Bradford College

MINUTES OF THE MEETING OF THE QUALITY & STANDARDS COMMITTEE
HELD: on Thursday 2 October 2025 at 16:00 in 4F07- DHB Boardroom

Present	In Attendance
Billy Khokhar (Chair)	Liz Leek (DCEO Quality & Curriculum)
Fiona Thompson (Vice Chair)	Alina Khan (VP Equality, Diversity & Inclusion)
Chris Webb (CEO)	Allison Booth (Governance Director)
Umar Rafique	Rachel Henry (Deputy Governance Director)
Maqadas Bashir	Sharon Ryan (Designated Safeguarding Lead) (Items 19 &20)
Mussarat Ali	
Apologies	
Sarah Applewhite	
Shahnaz Anwar-Bleem	
Lynette Leith	

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	The Chair welcomed everyone to the meeting.	
1.2	Apologies were noted for Shahnaz Anwar-Bleem, Lynette Leith and Sarah Applewhite.	
1.3	There were no disclosures of interest.	
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 26 June 2025**	
3.1	**RESOLVED:** The Minutes of the meeting held on 26 June 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 and it was noted that all matters were complete.	
5.	**Executive Summary**	

5.1	Members were advised that the VPQT&L had previously written the reports for the meeting and that in her absence, the DCEO Q&C would be presenting them. The Committee acknowledged thanks to the VPQT&L for providing an excellent set of reports and asked that their best wishes be passed on to her.	
	The DCEO Q&C presented the Executive Summary which highlighted key areas of focus on the agenda, drawing members' attention specifically to the following reports:	
	• Achievement Results and Progress • OFS Assurance • Student Voice	
6.	**Data Dashboard**	
6.1	The DCEO Q&C provided an overview of the Data Dashboard:	
	• 14-16 - Students who have an experience of work - 54% - This was currently under review. The majority of the students concerned had remained on the school roll and their schools had the responsibility for ensuring that they met the Gatsby benchmarks – standards designed to improve career guidance and education for young people. The College had been assured that students were receiving a full experience in line with the Gatsby benchmark requirements, however, further improvements would be made where possible. • Apprenticeships - Develop new Higher-Level Apprenticeship in Dental - 0% - The HLA in Dental had not been progressed and it was not currently anticipated that this would be something the College would be working towards. • Outstanding Learning and Teaching - 93% students confirm that they find their learning engaging - The end of course survey revealed that the College was in Quartile A (+6 above External Benchmark). The response rate for student feedback was high, which indicated a significant proportion of students found their learning engaging. • 52% GCSE English and Maths lesson attendance - Significant steps had been taken to address attendance in this area. The College had changed from the Success Centre model and were looking to increase classroom-based attendance. Student engagement was seen as the priority in driving up performance.	
6.2	The DCEO Q&S advised that Maths & English attendance was currently above 90% across the College and that retaining that level	

	was a key priority for all departments, with interventions in place for 2025-26. Members agreed that it was very encouraging to see many of the metrics moving in a positive direction with some good outcomes achieved.	
7.	**Report from the Student's Union**	
7.1	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: Highlights 24-25 • Student Panels - College Recruitment • Student Funding Focus Group • Learner Forums and Programme Committee Meetings Term 3 • Advice & Advocacy New Academic Year – 2025/26 • Freshers' Fair 2025 and Student Induction Activities • Course Representatives Update 2025-26 • Student Executive Team 2025-26 • Personal Development and Enrichment 25-26	
7.2	**Q. How did students benefit from sitting on the Student Panels to interview candidates for the Deputy CEO role?** A. When students sit on these panels, it provides them with the opportunity to take ownership and use their voice. They felt invested in the process and listened to.	
7.3	**Q. Do you feel listened to when reporting resource related concerns?** A. Yes definitely, the College acts in our best interests. Any complaints are followed up and appropriate resources are put in place where they have been requested.	
7.4	**Q. Are you confident that the Student Executive Team is wholly representative of the student population?** A. Yes, the Team are here to represent everyone, are inclusive, make themselves available and are approachable. Each member of the Team is elected by their peers. Last year saw the highest number of candidates put themselves forward for election, from a mix of ethnicities and gender.	

7.5	**Q. How do you ensure that students feel able to speak up?** A. We conduct surveys, run student focus groups and the Student Union team are always available and visible throughout the College. There is positive engagement with Student Union activities which also provide a forum for student voice. Last year there were 406 course representatives who represented the student body; these representatives, the 4 student officers and the Students Union work collaboratively to ensure the student voice is heard.	
8.	**Skills Judgement Update**	
8.1	The DCEO Q&C provided an update on the Skills Judgement. Systematically the College's Curriculum departments, Business Development department and the Assistant Principal for Skills had been working with employers, community and civic partners to create new partnerships and develop existing ones. Overall, the College had 119 developed Business partnerships, of which 39 were considered to be the most suitable to be prepped and ready to speak to Ofsted. This was an increase from 58 prior to last year's Ofsted inspection, in which the College was judged to be making a 'reasonable contribution' to skills needs. The Ofsted Framework had recently undergone a significant review and a new framework would be operational from November 2025. The Skills Judgement would be considered within these judgements. New to the inspection framework, was the consideration of how Inclusion is prioritised within institutional strategy and practice. In gathering evidence about the provider's inclusive contribution to meeting skills needs, inspectors would evaluate the extent to which in their partnership working with key stakeholders, leaders and managers within the College promote inclusivity, respect for diversity, and awareness of the needs of all groups of learners and apprentices. Information about what would be required to achieve a specific judgement rating was still in the process of being clarified. The DCEO Q&C advised that the provision of Link Governors for Skills would be crucial to achieving a strong skills judgement. The Vice Chair suggested that this be raised at the next Corporation meeting.	
8.2	**ACTION:** To promote the recruitment of Link Governors for Skills at the next Corporation meeting.	**GD**

9.	**<u>Digital Transformation Update</u>**	
9.1	The CEO provided a brief update on digital transformation, advising that there would be more data available after Q1.	
9.2	**Q. How will a benchmark be set for staff engaging with SO7 within teaching and learning?** A. The plan to develop both digital infrastructure and teaching and learning through digital mediums are included within SO7. This also links to both SO3 and SO5, as the College explores how to invest in infrastructure and develop pedagogy, in step with advancements in technology, to provide an outstanding student experience.	
10.	**<u>External Examiner Verification Reports – Verbal Update</u>**	
10.1	In the absence of the VPQT&L, it was agreed that a report on External Examiner Verification would be presented at the next Q&S meeting in November.	
FE, HE, Apps, Adult Programmes		
11.	**<u>2024-25 Progress/Achievement</u>**	
11.1	The DCEO Q&C presented an overview of learner outcomes for the 2024/25 academic year. The report detailed achievement rates against trend and rising national rates. Overall vocational achievement rates had now reached 90.1% against a NR of 88.1% and 3.3% above the 2023-24 achievement rate.	
11.2	**16-18: Education for Young People** • 16-18 Level 1 vocational achievement was 91.0%, 1.7% above national rates. However functional skills achievement rates had fallen, resulting in a decrease of Level 1 overall achievement to 85.3%. Functional skills remained a challenging qualification and work would continue to strengthen achievement. • 16-18 Level 2 main aim achievement continued to rise to 90.7%, 9.8% above national rates. This represented the highest Level 2 achievement rate ever achieved at the College. • 16-18 Level 3 achievement rate was 87.9%, 2.9% above national rates. This represented a 13.6% improvement since 2021-22 and was the highest L3 achievement rate ever achieved at the College. • 16-18 English Progress measures showed sustained positive progress over the last 4 years. Progress rates of 0.398 represented a significant rise on the 0.21 achieved in 2023-24. Maths progress measures continued to rise to 0.134 in 2024-25 from 0.07 in 2023-24.	

	• Achievement and retention rates across programmes showed no significant gaps in gender, disability, ethnicity or eligibility for free college meals.	
11.3	**19+: Adults Achievement** Substantial improvements were in evidence across Adult achievement rates: • Overall Adult Achievement was currently 91.5%, against a national rate of 88.5%, with a 6.9% improvement on 2023-24 rates. • Level 3 achievement rates stood at 82.7%, against a national rate of 80.0%, with a 8.9% improvement on 2023-24. This improvement was due to significant improvements in Access to HE rates following rapid in-year intervention.	
11.4	**Learners with High Needs Achievement** • A gap had been identified between the achievement of High Needs Learners and their peers and this was being treated as a significant concern. Work was being undertaken to ensure better understanding of the rationale behind this and facilitate appropriate rectifying action. • Achievement rates for learners with high needs nevertheless remained high. • Level 3 achievement at 94.3% exceeded national rate by 7.9% and was outstanding. 16–18-year-old learners with high needs outperformed their peers by 6.4%.	
11.5	**Apprenticeships** Overall apprenticeship achievement stood at 72.5% which was 14.7% above national rates. Within this cohort, black minority ethnic apprentices' achievement was comparable at 72.0%.	
11.6	**Higher Education** Broadly, Higher Education results aligned with last year. Continuation and Completion rates would be reported to the Committee through the HE self-assessment report in November. Overall, HE pass rates were 91.4% against 92% in 2023-24. 1st pass rates had risen slightly, high grade achievement had risen and overall, non-submission rates had fallen slightly.	
11.7	Overall, the college's achievement profile for 2024-25 was in line with targets and predictions and delivered an overall improving trend. Members noted the strong performance in each area and commended the improvement in comparison to both national rates and the 2023-24 internal achievement position.	

	The CEO advised that, given the demographics of Level 1 Functional Skills learners, it was crucial to focus on progress measures rather than achievement rates. The College had seen a significant increase in students entering at Level 1, the majority of whom were from IMD1 and IMD2 backgrounds and typically had lower prior attainment. Despite this, the College's progress rates exceeded national benchmarks. The Chair requested that the 2024-25 Progress/Achievement report be revised to reflect this context, acknowledging the substantial efforts made by the College in refining processes, setting appropriate targets, and conducting robust analysis to drive improvement. The Committee agreed that this should be recognised as a significant achievement, highlighting the impact of effective strategic leadership and operational management in reaching this point.	
11.8	**ACTION:** A revised version of the 2024-25 Progress/Achievement report to be presented to Corporation in October.	**DCEO Q&C**
12.	**Learning, Teaching & Assessment**	
12.1	The DCEO Q&C presented a summary of Learning, Teaching and Assessment (LTA) activity across the College in 24/25. The report detailed the roll-out of the RAISE programme for all curriculum staff during the academic year. It also highlighted the ongoing work to improve the quality and innovation of LTA across the college cohorts. 317 individual RAISE targets had been set across five categories, with innovation (predominantly digital innovation) remaining the most popular category for staff.	
12.2	**Q. Is the PDR process used to identify development needs in digital skills, and does this feed into RAISE?** A. Yes, digital development needs are discussed both within departments and as part of the PDR process. *MA/J*	
12.3	Members queried if there were any areas of exposure or vulnerability that needed to be considered in the development of digital skills. The DCEO Q&C advised that one area of vulnerability was in national expectations around digital capability, there was often an assumption that students arrive with strong technical expertise. While many students were proficient with mobile devices, they may lack the broader digital skills and familiarity with educational technologies required in a learning environment. A	

	similar issue could also apply to staff, so it was important not to make assumptions about digital proficiency. Given the fast-paced nature of digital transformation and increasing focus on areas like cyber security, this could present challenges. However, the high levels of enthusiasm and engagement from both staff and students who were keen to develop further in this area, was really encouraging.	
13.	**Student Recruitment Update – All (levels and areas)**	
13.1	The CEO provided headline figures on the current recruitment numbers for 2025-26: • The 16-24 cohort was 4233 at this point last year – the current position is 4621 for 25-26. • The number of students on EHCPs was 112 at this point last year – the current position is 107 for 25-26. • Adult Skills recruitment stood at 2544 at this point last year – the current position is 2,614 for 25-26, with 243 more ESOL students compared to 24-25. • The Apprenticeships Carry In for 2024 was 790, for 2025 this is 906. The CEO advised that HE was struggling, with the current position being 271 full time students and 301 part time students recruited, compared to 458 full time students and 333 part time students at this point in 2024-25.	
13.2	**Q. Where intake has decreased in some areas and increased in others, have staff been reallocated accordingly?** A. We seek to manage resources as effectively as possible. However, this can be challenging when the skill sets of existing staff do not align with areas where additional resource is required.	
13.3	The DCEO Q&C advised that although the College was seeing a large increase in student numbers, the behaviour of students remained impeccable and this was commended by the Committee.	
14.	**End of Course Student Feedback**	
14.1	The report provided a summary of the most recent results from Further Education (FE), Higher Education (HE), and Apprenticeship (APP) surveys for the academic year 2024-25. It highlighted key strengths, areas for improvement, and strategic recommendations based on survey data and stakeholder insights. The overall return rate for the Further Education end of course survey was 89% which,	

	when compared to similar surveys (graded by the external company QDP), placed the College in the 1st quintile for its response rate. The DCEO Q&C advised that areas of both excellence and those requiring more support were identified and addressed at the quarterly Performance Reviews, where any improvement measures were picked up by the SLT. Members praised the learner feedback which was highly positive, with agreement levels at 95-97% across all areas.	
15. 15.1 15.2	**OFS Assurance** The Committee was provided with an update on the College's compliance with Office for Students' conditions of registration. The report confirmed that the College remained compliant with data returns, participation in key sector submissions and liaison with the OfS relating to ongoing regulatory activity. The OfS Approach to Quality Assessment Consultation with the sector was ongoing as the OfS shaped their future approach to quality assessment. The proposal to introduce a mandatory and regular assessment regime (like an OFSTED) had not been commended by the sector, who instead wished to stay with the current risk-based approach. The College would participate in the consultation over coming weeks. The Committee noted that this was a time of significant change for quality assurance within the sector and were advised that the publication of final guidance relating to the future methodology for assurance by the OfS was expected later in the year.	
16. 16.1	**Education Inspection Framework Update** The DCEO Q&C advised that the OFSTED Inspection Framework had undergone significant changes over the last few months. The headlines highlighted the removal of the 4-grade system and the introduction of a score card for each provider. The College's next Inspection would be conducted under the new methodology. Staff across the College were moving at pace to understand the new framework and to incorporate any necessary changes into the annual cycle of quality assurance activity.	

	Further information would be communicated to Governors, together with the detail of their role in future inspections.	
17.	**ITT Accreditation Update**	
17.1	The DCEO Q&C presented an update on the College's progress towards completing its submission for ITT accreditation. The first stage of this application had been successfully completed, with the full submission currently being developed for approval. The College regarded the application as a key priority, and was working to ensure resources were in place to secure full accreditation for the 2026/27 academic year. No significant challenges were anticipated in completing this process successfully and Governors would continue to receive timely updates to support their oversight of this.	
17.2	**Q. Who will be the awarding body for the ITT accreditation?** A. The University of Greater Manchester.	
18.	**NSS Survey 2025**	
18.1	An overview of National Student Survey results for 2025 was presented. The DCEO Q&C advised that the response rate had declined from the 2024 level to 77%, thereby somewhat limiting the scope for analysis and interpretation. The Chair commended the excellent feedback on Foundation Degree in Ophthalmic Dispensing, which indicated 99% positivity for teaching and learning. Members noted that, while 'Organisation and Management' and 'Learning Resources' were key areas for improvement, these remained well within the College's control. Members noted the drop in performance for art and design and social work, which were below benchmark across most themes, with a particular concern relating to the organisation and management of the course and academic support. Urgent intervention had been actioned to better understand the feedback received and to ensure rapid improvement. The DCEO Q&C advised that significant changes had been made to the art and design department with a new HoD, curriculum area manager and curriculum team leader being put in place which would ensure stronger leadership in the area.	

Policies		
19.	<u>**Policies**</u>	
19.1	**a) Bradford College Complaints Policy** The Bradford College Complaints Policy had been updated to reflect the change from the reference to the ESFA to the DfE. **RECOMMENDATION:** That the Complaints Policy be recommended to the Corporation for approval.	
19.2	**b) College Charter** The VPED&I advised slight formatting changes had been made to the College Charter as part of the annual review. **RESOLVED:** The College Charter is approved.	
19.3	**c) FE Fees Policy 2025/26** The FE Fees Policy had been updated to reflect the removal of A-level fees from Appendix 2 as A-levels were no longer offered, the reference to the ESFA had been changed to the DfE and a link to old funding information had been removed. **RECOMMENDATION:** That the FE Fees Policy 2025/26 be recommended to the Corporation for approval. *SR/J*	
19.4	**d) Safeguarding Child and Vulnerable Adult Protection Policy** The Safeguarding Child and Vulnerable Adult Protection Policy had been updated in line with the latest release of Keeping Children Safe in Education (KCSiE) 2025. **RECOMMENDATION:** That the Safeguarding Child and Vulnerable Adult Protection Policy 2025/26 be recommended to the Corporation for approval.	
Governance & Risk		
20.	<u>**Annual Safeguarding Report 2024-25**</u>	
20.1	The DSL provided an overview of the Annual Safeguarding Report for 2024-25. This evidenced the College's compliance with statutory duties in respect of Safeguarding during the academic year 2024-25.	

Bradford College's safeguarding measures were commended during the October 2024 OFSTED inspection, which had concluded that safeguarding was effective.

10.63% of students accessing safeguarding services were either Children in Care, Unaccompanied Asylum Seeker Children (UASC) and Care Leavers, which highlighted the College's crucial role in supporting some of the most vulnerable groups.

The team worked with over 169 Children in Care, 112 of whom are Unaccompanied Asylum-Seeking Children. They also supported 73 care leavers, ensuring that vulnerable students remain in education and work towards their educational goals.

160 care experienced children have joined the College to date during 2025-26.

A large proportion of the referrals into the Safeguarding and Wellbeing team were for young people with mental health difficulties.

2276 students engaged with the safeguarding service across 2024-25, further emphasising the critical role the service plays in the well-being and safety of the college's population.

To date, 953 students had engaged with the safeguarding service in 2025-26. A steady increase in safeguarding cases was being seen across the sector.

36.2% of students who received support from the safeguarding service declared having one or more disabilities or learning difficulties. This suggests a growing need for specialised support for students with disabilities.

A new safeguarding training package had been devised that would be delivered as a refresher for staff. This would be rolled out over the next two years and delivered as face-to-face training.

All Governors had completed the necessary annual safeguarding requirements for 2025-26.

The GD advised that work was currently being undertaken with the Learning and Development department to provide Governor access to the Learning Management System, through which further Safeguarding training would be offered, to bring Governors in line with staff.

	A number of minor suggested changes to the report were requested.	
20.2	**RECOMMENDATION:** That, subject to the requested changes, the Annual Safeguarding Report 2024-25 be recommended to the Corporation. *SR/L*	
21.	**Risk Monitoring**	
21.1	The Committee reviewed the strategic risks for which it has oversight and no suggested changes were made.	
Any Other Business		
22.	**Items for report to the Corporation**	
22.1	• Minutes of meeting – 2 October 2025 • Complaints Policy • FE Fees Policy 2025-26 • Safeguarding Child and Vulnerable Adult Protection Policy • Annual Safeguarding Report 2024-25 • 2024-25 progress/achievement report (revised)	
23.	**Any other business**	
23.1	Following the launch of the new IT system in the Boardroom, members were asked to consider online engagement in meetings. Members discussed the benefits and drawbacks of online, onsite and hybrid meetings. Members agreed to consider meeting arrangements further and to provide any feedback to the GD prior to the next meeting.	
23.2	**ACTION:** To consider onsite/online/hybrid meeting arrangements.	**Q&S Committee**
23.3	This was the last meeting for Lynette Leith who was leaving as she had recently been appointed as Principal and CEO of Boston College. A leaving card and certificate had been issued on behalf of the Board as a thank you for her 2 years of service to the College.	
23.4	There was no other business.	
23.5	The Chair closed the meeting at 17:46.	
24.	**Meeting evaluation form**	
24.1	To be circulated by the Deputy Governance Director.	**DGD**

Approved by the Committee:

……..………B. Khokhar………..….... ………27.11.25…..……
Signed by the Chair   Date

Agreed actions

No	Minute	Action	Who?
1	8.2	To promote recruitment of Link Governors for Skills at the next Corporation meeting.	GD
2	11.8	A revised version of the 2024-25 Progress/Achievement report to be presented to Corporation in October.	DCEO Q&C
3	23.2	To consider onsite/online/hybrid meeting arrangements	Q&S Cttee
4	24.1	Meeting Evaluation to be circulated by the Deputy Governance Director	DGD