – *The Clerk to consider a Terms of Reference for the deep dive panel and SLT to make arrangements for its deployment* – The development of a counter-brand to traditional Higher Education, with the working title of 'Project Change' had been presented to the Corporation in May and an HE Review Focus Group had since been established, to allow for closer scrutiny of the plan.	
5.	**Executive Summary**	
5.1	The VPQT&L presented a report which highlighted key areas of focus on the agenda, drawing members' attention specifically to the following reports: • OfS Assurance • Strategic Objectives • Initial Teacher Training Accreditation Update The VPQT&L advised that following a rigorous assessment process, Bradford College had been successful in regaining its ITT accreditation and would commence its own QTS delivery in September 2026. The College would now work with the DfE to prepare for this delivery (phase 2 of the accreditation process). Leeds Trinity University had been informed and an appropriate exit strategy would be put in place for all franchised programmes.	
5.2	**Q. What does Phase 2 of the accreditation process involve?** A. Phase 1 was the competitive process where the materials for one study programme were prepared and then scrutinised. Phase 2 is to work collaboratively with the DfE to develop the materials for all programmes in line with DfE expectations.	
5.3	Members agreed that this was really positive news which should be shared with the Corporation; the VPQT&L and teacher education team were commended for this achievement. *J/UR*	

6.	**Data Dashboard**	
6.1	The VPQT&L provided an overview of the Data Dashboard. Members agreed that it was very encouraging to see many of the metrics moving in a positive direction.	
6.2	**Q. Why was the target for progression from Level 3 to Apprenticeships set at 10%, which was much lower than the previous years' end position of 29%?** A. The target was revised in SO2 last year. There was a reallocation of the desired 100% ideal progression destinations into Higher Education, Apprenticeships and Employment, particularly for young people. This relates to our strategic approach on the ideal direction of travel for our students.	
6.3	**Q. Is the target of 90% of Learning Support adaptations being in place as assessed by QER on track and what mitigations are in place if there is any risk of impact on student achievement?** A. We don't believe there is any risk of it impacting student achievement. Considering demographic gaps over the last two to three years, there has not been a substantial gap between these students and the wider cohort. We have identified some gaps across different departments in terms of the utilisation of learning support agreements. The target achievement is expected to be higher than 40%, but is unlikely to reach the target of 90%, which was ambitious.	
6.4	The VPQT&L went on to advise that a significant amount of work had taken place to focus in on inclusive practice and differentiated learning strategies within the classroom. A SEND toolkit had recently been launched, which had been designed to support teaching staff to better understand what a learning support agreement was telling them and enacting that within the classroom. This would remain a key focus for the beginning of the next academic year. Members noted the relatively positive picture of attendance, with improvements made in a number of areas in comparison to last year's data. It was agreed that attendance did not always directly correlate with engagement and that '93% of students confirming that they regularly meet with their personal tutor' at the end of Q3 was an important outcome. The CEO acknowledged that although it was encouraging to see attendance was not impacting achievement rates, attendance was an indicator of a student's behaviour and attitude. Consideration should be given to a student's 'work readiness'. Developing the behaviours	

	and non-perishable skills, including attendance, were key factors in achieving this. The Chair noted that 100% of apprentices engaging with enrichment was very positive, considering the 45% target. The VPQT&L clarified that 100% of apprentices had engaged in either Personal Development (100%), enhancement (78%) or enrichment (4%) activities. Further work on this would be done by the new Apprenticeships HoD, prior to the new academic year.	
7. 7.1 7.2 7.3	**Student Union Report** 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: • Students' Union Election Results 2025-26 • Course Representatives Update • Advice & Advocacy • Student Survey • HE Joint Student Council Meeting Members congratulated the Student Governor on the recent Students Union election results. **Q. Has there been a particular highlight for you in your involvement with the SU recently?** A. The students' involvement in the interview processes for the new Assistant Principal roles has been a highlight. The students were happy that their voice was listened to and understood.	
FE, HE, Apps, Adult Programmes		
8. 8.1	**Learning, Teaching & Assessment** The report detailed the roll-out of the RAISE programme for all curriculum staff to date this academic year. It also highlighted the ongoing work to improve the quality and innovation of LTA across the college cohorts. The VPQT&L advised that there had been positive progress between RAISE visit 1 and 2, most notably for HE. Updates on Digital Innovation and the College's utilisation of AI were also included in the report.	

8.2	**Q. What proportion of staff have set an individual RAISE target?** A. The 317 individual RAISE targets set represents all teaching staff. 100% of staff will be seen by the end of the year and every staff member sets a RAISE target.	
8.3	**Q. Do we identify any College-wide CPD through the RAISE process?** A. Yes. An example is that 'stretch and challenge' remains one of our ongoing issues within the classroom. In response, the LTA team puts on elective CPD opportunities for staff and if staff receive an amber rating from their RAISE visits, they are directed towards participation in that. Participation is then tracked through our Learning and Development department.	
8.4	**Q. How can we encourage further positive progression for staff?** A. This is scrutinised at Performance Reviews and regularly discussed by the SLT. We want our learning and teaching to be consistently outstanding rather than consistently good and outstanding. How RAISE links in to the QER process is essential to that.	
8.5	The VPQT&L advised a new 'Lead Process' had been designed for staff that were either new to learning and teaching, or required extra support. This was a structured process, which would facilitate understanding of what outstanding lesson planning and delivery should look like. As part of the lesson planning, 'stretch and challenge' activities would be actively observed and planned for. This would provide staff with more confidence and a model for success.	
8.6	**Q. Is RAISE having an impact on andragogy as well as pedagogy?** A. Yes RAISE encompasses all methods and practices within outstanding Teaching and Learning and this is reflected in the andragogy.	
8.7	Members recognised the importance of Digital Innovation and AI for both staff and students; to support teaching and learning and the role of the lecturer/tutor. Flexibility and adaptability in preparing students for the changes AI would bring, both inside and outside of the classroom was also seen as key. The VPQT&L acknowledged that RAISE had been a useful tool for changing the culture of teaching and learning and for the majority of teaching staff, it had been a considerable success. Now there would be increased focus to encourage those staff requiring extra support. Members agreed that RAISE had been a huge success in the way it had been embraced by staff.	

9.	**Student Destinations**	
9.1	The report provided a summary of FE (16-19 & Adults) learners destinations for the 23/24 academic year, alongside a comparison for 22/23. Although the improvement in progression to Higher Education was pleasing across both cohorts, the number of students whose confirmed destinations were identified positive had fallen and was a cause for concern. The College needed to ensure that contact details for leavers were up to date to better support the capturing of information and to provide Governors and the SLT with a full picture of destinations. This would be noted in the quality improvement plan for 25/26.	
9.2	**Q. What do you think is influencing the fall in numbers and what can be done strategically to support improved and sustained destinations?** A. We need to ensure that our Level 3 students are 'work ready'; non-perishable skills are fundamental to achieving this. We need more active support for our learners as they leave the College. The introduction of the 'job shop' will provide our students with the live opportunities that are available across the district.	
9.3	The CEO advised that there were various factors to consider on positive destinations; there were opportunities for progression within education but one of the biggest barriers that students faced was the lack of job opportunities in the city. Bradford had one of the highest rates of youth unemployment in the country. Below national average NEET at 16-18 was coupled with a significantly higher than national average unemployment and underemployment between 18- 23. The College has been in discussions with both the regional and local authorities about job opportunities and how the local authorities' strategic growth plan would result in growth and opportunities in the skills and jobs market. The CEO advised that the College was very much aware of its responsibilities on progression, however, further consideration needed to be given to the challenges of the micro-economic system in Bradford. Members agreed that the Board should receive an update on Student Destinations at the next Corporation meeting. *MA/J*	
10.	**OFS Assurance**	
10.1	The Committee were provided with an update on the College's compliance with Office for Students' conditions of registration.	

	The report also confirmed the response from the OfS relating to their investigation into the college's HE computing provision and confirmed that no further action would be taken. The Chair noted that within the report, the OfS had highlighted their very positive engagement with the College. The VPQT&L advised that the OfS were changing their approach to the quality assessments and that an update would be provided at a future Q&S meeting, when more information had been received.	
10.2	**Q. Is the 78% NSS response rate lower than last year?** A. Yes, it is 3% lower, there is no identifiable reason why and it will still be well above the benchmark.	
10.3	The CEO recommended that members read the Regulatory case reports for both Leeds Trinity University and University of Greater Manchester, as the report findings may influence decisions in relation to the College's future partnership arrangements, particularly with regards to reputation. The Chair requested that the VPF&CS give consideration to the risk on future partnership arrangements and that this be added to the Risk Register.	
10.4	**ACTION:** The VPF&CS to add future partnership arrangements to the Risk Register.	**VPF&CS**
11.	**Complaints**	
11.1	The report provided an overview of all Further Education complaints received to date in the 2024/25 academic year. There were 15 HE complaints received to date this academic year. This was a 16.6% decrease on 2023/24. There were 50 FE complaints received to date this academic year. This was a 29.58% decrease on 2023/24. There were 2 Apprenticeship complaints received to date this academic year. This has remained the same as 2023/24. Members agreed that the number of formal complaints was proportionally quite small at 0.5% and that the few that were upheld or partially upheld demonstrated that the process was working well in an honest and robust way. It was acknowledged that the Bradford	

	School of Art continued to receive a significant number of complaints and that the Q&S Committee would continue to monitor this. Due to the decrease in complaints, members sought assurance that students 'knew how to complain' and what mechanisms were in place to allow them to do so. The VPQT&L advised that the question was asked within the HE Student Survey, that explanation of the complaints process was a mandatory part of the student induction and that all staff were made aware on how to signpost students to the procedure, if they had a complaint. The Staff Governor advised that in his role as Student Support Personal Development Team Leader, he was assured that students understood where to go to complain and were confident in doing so. Students were made aware that they could raise concerns with their tutors or curriculum managers. The VPED&I advised that students were utilising the Student Union and Student Support Officers prior to entering the formal complaints process, which suggested that students were utilising the services that were available to them. Members suggested that future Student Surveys should include a question that ascertained student's awareness of the potential avenues to submit a complaint.	
Student Voice & Experience		
12. 12.1	**Student Services Report** The VPQT&L presented a report providing an update on the support provided to students throughout the year, including: • Work Experience & T Levels • Careers Team • Personal Development and Enrichment Team • Cross-Departmental Highlights The CEO advised that the previous Assistant Principal for Students/ DSL had recently left the College and that there was a new Assistant Principal for Students/ DSL in post. The CEO and GD agreed that a conversation would need to take place at the next Search & Governance Committee to determine which Assistant Principals should be attending which Committee meetings, in line with reporting requirements. The Chair suggested that, as Safeguarding was a key issue for the Q&S Committee, the DSL attend meetings when Safeguarding was being reported.	

12.2	**ACTION:** The GD to add the attendance of Assistant Principals at meetings for discussion on the next S&G agenda.	**GD**
13.	**Strategic Plan & Master Targets 2024-28:**	
13.1	The Chair and CEO stressed the importance of members mutually agreeing the targets set out within the Strategic Objectives (SOs), as these would inform the Master Targets file and also the Data Dashboard. The CEO advised that it was essential that there was an agreed consensus prior to the SOs being recommended to Corporation as it was not regarded as good practice to change targets in-year.	
13.2	a) **Objective 2 - To deliver a curriculum that meets the needs of students, employers and our community** The SEA advised that the key changes to SO2 were: • The Inclusion of Enterprise Skills to be developed as part of curriculum delivery • The Inclusion of Cultural Capital acquisition as part of curriculum delivery • Project based learning as a delivery method for Enterprise and Entrepreneurial learning • Introduction of Master Technician Academy • Targeted improvement in reading ages for 16-19 Study Programme Learners	
13.3	**Q. Do any of the additional key changes need adding to the Risk Register in terms of future mitigation?** A. Possibly the Master Technician Academy launch, as it is a new programme for the College.	
13.4	b) **Objective 3- To deliver an outstanding student experience** The VPQT&L advised that SO3 was still driven by the four overarching aims; due to the momentum gained in the last year there had been minimal changes made to the plan. The key changes to SO3 were: • Enhanced focus on promoting sustainable development • Student activities that promote their social and cultural capital • Staff share their scholarship across regional and national platforms. • Pilot programme of alternative student voice mechanisms Members were pleased to see focus on International Partner colleges collaborating on enrichment projects and also the supporting of	

	international trips to enable students to travel and experience different cultures.	
13.5	**c) Objective 7- Empowering education through Digital Transformation** The VPF&CS advised that following the Strategic Planning Event in January, it had been acknowledged that SO7 needed strengthening as the plan had been platform and equipment based. The SLT had reviewed the plan from a Quality & Curriculum and Staff perspective and various changes had been made. The key deliverables were: • Digital tools are effectively utilised to enhance learning, teaching and assessment. A focus on inclusion and accessibility for students and staff lead to increased engagement and impactful practice • Supporting Staff to acquire and deploy digital skills to support digital transformation: a. Academic – reduction of unnecessary manual intervention and non-value adding activities and digitising the curriculum to increase engagement b. Support– reduction of unnecessary manual intervention and non-value adding activities c. Leadership and Management – use of AI and data to better inform timely decision making • Ensuring Infrastructure and Platforms are suitable and protected to deliver digital transformation The CEO requested that recognition be given to the SLT for the huge amount of work carried out to develop the Strategic Objectives. The Chair thanked colleagues that had been involved in pulling the data together after the Strategic Planning Event and for the effort it had taken to incorporate the changes into the plans.	
13.6	**RECOMMENDATION:** That the three strategic objectives are recommended to the Corporation for approval.	
Policies & Statements		
14.	**Policies**	
14.1	**a) Prevent Policy and Action Plan** The VPED&I advised that there had been no significant changes made to the Prevent Policy as part of an annual review, updates had been made to the responsibilities within staff roles. The Policy had been checked and validated by the Local Authority Prevent Co-ordinator and was aligned with the Action Plan.	

Numerous changes had been made to the Action Plan, mainly due to the overhaul of the College's safeguarding training which included Prevent and various changes to mandatory tutorials for students. The VPED&I advised that the Action Plan ensured preparedness for the 24-month implementation period of Martin's Law which began in April 2025. The Action Plan was aligned and ensured compliance with this new duty in terms of a risk assessment and action plan. The Local Authority Approval process ensured that the Action Plan aligned with the Bradford District Prevent Plan.

Members asked the VPED&I what mechanisms were in place to enable students to discuss any concerns on the current conflict in the Middle East. The VPED&I advised that the ambition was to ensure that staff, in any space, were equipped to be able to effectively manage discussions as they arose organically in any setting. Where there may be unease from staff in holding those conversations or where they may need additional support from Student Services, the Personal Development team was on hand to assist. In unstructured areas, conversations would be likely picked up by the Student Engagement Officers, who were equipped to engage with students at a relatable level.

Smoothwall IT alerts were being carefully monitored; these are alerts that the Safeguarding Team receive if students search for something that is a cause for concern. No spike in alerts had been reported.

Members were pleased to hear that students had a forum to raise concerns or points for discussion.

| 14.2 | **RECOMMENDATION:** That the Prevent Policy & Action Plan be recommended to the Corporation for approval. | |

| 14.3 | **b) HE Fees Policy 26/27** | |

The HE Fees Policy 26/27 had been updated to reflect a fee increase and an amendment to a College team name.

The VPF&CS advised that the updates represented a 3% increase in fees for HNCs, HNDs, Foundation and Undergraduate Degrees. This was against a backdrop of increased inflation by 15% and inflation on staff pay at 12.4%. Fees remaining static was therefore not considered to be financially viable. The amended fees had been benchmarked against other FE Colleges and were in line with the fee level that Universities had been charging for the last 3 years.

14.4	**Q. How do the proposed fee changes fit with the timescale of introducing the new HE provision?** A. This will coincide with Phase 1 of the new provision; there will be some new products and some major modifications to existing products at that stage.	
14.5	**Q. Was an Equality Impact Assessment (EqIA) completed to ensure that disadvantaged students were considered?** A. An EqIA should have been done; this will now be actioned prior to submission to Corporation for approval. It was noted that the Fees policies were to be agreed by both the F&GP and Q&S Committee before being presented to Corporation for approval. The HE fees policy would be presented at the next F&GP Committee on 3 July 2025, subject to completion of an EqIA.	
14.6	**RECOMMENDATION:** That subject to completion of an EqIA, that the HE Fees Policy 2026-27 be recommended to the Corporation for approval.	
14.7	**c) FE Work Experience & Industry Placement Policy** The VPQT&L advised that the FE Work Experience & Industry Placement Policy had recently been reviewed by the SLT and updated to reflect the new careers statutory duty. The SEA advised that the government had revivified the careers advice and guidance that Colleges are mandated to give to students. This represented the strengthening of requirements of students to have active engagement with careers advice and guidance.	
14.8	**RESOLVED:** That the FE Work Experience & Industry Placement Policy is approved.	
14.9	**d) Sexual Harassment and Sexual Misconduct Policy** The VPQT&L advised that the Policy had been updated to support new requirements relating to policies and procedures set out in the OfS' 'Condition E6- Harassment and Sexual Misconduct' guidelines, which would come in to force on 1 August 2025 and was part of the general ongoing condition of OfS registration.	
14.10	**RESOLVED:** That the Sexual Harassment and Sexual Misconduct Policy is approved.	

	Governance & Risk	
15.	**Risk Monitoring**	
15.1	The Committee reviewed the strategic risks for which it has oversight. Commentary on SR4 and SR5 had been added: **SR4** – *OfS Computing response has been received with no further actions required.* The Chair suggested that mitigation on risks due to any key changes to SO2, be considered under SR4. **SR5** – *The outcome of the bid to deliver ITT has been communicated, with the College being able to deliver the provision from September 2026.*	
16.	**Committee Self-assessment and Terms of Reference**	
16.1	The current Quality & Standards Committee Terms of Reference had been reviewed and the proposed changes were to reflect: • The removal of the Vice Principal (Curriculum). • The change of the Clerks role title to Governance Director. • The addition of the review of the OfS Governance Responsibilities. Members considered the Committee Self-assessment against the Quality & Standards Terms of Reference and agreed that the Committee continued to perform well.	
16.2	**RESOLVED:** The Committee agreed that it had fulfilled its Terms of Reference in 2024-25.	
16.3	**RECOMMENDATION**: That the updated Quality & Standards Terms of Reference 2025-26 be recommended to the Corporation for approval.	
17.	**Schedule of business 2025-26**	
17.1	The Committee reviewed the Schedule of Business which covered each Q&S meeting for the coming academic year.	
17.2	**RESOLVED:** That the schedule of business for 2025-26 is agreed.	
18.	**Academic Board – Terms of Reference/effectiveness**	
18.1	The VPQT&L presented the Academic Board – Terms of Reference with proposed additions of conditions relating to transparency	

	information and conditions relating to the OfS' 'Condition E6-Harassment and Sexual Misconduct' guidelines on harassment and sexual misconduct.	
18.2	**RECOMMENDATION:** That the Academic Board Terms of Reference are recommended to the Corporation for approval.	
19.	**Academic Board Minutes – 20 March & 1 May 2025***	
19.1	The Academic Board minutes for 20 March & 8 May 2025 were provided for information.	
19.2	**Q. Is the AI-related academic misconduct a big issue?** A. Yes, this is a huge issue faced across the sector and is taking up a high proportion of staff time to hear the cases of academic misconduct. These inevitably result in a relatively low-level sanction. Policy, training and most essentially, assessment redesign is the way forward. We are starting with the courses that are due for review and designing alternative assessments. Staff within the College are doing some excellent work in this arena.	
19.3	**Q. Has lecture capture not been considered previously?** A. We did look at this some years ago, but this has not been routinely rolled out across the College so a policy statement and further action is required.	
Any Other Business		
20.	**Items for report to the Corporation**	
20.1	• Minutes of meeting – 26 June 2025 • Strategic Objective 2 - To deliver a curriculum that meets the needs of students, employers and our community • Strategic Objective 3- To deliver an outstanding student experience • Strategic Objective 7 – Empowering education through Digital Transformation • Prevent Policy and Action Plan • HE Fees policy 26/27 (subject to the completion of an EqIA) • Committee self-assessment and Terms of Reference • Academic Board – Terms of Reference	
21.	**Any other business**	
21.1	There was no other business.	
21.2	The Chair closed the meeting at 17:38.	

22.	**Meeting evaluation form**	
22.1	To be circulated by the Deputy Governance Director.	**DGD**

Approved by the Committee:

…………**B. Khokhar**……........   ……**02.10.25**……….
Signed by the Chair   Date

Agreed actions

No	Minute	Action	Who?
1	10.4	The VPF&CS to add future partnership arrangements to the Risk Register.	VPF&CS
2	12.2	The GD to add the attendance of Assistant Principals at meetings for discussion on the next S&G agenda.	GD
3	22.1	Meeting Evaluation to be circulated by the Deputy Governance Director	DGD